AMERICAN EVALUATION ASSOCIATION 2018 MEMBER SURVEY REPORT

Prepared by: AEA Member Survey Committee
Prepared for: Board of Directors, AEA
October 2018

Acknowledgements

Convened in August 2017, the member survey working committee met regularly, and working in subcommittees, designed the survey, oversaw the implementation process, conducted analyses and prepared the final report. Without the efforts of these volunteer members, AEA staff, and a graduate student research analyst, working cooperatively and guided by their expertise and commitment to serving AEA members, this process would not have been possible. Those involved in the survey process are noted below.

Committee Members:

Abhik Roy
Brandy L. Maddox
Herb Baum
Janelle Clay (Co-Chair)
Keith M. Sturges
Michelle Ramirez Roth
Miriam Jacobson (Co-Chair)
Nisha Sachdev
Sonia Burton
Teresa Wanser-Ernst
Traci Lynne Dixon

Megan M. Morrison, Graduate Student Research Analyst

Methodology

The survey was designed to examine research questions relevant to AEA Ends Goals A, B, and E that were most related to member experience and perceived benefits from AEA. The survey and this report addresses four primary research questions:

- I.   To what extent has AEA met its ends goals?
- II. How has AEA members' valuing of their membership and use of membership resources changed over time?
- III. How has AEA members' valuing of their membership and use of membership resources differed by membership characteristics, such as employment setting or years of AEA membership?
- IV. What are AEA members' suggestions for improvement?

The survey was designed to primarily assess overall satisfaction with AEA member resources and perceived usefulness of AEA publications and professional development opportunities. The survey also asked members to describe their personal characteristics including demographics, academic background, and current professional field.

Using SurveyGizmo, the survey was distributed to 7,127 AEA members via email on March 20, 2018 and remained opened for five weeks, closing on April 24, 2018. Reminder emails were sent at regular intervals to those who had not yet responded. Approximately 21% of members completed the survey (1,756 total responses; 1,512 completed, 244 partial responses).

Analyses

The working group used a mixed-methods approach to analyze the survey data. Three sub-groups were created to focus on 1) closed-ended responses (quantitative sub-group), 2) open-ended responses (qualitative sub-group), and 3) report development.

Quantitative
The quantitative sub-group (4 members) and graduate student analyst developed an approach for analyzing the quantitative data. The analyses involved assessing the means and frequencies of member responses. For select questions they also conducted regression analyses to understand differences in responses by member characteristics and also compared members responses to those in the 2015 AEA Member Survey.

Qualitative
The qualitative sub-group (4 members) conducted an initial scan of the two primary open-ended questions and created a pre-set list of codes. Two members were then responsible for coding each question using these pre-set codes.

Study Sample

While respondents' demographics were fairly similar to overall AEA members, there were some notable differences. As compared to AEA members:

- Respondents were more likely to be White (67%) and female (71%).

- A smaller proportion of respondents were student members (8%), and a greater proportion had joint membership with the Canadian Evaluation Society (6%).

- There was also a smaller proportion of respondents who had been AEA members one year or less (16%).

- A slightly higher percentage of respondents worked at a government agency (13%).

	Survey Respondents (N = 1,512)	AEA Members (N = 7,127)
Resides in the United States	82%	85%
Race/Ethnicity		
White only	67%	52%
Black or African American only	7%	8%
Hispanic or Spanish origin only	4%	5%
Asian only	6%	6%
Hawaiian only	0%	0%
American Indian only	0%	1%
Other only	5%	4%
More than one race	4%	4%
Unknown/Missing	7%	22%
Gender		
Female	71%	52%
Male	23%	8%
Other	0%	5%
Unknown/Missing	6%	6%
Membership status		
Regular membership	85%	85%
Student membership	8%	11%
Joint Canadian Evaluation Society (CES) membership	6%	4%
Unsure/Missing	2%	0%
*Membership Years in AEA		
1 year or less	16%	30%
2 to 5 years	33%	32%
6 to 10 years	22%	17%
11 or more years	24%	21%
Missing	4%	1%
Employment Setting		
College/University	26%	26%
Community agency / Non-Profit	18%	23%
**Private Business	22%	21%
Independent consulting practice (sole proprietor)	9%	–
Government agency (federal/state/local)	13%	10%
Other	11%	7%
Missing	1%	13%

*Note: For respondents, years as an AEA member was self-report. For members, years were calculated based on the membership join date and membership expiration date

**Note: For respondents the original option was Consulting, research or evaluation firm; since it aligned with the Private Business option for the members, the percentage was reported with the Private Business label rather than reporting an additional category
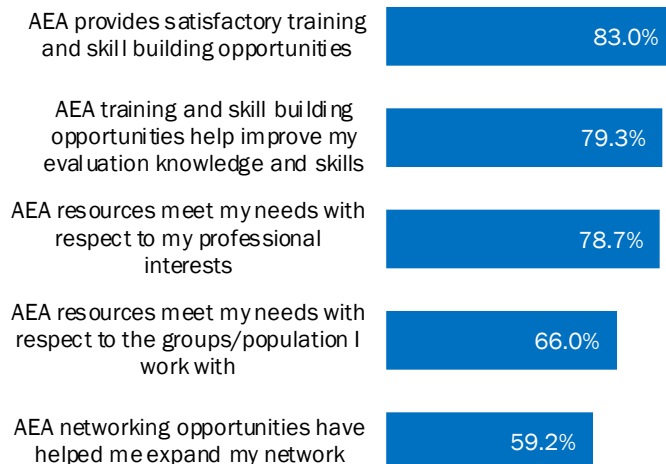
SURVEY FINDINGS

I. To what extent has AEA met its ends goals?

AEA supports members in building evaluation skills and knowledge.

Most of the respondents indicated that AEA provides the resources, training and networking opportunities to support building evaluation skills and knowledge. Respondents agreed that AEA provides satisfactory training and skill building opportunities (83%) and opportunities that help improve their evaluation knowledge and skills (79%).

Satisfaction with AEA Training and Other Resources (Percent Agree)

AEA provides satisfactory training and skill building opportunities	83.0%
AEA training and skill building opportunities help improve my evaluation knowledge and skills	79.3%
AEA resources meet my needs with respect to my professional interests	78.7%
AEA resources meet my needs with respect to the groups/population I work with	66.0%
AEA networking opportunities have helped me expand my network	59.2%

Respondents largely identified as evaluators and reported primarily getting and sharing evaluation knowledge at the annual conference.

