



## SIGCS Survey

### Report created on:

The results of your survey are displayed below. If your survey includes text responses, click the "View" button to read individual results. To exclude a particular response, click the Included Responses button. You can then view the set of individual responses that are currently included and select those you wish to exclude. Results below contain only Included responses

Launch	
Date	
Modified	
Date	
Close	
Date	
Email	0
Invites	
Visits	131
Partials	25
Completes	98

#### Go to individual Complete Responses:

Show respondent's emails.

98  
0

[Cross Tabulate](#)  
Cross reference multiple questions

[Download Results](#)  
Receive results in spreadsheet format

**Responses:**  Completes only  Partials only  Completes & Partials

Thank you for your willingness to participate in this survey. Your input helps us enhance SIGCS benefits and shape future direction.   
As you may know, SIGCS

recently expanded its mission from high school CS to the teaching of all computing in all of K-12. In response to this change in focus, we'd like your input on program offerings, existing projects, and communications. This survey takes approximately 7 minutes to complete.

\*Mandatory questions

SECTION I:  
DEMOGRAPHICS

From the following list, please select the job category that best describes your role:

1. Role:

Post secondary computing teacher	<input type="text"/>	10	10%
High school computing teacher	<input type="text"/>	17	17%
Middle school computing teacher	<input type="text"/>	7	7%
Elementary school computing teacher	<input type="text"/>	3	3%
Technology coordinator	<input type="text"/>	25	26%

Media Specialist	<input type="text" value="2"/>	2	2%
Computer-using educator	<input type="text" value="4"/>	4	4%
Student	<input type="text" value="1"/>	1	1%
Other, Please Specify	<input type="text" value="29"/>	29	30%
		98	100%

Besides what other organizations do you belong?

ACM (Association for Computing Machinery)	<input type="text" value="16"/>	16	19%
CSTA (Computer Science Teachers Association)	<input type="text" value="20"/>	20	24%
IEEE Computer Society (Institute of Electrical and Electronics Engineers)	<input type="text" value="5"/>	5	6%
SIGCSE (ACM's SIG on Computer Science Education)	<input type="text" value="18"/>	18	22%
A state or local computer user group in your region	<input type="text" value="51"/>	51	61%
Other, Please Specify	<input type="text" value="30"/>	30	36%

How many years have you been an ISTE member?

Fewer than 1	<input type="text" value="27"/>	27	28%
1-2	<input type="text" value="17"/>	17	18%
2-4	<input type="text" value="16"/>	16	17%
5 or more	<input type="text" value="36"/>	36	38%
		96	100%

How many years have you subscribed to SIGCS?

Fewer than 1	<input type="text" value="39"/>	39	40%
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1-2	<input type="text"/>	30	31%
2-4	<input type="text"/>	17	17%
5 or more	<input type="text"/>	12	12%
		98	100%

Are you an =STE All-Inclusive member?

Yes	<input type="text"/>	48	49%
No	<input type="text"/>	50	51%
		98	100%

To what =dditional SIGs do you belong? (select all that 6.apply)

SIGAdmin =/TD>	<input type="text"/>	5	38%
SIGDE		0	0%
SIGHC	<input type="text"/>	1	8%
HyperSIG =/TD>		0	0%
SIGILT =/TD>	<input type="text"/>	1	8%
SIGIVC =/TD>		0	0%
SIGMS	<input type="text"/>	1	8%
SETSIG =/TD>	<input type="text"/>	1	8%
SIGTC	<input type="text"/>	5	38%
SIGTE	<input type="text"/>	4	31%
SIGTel =/TD>	<input type="text"/>	2	15%

SECTION II: CURRENT SIGCS BENEFITS AND PROGRAMS



How familiar are you with JCSE Online (the journal produced by SIGCS)?

