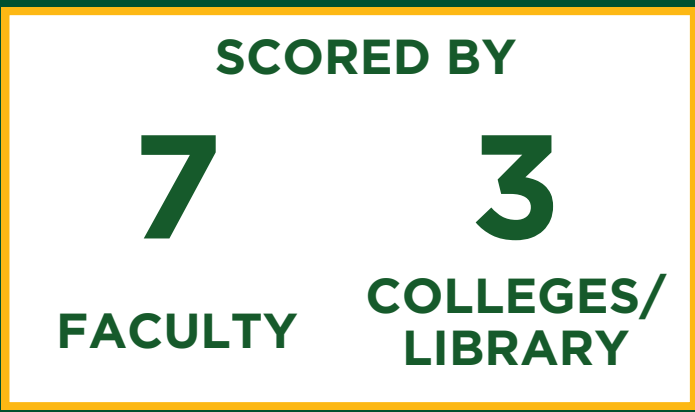
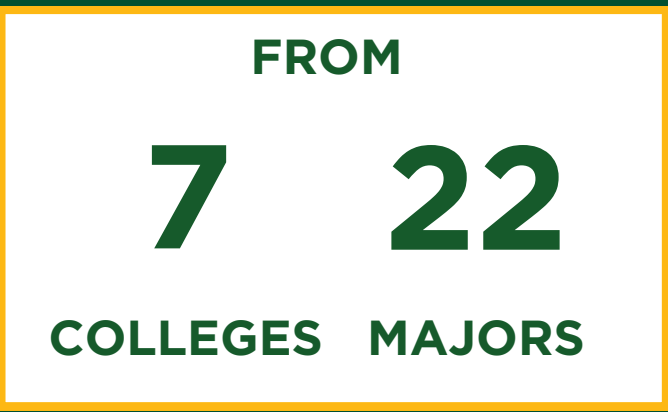
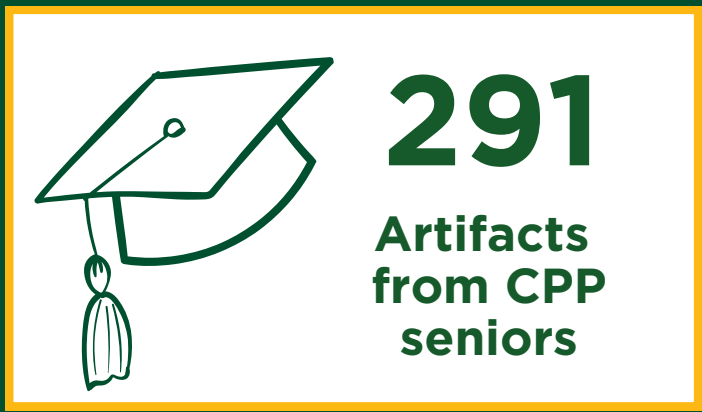


# UNDERSTANDING STUDENTS' INFORMATION LITERACY

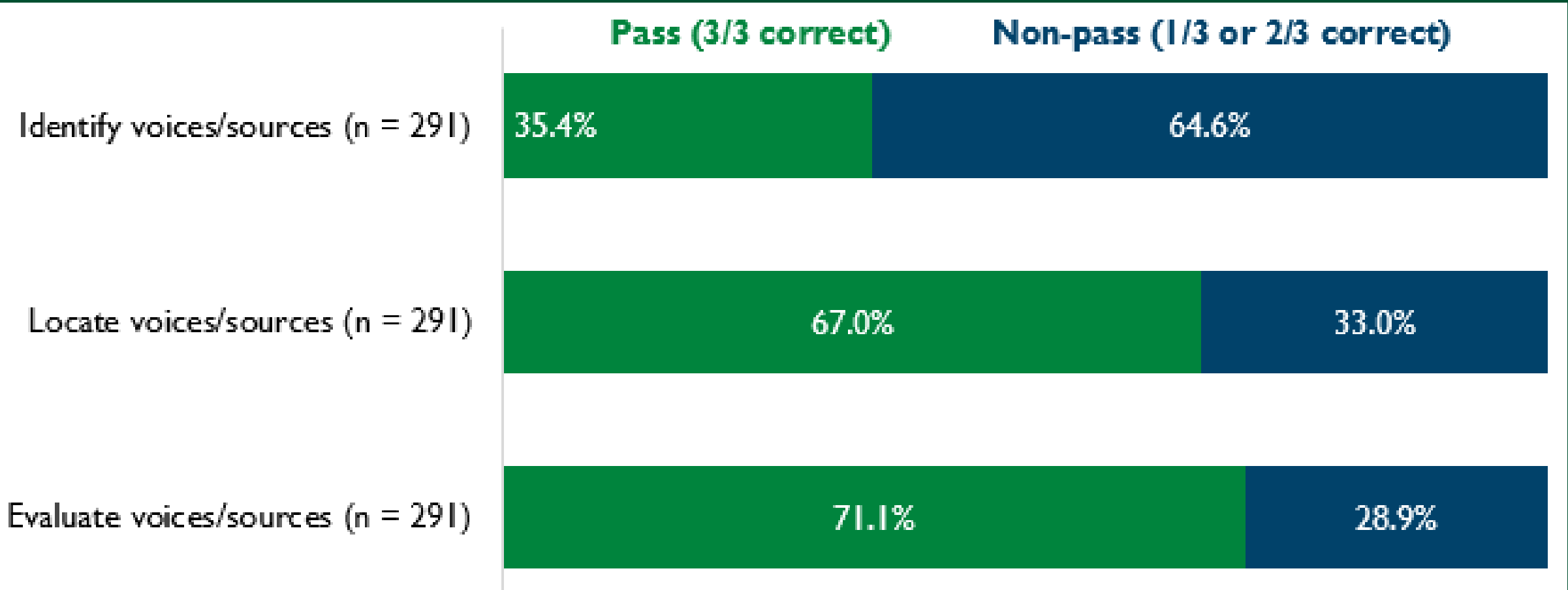
Evidence from AY 2023-2024

## GE-SLO:

Students will be able to responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry.

