

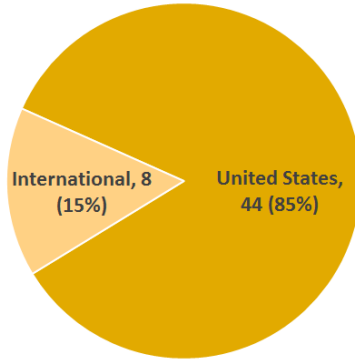
# CSEdGrad

## Exploring pathways of future CSEd Researchers

### PARTICIPANT'S LENGTH OF GRADUATE STUDIES

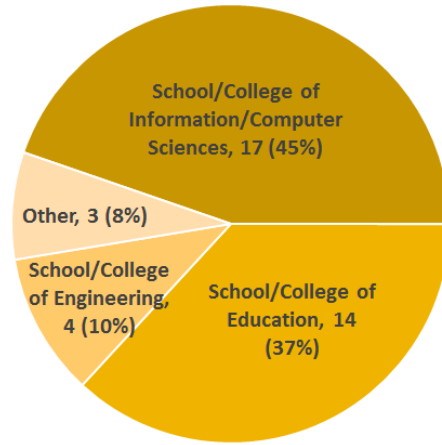
0 - 2 Years 29 (64%)	3+ Years 12 (25%)	Unknown 11 (12%)
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Topical interests differed slightly between those who had only completed up to two years of their studies (who favored academic topics) and those who had completed three or more years of their studies (who favored career-related topics.)



## Community Needs Assessment Spring 2020

The purpose of this survey was to help us set a direction for activities and identify appropriate topics such that we can best meet the collective statement of interest of CSEd graduate students.



CS students expressed a more pressing need for education resources than education students, and vice versa. Students farther in their graduate program were also more likely to be willing to provide leadership to CSEdGrad activities.

We think it's very important to have a wide variety of responses, and are hoping to get more international participation.

### How much do you feel that you would benefit from the following topics of support? (N=52)

None A little Somewhat A lot

Topic	None	A little	Somewhat	A lot
NETWORKING	1	7	17	25
CAREER PREPARATION	2	8	16	26
DEVELOPING RESEARCH SKILLS AND STRATEGIES	1	14	15	22
BACKGROUND IN EDUCATION	4	12	12	23
PERSONAL VALUES	4	12	12	23
NAVIGATING PUBLISHING	3	10	21	17
COMMUNICATING WITH EDUCATIONAL POLICY MAKERS	2	12	21	16
INSTITUTIONAL CHALLENGES	2	15	19	16
BACKGROUND IN COMPUTER SCIENCE	8	15	12	16
ACADEMIC PROGRESSION	11	15	18	7

### What is your level of interest for these potential activities? (N=48)

Uninterested Indifferent Interested

Activity	Uninterested	Indifferent	Interested
FACE TO FACE GATHERINGS AT CONFERENCES	9	39	
SPECIAL INTEREST GROUPS	12	35	
WEBSITE WITH RICH RESOURCES	15	32	
VIRTUAL PEER MENTORING	6	15	27
OFFICE HOURS WITH EXPERTS	5	18	25
MINI ASYNCHRONOUS SELF-PACED COURSES	7	13	27
VIRTUAL CONVERSATION, SUCH AS SLACK	6	17	25
SCHEDULED SET OF WEBINARS	6	19	23
NEWSLETTER OR OTHER REGULAR COMMUNICATION	6	22	20
MINI SYNCHRONOUS COURSES	8	19	21
JOURNAL CLUB	8	17	23

Which mode of delivery works best for each topic? (N=44)	ACADEMIC		CAREER		RESEARCH			OTHER
	ACADEMIC PROGRESSION	INSTITUTIONAL CHALLENGES	CAREER PREPARATION	NETWORKING	RESEARCH METHODOLOGY	GETTING RESEARCH DONE	RESEARCH ABOUT CS EDUCATION	PERSONAL VALUES
JOURNAL CLUB	23%	2%	11%	27%	57%	32%	66%	16%
SPECIAL INTEREST GROUPS	23%	23%	41%	41%	36%	36%	52%	48%
SCHEDULED SET OF WEBINARS	45%	34%	52%	23%	48%	27%	50%	14%
VIRTUAL CONVERSATION, SUCH AS SLACK	39%	36%	41%	68%	23%	27%	27%	45%
WEBSITE RICH WITH RESOURCES	55%	36%	59%	34%	59%	36%	66%	30%
MINI SYNCHRONOUS COURSES	34%	23%	34%	27%	48%	34%	48%	18%
MINI ASYNCHRONOUS SELF-MOTIVATED COURSES	34%	27%	32%	20%	55%	34%	52%	18%
FACE TO FACE GATHERINGS AT CONFERENCES	23%	20%	41%	77%	16%	25%	27%	34%
EXPERT CONSULTING BUREAU	25%	25%	41%	32%	36%	32%	25%	11%
VIRTUAL PEER MENTORING	43%	34%	45%	48%	27%	39%	30%	32%
NEWSLETTER OR SOME OTHER REGULAR COMMUNICATION	27%	20%	36%	14%	18%	16%	43%	18%

## PARTICIPANTS EXPRESSED STRONG INTEREST IN NEARLY EVERY TOPIC OFFERED.

"I don't pursue journal publications, perhaps to my own detriment, because I'm more interested in meeting the people with ideas and understanding how the CSEd community works."

"Some things are viewed as common knowledge to people who have had generational access to academia while others (first gen, minority, international etc.) may not know or be privy to [it]."

**75% want to attend AERA**

**77%**  
expressed interest in a peer mentoring program

**84% were interested in having some kind of active role** in the CSEdGrad community, from contributing information and updates to participating in or leading activities for graduate students

Participants also generally noted an interest in non-academic career fields, understanding/navigating academia, concerns about time constraints, and conversations that would benefit from being private to graduate students such as navigating institutional challenges.