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# Faculty Orientation

## Worksheet: Teaching Goals Inventory Score Sheet

*Purpose:*
The Teaching Goals Inventory (TGI) is a self-assessment of instructional goals. Its purpose is threefold:

- to help college teachers become more aware of what they want to accomplish in individual courses;
- to help faculty locate Classroom Assessment Techniques they can adapt and use to assess how well they are achieving their teaching and learning goals; and
- to provide a starting point for discussions of teaching and learning goals among colleagues.

*Directions*:
Please select ONE course you are currently teaching. Respond to each item on the inventory in relation to that particular course. (Your responses might be quite different if you were asked about your overall teaching and learning goals, for example, or the appropriate instructional goals for your discipline.)

Please rate the importance of each of the fifty-two goals listed on the TGI to the specific course you have selected. Assess each goal's importance to what *you* deliberately aim to have your students accomplish, rather than the goal's general worthiness or overall importance to your institution's mission. There are no "right" or "wrong" answers; only personally more or less accurate ones.

For each goal, circle only one response on the 1-to-5 rating scale. You may want to read quickly through all fifty-two goals before rating their relative importance. In relation to the course you are focusing on, indicate whether each goal you rate is:

(5) Essential a goal you always/nearly always try to achieve

(4) Very important a goal you often try to achieve

(3) Important a goal you sometimes try to achieve

(2) Unimportant a goal you rarely try to achieve

(1) Not applicable a goal you never try to achieve

Please rank the importance of each of the learning goals below.

| # | Learning Goal | Essential | Very Important | Important | Not Important | N/A |
|---|---|---|---|---|---|---|
| 1 | Develop ability to apply principles and generalizations already learnt to new problems and situations. | | | | | |
| 2 | Develop analytical skills. | | | | | |
| 3 | Develop problem-solving skills. | | | | | |
| 4 | Develop ability to draw reasonable inferences from observations. | | | | | |
| 5 | Develop ability to synthesize and integrate information and ideas. | | | | | |
| 6 | Develop ability to think holistically: to the whole as well as the parts. | | | | | |
| 7 | Develop ability to think creatively. | | | | | |
| 8 | Develop ability to distinguish between fact and opinion. | | | | | |
| Tally for each rating column in the above section. | | | | | | |
| 9 | Improve skill at paying attention. | | | | | |
| 10 | Develop ability to concentrate. | | | | | |
| 11 | Improve memory skills. | | | | | |
| 12 | Improve listening skills. | | | | | |
| 13 | Improve speaking skills. | | | | | |
| 14 | Improve reading skills. | | | | | |
| 15 | Improve writing skills | | | | | |
| 16 | Develop appropriate study skills, strategies, and habits. | | | | | |
| 17 | Improve mathematical skills. | | | | | |
| Tally for each rating column in the above section. | | | | | | |
| 18 | Learn terms and facts of this subject. | | | | | |
| 19 | Learn concepts and theories in this subject. | | | | | |
| 20 | Develop skill in using materials, tools, and/or technology central to this subject. | | | | | |
| 21 | Learn to understand perspectives and values of this subject. | | | | | |
| 22 | Prepare for transfer or graduate study. | | | | | |
| 23 | Learn techniques and methods used to gain new knowledge in this subject. | | | | | |
| 24 | Learn to evaluate methods and materials in this subject. | | | | | |
| 25 | Learn to appreciate important contributions to this subject. | | | | | |
| Tally for each rating column in the above section. | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 26 | Develop an appreciation of the liberal arts and sciences. | | | | | |
| 27 | Develop openness to new ideas. | | | | | |
| 28 | Develop an informed concern about contemporary social issues. | | | | | |
| 29 | Develop a commitment to exercise the rights and responsibilities of citizenship. | | | | | |
| 30 | Develop a lifelong love of learning. | | | | | |
| 31 | Develop aesthetic appreciations. | | | | | |
| 32 | Develop an informed historical perspective. | | | | | |
| 33 | Develop an informed understanding of the role of science and technology. | | | | | |
| 34 | Develop an informed appreciation of other cultures. | | | | | |
| 35 | Develop capacity to make informed ethical choices. | | | | | |
| Tally for each rating column in the above section. | | | | | | |
| 36 | Develop ability to work productively with others. | | | | | |
| 37 | Develop management skills. | | | | | |
| 38 | Develop leadership skills. | | | | | |
| 39 | Develop a commitment to accurate work. | | | | | |
| 40 | Improve ability to follow directions, instructions, and plans. | | | | | |
| 41 | Improve ability to organize and use time effectively. | | | | | |
| 42 | Develop a commitment to personal achievement. | | | | | |
| 43 | Develop ability to perform skillfully. | | | | | |
| Tally for each rating column in the above section. | | | | | | |
| 44 | Cultivate a sense of responsibility for one's own behavior. | | | | | |
| 45 | Improve self-esteem/self-confidence. | | | | | |
| 46 | Develop a commitment to one's own behavior. | | | | | |
| 47 | Develop respect for others. | | | | | |
| 48 | Cultivate emotional health and well-being. | | | | | |
| 49 | Cultivate physical health and well-being | | | | | |
| 50 | Cultivate an active commitment to honesty. | | | | | |
| 51 | Develop capacity to think for oneself. | | | | | |
| 52 | Develop capacity to make wise decisions. | | | | | |
| 53 | In general, how do you see your primary role as a teacher? (Although more than one statement may apply, please pick only one and record that number on the right.) 1. Teaching students facts and principles of the subject matter. 2. Providing a role model for students. 3. Helping students develop higher-order thinking skills. 4. Preparing students for jobs/careers. 5. Fostering student development and personal growth. 6. Helping students develop basic learning skills. | Record score here and include in section tally: _____ | | | | | |
| Tally for each rating column in the above section. | | | | | | |

1. In all, how many of the fifty-two goals did you rate as "essential" (rating=5)? _____

2. How many "essential" goals did you have in each of the six clusters listed below?

| | Cluster Number and Name | Goals included in Cluster | Number of "Essential" Goals in Each Cluster (score = 5) | Cluster Rank (1 through 6, based on # of "essential" goals) |
|---|---|---|---|---|
| I | Higher-Order Thinking Skills | 1 – 8 | | |
| II | Basic Academic Success Skills | 9 – 17 | | |
| III | Discipline-Specific Knowledge and Skills | 18 – 25 | | |
| IV | Liberal Arts and Academic Values | 26 – 35 | | |
| V | Work and Career Preparation | 36 – 43 | | |
| VI | Personal Development | 44 – 52 | | |

3. Compute your cluster scores (average item ratings by cluster) using the following table.

| | Cluster Number and Name | Goals included in Cluster | Ratings Sum of Goals in Cluster | Divide Sum by this Number | Average Cluster Score |
|---|---|---|---|---|---|
| I | Higher-Order Thinking Skills | 1 – 8 | | 8 | |
| II | Basic Academic Success Skills | 9 – 17 | | 9 | |
| III | Discipline-Specific Knowledge and Skills | 18 – 25 | | 8 | |
| IV | Liberal Arts and Academic Values | 26 – 35 | | 10 | |
| V | Work and Career Preparation | 36 – 43 | | 8 | |
| VI | Personal Development | 44 – 52 | | 9 | |