



IMPACT OF COVID-19

JUNE 11, 2020

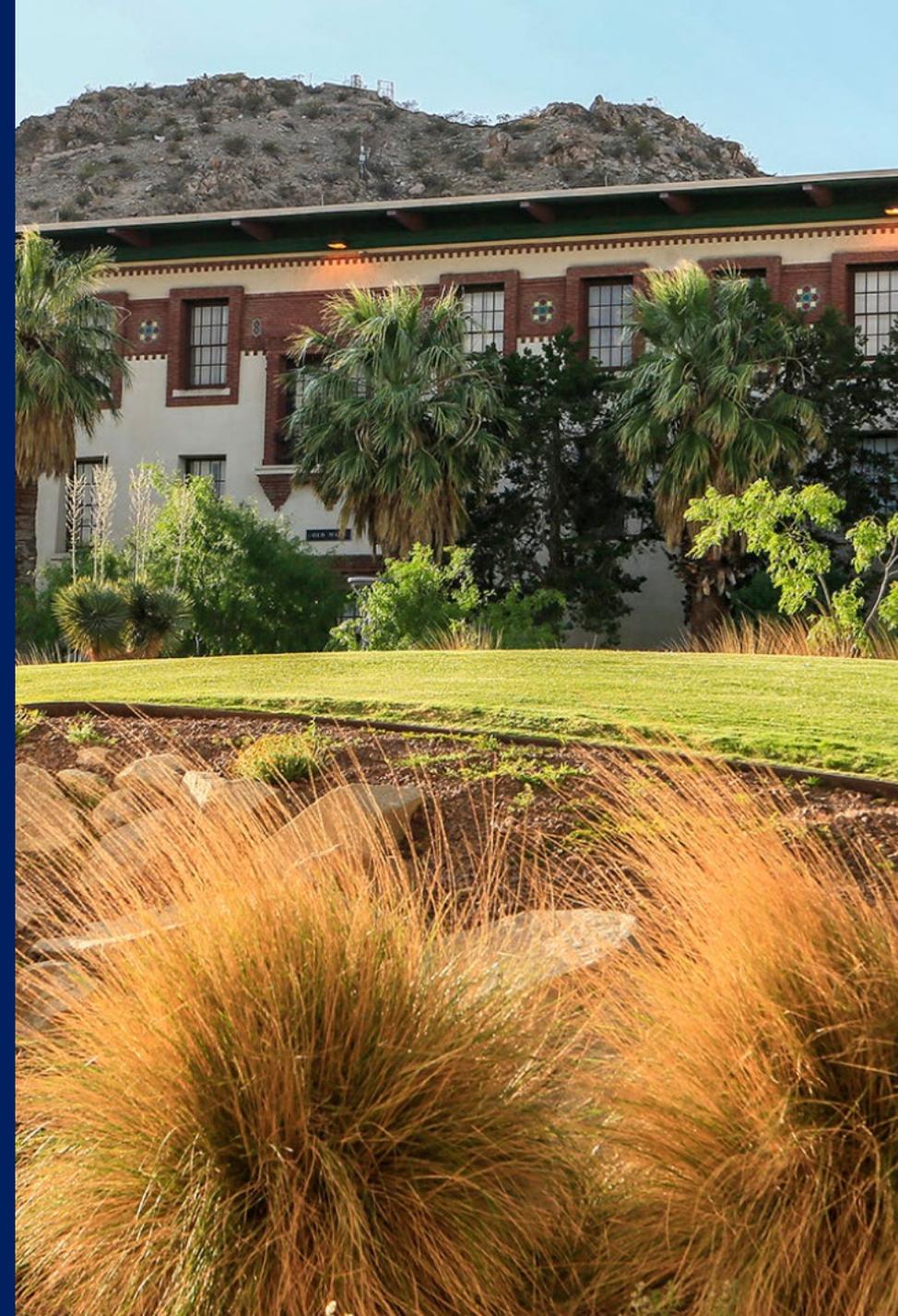
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NSF INCLUDES Alliance

The University of Texas at El Paso

- Designated a Carnegie R1 university (top tier doctoral university with very high research activity) in 2019
- 80% of students are Hispanic
- 60% of graduates are first in their families to earn a bachelor's degree
- Nearly 75% receive financial aid
- More than 50% are from families in the lowest income quartile
- **No. 1** in the U.S. for its success in achieving both competitive research and student social mobility.



Access to
technology

Access to
broadband

Access to
Workspaces

Loss of
income and
internships

Inequities Exposed by COVID-19

HIGHLIGHTS: UTEP COVID-19 LISTENING SESSION

21st Century Curriculum Committee



Challenges

- Transition to virtual high impact practices
- Virtual community building (faculty, staff, students)
- Humanized online teaching
- Knowledgeable contacts who can explain processes to students
- Quality of education
- Training - online pedagogy and effective practices and digital tools important in a global setting
- Border challenges: access to technology, campus facilities, and medical structures



Nourish	personal & social connections with intentionality.
Incentivize	conversion of community engagement to virtual platforms.
Emulate	on-campus and off campus interactions (public programming & student outreach).
Enhance	quality and sustainable online education, including on-demand collaborative environments.
Offer	virtual research and professional experiences.

