Dana Jayne Linnell, PhD

Formerly Dana Linnell Wanzer, PhD

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EDUCATION

PhD   Evaluation and Applied Research Methods   2015 – 2019
Claremont Graduate University, Claremont, CA
Dissertation: *Improving evidence use: The importance of relationship quality in research-practice partnerships*
Thesis: *Developmentally appropriate evaluations: How evaluation practices differ across age of participants*

MA   Positive Developmental Psychology   2013 – 2015
Claremont Graduate University, Claremont, CA

BA   Psychology & Music Education   2008 – 2013
California State University of Fullerton, Fullerton, CA

ACADEMIC POSITIONS

Assistant Professor of Psychology in Evaluation   Fall 2019 – Present
Department of Psychology, University of Wisconsin-Stout

- Teaches undergraduate and graduate level courses in the Department of Psychology in both the BS in Psychology and MS in Applied Psychology programs, including evaluation, research methods, statistics, interpersonal effectiveness training, and graduate-level seminars

Adjunct Faculty   Fall 2018 – Spring 2019
Department of Child and Adolescent Studies, California State University Fullerton

- Taught two courses in the BA in Child and Adolescent Studies major: Elements of Effective Professional Communication and Practicum Seminar in Child and Adolescent Development

Graduate Teaching Assistant   Fall 2015 – Fall 2018
Department of Behavioral and Organizational Studies, Claremont Graduate University

- Evaluation Procedures, Evaluation Practicum
- Structural Equation Modeling, Item Response Theory, Bayesian Statistics

Names in <u>underline</u> indicate undergraduate or master's students at the time of publication.

PUBLISHED

Linnell, D. J., & Montrosse-Moorhead, B. (2024). Navigating the boundaries between evaluators and similar applied professionals. *Evaluation, 30*(1), 138-161. https://psyarxiv.com/w9qvh/

Linnell, D. J., Hao, H., & McKlin, T. (2024). Choosing between the traditional and retrospective pretest: A tutorial for using measurement invariance testing in R. https://doi.org/10.17605/OSF.IO/TNXC5

Tovey, T., Smith, L., **Linnell, D. J.**, Wisner, D., & Coles, C. (2023). Explicitly integrating interpersonal skills in the evaluation curriculum. *New Directions for Evaluation, 2023*(177), 23-29. https://doi.org/10.1002/ev.20541

<u>Verheyden, M.</u>, <u>Burgraff, B.</u>, & **Wanzer, D. L.** (2022). Review of Nonprofit Program Evaluation Made Simple: Get Your Data. Show Your Impact. Improve Your Programs. (2021) by Chari Smith. *Evaluation and Program Planning, 92*. https://doi.org/10.1016/j.evalprogplan.2022.102101

Azzam, T., **Wanzer, D. L.**, Knight, C., & Codd, H. (2021). The manifestations of politics in evaluation: An exploratory study across the evaluation process. *Evaluation and Program Planning, 88*. https://doi.org/10.1016/j.evalprogplan.2021.101947

Wanzer, D. L. (2021). What is evaluation? Perspectives of how evaluation differs (or not) from research. *American Journal of Evaluation, 42*(1), 28-46. https://doi.org/10.1177/1098214020920710

Wanzer, D. L., Azzam, T., Jones, N., & Skousen, D. (2021). The role of titles in enhancing data visualizations. *Evaluation and Program Planning, 84.* https://doi.org/10.1016/j.evalprogplan.2020.101896

Wanzer, D. L. (2021). Qu'est-ce que l'évaluation? En quoi diffère-t-elle (ou non) de la recherche? In T. Delahais, A. Devaux-Spatarakis, A. Revillard, & V. Ridde (Eds.) *Évaluation: Fondements, controverses, perspectives*. Éditions Science et Bien Commun.

Wanzer, D. L. (2020). Dealing with a challenging student: Strategies from the Team-Based Learning Listserv. *National Teaching & Learning Forum, 30*(1), 3-5.

