Supplemental Information

This appendix provides supplemental information for "Evaluators' Perspectives on Research on Evaluation," Nicole R. Lewis, George M. Harrison, Anna Ah Sam, and Paul R. Brandon, *New Directions in Evaluation*.

Appendix A is a print of the online survey, which investigated evaluators' perspectives on research on evaluation. This was sent to AEA participants; the CES version was nearly identical—it included slightly different categories on the item asking about race and ethnic background, to align with the categories on CES's membership application. Appendix B provides information on the background and demographics of the participants, and provides a more in-depth description of the analysis of the data. Appendix C includes bar charts illustrating the demographic makeup of the survey respondents in comparison to available membership count data provided by AEA.

Appendix A
Survey on Evaluators' Perspectives on Research on Evaluation

Evaluators' Perspectives on Research on Evaluation

Research on Evaluation (RoE) has been a growing endeavor in recent years. For example, in a review of the articles in the *American Journal of Evaluation* (AJE) from 1998 (when the journal took its current name) through 2012, 219 articles were classified as research on evaluation—a number that might surprise some evaluators.

We define RoE as original empirical research on the *practice*, *methods*, and *profession* of program evaluation. The types of RoE articles typically include case studies, reflective narratives, studies of evaluation methods, literature reviews, oral histories, bibliometric studies, meta-evaluations, experiments, longitudinal studies, simulations, and time-series studies. We do ***not*** define RoE to include evaluation textbooks, descriptions of theory, book reviews, or evaluation reports, even though these might discuss RoE.

This questionnaire will take about 20 minutes to complete. Before beginning, you should be prepared to do the entire questionnaire in a single sitting. Please respond to every item.

Thank you!

(By RoE, we mean original empirical research on the *practice*, *methods*, and *profession* of program evaluation. The types of RoE articles typically include case studies, reflective narratives, studies of evaluation methods, literature reviews, oral histories, bibliometric studies, meta-evaluations, experiments, longitudinal studies, simulations, and time-series studies. We do *not* define RoE to include evaluation textbooks, descriptions of theory, book reviews, or evaluation reports, even though these might discuss RoE.)

Topic 1. Keeping an eye out for peer-reviewed RoE literature

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	*Don't know/ Not applicable*
1a. I believe that keeping an eye out for peer-reviewed RoE articles is worthwhile.	◯	◯	◯	◯	◯
1b. I know enough about RoE to identify literature on the topic.	◯	◯	◯	◯	◯
1c. Evaluators whose professional opinions I value believe it is important to keep an eye out for peer-reviewed RoE literature.	◯	◯	◯	◯	◯
1d. I have the time to keep an eye out for peer-reviewed RoE literature.	◯	◯	◯	◯	◯
1e. I have access to peer-reviewed articles on RoE.	◯	◯	◯	◯	◯

	Never or Rarely	Occasionally	Often	Very often	*Not applicable*
1f. I keep an eye out for peer-reviewed RoE literature.	◯	◯	◯	◯	◯

(By RoE, we mean original empirical research on the *practice*, *methods*, and *profession* of program evaluation. The types of RoE articles typically include case studies, reflective narratives, studies of evaluation methods, literature reviews, oral histories, bibliometric studies, meta-evaluations, experiments, longitudinal studies, simulations, and time-series studies. We do *not* define RoE to include evaluation textbooks, descriptions of theory, book reviews, or evaluation reports, even though these might discuss RoE.)

Topic 2. Participating in discussions (in-person, online, or other) about RoE

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	*Don't know/ Not applicable*
2a. I believe participating in discussions about RoE is worthwhile.	◯	◯	◯	◯	◯
2b. I know enough about RoE to participate in discussions on the topic.	◯	◯	◯	◯	◯
2c. Evaluators whose professional opinions I value believe it is important to participate in discussions about RoE.	◯	◯	◯	◯	◯
2d. I have the time to participate in discussions about RoE.	◯	◯	◯	◯	◯
2e. I have opportunities to participate in discussions about RoE.	◯	◯	◯	◯	◯

	Never or Rarely	Occasionally	Often	Very often	*Not applicable*
2f. I contribute to discussions about RoE.	◯	◯	◯	◯	◯

(By RoE, we mean original empirical research on the *practice*, *methods*, and *profession* of program evaluation. The types of RoE articles typically include case studies, reflective narratives, studies of evaluation methods, literature reviews, oral histories, bibliometric studies, meta-evaluations, experiments, longitudinal studies, simulations, and time-series studies. We do *not* define RoE to include evaluation textbooks, descriptions of theory, book reviews, or evaluation reports, even though these might discuss RoE.)

Topic 3. Attending conference presentations about RoE

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	*Don't know/ Not applicable*
3a. I believe it is important to attend conference presentations about RoE.	◯	◯	◯	◯	◯
3b. I know enough about RoE to identify conference presentations on the topic.	◯	◯	◯	◯	◯
3c. Evaluators whose professional opinions I value believe it is important to attend conference presentations about RoE.	◯	◯	◯	◯	◯
3d. I have the time to attend conference presentations about RoE.	◯	◯	◯	◯	◯
3e. I have opportunities to attend conference presentations about RoE.	◯	◯	◯	◯	◯

	Never or Rarely	Occasionally	Often	Very often	*Not applicable*
3f. I attend conference presentations about RoE.	◯	◯	◯	◯	◯

(By RoE, we mean original empirical research on the *practice*, *methods*, and *profession* of program evaluation. The types of RoE articles typically include case studies, reflective narratives, studies of evaluation methods, literature reviews, oral histories, bibliometric studies, meta-evaluations, experiments, longitudinal studies, simulations, and time-series studies. We do *not* define RoE to include evaluation textbooks, descriptions of theory, book reviews, or evaluation reports, even though these might discuss RoE.)

