Meeting in the Middle:
The Relationship Between Sophomores’ and Juniors’ Library Engagement and GPA

Methodology
Students who engaged with the libraries were identified through:
- enrollment in a course section that received library instruction
- having checked out an item from the libraries
- enrollment in a course section for which library materials were on reserve

These students’ mean GPAs were compared for different types of engagement and different types of students.

Operational Definitions
Library engagement = Each time a student checked out an item, was enrolled in a course with library materials on reserve, or was enrolled in a course that received library instruction

Library instruction = instruction by a librarian within a course taught by another faculty member (in-person, virtually, or through assignment/course design)

GPA = USC uses a 4.0 system. GPA from each semester were calculated.

Sophomores and Juniors = Undergraduate students with at least 32 and no more than 92 credit hours at the beginning of the Fall 2015 semester

Institutional Context
The University of Southern California is a private research institution located in Los Angeles, California, with a student body of 43,000 students (19,000 sophomores and juniors) located in Los Angeles, California, with a student body of 43,000 students (19,000 sophomores and juniors).

Study population: 9,000 students who are sophomores and juniors at the University of Southern California?

Research Question:
How does library engagement affect the grade point averages (GPAs) of sophomores and juniors at the University of Southern California?

Conclusions and Recommendations
Most of the observed differences between students of different groups (whether those with and without engagement, or first-generation or non-first-generation) were of a magnitude of .10% - a significant difference.

Being enrolled in a course with items on reserve had no significant effect on GPA.

This poster represents just a few conclusions; future analyses will look more closely at other groups of students that may benefit from tailored interventions, such as specific majors, and analyze further how different forms of library engagement interact with each other.

Recommendations/Future Research:
- conduct qualitative research to discover why differences exist
- run this study again with off-campus proxy logins and future classes of students

Mean GPA: first-generation students who received library instruction

Cumulative effect of checkouts on juniors

In classes with library instruction, students did better in the cumulative effect of checkouts on juniors.

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