**7.**

Very (have been a long-time reader)	<input type="text" value="8"/>	8	8%
Reasonably (have a good idea of its content)	<input type="text" value="17"/>	17	17%
Slightly (last year or two, previous 1-3 issues)	<input type="text" value="31"/>	31	32%
Not at all	<input type="text" value="42"/>	42	43%
		<b>98</b>	<b>100%</b>

JCSE Online has been published sporadically in the last several years, with 3-6 articles yearly. Would you be interested in an increase in frequency?

**8.**

Yes	<input type="text" value="39"/>	39	40%
No	<input type="text" value="14"/>	14	14%
No opinion	<input type="text" value="45"/>	45	46%
		<b>98</b>	<b>100%</b>

Select the statement that best matches your participation:

**9.**

I read all JCSE Online content	<input type="text"/>	2	4%
I read much/most of the content	<input type="text"/>	12	21%
I glance at content and read only articles that catch my eye/interest or pertain to my particular =ob/role	<input type="text"/>	32	57%
I seldom read JCSE Online.	<input type="text"/>	7	13%
I never read JCSE Online.	<input type="text"/>	3	5%
		56	100%

We =re considering ways of improving the regularity, content, and =ormat of JCSE Online and increasing member participation as readers, reviewers, and authors.



As you may =now, SIGCS projects (including JCSE) run on a volunteer model. In order =o continue projects such as JCSE, active volunteer =articipation is required. Options for volunteering would

include:  
 editing,  
 reviewing  
 or authoring  
 articles,  
 planning  
 future  
 issues, and  
 developing  
 new  
 offerings.

Would you  
 be willing to  
 volunteer  
 for CSE?

10.

Yes	<input type="text"/>	45	46%
No	<input type="text"/>	53	54%
		98	100%

- 
- 

Indicate the  
 ways you'd  
 be  
 interested in  
 participating  
 or  
 volunteering.  
 Consider  
 reviewing to  
 be at the  
 level of 1-2  
 reviews per  
 year and  
 writing to be  
 =  
 submission  
 of 1 item  
 every couple  
 years. (More

11.

often would  
 be great!)

	1 Just read	2 Review	3 Submit	4 Both review and submit	Not Interested
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1. Academic/research article relating to high school and beginning college level computing (HS/COLL)	21%	31%	0%	31%	17%
2. Academic/research article relating to elementary and middle school computing (ES/MS)	24%	26%	3%	24%	24%
3. Sharing of a teaching activity or practice useful for a particular topic or kind of topic (HS/COLL)	10%	29%	5%	50%	7%

4. Sharing of a teaching activity or practice useful for a particular topic or kind of topic (ES/MS)	15% =BR>6	23% =BR>9	3% =BR>1	46% =BR>18	13% =BR>5
5. Tutorial or explanation of a particular topic, technology programming language, application, etc. (providing technical information to colleagues), e.g., XML, file compression cryptography, E-commerce)	26% =BR>10	23% =BR>9	8% =BR>3	21% =BR>8	23% =BR>9
6. Article addressing policy and issue concerns relating to computing	16% =BR>7	35% =BR>15	0% =BR>0	40% =BR>17	9% =BR>4
7. Article addressing policy and issue concerns relating to teaching/education	22% =BR>9	24% =BR>10	2% =BR>1	46% =BR>19	5% =BR>2
8. Review of books, software, computing environments, etc. (HS/COLL)	24% =BR>10	31% =BR>13	2% =BR>1	29% =BR>12	14% =BR>6
9. Review of books, software, computing environments, etc. (ES/MS)	26% =BR>11	21% =BR>9	0% =BR>0	33% =BR>14	19% =BR>8
10. Report of experience at a conference, workshop, etc. (TD)	19% =BR>8	12% =BR>5	12% =BR>5	43% =BR>18	14% =BR>6
11. Other (specify below)	0% =BR>0	0% =BR>0	0% =BR>0	19% =BR>3	81% =BR>13

If you specified "Other" above, please describe here:

