UC DAVIS
SCHOOL OF EDUCATION
CRESS Center—Center for Education and Evaluation Services

Year 1 Evaluation of UC Merced FIPSE Textbook Rental/EOP Services Grant
Center for Education and Evaluation Service
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As the first University of California campus in the San Joaquin Valley, UC Merced has a special responsibility to advance the education levels of the Valley's traditionally under-served population. Currently, 50.4% of the undergraduates represent the first generation in their family to attend college, with 86% of those demonstrating financial need. The population that this Central Valley research university aims to serve is the most at risk for struggling and dropping out of college, particularly with regard to the affordability of course materials and support for persisting amid financial and academic pressures. Accessible course materials help to level the field for at-risk students. This is particularly true when this service functions within a framework of a support system that promotes all aspects of confidence-building, learning strategies, and student well being. This study is an analysis of the effectiveness of a course materials rental project with wrap-around support services that aims to improve engagement with course materials and, in turn, persistence rates of the most at-risk UC Merced students.

Beginning in the spring semester of the 2009-10 school year, a subset of UC Merced freshman students considered "at risk" for achievement and retention were informed that they were eligible for a UC Merced Learning Center program allowing for the rental of textbooks at 25% of the Bookstore price, yielding significant savings for them. These students were primarily in the first generation in their family to attend college and/or from low income families. The students were also invited to participate in an advising process that included 1-on-1 meetings with a designated academic advisor, connection with Learning Center student leaders for mentoring, and several Learning Center-sponsored workshops each semester.

The evaluation portion of this project describes the extent to which textbook rentals and associated student supports improved the achievement of at-risk students enrolled in their freshman year at UC Merced. The following statistical analyses compare the achievement (Spring Final GPA) of freshman students who chose to participate in the textbook rental program and/or associated wrap-around services to that of their peers who were also eligible for participation.

Description of Students Who Participated in Textbook Rental Program

A total of 57 freshman students were eligible to participate in the textbook rental program. Of those 57, the most common characteristics were: Pell Grant-eligible (84%), first-generation college going (82%), Female (72%) and Hispanic (60%). Slightly fewer than half (44%) of eligible students rented textbooks at some point during the spring semester. Most of the students who rented textbooks had a similar demographic to the whole group of eligible students: 18 of the 25 renters (72%) were female, Pell Grant-eligible, <u>and</u> in the first generation of their family to attend college.

Table 1 contrasts the demographic characteristics of students who were eligible but chose not to rent textbooks (non-renters) versus eligible students who rented textbooks (renters). The only statistically significant differences ($P<.05$) between renters and non-renters was in gender: 20% of rental-eligible male students chose to rent textbooks compared to 52% of rental-eligible female students. Rental-eligible students were distributed among the schools of Engineering, Natural Sciences, Social Sciences/Humanities/Arts, and Undeclared, with no major field over- or under-represented among renters.

The last two columns of the Table 1 contrast the representation of various demographic characteristics among students who chose to rent versus the entire group of students eligible to rent. No demographic characteristic was over- or under-represented among renters compared to the entire group of rental-eligible students.

Table 1. Demographic Characteristics of Renters and Non-renters[1]

Characteristic	Did Not Rent Textbooks	Rented Textbooks	Percent of All Textbook Renters	Percent of All Eligible to Rent
All Eligible	**56% (32)**	**44% (25)**	**44%**	**100%**
Sex				
Male	80%[a,b] (12)	20%[a,c] (3)	12%	26%
Female	48%[b] (20)	52%[c] (22)	88%	74%
Ethnicity[2]				
American Indian/ Alaskan Native	--	--	--	--
Asian	56% (5)	44% (4)	16%	16%
Pacific Islander	--	--	--	--
Filipino	--	--	--	--
Hispanic	65% (22)	35% (12)	48%	60%
African American	43% (3)	57% (4)	16%	12%
White	--	--	--	--
Decline to State/ Unknown	--	--	--	--
Socio-economic Indicators				
Pell Grant Eligible	54% (26)	46% (22)	88%	84%
First Generation College-Going	54% (25)	46% (21)	84%	82%
School				
Engineering	75% (9)	25% (3)	12%	21%
Natural Sciences	55% (12)	46% (10)	40%	39%
Social Sciences/ Humanities/Arts	56% (5)	44% (4)	16%	16%
Undeclared	43% (6)	57% (8)	32%	25%

[a,b.c]statistically significant difference (p<.05) using independent samples t-test

[1] Alpha superscript identify each set of significantly different pairs of values (##[a] is significantly different from ###[a], ##[b] is significantly different from ###[b], etc.)

[2]Statistics are not displayed for ethnic groups with total N<5

Academic Achievement

Table 2 illustrates the academic achievement of non-renters versus renters in the fall and spring semesters, and the change for each group between fall and spring semesters. The number of fall semester courses taken and number of fall semester courses passed were similar among non-renters and renters – on average both groups passed approximately 3 out of 4 courses and earned a similar number of units (approximately 10 for renters and 11 for non-renters). Although independent samples t-tests revealed no significant differences between non-renters and renters in the fall, a few significant differences did arise in the spring when the textbook rental program was initiated. On average, students who chose to rent textbooks took significantly more courses than non-renters (4.6 versus 4.1, respectively); however, the groups did not significantly differ in the average number of units taken, average number of units passed, or final GPA for the spring semester.

The paired samples t-test was used to determine that from fall to spring, both non-renters and renters significantly improved academic performance according to many measures: the percent of courses and units passed, number of units completed, the number of low grades at midterm and number of final failing grades. In addition, students who rented textbooks also significantly increased the number of courses taken, the number of courses passed, the number of units attempted, and their average midterm GPA.

Table 2. Academic Performance of Renters versus Non-Renters[3]

Achievement Measure	Fall Semester		Spring Semester		Fall-Spring Change	
	Non-Renter	Renter	Non-Renter	Renter	Non-Renter	Renter
Avg. # Courses Taken	4.1	3.8[a]	4.1[x]	4.6[a,x]	-0.1[y]	0.8[y]
Avg. #Courses Passed	3.0	2.8[c]	3.5	4.1[c]	0.5	1.3
Avg. % of Courses Passed	73%[d]	73%[e]	85%[d]	88%[e]	12%	15%
Avg. #Units Attempted	14.1	12.6[f]	13.9	14.3[f]	-0.3[z]	1.6[z]
Avg. #Units Completed	10.5[g]	9.5[h]	12.2[g]	13.0[h]	1.8	3.5
Avg. %of Units Completed	74%[i]	75%[j]	88%[i]	95%[j]	13%	20%
Avg. #Low Grades at Midterm	1.6[k]	1.7[l]	1.0[k]	0.9[l]	-0.6	-0.8
Avg. #Final Failing Grades	1.2[m]	1.0[n]	0.6[m]	0.5[n]	-0.6	-0.5
Avg. Midterm GPA	1.7	1.6[o]	2.1	2.5[o]	0.3[zz]	0.9[zz]
Avg. Final GPA	1.7[p]	1.8[q]	2.2[p]	2.4[q]	0.5	0.7

[a,b,c,d,e,f,g,h,l,j,k,l,m,n,o,p,q]statistically significant differences (p<.05) using paired t-test

[x,y,z,zz]statistically significant difference (p<.05) using independent sample t-test

Although the paired sample t-test indicated that both non-renters and renters improved in a number of areas, the independent samples t-test determined that the improvement of renters in several key areas was significantly greater than that of non-renters (see the last two columns of Table 2). On average, students who rented textbooks increased the number of courses they were enrolled in from fall to spring to a significantly greater degree than non-renters. This corresponded to a significantly greater change among renters compared

[3] Alpha superscript identify each set of significantly different pairs of values (##[a] is significantly different from ###[a], ##[b] is significantly different from ###[b], etc.)

to non-renters in the number of units attempted between fall and spring. Another finding: from fall to spring, students who chose to rent textbooks improved their midterm GPA significantly more than non-renters. Renters earned higher GPA than non-renters at the spring midterm and end of spring semester, and also demonstrated greater improvement in GPA from fall to spring than non-renters; however, these differences were not statistically significant at the $p<.05$ level.[4] Charts 1 and 2 below illustrate the change in courses taken, courses passed, and GPA for renters and non-renters.

