

Quality Enhancement Plan (QEP) Best Practices

Instructional

- Books
- Websites

Non-Instructional

Best Practices—Books

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. (2nd ed.) San Francisco: Jossey-Bass.

Classroom Assessment Techniques is a practical handbook, designed for easy reference and for readers of varied levels of experience with classroom assessment. This handbook is organized into three main parts: the first part is an introduction/ comprehensive review of classroom assessment; the second part is a compendium of fifty different classroom assessment techniques; and the final part reviews lessons learned from experiences to date and suggests new directions for future classroom assessment and classroom research.

Bott, P. (1995). *Testing and assessment in occupational and technical education*. Needham Heights, MA: Allyn & Bacon.

Community college exemplary initiatives. (2000-2001). Vol XI. Nashville, Tenn.: The National Council of Instructional Administrators.

One of the series of publications published by the National Council of Instructional Administrators (NAIA) which included outstanding campus initiatives in the following areas: enhancing student success, in workforce development, in developmental education, in external partnerships and collaboration, and in alternative delivery.

Diamond, R.M. (1998). *Designing & assessing courses & curricula: A practical guide*. San Francisco: Jossey-Bass.

Fink, L. Dee (2003). *Creating significant learning experiences : An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

This book addresses different approaches for designing instruction and provides valuable recommendations on what various organizations can do to more effectively support better teaching. Fink's book is based on the six key needs of faculty interested in changing the way to teach.

Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham Heights, MA: Allyn & Bacon.

Palomba, C.A., & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.

Best Practices—Web Sites
2003-2004

1. One Minute Paper (n.d.). Retrieved February 9, 2004, from <http://tlccvc.org/oneminutepaper.htm>

Abstract/summary: A short description of the One-Minute Paper and how it can be used to obtain student feedback. The one-minute paper is a quick and easy way to determine students' perception of their progress in class.

2. Student Progress Record (n.d.). Retrieved February 9, 2004, from <http://www.accd.edu/sac/phil/schoenig/2371/fall3/progress.htm>

Abstract/summary: An example of a chart that students can use to document their progress in class.

3. Classroom Assessment Techniques (n.d.). Retrieved February 18, 2004 from <http://www.suie.edu/~deder/assess/catmain.html>

Abstract/summary: A description of classroom assessment techniques that can be used by CTC instructors to determine if students are aware of their progress in class.

4. Mid-Semester Diagnostic Instructional Feedback Service (Feb 1997). Retrieved February 9, 2004 from <http://www.botany.hawaii.edu/botany/reports/cte.htm>

Abstract/summary: Four techniques CTC instructors can use to assess their students' progress during the semester. The paper was written by the Center for Teaching Excellence at the University of Hawaii.