

## College of Education Research Program

### Specifying and Defining the Program

1. **Essence Statement** - This program impacts/**advances** human, workforce, and economic development in the state, region, and nation through scholarly efforts in the form of grants, publications, and portfolios. **(how do we include/promote applied practice – blending of research into practice – engage in research-related activities)**
2. **Stakeholders & Interests**

Stakeholders	Interests
Intra and inter-college faculty	Tenure & promotion; recognition/opportunities in the field
Students	Educational and career enhancement
Research-related organizations	Advancement of knowledge
Professional organizations	Impact upon practice
Local private and public foundations and agencies (related to human, workforce, & economic development)	Strategic/programmatic/operational plan enhancement
State private and public foundations and agencies...	
Regional private and public foundations and agencies...	
National private and public foundations and agencies...	
Citizens of state of Idaho	

3. **Scope**

What We Do	What We Don't Do
<ul style="list-style-type: none"> <li>▪ Research in human, workforce, and economic development</li> <li>▪ Acquire external funding ??</li> <li>▪ Engage in qualitative, quantitative, and mixed methods research</li> <li>▪ Dissemination through publications, presentations, workshops</li> <li>▪ Strategic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seminars on how to do research</li> <li>▪ Opportunistic</li> <li>▪ Plan more than we produce</li> <li>▪ Pursue activities beyond our resource capabilities</li> </ul>

4. **Goals**

<b>Current (Operational – within the year)</b>	<b>Future (Strategic – more than one</b>
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	<b>year out</b>
<ol style="list-style-type: none"> <li>1. Conduct research to achieve promotion and tenure</li> <li>2. Conduct research to allow graduate students to fulfill graduation requirements</li> <li>3. Recruit faculty who can contribute to the college research program</li> <li>4. Reduce teaching loads to enable increased research productivity (2/2 course load)</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand culture from teaching and service to include research</li> <li>2. Secure resources that enable research agendas</li> <li>3. Develop a funding plan to support research agendas</li> <li>4. Develop avenues of strategic collaborations within and across the college</li> <li>5. Develop functional/realistic research agendas</li> </ol>

**5. Products/Assets (What makes you valuable? What are you known for?)**

- Increased (producers of?) knowledge in core areas (P/A) Answers to very meaningful questions that provide added value (theoretical & applied)
  - i. Presentations
  - ii. Publications
  - iii. Theses/dissertations
- Improved practice
- Resources (have obtained external funding which enables future resource procurement) (P/A)
- Improved ability to recruit students and faculty (P/A)
- Significant number of research-extensive productivity capable faculty (A)
- Funded graduate students (P/A)

**6. Key Processes, Structures, Systems**

- Develop research agenda (what are faculty strengths, what are content area needs articulated in literature and in the external communities, what areas are fundable, alignment with university strategic themes and college vision & mission; identify problems and sub-problems; develop timeline)
- Research (develop research agendas annually produce an updated research agenda)
- Grant writing (annually producing an updated research agenda; quarterly inventorying opportunities; selecting the critical opportunities; building a grant-writing team with PIs and Co-PIs brought in early; an exploratory design of the project with outcomes; assignments for literature review, budgetary narrative, project plan, evaluation, and schedule; external assessment committee pre-submittal; an assessment based upon the review sent back)
- Publishing (Draft articles from completed research; submit articles; revise and resubmit)
- Workshops

- Presentations

## **Establishing Program Quality**

### **7. Performance Criteria**

- a. List of characteristics/qualities which determine program quality
  - Rigor
  - Alignment to college/university
  - Cost-effective
  - Reputation (state, regional, national, international)
  - Innovative
  - Timeliness/responsiveness
  - Applicable (fundable)
  - Integrate into/informs professional practice
  - Theory-driven
  - Contributes to the knowledge base
- b. Get stakeholder input
- c. Rank top ten qualities
- d. Select critical areas for measuring (prioritize to 7-10, consolidating related qualities)
- e. Identify a set of 3-5 important aspects (performance criteria)
  - Rigor
    - High expectation
    - Valid (relevance & reliable)
    - Trustworthy
    - Establishing a demanding culture
    - Broad participation/professionalism/community
    - Thorough
    - Systematic
  - Alignment to department/college/university
    - Thematically oriented (UI strategic themes)
    - Helps college meet its role & mission
    - Does it promote individual faculty career aspirations
  - Cost-effective
    - Impact
    - Time spent on product development
    - Funding procured
    - Products vs resource expected
    - Return on investment
  - Reputation (state, regional, national, international)
    - Recognition by appropriate personnel/organizations (invitations)
    - Breadth/scope (local to international)
  - Innovative

- Original
    - Cutting edge
    - Interdisciplinary
  - Timeliness/responsiveness
  - Applicable (fundable)
  - Integrate into/informs professional practice
  - Theory-driven
  - Contributes to the knowledge base
- f. Write statements illustrating the performance expectation that produce these qualities by describing the important aspects of the performance.