Chart 1. Courses Taken and Courses Passed for Textbook Renters vs. Non-Renters, Fall 2009-Spring 2010

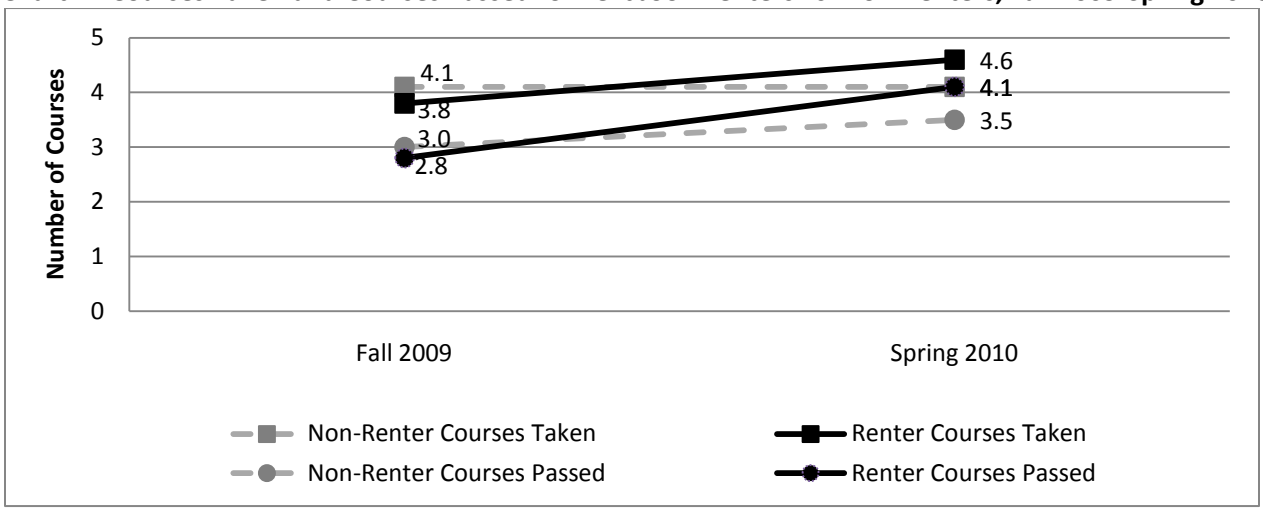
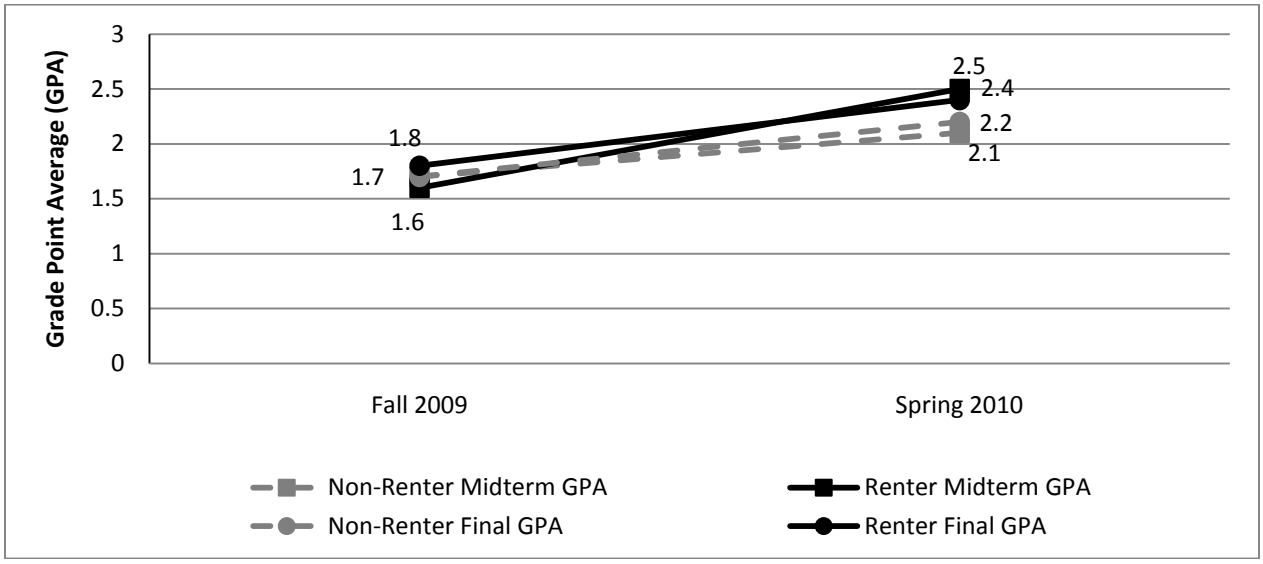


Chart 2. Midterm and Final GPA for Textbook Renters vs. Non-Renters, Fall 2009-Spring 2010



[4] A significant difference in spring midterm GPA between renters and non-renters was suggested, with a p-value of .058 in the independent samples t-test. It is likely that a larger control and/or comparison group would solidify the results as statistically significant at the standard level of $p<.05$.

Learning Center Workshops

In addition to the textbook rental program, the UC Merced Learning Center also offered workshops to support student academic success. Among the 57 students eligible for textbook rental, attendance at the ten workshops ranged from 4 to 43 students. Although fewer than 50% of eligible students chose to rent textbooks, more than 50% of most workshops were comprised of textbook renters. Non-renters outnumber renters in only two workshops: test anxiety and study techniques. See Charts 3 and 4 below.