72% of respondents identified as evaluators, suggesting evaluation is an important part of most members' professional identities. In addition, the majority of respondents (76%) agreed that AEA has helped strengthen their identity as an evaluator.

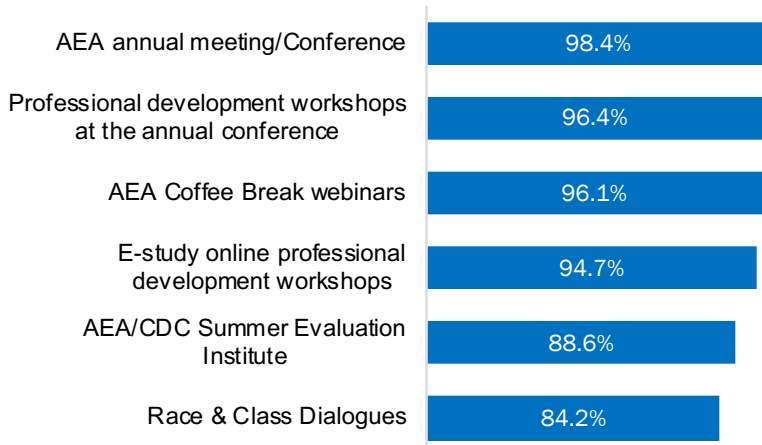Most Common Sources for Obtaining Evaluation Knowledge

1. Conferences (83%)
2. Professional journals (80%)
3. AEA-sponsored events or electronic platforms (80%)
4. Online websites, blogs, bulletins (71%)
5. Evaluation-related courses (62%)

AEA offers many opportunities for sharing evaluation knowledge and connecting with other evaluation professionals. The most common way respondents reported that they get (83%) and share (59%) evaluation knowledge was conferences. However, they used many other methods as well. Respondents obtained knowledge using an average of six methods, and shared knowledge using an average of two methods.

Respondents reported that they value their membership and the associated resources and activities.
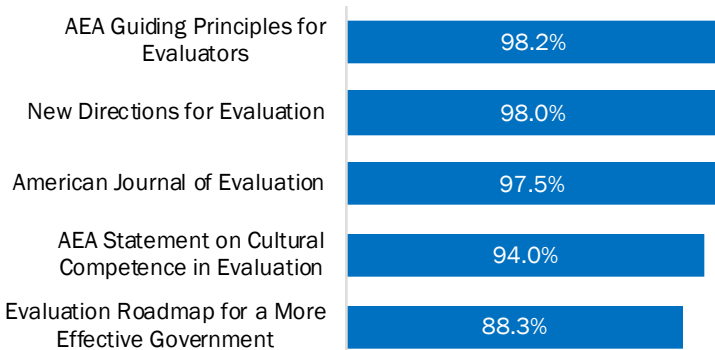
Among respondents who were aware of in-person and web-based professional development and networking opportunities, 84 - 98% reported finding them somewhat useful or useful.

Usefulness of Professional Development and Networking Opportunities (Percent Select "Somewhat Useful/Useful")

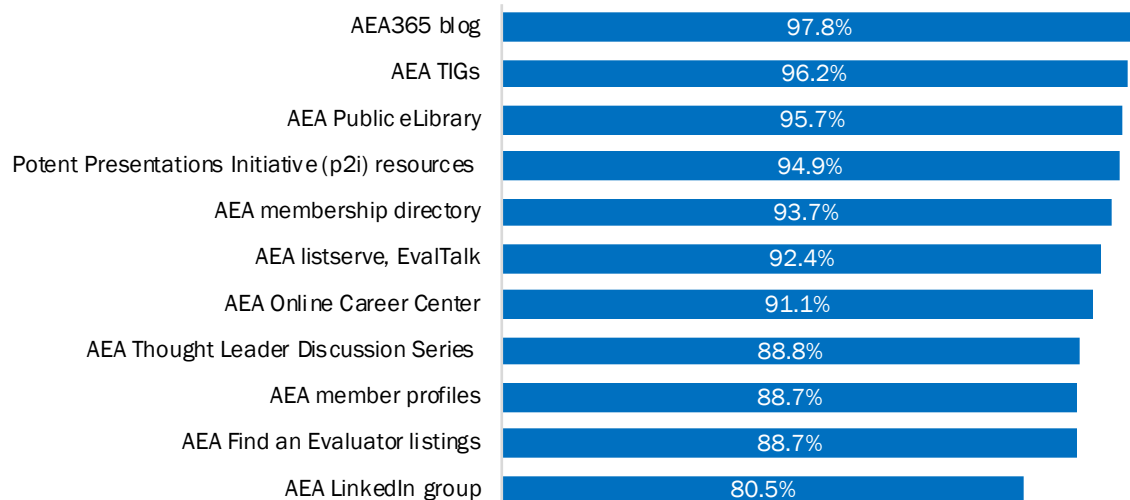| Opportunity	Percent
AEA annual meeting/Conference	98.4%
Professional development workshops at the annual conference	96.4%
AEA Coffee Break webinars	96.1%
E-study online professional development workshops	94.7%
AEA/CDC Summer Evaluation Institute	88.6%
Race & Class Dialogues	84.2%

Respondents also found the public statements, subscriptions / access to journals, and tools and content to be useful. Between 88% and 98% found the AEA public statements and professional journals to be somewhat useful or useful.

Usefulness of AEA Statements and Journals (Percent Select "Somewhat Useful/Useful")

Statement/Journal	Percent
AEA Guiding Principles for Evaluators	98.2%
New Directions for Evaluation	98.0%
American Journal of Evaluation	97.5%
AEA Statement on Cultural Competence in Evaluation	94.0%
Evaluation Roadmap for a More Effective Government	88.3%

Respondents also found AEA online tools/resources to be useful. Over 80% of respondents who were aware of these tools and resources found them to be somewhat useful or useful.

