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Abstract for an Invited Paper
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APS Guide to Effective Practices in Undergraduate Program Review: An example, and how to use

it¹
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Evaluating and assessing programs is an ongoing activity at all levels in higher education. Making this a meaningful and positive experience can improve educational outcomes, help direct resources to achieve goals, and improve the climate within the department. The APS has, for the past several years, been developing a framework for providing effective information to help departments assess their programs, and improve offerings. Now, working with the American Association of Physics Teachers, we have empaneled a national task force, and are compiling effective practices to inform critical aspects of physics programs. Topics include recruiting, curriculum at the introductory and advanced levels, improving diversity, departmental leadership, career preparation, undergraduate research, and establishing supporting programs. We are also developing a comprehensive guide to assessment that supports the use and exploration of these effective practices. In this session, we will describe one such section to give faculty members a flavor of how these will evolve and be used. We welcome input on how to make this guide easily used, and valuable to programs at all levels.

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