Chart 3. Learning Center Workshop Student Attendance

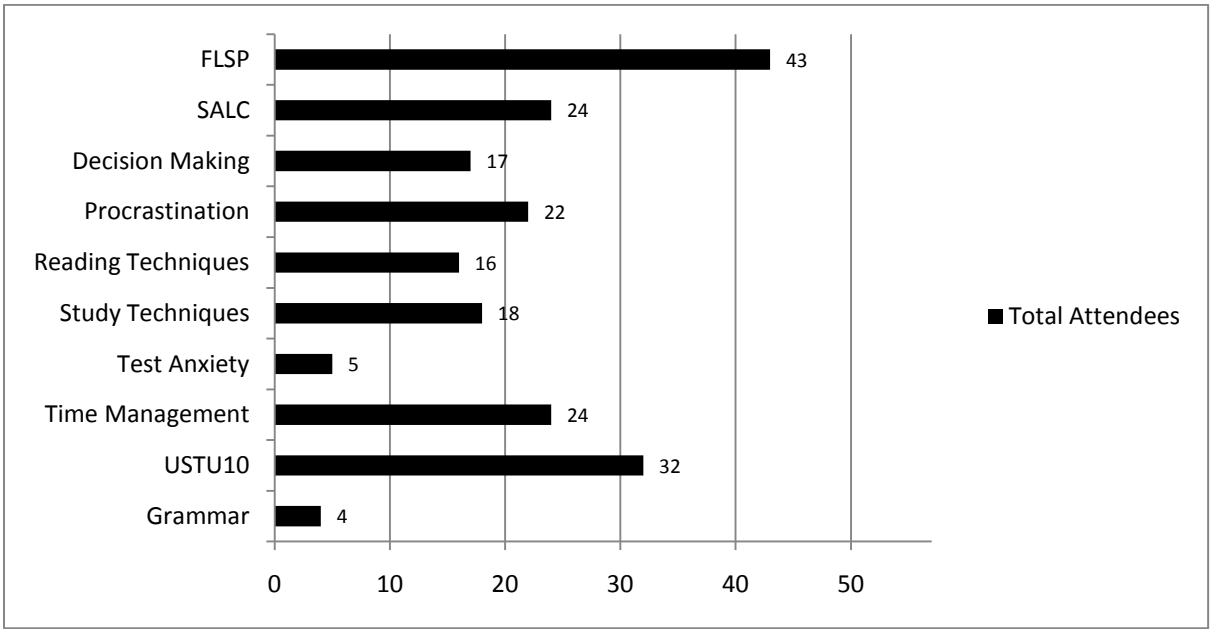
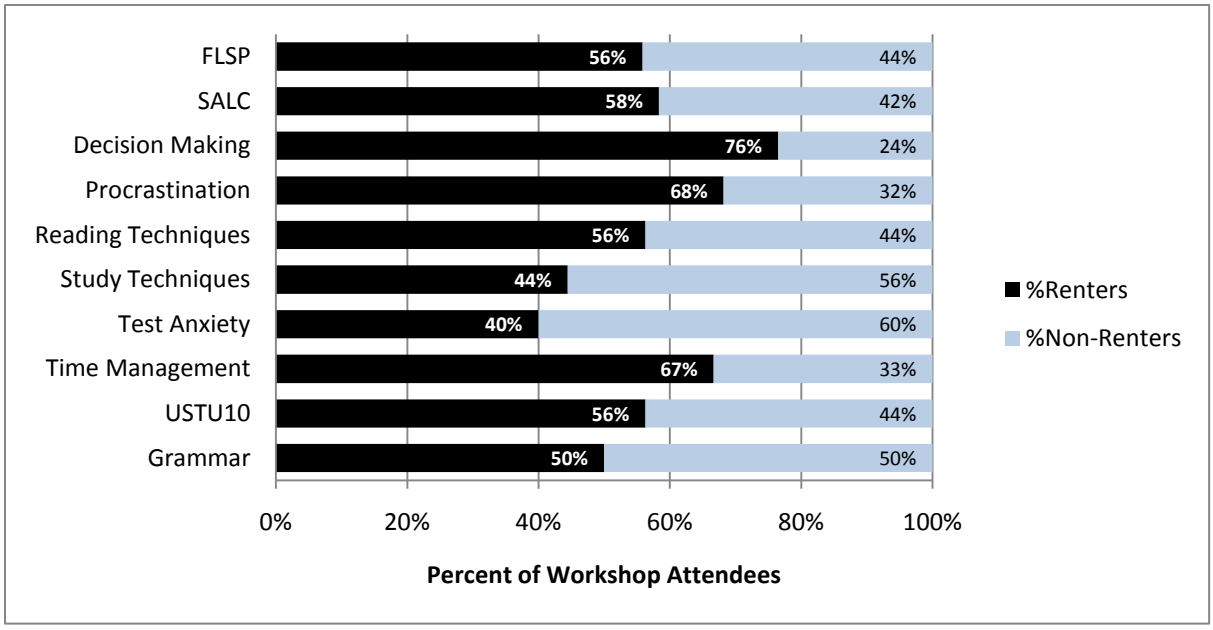


Chart 4. Workshop Attendance by Rental Group



In all workshops, both attendees and non-attendees earned similar fall 2009 GPAs (independent samples test, $p<.05$). While both attendees and non-attendees of most Learning Center workshops improved their GPA from fall to spring (paired samples t-test, $p<.05$), Attendees at three workshops earned a significantly higher GPA than non-attendees: FLSP, Reading Techniques, and Time Management. See Table 3 below.

Table 3. Academic Achievement of Workshop Attendees vs. Non-Attendees[5]

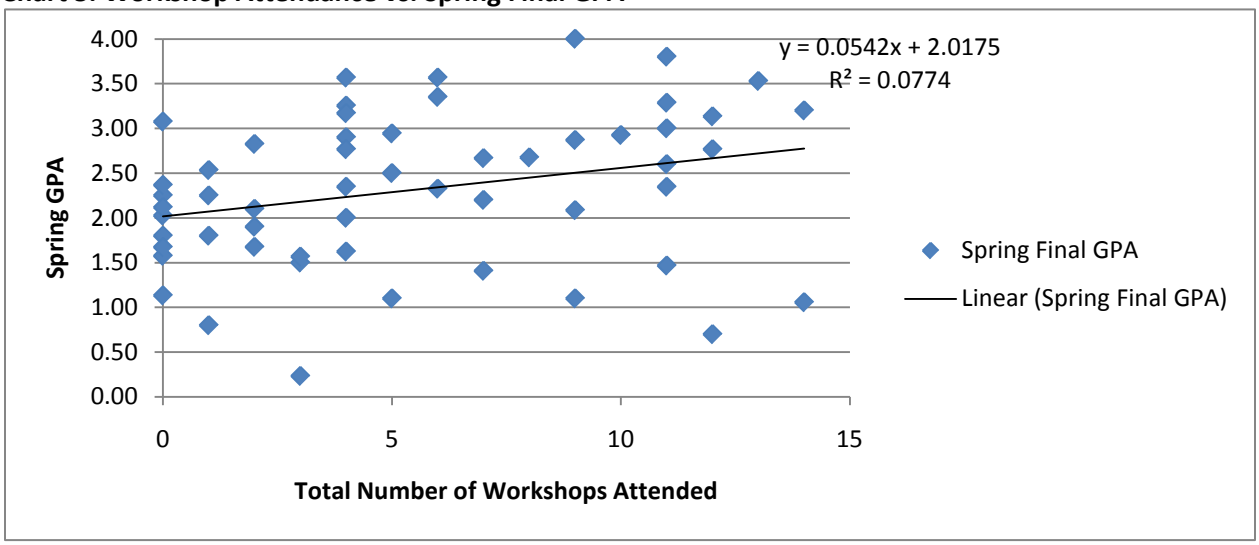
				Fall GPA		Spring GPA	
Workshop	**Total Attendees**	**%Non-Renters**	**%Renters**	**Non-Attendees**	**Attendees**	**Non-Attendees**	**Attendees**
FLSP	43	44%	56%	1.6^{a}	1.8^{b}	$1.9^{a,x}$	$2.4^{b,x}$
SALC	24	42%	58%	1.8^{c}	1.6^{d}	2.2^{c}	2.5^{d}
Decision Making	17	24%	76%	1.7^{e}	1.7^{f}	2.3^{e}	2.5^{f}
Procrastination	22	32%	68%	1.7^{g}	1.7^{h}	2.2^{g}	2.5^{h}
Reading Techniques	16	44%	56%	1.7^{i}	1.7^{j}	$2.1^{i,y}$	$2.8^{j,y}$
Study Techniques	18	56%	44%	1.7^{k}	1.9^{l}	2.2^{k}	2.5^{l}
Test Anxiety	5	60%	40%	1.7^{m}	2.0	2.3^{m}	2.4
Time Management	24	33%	67%	1.7^{n}	1.8^{o}	$2.1^{n,z}$	$2.6^{o,z}$
USTU10	32	44%	56%	1.9^{p}	1.6^{q}	2.3^{p}	2.3^{q}
Grammar	4	50%	50%	1.8^{r}	1.2	2.3^{r}	2.3

^{a,b,c,d,e,f,g,h,i,j,k,l,m,n,o,p,q,r}statistically significant ($p<.05$), paired samples t-test

^{x,y,z}statistically significant ($p<.05$), independent samples t-test

The number of workshops students attended ranged from 0 to 14, with an average of 5 workshops attended. The number of workshops attended had only a weak positive correlation with GPA (see chart 5).

Chart 5. Workshop Attendance vs. Spring Final GPA



[5] Alpha superscript identify each set of significantly different pairs of values (##[a] is significantly different from ###[a], ##[b] is significantly different from ###[b], etc.)

