**Association of American Colleges and Universities, 2014 Institute on General Education and Assessment readings**

**Required Readings**

* [The Degree Qualifications Profile](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf) (pdf) and [DQP 2.0 Matrix](http://www.aacu.org/summerinstitutes/igea/documents/DQP20Matrix.docx%22%20%5Ct%20%22_blank)
The Degree Qualifications Profile (DQP) is a new framework for defining the learning and quality that college degrees should signify.
* [GEMs/VALUE Description](http://www.aacu.org/summerinstitutes/igea/documents/GEMSVALUE-LEAPInnovationsintheMaking.pdf%22%20%5Ct%20%22_blank) (pdf)
One page description of AAC&U's newest initiative to provide design principles for high-quality 21st-century learning and meaningfully assess student learning.
* [Peer Review Fall 2011/Winter 2012: Assessing Liberal Education Outcomes Using VALUE Rubrics](http://www.aacu.org/peerreview/pr-fa11wi12/PRfa11wi12.pdf) (pdf)This issue focuses on AAC&U’s VALUE rubrics and the various ways in which different kinds of colleges and universities are using the rubrics to assess student learning in and across courses and programs

**Recommended Readings (hard copies- often AAC&U campus representatives have copies of these titles)**

* [Revising General Education- And Avoiding the Potholes: A Guide for Curricular Change](http://secure2.aacu.org/store/detail.aspx?id=POTHOLES)
Provides practical advice for how to advance a successful general education reform process—including tips in the areas of task force objectives and procedures, concepts of general education, program planning, proposal approval, and program implementation. Ideal for general education reform committees and faculty senate curriculum committees.
* [Assessing College Student Learning: Evaluating Alternative Models, Using Multiple Methods](http://secure2.aacu.org/store/detail.aspx?id=ASSESSCSL)
Campus leaders face a bewildering array of different assessment methods-standardized or locally designed tests and inventories, indirect methods focusing on student self-reports of engagement or gains in learning, portfolios, and other performance-based methods. This publication will help readers make sense of the broad assessment landscape.
* [Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment](http://secure2.aacu.org/store/detail.aspx?id=VALRUBR2" \t "_blank)
This publication addresses key elements of, and questions frequently raised about, the development and use of the VALUE rubrics for assessment of student learning. It provides information about rubric-based assessment approaches—including validity, reliability, and rubric modification—and faculty training in the use of rubrics. Specific examples of how campuses are using the VALUE rubrics to improve student learning are also provided. Full case studies from twelve campuses are available online at [www.aacu.org/value/casestudies.](http://www.aacu.org/value/casestudies)

**Recommended Readings (all PDF files)**

* [College Learning for the New Global Century](http://www.aacu.org/leap/documents/GlobalCentury_final.pdf)
A report from the Liberal Education and America's Promise (LEAP) National Leadership Council that identifies the essential aims, learning outcomes, and guiding principles for a 21st century college education
* [Assessing Underserved Students' Engagement in High-Impact Practices](http://www.aacu.org/assessinghips/documents/TGGrantReport_FINAL_11_13_13.pdf%22%20%5Ct%20%22_blank)
This publication presents findings from a national study conducted by AAC&U researchers to investigate the impact of engagement in high-impact practices on traditionally underserved populations (defined here as first-generation, minority, transfer, and low-income students).
* [A Sea Change on Student Learning Assessment: An AAC&U Working Paper](http://www.aacu.org/resources/assessment/documents/AACUAssessmentConceptPaper5-18-2012.pdf)
We need, in sum, a concerted and sophisticated strategy for "moving the needle" on what counts as evidence of high quality learning for 21st-century learners and contexts.
* [The Drama of Diversity and Democracy](https://www.aacu.org/publications/pdfs/DramaofDiversity.pdf) (second edition)
Invitation to higher education to engage with one of our most foundational questions: the role educators can and should play in building civic capacities*—*knowledge, skills, commitments, collaborations*—* for our diverse and globally connected democracy.
* [A Crucible Moment: College Learning & Democracy's Future](http://www.aacu.org/civic_learning/crucible/documents/crucible_508F.pdf)
This report from the National Task Force on Civic Learning and Democratic Engagement calls on the nation to reclaim higher education's civic mission. Commissioned by the Department of Education and released at a White House convening in January 2012, the report pushes back against a prevailing national dialogue that limits the mission of higher education to workforce preparation and training while marginalizing disciplines basic to democracy.