Jones, N., Azzam, T., **Wanzer, D. L.**, Skousen, D., Paige, C., & Sabarre, N. (2020). Enhancing the effectiveness of logic models. *American Journal of Evaluation, 41*(3), 452-470. https://doi.org/10.1177/1098214018824417

Wanzer, D. L., McKlin, T., Freeman, J., Magerko, B., & Lee, T. (2020). Promoting intentions to persist in computing: An examination of six years of the EarSketch Program. *Computer Science Education, 30*(4), 394-419. https://doi.org/10.1080/08993408.2020.1714313

Wanzer, D. L., Finley, K., Zarian, S., & Cortez, N. (2020). Experiencing flow while viewing art: Development of the Aesthetic Experience Questionnaire. *Psychology of Aesthetics, Creativity, and the Arts, 14*(1), 113-124. doi.org/10.1037/aca0000203 (Materials/postprint: https://osf.io/483mn/)

Wanzer, D. L., Postlewaite, E., & Zargarpour, N. (2019). Relationships among non-cognitive factors and academic performance: Testing the Consortium on Chicago School Research Model. *AERA Open, 5* (4). https://journals.sagepub.com/doi/full/10.1177/2332858419897275

McKlin, T., Lee, T., **Wanzer, D. L.**, Magerko, B., Edwards, D., Grossman, S., Bryans, E., & Freeman, J. (2019). Accounting for pedagogical content knowledge in a theory of change analysis. Proceedings of the ICER '19 ACM Technical Symposium on Computer Science Education, Toronto, ON.

https://doi.org/10.1145/3291279.3339412

McKlin, T., Lee, T., **Wanzer, D. L.**, Magerko, B., Edwards, D., Grossman, S., Bryans, E., & Freeman, J. (2019). Exploring the correlation between teacher pedagogical content knowledge and content knowledge in computer science classrooms. Proceedings of the ITiCSE '19 ACM Conference on Innovation and Technology in Computer Science Education, Aberdeen, Scotland, UK. https://doi.org/10.1145/3304221.3325556

McKlin, T., **Wanzer, D. L.**, Lee, T., Grossman, S., Edwards, D., Magerko, B., & Freeman, J. (2019). Implementing EarSketch: Connecting classroom implementation to student outcomes. Proceedings of the SIGCSE '19 50th ACM Technical Symposium on Computer Science Education, Minneapolis, MN. https://doi.org/10.1145/3287324.3287379

Wanzer, D. L., McKlin, T., Magerko, B., Edwards, D., & Freeman, J. (2019). Assessing the Attitudes Towards Computing Scale: A survey validation study. Proceedings of the SIGCSE '19 50th ACM Technical Symposium on Computer Science Education, Minneapolis, MN. https://doi.org/10.1145/3287324.3287369

McKlin, T., Magerko, B., Lee, T., **Wanzer, D. L.**, Edwards, D., & Freeman, J. (2018). Authenticity and personal creativity. How EarSketch affects student persistence. Proceedings of the SIGCSE '18: 49th ACM Technical Symposium on Computer Science Education, Baltimore, MD. doi.org/10.1145/3159450.3159523

PREPRINTS

Linnell, D. L., Hao, H., & McKlin, T. (2024). Choosing between the traditional and retrospective pretest: A guide to measurement invariance techniques in R. PsyArXiv. https://doi.org/10.17605/OSF.IO/TNXC5

Wanzer, D. L. (2018). Predictors of grit: A multilevel model examination of demographics and school experiences. PsyArXiv. https://doi.org/10.17605/OSF.IO/SYWGR

UNDER REVIEW

Linnell, D. J., Nolton, E. C., Moore, T. R., Harnar, M., & Mahato, S. (under review). Research on evaluation outside journal publications: An analysis of the American Evaluation Association's 2019 annual conference proposals.

Linnell, D. J. & Moore, T. R. (Accepted special issue; under review). *Open Science in Evaluation.* Special issue proposal for New Directions for Evaluation.

Aston, R., **Linnell, D. J.**, & Westine, C. (in prep). Moving Research on Evaluation (RoE) forward. *Special issue for New Directions for Evaluation.*

Linnell, D. J. (awaiting publication). Alternative grading in graduate level professional development seminars. *Chapter in a forthcoming book on alternative grading in psychology.*

IN PREPARATION

Smith, L., Tovey, L., & **Linnell, D. J.** (book proposal approved and in prep). *Being human: On integrating the personal and professional.*

Linnell, D. J., & Stachowski, A. (in prep). An additional eight years of research on evaluation: A systematic review of research evaluation published between 2015 and 2022.

Linnell, D. J., & Tilton, Z. (in prep). Current practices and perspectives of open science among evaluators.

Montrosse-Moorhead, B., & **Linnell, D. J.** (in prep). Values and valuing in evaluation.

GRANT APPLICATION ACTIVITY

National Science Foundation's Faculty Early Career Development Program (2024). CAREER: Developing a Research Agenda for Evaluation. Proposal application pending.

Changing Expectations (2019). Broadening Participation to Include African American and Hispanic Students with Disabilities in Computer Science Learning using Voice User Interface Project-Based Learning. *National Science Foundation, accepted $1,616,024*.

Changing Expectations (2019). EAGER: MAKER: Developing digital makers in the Coding Makerspace to include boys of color in computer science learning and cybersecurity workforce development. *National Science Foundation, accepted $300,000*.