Topic 4. Sharing RoE with students (yours or others')

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	*Don't know/ Not applicable*
4a. I believe it is important to share the findings of RoE with students.	◯	◯	◯	◯	◯
4b. I know enough about the findings of RoE to share them with students.	◯	◯	◯	◯	◯
4c. Evaluators whose professional opinions I value believe it is important to share the findings of RoE with students.	◯	◯	◯	◯	◯
4d. I have the time to share the findings of RoE with students. (Select "Not applicable" if you do not interact with students.)	◯	◯	◯	◯	◯
4e. I have opportunities to share the findings of RoE with students.	◯	◯	◯	◯	◯

	Never or Rarely	Occasionally	Often	Very often	*Not applicable*
4f. I share with students findings that I encounter in RoE. (Select "Not applicable" if you do not interact with students.)	◯	◯	◯	◯	◯

(By RoE, we mean original empirical research on the *practice*, *methods*, and *profession* of program evaluation. The types of RoE articles typically include case studies, reflective narratives, studies of evaluation methods, literature reviews, oral histories, bibliometric studies, meta-evaluations, experiments, longitudinal studies, simulations, and time-series studies. We do *not* define RoE to include evaluation textbooks, descriptions of theory, book reviews, or evaluation reports, even though these might discuss RoE.)

Topic 5. Using RoE literature in evaluation work

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	*Don't know/ Not applicable*
5a. I believe it is important to use the findings of the RoE literature in my evaluation work.	◯	◯	◯	◯	◯
5b. I know enough about the RoE literature to use it in my evaluation work.	◯	◯	◯	◯	◯
5c. Evaluators whose professional opinions I value believe it is important to use the findings of the RoE literature in evaluation work.	◯	◯	◯	◯	◯
5d. I have access to the findings of the RoE literature.	◯	◯	◯	◯	◯
5e. I have opportunities to use the findings of the RoE literature in my evaluation work.	◯	◯	◯	◯	◯

	Never or Rarely	Occasionally	Often	Very often	*Not applicable*
5f. I use the findings of the RoE literature in my evaluation work.	◯	◯	◯	◯	◯

(By RoE, we mean original empirical research on the *practice*, *methods*, and *profession* of program evaluation. The types of RoE articles typically include case studies, reflective narratives, studies of evaluation methods, literature reviews, oral histories, bibliometric studies, meta-evaluations, experiments, longitudinal studies, simulations, and time-series studies. We do *not* define RoE to include evaluation textbooks, descriptions of theory, book reviews, or evaluation reports, even though these might discuss RoE.)

Topic 6. Conducting RoE studies

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	*Don't know/ Not applicable*
6a. I believe it is important to conduct RoE.	◯	◯	◯	◯	◯
6b. I know enough about RoE to conduct RoE studies myself.	◯	◯	◯	◯	◯
6c. Evaluators whose professional opinions I value believe it is important to conduct RoE.	◯	◯	◯	◯	◯
6d. I have the time to conduct RoE.	◯	◯	◯	◯	◯
6e. I have the resources to conduct RoE.	◯	◯	◯	◯	◯

	Never or Rarely	Occasionally	Often	Very often	*Not applicable*
6f. I conduct RoE.	◯	◯	◯	◯	◯

(By RoE, we mean original empirical research on the *practice*, *methods*, and *profession* of program evaluation. The types of RoE articles typically include case studies, reflective narratives, studies of evaluation methods, literature reviews, oral histories, bibliometric studies, meta-evaluations, experiments, longitudinal studies, simulations, and time-series studies. We do *not* define RoE to include evaluation textbooks, descriptions of theory, book reviews, or evaluation reports, even though these might discuss RoE.)

Please add any comments that you wish to share about your knowledge, beliefs, and/or use of RoE.

Please add any comments that you wish to share about RoE in general.

Background

The rest of this survey asks about your background and demographics. There is one more page after this one.

What is the highest degree that you have attained?

- ◯ No college
- ◯ Some college
- ◯ Certificate
- ◯ Associate's
- ◯ Bachelor's
- ◯ Master's
- ◯ Doctorate

In what discipline did you receive your highest degree?

- ◯ Arts/Humanities
- ◯ Agriculture
- ◯ Business
- ◯ Computer Science
- ◯ Economics
- ◯ Education
- ◯ Engineering
- ◯ Environmental Studies
- ◯ Evaluation
- ◯ Health (Public, Medicine)
- ◯ Linguistics/Applied Linguistics
- ◯ Mathematics
- ◯ Political Science/Public Policy/Administration
- ◯ Psychology
- ◯ Science (Natural, Physical)
- ◯ Social Work
- ◯ Sociology
- ◯ Statistics
- ◯ Urban/Regional Planning
- ◯ Other
- ◯ Not applicable

What is the primary setting in which you are employed?

- ◯ Self-employed
- ◯ Not employed
- ◯ Pre/K-12 school
- ◯ University or college setting
- ◯ For-profit organization (not education)
- ◯ Non-profit organization (not education)
- ◯ Government agency
- ◯ Other (please specify)

[ ]

How much is evaluation a part of your work?

- ◯ Evaluation is not a part
- ◯ Evaluation is a secondary part
- ◯ Evaluation is a primary part

What is your ***primary*** professional activity?