4 responses

Please indicate the types of articles you'd be interested

**13.** in reading  
= /TD> in =CSE.

Academic/research article relating to high school and beginning college level computing (HS/COLL)	<input type="text" value="31"/>	31	58%
Academic/research article relating to elementary and middle school computing (ES/MS)	<input type="text" value="32"/>	32	60%
Sharing of a teaching activity or practice useful for a particular topic or kind of topic (HS/COLL)	<input type="text" value="32"/>	32	60%
Sharing of a teaching activity or practice useful for a particular topic or kind of topic (ES/MS)	<input type="text" value="35"/>	35	66%
Tutorial or explanation of a particular topic, technology programming language, application, etc. providing technical information to colleagues), e.g., XML, file compression cryptography, E-commerce)	<input type="text" value="29"/>	29	55%
Article addressing policy and issue concerns relating to computing	<input type="text" value="23"/>	23	43%
Article addressing policy and issue concerns relating to teaching/education	<input type="text" value="23"/>	23	43%
Review of books, software, computing environments, etc. (HS/COLL)	<input type="text" value="28"/>	28	53%
Review of books, software, computing environments, etc. (ES/MS)	<input type="text" value="29"/>	29	55%
Report of experience at a conference, workshop, etc.	<input type="text" value="10"/>	10	19%
<input type="checkbox"/> Other, Please Specify	<input type="text" value="1"/>	1	2%

What types of online format would you prefer for

**14.** JCSE  
= /TD> Online?

1

2

3

Not at all interested      Somewhat interested      Very Interested

- 1. PDF files (current practice)      9%      29%      61%
- 2. Posted in html format on ISTE Web site      12%      43%      44%
- 3. Articles presented in blog format to allow for immediate dialog      38%      38%      23%
- 4. Articles presented in wiki format to generate a collaborative result and/or allow comments      37%      44%      20%
- 5. Listserve entries corresponding to each article to encourage discussion      41%      43%      16%

Have you participated in the CSIT Symposium at NECC (or will you participate this year)?

15.

Yes

No

24 24%

74 76%

98 100%



Currently, IGCS is allowed 8 presentation slots at NECC, plus one workshop that generates income for the SIG. Of the following, please rank according to your interest in each:

16.

each:

1      2      3      4

Not at all interested      Highly interested

- 1. Approaches to teaching CS at a particular level (elementary, middle, high school) which uses      19%      16%      36%      29%

the ACM K-12 document as a focus (particularly level 1 and 2)

2. Approaches to teaching a pre-AP programming course 28% 36% 24% 12%

3. Using spreadsheets and databases to teach CS concepts 18% 26% 40% 16%

4. Using web tools such as php, MySQL, javascript, ASP, apache, IS, DBMS, XML, Dreamweaver/Flash to teach CS concepts 16% 25% 30% 29%

5. Using Alice, Karel or Greenfoot to teach object-oriented programming (this would be more k-12 classroom-oriented than workshops presented by authors of those programs) 27% 34% 24% 16%

6. Workshop on using networking and system support curricula to support CS concepts (this is a part of the ACM curriculum) 22% 32% 38% 8%

7. Workshop focused on integrating basic CS concepts at the elementary level (teaching algorithmic thinking/problem solving) 26% 26% 28% 20%

Are you subscribed to the SIGCS discussion listserve?

Yes  49 50%  
 No  49 50%  
 98 100%

Select the statement that best matches your participation:

I read the SIGCS discussion listserve religiously (I never skip an email).	<input type="text" value="5"/>	5	10%
I read the SIGCS discussion listserve regularly (I typically read or skim each email).	<input type="text" value="15"/>	15	31%
I read the SIGCS discussion listserve occasionally (I read if I have time or notice a particular topic of interest).	<input type="text" value="25"/>	25	51%
I never read the SIGCS discussion listserve.	<input type="text" value="4"/>	4	8%

Why have you not elected to join the SIGCS discussion listserve? Please select the statement that best reflects your opinion.