Berry, T., & **Wanzer, D. L.** (2018). Improving evidence use: A mixed methods study examining relationship quality in research-practice partnerships. *Submitted to the William T. Grant Foundation, revise and resubmit.*

CONFERENCE PRESENTATIONS

Names in underline indicate undergraduate or Master's students at the time of publication.

Linnell, D. J. (2024). Designing high quality survey items (Professional development presentation). Midwest Psychological Association, Chicago, IL.

Prescher, M., Sulzle, K., **Linnell, D. J.**, & Stachowski, A. (2023). The story of research on evaluation (RoE): Continuing a thorough investigation on recent trends (Poster presentation). American Evaluation Association, Indianapolis, IN.

Linnell, D. J., Ali, A., De La Rosa Mateo, C., Teligman, M., & Evalu850 (2023). Introducing the AEA student evaluation case competition: A case of the Indiana storytelling organization (Panel presentation). American Evaluation Association, Indianapolis, IN.

Linnell, D. J. (2023). Applied psychology careers: Evaluation as a career opportunity (Professional development presentation). Midwestern Psychological Association, Chicago, IL.

Harnar, M., Nolton, E. C., Moore, T. R., Mahato, S., **Linnell, D. J.**, & Mark, M. (2022). (Re)shaping our understanding of research on evaluation (RoE) (Multipaper presentation). American Evaluation Association, New Orleans, LA.

Linnell, D. J. (2022). (Re)Shaping how we share evidence: Bringing open science practices to evaluation (Demonstration session). American Evaluation Association, New Orleans, LA.

Montrosse-Moorhead, B., **Wanzer, D.L.,** & Freise, L. (2022, June 9). *Lives on the boundaries: Evaluator role, identity, and self* [Paper presentation]. European Evaluation Society, Copenhagen, Denmark.

Latterell, N., Banchy, E., Prescher, M., Stachowski, A., & **Wanzer, D.** (2022, May 3). *A decade (plus five!) of published research on evaluation* [Oral presentation]. University of Wisconsin-Stout Research Day, Menomonie, WI, United States.

Prescher, M., Banchy, E., Latterell, N., Stachowski, A., & **Wanzer, D.** (2022, May 3). *Research on evaluation published in the Journal of MultiDisciplinary Evaluation: A decade + five years* [Poster presentation]. University of Wisconsin-Stout Research Day, Menomonie, WI, United States.

Wanzer, D. L. (2022, April 25-26). *Rethinking how we share evidence: Bringing open science to evaluation*

[Paper presentation]. Eastern Evaluation Research Society Annual Conference, virtual.

Wanzer, D. L. (2022, April 22 & 29). *Alternative grading practices: Ungrading, specifications grading, and more* [Oral presentation]. OPID Spring Conference, virtual.

Freise, L., Montrosse-Moorhead, B., & **Wanzer, D. L.** (2022). *Who are evaluators? (Re)defining who we are and what we do* [Paper presentation]. Annual Conference of the American Educational Research Association, San Diego, CA.

Freise, L., **Wanzer, D. L.**, & Montrosse-Moorhead, B. (2021). *I contain multitudes: (Re)defining who we are and what we do* [Paper presentation]. Annual Conference of the American Evaluation Association, virtual.

Teague, B. & **Wanzer, D. L.** (2021). *Perusall: Social reading helps students engage with course content and each other* [Oral presentation]. University of Wisconsin Learning Technology Development Council Virtual Showcase.

Schaefer, A., Roberts, N., Williams, V., Stachowski, A., & **Wanzer, D. L.** (2021). *The changes in research on evaluation in the American Journal of Evaluation over time* [Poster presentation]. University of Wisconsin-Stout Research Day.

Wanzer, D. L. (2021). *Who are evaluators? (Re)defining who we are and what we do* [Paper presentation]. University of Wisconsin-Stout Research Day.

Billman, J. A. H., **Wanzer, D. L.**, & Archibald, T. (2020). *Power and privilege in evaluation education*. Submitted to the Annual Conference of the American Evaluation Association (Conference Canceled)

Smith, T. L., Smith, L., & **Wanzer, D. L.** (2020). *Intentional space for development of interpersonally aware evaluators: A reflective examination of an interpersonal skills graduate course*. Submitted to the Annual Conference of the American Evaluation Association (Conference Canceled).