In order to further investigate the significantly higher GPA for attendees of certain workshops, GPA was calculated for workshop non-attendees versus attendees among non-renters and renters and compared using the independent samples t-test. See Table 4 below.

Table 4. Workshop Participation and Achievement, Renters vs. Non-renters[6]

	Spring GPA Non-Renters		**Spring GPA Renters**	
Workshop	Non-Attendees	Attendees	Non-Attendees	Attendees
FLSP	1.9	2.4	--[7]	2.5
SALC	2.1	2.4	2.4	2.5
Decision Making	2.2	2.4	2.4	2.5
Procrastination	2.2	2.3	2.3	2.6
Reading Techniques	2.1	2.6	2.2[a]	2.9[a]
Study Techniques	2.1	2.6	2.4	2.5
Test Anxiety	2.2	2.0	2.4	2.9
Time Management	2.0	2.7	2.3	2.5
USTU 10	2.3	2.1	2.3	2.5
Grammar	2.2	2.3	2.5	2.3

[a]statistically significant ($p<.05$), independent samples t-test

Only the Reading Techniques workshop maintained a significant difference between attendees and non-attendees when further subdivided into renters and non-renters ($p<.05$). Renters who attended the Reading Techniques workshop earned an average GPA 0.7 points higher than renters who did not attend (2.9 and 2.2, respectively).

[6] Alpha superscript identify each set of significantly different pairs of values (##[a] is significantly different from ###[a], ##[b] is significantly different from ###[b], etc.)

[7] No statistics displayed for N=1

Charts 6 through 8 illustrate the spring GPA among workshop attendees and non-attendees for those workshops with statistically significant differences in the spring GPA of all attendees versus all non-attendees.

Chart 6. Spring GPA of FLSP Attendees vs. Non-Attendees

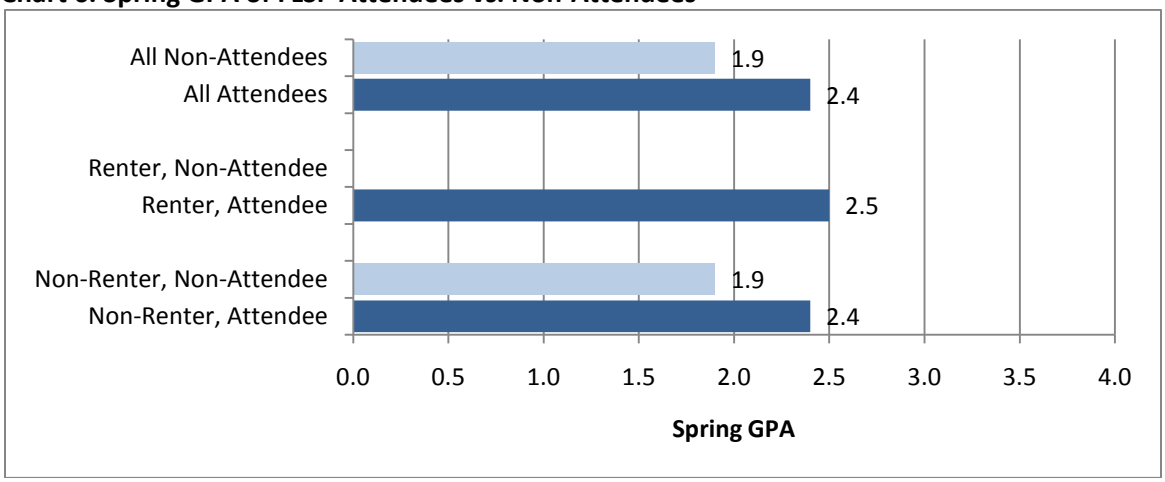


Chart 7. Spring GPA of Reading Techniques Attendees vs. Non-Attendees

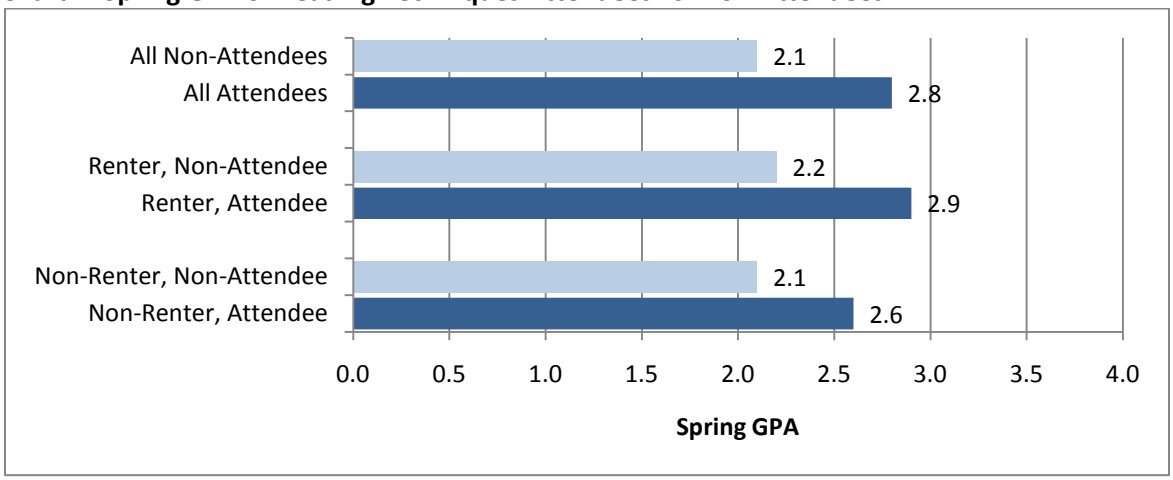
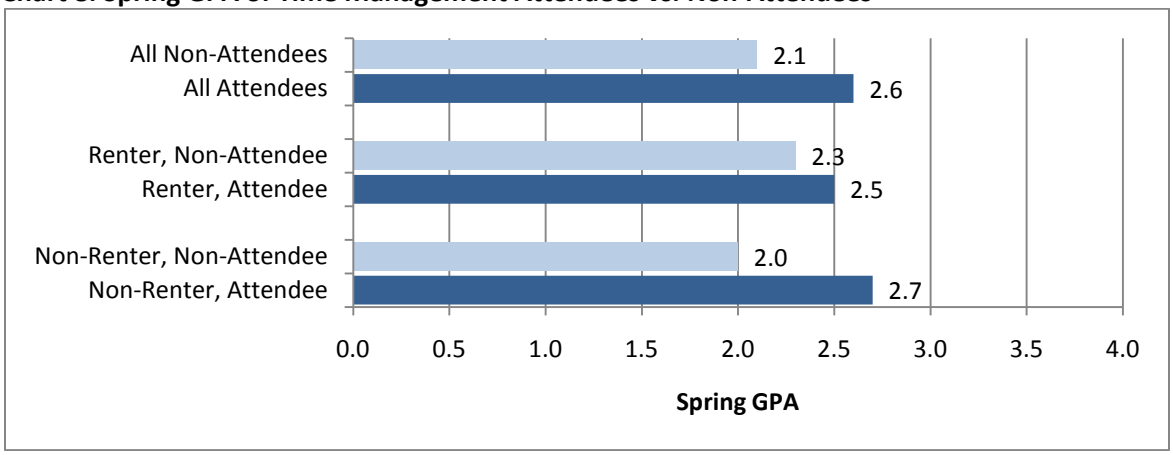


Chart 8. Spring GPA of Time Management Attendees vs. Non-Attendees



Additional Student Support Offerings

In addition to formal workshops, the UC Merced Learning Center also offered more personal support, such as social events, individual and group advising, and tutoring. Charts 9 and 10 illustrate the usage of such services by all rental-eligible students, non-renters and renters.

