

Teaching Goals Inventory Results

Community College of Allegheny County
Fall 2005



Planning & Institutional Research

Demographic Information

By Location

Campus/Center	Overall Response	Full-time Responses	Adjunct Responses
Allegheny	29%	16%	13%
Boyce	18%	7%	11%
North	10%	4%	6%
South	32%	15%	17%
Airport West	1%	0%	1%
Bethel Park	1%	0%	1%
Braddock Hills	1%	0%	1%
Downtown	2%	0%	2%
Homewood-Brushton	1%	0%	1%
Neville Tech	2%	1%	1%
Washington	2%	0%	2%
Total		44%	56%

By Method of Instruction

Primary Method of Instruction	Overall Response	Full-time Responses	Adjunct Responses
Classroom	96%	41%	55%
Distance Learning	4%	3%	0%

By Years of Service

Years of Service	Overall Response	Full-time Responses	Adjunct Responses
less than 2	8%	1%	7%
between 2 and 4	23%	7%	16%
between 5 and 9	13%	2%	11%
between 10 and 15	13%	6%	7%
more than 15	44%	29%	14%

Top-10 Teaching Goals

Rank	TGI Number	Teaching Goals	Number of "Essential" Ratings	Percent of Faculty Rating "Essential"
1	19	Learn concepts and theories in this subject	221	66%
2	51	Develop capacity to think for oneself	213	63%
3	1	Develop ability to apply principles and generalizations already learned to new problems and situations	195	58%
4	40	Improve ability to follow directions, instructions, and plans	192	57%
5	39	Develop a commitment to accurate work	185	55%
6	3	Develop problem-solving skills	182	54%
7	5	Develop ability to synthesize and integrate information and ideas	180	53%
8	18	Learn terms and facts of this subject	180	53%
9	2	Develop analytic skills	178	53%
10	6	Develop ability to think holistically to see the whole as well as the parts	176	52%

See Appendix A for the complete list.

Comparison of Teaching Priorities and Perceived Primary Role

Faculty Identify Higher-Order Thinking Skills as Top Priority and Primary Role

TGI Clusters	Teaching Priorities		Primary Role	
	Ranking	Percent of Faculty Rating "Essential"	Ranking	Percent of Respondents
I Higher-Order Thinking Skills	1	50%	1	37%
III Discipline-Specific Knowledge and Skills	2	41%	3	18%
V Work and Career Preparation	3	39%	2	20%
VI Personal Development	4	38%	4	15%
II Basic Academic Success Skills	5	33%	5	7%
IV Liberal Arts and Academic Values	6	22%	6	3%

See Appendix B for survey results by clusters.

Responses by Category

Category	Number of Essential Goals	Number of Responses	Average Number of Essential Goals
Blank	278	15	19
Applied Arts	20	2	10
Applied Service & Trades	74	4	19
Business Careers	546	32	17
CIT	237	18	13
Developmental	355	15	24
Engineering & Science	80	4	20
English	764	38	20
Health Careers	1253	51	25
Humanities	338	17	20
Math	737	48	15
Science	735	45	16
Social Science	808	45	18
Social Service	66	3	22
Total	6291	337	19

Top 3 Teaching Goals by Category

		Percent Rating Goal "Essential"														
TGI Goal Number	Teaching Goal	Blank	Applied Arts *	Applied Service & Trades *	Bus.	CIT	Dev.	Engineering & Science *	English	Health Careers	Hum.	Math	Science	Social Science	Social Service	All
1	Apply principles			100						80					100	58
3	Problem solving											83			100	
5	Synthesize & integrate								79							
8	Distinguish between fact and opinion								76							
14	Reading skills						93									
15	Writing skills								92							
16	Study skills						93									
17	Math skills											92				
18	Terms & facts					56							62			
19	Concepts & theories				66							77	69	76	100	66
20	Using materials and technology					83		100								
21	Perspectives & values of subject													64		
23	Learn techniques					56										
26	Liberal Arts										59					
27	Openness to ideas										76					
39	Accurate work				63					82						
40	Follow directions						87			75			56			
44	Responsible for self	67														
51	Think for self	80		100	63						71			73		63
52	Wise decisions	67														

* Too few responses to determine top-3 goals

Basic Academic Success is the Primary Goal for Three Departments

TGI Goal Number	Teaching Goal	Number of "Essential" Ratings				All Others	Percent of All Other Respondents
		Dev	English	Math			
14	Improve reading skills	14				106	33%
15	Improve writing skills		35			82	27%
16	Improve study skills	14				130	40%
17	Improve math skills			44		47	16%

Forty percent of non-developmental faculty report helping students improve study skills is an essential goal.