Moore, T. R., Nolton, E., Harnar, M., Mahato, S., & **Wanzer, D. L.** (2020). *Shining a light on research on evaluation (RoE) presented through the 2019 AEA Conference*. Submitted to the Annual Conference of the American Evaluation Association (Conference Canceled)

Wanzer, D. L., & Berry, T. D. (2020, Apr 17 - 21) *Improving evidence use: The Importance of relationship quality in research-practice partnerships* [Roundtable Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/s5onagc (Conference Canceled)

Wanzer, D. L., & Berry, T. D. (2020, Apr 17 - 21) *Differences in how evaluators and researchers approach partnerships with practitioners* [Paper Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/wgdgsy4 (Conference Canceled)

Wanzer, D. L. (2019). *How does evaluation differ from research? Perceptions from evaluators and researchers.* Paper in a panel presentation at the Annual Conference of the American Evaluation Association, Minneapolis, MN.

Wanzer, D. L., & Berry, T. (2019). *Promoting evaluation use: The importance of relationships, stakeholder involvement, and interdependence*. Paper presentation at the Annual Conference of the American Evaluation Association, Minneapolis, MN.

Wanzer, D. L., Keyes, D., Einspruch, E., McKlin, T., & Elliott, A. (2019). *Benefits of learning R: A guide to getting started individually and as an organization.* Panel presentation at the Annual Conference of the American Evaluation Association, Minneapolis, MN.

Wanzer, D. L., McKlin, T., & Hao, H. (2019). *Response or recall bias? Choosing between the true and retrospective pretest.* Paper presentation at the Annual Conference of the American Evaluation

Association, Minneapolis, MN.

Wanzer, D. L. (2019). *What is evaluation? And how does it differ from research*. Paper presentation at the Annual Conference of the Western Psychological Association, Pasadena, CA.

Wanzer, D. L. (2019). *What is evaluation? Perspectives of how evaluation differs (or not) from research*. Paper presentation at the Annual Conference of the American Educational Research Association, Toronto, ON, Canada.

Wanzer, D. L., Azzam, T., Jones, N., & Skousen, D. (2018). *"Title goes here:" How informational titles affect our visualizations*. Paper presentation at the Annual Conference of the American Evaluation Association, Cleveland, OH.

Azzam, T., **Wanzer, D. L.**, Knight, C., & Codd, H. (2018). *Investigating political situations in evaluation*. Paper presentation at the Annual Conference of the American Evaluation Association, Cleveland, OH.

Wanzer, D. L., Postlewaite, E., & Zargarpour, N. (2018). *Relationships among non-cognitive factors and academic performance: Testing the Consortium on Chicago School Research model*. Paper presentation at the Annual Conference of the American Educational Research Association, New York, NY.

Wanzer, D. L., & Berry, T. (2017). *Using vignettes to improve staff knowledge about program quality*. Paper presentation at the Annual Conference of the American Evaluation Association, Washington, D.C.

Zargarpour, N., & **Wanzer, D. L.** (2017). *From college access to success: Importance of psychosocial competencies for minority students in college*. Paper presentation for the American Educational Research Association 2017 Annual Conference, San Antonio, TX.

Wanzer, D. L., & Berry, T. (2016). *Designing evaluations differently for youth*. Paper presentation at the Annual Conference of the American Evaluation Association, Atlanta, GA.

Berry, T., & **Wanzer, D. L.** (2016). *Predictors of attendance in after-school programs: Utilization of Bronfenbrenner's bioecological framework*. Paper presentation at the Society for Research on Adolescence Biennial Meeting, Baltimore, MD.

Zargarpour, N., & **Wanzer, D. L.** (2015). *Research and evaluation utilizing the whole child framework: A college access program example*. Paper presentation at the Fourth World Congress of the International Positive Psychology Association, Orlando, FL.

Zargarpour, N., & **Wanzer, D. L.** (2015). *Beyond college acceptance: The value of intermediate and long-term outcomes in evaluating college access programs*. Paper presentation at the Annual Conference of the American Evaluation Association, Denver, CO.

Zargarpour, N., & **Wanzer, D. L.** (2014). *Six purposeful practices for college access/success*. Paper presentation at the Annual Conference of the California Educational Research Association, San Diego, CA.

EVALUATION PROJECTS

Evaluation Project Manager   2017 – 2019
My Brother's Keeper: Changing Expectations
> Implemented the evaluation of Changing Expectations Coding Makerspace, an NSF funded program developed to provide coding projects for young men of color, which involved student feedback and outcomes and providing feedback to the program for program improvement and reporting purposes.

Evaluation Consultant   2017 – 2019
EarSketch
> Provided statistical and report-writing services as an evaluation and statistics consultant for The

Findings Group in their NSF-funded evaluations of EarSketch, a computer science education program that teaches coding through music.

Evaluation Principal Investigator   2017 – 2019
Be Strong Resilience Program

Designing and implementing an evaluation of an elementary-level anti-bullying curricular program.