- ◯ Student
- ◯ Research
- ◯ Teaching
- ◯ Evaluation
- ◯ Management/Administration
- ◯ Consulting
- ◯ Prefer not to answer
- ◯ Other (please specify)

In what capacity have you worked with students on the topic of evaluation? (Check all that apply.)

- ☐ I have taught at least one university course on the topic.
- ☐ I have mentored students in their projects on the topic.
- ☐ I have provided other learning activities for students, such as webinars, guest lectures, and so forth.
- ☐ I have no experience working with students on this topic.
- ☐ I prefer not to answer.
- ☐ Other (please specify)

Which of the following is your primary evaluation area?

- ◯ Education
- ◯ Social services
- ◯ Health
- ◯ Environment
- ◯ Not applicable
- ◯ Other (please specify)

What is your knowledge and experience level in evaluation?

- ◯ Relative beginner
- ◯ Intermediate level
- ◯ Advanced level
- ◯ Not applicable

With which methodological approach do you have the most experience?

- ◯ Quantitative methods
- ◯ Qualitative methods
- ◯ Mixed methods
- ◯ Not applicable

How many years have you been working as an evaluator?

- ◯ No evaluation experience
- ◯ Less than 1 year
- ◯ 1-5 years
- ◯ 6-10 years
- ◯ 11-15 years
- ◯ More than 15 years

In how many evaluations have you participated (as an evaluator) in the last five years?

- ◯ None
- ◯ 1-5
- ◯ 6-10
- ◯ 11-15
- ◯ More than 15

When did your last evaluation occur?

- ◯ Never conducted one
- ◯ Currently working on one or more
- ◯ Less than a month ago
- ◯ 1-6 months ago
- ◯ 7-12 months ago
- ◯ More than 1 year ago

Demographics (AEA)

What is your gender?

- ◯ Male
- ◯ Female
- ◯ Transgender
- ◯ Prefer not to answer

What is your racial/ethnic background? Select all that apply from among the following AEA categories.

- ☐ African American, Black
- ☐ American Indian, Native American, or Alaska Native
- ☐ Asian
- ☐ Caribbean Islander
- ☐ European American, White
- ☐ Latino or Hispanic
- ☐ Middle Eastern or Arab
- ☐ Native Hawaiian or Pacific Islander
- ☐ Prefer not to answer
- ☐ Other (please specify)

In what country do you reside?

Country

Please select from the drop-down menu.

Please add any comments you wish to share about this survey.

Thank you

Thank you for completing this questionnaire. Your participation will contribute to efforts to better understand our knowledge, beliefs, and use of RoE.

Appendix B
Detailed Description about the Participants and the Analyses

Part I

Tables B1 and B2 provide information on the background and demographic characteristics of the survey respondents.

Table B1

Education and Demographic Characteristics of the Respondents (Total N *= 1,093)*

Characteristic	*N*	Percent	Characteristic	*N*	Percent
Highest degree attained			Gender		
Bachelor's or lower	63	5.8%	Female	755	69.1%
Master's	453	41.5%	Male	311	28.5%
Doctorate	577	52.8%	Transgender	3	0.3%
			Prefer not to answer	21	1.9%
Discipline of study			Missing	3	0.3%
Agriculture	7	0.6%			
Business	15	1.4%	Race / Ethnic background[a]		
Computer science	2	0.2%	African American, Black	73	6.7%
Economics	10	0.9%	American Indian, Native American, or Alaska Native	21	1.9%
Education	241	22.1%	Asian	72	6.6%
Engineering	8	0.7%	Caribbean Islander	9	0.8%
Environmental studies	11	1.0%	European American, White	818	75.1%
Evaluation	74	6.8%	Latino	53	4.9%
Health (public, medicine)	125	11.4%	Middle Eastern	12	1.1%
Linguistics / applied	9	0.8%	Native Hawaiian or Pacific Islander	8	0.7%
Mathematics	3	0.3%	Other	38	3.5%
Political science / public policy / administration	136	12.4%	None selected	58	5.3%
Psychology	165	15.1%	Country of residence		
Science (natural, physical)	14	1.3%	US	884	80.9%
Social work	45	4.1%	Canada	78	7.1%
Sociology	76	7.0%	Australia	16	1.5%
Statistics	4	0.4%	New Zealand	10	0.9%
Urban / regional planning	8	0.7%	None selected	7	0.6%
Other	118	10.8%	Other countries[b]	98	9.0%

[a]These categories were selected to match those on the American Evaluation Association's registration site; the Canadian Evaluation Society's version of the instrument included categories from its registration site. [b]Frequency counts for each of these 57 other countries were less than five.

