

## NSF INCLUDES Multi-Scale Evaluation Tutorial

### Breakout Session #2: Stakeholders and Evaluation Questions

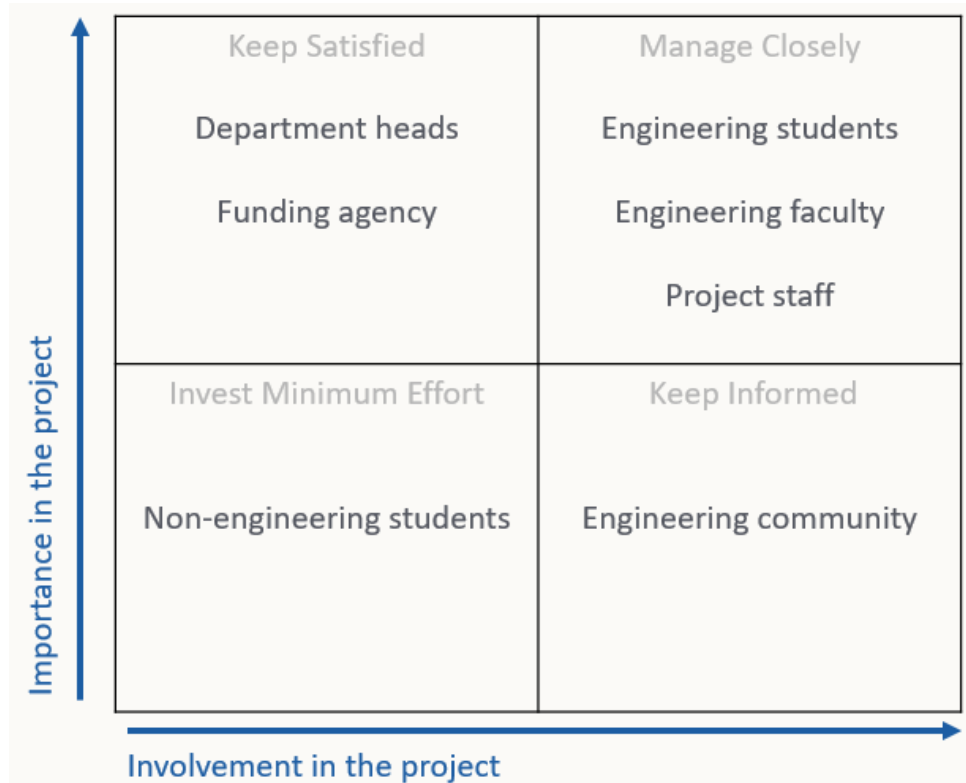
A **stakeholder** is any person or group that has an interest in your project or its evaluation results.

A stakeholder **map** allows you to plot stakeholders based on their **importance and involvement in your project** and this can help you prioritize your level of engagement with them in your evaluation. In the diagram below, **importance** relates to the stakeholder's level of interest in the project. **Involvement** refers to their ability to facilitate or prevent change from happening.

Stakeholders with a high level of involvement and importance your project need to be managed closely. This is the group that you will want to involve heavily in your evaluation data collection.

Other stakeholders may need to be kept satisfied through regular project updates, and you should be responsive to their issues/concerns as they arise.

Stakeholders with high involvement but low importance in the project need to be kept informed of your project's progress, while those with low importance and low involvement will require the least amount of effort in the evaluation. Below is an example stakeholder map from our example Theory of Change model from Breakout Session #1.



**Evaluation questions** support project evaluations by guiding the planning process, providing structure, purpose for activities, and defining outcomes and goals. After we map the stakeholders for our case study project, we will identify 2-3 key stakeholders and develop evaluation questions we might seek to answer using the Theory of Change map we created in Breakout Session #1. As time allows, we may also specify a data collection plan to answer the evaluation questions. Below is an example table again using our example Theory of Change model from Breakout Session #1.

Stakeholders	Evaluation Questions	Data Collection Plan
Engineering students	<p>To what extent did students participate in the implicit bias training?</p> <p>Did they find it useful?</p> <p>In what ways did the training affect their awareness and understanding of implicit bias?</p>	<p>Student pre/post survey (before and after orientation, workshops, and intervention training)</p> <p>Student interviews (end of each semester)</p> <p>Student focus groups (annual)</p>
Engineering faculty	<p>Did faculty receive appropriate information and training regarding their roles in the project?</p> <p>To what extent did female engineering faculty become involved with mentoring new students?</p>	<p>Faculty Interviews (one month into the project, end of semester)</p> <p>Student interviews (end of each semester)</p> <p>Student focus groups (annual)</p>