Stakeholder Engagement Toolkit

A portable guide to helping colleagues involve various stakeholder groups in their assessment planning, implementation, or response

Cathy Barrette, WSU Director of Assessment
Preparation

• Read program’s mission statement and stakeholder engagement plan.
• Brainstorm possible stakeholder groups.
Stakeholder Engagement Definition

- **Stakeholders**: Individuals or groups involved in, supporting, or affected by your program’s activities or performance
- **Engagement**: Active participation
  - Compared to passive participation – e.g., reading newsletters, reports
Stakeholders Can Engage Across the Assessment Process

- Planning/Design
- Implementation
- Analysis
- Interpretation
- Action
Engagement Example: Interpretation of Results

**Faculty** are satisfied with student outcomes, but want to know whether the level and type of performance meet employers’ needs.

**Employers and alumni** can review results and discuss strengths/gaps.

**Current students** can provide context about how they approached the assessment task, which can affect results.

**Advisors** can provide context about sequencing of courses and common student pathways that can affect results.
<table>
<thead>
<tr>
<th>Stakeholder Groups</th>
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<tbody>
<tr>
<td>Faculty</td>
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<tr>
<td>Staff</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Administrators</td>
</tr>
<tr>
<td>Other institutional units (e.g., related disciplines, student services/academic program partners)</td>
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<tr>
<td>Accrediting agencies</td>
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<tr>
<td>Community partners</td>
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<td>Employers</td>
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Why Stakeholder Engagement Matters/Uses

- Broader, more diverse perspectives help programs ask the right questions, get better data, and understand what the data mean.
- Active participation builds ownership, capacity, and collaboration across stakeholders.
- Different stakeholders bring different resources to the table.
- Transparency enhances credibility of the process and use of the results.
Good WSU Examples of Stakeholder Engagement

**Social Work**: Revised LOs through discussions with faculty, staff, students, community partners (e.g., practicing social workers)

**Medical Education**: Students lead focus groups to get feedback from their peers about (in)effective curricular or pedagogical design.

**English**: Students serve on the graduate and undergraduate committees, providing input into assessment priorities, instruments, data analysis, interpretation, and action planning.

**Engineering**: Advisory boards and industry partners discuss employer expectations, program strengths/gaps, responses to assessment
Other Engagement Formats

- **Community fair**: to provide information, raise awareness among not-yet-engaged stakeholders
- **Launch meeting**: to identify engagement opportunities among identified stakeholders
- **Fishbowl technique**: to build understanding of multiple perspectives
  - a small, representative group of stakeholders discusses relevant issues while a larger group observes; observer participation can follow
- **Workshop**: to provide professional development and/or pilot assessments
- **Formal meeting**: to share information, get input, or collaboratively solve problems

For many other creative format ideas, see the Liberating Structures website: [https://www.liberatingstructures.com/ls/](https://www.liberatingstructures.com/ls/)
Discussion Questions

• Who are our stakeholder groups?
• How do we currently engage them in planning, implementation, interpretation, or response?
• How do/could we benefit from their engagement?
• What don’t we know about our students’ learning that our stakeholders could get at better than we do?
• How would we want different stakeholders to engage, considering time commitment, budget, diverse perspectives, etc.?
<table>
<thead>
<tr>
<th>Identify</th>
<th>Identify your program’s stakeholders.</th>
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<tbody>
<tr>
<td>Pick</td>
<td>Pick one phase of the assessment process that you’d like to improve.</td>
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<tr>
<td>List</td>
<td>For each stakeholder group, list ways they could contribute to improving that phase.</td>
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