Evaluation Project Manager   2015 – 2019
After-School All-Stars, Los Angeles

Conducting yearly evaluations to measure fidelity of implementation and outcomes of the program, as well as provide capacity building services particularly in the areas of continuous quality improvement. Duties include: overseeing an evaluation team, training and overseeing an observation team, building evaluation capacity within the organization, creating and conducting surveys and focus groups, qualitative and quantitative analyses, report writing.

Evaluation Project Manager   2015 – 2017
Extended Learning Opportunities at Montebello Unified School District

Conducted yearly evaluations to measure fidelity of implementation and outcomes of the program. Duties included: overseeing an evaluation team, training and overseeing an observation team, assisting the organization in creation and maintenance of a continuous quality improvement system, survey development, qualitative and quantitative analyses, report writing.

Evaluation Project Manager   2015 – 2017
Bright Prospect – Quasi-Experimental Evaluation

Designed and began implementing a six-year, dual-cohort, matched comparison quasi-experimental study utilizing archival data analysis and survey methodology.

Evaluation Project Manager   2015 – 2017
Bright Prospect – Evaluation

Conducted follow-up analyses of a previous quasi-experimental evaluation. Duties included: collecting updated National Student Clearinghouse data, quantitative analyses, report writing.

Evaluation Associate   2014 – 2017
Pomona Regional Learning Collaborative

Assisted in implementation of a collaborative to engage key educational leaders in the region to advance college and career readiness and success among students in Pomona Unified School District.

Evaluation Associate   2014 – 2015
After-School All-Stars, Los Angeles

Assisted in evaluation involving fidelity of implementation and embedded research on predictors of attendance in after-school programs. Duties included: literature review, survey creation, quantitative analyses, report writing.

Evaluation Associate   2014 – 2015
Bright Prospect – Ethnographic Evaluation

Assisted in implementation of an ethnographic theory-driven evaluation study. Duties included: developing and conducting focus groups and interviews, observations of program events, qualitative analysis, report writing.

TECHNICAL REPORTS

Ali, A. Hamai, T., **Linnell, D.**, De Sole, N., & Grays, Z. (2024). TIG Scan Report. American Evaluation Association.

Berry, T., **Wanzer, D. L.**, Hite, B., & Rishe, K. (2018). *An evaluation of After-School All-Stars, Los Angeles: Final*

report 17-18. Claremont Evaluation Center.

McKlin, T., **Wanzer, D. L.**, Lee, T., & Bryans, E. (2018). *Evaluation of EarSketch: Year four*. The Findings Group.

Wanzer, D. L., & McKlin, T. (2018). *Evaluation of Changing Expectations Coding Makerspace*. The Findings Group.

Berry, T., **Wanzer, D. L.**, Hite, B., & Carcamo, W. (2017). *An evaluation of After-School All-Stars, Los Angeles: Final report 16-17.* Claremont Evaluation Center.

Berry, T., **Wanzer, D. L.**, Hite, B., & Carcamo, W. (2017). *An evaluation of Montebello Unified School District's Extended Learning Opportunity Program: Final report 16-17.* Claremont Evaluation Center.

McKlin, T., **Wanzer, D. L.**, Lee, T., & Bryans, E. (2017). *Evaluation of EarSketch: Year three*. The Findings Group.

Zargarpour, N., & **Wanzer, D. L.** (2017). *An evaluation of Bright Prospect: Phase 1 Follow-up Evaluation 2015-16*. Claremont Evaluation Center.

Zargarpour, N., **Wanzer, D. L.** & Zhang, E. J. (2017). *An evaluation of Bright Prospect: Phase 3 Evaluation Interim Update 2015-16*. Claremont Evaluation Center.

Berry, T., **Wanzer, D. L.**, & Mere, N. (2016). *An evaluation of Montebello Unified School District's Extended Learning Opportunity Program: Final report 15-16*. Claremont Evaluation Center.

Berry, T., **Wanzer, D. L.**, & Hite, B. (2016). *An evaluation of After-School All-Stars, Los Angeles: Final report 15-16.* Claremont Evaluation Center.

Berry, T., **Wanzer, D. L.**, Sloper, M., & Rykaczewska, A. (2015). *An evaluation of After-School All-Stars, Los Angeles: Final report 14-15.* Claremont Evaluation Center.

Berry, T., Miranda, B., **Linnell (Wanzer), D. J.**, & Lamar, K. (2014). *An evaluation of Afterschool All-stars, Los Angeles: Final report 13-14.* Claremont Evaluation Center.