Usefulness of AEA Online Tools and Resources (Percent Select "Somewhat Useful/Useful")

Tool/Resource	Percent
AEA365 blog	97.8%
AEA TIGs	96.2%
AEA Public eLibrary	95.7%
Potent Presentations Initiative (p2i) resources	94.9%
AEA membership directory	93.7%
AEA listserve, EvalTalk	92.4%
AEA Online Career Center	91.1%
AEA Thought Leader Discussion Series	88.8%
AEA member profiles	88.7%
AEA Find an Evaluator listings	88.7%
AEA LinkedIn group	80.5%

II. How has AEA members' valuing of their membership and use of membership resources changed over time?
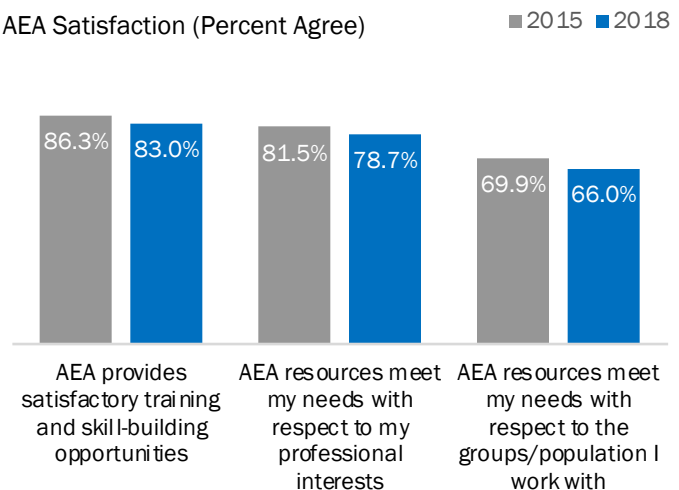
There were small changes in the percent of respondents who used AEA resources between this year's member survey (2018) and the member survey administered in 2015. There was a small increase in the percent that participated in the annual conference (+3%), professional development workshops (+2%) and AEA/CDC Summer Evaluation Institute (+2%), and a small decrease in the percent that participated in e-study online workshops (-4%) and AEA Coffee Break Webinars (-7%).

Participation in AEA Professional Development
(Percent Participated)   ■2015 ■2018

Category	2015	2018
AEA annual meeting/Conference	62.6%	66.3%
Professional development workshops at the annual conference	33.6%	36.0%
E-study online professional development workshops	30.4%	26.4%
AEA/CDC Summer Evaluation Institute	13.1%	14.7%
AEA Coffee Break webinars	59.6%	53.3%
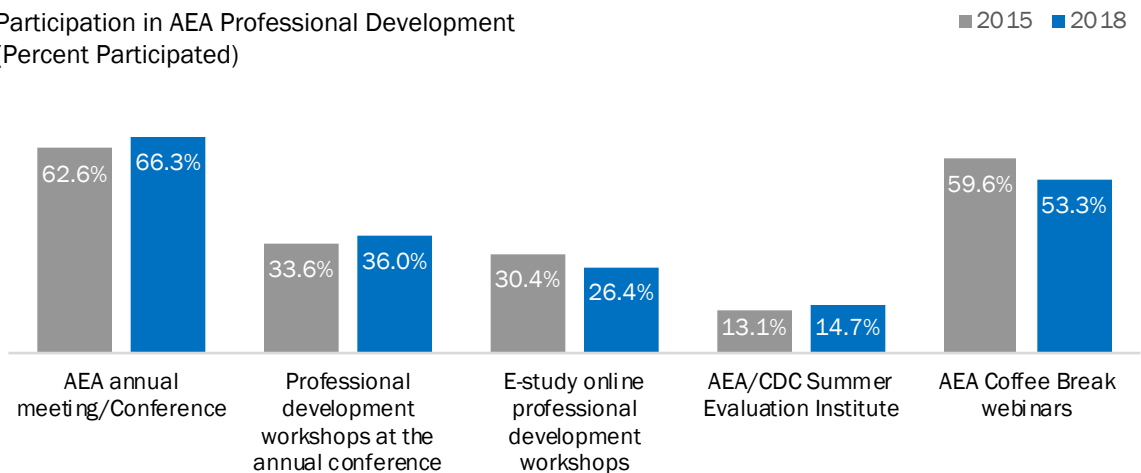
The level of satisfaction with AEA did not greatly change since the previous member survey in 2015. There was a slight decrease in the percent who agreed to questions about their satisfaction with AEA between the two years. However, the majority of AEA members still agreed with these statements.
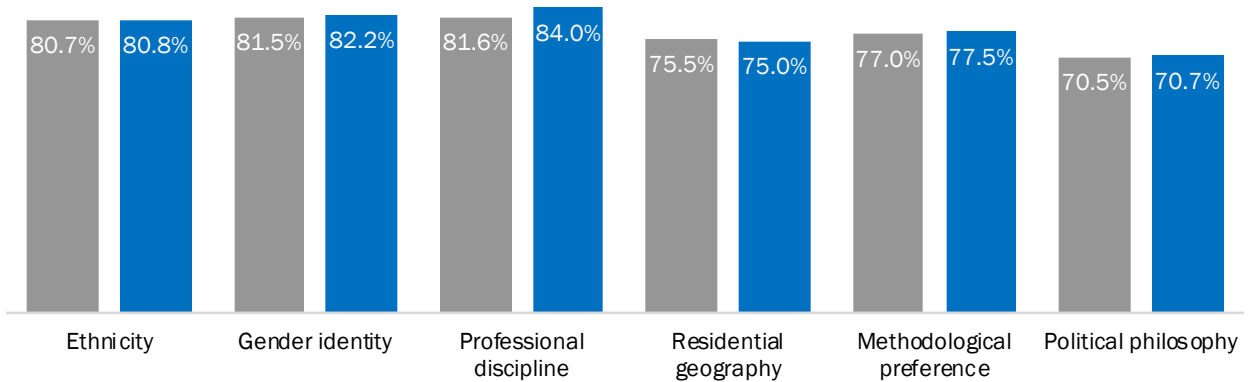
AEA Satisfaction (Percent Agree)   ■2015 ■2018

Category	2015	2018
AEA provides satisfactory training and skill-building opportunities	86.3%	83.0%
AEA resources meet my needs with respect to my professional interests	81.5%	78.7%
AEA resources meet my needs with respect to the groups/population I work with	69.9%	66.0%

The percent of members feeling welcome at AEA also was similar between the two survey years. The majority agreed that they felt welcome with respect to multiple characteristics (e.g., ethnicity) in both 2015 and 2018, and there was little change over time.

Feel Welcome at AEA (Percent Agree)

■ 2015 ■ 2018

	Ethnicity	Gender identity	Professional discipline	Residential geography	Methodological preference	Political philosophy
2015	80.7%	81.5%	81.6%	75.5%	77.0%	70.5%
2018	80.8%	82.2%	84.0%	75.0%	77.5%	70.7%

III: How has AEA members' valuing of their membership and use of membership resources differed by membership characteristics, such as employment setting or years of AEA membership?

The questions about feeling welcome in AEA were averaged to see how welcome members felt overall. Using that average, respondents felt significantly more welcome if they were more involved in AEA (*p*<.001), were white (*p*<.001), were female (*p*<.001), worked at a college or university (*p*<.05), or worked in public health (*p*<.05).

