Traditional Self Assessment Tool (TSAT)

When evaluating teaching, end of course student evaluations may not give enough data for a full picture of teaching. There are four basic sources of data that should be used to evaluate teaching: students, peers, supervisor and self.

This tool was developed based on Quality Matters, the leader in the field for online course evaluation and review. The standards from this organization were used to develop a scaled rubric by the Khoeler Center for Teaching Excellence at TCU for use in online courses. The WTAMU Teaching Excellence Center has customized the rubric for use with traditional courses at WTAMU.

TSAT is designed to help monitor and adjust traditional (face-to-face) courses for accountability and quality. TSAT is a four scale rubric driven assessment tool that is built to give faculty the opportunity to

* Improve course delivery
* Improve course objectives and goals
* Strengthen activities
* Provide opportunity for rethinking of teaching strategies
* Create a faculty development training plan

TSAT is divided into three components found in teaching any course:

* Course Syllabus and Introduction
* Course Structure and Teaching Elements
* Course Facilitation/Learner Engagement Elements

A level of two is considered an acceptable minimum for the TSAT with levels 3-4 being more desirable. Note that not all levels of all elements may be appropriate for all courses.

**Traditional Self Assessment Tool (TSAT)**

**Course Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| ***I. Syllabus***  |  |  |  |  |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Essential Syllabus Information***Each syllabus should contain basic information as suggested by university policy. These essential components are: clearly specified goals and requirements, learning objectives, nature of course content,* *scholastic dishonesty statement, evacuation statement, and chemical and equipment safety statement.* | Little or no essential information in the syllabus | 2-3 essential components are included. | 4 or more essential components are included.  | Syllabus contains all applicable components listed in university policy. |
| **Notes on this element:** |  |
| **Learning Outcomes/Objectives***Measurable learning outcomes/objectives are presented in syllabus.* | Nothing stated in syllabus.  | Outcomes/objectives are listed in syllabus but not measurable. | Outcomes/ objectives are listed in syllabus, are measurable but do not tie into assignments. | Clearly stated outcomes/ objectives in syllabus conveying what the student can be expected to achieve as a result of engaging in the course activities and content (purpose for assignments). |
| **Notes on this element:** |  |
| **Instructor Availability***Includes Instructors availability/office hours/email review and response time* | Nothing stated in syllabus. | Description of office hours listed in syllabus. | Description of office hours and on-line communication (e-mail preference, etc.) with instructor during course. | Description includes Instructor’s availability/office hours/ general email review and response time**.** |
| **Notes on this element:** |  |  |  |  |
| **Policies/Procedures on Grading***Clearly stated grading policies, scales, structures, instructions on where to review grades, and assignment submissions* | No policies or procedures stated in syllabus. | Grading policies and procedures are presented: points or percentage equivalent to letter grades (A = 92-100). | Grading policies and procedures are presented. Grading structure is presented in detail. (Exam is worth xx number of points, project is worth XX % of final grade, etc.). | Grading policies and procedures are presented, Grading structure is presented, gradebook is explained as a place to view grades and/or comments and how to submit assignments is listed. |
| **Notes on this element:** |  |
| ***II. Course Structure and Teaching Elements*** |  |  |  |  |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Student-Content Interactions***Course activities in which students interact with the content.*  | Students access information through readings, web links, handouts, etc. | Supportive materials are regularly offered to help students understand material. Examples may include lectures, self-tests, brain teasers, weekly quizzes. | Methods which allow some application of concepts to authentic problems or new situations are used. May be achieved through case studies, papers, role plays, debates, simulations, discussions, etc.  | Course regularly includes opportunities for application of concepts to authentic problems and resources or content that allows students to work beyond the stated course objectives.  |
| **Notes on this element:** |  |
| **Student-Student Interactions***Opportunities to build learning communities.*  | No opportunities for s-s interaction. | Students interact on a basic level; student introductions are used; some class discussion is used. | Course facilitates a community feeling; discussions are in-depth dialogues where peer feedback is evident. | Course provides opportunity for at least one group project where members collaborate to produce a single artifact. |
| **Notes on this element:** |  |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Course Activities Engage Learners***Engaging today’s students in their own learning is important for student retention as well as for interest and motivation in the course topics.*  | Instructor uses active learning techniques rarely or not at all. | Instructor uses active learning techniques some of the time. These might include: discussions, asking students to reflect in writing, problem solving, debates, learning games, synthesizing and applying information, learning logs, etc. | Instructor uses active learning techniques much of the time. These might include: class discussions, asking students to reflect in writing, problem solving, debates, learning games, synthesizing and applying information, learning logs, etc. | Instructor uses active learning techniques almost all of the time. These might include: class discussions, asking students to reflect in writing, problem solving, debates, learning games, synthesizing and applying information, learning logs, etc.  |
| **Notes on this element:** |  |  |  |  |
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| ***III. Course Facilitation Elements*** |  |  |  |  |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Instructor Communicates High Expectations to Students***Instructor communicates high expectations to students about course activites/assignment. Ways to communicate expectations include: explanations in the course syllabus, demonstration/examples of quality work, use of grading rubrics that are shared with students when work is assigned, class discussion of expectations for each assignment, etc.* | Instructor fails to communicate high student expectations other than a syllabus listing. | Instructor somewhat communicates high student expectations in at least one way in addition to the syllabus. | Instructor communicates high student expectations through 2 different ways in addition to the syllabus. | Instructor communicates high student expectations in a superb manner through several (at least three) ways in addition to the syllabus. |
| **Notes on this element:** |  |  |  |  |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Instructor Expertise and Involvement***Opportunities for student to view the instructor as a content-expert and a resource for new information.*  | No viewable involvement by the current instructor other than holding class. | Instructor provides clarification of content through lectures or other means. Instructor holds class each week at required times and regularly meets for the entire allotted class time.  | Instructor is an active participant in the course through in-class or after class discussions or through office hours; faculty offers assistance and encourages students to follow-up regarding questions; evidence that faculty is friendly and approachable. | Customization of course based on current students’ interests (where applicable); instructor is flexible enough to adapt course topic during the semester to address learner differences, interest and particular circumstances. |
| **Notes on this element:** |  |  |  |  |
| **Feedback***Grades and comments used to communicate assessment results.* | Course assignments are not returned in a timely manner and do not provide written feedback. | Course assessments are returned in a reasonable amount of time and have grades posted in the online gradebook. | Course assignments are returned in a reasonable amount of time and brief, non-individualized, or inconsistent comments are provided on returned assignments and/or in the online gradebook. | Returned assignments contain more extensive, individualized comments on the returned assignment or in the online gradebook. |
| **Notes on this element:** |  |

Notes on areas of strength:

Notes on areas to target improvement: