Colorado State University

Academic Program and Departmental Operations Evaluation Handbook

AY26

Preface

Colorado State University maintains responsibility for the quality of its academic programs and operations within its academic units (colleges, departments, schools, or Special Academic Units) and regularly evaluates them as part of our continual improvement and quality assurance efforts. Academic programs include all stand-alone degrees/certificates as listed in the Official List of Colleges, Departments, Degrees, Majors, and Minors. The review is at the degree/certificate level, not at the level of concentration/specialization.

This handbook serves as a resource, includes a timeline of activities, and describes the report structure approved by the provost/EVP. Should you have questions, please contact the vice provost for planning and effectiveness (laura.jensen@colostate.edu).

Purpose and Overview

Section C.2.4.2.2.d of the Academic Faculty and Administrative Professional Manual (hereby referred to as the *Manual*) requires that periodic evaluations of academic programs and departmental operations be conducted concurrently. While the departmental faculty may initiate a request for interim evaluations, they are ordinarily conducted every five to seven years.

- The purpose of the Evaluation of Academic Programs is to enable departmental faculty members to assess the quality of the academic programs of the department. Academic programs are coherent sets of academic activities with specified goals. These programs, which are approved by the Colorado Commission on Higher Education, lead to a degree or certificate. This includes stand-alone undergraduate and graduate certificates.

- The purpose of the Evaluations of Departmental Operations is to enable the departmental faculty members to evaluate the human resources, facilities and other physical resources, work environment, organization and administration of the department and other aspects of departmental operations to maintain and improve morale, effectiveness, and productivity. The Evaluation of Departmental Operations is not an evaluation of the performance of the department head, which is the responsibility of the dean.

Process Details

Month	Activity	Responsibility
May	The vice provost for planning and effectiveness will, in consultation with the provost/EVP, finalize a schedule of units that will participate in the evaluation process the following academic year. The provost/EVP will submit that schedule as a consent agenda item for the CSU System Board of Governors. At that time, academic units and their dean will be notified via email that they have been selected to take part in the process	Vice Provost for Planning and Effectiveness
June – July	The unit head/chair will plan for the following academic year with key faculty representatives and existing departmental structures/processes. At this time, a shared workspace will be created for the unit to store its self-study and evidence.	Unit head/chair and Dean
August	The vice provost for planning and effectiveness will offer an orientation that will provide process details and additional resources. Unit heads/chairs are expected to attend as well as the faculty that will be most involved in the process.	Vice Provost for Planning and Effectiveness Unit head/chair Unit faculty lead(s)
August	The director of assessment will offer an Assessment Academy for faculty. It is highly recommended that the unit faculty most involved in the assessment of undergraduate curriculum and assessment attend the Academy to stay on track with the timeline of the evaluation process.	Director of Assessment Unit faculty lead(s)
September - October	The unit will engage in conversations guided by the self-study template and document the outcomes of those conversations as faculty draft the self-study.	Unit head/chair Unit faculty
November	The self-study will be finalized except for the executive summary and Action Plan which will be completed after the unit receives feedback from the Evaluation Review Committee (ERC) in the spring semester. The finalized self-study and all supporting evidence will be uploaded to the SharePoint folder.	Unit head/chair Unit faculty lead(s)
January	The ERC will be provided with access to the SharePoint folder to review the unit's self-study and supporting evidence. At the unit's expense, the external reviewer is welcome to conduct a site visit, but this is not required.	Vice Provost for Planning and Effectiveness

February	The Provost/EVP, ERC, unit head/chair, and select faculty from the unit will participate in a culminating meeting to discuss feedback and future strategies for the unit's continuous improvement.	ERC
March	After the ERC meeting, the unit will draft its Action Plan and Executive Summary. They will both be saved in the SharePoint folder where the provost/EVP can access them for consideration in the annual budget process. They will also be provided to the Faculty Council Committee on Strategic and Financial Planning by the vice provost for planning and effectiveness.	Unit head/chair Unit faculty lead(s)

Evaluation Review Committee

The Evaluation Review Committee (ERC) plays a key role in helping to ensure program quality at the institution. Its primary goal is to review the self-study, and accompanying evidence, and provide feedback focused on continuous improvement. The Committee is comprised of the following individuals or their designees.

- Vice Provost for Planning and Effectiveness
- Director of Assessment
- Vice Provost and Dean for Undergraduate Affairs
- Vice Provost and Dean for Graduate Affairs
- Vice President for Research
- Vice President for Extension and Engagement
- College Dean
- One CSU faculty member (nominated by the unit undergoing evaluation)
- One external reviewer (nominated by the unit undergoing evaluation)

The unit should nominate 5 CSU faculty members and 5 external reviewers using the nomination form in Appendix A and submit them to the college dean. The dean will review them, make their selection of one CSU faculty and one external reviewer, and notify the unit of their selections. It is the unit's responsibility to contact them to request their participation.

Best Practices

- The evaluation process should be conducted by the eligible faculty of the unit (defined in the departmental code as eligible to vote on departmental issues), or by a representative committee thereby selected. The chair of the committee performing the self-study typically will not be the unit head/chair. The unit head/chair is <u>not</u> responsible for conducting the evaluation on behalf of the faculty or authoring the final report. Broad participation is expected, and a description of how that is accomplished is required.

- Begin organizing the evaluation process and distributing responsibilities early. A meaningful, introspective review requires thoughtful engagement and adequate time. To enhance efficiency, leverage existing departmental structures and committees wherever possible.

- There are resources and supports available to units throughout the process (see Appendix C). Utilize them as needed.

Self-Study Template

Use the evaluation process for the highest good of the unit. If that means editing the template, please do so. It is not intended to be prescriptive, but instead it is intended to provide structure to the process. The self-study should not exceed 30 single-spaced pages.

Unit Name:
Date of Submission:

Section 1: Evaluation Process

Briefly describe the process of how the unit ensured broad faculty input. Who was involved? How was input gathered and synthesized? What were the mechanisms to gather other stakeholders' input?

Section 2: Achievement of the Previous Action Plan

Review the previous Action Plan and mark the attainment of (or progress toward) those strategic initiatives. A discussion of the impact of those activities is expected. What are the metrics for success? Attach the previous plan and implementation reports if available.

Section 3: Departmental Operations Evaluation

State the unit's mission and vision, ensuring they reflect the department's current goals, values, and alignment with CSU's institutional mission. As part of this review, examine the unit's code of operation to confirm that it incorporates current institutional policies and governance expectations. Describe any revisions or updates made since the last program evaluation and briefly explain the rationale behind these changes. Attach a current copy of the unit code for reference.

Provide a comprehensive overview of the unit's operations. This should include a description of:

- Human resources, including faculty (tenure-track, non-tenure-track, adjunct), staff, and administrative personnel headcount and FTE, along with workload expectations and any distinctive roles (such as coordinators, directors, or advisory boards).

- Financial resources and expenditures, with a summary of budget allocations, funding sources, and recent fiscal trends that affect program operations.

- Facilities and technology infrastructure, noting how these resources support academic, research, and community engagement activities.

- The work environment and departmental culture including intentional efforts to foster a collaborative and supportive climate for all faculty, staff, and students.

Suggested evidence includes organizational charts, staffing summaries, faculty workload documents, budget data, and Institutional Research, Planning, and Effectiveness data. *It is important to clarify that this section is not intended as an evaluation of the department head/chair's performance, which remains the responsibility of the college dean.*

Develop a thoughtful faculty hiring plan for the next 5–7 years, anticipating faculty attrition, potential disciplinary or industry shifts, evolving student enrollment patterns, and the priorities outlined in the [CSU Strategic Roadmap 2035](#). This plan should:

- Identify projected hiring needs based on enrollment and degree trends using [Institutional Research, Planning, and Effectiveness](#) data, program growth opportunities, and anticipated faculty retirements or departures.

- Consider emerging areas within the discipline that could enhance the unit's academic portfolio and reputation.

- Outline how new or replacement hires will support instructional capacity, research productivity, and engagement initiatives.

This forward-looking hiring plan ensures that the unit remains well-positioned to meet both academic demand and institutional objectives while enhancing CSU's standing as a dynamic place to work, teach, and learn.

Section 4: Research and Creative Artistry

Reflect on the unit's commitment to research, creative artistry, and scholarly accomplishments as core components of CSU's mission, as outlined in [Section E.12.2](#) of the Academic Faculty and Administrative Professional Manual. Highlight areas of excellence and identify opportunities for growth that will strengthen the unit's academic impact and reputation within the university and among peer R1 institutions.

Utilizing available data including resources from [Academic Analytics](#), the [Vice President for Research](#) and [Institutional Research, Planning, and Effectiveness](#) report on key performance indicators such as research expenditures, graduate research assistant appointments and trends, proposals submitted and awards received, peer-reviewed publications, books, and creative works, conference proceedings, performances, and exhibitions, citations etc. Describe areas of strength and opportunity.

Describe how the unit's Scholarly Research Index compares to those of other R1 universities. Highlight where the unit leads in productivity, funding, or disciplinary influence, as well as where strategic investments or mentoring may be necessary to improve competitiveness.

Consider whether there are faculty whose work positions them as strong candidates for prestigious awards, fellowships, or national recognitions and outline plans to support and elevate their visibility.

Address the interdisciplinary nature of the unit's research and creative activity, noting collaborations within CSU, across institutions, and with external partners that amplify the scope and impact of faculty and student work.

Discuss the integration of research and creative artistry with teaching and service, showcasing how faculty engage undergraduate and graduate students in inquiry, discovery, and creative practice. Provide examples of student co-authored publications, performances, exhibitions, conference presentations, or community-engaged scholarship. Emphasize how these experiences contribute to student learning

outcomes, career preparation, and institutional prestige.

Finally, reflect on how the unit is positioned to strengthen its research and creative contributions in the coming years. Identify anticipated challenges such as funding competition, infrastructure limitations, workload pressures, or faculty recruitment and retention and propose mitigation strategies.

Section 5: Service and Engagement

Describe the wide-ranging forms of service and engagement in which faculty within the unit actively participate, as outlined in Section E.12.3 of the Academic Faculty and Administrative Professional Manual. Move beyond a simple inventory of internal and external activities to reflect on the impact and significance of these contributions to the university, the discipline, and the broader community.

Consider how faculty service strengthens the unit's mission, enriches teaching and learning, and enhances CSU's public and professional presence. Areas of service may include:

- Internal service: Membership and leadership on departmental, college, and university committees; participation in academic program reviews; faculty governance roles; contributions to student recruitment and retention initiatives; mentoring of junior faculty and students; and leadership of service-learning or co-curricular programs.

- Professional service: Editorial roles, peer review for academic journals and grant agencies, leadership positions in professional associations, conference organization, and guest lectures at other institutions.

- Community and public engagement: Public lectures and workshops, partnerships with local organizations, contributions to advisory boards, involvement in community-based research or service-learning projects, and participation in policy discussions or legislative testimony.

Utilize the Continuum of Engaged Scholarship framework, where applicable, to illustrate how service activities extend beyond transactional duties and foster mutually beneficial partnerships with academic, professional, and public communities.

Discuss how service responsibilities are distributed within the unit, ensuring equity in workload and opportunity. Note any formal structures or informal practices that support inclusive participation, recognize outstanding contributions, and encourage faculty to pursue meaningful service opportunities aligned with their expertise and interests.

Finally, consider how service activities intersect with teaching and research, offering students experiential learning opportunities, access to professional networks, and involvement in community-engaged scholarship. Highlight how these integrated experiences strengthen CSU's commitment to preparing graduates for informed, engaged, and socially responsible leadership.

Section 6: Teaching, Learning, Advising, and Mentoring

As described in [Section E.12.1 of the Manual](#), CSU is dedicated to providing a quality educational experience for undergraduate, graduate, and professional students (both degree-seeking and non-degree seeking). The evaluation of teaching, learning, and mentoring is multi-faceted as follows:

Program(s)

- List all stand-alone academic degree and certificate programs offered by the unit, as documented in the [Official List of Colleges, Departments, Degrees, Majors, and Minors](#). For each program, analyze recent trends in enrollment and degrees awarded using [Institutional Research, Planning, and Effectiveness](#) data. Identify any programs that have been created or discontinued in recent years, providing context for these decisions whether driven by student demand, workforce trends, accreditation requirements, or other strategic considerations. Additionally, consider whether the current portfolio of programs remains relevant and responsive to the needs of students and the broader community. Are there emerging fields or interdisciplinary opportunities that suggest the creation of new programs? Conversely, are there existing programs whose viability or strategic value warrants reevaluation or discontinuation?

- Review the Classification of Instructional Program (CIP) code for each program as listed in [Official List of Colleges, Departments, Degrees, Majors, and Minors](#) for its appropriateness. These federally standardized codes, updated every ten years, play a crucial role in institutional reporting and program classification. Assess whether the current codes accurately reflect the content and focus of each program. If a more appropriate CIP code is identified, collaborate with the Vice Provost for Planning and Effectiveness to initiate any necessary updates.

