



African American Computer Science (CS) Undergraduate Students: How Their Families Support Their CS Academic Pursuits

Types of family support received during childhood and college to pursue CS

Fully supported my decision to pursue CS	Childhood	74%				7%	19%
	College	76%					8% 12%
Bought me/facilitated access to CS instructional resources	Childhood		56%		7%		37%
	College	52%			8%		
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Tried to help me decide if I would like to be a computer scientist/work in technology	Childhood	52%		7	7% 41%		.%
	College	60%				12%	24%
Believed I should have fun while developing CS skills							
	Childhood	52%			19% 30%		
	College		64%			12%	24%
Showed excitement/enthusiasm about personally showing me how to develop CS skills	Childhood	44	%	11%		44%	6
	College	56%			12%	32%	
Felt strongly that I develop CS skills	Childhood	37%	7	%	56%		
	College	37%	1	2%		56%	
Connected me to coders/programmers/people working in CS or CS-adjacent fields							
	Childhood	37%	<mark>4%</mark>			59%	
	College	40% 12%		12%		48%	
Found/enrolled me in CS classes/workshops/ trainings/ competitions/clubs/opportunities	Childhood	30%	15%	/ 0		52%	
	College	32%		20%		48%	
Wanted to spend time with me when I was	Childhood	19%	22%			59%	
engaging with CS	College	40%		16%		44%	6
			Agree	Neutral	Disagree		

Note. n = 38. Results may not sum to 100% due to rounding or responses such as "don't know," "refused to respond," and "other."

Tips to share with families: Top ways to support students during childhood and college

- 1. Resource Provision: Invest in CS instructional resources or facilitate access to them.
- 2. Decision Support: Help your child explore and decide if a career in CS aligns with their interests and aspirations.
- 3. Mentorship: Show enthusiasm and provide personal guidance in developing CS skills.
- 4. Support: Fully support and encourage your child's desire to pursue CS.

For more information on this study or about IAAMCS, find us on our <u>website</u>. This project was funded by the National Science Foundation award #2216622.