Respondents feeling welcome by frequency of involvement in AEA
(1=Strongly Disagree, 5=Strongly Agree)

Several times a year or more	4.3
Rarely	4.2
Never	3.8
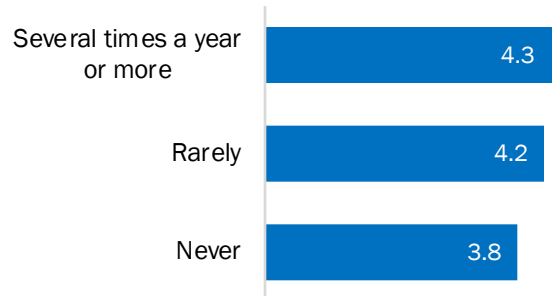
83 percent of respondents planned on renewing their membership. Respondents with more years in AEA were significantly more likely to plan on renewing their membership (*p*<.001), as were respondents who were more involved in AEA (*p*<.001), and who worked in public health (*p*<.05).

Members' plan to renew based on years of membership (Percent Plan to Renew)

11+ years	94.8%
6-10 years	93.4%
2-5 years	89.3%
1 year or less	72.4%
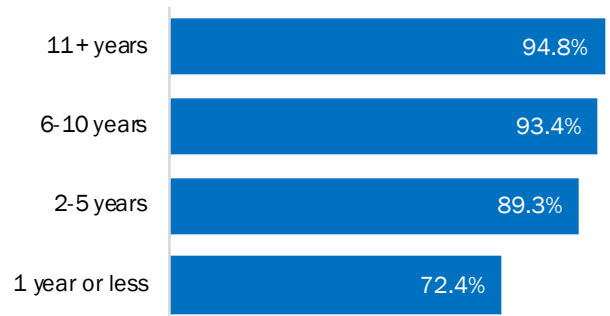
IV: What are AEA members' suggestions to AEA for improvement?

Professional Development

Respondents indicated high levels of satisfaction with the availability of professional development opportunities. Key areas for improvement mentioned were to: 1) Create more opportunities for members from non-traditional evaluation backgrounds, 2) Increase the availability and variability of e-based learning opportunities, and make learning opportunities available in the evenings, 3) Increase offerings for those starting in their careers, provide scholarships available for the various trainings and conferences, and help TIGs expand by encouraging their use of newsletters and websites.

Member Engagement Opportunities

Respondents expressed looking forward to being more involved in AEA, wanting to connect with members in their local area, and interest in practical experience for international students, mentorship opportunities, and being a part of research conducted by or on behalf of the entire AEA community.

Conference Experience and Feedback

Respondents provided many suggestions for improving the annual conference.

a) Conference Logistics/Coordination
Respondents suggested improving the conference by doing the following: 1) Align the number of participants and the size of the accommodations, 2) Consult with TIG leaders in building the conference program with respect to conference space, meeting times, and paper rejection rates, 3) Provide a notification system for session cancellations or room changes, 4) Improve navigation of the conference website, 5) Offer hard-copies of the schedule for participants, particularly those who requested them, and 6) Shorten the length of days as 7:00 am – 7:00 pm is long.

b) Content/Program
Some respondents indicated that the annual conference could be too overwhelming and broad (e.g., with various fields, specialties, and types of evaluation). Respondents indicated that as a result of the size of the conference and inclusion of numerous fields/topics, it is difficult to identify appropriate sessions and as a result they do not get as much out of attending.

c) Networking/Professional Connections/TIGs
Respondents highlighted a need to support first-time attendees in networking and meeting other professionals. Respondents also noted that TIGs should be more prominently featured to build and nurture their communities.

Summary of Findings and Implications

- Survey respondents reported high levels of satisfaction with AEA, specifically opportunities for professional development and networking at events, and the availability of resources.

- While satisfied with their membership, respondents provided feedback and suggestions for improving their experience with the Association.

  - Respondents who did not plan on renewing their membership discussed how there were insufficient relevant and valuable resources.

  - Feedback from other respondents centered on the need for more member engagement opportunities, professional development, and improvements in the conference experience.

  - A common theme across general feedback and reasons for non-renewal was the cost of membership and associated activities.

- In general, satisfaction with AEA remained the same as compared to responses in the 2015 member survey.

Based on these findings, we offer the following recommendations:

- Analyses showed that those less involved with AEA felt less welcome and were less likely to renew their membership. We suggest further exploring interests of subgroups of members who are less engaged to find out how to best include them in AEA and possibly grow their involvement.

- Similarly, first year members were less likely to intend to renew membership and also expressed interest in more engagement opportunities at conferences. Consider developing additional activities and resources that target new members to encourage them to stay engaged with AEA after their first year.

- Some also felt that AEA did not provide relevant enough resources for them or that AEA did not meet their needs related to the populations they work with. Consider working with TIGs or working groups to ensure diverse topics and populations of interest are represented in AEA resources.

- Members used multiple approaches to obtain and share knowledge, and found different types of AEA resources to be useful. We suggest continuing to offer multiple ways for AEA members to engage with the evaluation community, including in-person and virtual opportunities.

- While the annual conference is popular and commonly attended, the scope of the event may be overwhelming for some participants. Consider offering in-person events of smaller scope focused on specific topic areas, or supporting local affiliates to offer these types of events, to provide more opportunities for in-person engagement beyond the main conference.

Appendix A

Quantitative Analytic Approach

Quantitative analyses were conducted using descriptive and inferential statistics to examine research questions relevant to "End Goals" A, B, and E. Specifically, analyses focused on the following research questions:

1. To what extent has AEA met its ends goals?
   a. How well has AEA built its members' evaluation skills and knowledge?
   b. To what extent do AEA members share evaluation knowledge and have a sense of professional affiliation?
   c. How and to what extent do AEA members value their membership and associated resources and activities?
2. How has AEA members' valuing of their membership and use of membership resources changed over time?
3. How do AEA members' valuing of their membership and use of membership resources differ by membership characteristics, such as employment setting or years of AEA membership?
4. What are AEA members' suggestions to for improvement?