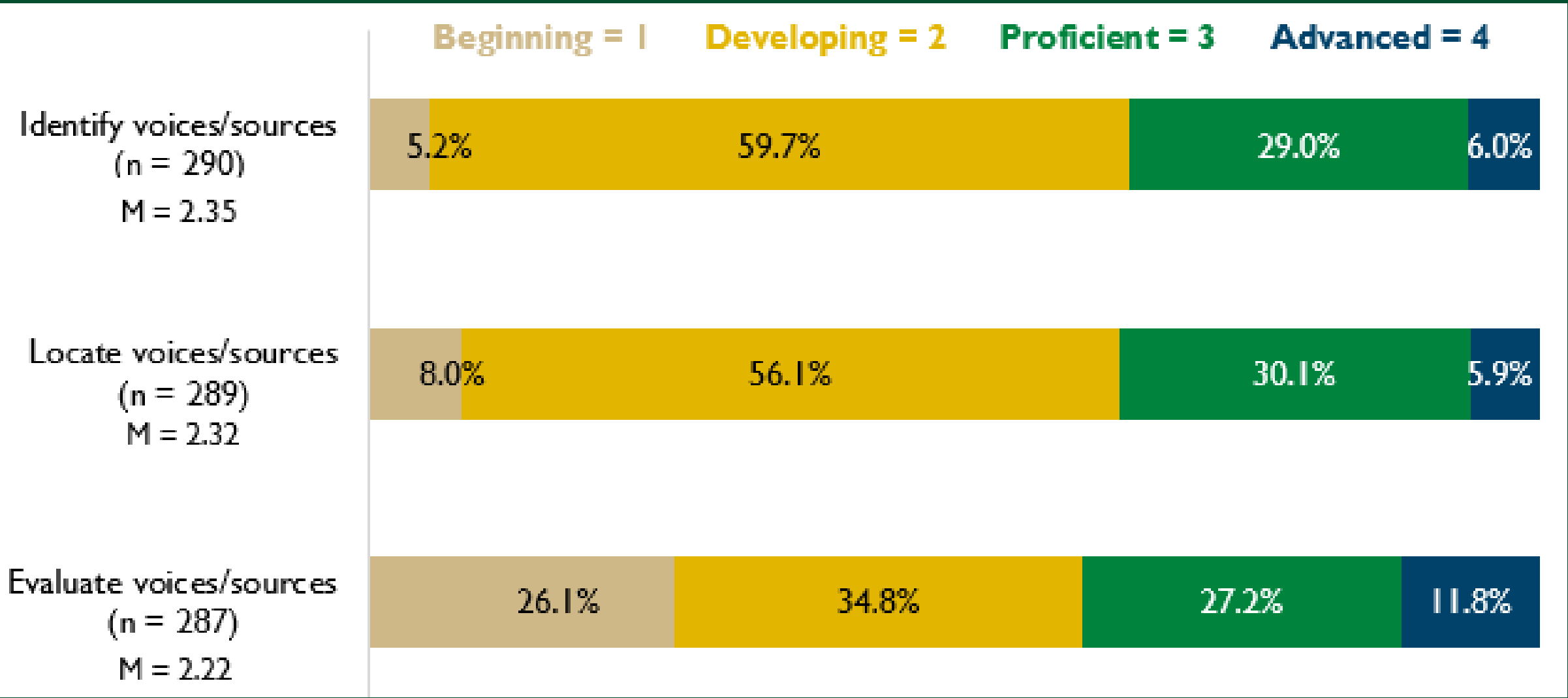


## PART A: ASSESSMENT OF STUDENTS' INFORMATION LITERACY KNOWLEDGE



CPP seniors demonstrated high “pass” rates, but did not perform as well in *Identify Voices/Sources*

## PART B: ASSESSMENT OF STUDENTS' APPLICATION OF INFORMATION LITERACY KNOWLEDGE



### 2024 Statistically Significant Findings:

•**Evaluate Voices/Sources:** Continuing-gen students demonstrated stronger performance than first-gen students.

### 2024 CPP Goals NOT Met

Did NOT meet CPP’s goal of “advanced” and “proficient” levels.

Evaluate Voices/Sources

**39.0%**

Locate Voices/Sources

**36.0%**

Identify Voices/Sources

**35.0%**

### INDIRECT EVIDENCE FROM NSSE FINDINGS:

CPP seniors reported that their coursework emphasized evaluating a point of view, decision, or information source “quite a bit”. There was little to no difference between responses from first-year and senior students. These findings are comparable to CSU peers and students at Master’s institutions.

Data suggests CPP coursework emphasized evaluating a point of view, decision, or information source “quite a bit”.

