Spring 5-12-2018

Chart Your Course

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**Recommended Citation**
Chart your Course: Curriculum Mapping as Outreach in an Agriculture Program

Kenya Flash, Diversity Resident, University of Tennessee Hodges Library; Caroline Zeglen, Assistant Librarian, UT Pendergrass Ag.VetMed Library; Stephanie Miranda, Graduate Assistant, Hodges Library

Introduction
Curriculum mapping, if done well, is both time-consuming and complicated. Yet the results are invaluable to both librarians and the departments they serve. This curriculum mapping project brings together learning outcomes for library instruction, resources, and services; the ACRL Framework for Information Literacy for Higher Education; and departmental learning outcomes across the College of Agricultural Sciences and Natural Resources (CASNR) at the University of Tennessee Institute of Agriculture (UTIA). This project began, changed, and grew as a result of setbacks accessing syllabi for individual courses.

The learning outcomes for library instruction, resources, and services were developed in collaboration with librarians and staff at Pendergrass Agriculture and Veterinary Medicine Library. Librarians from the Learning, Research, and Engagement General Education Instruction Group then assisted to map the library learning outcomes to one or more frames from the ACRL Framework. Finally, the authors of this poster mapped the library learning outcomes to CASNR departmental outcomes for every major, program, and degree level. At this final stage, the authors analyzed frequency patterns to identify areas for improvement and opportunities for new partnerships with departments. The results will provide action items for the new Agriculture Librarian to conduct targeted outreach.

Methodology: Curriculum Mapping

| Library Outcome | Authority to Coordinate | Information Literacy | Research | Scholarship as Dissemination | Service | Instructional Functionality | Academic Functionality | Instructional Facilities
<table>
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</thead>
<tbody>
<tr>
<td>1. Students will be able to identify and access relevant scholarly articles using online databases.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>2. Students will be able to use appropriate methods to search for scholarly articles.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3. Students will be able to evaluate scholarly articles for their effectiveness.</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>4. Students will be able to use Bloom's Taxonomy in curriculum mapping.</td>
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Table 1. Mapping library learning outcomes to the ACRL Framework.

<table>
<thead>
<tr>
<th>Library Outcome</th>
<th>Authority to Coordinate</th>
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<th>Research</th>
<th>Scholarship as Dissemination</th>
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<td>X</td>
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</tbody>
</table>

Table 2. Mapping library learning outcomes to instruction outcomes.

Analysis
Mapping library outcomes to departmental outcomes allowed us to identify the areas where we already provide support, areas where we could enhance our services and resources, and areas where we need to engage in more promotion and outreach. We utilized the following steps in this analysis:

1. We identified the frequency of “favorite” library outcomes throughout the departments. The most important library outcome to CASNR departments is that "students will become successful researchers in their disciplines" (outcome #4).

2. We identified the departments with the greatest overlap with library instruction, services, and resources. Partnerships with these departments have the potential to be the most fruitful and impactful.

3. The authors compiled additional notes, suggestions, and opportunities during the data collection process.

Next Steps

Librarians
- Librarians share mind maps to improve faculty collaboration
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Departments
- Require faculty to deposit current syllabi in online repository
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Figure 2. Future directions for this project for librarian and departmental partners.

Lessons Learned
- Work with university structures, not against them
- Identify and recruit key stakeholders and supporters early and often
- Provide clear instructions and additional training when drafting outcomes with multiple librarians and staff
- Be patient; greater collaboration means more delays
- Engage in continuous project planning to ensure success and feasibility
- Remain flexible and willing to try new approaches
- Alternative plans yield good results
- Outreach should speak the language of the department
- Relationships can develop over shared goals

Process Timeline

June 2016
- Participate in initial department meetings
- Participate in Oregon meeting
- Participate in training on learning outcomes

July 2016
- Participate in training on learning outcomes
- Send out draft of revised learning outcomes to stakeholders for feedback

August 2016
- Send out draft of revised learning outcomes to stakeholders for feedback
- Send out draft of revised learning outcomes to stakeholders for feedback

September 2016
- Send out draft of revised learning outcomes to stakeholders for feedback
- Send out draft of revised learning outcomes to stakeholders for feedback

October 2016
- Send out draft of revised learning outcomes to stakeholders for feedback
- Send out draft of revised learning outcomes to stakeholders for feedback

November 2016
- Send out draft of revised learning outcomes to stakeholders for feedback
- Send out draft of revised learning outcomes to stakeholders for feedback

December 2016
- Send out draft of revised learning outcomes to stakeholders for feedback
- Send out draft of revised learning outcomes to stakeholders for feedback

External Process
- Send out draft of revised learning outcomes to stakeholders for feedback
- Send out draft of revised learning outcomes to stakeholders for feedback

Internal Process
- Send out draft of revised learning outcomes to stakeholders for feedback
- Send out draft of revised learning outcomes to stakeholders for feedback

UNIVERSITY LIBRARIES