Chart 9. Student Wrap-around Support Utilization

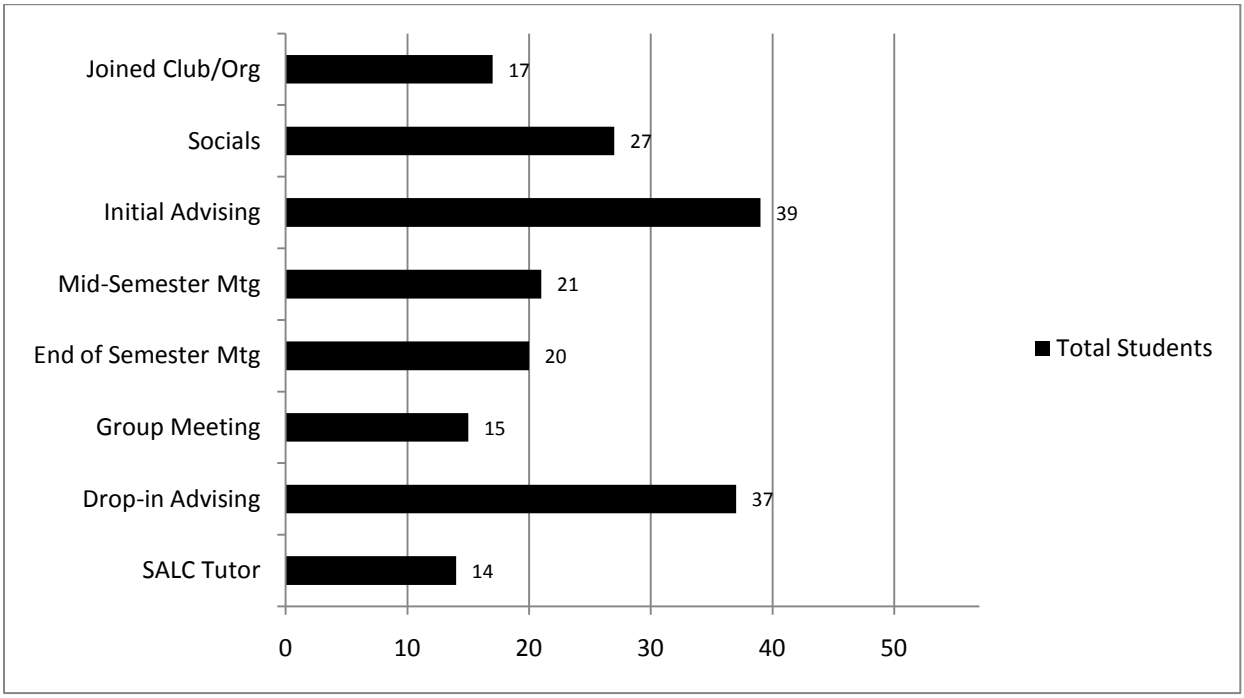
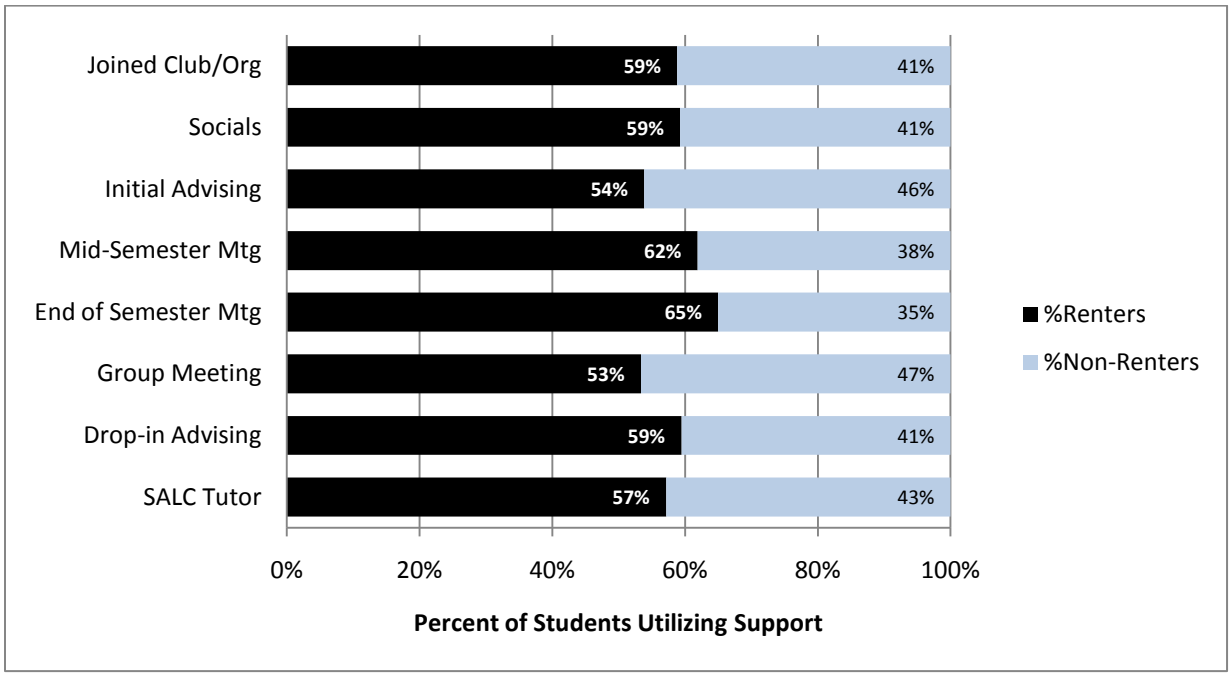


Chart 10. Student Wrap-around Support Utilization, Renters vs. Non-Renters



As with the Learning Center workshops, renters tend to take advantage of the more personal support to a greater degree than their non-renter classmates. Although less than 50% of eligible students chose to rent textbooks, more than 50% of all students utilizing student support offerings were textbook renters. See Table 5 below.

Table 5. Academic Achievement of Students who Utilize Student Supports vs. Non-users[8]

				Fall GPA		Spring GPA	
Support Offering	**# Students**	**%Non-Renters**	**%Renters**	**Non-Users**	**Users**	**Non-Users**	**Users**
Joined Club/Organization	17	41%	59%	1.7[a]	1.7[b]	2.2[a]	2.6[b]
Socials	27	41%	59%	1.8[c]	1.7[d]	2.2[c]	2.4[d]
Initial Advising	39	46%	54%	1.8[e]	1.7[f]	1.9[e,x]	2.5[f,x]
Mid-Semester Mtg	21	38%	62%	1.7[g]	1.7[h]	2.3[g]	2.4[h]
End of Semester Mtg	20	35%	65%	1.8[i]	1.6[j]	2.2[i]	2.5[j]
Group Meeting	15	47%	53%	1.7[k]	1.7[l]	2.1[k,y]	3.0[l,y]
Drop-in Advising	37	41%	59%	1.9[m,z]	1.6[n,z]	2.4[m]	2.3[n]
SALC Tutor	14	43%	57%	1.8[o]	1.6[p]	2.3[o]	2.2[p]

[a,b,c,d,e,f,g,h,l,j,k,l,m,n,o,p]statistically significant (p<.05), paired samples t-test

[x,y,z]statistically significant (p<.05), independent samples t-test

In all but one of the support offerings, the independent samples t-test indicates that both users and non-users earned similar fall 2009 GPAs. Students who chose to utilize drop-in advising had a significantly lower fall semester GPA than other rental-eligible students, however, their spring GPAs were not significantly different. While both users and non-users of student supports significantly improved their GPA from fall to spring, students who chose to participate in group meetings and initial advising earned a significantly higher spring GPA than their non-participant peers.

[8] Alpha superscript identify each set of significantly different pairs of values (##[a] is significantly different from ###[a], ##[b] is significantly different from ###[b], etc.)