**19.** your opinion.

I'm too busy to participate in a discussion listserve.	<input type="text" value="15"/>	15	31%
The listserve produces too much mail in my inbox.	<input type="text" value="9"/>	9	18%
I generally don't find discussion listserve to be of value.	<input type="text" value="4"/>	4	8%
I don't find the SIGCS listserve to be of value.	<input type="text" value="1"/>	1	2%
I was not aware that a SIGCS listserve exists.	<input type="text" value="20"/>	20	41%
<input type="text" value="0"/> Other, Please Specify		0	0%
		49	100%



SECTION III:  
TECHNOLOGY  
TOOL USE  
AND FORMAT

In your daily life, how often do you use the following technology and communication tools:

	1 Daily	2 Weekly	3 Monthly	4 Occasionally	5 Never
1. Blogs	5%	9%	7%	38%	41%
2. Wikis	1%	9%	5%	38%	46%
<b>3. Discussion Forums</b>	11%	14%	15%	47%	11%
4. Synchronous (online) Chats and Presentations	4%	12%	15%	36%	32%
5. Listserves	35%	16%	14%	23%	11%

Of the following, which tool would you most prefer SIGCS to use in facilitating communication among members?

Blogs	<input type="text" value="15"/>	16%
Wikis	<input type="text" value="8"/>	9%
Discussion Forums	<input type="text" value="24"/>	26%
Synchronous (online) Chats and Presentations	<input type="text" value="9"/>	10%
Listerves	<input type="text" value="38"/>	40%
	<b>94</b>	<b>100%</b>

**SECTION IV:  
SIGCS  
SUBSCRIBER  
OVERALL  
SATISFACTION  
AND VALUE**

Please rate the following SIGCS



benefits according to your opinion of their  
**22.** overall value:

	1 Not at all valuable	2 Somewhat Valuable	3 Highly Valuable	No opinion
1. JCSE Online	1% =BR>1	33% =BR>30	37% =BR>33	29% =BR>26
2. The CSIT Symposium at NECC	4% =BR>4	23% =BR>21	21% =BR>19	51% =BR>46
3. The SIGCS Discussion Listserve	6% =BR>5	39% =BR>35	24% =BR>22	31% =BR>28
4. SIGCS-sponsored concurrent sessions and workshops at NECC	2% =BR>2	20% =BR>18	38% =BR>34	40% =BR>36
5. Other (please specify below)	0% =BR>0	5% =BR>2	5% =BR>2	90% =BR>38

==/TR>

If you specified "Other" above, please describe here:

**23.**

3 responses

Please rate our overall satisfaction with

**24.**

==/TD>SIGCS:

Not at all satisfied	<input type="text"/>	2	2%
Somewhat satisfied	<input type="text"/>	72	73%
Highly satisfied	<input type="text"/>	24	24%
		98	100%

==/TR>

Why did you join SIGCS?

**25.**

==/TD>SIGCS?

64 responses

Will you renew your SIGCS subscription during your next ISTE membership renewal cycle?

**26**

Yes	<input type="text"/>	65	66%
No	<input type="text"/>	1	1%
Not sure	<input type="text"/>	32	33%
		98	100%

SECTION V:  
IMPROVING SIGCS

Have you encountered any barriers to participating fully in SIGCS?

**27**

Yes	<input type="text"/>	18	19%
No	<input type="text"/>	76	81%
		94	100%

21 Responses

How could SIGCS be made more valuable for you?

**28**

32 responses

In your opinion, what other benefits/activities should SIGCS encourage?  
**29** (contests, awards, other)

26 responses

In your opinion, what could SIGCS do to increase your participation?

25 responses

Thank you for participating in this survey. If you're interested in earning more about SIGCS, please contact SIGCS president, Joe Kmoch, at joe@jkmoch.com



If you're interested in volunteering with SIGCS, please enter your contact information below:

32 responses