

The Learning Goals Inventory

Part 1: Purpose

The Learning Goals Inventory (LGI) is a self-assessment of learning goals. Its purpose is threefold:

- (1) to help college teachers focus and articulate their goals for student learning in their individual courses;
- (2) to help college teachers locate appropriate Learning Assessment Techniques that they can use to help teach and assess how well students have achieved the learning goals; and
- (3) to provide a starting point for discussion of teaching and learning goals among colleagues.

Please select ONE course in which you are interested in assessing student learning, and write the title of the course on the line below:

(Title of course)

Part 2: Learning Goals Rating Scale

Please rate the following 54 items based upon their importance in the course you listed. Use the following 5-to-1 rating scale, recording your choice by marking an X in the most appropriate space.

- (5) High
- (4) Moderately High
- (3) Moderately Low
- (2) Low
- (1) Not Applicable

At the end of each section, add the numbers to determine a subtotal.

Items	5	4	3	2	1	Write in the # you rated this item
Examples:						
<i>As a result of their participation in the course, students should <u>develop</u>:</i>						
1. Knowledge of central facts in this subject area			X			3
2. Knowledge of key terms of this subject area			X			3
3. Knowledge of important theories in the subject area		X				4
4. Historical knowledge relevant to this subject area		X				4
5. Knowledge of key individuals who have contributed to the field		X				4
6. Recognition of the difference between fact and opinion related to this subject area	X					5
7. The ability to translate key ideas from this subject area into own words		X				4

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8. Clarity about common misconceptions in this subject area	X					5
9. Knowledge of current issues related to the subject area	X					5
Subtotal for Foundational Knowledge:						37
Your Ratings						
<i>As a result of their participation in the course, students should <u>develop</u>:</i>						
1. Knowledge of central facts in this subject area						
2. Knowledge of key terms of this subject area						
3. Knowledge of important theories in the subject area						
4. Historical knowledge relevant to this subject area						
5. Knowledge of key individuals who have contributed to the field						
6. Recognition of the difference between fact and opinion related to this subject area						
7. The ability to translate key ideas from this subject area into own words						
8. Clarity about common misconceptions in this subject area						
9. Knowledge of current issues related to the subject area						
Subtotal for Foundational Knowledge						
10. Reading skills						
11. Writing skills						
12. Technological skills						
13. Analytical skills						
14. Creative Thinking skills						
15. Critical Thinking skills						
16. Decision-making skills						
17. Problem-solving skills						
18. Research skills						
Subtotal for Application of Knowledge						
19. The ability to differentiate closely related concepts in the subject area						
20. The ability to compare different aspects of a topic						
21. The ability to classify information in the subject area						
22. The ability to think holistically: to see the whole as well as the parts						
23. The ability to synthesize disparate but related information into a whole						
24. The ability to connect a concept to other concepts within this course						
25. The ability to connect a course concept to concepts in other relevant courses within the discipline or field						
26. The ability to connect course concepts to concepts in other disciplines or fields						
27. The ability to connect course information to their daily lives						
Subtotal for Integration of Knowledge						
28. Empathy for others						
29. Respect for others						

30. Interpersonal skills						
31. The ability to work productively with others						
32. Self-confidence						
33. The capacity to make wise decisions						
34. The capacity to think for themselves						
35. A commitment to upholding their own values						
36. A commitment to their own emotional health and well-being						
Subtotal for Human Dimension						
37. Motivation to learn in the subject area						
38. Openness to new ideas in the subject area						
39. An appreciation of diverse perspectives related to this subject						
40. A commitment to excellent work						
41. A commitment to success in learning						
42. A willingness to engage in class activities						
43. An acceptance of responsibility for their own behavior in the course						
44. Informed concern about current social issues relevant to the topic						
45. The intention to make informed ethical choices						
Subtotal for Caring						
46. Knowledge about themselves as learners						
47. The ability to set goals						
48. The ability to follow directions/instructions						
49. Study skills and strategies						
50. The ability to organize and use time effectively						
51. The ability to monitor their own progress						
52. The ability to self-assess their performance						
53. The capacity for lifelong learning in the subject area						
54. The ability to create a concrete plan to learn more about the subject in the near future						
Subtotal for Learning How to Learn						

Learning Goals Rating Summary

Subtotal for Foundational Knowledge	
Subtotal for Application of Knowledge	
Subtotal for Integration of Knowledge	
Subtotal for Human Dimension	
Subtotal for Caring	
Subtotal for Learning How to Learn	

Part 3: Learning Goal Self-Assessment

1. In general, what do you think is the most important cognitive aspect of learning for students to develop by the end of the academic term. Choose one item from the list below.
 - a. Understanding and recalling key facts, principles, ideas, and concepts.
 - b. Understanding foundational knowledge for purposes such as problem solving, developing skills, or thinking critically, creatively, or practically.
 - c. Connecting different ideas within the course, among courses, and extending beyond courses into students' daily lives.