Zargarpour, N., Csikszentmihalyi, M., Marino, B., Moore, W., & **Linnell (Wanzer), D. J.**, (2014). *Bright Prospect ethnographic report: Effective principles of practice for college access and persistence.* Claremont Evaluation Center.

CONSULTING

Evaluation & Research Consultant   2017 – Present
Dana Linnell Consulting, Menomonie, WI

> Providing project management, data analysis, data visualization, and report-writing services for a variety of organizations, typically in youth development.

Evaluation and Statistics Consultant   2017 –2019
The Findings Group, Atlanta, GA

> Provided project management, data analysis, data visualization, and report-writing services for The Findings Group, an evaluation firm that provides research and evaluation services to primarily STEM and Computer Science Education programs.

Lab Manager   2017 –2018
Claremont Evaluation Center, Claremont, CA

> Managed the lab of Youth Developmental Evaluation (YD Eval) lab under the direction of Dr. Tiffany Berry in the Claremont Evaluation Center at Claremont Graduate University.

Senior Research and Evaluation Associate   2014 –2018
Claremont Evaluation Center, Claremont, CA

Managed multiple evaluation projects of youth programs. Duties included: managing multiple evaluation associates in completing evaluation tasks, developing evaluation proposals, managing project timelines, creating evaluation budgets, communication with stakeholders, and more.

Research and Evaluation Associate   2013 – 2014
Claremont Evaluation Center, Claremont, CA

Assisted in numerous evaluation projects of youth programs. Duties included: site observations, focus groups, survey design, data collection and analysis, and report writing, design, and formatting.

COURSES TAUGHT

GRADUATE COURSES

These are courses taught in the MS in Applied Psychology program at UW-Stout.

Course name	Semesters Taught	Modalities Taught
PSYC 750 – Foundations of Evaluation	Fall 2019, 2020, 2021, Spring 2023	In-person
PSYC 751 – Applications of Evaluation	Spring 2020, 2021, 2022, Fall 2023	In-person
PSYC 790 – Research Design and Analysis I	Fall 2019, 2020, 2021, 2022, 2023	In-person, online sync, online async
PSYC 570 – Interpersonal Effectiveness Training	Summer 2020, Summer 2021, Spring 2022	In-person, online sync
PSYC 710 – Introduction to Applied Psychology	Fall 2022, 2023	In-person
PSYC 711 – Professional Issues in AP	Spring 2023	In-person
PSYC 712 – Career Development in AP	Fall 2022, 2023	In-person

UNDERGRADUATE COURSES

These are courses taught in the BS in Psychology program at UW-Stout.

Course name	Semesters Taught	Modalities Taught
PSYC 110 – Introduction to Psychology	Fall 2019, Spring 2020, Fall 2020, Spring 2021	In-person, online async, hybrid
PSYC 190 – Psychological Research Methods	Fall 2021, Spring 2024	In-person
PSYC 290 – Interpreting Psychological Research	Spring 2020, Spring 2023, Summer 2023, Spring 2024	In-person, online sync, online async
PSYC 370/570 – Interpersonal Effectiveness Training	Fall 2020, Fall 2021, Spring 2022, Fall 2023, Spring 2024	In-person, hybrid

These were courses taught in the BS in Child and Adolescent Development program at CSU Fullerton.

Course name	Semesters Taught	Modalities Taught
CAS 300 – Elements of Effective Professional Communication	Fall 2018	In-person
CAS 394 – Introductory Practicum in Child and Adolescent Studies	Spring 2019	In-person

SUPERVISED PROJECTS

SUPERVISED EVALUATION PROJECTS: MS APPLIED I/O PSYCHOLOGY   2019 – Present

1. Sulzle, K., Krueger, H., Vuttarapally, S., & Alzahrani, K. (2023). Stoutward Bound.
2. Banchy, E., Burgraff, B. J., Deacon, A., Holmes, C., & Prescher, M. (2022). Stepping Stones of Dunn

County.
3. Luehring, J., Doucette, M., Krikorian, S., & Wade, T. (2021). Dunn County Partnership for Youth.
4. Helbach, A., O'Connell, A., & Gross, K. (2021). United Way of Dunn County.
5. Kietzman, S., Riley, A., Sulzle, C., & Verheyden, M. (2021). UW-Stout Police Department.
6. Wenzel, B., Zackrison, M., & Librande, V. (2020). Boys and Girls Club Menomonie.
7. Bertram, A., Flud, T., Foster, M., & Frenn, E. (2020). Andersen.
8. Coles, C., Hanson, R., & Albaraidi, O. (2020). United Way of Dunn County.
9. Waletzko, J., Miller, R., & McDonald, Z. (2020). WestCAP.