Table B2

Evaluation Background Characteristics of the Respondents (Total N *= 1,093)*

Characteristic	*N*	Percent	Characteristic	*N*	Percent
Professional identity			Primary work setting		
Evaluation is a primary part	779	71.3%	Self-employed	153	14.0%
Evaluation is a secondary part	300	27.5%	Not employed	16	1.5%
Evaluation is not a part	14	1.3%	Pre/K-12 school	31	2.8%
			University or college setting	383	35.0%
Knowledge and experience in evaluation			For-profit organization	113	10.3%
Relative beginner	94	8.6%	Non-profit organization	203	18.6%
Intermediate level	461	42.2%	Government agency	153	14.0%
Advanced level	536	49.0%			
Missing	2	0.2%	Primary professional activity		
			Student	38	3.5%
Years as an evaluator			Research	182	16.7%
Less than 1 year	50	4.6%	Teaching	87	8.0%
1 to 5 years	331	30.3%	Evaluation	452	41.4%
6 to 10 years	251	23.0%	Management / administration	146	13.4%
11 to 15 years	165	15.1%	Consulting	141	12.9%
More than 15 years	296	27.1%	Other	40	3.7%
			Prefer not to answer	7	0.6%
Number of evaluations in the last five years					
None	13	1.2%	Primary evaluation area		
1 to 5	398	36.4%	Education	391	35.8%
6 to 10	311	28.5%	Social services	221	20.2%
11 to 15	135	12.4%	Health	221	20.2%
More than 15	236	21.6%	Environment	28	2.6%
			Other	208	19.0%
When last evaluation occurred			Missing	24	2.2%
Never conducted one	7	0.6%			
Currently working on 1 or more	831	76.0%	Primary methodological approach		
Less than a month ago	37	3.4%	Quantitative methods	196	17.9%
1 to 6 months ago	85	7.8%	Qualitative methods	149	13.6%
7 to 12 months ago	53	4.9%	Mixed methods	741	67.8%
More than 1 year ago	80	7.3%	Missing	7	0.6%
Work with students on evaluation					
Taught university course on the topic	298	27.3%			
Mentored students on projects on the topic	420	38.4%			
Provided other learning activities	388	35.5%			
Other experience with students	126	11.5%			
No experience with students	404	37.0%			
Prefer not to answer	12	1.1%			

Part II

This section describes the procedures for handling the missing data and conducting the regression analyses.

Missing data procedures. Missing data included items that respondents did not answer or for which they selected *don't know*, *not applicable*, or *prefer not to answer*. Of the items covering the five research-on-evaluation (RoE) topics and the demographic and background variables, missing data made up 2.13% of the total number of possible item responses. Among the 1,093 respondents, 638 (58.37%) responded to every item on the survey. For the remaining respondents, there was at least one missing datum on at least one item. To avoid listwise deletion of these respondents in the regression analyses, we used multiple imputation (MI), in five iterations, to estimate plausible values of the missing data points (following the guidelines given by Acock, 2012; Graham, 2012). Nearly all of the background and demographic variables served as auxiliary variables, even when they were not included in the inferential statistical analyses.[1]

We used SAS's PROC MI and PROC MIANALYZE procedures. The MI procedure was conducted on individual items, rather than on aggregate variables (i.e., the outcome variables comprising multiple items were calculated after the MI procedure). With categorical auxiliary variables that did not have the property of magnitude (e.g., discipline of highest degree, and methodological approach), we used dummy coding to create multiple dichotomous variables. Imputed values for the four binary predictor variables were rounded to the nearest integer of zero or one. (Rounding was not conducted for the remaining auxiliary variables.)

There were 176 patterns of missing data, and all but one made up less than two percent of the listwise data. The prominent pattern, making up 10% of the listwise data (108 of the 1,093 cases), included missing values on all questions asking about normative views. That is, 10% of the respondents did not answer any of the questions that asked them to report what they thought other evaluators' beliefs were, but they did respond to every other survey item. Table A3 lists the frequency of missing values for each variable; this also shows that the normative-beliefs items had low response rates. The overall pattern of the missing data was arbitrary; that is, it was not monotonic.

The missing data were not likely missing completely at random (MCAR). Still, we conducted Little's (1988) omnibus test of MCAR, which showed significant difference from the MCAR assumption [$\chi^2 = 14206$ ($df = 12770$), $p < .001$]. We assumed the missing data were missing at random (MAR) because there were no instances in the think-aloud trials during the development of the instrument that suggested a systematic pattern. Furthermore, the prominent missing-data pattern was of participants who responded to every item that contributed to a single dependent variable (the normative-beliefs-about-RoE index); these participants responded to every other item. This suggests that the missing data patterns on an item did not depend on the other items measuring different constructs.

Table B3
Frequencies of Missing Values for Each Variable

Variable	Frequency	Percent
Q1a	16	1.46
Q1b	16	1.46
Q1c	245	22.42
Q1d	7	0.64
Q1e	28	2.56
Q1f	5	0.46
Q2a	17	1.56
Q2b	11	1.01
Q2c	276	25.25
Q2d	11	1.01
Q2e	21	1.92
Q2f	8	0.73
Q3a	12	1.10
Q3b	14	1.28
Q3c	265	24.25
Q3d	8	0.73
Q3e	12	1.10
Q3f	6	0.55
Q5a	19	1.74
Q5b	19	1.74
Q5c	257	23.51
Q5d	14	1.28
Q5e	29	2.65
Q5f	27	2.47
Q6a	15	1.37
Q6b	20	1.83
Q6c	253	23.15
Q6d	31	2.84
Q6e	33	3.02
Q6f	23	2.10
Knowledge and experience level in evaluation	2	0.18
Qualitative methodological approach	7	0.64
Mixed methods methodological approach	7	0.64
Taught university course on RoE	12	1.10
Mentored students on RoE	12	1.10
Provided other learning activities on RoE	12	1.10
Have no experience working with students on RoE	12	1.10
Gender	27	2.47
Race/ethnic background: European American, White	3	0.27
Reside in North America	3	0.27

Note. Items Q1a through Q6f correspond to labels in the instrument, which is shown in Appendix A. Variables with no missing data are excluded from this table. These included professional identity, years as an evaluator, number of evaluations in the last five years, when last evaluation occurred, primary work setting, primary professional activity, highest degree attained, and discipline of study.