Descriptive Analyses

Descriptive statistics were used to examine each of the research questions. To address how well AEA has built its members' evaluation skills and knowledge (RQ1a); descriptive statistics were conducted on the items pertaining to the type of resources and opportunities provided by AEA. To examine the extent that AEA members share knowledge (RQ1b), descriptive statistics were conducted on items that addressed getting and/or sharing knowledge in different settings. Sense of professional affiliation (RQ1b) was examined using the frequency distribution of respondents' self-identified professional identity. Valuing of AEA membership (RQ1c) was examined through the descriptive statistics relevant to the items indicating how useful respondents found the resources available, how often resources were used, their intent to renew their membership, and their member involvement. The items pertaining to usefulness of resources and how often resources were used, were split by the different levels of employment setting and membership characteristics, to examine whether there were differences between the groups in terms of how the membership was valued (RQ3). Frequency distributions were examined for feeling welcomed (RQ3) on dimensions that included ethnicity, gender, profession, geography, methodological preference, political philosophy, and educational background. To address whether there has been a change in how AEA members value and use their membership, frequency distributions were compared between the 2015 data and the 2018 data (RQ2), on items pertaining to resource usefulness, how often resources were used, intent to renew AEA membership, and membership involvement. The table below shows the characteristics of respondents for the two years, which were fairly similar.

Table 1: Respondent Characteristics in 2015 and 2018 AEA Member Surveys

	2015 Survey Respondents	**2018 Survey Respondents**
Resides in the United States	83%	82%
Race/Ethnicity		
White only	73%	67%
Black or African American only	5%	7%
Hispanic or Spanish origin only	4%	4%
Asian only	4%	6%
Hawaiian only	0%	0%
American Indian only	1%	0%
Other only	4%	5%
More than one race	4%	4%
Unknown/Missing	5%	7%
Gender		
Female	72%	71%
Male	25%	23%
Other	0%	0%
Unknown/Missing	3%	6%
Membership status		
Regular membership	85%	85%
Student membership	8%	8%
Joint Canadian Evaluation Society (CES) membership	5%	6%
Unsure/Missing	1%	2%

Regression Analyses

Inferential statistics were conducted to further explore some of the research questions (RQ1b, RQ1c, RQ3a, and RQ3b). The goal of these analyses was to address each of the research questions, while also retaining consistency with analyses completed in prior years to allow for means of comparison. In this vein, the following variables were included in the regression analyses:

- years of AEA membership,
- extent of involvement in the AEA,
- residence within or outside of the United States,
- race/ethnicity,
- gender,

- evaluation knowledge and skills,
- employment setting,
- area of work, and
- reason for belonging to the AEA (used in the analysis for intent to renew membership).

In total three regression analyses were conducted: one to predict how welcomed respondents felt on average (RQ3b), one to predict the average amount of knowledge shared/obtained (RQ1b), and one to predict the intent to renew membership (RQ1c). Multiple regression analyses were used for feeling welcomed and knowledge shared/obtained, while a logistic regression was used for intent to renew membership as it was a binary variable (coded No or Maybe vs Yes). To maintain consistency with 2015 analyses and avoid potential multicollinearity concerns; variables were entered in separate blocks.

The feeling welcomed outcome was created by averaging across each of the seven dimensions. This differs slightly from the 2015 analyses, as there was not a question concerning feeling welcomed in regard to educational background. Analyses were conducted using the average with this item as well as without the item. Results were nearly identical, therefore the results reported are those with the average that included the educational background item in the feeling welcomed average. The multiple regression to predict feeling welcome was then conducted, using two blocks of variables. The first block consisted of years in AEA (which was used after taking the square root to be consistent with 2015 and aid in maintaining normality), involvement in AEA, U.S. residency, white ethnicity, female gender, prefer not to respond gender, evaluation skill level, and the employment settings (a dummy variable was created for each employment setting with the exception of other). The second block consisted of work areas: adult education/higher education, nonprofits/foundation, Pre-K, Government and public policy, health/public health, human services, STEM, and youth development.

To predict intent to renew, maybe and no were combined into one category to compare to yes. This was due to the relatively small percentage of respondents who did not indicate yes. A logistic regression was then used to predict the intent to renew, using the same sequence of variables as the multiple regression analyses with the exception of reason for belonging to AEA being added to the first block. That is, to predict renewal the first block consisted of years in AEA, involvement in AEA, U.S. residency, white ethnicity, female gender, prefer not to respond gender, evaluation skill level, reimbursed dues as member reason for belonging to AEA, and the employment settings; while the second block consisted of work areas.

Appendix B

Descriptives per Question for all Participants

1) Through AEA, members have access to a variety of in-person and web-based professional development and networking opportunities. Over the past two years, how useful have each of the following activities been to you?

	Not at All Useful	Somewhat Useful	Useful
AEA Annual Meeting/Conference ($N = 997$)	1.6%	14.9%	83.5%
Professional Development Workshops at the Annual Conference ($N = 535$)	3.6%	20.7%	75.7%
AEA/CDC Summer Evaluation Institute ($N = 219$)	11.4%	17.4%	71.2%
E-Study Online Professional Development Workshops ($N = 393$)	5.3%	28.2%	66.4%
AEA Coffee Break Webinars ($N = 793$)	3.9%	34.6%	61.5%
Race and Class Dialogues ($N = 273$)	15.8%	28.9%	55.3%

Note. For Annual Meeting, 19 participants indicated they were not aware of the resource, 488 indicated that they were aware but did not participate in, and 8 participants did not answer.
For Professional Development Workshops 37 participants indicated they were not aware of the resource, 914 indicated that they were aware but did not participate in, and 26 participants did not answer.
For AEA/CDC Summer Evaluation 108 participants indicated they were not aware of the resource, 1160 indicated that they were aware but did not participate in, and 25 participants did not answer.
For E-Study Online 153 participants indicated they were not aware of the resource, 943 indicated that they were aware but did not participate in, and 23 participants did not answer.
For AEA Coffee Break 98 participants indicated they were not aware of the resource, 597 indicated that they were aware but did not participate in, and 24 participants did not answer.
For Race and Class Dialogues 582 participants indicated they were not aware of the resource, 629 indicated that they were aware but did not participate in, and 28 participants did not answer.

2) AEA has made public statements in various forms related to the practice of evaluation. Over the past two years, how useful have each of the following statements been to you?

	Not at All Useful	Somewhat Useful	Useful
AEA Cultural Competence in Evaluation Statement ($N = 865$)	6.0%	26.1%	67.9%
AEA Guiding Principles for Evaluators ($N = 1151$)	1.8%	17.9%	80.3%
Evaluation Road-map for a more Effective Government ($N = 315$)	11.7%	28.6%	59.7%

Note. For Cultural Competence, 267 participants indicated they were not aware of the resource, 356 indicated that they were aware of but had not read, and 24 participants did not answer.
For Guiding Principles, 137 participants indicated they were not aware of the resource, 200 indicated that they were aware but had not read, and 24 participants did not answer.
For Evaluation Road Map, 798 participants indicated they were not aware of the resource, 372 indicated that they were aware but had not read, and 27 participants did not answer.

