Dev Math Courses using ALEKS—Faculty Evaluation Portfolios

General Portfolio Requirements

- **First day handouts/syllabus**—same requirements as usual
- **How tests were administered**—Provide a statement indicating when and where tests were given (in class or testing center); how students were expected to prepare (practice tests, review assignments, etc); make-up policy, and any other test-related information. [No need to mention calculator policy since that will vary by student.]
- **How I Taught This Course**—Instead of writing an essay, as is done for other courses, faculty will address specific areas of interest by *filling out the attached questionnaire*.

ALEKS-specific Portfolio Requirements

Faculty are expected to complete all items on the **Beginning of Semester & End of Semester Checklists** with accuracy and in a timely manner. Making an honest mistake or omission on rare occasion is OK—especially for brand new faculty. But failing to comply with multiple checklist items, or failing a small number of checklist items over multiple semesters, may have an adverse effect on faculty evaluations.
How I Taught This Course—ALEKS Faculty Questionnaire

Instructor Name: ________________________________  Semester: __________________

Please address each of the following questions; continue on another sheet if you need more space.

1. How did you monitor attendance? Were you satisfied with your methods, or would you do something differently next time?

2. Comment on your Time in ALEKS policy. How did you go about finding students' time? How often did you check their time? What did you do with students who did not meet the time requirements? Were you satisfied with your policy?

3. Comment on your Progress in ALEKS policy. How did you go about finding students’ topics/objectives/etc? How often did you check their progress? What did you do with students who did not meet the progress requirements? Were you satisfied with your policy?
4. How did you assess **written work**? How often? Would you do this differently next time?

5. We assume that you answered math questions when students “put their cup up;” did you do anything else to assist with **math mastery**? Did you ever offer to help students who did not put their cup up? If so, how often, and how did you decide who/when to help? How did that go? Did you offer any additional math resources to students? If so, please include a sample.

6. How often did you check in with students to discuss their ALEKS performance? Mention aspects that worked well, or did not work well, with respect to your **interactions with students**.
7. How did you handle advising students on an appropriate ALEKS goal at the beginning of the semester? How did you handle next-course advising at the end of the semester? Mention aspects that worked well, or did not work well, with respect to your student advising.

8. Any other things you would like to comment on regarding your ALEKS course?