Regression procedures. Using PROC MIANALYZE with the regression procedure, we regressed each theory-of-planned-behavior (TPB) component on the four background variables and all possible subgroup interactions (retaining only statistically significant interactions in the final analysis). The dummy codes for each binary predictor were 0 or 1. Because there were five iterations of imputed datasets, a regression was conducted on each one; the final estimated parameters and their standard errors were based on the aggregate of these. This is a common approach in multiple-imputation regression (see e.g., Acock, 2012; Graham, 2012). The multiple-imputation values were stable: For all parameters except those in the normative beliefs model, the relative efficiency indexes exceeded .99; those in the normative beliefs model ranged from .93 to .97. Because we conducted six separate analyses (corresponding to the six TPB components), we adjusted the results for familywise error rates using the Benjamini and Hochberg false-discovery-rate method (Benjamini & Hochberg, 1995).

In the models, all possible interactions were sequentially investigated, from higher order to lower order. That is, for each of the six models (corresponding to each of the outcome variables), the full model with the four-way interaction and its lower-order interactions and main effects was modeled first. Because the four-way interaction was not significantly contributing to the model, we dropped this parameter and then looked at all combinations of three-way interactions, dropping those not contributing to the model. The same was done with the two-way interactions. The only significant interaction was the employment-setting-by-evaluation-knowledge-and-experience parameter in the model with involvement-in-RoE as the outcome variable. The four main effects were included in the final models regardless of whether they contributed to the model fit.

Note

[1] We did not include the primary-evaluation-area variable in any of the procedures because several comments on the survey suggested that many respondents resisted selecting a single, primary, evaluation area; thus, the validity of the interpretation of the responses to this item was not strong (though we had drawn from an existing instrument in developing this item).