#### Rigor

- High expectation
- Valid (relevance & reliable)
- Trustworthy
- Establishing a demanding culture
- Broad participation/professionalism/community
- Thorough
- Systematic

Rigor – consists of researchers who asks well-articulated questions, conducts thorough literature review, produces research based on a cogent question, thorough & comprehensive review of the knowledge, established (reliable, valid, trustworthy) methods, **who assess each other, challenge each other, leading to recognition of program excellence**

Reputation – recognized for its excellence, held in high esteem, attracts external funding, markets itself, attracts quality faculty & students, celebrates accomplishments, disseminates in top tier venues, called for consultation by stakeholders, invited for presentations

Integration – collaborates with stakeholders/researchers, shares resources with stakeholders; disseminates knowledge in common venues

Communication – Identify an important message, the appropriate audience, the medium; prepare through good development process a quality presentation; present it according to performance expectations of the medium; and assess the performance to improve your future performance

Rigorous – a high performance environment, with clear expectations, strong performance criteria, effective and timely assessment, where students perform through writing, research, and teamwork, resulting in high level learning outcomes.

What to strive for in writing Performance Criteria:

- Aspects—ID the most important characteristic
- Unambiguous presentation (clear understanding to all readers)
- Concise

## 8. Attributes (measurable characteristics) for each criterion

What do we want to measure?

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Uses best research practices, including developing relevant are significant research questions, developing strong research methods based upon an extensive literature review, carries out the analysis using advance quantitative and qualitative analysis, and presents the research in appropriate venues to bring recognition to quality of research process.

Strengths of literature review

Quality of research questions

Appropriateness of methods for the research

Analysis techniques

Measures:

- Quality
  - research products/productivity - How well it is validated (quality of question, methods) (is it valid/ how is it validated)
  - Contribution to knowledge base - Cogency of products - How well it is connected to connecting knowledge bases

Reputation – **recognized** for its **excellence**, held in high esteem, attracts external funding, markets itself, attracts quality faculty & students, celebrates accomplishments, disseminates in top tier venues, called for consultation by stakeholders, invited for presentations

Measures:

- Recognition
  - Impact on community of researchers
  - Impact on practitioners
  - Student & faculty quality



					<i>achieve – 95% of what you are doing</i>	<i>accomplish it (internal/higher vs. external/lower)</i>	
Rigor	Strengths of lit review	15%	Collection of lit reviews	Rubric			
Rigor	Quality of research questions	15%	Collection of studies	Rubric			
Rigor	Appropriate methods	10%	Collection of studies	Rubric			
Reputation	Venue Invitations	15%	Frequency of invitations	Number count			
Reputation	Quality faculty	10%	Pool of applicants	Rubric			
Reputation	Quality graduate students	5%	Pool of applicants	Rubric			
Integration	Collaboration	20%	Improved practice	Rubric			
Integration	Dissemination in appropriate venues/forums	10%	Dissemination venues/forums	Rubric			

Communication—written and oral

- Clarity
- Grammatically correct
- Meets needs of target audience
- Meets cultural conditions
- Engaging
- Significant impact
- Completeness
- Substantiated by (or substantiates) knowledge base (evidential)

**Feedback**

*Strengths*

1. Good alignment between each section
2. Comprehensive, explicit and most items are measurable
3. Attribute section very good; Essence statement linked research to practice statement

*Improvements*

1. Be inclusive of all scholarly products throughout
2. Thread research into practice throughout

3. Section – “what we don’t do” – appears to not answer the question – needs to be framed as “helping to define what we need to do/should”, ex. “Plan more than we produce” might be changed “Produce more than the resource base supports”

***Insights***

Fits with College direction

“Deep” understanding of research extensive and the assessment thereof.

Providing feedback by

Comment

Evidence?

Why?



Template  
for  
Designing your Program Assessment System (PAS) or Unit Assessment System (UAS)

<i>Essence:</i>	
<i>Stakeholders:</i>	
<i>Scope - What we are:</i>	<i>What we are not:</i>
<i>Current Goals:</i>	<i>Future Goals:</i>
<i>Assets/Products:</i>	<i>Processes/Systems:</i>
<i>Qualities:</i>	
<i>Performance Criteria:</i>	

<i>Criteria</i>	<i>Measure</i>	<i>Weight</i>	<i>Means</i>	<i>Instrument</i>	<i>Current (Benchmark) set it so that you can achieve – 95% of what you are doing</i>	<i>Future (Target) Make it reasonable so that you can accomplish it (internal/higher vs. external/lower)</i>	<i>Accountability</i>
Rigor	Strengths of lit review	15%	Collection of lit reviews	Rubric			Emphasis coordinators
Rigor	Quality of research questions	15%	Collection of studies	Rubric			Emphasis coordinators
Rigor	Appropriate	10%	Collection of	Rubric			Emphasis

	methods		studies				coordinators
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