- Analyze the complexity of the undergraduate curriculum by reviewing the *Eight Semester Plan* and using [Curricular Analytics](#). Focus on identifying opportunities to streamline pathways to degree completion — such as reducing unnecessary prerequisites, optimizing course sequencing, or addressing bottlenecks in course availability. Highlight any recent curricular changes and their anticipated or observed effects. Consider whether there are opportunities to strengthen the curriculum by integrating interdisciplinary content, enhancing flexibility for students, or aligning more closely with career and graduate study pathways.

- Reflect upon how, when, and to what extent [High Impact Practices](#) (HIPs) are embedded within undergraduate programs. This includes experiences such as experiential learning, service learning, collaborative assignments, first-year seminars, undergraduate research, internships, study abroad, and capstone projects. Provide an overview of how these practices are currently incorporated and their alignment with program learning outcomes. Pay particular attention to the integrative learning opportunities provided by capstone experiences, evaluating how effectively they synthesize and apply students' cumulative knowledge and skills. Consider recommendations for expanding or enhancing the use of HIPs to enrich student engagement and improve educational outcomes.

- Assess how well the graduate programs support graduate student success, accessibility, and transparency by reviewing whether program descriptions, handbooks, and onboarding materials (e.g., orientation sessions and materials) are accurate, complete, and regularly updated. Evaluate how clearly policies, expectations, and milestones are communicated to students. Consider whether the program offers or is exploring expedited or integrated pathways such as Accelerated Master's options to recruit and retain qualified CSU undergraduates. Examine alignment across certificates, Master's, and doctoral offerings to identify opportunities for stackable credentials

and structured ON-/OFF-ramps. Summarize the structure and roles of graduate support personnel. Reflect on how the program engages with Graduate School guidance and emerging best practices in graduate education, particularly related to student well-being, development of transferable skills, career readiness, and inclusive mentoring.

Program Learning Outcomes and Assessment

- List the Program Learning Outcomes (PLOs) for each credential offered by the unit, including all undergraduate, graduate, and professional programs. These outcomes should clearly articulate the essential skills, knowledge, and abilities students are expected to demonstrate upon graduation. Each PLO must be sufficiently specific to distinguish the program from others at CSU, reflecting its unique disciplinary focus, degree level, and educational purpose. Ensure that PLOs align with both institutional goals and disciplinary standards, providing a framework for evaluating student achievement and continuous program improvement.

- Complete and attach a curriculum matrix for each undergraduate program and each coursework-based graduate program. The matrix should clearly indicate where each PLO is introduced, practiced, and mastered within the curriculum. This mapping process helps identify the intentional integration of learning outcomes throughout the course sequence, highlights gaps or redundancies, and ensures a coherent developmental progression for students as they advance through the program.

- Provide assessment data demonstrating the extent to which students are achieving each PLO. Describe the methods used to gather and evaluate this evidence, including direct measures (e.g., exams, projects, portfolios, performances) and indirect measures (e.g., surveys, focus groups). Summarize key findings and explain how these results have informed curricular, instructional, or co-curricular improvements. Highlight specific examples where assessment outcomes have led to meaningful changes such as course redesigns, pedagogical innovations, revised learning activities, or enhanced student support initiatives to strengthen student learning and program quality. Consult with the Director of Assessment as needed.

Beyond the Major

- Detail the unit's contributions to the All-University Core Curriculum (AUCC) by listing all AUCC-designated courses offered, including the number of credit hours generated by each. Describe how Graduate Teaching Assistants (GTAs) are incorporated into the delivery of these courses specifying their roles in instruction, grading, discussion sections, and student support. Report on course success rates, including trends over time and any notable disparities across student populations or course formats (e.g., online, hybrid, face-to-face). Discuss the level of coordination across multiple sections of the same AUCC course. Note any practices such as course coordinators, lead instructors, or shared curricular resources that help maintain quality and consistency across sections. Additionally, identify opportunities for students to complete AUCC courses during summer sessions, supporting on-time degree completion and increased academic flexibility.

- Are there courses that should be discontinued due to consistently low enrollment or faculty availability?

- Quantify the percentage of total credit hours taught by the unit that serve majors outside of its own programs. Highlight key service courses and explain how the unit collaborates with other academic departments and programs to align course content with the learning needs and professional preparation of students from various disciplines. This might include joint curriculum

planning, advisory committees, cross-listed courses, or customized course offerings for particular majors. Emphasize how these partnerships enhance the educational experience of non-majors while supporting institutional priorities for interdisciplinary learning.

- Describe how both the undergraduate and graduate programs contribute to student achievement of the university's Institutional Learning Objectives (ILOs). Provide specific examples.