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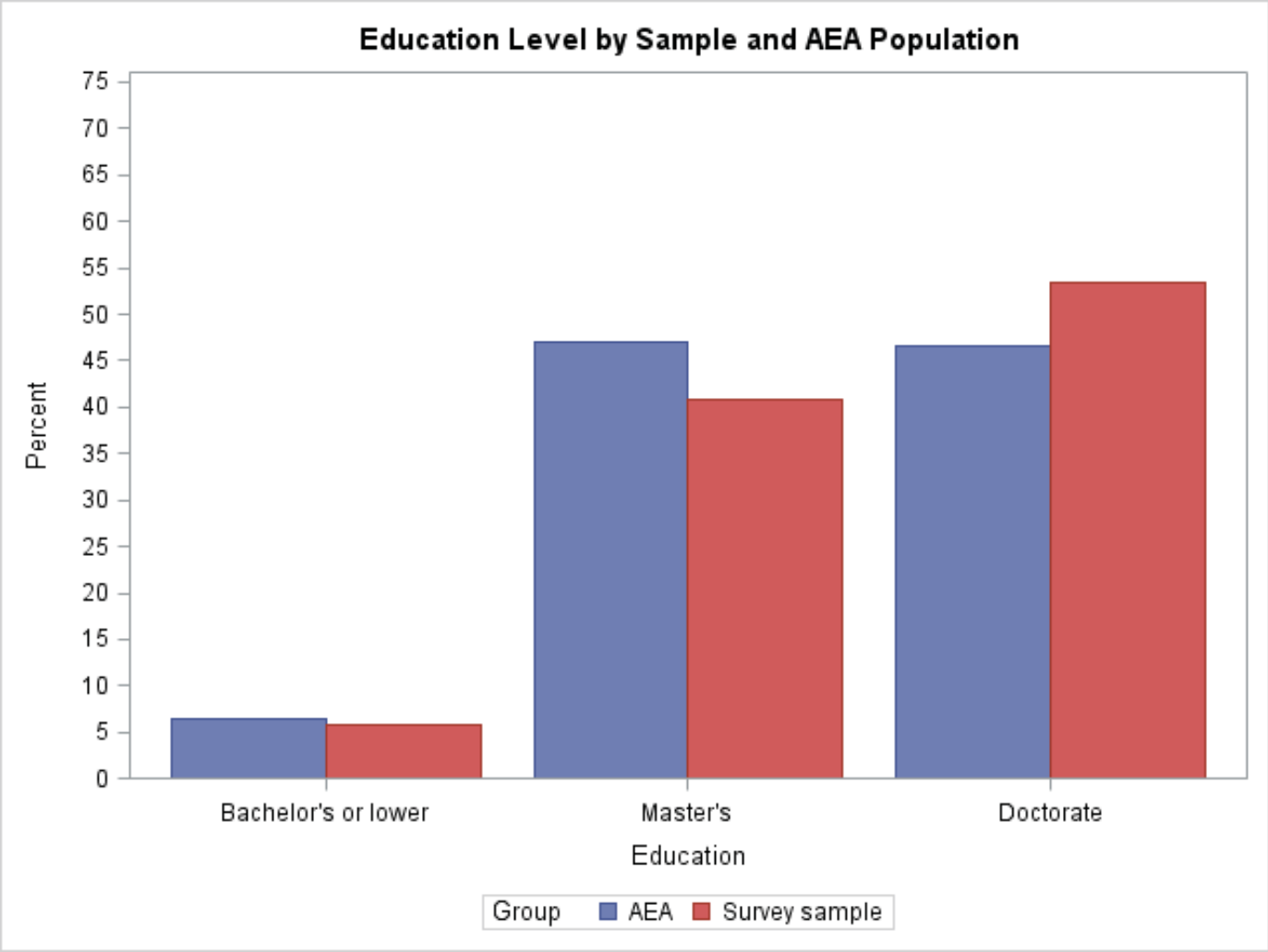
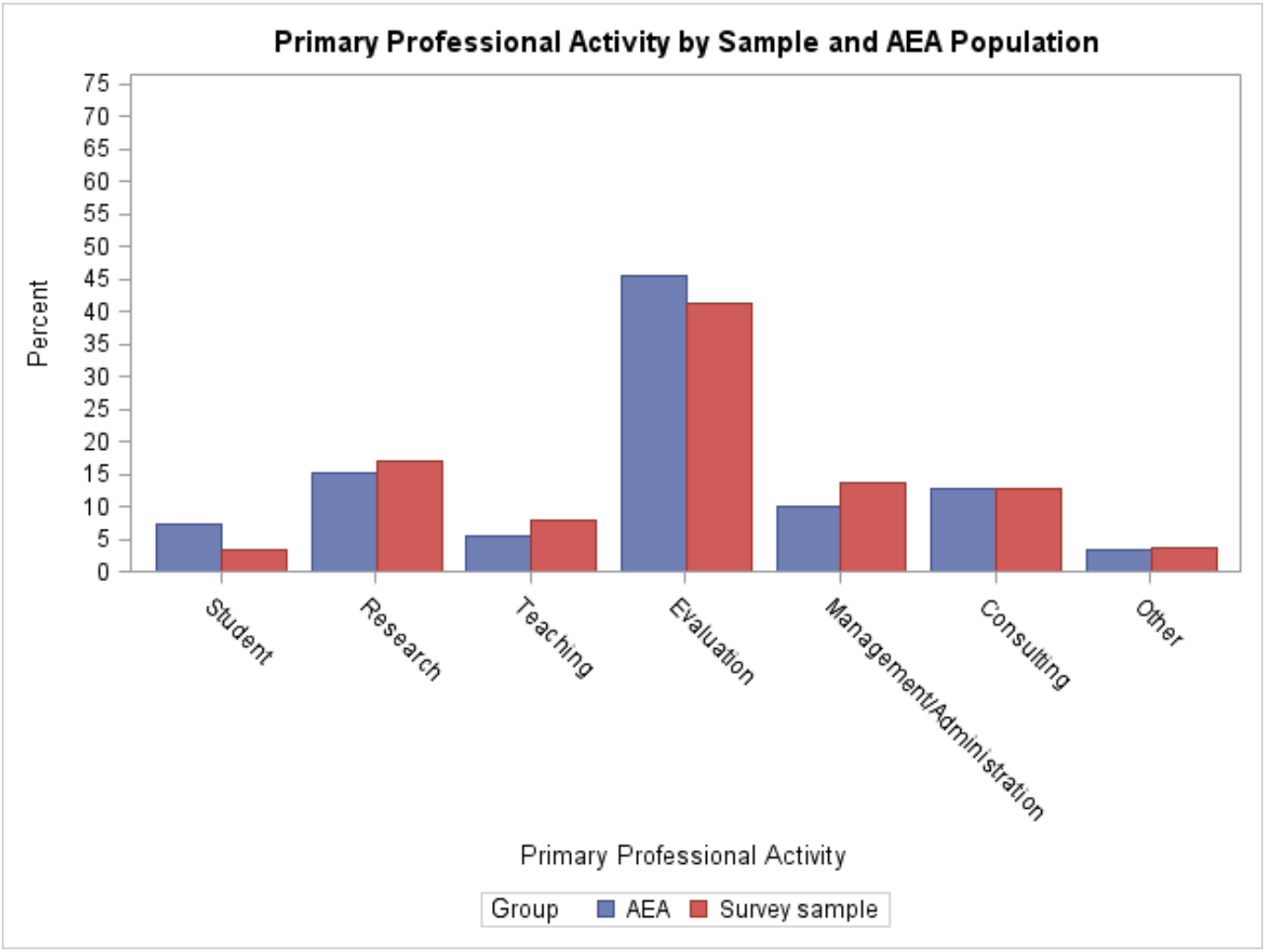
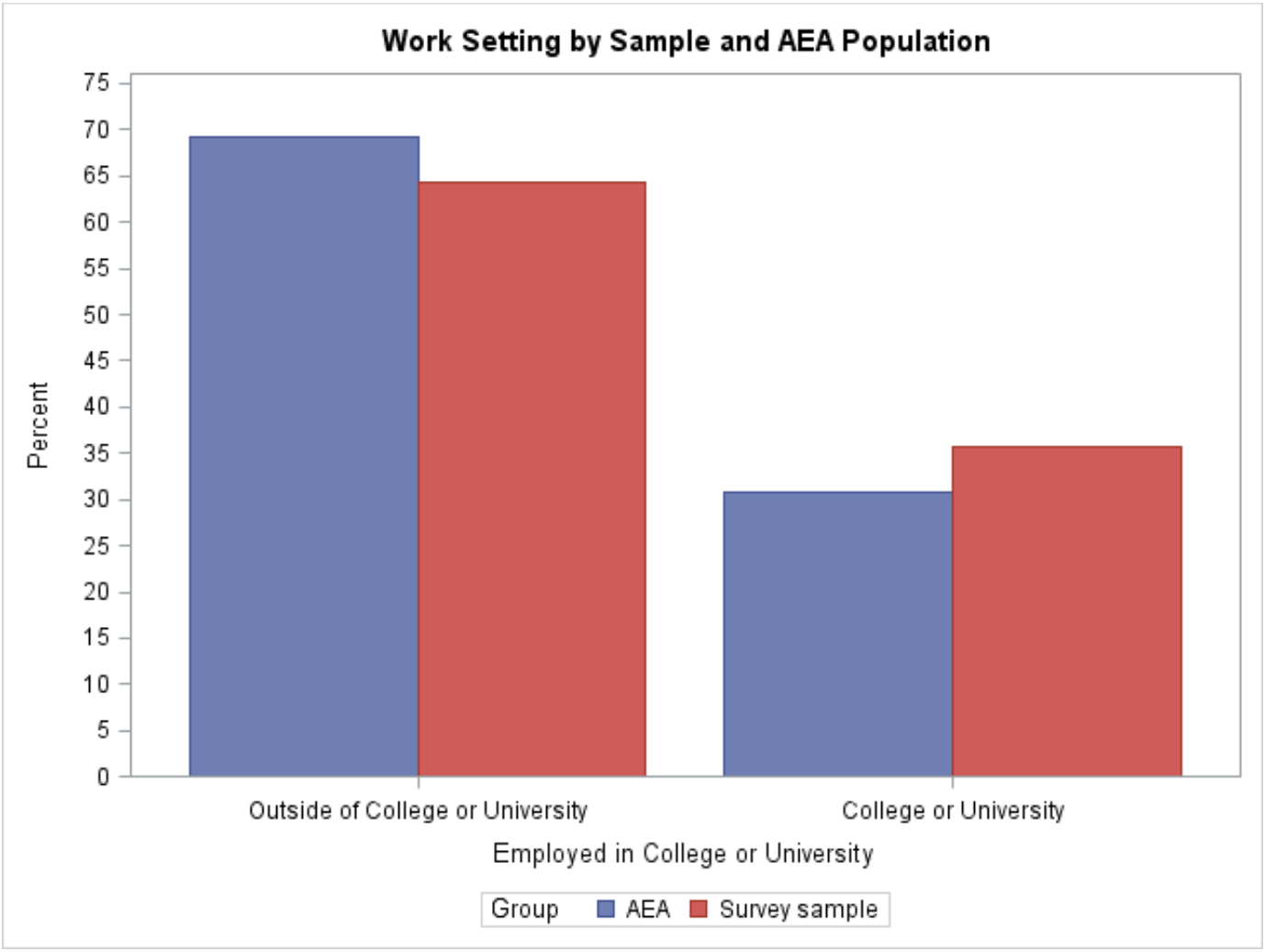
Little, R. J. A. (1988). A test of missing completely at random for multivariate data with missing values. *Journal of the American Statistical Association, 83*, 1198–1202. doi: 10.2307/2290157