Table 6 contrasts the Spring GPA of students who used versus did not use the student support offerings according to their rental status. Independent samples t-tests were used to analyze differences in both participant/non-participant and renter/non-renter GPAs.

Table 6. Wrap-Around Support Utilization and Achievement, Renters vs. Non-renters[9]

Support	Spring GPA Non-Renters		Spring GPA Renters	
	Non-Users	Users	Non-Users	Users
Joined a Club/Organization	2.1[a]	2.8[a]	2.4	2.5
Attended 1 or More Socials (out of 2)	2.2	2.2	2.2	2.6
Initial Advising Meeting	1.9	2.5	2.0	2.5
Mid-Semester Meeting	2.1	2.4	2.5	2.4
End of Semester Meeting	2.1	2.7	2.5	2.4
Group Meeting	2.0[a]	2.9[a]	2.2[b]	3.0[b]
Drop-in Advising (>2)	2.3[c]	2.1	3.1[c]	2.4
SALC Tutor	2.3	2.0	2.5	2.4

[a,b,c]statistically significant (p=.057), independent samples t-test

Among both renters and non-renters, those who participated in the group meeting earned an average GPA significantly higher than their non-participant classmates with the same rental status. Non-renters who joined at least one club or organization earned a significantly higher GPA than fellow non-renters who did not join a club. Joining a club did not correspond to a significantly higher GPA among renters, nor did it correspond to a significant difference in GPA between renters and non-renters. The only statistically significant difference between renters and non-renters related to support utilization was for drop-in advising appointments. Renters who did not attend two or more drop-in advising appointments earned an average spring GPA of 3.1, compared to 2.3 among non-renters who also declined to attend at least two drop in advising appointments.

[9] Alpha superscript identify each set of significantly different pairs of values (##[a] is significantly different from ###[a], ##[b] is significantly different from ###[b], etc.)

The following charts illustrate the spring GPA among support users and non-users for those support offerings with statistically significant differences in the spring GPA of users versus non-users.

Chart 11. Spring GPA of Users vs. Non-users of Club/Organization Membership

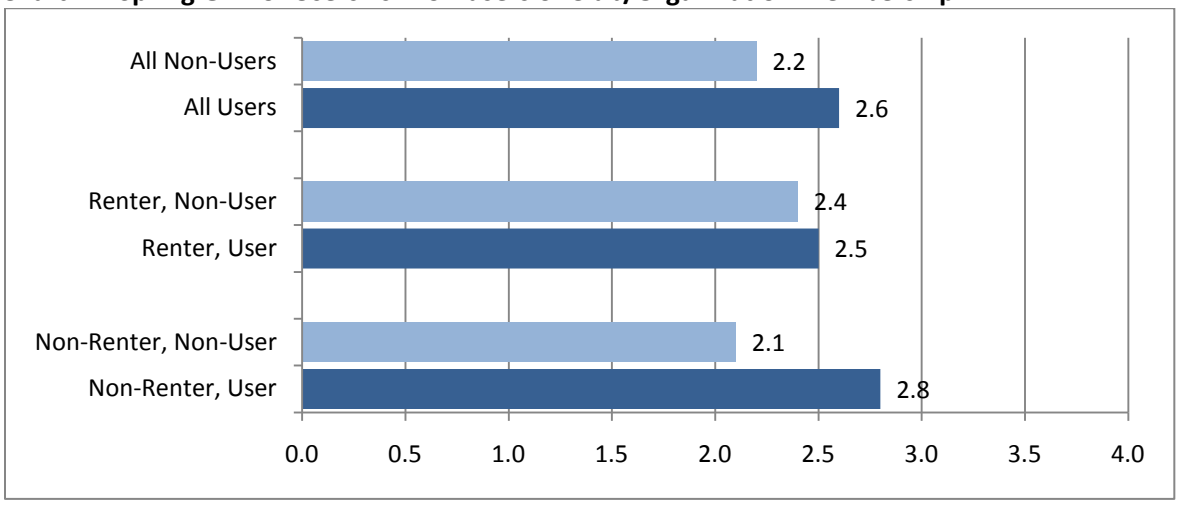


Chart 12. Spring GPA of Users/Non-users of the Initial Advising Meeting

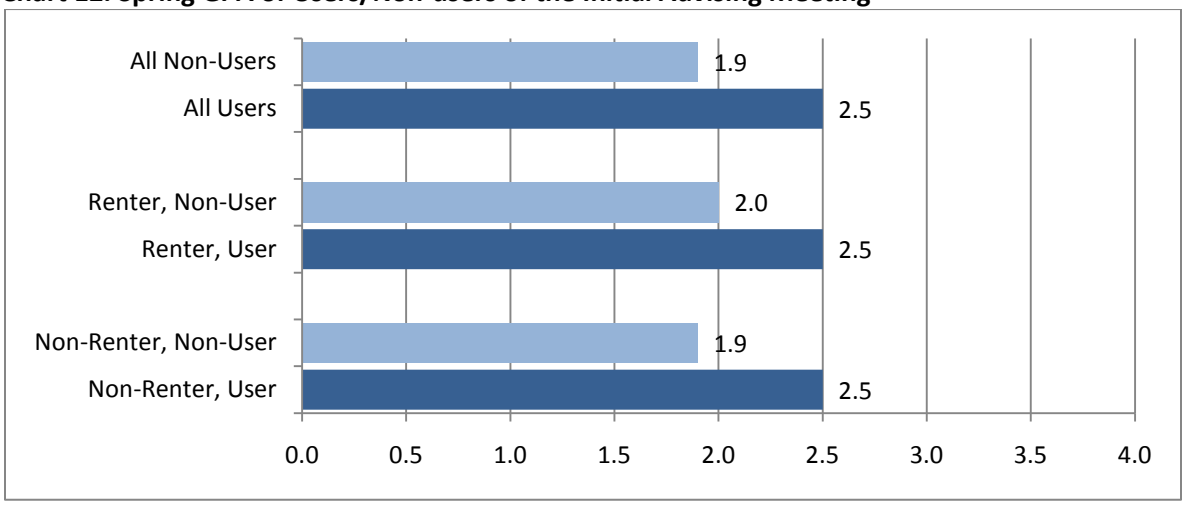
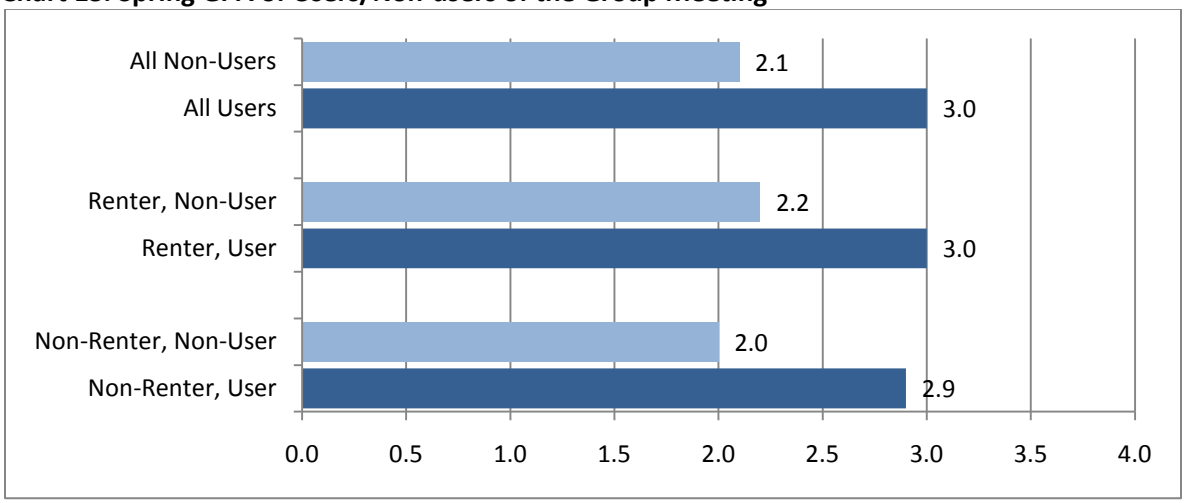


Chart 13. Spring GPA of Users/Non-users of the Group Meeting



Academic Engagement

In order to better understand how differences in students' academic engagement might influence their academic achievement, students' visits to office hour were documented, as well as student course compliance (missed assignments, exams, lectures and sections). See Table 7 below.

