Introduction

Hong Kong underwent a major education reform in 2012 when all government funded universities started to offer 4-year instead of 3-year undergraduate (UG) degree programs.

In 2008, at the University’s request, the Library proposed 9 intended Information Literacy Learning Outcomes for graduates of the new UG program.

This opportunity prompted the Library to gradually develop a structured information literacy assessment cycle.

Phase 1: Cohort-level Standardized Information Literacy Testing Instrument

- Madison Assessment ILT
  - 2011 Pre-test, 266 Yr1
  - 2014 Post-test, 255 Yr3
- Statistically significant improvement in all standards, except standard 1

Phase 2: Course-level Online Quizzes

- Since Fall 2011, collaboration with Center for Language Education (CLE)
- Online quizzes on Citing Information Sources for LANG 1002, an English language course required for Yr1

Phase 3: Session-level Online Feedback Form

- Sample learning outcome: By the end of the class you will learn how to: search databases for articles relevant to the class project
- Sample assessment: The most useful thing I learned in this class is __________ because __________

Phase 4: Closing the Loop

- Cohort assessment: Identify the weaknesses & strengths of incoming 1st year students to target teaching
- Identify if there are measurable improvements in graduating students
- Course-level assessment: Online quizzes provide instant, meaningful feedback for each answer
- Help students reflect and consolidate their learning
- Class-level assessments: Librarians can immediately check feedback to inform instruction: revise content, teaching styles, delivery format
- Communicate assessment results to stakeholders (CLE instructors, University Administration) for accountability & rapport building

Implementation of a Practical 4-Phase Information Literacy Assessment Cycle at The Hong Kong University of Science & Technology (HKUST)