i3 Inclusion Institute: Evaluating a Minority College Student Program to Increase Diversity in Information Science

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i3 Inclusion Institute: Presentation Overview

- Overview of program
- Methodology
- Strengths and weaknesses to rigor
- Challenges and opportunities of resources
i3 Inclusion Institute: Overview

- Mission of i3
i3 Inclusion Institute: Overview

- Coalition of 3 iSchools
i3 Inclusion Institute: Methodology

Cohort 1

Summer 2011
- Pre-Post Institute Survey
- Concluding Institute Follow Up (2012)
- Alumni Survey (in Design)

Cohort 2

Summer 2012
- Pre-Post Institute Survey 2012
- Concluding Institute Follow Up Survey (2013)

Cohort 3

Summer 2013
- Pre-Post Institute Survey (2013)
- Concluding Institute Follow Up (2014)
### i3 Inclusion Institute: Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Cohort 1 (n=15)</th>
<th>Cohort 2 (n=16)</th>
<th>Cohort 3 (n=20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.0% (0)</td>
<td>6.3% (1)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0% (0)</td>
<td>12.5% (2)</td>
<td>15.0% (3)</td>
</tr>
<tr>
<td>Black or African American</td>
<td>60.0% (9)</td>
<td>50.0% (8)</td>
<td>25.0% (5)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.3% (2)</td>
<td>18.8% (3)</td>
<td>30.0% (6)</td>
</tr>
<tr>
<td>White</td>
<td>13.3% (2)</td>
<td>6.3% (1)</td>
<td>20.0% (4)</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>6.7% (1)</td>
<td>6.3% (1)</td>
<td>10.0% (2)</td>
</tr>
<tr>
<td>Other</td>
<td>6.7% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>60.0% (9)</td>
<td>50.0% (8)</td>
<td>56.3% (9)</td>
</tr>
</tbody>
</table>
i3 Inclusion Institute: 
Gender differences

Comparing Female vs. Male change: 
Interest in degree types

Graduate degree in IS

- Mean change: 6%
- Male: 22%
- Female: 3%
- Total change: 22%

Doctoral degree in IS

- Mean change: -4%
- Male: 11%
- Female: 3%
- Total change: 3%
Mean score of knowledge in key content areas across program

- Computing and networking, particularly how these technologies are used to create, manipulate, and disseminate information
  - Baseline: 2.500
  - Post: 4.211
  - Follow Up: 3.750

- The role of gaming in the development of technical and cognitive competencies and innovation
  - Baseline: 2.250
  - Post: 3.895
  - Follow Up: 3.375

- Information needs of diverse populations
  - Baseline: 2.647
  - Post: 4.167
  - Follow Up: 3.813

- Key information user issues, such as access to information and the digital divide
  - Baseline: 2.706
  - Post: 4.158
  - Follow Up: 3.875

- Nature and life-cycle of information
  - Baseline: 2.353
  - Post: 3.579
  - Follow Up: 3.250

- Historical foundations of human intersections with information and technology
  - Baseline: 2.294
  - Post: 3.579
  - Follow Up: 3.188

- Major ideas of the information professions
  - Baseline: 2.588
  - Post: 4.158
  - Follow Up: 3.813
i3 Inclusion Institute: Cross-cohort comparisons

Comparing follow-up interest in postgraduate opportunities

Cohort 1
Cohort 2

Career in IS
Graduate degree
Graduate degree in IS
Doctoral Degree
Doctoral Degree in IS
i3 Inclusion Institute: Resources

• Longitudinal nature of study
i3 Inclusion Institute: Resources

- Changing data collection requirements
i3 Inclusion Institute: Resources

• Opportunities for qualitative data
i3 Inclusion Institute: Conclusions

• Primary research goal to inform i3 coordinators
i3 Inclusion Institute: Conclusions

• Each cohort is unique
i3 Inclusion Institute: Conclusions

• Contributes to underrepresented students access to advanced degrees.
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