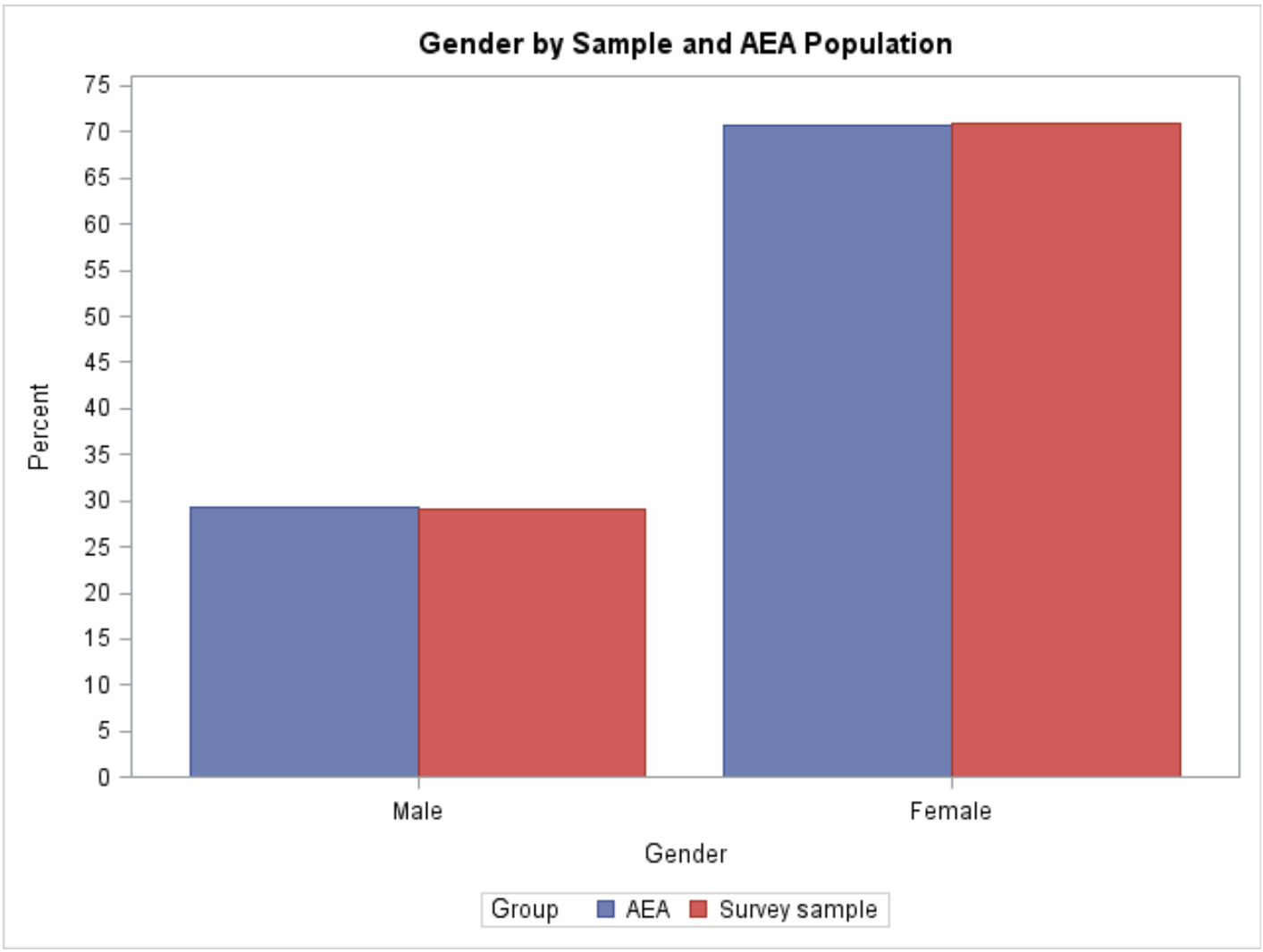
Appendix C
Bar Charts of AEA's and the Survey Sample's Background and Demographic Variables