3) AEA members receive subscriptions or electronic access to the journals listed below. Over the past two years, how useful has the material in each journal been to you?

	Not at All Useful	Somewhat Useful	Useful
American Journal of Evaluation ($N = 1145$)	2.5%	27.9%	69.5%
New Directions for Evaluation ($N = 988$)	2.0%	28.0%	69.9%

Note. For American Journal, 88 participants indicated they were not aware of the resource, 256 indicated that they were aware of but had not read, and 23 participants did not answer.
For New Directions, 223 participants indicated they were not aware of the resource, 273 indicated that they were aware of but had not read, and 28 participants did not answer.

4) Members have access to a variety of online tools and content sponsored by AEA. Over the past two years, how useful have each of the following been to you?

	Not at All Useful	Somewhat Useful	Useful
AEA Find an Evaluator Listings (*N* = 494)	11.3%	30.4%	58.3%
AEA listserv, EVALTALK (*N* = 736)	7.6%	32.6%	59.8%
AEA Online Career Center (*N* = 459)	8.9%	27.5%	63.6%)
AEA Online Group on LinkedIn (*N* = 430)	19.5%	426.6%	37.9%
AEA Public eLibrary (*N* = 556)	4.3%	27.7%	68.0%
AEA Thought Leaders Discussion (*N* = 268)	11.2%	42.9%	45.9%
AEA365 Blog (*N* = 906)	2.2%	24.0%	73.8%
AEA Membership Directory (*N* = 540)	6.3%	34.6%	59.1%
AEA Member Profiles (*N* = 424)	11.3%	36.8%	51.9%
Potent Presentations Resources (p2i) (*N* = 569)	5.1%	25.8%	69.1%
AEA Topical Interest Groups (TIG) (*N* = 1100)	3.8%	33.0%	63.2%

Note. For Evaluator Listings, 199 participants indicated they were not aware of the resource, 791 indicated that they were aware but did not use, and 28 participants did not answer.
For EVALTALK, 257 participants indicated they were not aware of the resource, 489 indicated that they were aware but did not use, and 30 participants did not answer.
For Career Center, 372 participants indicated they were not aware of the resource, 652 indicated that they were aware but did not use, and 29 participants did not answer.
For LinkedIn, 512 participants indicated they were not aware of the resource, 534 indicated that they were aware but did not use, and 27 participants did not answer.
For eLibrary, 537 participants indicated they were not aware of the resource, 392 indicated that they were aware but did not use, and 27 participants did not answer.
For Though Leaders Discussion, 704 participants indicated they were not aware of the resource, 510 indicated that they were aware but did not use, and 30 participants did not answer.
For AEA365 Blog, 250 participants indicated they were not aware of the resource, 328 indicated that they were aware but did not use, and 28 participants did not answer.

For Membership Directory, 201 participants indicated they were not aware of the resource, 743 indicated that they were aware but did not use, and 28 participants did not answer.

For Member Profiles, 306 participants indicated they were not aware of the resource, 747 indicated that they were aware but did not use, and 35 participants did not answer.

For p2i, 474 participants indicated they were not aware of the resource, 440 indicated that they were aware but did not use, and 29 participants did not answer.

For TIG, 96 participants indicated they were not aware of the resource, 286 indicated that they were aware but did not use, and 30 participants did not answer.

5) In the past six months, how often have you used information from one or more of these social media tools in your work?

	Never	Once	Every Few Months	Once A Month	Every Few Weeks	Once A Week	Daily
AEA LinkedIn Group ($N = 1482$)	74.4%	6.3%	11.5%	3.9%	2.7%	1.1%	0.1%
AEA Website (eval.org) ($N = 1480$)	15.5%	10.0%	34.0%	17.5%	15.9%	6.2%	0.9%
AEA Twitter feed (@aeaweb) ($N = 1472$)	83.4%	2.6%	5.6%	2.4%	3.0%	1.7%	1.4%
AEA Facebook page/feed ($N = 1475$)	88.0%	2.4%	4.1%	2.6%	1.6%	1.1%	0.3%
AEA365 Blog ($N = 1483$)	41.4%	6.2%	18.2%	8.9%	10.2%	7.1%	8.0%
EvalTalk ($N = 1473$)	56.8%	6.7%	14.1%	5.6%	6.9%	4.7%	5.3%

Note. For LinkedIn 30 participants did not answer; for AEA website 32 participants did not answer; for Twitter 40 participants did not answer; for Facebook 37 participants did not answer; for AEA 365 29 participants did not answer; for EvalTalk 39 participants did not answer

6) Based on your experience with AEA over the past two years, to what extent do you agree/disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
AEA provides satisfactory training and skill building opportunities. ($N = 1411$)	0.4%	2.7%	13.9%	53.3%	29.7%
AEA resources meet my needs with respect to my professional interests. ($N = 1445$)	0.9%	4.5%	15.9%	55.3%	23.4%
AEA resources meet my needs with respect to the groups/population I work with. ($N = 1416$)	1.3%	7.8%	24.9%	48.8%	17.2%
AEA training and skill building opportunities help improve my evaluation knowledge and skills. ($N = 1342$)	0.7%	3.3%	16.7%	48.2%	31.1%
Being a member of AEA has helped me be a part of the program evaluation community. ($N = 1446$)	0.8%	4.7%	15.9%	38.0%	40.6%
My participation in AEA activities has strengthened my identity as an evaluator. ($N = 1392$)	0.9%	5.5%	17.7%	36.8%	39.1%
AEA networking opportunities have helped me expand my network. ($N = 1295$)	1.9%	11.0%	28.0%	31.9%	27.3%

My AEA membership is a valuable asset in my career. (*N* = 1459)	0.8%	2.9%	16.4%	43.2%	36.6%
I feel a sense of professional affiliation through my engagement with AEA. (*N* = 1446)	1.0%	5.3%	16.0%	42.2%	35.5%
AEA Management is responsive to my questions/concerns. (*N* = 741)	4.6%	8.4%	35.9%	31.8%	19.3%