SUPERVISED THESES: MS APPLIED PSYCHOLOGY   2019 – Present
1. Wade, T. (2023). University of Wisconsin Systems Counseling and Telecounseling: Moving forward. https://minds.wisconsin.edu/handle/1793/84883
2. Verheyden, M. (2022). Evaluation of the new employee onboarding training program.
3. Albaraidi, O. (2022). The validity of the Arabic Version of the 15-item Multidimensional State Boredom Scale (MSBS-15) in the Workplace Context. https://minds.wisconsin.edu/handle/1793/83555
4. Waletzko, J. (2021). Social Loafing and Team-Based Learning: Assessing Whether Team-Based Learning Practices are Related to Reduced Perceived Social Loafing.
5. Lucchesi, C. (2020). Market assessment of the Chippewa Valley. https://minds.wisconsin.edu/bitstream/handle/1793/81329/2020lucchesic.pdf

SUPERVISED INDEPENDENT RESEARCH PROJECTS: BS PSYCHOLOGY   2021 – Present
1. Diarrassouba, K. (2024). Motivation among grading practices. *McNair Scholars Project*.
2. Derks, S. (2024). Music genre and emotional responses. *Honors project.*
3. Schaefer, A. G. (2021). The changes in research on evaluation in the American Journal of Evaluation over time. *Independent research project for PSYC 480 and PSYC 481*.

WORKSHOPS, WEBINARS, AND INVITED TALKS

Improving your survey questions to improve your results. Invited keynote for the Lumivero Conference. September 2023. https://lumivero.com/lumivero-virtual-conference-2023-registration-page/

Ungrading and the logic of evaluation. Invited talk for the EvaLab at University of Illinois. September 2022.

Getting started with Research on Evaluation. Webinar for the Research on Evaluation TIG. April 2022.

Definitional problems in the field of evaluation: Evaluation, research, research on evaluation, and more. Invited talk for Eval Café at Western Michigan University. February 2022. https://youtu.be/yfxfHPw51f4

What is evaluation and how does it differ from research? Webinar for Le cycle de séminaires for Méthodes et approches en évaluation. April 2021. https://www.youtube.com/watch?v=f0lQ4yphaIg

Intermediate skills in R: Analyzing and reporting inferential statistics. Workshop for the American Evaluation Association. January 2021.

Inferential statistics in R. An online course through R for the Rest of Us. September 2020.

Whole-Hearted Interpersonal Practices. Three-part webinar with Libby Smith for Minnesota Evaluation Association. August 2020.

Getting Started with Zotero. Online webinar: Slides and Video recording. January 6, 2020.

Using R for data cleaning and manipulation. Workshop for Claremont Graduate University. January 22, 2018.

Effective Data Visualization. Workshop for Davis Research. May 21, 2018.

Using data visualization to communicate research to practitioners. Workshop for the Social Science Research

Center at California State University, Fullerton. February 12, 2018.

Data visualization. Workshop for the Talent Science Lab at Claremont Graduate University. November 14, 2017.

Improving youth voice in evaluations: Strategies for collecting better survey data from youth. Demonstration session at the AEA annual conference, Washington, D.C. November 10, 2017.

SERVICE

TO THE FIELD

Journal Editor

American Journal of Evaluation: Associate Editor	2023 – Present
American Journal of Evaluation: Methods Note Co-Section Editor	2020 – 2023

Reviewer

Open Education Studies	2020 – Present
Society for the Teaching of Psychology – Prospective Teaching Resources	2019 – Present
Journal of MultiDisciplinary Evaluation	2019 – Present
American Journal of Evaluation	2018 – Present
Canadian Journal of Program Evaluation	2018 – Present

American Evaluation Association (AEA) Service

Student Evaluation Case Competition Working Group member and chair	2022 – Present
Presidential Strand Review Committee	2021 – Present
TIG Scan Task Force Member	2020 – Present
Conference Advisory Group Member	2018 – Present
Research on Evaluation TIG Program Co-Chair (with Kathleen Doll)	2019 – 2021

Chair/Discussant

American Educational Research Association (AERA)	2019 – Present
American Evaluation Association (AEA)	2017 – Present

Conference Proposal Reviewer

American Educational Research Association (AERA)	2017 – Present
American Evaluation Association (AEA)	2016 – Present
International Positive Psychology Association (IPPA)	2014 – 2018

TO THE UNIVERSITY

Committees

Accelerated Programs Process Improvement Committee	2023
Graduate Council	2022 – Present
CAHS Council	2022 – Present
CEHHHS and CACHSS Bylaws Revision Committee	Summer 2022
CEHHHS Governance Council	2022 – Present
Graduate Education Committee (Chair 2023-24)	2021 – Present
Stout Kaizen Baldridge committee	2019 – 2020