Table 7. Academic Engagement Among Textbook-Eligible Students[10]

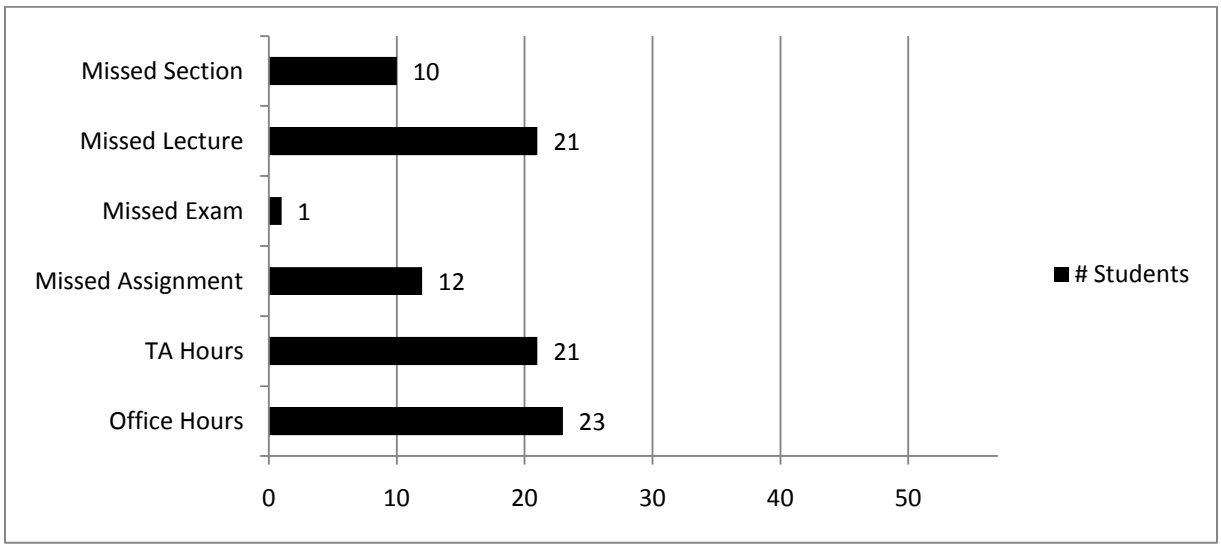
				Fall GPA		Spring GPA	
Academic Engagement Measure	**# Students**	**%Non-Renters**	**%Renters**	**Non-Attendees**	**Attendees**	**Non-Attendees**	**Attendees**
Office Hours	23	48%	52%	1.8[a]	1.6[b]	2.3[a]	2.4[b]
TA Hours	21	48%	52%	1.8[c]	1.7[d]	2.4[c]	2.2[d]
Missed Assignment	12	33%	67%	1.8[e]	1.4[f]	2.3[e]	2.5[f]
Missed Exam	1	100%	0%	1.8[g]	--	2.3[g]	--
Missed Lecture	21	43%	57%	1.8[h]	1.6[i]	2.3[h]	2.4[i]
Missed Section	10	70%	30%	1.8[j]	1.5[k]	2.2[j]	2.7[k]

[a,b,c,d,e,f,g,h,I,j,k]statistically significant (p<.05), independent samples t-test

Among the 57 textbook-eligible students, fewer than half missed a lecture (n=21) and fewer than one quarter missed an assignment or a section (n=12, n=10, respectively). Most students completed all assignments and exams and attended all lectures and sections, indicating a generally high level of academic engagement. However, fewer than half all rental-eligible students attended office hours or TA hours.

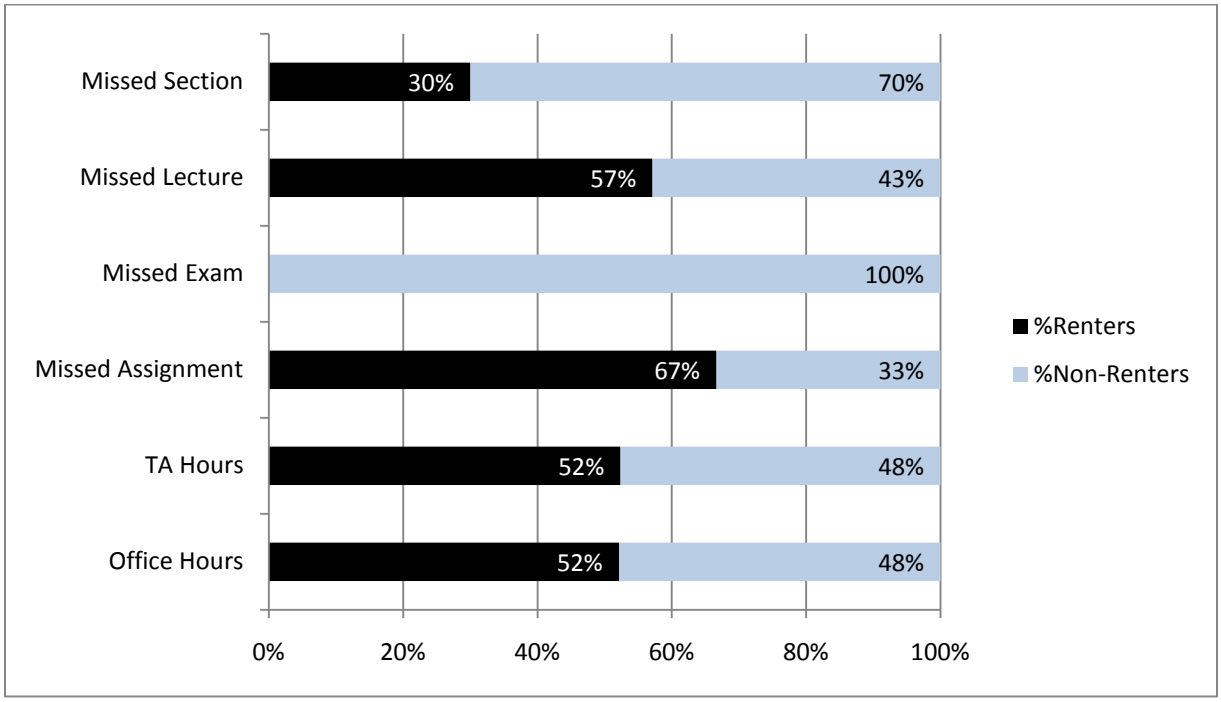
Renters and Non-renters comprised similar proportions of students attending office hour and TA hours. While more of the missed assignments were attributed to renters, more of the missed sections were attributed to non-renters. Renter comprised a slightly higher percentage of students who missed lectures than non-renters. See Charts 14 and 15.

Chart 14. Student Academic Engagement



[10] Alpha superscript identify each set of significantly different pairs of values (##[a] is significantly different from ###[a], ##[b] is significantly different from ###[b], etc.)

Chart 15. Student Academic Engagement, Renters vs. Non-Renters



There was no significant difference in GPAs between renters and non-renters when analyzed by the academic engagement measures using the independent samples t- test. See Table 8 below.

Table 8. Academic Engagement and Achievement, Renters vs. Non-Renters[11]

Academic Engagement Measure	Spring GPA Non-Renters		Spring GPA Renters	
	No	Yes	No	Yes
Attended Office Hours	2.1	2.4	2.5	2.4
Attended TA Hours	2.3	2.1	2.6	2.3
Missed Any Assignments	2.2	2.2	2.4	2.5
Missed Any Exams	2.2	--[12]	2.4	--[13]
Missed Any Lectures	2.2	2.3	2.4	2.5
Missed Any Sections	2.1	2.4	2.3	3.2

Missing assignments, lectures, section, office hours or TA hours did not correspond to a significant differences in GPA among renters or non-renters.