2. In general, what do you think is the most important humanistic aspect of learning for students to develop by the end of the academic term. Choose one item from the list below.
 - a. Learning about themselves and how to better understand and interact with other people.
 - b. Developing new interests, feelings, and values associated with the course material
 - c. Acquiring knowledge about the process of learning and developing the ability to become more self-directing learners.

Scoring

Part 2 Scoring

Use the following rubric to determine whether you rated items in each category as high, moderately high, moderately low, or not applicable.

Categorical Interpretation Rubric					
	45-36 5- High	35-26 4-Moderately High	25-16 3-Moderately Low	15-10 2- Low	9 or below 1- Not applicable
Foundational Knowledge	Your ratings suggest that you place a high value on students developing the ability to remember and understand important facts and concepts.	Your ratings suggest that you place a moderately high value on students developing the ability to remember and understand important facts and concepts.	Your ratings suggest that you place a moderately low value on students developing the ability to remember and understand important facts and concepts.	Your ratings suggest that you place a low value on students developing the ability to remember and understand important facts and concepts.	Your ratings suggest that this learning domain is not applicable to the course.

Application	Your ratings suggest that you place a high value on students developing the ability to apply what they have learned in new situations and to demonstrate critical, creative or practical thinking.	Your ratings suggest that you place a moderately high value on students developing the ability to apply what they have learned in new situations and to demonstrate critical, creative or practical thinking.	Your ratings suggest that you place a moderately low value on students developing the ability to apply what they have learned in new situations and to demonstrate critical, creative or practical thinking.	Your ratings suggest that you place a moderately low value on students developing the ability to apply what they have learned in new situations and to demonstrate critical, creative or practical thinking.	Your ratings suggest that this learning domain is not applicable to the course.
Integration	Your ratings suggest that you place a high value on students developing the ability to integrate information and demonstrate connections between concepts, people, and different realms of life.	Your ratings suggest that you place a moderately high value on students developing the ability to integrate information and demonstrate connections between concepts, people, and different realms of life.	Your ratings suggest that you place a moderately low value on students developing the ability to integrate information and demonstrate connections between concepts, people, and different realms of life.	Your ratings suggest that you place a moderately low value on students developing the ability to integrate information and demonstrate connections between concepts, people, and different realms of life.	Your ratings suggest that this learning domain is not applicable to the course.
Human Dimension	Your ratings suggest that you place a high value on students learning about themselves and others and how humans interact	Your ratings suggest that you place a moderately high value on students learning about themselves and others and how humans interact	Your ratings suggest that you place a moderately low value on students learning about themselves and others and how humans interact	Your ratings suggest that you place a low value on students learning about themselves and others and how humans interact	Your ratings suggest that this learning domain is not applicable to the course.
Caring	Your ratings suggest that you place a high value on students	Your ratings suggest that you place a moderately high value on	Your ratings suggest that you place a moderately low value on	Your ratings suggest that you place a low value on students	Your ratings suggest that this learning domain is not applicable to

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	learning to care about the learning goals, the course, or the subject matter.	students learning to care about the learning goals, the course, or the subject matter.	students learning to care about the learning goals, the course, or the subject matter.	learning to care about the learning goals, the course, or the subject matter.	the course.
Learning to Learn	Your ratings suggest that you place a high value on students learning to learn.	Your ratings suggest that you place a moderately high value on students learning to learn.	Your ratings suggest that you place a moderately low value on students learning to learn.	Your ratings suggest that you place a low value on students learning to learn.	Your ratings suggest that this learning domain is not applicable to the course

Part 3 Scoring:

Use the following information to determine which domain you rated as the highest based on the description of the domain.

Question 1: Cognitive Aspect

- a. Foundational Knowledge
- b. Application of Knowledge
- c. Integration of Knowledge

Question 2: Humanistic Aspect

- a. Human Dimension
- b. Caring
- c. Learning How to Learn