Other Service to the University

AAC&U Open Education Resources (OER) Institute	2023 – Present
Engagement and "You Said, We Did" sessions facilitator	2020 – Present

| Inclusive Excellence theory of change revision | 2020 – 2021 |

Nakatani Teaching and Learning Center (NTLC)

Coordinated pilot program of Hypothes.is	2022 – Present
Facilitated Sharing Community – Hypothes.is	2022 – Present
Facilitated Sharing Community – Alternative Grading Practices	2021 – 2022
Supervised evaluation project of faculty perceptions of NTLC	2019 – 2020

TO THE DEPARTMENT

Program Director, MS in Applied Psychology program   Summer 2022 – Present
Department of Psychology, University of Wisconsin-Stout

- Directed the MS in Applied Psychology program, providing guidance and support to current and prospective students and the department chair regarding the program
- Responsible for marketing, recruiting, and promoting the MSAP program internally and externally

Committees and Working Groups

Search for Clinical/Counseling Psychology Professor	2023 – Present
MS Applied Psychology program revision work group	2021 – 2022
BS Psychology assessment tool revision work group	2021 – 2022
Observation tool revision work group	2021 – 2022
Intro Psychology work group	2021 - 2022
Curriculum Committee (chair 20-21, 23-24)	2019 – Present

Student Advisement

| MS in Applied Psychology major advisement (32 students) | 2019 – Present |
| BS in Psychology major advisement (30 students) | 2019 – Present |

PUBLIC ENGAGEMENT AND OUTREACH

RESEARCH AND EVALUATION BLOG

http://danawanzer.com/ 72k views and 53k unique visitors as of September 2022. Popular posts:
- What is the developmental context? And why is it important to evaluation? (14k views)
- How I use Notion for Project Management (12k views)
- Evaluation is not applied research (6k views)
- Amazon Mechanical Turk (MTurk) and TurkPrime 101 (4.6k views)
- Adventures in teaching: Visual syllabus (2.8k views)

OPEN EDUCATIONAL RESOURCES

- **Wanzer, D.L.** (2022) Statistics with jamovi. Textbook, CC-BY-SA license.

AEA365 BLOG CONTRIBUTOR

- RoE TIG Week: Who is doing Research on Evaluation, and Where is it? (8/1/23)
- RoE TIG Week: Research, Evaluation, Research ON Evaluation?! (7/30/23)
- ToE Week: Effective presentations (01/14/2022)
- ToE Week: Applying progressive pedagogy to how I teach (07/19/21)

- [R Week: Using R to Create and Update Reports](#) (11/30/19)
- [What is evaluation? And how does it differ from research?](#) (5/22/19)
- [The importance of high quality relationships for promoting use](#) (5/9/18)
- [Benefits of joining the #EvalTwitter universe](#) (3/11/18)
- [Importance of measuring participants' reasons for being in the program](#) (12/1/16)
- [Embedding continuous quality improvement throughout organizations](#) (11/28/16)

PODCASTS

- Host of [Evaluland](#), an evaluation podcast with 7.5k total downloads as of September 2022.
- Guest on EvalNetwork (2021): [What's the difference between research and evaluation](#)
- Guest on The Glass Frog (2019): [Training Future Evaluators](#)
- Guest on Eval Café (2017): [Episode 8: #Eval – The Twittering](#)

OPINION EDITORIALS (OP-EDS)

- **Wanzer, D. L.** (2017). [Predicting Grit: Analysis of YouthTruth Data Offers Surprising Insights](#)
- Chatlani, S. (2017). [How can educators measure and predict grit in their students?](#)
- De La Rosa, S. (2019). [Is productive struggle the secret sauce in learning?](#)

HONORS AND AWARDS

UW-Stout Outstanding Emerging Researcher Award	2024
AEA Marcia Guttentag Promising New Evaluator Award	2023
UW-Stout Outstanding Teaching Award	2022 – 2023
UW-Stout Outstanding Graduate Faculty Award	2020 – 2021
UW-Stout CEHHHS Maybelle Ranney Price Professorship	2020 – 2021
AERA Division H Outstanding Dissertation Award	2020
Larry & Jane Rosen Evaluation Fellowship	2018
Claremont Graduate University Graduate Student Council Travel and Material Awards	2016 – 2018
Claremont Graduate University Dean's Travel Award	2015 – 2018
Jenness Hannigan Research Fellowship	2019
American Evaluation Associate Travel Award	2017
Dale Berger Award for Achievement in Statistics	2017
Departmental Citizenship Award	2014