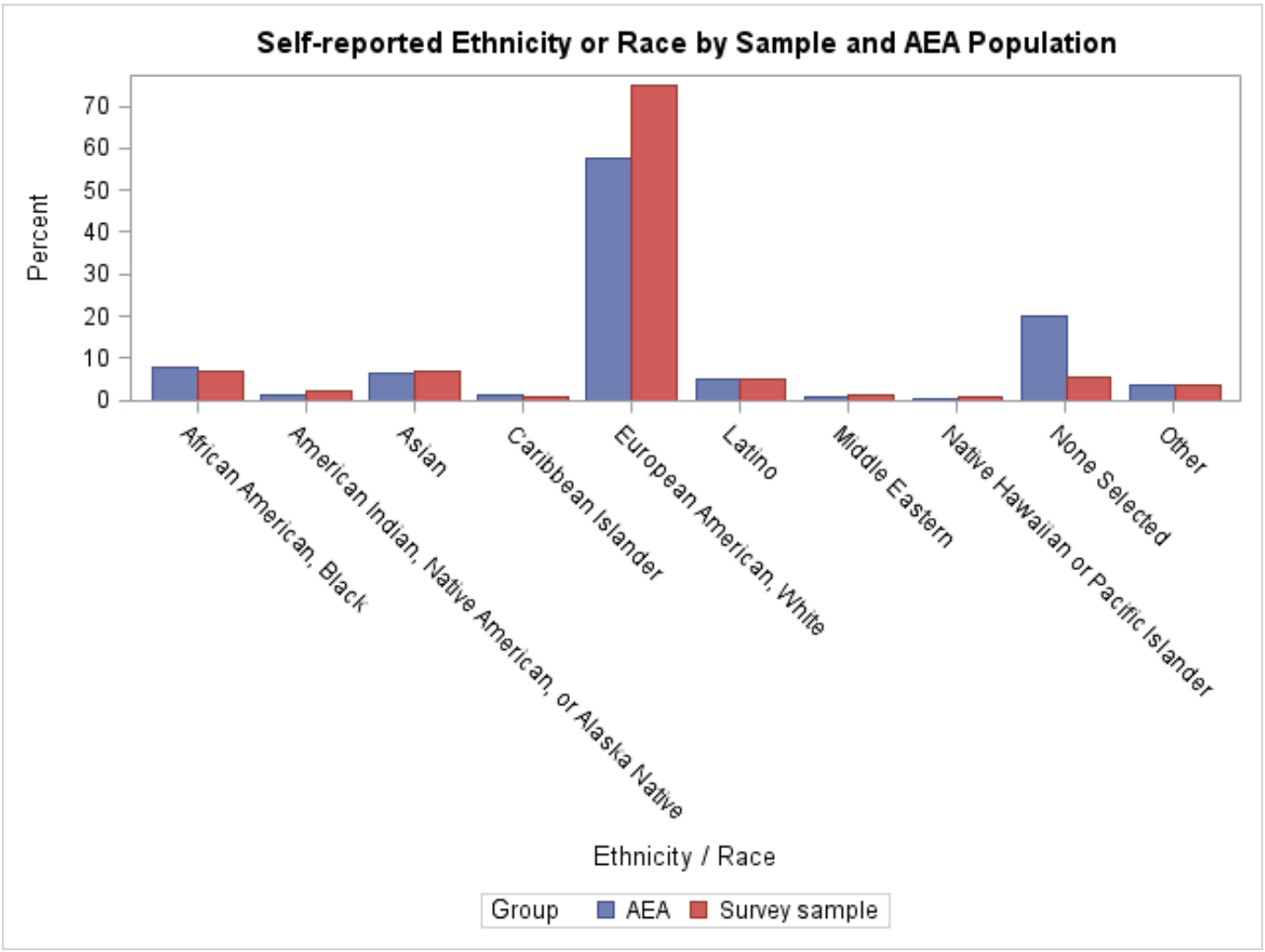
The following bar charts are to illustrate the degree of similarity between the sample (the respondents to the survey, $N = 1{,}093$) and a best-estimation of the target population (recent AEA members for which data were available, $N = 7{,}174$). The variables were selected based on available data from AEA.




Primary Professional Activity by Sample and AEA Population
Percent
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
Student
Research
Teaching
Evaluation
Management/Administration
Consulting
Other
Primary Professional Activity
Group
AEA
Survey sample


Work Setting by Sample and AEA Population
Percent
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
Outside of College or University
College or University
Employed in College or University
Group
AEA
Survey sample


Gender by Sample and AEA Population
Percent
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
Male
Female
Gender
Group
AEA
Survey sample


Self-reported Ethnicity or Race by Sample and AEA Population
Percent
70
60
50
40
30
20
10
0
African American, Black
American Indian, Native American, or Alaska Native
Asian
Caribbean Islander
European American, White
Latino
Middle Eastern
Native Hawaiian or Pacific Islander
None Selected
Other
Ethnicity / Race
Group
AEA
Survey sample