

Figure 1 PROFESSIONAL IMPACTS			
Category	Impacts	Indicators	Evidence
<i>Knowledge, Awareness Understanding</i>	ISE and HE professionals increase their understanding of each other's field of expertise.	<p>ISE and HE professionals describe new understandings of how to attract each other's primary audiences (e.g., visitors, undergraduate students)</p> <p>ISE and HE professionals describe knowledge (e.g., current research) and teaching strategies (e.g., using inquiry) they have learned from each other to engage audiences.</p>	<p>At least ½ of ISE and HE interviewees describe ways of engaging a specific audience that they learned from the other sector and incorporate in their daily work.</p> <p>At least ½ of ISE and HE interviewees name a piece of knowledge or teaching strategy they learned or improved on as a result of their collaboration with the other sector.</p>
<i>Knowledge, Awareness Understanding</i>	ISE and HE professionals increase their knowledge of how to plan for and evaluate the impact of their work.	<p>ISE and HE professionals define "evaluation" and "impact."</p> <p>ISE and HE professionals define "indicators" or "outcomes."</p>	<p>At least ½ of ISE and HE interviewees define "impact" and provide an example of an impact for a specific audience.</p> <p>At least ½ of ISE and HE interviewees define "indicator" and provide an example of a concrete and measurable indicator they want to achieve for a specific audience.</p>
<i>Attitude</i>	<p>HE and ISE professionals appreciate the value of each other's work and expertise.</p> <p>HE and ISE professionals not directly related to the project will realize the value of the formal / informal education collaboration.</p>	<p>HE and ISE professionals name ways in which the work and expertise of the other is important for advancing science education.</p> <p>HE and ISE professionals express a desire to continue working with each other on their civic engagement projects.</p> <p>HE and ISE professionals express an interest in creating a project with a HE (or ISE) professional.</p>	<p>At least ½ of HE and ISE interviewees name specific knowledge and skills that the other used to successfully engage audiences in science education.</p> <p>At least ½ of HE and ISE interviewees discuss concrete ways they will continue to work with each other to sustain their project.</p> <p>At least ½ of HE and ISE questionnaire respondents' attitude ratings about HE (or ISE) professionals are improved.</p> <p>At least ½ of HE and ISE questionnaire respondents indicate a desire to work with HE (or ISE) professionals.</p>