



CENTER FOR  
TEACHING, LEARNING  
AND ASSESSMENT

**Curriculum Mapping for University Outcome: Effective Communication  
Chiropractic College  
Learning Objectives and Assessment Tools Survey Summary**

### **Introduction**

The purpose of the Curricular Mapping survey was to create an aggregate picture from a faculty perspective regarding the teaching of specific communication skills established by the curriculum committee for the Chiropractic College. Additionally, faculty were asked to identify the types of assessment measures being used when applicable.

### **Method**

The curricular mapping survey was given to all primary instructors during the week of January 27 – 31. Seventy-two core course responses were collected. Some individual instructors are responsible for more than one course. Responses were received from all departments and data was entered using codes which were correlated to the original survey choices. A copy of the survey with all tables of choices is available on the CTLA web site page: <http://www.nwhealth.edu/ctl> . **Please print copies for your personal reference.** A color version of the summary map which shows cumulative results is also available on the CTLA web page to view on-line. (No information about types of assessment used [i.e., Table 2] is included in this map.)

In the **survey**, Table 1 uses these codes:

In the **summary map**, survey codes match these numbers and background colors:

<u>Survey</u>	<u>Results #</u>	<u>Background Color</u>
NA	9	white
A	1	yellow
B	2	green
C	3	blue
D	4	purple
E	5	red

### **Results**

The colors on the summary map give a general view of where primary instructors thought they either did, or could possibly include the identified communication skills in their courses. This information forms the "baseline" of our status at this time. There was no expectation or requirement that any individual course SHOULD be teaching these skills at this time. Some responses may be due in part to the need to become more familiar with the assessment terminology and tools. Some may not be including all the skills that may be taught in informal ways or within the context of other material.

Though communication skills with objectives and assessment measures appear in all areas of the current curriculum, they are present in greater numbers in the later trimesters.

### **Conclusion**

This summary is only intended to give an overview of our current perceptions and to form a foundation for further inquiry. Users of data will be able to formulate their interpretations as related to curriculum and assessment contexts. Future work by the curriculum committee and the University Assessment Committee (UAC) may help identify patterns and create guidelines for appropriate developmental goals for this outcome. One next step will be to develop more complete assessment measurements.