Only 16 percent of non-math faculty report helping students improve math skills is an essential goal. Science and Health Career faculty make up the majority.

Higher-Order Thinking Skills are a Top Priority for Five Departments

TGI Goal Number	Teaching Goal	Number of "Essential" Ratings					All Others	Percent of All Other Respondents
		Applied Service & Trade	English	Health Careers	Math	Social Services		
1	Apply principles	2		41		3	149	51%
3	Problem solving				40	3	139	47%
5	Synthesize & integrate		30				150	49%
8	Distinguish between fact and opinion		29				135	44%

Only five departments identified higher-order thinking skills as a top priority, but the majority of faculty report higher-order thinking skills are essential goals.

Teaching Discipline-Specific Knowledge and Skills was the Most Reported Top Priority

Seven departments identified at least one discipline-specific goal as a top priority. One department, CIT, report three.

Department	Number of discipline- specific goals
Business	1
CIT	3
Engineering & Science	1
Math	1
Science	2
Social Science	2
Social Service	1

Forty-one percent of all faculty reported teaching discipline-specific knowledge and skills is essential.

Teaching Goals Ranked in Order of Importance

Rank	TGI Number	Teaching Goals	Number of "Essential" Ratings	Percent of Faculty Rating "Essential"
1	19	Learn concepts and theories in this subject	221	66%
2	51	Develop capacity to think for oneself	213	63%
3	1	Develop ability to apply principles and generalizations already learned to new problems and situations	195	58%
4	40	Improve ability to follow directions, instructions, and plans	192	57%
5	39	Develop a commitment to accurate work	185	55%
6	3	Develop problem-solving skills	182	54%
7	5	Develop ability to synthesize and integrate information and ideas	180	53%
8	18	Learn terms and facts of this subject	180	53%
9	2	Develop analytic skills	178	53%
10	6	Develop ability to think holistically to see the whole as well as the parts	176	52%
11	50	Cultivate an active commitment to honesty	168	50%
12	8	Develop ability to distinguish between fact and opinion	164	49%
13	44	Cultivate a sense of responsibility for ones own behavior	164	49%
14	52	Develop capacity to make wise decisions	162	48%
15	41	Improve ability to organize and use time effectively	161	48%
16	4	Develop ability to draw reasonable inferences from observations	160	47%
17	20	Develop skill in using materials, tools, and/or technology central to this subject	156	46%

Teaching Goals Ranked in Order of Importance

Rank	TGI Number	Teaching Goals	Number of "Essential" Ratings	Percent of Faculty Rating "Essential"
18	43	Develop ability to perform skillfully	152	45%
19	21	Learn to understand perspectives and values of this subject	145	43%
20	16	Develop appropriate study skills, strategies, and habits	144	43%
21	27	Develop an openness to new ideas	133	39%
22	42	Develop a commitment to personal achievement	131	39%
23	23	Learn techniques and methods used to gain new knowledge in this subject	129	38%
24	47	Develop respect for others	128	38%
25	12	Improve listening skills	125	37%
26	10	Develop ability to concentrate	122	36%
27	14	Improve reading skills	120	36%
28	15	Improve writing skills	117	35%
29	24	Learn to evaluate methods and materials in this subject	115	34%
30	7	Develop ability to think creatively	114	34%
31	36	Develop ability to work productively with others	110	33%
32	30	Develop a lifelong love of learning	109	32%
33	35	Develop capacity to make informed ethical choices	109	32%
34	45	Improve self-esteem/self-confidence	95	28%

