

# Curriculum Mapping Checklist

## Step 1: Gather data

Gather the following resources and add data to your map:

- Class Instructional Data.** Your aim here is to count up the number of this department's classes and students coming for library instruction. You will also consider the outcomes of any assessment data available from formal or informal assessments given to students in these courses.
- Further Library Instructional Data.** You are looking for any other library data that might help you understand how students are using the library. Pull LibGuides statistics each semester, review the lesson plans on your hard drive, and look for any lesson plans on shared drives.
- Course Catalog Information.** You are trying to get a general idea of how a student moves through a major. Add the core courses, concentrations, and capstones to your curriculum map. Look especially for writing-intensive courses.
- Departmental Website.** Review the department's website for any helpful information to add to your map, including:
  - Who is the curriculum coordinator?
  - Who is the chair?
  - Does this department go through an accreditation process?
  - If yes, what is the accrediting body and when was the department last accredited?
  - Are there any student groups for this major?
  - What kind of research is done in this program?
  - Does this department have graduate students? How many?
- IPAR.** Check the university's program accreditation cycle for when the department will next be accredited.

## Step 2: Analyze Data and Map the Curriculum

- SWOT Analysis.** Conduct a SWOT (strengths, weaknesses, opportunities, threats) analysis for your library's relationship with this department. What are your strengths? Where are the weaknesses? How could you grow the instructional program in this area? Are there any threats?
- Learning Outcomes.** Think of the information that students in this major will need throughout their courses and in their careers. What are some learning outcomes?
- Curriculum Mapping.** Where are you teaching certain learning outcomes now? If you were able to grow the program, could you reach the students with more advanced learning outcomes? Where would you do this? (For example, in a LibGuide or tutorial, by conducting outreach to upper level instructors, etc.)

## Step 3: Take Action

- Actions.** What actions will you take for this department? List them in SMART (Specific, Measurable, Attainable, Relevant and Timely) Goal format.