

# The Information Literacy IQ (Institutional Quotient) Test

*This IQ test is designed to help you determine the readiness of your institution in integrating information literacy into your curriculum. Respond to each statement by marking it true or false. Total all the number of true statements your have marked and compare your rating with the chart on the reverse side.*

**True      False**

## **Librarians at your institution**

- Librarians are teachers at my institution.
- Librarians are engaged in curriculum planning (i.e., serve on institutional curriculum committees).

## **Recognition of the importance of information literacy**

- My campus has developed a definition of information literacy.
- Information literacy is evident in our campus planning documents, such as strategic plans.
- University administrators are committed to the importance of information literacy.
- Faculty accept/partake in responsibility for information literacy education.
- There are support and rewards for faculty who develop and redesign curriculum to include concepts of information literacy.

## **Learning/teaching environment**

- My institution engages in resource-based, problem-solving learning.
- My campus encourages a climate of collaboration.
- Teaching modalities are student-centered (with an emphasis on active learning).
- Collaboration exists among curricula designers, faculty, librarians, academic advisors, computing staff.

## **Information infrastructure**

- Campus is fully networked.
- Library offers a variety of digital and print information resources in quantity and scope.

**Your total score**

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*Your IQ score (sum of all the statements you marked true) provides you with a relative ranking of where your institution may be in terms of developing an information literacy program. The following chart is prepared to assist you in moving your institution forward with an information literacy program, based on your IQ score. If your total score is:*

### **0–3 You are taking "First Steps"**

*Why not initiate a local discussion with librarians and faculty about the role of information literacy on your campus?*

- Invite a librarian/faculty member from a model program to assist you in beginning a discussion.
- Identify and share some articles on information literacy.
- Check out selected Web sites on information literacy.
- Identify your regional accreditation requirements for information literacy.

### **4–6 You are "On Your Way"**

*Why not form a campus committee or utilize an existing committee, such as a teaching, learning, and technology roundtable to address information literacy?*

- Define information literacy.
- Develop a program proposal for information literacy.
- Identify faculty-librarian development opportunities or propose them.

### **7–9 You are "Experimenting"**

*Why not implement a pilot information literacy program?*

- Examine "best practices" at institutions similar to your own.
- Construct an assessment tool.
- Consider scalability.

### **10–11 You are "Full Speed Ahead"**

*Why not consider establishing a fully developed information literacy program?*

- Provide an evaluation of the pilot program.
- Clearly articulate the goals of a fully developed information literacy program to faculty and students alike.
- Construct a mechanism for continual evaluation and renewal.

### **12 + You have a "Model Program"**

*Why not consider sharing your information literacy program as a model program?*

- Give a paper at a professional meeting (e.g., AAHE, EDUCOM, CAUSE, a conference in a discipline).
- Maintain a Web site that is linked to the Institute for Information Literacy (I.I.L.) Web site.
- Publicize your success and share your experiences.