Advising and Mentoring

- Describe the structure and coordination of undergraduate academic advising within the unit. Identify whether advising is centralized through professional academic advisors, decentralized among faculty, or delivered through a hybrid model. Explain how advising responsibilities are distributed, how students are assigned to advisors, and how consistency and quality of advising are ensured. Outline the role of faculty in undergraduate advising whether through formal advising assignments, career mentoring, support for undergraduate research, or involvement in co-curricular and experiential learning opportunities. Highlight strategies the unit uses to monitor student progress toward degree completion, address academic challenges, and guide students in course selection, and career planning.

- Explain how faculty members mentor graduate students within the unit, emphasizing both academic and professional development. Describe the processes by which faculty advisors are assigned or selected, and outline expectations for faculty engagement in mentoring students through coursework, comprehensive exams, research projects, and theses or dissertations. Detail the ways faculty support graduate students' career development such as facilitating research and publication opportunities, promoting participation in conferences, providing networking connections, and offering guidance on academic and non-academic career paths. Include examples of how the unit creates opportunities for graduate students to develop teaching skills, secure internships, and engage in collaborative research or creative projects. Highlight any formal structures, workshops, or mentoring programs designed to enhance the graduate student experience and prepare students for success in their chosen fields.

Section 7: Student Success

Describe the unit's deliberate, data-informed strategies aimed at improving graduation rates for both undergraduate and graduate students. This should include a comprehensive analysis of multiple key metrics using Institutional Research, Planning, and Effectiveness data such as course completion rates, student progression through the major, graduation rates (overall and disaggregated), and average time to degree completion. Highlight specific initiatives such as targeted academic advising, early alert systems, curriculum adjustments, summer course offerings, or student support programs that have been implemented. Use these data points to illustrate the tangible impact of these efforts on student success.

Additionally, provide clear evidence that graduates leave CSU well-prepared for their next steps, whether in the workforce, further education, or service. This evidence might include employment rates, participation in volunteer or military service, salary outcomes, and acceptance rates to graduate or professional programs. Complement quantitative data with qualitative feedback from employers and alumni, demonstrating the value and effectiveness of the unit's educational programs in equipping students with the knowledge, skills, and experiences necessary to thrive beyond the university.

Action Plan

Following the Evaluation Review Committee's meeting and feedback, the unit will develop a comprehensive Action Plan outlining its strategic priorities for the next 5–7 years. Each priority should follow directly from the evidence and conclusions of the unit's self-study and be clearly aligned with both the college's strategic plan and the University Strategic Roadmap 2035, ensuring that unit-level initiatives directly support broader institutional goals.

The Action Plan should include a clear and achievable timeline, indicating when each priority will be initiated, key milestones, and expected completion dates. Where applicable, note any budgetary implications or resource needs associated with each initiative. This will help inform institutional budget and planning decisions and ensure alignment of resources with strategic priorities. One of the priorities should be a Learning Enhancement Action Plan.

Once drafted, the Action Plan should be reviewed in detail through a collaborative discussion between the college dean and the unit head/chair. The dean's endorsement is required before the plan can be finalized and submitted as part of the formal evaluation process (see Appendix B).

The endorsed Action Plan will be shared with the Provost and Executive Vice President, as well as the Faculty Council Committee on Strategic and Financial Planning, for consideration in the university's budget development and long-term planning process. This integrated approach ensures that the unit's strategic direction contributes meaningfully to CSU's ongoing academic and operational excellence.

Executive Summary

Once the Action Plan has been finalized, the unit should prepare a 2–3 page executive summary that concisely captures the key elements of the program evaluation. This summary should highlight the major findings of the review, summarize assessment outcomes, and outline the unit's strategic priorities and initiatives for continuous improvement over the next several years.

The executive summary should clearly connect the unit's goals and planned actions to the college's strategic plan and the University Strategic Roadmap 2035, demonstrating how the unit will contribute to institutional priorities and student success. Additionally, it should briefly address any significant challenges identified during the review process and how the Action Plan proposes to address them.

Before submission, the executive summary must be formally endorsed by both the unit head/chair and the college dean, affirming their support for the proposed direction and commitment to its implementation (see Appendix B).

The finalized and endorsed executive summary will then be submitted to the Provost and Executive Vice President, who will present it to the Board of Governors as part of the institution's broader strategic and academic oversight process. This ensures leadership visibility and alignment of unit-level priorities with CSU's long-term mission and goals.