Note. For training and skill building 69 participants indicated it was not applicable and 32 participants did not answer; for professional interests 34 participants indicated it was not applicable and 33 participants did not answer; for groups/population needs 66 participants indicated it was not applicable and 30 participants did not answer; for evaluation and skill building 134 participants indicated it was not applicable and 36 participants did not answer; for being an AEA member 32 participants indicated it was not applicable and 34 participants did not answer; for participation in AEA 83 participants indicated it was not applicable and 37 participants did not answer; for AEA networking 185 participants indicated it was not applicable and 32 participants did not answer; for AEA membership as an asset 23 participants indicated it was not applicable and 30 participants did not answer; for professional affiliation 32 participants indicated it was not applicable and 34 participants did not answer; for AEA management 741 participants indicated it was not applicable and 30 participants did not answer;

7) Please identify training and skill building opportunities you would like to see offered by AEA. [Select all that apply] (*N* = 44)

	Unchecked	Checked
Skills-focused events, such as events that would improve capacity to conduct culturally-responsive evaluation or improve capacity to determine and use appropriate qualitative and quantitative methods.	34.1%	65.9%
Sector-focused events, such as events focusing on educational evaluation or nonprofit evaluation.	47.7%	52.3%
Skills-focused events, specifically aimed at in-person computer-based training on new software or other technologies.	54.5%	45.5%
Peer-to-peer, face-to-face individual learning-focused opportunities such as mentoring, consultation, or coaching.	56.8%	43.2%
Peer-to-peer group learning-focused event such as a study group or book group.	59.1%	40.9%
Networking-focused events, such as group dinners or speed networking to meet and talk with other evaluators.	68.2%	31.8%
Other	72.7%	27.3%

Note. Only participants who answered "Strongly Disagree" or "Disagree" to the question "AEA provides satisfactory training and skill building opportunities" saw this question

8) Over the past two years, in what venues or settings did you regularly get or share evaluation knowledge/findings?

	Get evaluation knowledge/findings only	Share evaluation knowledge/findings only	Both get and share evaluation knowledge/findings
AEA-sponsored events or electronic platforms ($N = 1160$)	67.0%	1.9%	31.1%
Conferences ($N = 1222$)	32.0%	3.7%	64.3%
Evaluation-related courses and supplemental material ($N = 927$)	71.4%	5.4%	23.2%
International forums ($N = 515$)	69.5%	3.3%	27.2%
Local evaluation affiliates/networks ($N = 765$)	49.0%	5.4%	45.6%
Online forums and conversations ($N = 861$)	69.6%	3.6%	26.8%
Online websites, blogs, bulletins ($N = 1043$)	74.3%	3.1%	22.6%
Professional journals ($N = 1165$)	75.5%	2.1%	22.4%
Reports ($N = 939$)	57.1%	7.2%	35.7%

Note. For AEA sponsored events 352 participants did not answer; for conferences 290 participants did not answer; for evaluation related materials 585 participants did not answer; for international forums 997 participants did not answer; for local evaluation affiliates 747 participants did not answer; for online forums 651 participants did not answer, for professional journals 347 participants did not answer, for reports 573 participants did not answer

9) Which of the following is your primary place of employment? ($N = 1495$)

Place of employment	Percentage
Business/industry	2.2%
College/university	25.8%
Community agency/non-profit	14.4%
Consulting, research or evaluation firm	21.9%
Foundation	2.9%
Government agency (federal/state/local)	12.7%
Independent consulting practice (sole proprietor)	9.2%
PreK-12 school or school system	2.3%
Currently a student	2.3%
Currently unemployed	1.3%
Other	4.9%

Note. 17 participants did not answer this question

10) What is currently your primary professional identity in the evaluation field? ($N = 1399$)

Professional Identity	Percentage
Evaluator (in any capacity)	71.7%
Student involved in evaluation (paid or unpaid)	4.4%
College or university faculty member or instructor	8.7%
Researcher	10.0%
Retired and no longer active in the evaluation field	0.2%
Retired but still active in the evaluation field in some way(s)	3.2%
Trainer	0.9%
Unemployed or currently seeking employment	0.9%
Other	71.7%

Note. 113 participants did not answer this question

11) In which areas do you do your evaluation-related work? [Select all that apply] ($N = 1512$)

	Unchecked	Checked
Adult education	81.1%	18.9%
Arts and culture	92.4%	7.6%
Business and industry	93.3%	6.7%
Child care/early childhood education	83.7%	15.7%
Cross-cultural	84.3%	15.7%
Disaster/emergency management	95.6%	4.4%
Educational technologies	89.9%	10.1%
Environmental programs	90.0%	10.0%
Evaluation methods	72.9%	27.1%
Evaluation theory	86.9%	13.1%
Foundations	83.5%	16.5%
Government	72.8%	27.2%
Health/public health	57.9%	42.1%
Higher education	72.3%	27.7%
Human development	90.9%	9.1%
Human resources	96.2%	3.8%
Human services	82.9%	17.9%
Indigenous peoples	92.1%	7.9%
Information systems	96.8%	3.2%
International	84.7%	15.3%
K-12 education	70.0%	30.0%
Law/criminal justice	93.8%	6.2%
Lesbian, gay, bisexual and transgender issues	96.0%	4.0%
Media	98.1%	1.9%
Medicine	94.3%	5.7%
Non-profits	61.8%	38.2%
Organizational behavior	86.2%	13.8%
Public policy/public administration	79.9%	20.1%
Science, technology, engineering, math (STEM)	82.3%	17.7%
Social work	89.3%	10.7%
Special needs populations	89.0%	11.0%

Workforce/economic development	84.0%	16.0%
Youth development	74.1%	25.9%
Other	89.2%	10.8%

12) When you come in contact with organizations through work, to what extent are there individuals in these organizations that have the knowledge and skills to serve as evaluators? (*N* = 1411)

	Percentage
Almost all organizations have staff that have the knowledge and skills to serve as evaluators	2.9%%
Some organizations have staff with the knowledge and skills to serve as evaluators	83.6%
None of the organizations have staff with the knowledge and skills to serve as evaluators	13.5%%

Note. 76 participants indicated not applicable, 25 participants did not answer this question

13) Do you spend a significant amount of your time advocating for evaluation? For example, writing blog posts or newsletter entries on the importance of evaluation, discussing the importance of evaluation with division leaders.
(*N* = 1374)

	Percentage
Yes	46.1%
No	53.9%

Note. 120 participants indicated not applicable, 13 participants did not answer this question

14) How often do you help non-evaluators understand goals, purposes, potential functions and/or outcomes of evaluation? (*N* = 1374)

	Percentage
Never	2.3%
A few times a year	31.5%
Monthly	36.3%
Weekly	29.9%

Note. 120 participants indicated not applicable, 13 participants did not answer this question

15) What is your current AEA membership status? (*N* = 1483)

