OUR GOALS

- Challenge students’ knowledge, skills, and abilities to position them to thrive in the workforce
- Support pedagogical and professional growth for those who can impact Hispanics.
- Expand meaningful partnerships to align with strategic regional and national efforts.
- Inform policy through evidence.

OUR PROMISE

With the significant research and experience of the partner institutions, the team is positioned to enhance curricula that address industry demands and grand challenges of the 21st century, aiming to prepare the next generation of innovative computer scientists. The unification of forces, together with experiences drawn from field-tested initiatives, has the potential to elevate the CAHSI INCLUDES Alliance as a recognized entity that contributes to and influences the national agenda on education. Continued inclusion of two-year colleges associated with established CAHSI institutions will expand collective impact. The network is positioned to contribute to complementary K-12 efforts and serve as a model for advancing students in higher education, including those from other underrepresented groups.

In 2016, 46% of Hispanic or Latino bachelor’s degree recipients earned their degree from High-Hispanic Enrollment institutions.

To accelerate inclusive change the CAHSI INCLUDES Alliance adopted a collective impact framework model, in which networked institutions support collaborative change through five key conditions: Common Agenda; Backbone Support; Continuous Communication; Mutually Reinforcing Activities; and Shared Measurement.

What is the current state of computer science bachelor’s degrees earned in the U.S.?

- Underserved minority groups and women are chronically under-represented in share of computer science bachelor’s degrees earned.
- Hispanics earn 11% of Computer Science degrees, and women earn only 2% of those degrees earned by Hispanics.

It’s time we act to change this —
HOW WE OPERATE

BACKBONE
- Serves as a support organization and resource, including adoption of signature practices;
- Builds capacity and aligns activities to meet a common agenda.

LEADS & CO-LEADS
- Develop and implement informed strategic actions based on regional needs;
- Engage stakeholders and partners.

CONNECTORS & COORDINATORS
- Share knowledge and resources with CAHSI institutions;
- Provide on the ground support to Leads, Co-Leads, and students.

STUDENT ADVOCATES & SCHOLARS
- Promote awareness and engagement of CAHSI efforts;
- Serve as role models and change leaders.

DATA MANAGEMENT TEAM
- Analyzes data and publishes results of shared measures for monitoring progress toward CAHSI goals and improving efforts.

CAHSI SIGNATURE PRACTICES

- Peer-Led Team Learning (PLTL) is a retention model that deepens students’ learning through team activities focused on specific topics; Hispanic students showed significant increases in course completion after PLTL was implemented;
- Affinity Research Group (ARG) model deliberately develops students’ research, team, professional, and communication skills; 87% of students reported that they were more likely to attend graduate school because of their ARG experience;
- FemProf is a program that facilitates undergraduate Hispanic women’s aspiration towards future entrance into the professoriate;
- FellowNet is a model for preparing students for submission of competitive applications to fellowship programs;
- Problem-solving courses are one and two credit hour courses that hone students’ skills in team-based problem solving; these courses helped students develop metacognitive skills.

OUR STRATEGIC EFFORTS

CAPACITY BUILDING
- Increase number of funded projects at CAHSI institutions
- Build cross-institutional collaborations in research & education
- Improve departmental climates in areas of inclusion, identity, and belonging
  Curricular and pedagogical flexibility at CS departments: across CAHSI institutions provide Hispanic students with academic support, leading to computing success.*

SUPPORT STRUCTURES
- Enhance students’ knowledge, skills, and abilities in computing through problem-solving courses, workshops, hackathons, and other co-curricular activities
- Improve student success and advancement in their studies
  Students at CAHSI institutions receive social support from staff and peers through different sources such as special professional clubs and programs, which can counterbalance other discouraging factors.*

RECRUITMENT
- Increase student engagement and excitement in computing & mentorship at all levels
- Support community college pathways
  Association of two-year college, with established CAHSI institutions expands collective impact. The network contributes to complementary K-12 efforts to serve as a model for advancing minoritized students in higher education.*

PROFESSIONAL DEVELOPMENT
- Build computing expertise and certification for K-12 teachers
- Provide workshops and support to faculty and professional staff for adoption of CAHSI signature practices and other high-impact practices
- Develop student leadership skills
  Student career development programs, paid research and leadership opportunities, and financial support for attending conferences across CAHSI institutions enable Hispanic students to make connections with others within and outside their institutions, which helps them build social connections and soft skills. This leads to post-college employment.*

* Qualitative findings from a case study by CAHSI Researcher, Dr. Anne-Marie Nuñez, Professor at The Ohio State University.

Learn more at cahsi.org

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