Teaching Goals Ranked in Order of Importance

Rank	TGI Number	Teaching Goals	Number of "Essential" Ratings	Percent of Faculty Rating "Essential"
35	17	Improve mathematical skill	91	27%
36	46	Develop a commitment to ones own values	89	26%
37	11	Improve memory skills	86	26%
38	13	Improve speaking skills	83	25%
39	25	Learn to appreciate important contributions to this subject	78	23%
40	48	Cultivate emotional health and well-being	77	23%
41	28	Develop an informed concern about contemporary social issues	72	21%
42	33	Develop an informed understanding of the role of science and technology	71	21%
43	22	Prepare for transfer or graduate study	70	21%
44	34	Develop an informed appreciation of other cultures	68	20%
45	49	Cultivate physical health and well-being	64	19%
46	37	Develop management skills	58	17%
47	38	Develop leadership skills	58	17%
48	26	Develop an appreciation of the liberal arts and sciences	53	16%
49	32	Develop an informed historical perspective	50	15%
50	29	Develop a commitment to exercise the rights and responsibilities of citizenship	47	14%
51	31	Develop aesthetic appreciations	41	12%

TGI Survey Results

		Number of "Essential" Ratings	Percent of Faculty Rating "Essential"
Cluster I: Higher-Order Thinking Skills			
1	Develop ability to apply principles and generalizations already learned to new problems and situations	195	58%
2	Develop analytic skills	178	53%
3	Develop problem-solving skills	182	54%
4	Develop ability to draw reasonable inferences from observations	160	47%
5	Develop ability to synthesize and integrate information and ideas	180	53%
6	Develop ability to think holistically to see the whole as well as the parts	176	52%
7	Develop ability to think creatively	114	34%
8	Develop ability to distinguish between fact and opinion	164	49%
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Cluster II: Basic Academic Success Skills			
10 *	Develop ability to concentrate	122	36%
11	Improve memory skills	86	26%
12	Improve listening skills	125	37%
13	Improve speaking skills	83	25%
14	Improve reading skills	120	36%
15	Improve writing skills	117	35%
16	Develop appropriate study skills, strategies, and habits	144	43%
17	Improve mathematical skill	91	27%

* Goal 9 "Improve Skill at Paying Attention" was inadvertently excluded from the survey.

Cluster III: Discipline-Specific Knowledge and Skills

18	Learn terms and facts of this subject	180	53%
19	Learn concepts and theories in this subject	221	66%
20	Develop skill in using materials, tools, and/or technology central to this subject	156	46%
21	Learn to understand perspectives and values of this subject	145	43%
22	Prepare for transfer or graduate study	70	21%
23	Learn techniques and methods used to gain new knowledge in this subject	129	38%
24	Learn to evaluate methods and materials in this subject	115	34%
25	Learn to appreciate important contributions to this subject	78	23%
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Cluster IV: Liberal Arts and Academic Values			
26	Develop an appreciation of the liberal arts and sciences	53	16%
27	Develop an openness to new ideas	133	39%
28	Develop an informed concern about contemporary social issues	72	21%
29	Develop a commitment to exercise the rights and responsibilities of citizenship	47	14%
30	Develop a lifelong love of learning	109	32%
31	Develop aesthetic appreciations	41	12%
32	Develop an informed historical perspective	50	15%
33	Develop an informed understanding of the role of science and technology	71	21%
34	Develop an informed appreciation of other cultures	68	20%
35	Develop capacity to make informed ethical choices	109	32%

Cluster V: Work and Career Preparation

36	Develop ability to work productively with others	110	33%
37	Develop management skills	58	17%
38	Develop leadership skills	58	17%
39	Develop a commitment to accurate work	185	55%
40	Improve ability to follow directions, instructions, and plans	192	57%
41	Improve ability to organize and use time effectively	161	48%
42	Develop a commitment to personal achievement	131	39%
43	Develop ability to perform skillfully	152	45%
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Cluster VI: Personal Development			
44	Cultivate a sense of responsibility for ones own behavior	164	49%
45	Improve self-esteem/self-confidence	95	28%
46	Develop a commitment to ones own values	89	26%
47	Develop respect for others	128	38%
48	Cultivate emotional health and well-being	77	23%
49	Cultivate physical health and well-being	64	19%
50	Cultivate an active commitment to honesty	168	50%
51	Develop capacity to think for oneself	213	63%
52	Develop capacity to make wise decisions	162	48%
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53	In general, how do you see your primary role as a teacher?	Responses	Percent of Respondents
	Teaching students facts and principles of the subject matter	60	18%
	Providing a role model for students	10	3%
	Helping students develop higher-order thinking skills	124	37%
	Preparing students for jobs/careers	68	20%
	Fostering student development and personal growth	51	15%
	Helping students develop basic learning skills	24	7%