Impact of IL Instruction on Transfer Student GPA & Use of Library Resources

**Research Question**
Do course-integrated information literacy sessions positively affect a transfer student’s use of library resources and their CSUEB GPA?

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**Literature Review**
Positive Correlation with Student GPA, Retention, Graduation

**Project Process**
- Identify Population
- Gather Data
- Analyze Data

**Population**
This study examined new transfer students (Fall 2014, n=2217);
- **Treatment group:** Received course-integrated instruction (n=227);
- **Control group:** Did not receive instruction (propensity score matching in SPSS was used to create a matched control group) (n=227).

**Data Gathered (Academic Year 2014-2015)**

**Correlations (Significant Relationships)**
A correlation matrix revealed significant relationships between the information literacy instruction (treatment) and:
- **EZProxy logins** (r=.38, p<.001)
- **Item checkout** (r=.096, p<.05)
- **CSUEB GPA** (r=.38, p<.001)

**Conclusion and Next Steps**
The study found that new transfer students who received information literacy instruction were significantly more likely to use library resources and have a higher GPA.

The results indicate that library efforts to support transfer students increase academic success.

CSUEB plans to increase instruction to transfer students in AY 2016-2017 and will re-assess impact on GPA and Library Resource use.

**Selected References**