[11] Alpha superscript identify each set of significantly different pairs of values (##[a] is significantly different from ###[a], ##[b] is significantly different from ###[b], etc.)
[12] No statistics displayed for N=1
[13] No statistics displayed for N=0

Patterns of Textbook Rental

Among renters, two measures of participation in the textbook rental program were recorded – the length of time students for which students rented textbooks, and the extent of their courseload for which student rented textbooks. See Table 9 below.

Table 9. Textbook Rental Patterns[14]

	N	% of all eligible students	Fall Final GPA (Mean)	Spring Final GPA (Mean)	Rental Duration						
					0-89 Days		90-100 Days		>100 Days		Mean
Rented books for NO classes	32	56%	1.7[a]	2.2[a,x]							
Rented books for SOME classes	12	21%	1.7	1.8[y]	2	17%	5	42%	5	42%	97.9
Rented books for ALL classes[15]	13	23%	1.9[b]	3.0[b,x,y]	0	0%	3	25%	9	75%	101.2

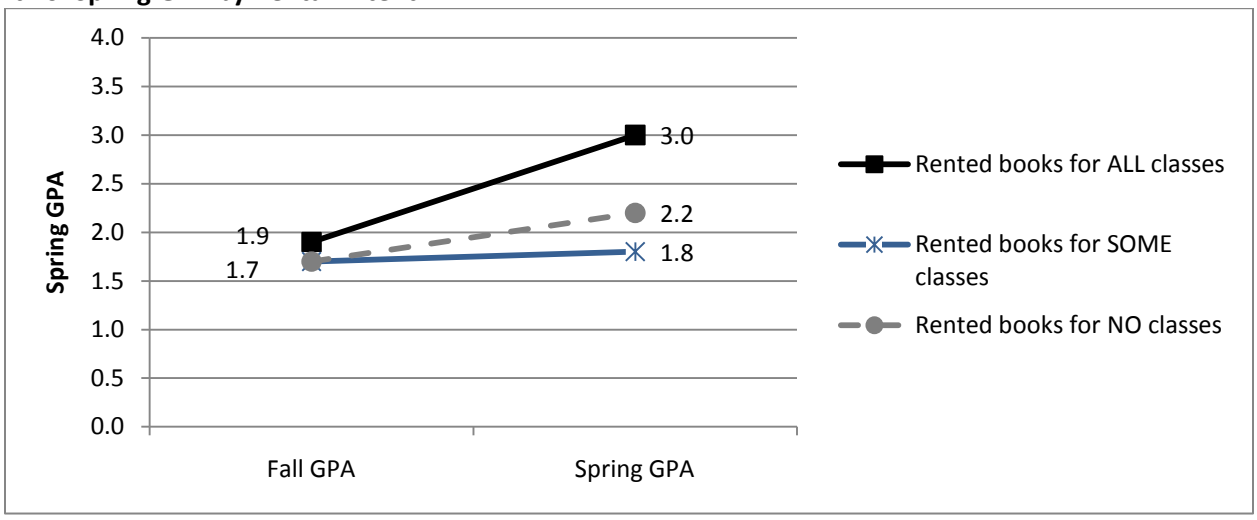
[a,b] statistically significant difference (p<.05), paired samples t-test

[x,y] statistically significant difference (p<.05), independent samples t-test

Nearly all renters obtained their textbooks early in the semester, and had their well before the midterm. Similar numbers of renters rented books for some of their classes versus all of their classes.

Students who rented books for either all or none of their classes significantly improved their average GPA from fall to spring. Students who rented textbooks for only some of their classes did not significantly improve their average GPA from fall to spring. Interestingly, the average spring GPA for students who rented textbooks for all of their classes was significantly higher than that of both students rented textbooks for only some of their classes (3.0 versus 1.8, respectively) and those who did not rent textbooks for any classes (3.0 versus 2.2, respectively). The differences in achievement by rental extent is illustrated below in Chart 16.

Chart 16. Spring GPA by Rental Extent



[14] Alpha superscript identify each set of significantly different pairs of values (##[a] is significantly different from ###[a], ##[b] is significantly different from ###[b], etc.)

[15] Rental duration data is missing for 1 student who rented textbooks for all classes

Summary

At the inception of the project, several research questions were posed, many of which can be at least partially answered by the findings from this evaluation.

1. *How has the program impacted student access to material? What is the financial impact on students?*
   Nearly half (44%) of eligible students were able to rent textbooks. Slightly more than half of renters were able to rent books for all of their classes (13 out of 25, or 52% of renters). This represents a significant savings and improved access to materials for eligible students.

2. *Does faculty participation increase over time?*
   While baseline data was collected for this research question during the 2010-11 program year, it must be compared to data collected in 2011-12 to assess growth. This will be reported in the Year 2 report.

3. *Does student participation increase over time?*
   While baseline data on the participation of eligible students was collected for the 2010-11 school year, it must be compared to data collected in 2011-12 to assess growth. This will be reported in the Year 2 report.

4. *Does the textbook rental program and associated student supports improve the retention of at-risk students?*
   Student retention requires the comparison of 2010-11 student enrollment to the 2009-10 roster of eligible students. This will be reported in the Year 2 report.

5. *Do the textbook rental program and associated student supports improve the achievement of at-risk students?*
   Among eligible students, students who participate in the textbook rental program and some associated student supports do indeed exhibit stronger academic achievement than non-renters according to several measures. Students who rent textbooks improved their midterm GPA from fall to spring to a greater degree than did eligible students who choose not to rent textbooks. Among students who rent textbooks, those who attended the Reading Techniques workshop earned a significantly higher GPA than their peers who rented textbooks but did not attend the workshop. Also, among both renters and non-renters, those who attended Learning Center Group Meetings earned significantly higher GPAs than their peers with the same rental status. Finally, students who rented textbooks for all of their courses earned an average GPA significantly higher than those who did not rent textbooks (3.0 versus 2.2, respectively). In addition, students who rented textbooks for all of their courses also earned an average GPA significantly higher than that of their classmates who only rented textbooks for some of their courses (3.0 versus 1.8, respectively).This indicates that students who take advantage of textbook rental to the full extent rather than partially or not at all do tend to achieve at higher levels.

6. *Does the program help students increase their confidence, use of course materials, and expectations of success?*
   While the question of student confidence and expectations of success cannot entirely be answered by the analysis of attendance and achievement data, some clues exist that point to a possible association between participation in the textbook rental program on student confidence and expectations of success. In terms of the number of courses and total units attempted, renters and non-renters had similar classloads in the fall semester. However, those that chose to rent textbooks increased their courseload significantly more than did non-renters in the spring semester. Renters took on average of 5 classes (4.6) compared to about 4 classes among non-renters (4.1). Caution must be used in the interpretation of this data, however, as it is unclear whether the availability of rental books influenced course load or an increased course load drove students to rent books. Regardless of the murky causal link, it still bears significance that the textbook rental program supported students who chose to increase their courseload.

Nearly all of the students who rented textbooks possessed them for at least 90 days of the semester, well before the midterm. This is a positive indication of student utilization of rental materials.

7. *Will this project be financially sustainable once the FIPSE grant has expired?*

This research question will most accurately be answered in Year 2 after the program has gained a foothold on campus and produced trend data regarding student and faculty participation. Currently, the university has undertaken a campaign to encourage private donations to the textbook rental program which has already yielded significant support. In Year 2 of the program, the commitment of various private donors and project operations costs will be re-evaluated as the campus prepares to absorb the additional administrative costs (if any) of fully assuming the program.