

Teaching Goals Inventory

Source: T.A. Angelo and K.P. Cross, 1993. *Classroom Assessment Techniques*. San Francisco: Jossey-Bass, p. 13-23.

Take the inventory online at: http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&-lay=Layout01&-view

Purpose: The Teaching Goals Inventory (TGI) is a self-assessment for instructors. Its purpose is threefold: (1) to help instructors become more aware of what goals they want to accomplish in individual courses; (2) to help instructors locate Classroom Assessment Techniques they can use to assess how well they are achieving their goals; and (3) to provide a starting point for discussions of teaching and learning goals among instructors.

Directions: Please select ONE course you are currently teaching. Respond to each item on the inventory below in relation to that particular course. Your responses might differ between your teaching and learning goals for an introductory course and an advanced course in your discipline.

For the specific course you have selected, please rate the importance ---from *Essential* to *Not Applicable* --- of each of the fifty-two goals listed below. Assess each goal's importance with respect to what you deliberately want your students accomplish and not with respect to that goal's general worthiness. There are no "right" or "wrong" answers, only personally more or less accurate ones. In general, a level of discrimination that produces somewhere between 3-18 "essential" goals works well for this inventory.

A self-scoring worksheet is available at the bottom of the inventory.

Essential	A goal you almost always try to achieve	= 5	
Very Important	A goal you often try to achieve	= 4	
Important	A goal you sometimes try to achieve	= 3	
Unimportant		A goal you rarely try to achieve	= 2
Not applicable	A goal you never try to achieve		= 1

Name of Course _____

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1. Develop ability to apply principles and generalizations already learned to new problems and situations	5	4	3	2	1
2. Develop analytic skills	5	4	3	2	1
3. Develop problem-solving skills	5	4	3	2	1

4. Develop ability to draw reasonable inferences from observations	5	4	3	2	1
5. Develop ability to synthesize and integrate information and ideas	5	4	3	2	1
6. Develop ability to think holistically: to see the whole as well as the parts	5	4	3	2	1
7. Develop ability to think creatively	5	4	3	2	1
8. Develop ability to distinguish between fact and opinion	5	4	3	2	1
9. Improve skill at paying attention	5	4	3	2	1
10. Develop ability to concentrate	5	4	3	2	1
11. Improve memory skills	5	4	3	2	1
12. Improve listening skills	5	4	3	2	1
13. Improve speaking skills	5	4	3	2	1
14. Improve reading skills	5	4	3	2	1
15. Improve writing skills	5	4	3	2	1
16. Develop appropriate study skills, strategies, and habits	5	4	3	2	1
17. Improve mathematical skills	5	4	3	2	1
19. Learn concepts and theories in this subject	5	4	3	2	1
20. Develop skill in using materials, tools, and/or technology central to this subject	5	4	3	2	1
21. Learn to understand perspectives and values of this subject	5	4	3	2	1
22. Prepare for transfer	5	4	3	2	1
23. Learn techniques and methods used to gain new knowledge in this subject	5	4	3	2	1
24. Learn to evaluate methods and materials in this subject	5	4	3	2	1
25. Learn to appreciate important contributions to this subject	5	4	3	2	1
26. Develop an appreciation of liberal arts and sciences	5	4	3	2	1
27. Develop an openness to new ideas	5	4	3	2	1
28. Develop an informed concern about contemporary social issues	5	4	3	2	1
29. Develop a commitment to exercise the rights and responsibilities of citizenship	5	4	3	2	1
30. Develop a lifelong love of learning	5	4	3	2	1
31. Develop aesthetic appreciations	5	4	3	2	1
32. Develop an informed historical perspective	5	4	3	2	1
33. Develop an informed understanding of the role of science and technology	5	4	3	2	1
34. Develop an informed appreciation of other cultures	5	4	3	2	1
35. Develop capacity to make informed ethical choices	5	4	3	2	1
36. Develop ability to work productively with others	5	4	3	2	1
37. Develop management skills	5	4	3	2	1
38. Develop leadership skills	5	4	3	2	1
39. Develop a commitment to accurate work	5	4	3	2	1
40. Improve ability to follow directions, instructions, and plans	5	4	3	2	1
41. Improve ability to organize and use time effectively	5	4	3	2	1
42. Develop a commitment to personal achievement	5	4	3	2	1
43. Develop ability to perform skillfully	5	4	3	2	1
44. Cultivate a sense of responsibility for one's own behavior	5	4	3	2	1
45. Improve self-esteem/self-confidence	5	4	3	2	1
46. Develop a commitment to one's own values	5	4	3	2	1
47. Develop respect for others	5	4	3	2	1
48. Cultivate emotional health and well being	5	4	3	2	1
49. Cultivate physical health and well being	5	4	3	2	1
50. Cultivate an active commitment to honesty	5	4	3	2	1
51. Develop capacity to think for one's self	5	4	3	2	1
52. Develop capacity to make wise decisions	5	4	3	2	1

53. In general, how do you see your <u>primary</u> role as teaching professor?	
Although more than one statement may apply, please choose only one.	
Helping students develop higher order thinking skills	1
Helping students develop basic learning skills	2
Teaching students facts and principles of subject matter in the discipline	3
Serving as a role model of liberal arts appreciation and academic values for students	4
Preparing students for jobs/careers	5
Fostering student development and personal growth	6

Teaching Goals Scoring

----after T.A. Angelo and K.P. Cross, 1993. *Classroom Assessment Techniques*. San Francisco: Jossey-Bass, p. 13-23.

1. In all, how many of the fifty two goals did you rate as *essential*? _____
2. How are the essential goals distributed in each of the clusters listed in the table below?

Cluster Number	Cluster Name	Goals in this Cluster	Total Number of <i>Essential</i> Goals in this Cluster	Clusters Ranked from 1st to 6th by Number of <i>Essential</i> Goals
I.	Higher Order Thinking Skills	1-8		
II.	Basic Academic Success Skills	9-17		
III.	Discipline-Specific Knowledge & 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 for each cluster) using the worksheet below.

Cluster Number	A Cluster Name	B Goals in this Cluster	C Sum of Individual Ratings Given to Goals in this Cluster	D Divide Column C by this Number	E Resulting Cluster Scores (C/D)
I.	Higher Order Thinking Skills	1-8		8	
II.	Basic Academic Success Skills	9-17		9	
III.	Discipline-Specific Knowledge & 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	

Question #1 near the top of this page asks the professor to quantify the essential goals, thereby making visible the breadth of course priorities. Many times, but not always, these priorities exist below the level of conscious choice. Thus, students may receive confusing signals from a professor and feel the need to "psych out the prof" in order to figure out what he or she *really* wants. The need for explicit priorities and standards is especially acute when assigning and grading exams and papers.

Perhaps more revealing is the distribution of essential goals across the six clusters, as revealed by Question #2. A cluster with the greatest number of goals rated by the professor as *essential* is very probably more important than the one with the least. By ranking clusters from those with the greatest to those with the least, a professor can identify a course priority profile. It may be instructive to compare that profile with the overtly selected priority entered for item 53 of the inventory. If the top priorities of both do not match, then maybe some rethinking is in order.

Question #3 looks at this issue another way by summing *all* the scores and then normalizing by dividing by the number of items in each cluster. The cluster with the highest score is the one on which the professor places the greatest emphasis *overall*. As above, the highest rated cluster should be compared with the response to item 53 of the inventory.

Comparing teaching goals between professors teaching different sections of the same course, between individual professors and their departments, and between universities and their contributing community colleges may be useful exercises involving the inventory.