Opportunities

Lessons Learned

- People are resilient; instruction & delivery are malleable
- **Ability to broaden access to students**
- Opportunity to provide bilingual instruction & service interactions
- **Reflect and transfer what has been learned to F2F and hybrid instruction and services, e.g., online advising, office hours, access to resources**
- Importance of ethical digital communication

Considerations Moving Forward

- Quality of courses
- Student engagement
- Community building
- Co- and extra-curricular experiences, including research experiences
- Project-based learning, in particular with interdisciplinary teams
- Policies to ensure equitable access to technology

Possible Future of Higher Education

Academic

- **Flexible academic pathways** to foster students' ability to function in a post-industrial, knowledge-based society
- **Collaborative team building** to support interdisciplinary research & education
- Focus on skills needed in an increasingly **automated workplace**
- **Socio-behavioral support** across the curriculum (healthy life)

Students

- **Flex enrollment** and **progression** models
- Meet students where they're at: **contextualize** lived experiences
- **Personalized instruction** & new programs (certificates & badges)

Financial models

- **Strategic reallocation of resources**

COMPUTING ALLIANCE OF HISPANIC-SERVING INSTITUTIONS



CAHSI INCLUDES Alliance



- Populations served:
 - *First gen*
 - *Hispanics*
 - *Students at all levels*
- Geographic reach:
 - *West: CA*
 - *Southwest: AZ, NM, TX*
 - *Southeast: FL, PR*
 - *North: IL, NY*
- Members and Partners:
 - *Four-year and two-year colleges*
 - *Non-Profits*
 - *Industry*
 - *Government entities*



HRD-1834620
CNS- 1551221

Vision

By 2030, Hispanics will represent 20% or more of those who earn credentials in computing.

Mission

Grow and sustain a networked community committed to recruiting, retaining, and accelerating the progress of Hispanics in computing.

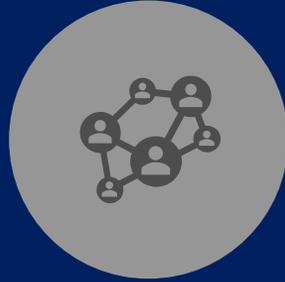
Goals

1. Challenge students' KSA's to position them to thrive in the workforce.
2. Support professional growth for those who serve Hispanics.
3. Expand meaningful partnerships.
4. Inform policy through evidence.