	Percentage
Regular Standard or E-Member	86.1%
Student Standard or E-Member	7.8%
Joint Canadian Evaluation Association (CES) Standard or E-Member	6.1%

Note. 16 participants indicated they were unsure, 13 participants did not answer this question

16) How many years, in total, have you been a member of AEA? [Please enter a whole number] (*N* = 1450)

Mean	8.1
Standard Deviation	8.1
Median	5.0
Mode	1.0

Note. Only values less than 100 were considered valid; 62 participants did not respond or input values that exceeded 100

17) Please tell us the reasons why you belong to AEA. [Select all that apply] (*N* = 1512)

	Unchecked	Checked
AEA membership is a job requirement	96.6%	3.4%
My dues are reimbursed	83.0%	17.0%
My supervisor/mentor suggested I join	82.7%	17.3%
Prestige of being an AEA member	76.5%	23.5%
Stay current on information about the evaluation profession	11.9%	88.1%
Subscriptions to the journals	48.0%	52.0%
To advance my career	53.6%	46.4%
To network and build relationships	35.0%	65.0%
Other	85.8%	14.2%

18) Of the following, which is the primary reason for why you belong to AEA? ($N = 1374$)

	Percentage
AEA membership is a job requirement	1.4%
My dues are reimbursed	4.1%
My supervisor/mentor suggested I join	2.2%
Prestige of being an AEA member	62.2%
Stay current on information about the evaluation profession	4.4%
Subscriptions to the journals	10.8%
To advance my career	14.9%
To network and build relationships	1.4%
Other	4.1%

Note. 138 participants did not answer this question

19) Over the past two years, to what extent were you involved with AEA activities (for example, participation in TIGs, working groups, board or other association committees, participation in online webinars, etc.) ($N = 1431$)

	Percentage
I never participated in an AEA-sponsored activity	16.5%
Only rarely did I participate in AEA-sponsored activities	42.1%
I participated in AEA-sponsored activities several times a year	28.8%
I participated in AEA-sponsored activities monthly	6.8%
I participated in AEA-sponsored activities several times a month	5.8%

Note. 38 participants indicated not applicable and 43 participants did not answer this question

20) Do you participate in events sponsored by a local AEA affiliate? ($N = 1463$)

	Percentage
Yes	29.4%
No	70.6%

Note. 49 participants did not answer this question

21) What level and type of AEA member involvement appeals the most to you? [Select all that apply] (*N* = 1512)

	Unchecked	Checked
Involvement in association-wide strategic thinking, policy setting, and event coordination (e.g., setting policies for internal collaboration)	77.2%	22.8%
Involvement with local affiliate or evaluators working on concrete activities (eg. Working on a short-term professional development workshop)	56.7%	43.3%
Involvement through participation in activities such as the annual conference	31.6%	68.4%
Involvement through use of online or print resources (e.g., AEA website, AEA journals)	38.7%	61.3%

22) Do you plan to renew your membership during the coming year? (*N* = 1468)

	Percentage
Yes	88.7%
Maybe	10.8%
No	0.5%

Note. 44 participants did not answer this question

24) How would you describe your evaluation skills and knowledge (*N* = 1469)

	Percentage
Novice	6.4%
Intermediate	35.6%
Advanced	39.6%
Expert	18.4%

Note. 43 participants did not answer this question

25) How many total years of experience do you have in the evaluation field? [Please enter a whole number] (*N* = 1428)

Mean	13.7
Standard Deviation	9.7
Median	11
Mode	10

Note. 84 participants did not answer this question

26) Do you currently reside in the United States? (*N* = 1487)

	Percentage
Yes	83.2%
No	16.8%

Note. 3 participants preferred not to respond, 22 participants did not answer this question

27) With which racial/ethnic categories do you identify yourself? [select all that apply] (*N* = 1407)

	Percentage
Asian only	6.5%
Black only	8.0%
Hispanic	5.8%
Hawaiian only	0.3%
White only	72.3%
Other (non-Hispanic)	4.9%
More than one race (non-Hispanic)	2.3%

Note. 60 participants preferred not to respond, 45 participants did not answer this question

28) With which gender do you identify? (*N* = 1487)

	Percentage
Man	24.1%
Woman	73.6%
Prefer not to respond	2.3%

Note. 50 participants did not answer this question

29) To what extent do you agree with the following statement...

I feel welcomed at AEA with respect to my:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Ethnicity ($N = 1419$)	1.5%	1.1%	16.6%	34.9%	45.9%
Gender identity ($N = 1420$)	1.2%	0.9%	15.7%	35.1%	47.1%
Professional discipline ($N = 1426$)	1.3%	1.8%	12.9%	41.8%	42.2%
Residential geography ($N = 1423$)	1.7%	3.2%	20.1%	36.1%	38.9%
Methodological preference ($N = 1422$)	1.5%	1.0%	20.0%	39.9%	37.6%
Political philosophy ($N = 1416$)	2.1%	1.7%	25.5%	33.8%	36.9%
Educational background ($N = 1424$)	1.2%	1.4%	16.4%	39.3%	41.8%

Note. For ethnicity 93 participants did not answer; for gender identity 92 participants did not answer; for professional identity 86 participants did not answer; for geography 89 participants did not answer; for methodology 90 participants did not answer; for political philosophy 96 participants did not answer; for educational background 88 participants did not answer

30) How satisfied are you with the customer service at AEA regarding the following?

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
Main phone line (N = 313)	1.6%	6.4%	30.4%	35.1%	26.5%
General email inbox (N = 618)	2.1%	6.1%	17.3%	42.4%	32.0%
Conference registration (N = 1042)	1.2%	1.5%	8.8%	44.0%	44.5%
Summer Institute registration (N = 311)	1.9%	1.0%	28.0%	34.1%	35.0%
eStudies and Coffee Break webinars (N = 790)	1.1%	1.5%	11.4%	43.3%	42.7%
Education inbox (N = 207)	1.0%	2.9%	44.4%	26.6%	25.1%
Staff liaisons to Working Groups and Task Forces (N = 354)	2.3%	8.5%	31.4%	31.6%	26.3%

Note. For phone line 1123 participants indicated not applicable and 76 participants did not answer; for email inbox 815 participants indicated not applicable and 79 participants did not answer; for conference registration 390 participants indicated not applicable and 80 participants did not respond; for summer institute registration 1119 participants indicated not applicable and 82 participants did not answer; for eStudies 640 participants indicated not applicable and 82 participants did not answer; for Education inbox 1215 participants indicated not applicable and 90 participants did not answer; for staff liaisons 1070 participants indicated not applicable and 88 did not answer