Appendix A: Reviewer Nomination Form

REVIEWER NOMINATION FORM

1. Complete one form per nominee. Attach their curriculum vitae, resume, or link to an online bio page. Submit this information to your college Dean.
2. The dean will review nominations and make the selection of both the CSU faculty and the external reviewer for the Evaluation Review Committee.
3. The Dean will notify the unit of their selections. It is the unit's responsibility to contact the nominee to request their participation.

Program Information	
Program Name	
Degree Title	
Degree (e.g. BA, BS, MS)	
Department	
College	
Form Submitted by	
Email	
Date	

Nominee Information	
Nominee Name & Title	
Position	
Department/Area	
University/Institution/Industry	
Physical Mailing address	
Phone number	
Email	
Provide a brief rationale for your nomination of this candidate:	
==Attach CV, resume, or provide link to online bio page==	

Appendix B: College Leadership Endorsements

ACTION PLAN COLLEGE ENDORSEMENT

College:
Unit Under Review:

As the Dean, I have reviewed the unit's Action Plan and endorse it as a thoughtful, forward-looking prioritization of strategies for continuous improvement, academic excellence, research innovation, inspiring creative artistry, service and community engagement, and student success.

The planning process undertaken by the unit was marked by inclusive dialogue, critical reflection, and a sincere commitment to advancing the mission of the unit, the college, and Colorado State University. This plan represents a shared vision shaped by diverse perspectives and a collective dedication to fostering a vibrant, dynamic academic community that will help CSU set the national standard for a modern land-grant university.

Signature: _____ Date: _____

EXECUTIVE SUMMARY COLLEGE ENDORSEMENT

College:
Unit Under Review:

As the Dean, I have reviewed the Executive Summary of the Academic Program and Departmental Operations Evaluation and fully endorse it as an accurate and comprehensive representation of the unit's evaluation findings. It thoughtfully integrates feedback from the Evaluation Review Committee, highlights the unit's current strengths and areas of opportunity, and outlines clear, strategic priorities for the next 5–7 years.

I commend the unit's leadership, faculty, and staff for their reflective, data-informed approach to this evaluation process and their commitment to continuous improvement in alignment with the broader mission and goals of the college and Colorado State University.

Signature: _____ Date: _____

Appendix C: Resources and Contacts

Questions about the process or expectations?
Laura Jensen
Vice Provost for Planning and Effectiveness
Laura.jensen@colostate.edu

Need to schedule a meeting?
Lindsey Laverentz
Executive Assistant, Vice Provost for Planning and Effectiveness
Lindsey.laverentz@colostate.edu

Questions about learning outcomes and assessment?
Stephanie Foster
Director of Assessment
Stephanie.foster@colostate.edu

Rebekah LeMahieu
Associate Director of Assessment at The Institute for Learning and Teaching (TILT)
Rebekah.lemahieu@colostate.edu

Assessment at CSU
https://assessment.colostate.edu/

Program Learning Outcomes Assessment
https://assessment.colostate.edu/program-assessment/

Looking for data?
Heather Novak
Director of Institutional Research
Heather.novak@colostate.edu

Doug Leavell
Director of Research Analytics
Doug.leavell@colostate.edu

CSU Institutional Research
http://www.ir.colostate.edu/

CSU Departmental Dashboard
https://www.ir.colostate.edu/program-review-and-planning/

CSU Sponsored Programs Research Analytics
https://www.research.colostate.edu/research-analytics/

CSU Career Center First Destination Results
https://career.colostate.edu/first-destination-interactive-tool/

US Census Post-Secondary Employment Outcomes
https://lehd.ces.census.gov/applications/pseo/?type=earnings&specificity=2&state=08&institution=001
35000&degreelevel=05&gradcohort=0000-3&filter=50&program=00

Colorado Department of Higher Education Postsecondary Degree Earnings Outcomes
https://cdhe.colorado.gov/data-and-research/research/education-workforce/postsecondary-degree-
earnings-outcomes-tools

Looking for curricular support or faculty professional development?
Katy Little
Associate Director for Faculty Success
Katy.little@colostate.edu

TILT Professional Development
https://tilt.colostate.edu/prodev/

TILT Teaching Effectiveness Framework
https://tilt.colostate.edu/prodev/teaching-effectiveness/tef/

TILT Teaching Resources
https://tilt.colostate.edu/teaching-resources-for-all-delivery-modes/

TILT Faculty Resources
https://tilt.colostate.edu/faculty/

Talent Development
https://training.colostate.edu/