CAHSI WEBSITE:
STUDENT OPPORTUNITIES
ONE-PAGE INSTITUTIONAL
RESOURCE PAGE



CAHSI SOCIAL MEDIA
STUDENT SUPPORT GROUP
SHARED RESOURCES
LINKEDIN GROUP: OPPORTUNITIES

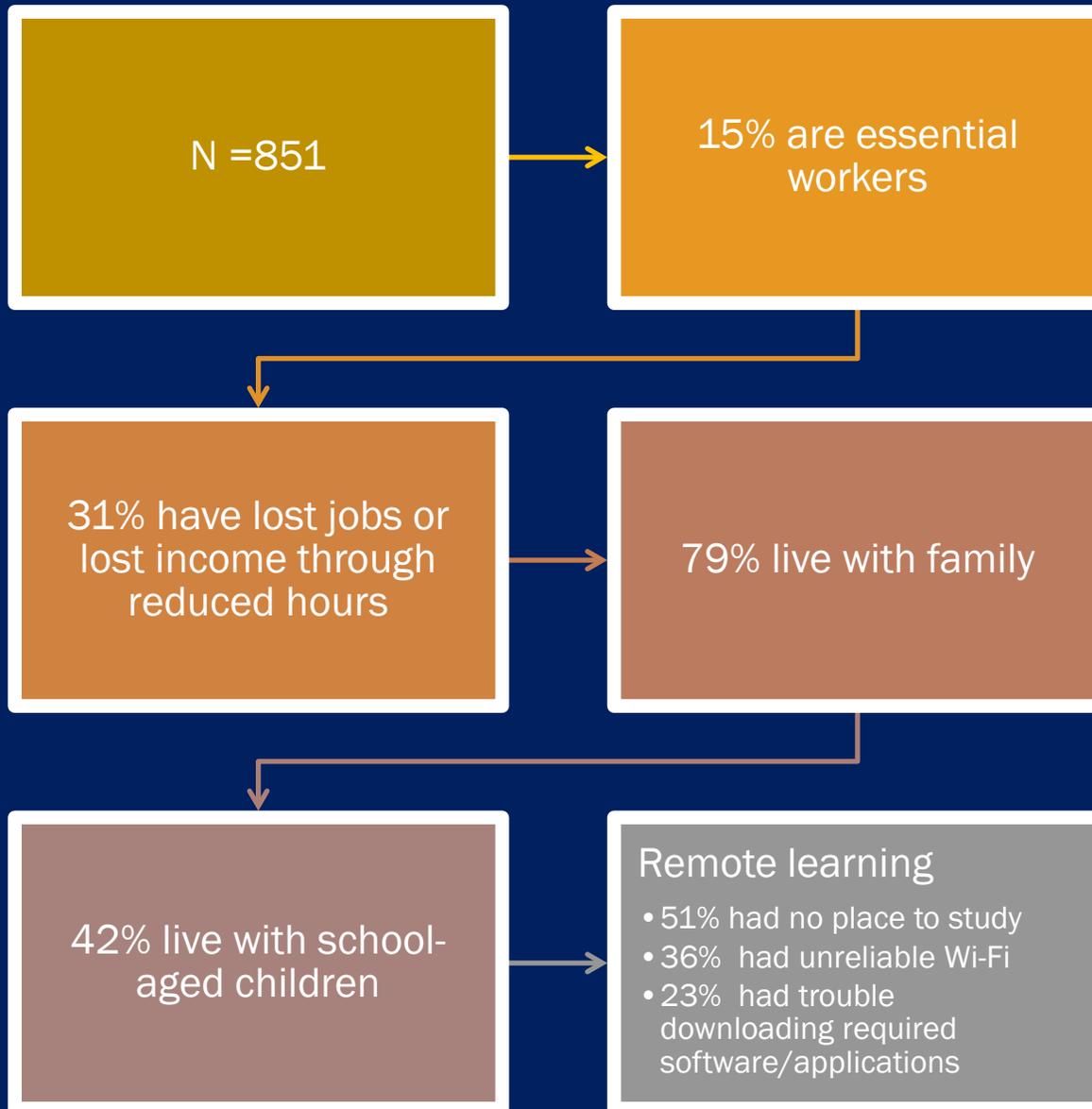


POLICY EFFORTS, E.G.,
RECOMMENDATIONS ON POSTING
COMPUTING AND TECH
SPECIFICATIONS



SURVEY TO INFORM ACTIONS
REGARDING COVID-19

CAHSI COVID-19 Efforts



CAHSI Survey: Context

Student Experiences: COVID 19

- **Stress:** 67% reported greater stress
 - 57% described greater anxiety
 - 38% were experiencing more loneliness
- **Finances:** 57% worry more about money
 - 37% reported their family members have been negatively affected financially
 - 18% had trouble paying for housing and other bills
- **Employment:**
 - 8% lost jobs
 - 24% concerned about job security in the future and *graduate school*
 - 14% had internships cancelled.
- **Studies:** 14% have considered not continuing their studies
 - 12% not be able to graduate as planned
- **Learning:** 50-57% reported that their abilities were significantly lessened or lessened
 - Course success, grades, content understanding with the shift to remote-online

- *It's made life really hard. I'm heavily considering just **joining the military**.*
- *It was hard for me to adjust. My **grades went down** because I had to start working to support my family since people started to **lose their jobs**.*
- ***Financial aid** is a big problem. I was not able to turn in FAFSA papers, so I will not be getting summer or fall financial aid.*
- *My sister caught the virus from a patient at her work, so I **moved to my car** in order to continue my schooling in a safe environment. I stayed in the car for 20 days.*
- *Initially, I **lost my job** and lived **without power** for two weeks, so I had to go camping till I saved up some money.*
- *I can't concentrate as much at home due to the rest of my family being here too. I find myself **sharing laptops** with others in order to do our schoolwork. A class I found to be easy in person became difficult learning online.*
- *COVID-19 affected my academic and career goals in which my future **internship opportunity got cancelled** and turned down. This internship was going to be the start to my career, and it is gone.*

Student Voices

Funding Recommendations-1

- **Research:** Increased support
 - *Virtual undergraduate research experiences with an emphasis on those with financial need*
 - *Interdisciplinary research projects: problems facing diverse communities with involvement of minoritized researchers (AI focus)*
 - Specialized social impact tracks
 - Seed and planning grants to build partnerships
 - *Summer internships at national labs, Faculty in Residence/exchange programs*
- **Teaching and Learning:** Increased support
 - *Improving Undergraduate STEM Education (IUSE)*
 - *Revolutionizing Engineering and CS Departments (RED)*
 - Curriculum that prepare students for new models of work and collaboration
 - Flexible academic pathways to meet students where they're at and address workforce needs
 - Student support structures
 - *Research on effective practices and training in virtual learning environments*

Funding Recommendations-2

- **Socio-Behavioral:** Increased support of programs
 - *Direct impact on minoritized students*
 - *Focus on identity, belonging, and inclusion*
 - *Focus on stress and anxiety*
- **Financial Support:** Increased support
 - *Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)*
 - *Support for high performing students from under-resourced areas*
- **Infrastructure / Capacity Building at HSIs**

QUESTIONS

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