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

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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 actions items for the new Agriculture Librarian to conduct targeted outreach.

Methodology: Curriculum Mapping

Library Outcome	1. Authority is Constructed	2. Information as Process	3. Information has Value	4. Research as Inquiry	5. Scholarship as Conversation	6. Searching as Exploration	Essential Frame(s)
1. Patrons will build an effective and comprehensive search strategy using quality sources	X	X	X	X	X	X	4, 6
2. Students will engage in timely, organized research		X	X	X	X	X	2, 4
3. Patrons will easily locate, navigate, and evaluate online library resources	X	X	X	X		X	6
4. Students will become successful researchers in their disciplines	X		X	X	X	X	1, 5
5. Patrons will access, utilize, and navigate key databases in their discipline	X	X	X	X		X	6
6. Patrons will effectively manage citations and ethically integrate sources into their research	X		X	X	X		3
7. Patrons will consult with a library subject liaison in development of their research process	X	X	X	X	X	X	1, 5
8. Instructors will request library instruction for their courses	X		X		X		3

Table 1. Mapping library learning outcomes for instruction to the ACRL *Framework*.

Forestry, Wildlife, Fisheries Graduate Outcomes	Library Outcomes	Pattern 1: Essential Library Outcomes	Pattern 2: Frequency of Library Outcomes
1. Students are able to use appropriate theory to conceptualize research problems	1, 2, 3, 4, 5, 6, 7, 15, 16, 18	1, 4, 5	10
2. Students are able to use appropriate methods and procedures to achieve specific research objectives	1, 2, 4, 5, 6, 7, 19, 26	1, 4, 5	8
3. Students are able to speak to professional audiences	2, 4, 6, 14, 17, 25, 26	4, 17	7
4. Students have mastered information relevant to their discipline and field of study	4, 5, 6, 7, 14	4	5

Table 2. Mapping Forestry, Wildlife, Fisheries graduate program learning outcomes to library outcomes.
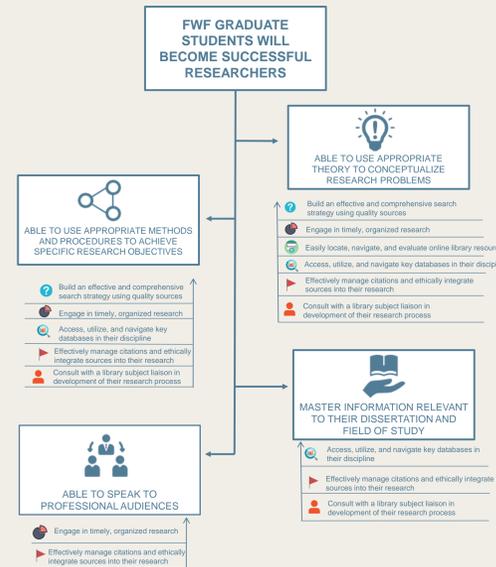
Methodology: Outreach

Figure 1. Visualization of curriculum mapping for Forestry, Wildlife, Fisheries graduate outcomes and library 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.

Areas of Improvement

Project Management
- Include a collaborator who is process-focused
- Allow time to reevaluate the project
- Ask questions early and often to ensure that goals are being met
- Continually ensure the project reflects the strategic plan

Knowledge, Skills, and Technology
- Identify the most appropriate technology and process for coding
- Develop and utilize clear definitions
- Train all parties to draft proper learning outcomes
- Use Bloom's Taxonomy in development of scaffolded outcomes

Next Steps

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
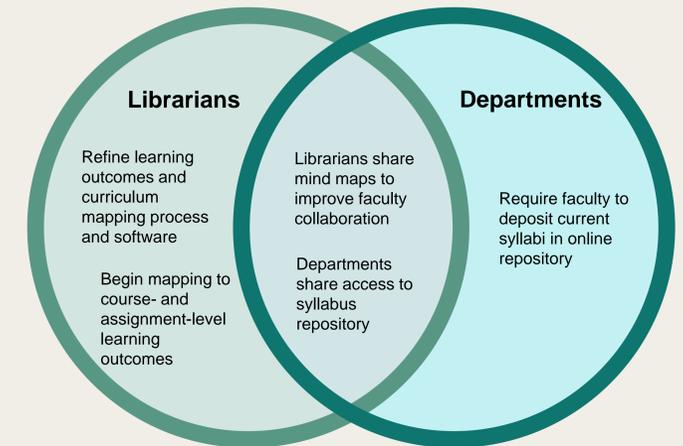- Relationships can develop over shared goals

Process Timeline

External Process

- Looked at department websites for syllabi
- Found 2 syllabi, but were they up to date?
- Reached out to program coordinators for accreditation information and syllabi
- Decided to request departmental outcomes instead of syllabi
- Received departmental outcomes from administrative coordinator

June 2016 | July 2016 | August 2016 | September 2016 | October 2016 | November 2016 | December 2016

Internal Process

- Reviewed existing learning outcomes
- Sent out a call to Pendergrass staff for their input on learning outcomes
- Revised learning outcomes to 44 actionable items based on feedback
- Sent out call to instruction librarians to map the 44 learning outcomes to the *Framework for Information Literacy for Higher Education*
- Revised learning outcomes further to 26 actionable items
- Authors mapped the 26 learning outcomes to CASNR departmental outcomes and the *Framework*