

# Dana Jayne Linnell, PhD

Formerly Dana Linnell Wanzer, PhD

Department of Psychology • University of Wisconsin-Stout • Menomonie, WI  
<https://danalinnell.com/> • [dana@danalinnell.com](mailto:dana@danalinnell.com) • (760) 835-3604

## TABLE OF CONTENTS (click me!)

Education .....	1	Consulting .....	8
Academic positions.....	1	Courses taught .....	9
Peer-reviewed publications .....	2	Supervised projects .....	9
Grant application activity .....	4	Workshops, webinars, and Invited Talks .....	10
Conference presentations .....	4	Service .....	10
Evaluation projects.....	6	Public engagement and outreach.....	12
Technical reports.....	7	Honors and awards.....	13

## EDUCATION

<b>PhD</b>	Evaluation and Applied Research Methods Claremont Graduate University, Claremont, CA <a href="#">Dissertation</a> : <i>Improving evidence use: The importance of relationship quality in research-practice partnerships</i> <a href="#">Thesis</a> : <i>Developmentally appropriate evaluations: How evaluation practices differ across age of participants</i>	2015 – 2019
<b>MA</b>	Positive Developmental Psychology Claremont Graduate University, Claremont, CA	2013 – 2015
<b>BA</b>	Psychology & Music Education California State University of Fullerton, Fullerton, CA	2008 – 2013

## ACADEMIC POSITIONS

<b>Associate Professor of Psychology, with tenure</b>	Fall 2025 – Present
<b>Assistant Professor of Psychology</b>	Fall 2019 – Summer 2025
Department of Psychology, University of Wisconsin-Stout	
<ul style="list-style-type: none"><li>Teaches undergraduate and graduate level courses in the Department of Psychology in both the BS in Psychology and MS in Applied I/O Psychology programs, including evaluation, research methods, statistics, interpersonal effectiveness training, psychometrics, and graduate-level seminars</li></ul>	
<b>Adjunct Faculty</b>	Fall 2018 – Spring 2019
Department of Child and Adolescent Studies, California State University Fullerton	
<ul style="list-style-type: none"><li>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</li></ul>	
<b>Graduate Teaching Assistant</b>	Fall 2015 – Fall 2018
Department of Behavioral and Organizational Studies, Claremont Graduate University	
<ul style="list-style-type: none"><li>Evaluation Procedures, Evaluation Practicum</li><li>Structural Equation Modeling, Item Response Theory, Bayesian Statistics</li></ul>	

## PEER-REVIEWED PUBLICATIONS

Names in underline indicate UW-Stout undergraduate or master's students at the time of publication.

### PUBLISHED

- Linnell, D. J.**, Nolton, E. C., Moore, T. R., Harnar, M., & Mahato, S. (2025). Research on evaluation outside journal publications: An analysis of proposals accepted for the 2019 American Evaluation Association's 2019 annual conference. *Journal of MultiDisciplinary Evaluation*, 21(51), 1-17. <https://doi.org/10.56645/jmde.v21i51.995>
- Aston, R., **Linnell, D. J.**, & Westine, C. (2025). Editors' notes: Moving research on evaluation forward. *New Directions for Evaluation*, 187, 7-11. <https://doi.org/10.1002/ev.70003>
- Linnell, D. J.**, & Stachowski, A. (2025). The next 7 years of published research on evaluation: A follow-up of Coryn et al. (2017). *New Directions for Evaluation*, 187, 13-20. <https://doi.org/10.1002/ev.70007>
- Linnell, D. J.** & Moore, T. R. (2025). Editors' notes: Incorporating open science into evaluation. *New Directions for Evaluation*, 184, 7-15. <https://doi.org/10.1002/ev.20628>
- Linnell, D. J.**, & Tilton, Z. (2025). Open science practices among evaluators: A survey of AEA members. *New Directions for Evaluation*, 184, 17-27. <https://doi.org/10.1002/ev.20622>
- Linnell, D. J.** (2024). Alternative grading in graduate-level professional development seminars. In D. Buffalari, E. Carpenter, & K. Skogsberg (Eds), *Getting started with alternative grading in the psychology classroom: Rationale and resources* (pp. 41-56). The Society for the Teaching of Psychology. <https://teachpsych.org/ebooks/altgrading>
- 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/>
- 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>
- Verheyden, M., Burgraff, B., & **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, contreverses, 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](https://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 50<sup>th</sup> 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](https://doi.org/10.1145/3159450.3159523)

## PREPRINTS

**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>

**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

## IN PREPARATION

**Linnell, D. J.**, & Green, E. (in prep). Needs assessment for psychological lab.

Maternowski, K., Green, J., & **Linnell, D. J.** (in prep). Trust in HR scale development.

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

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 rejected.

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 UW-Stout undergraduate or Master's students at the time of publication.*

1. **Linnell, D. J.** (2025). Zoom and the art of interpersonal maintenance: Teaching interpersonal skills in-person and online (Poster). Society for the Teaching of Psychology, Minneapolis, MN.
2. **Linnell, D. J.**, Lovejoy, C., & Green, E. (2025). One step at a time: Scaffolding the research methods proposal (Poster). Society for the Teaching of Psychology, Minneapolis, MN. *Received 1<sup>st</sup> Place in the Teaching Implications category.*
3. **Linnell, D. J.** (2025). Creating OER: Describing the implementation of a psychology statistics textbook (Presentation). Effordability Summit, Menomonie, WI.
4. **Linnell, D. J.** & Tilton, Z. (2024). Current practices and perspectives of open science among evaluators (Paper presentation). American Evaluation Association, Portland, OR.
5. Yessis, J., Ali, A., Johnson, M., Keney, G., **Linnell, D. J.**, Mumford, S., Crumly-Goodwin, B., De La Rosa Mateo, C., Gautam, R. S., Morell, J. A., Polush, E. (2024). Navigating the role of hosting student evaluation case competitions: Learning from the experience (Roundtable). American Evaluation Association, Portland, OR.
6. Espelien, D., **Linnell, D. J.**, Montrosse-Moorhead, B., Reid, A. M., Avent, C. M., Orozco, G. A., du Bruyn, O. O. (2024). What does it mean to be an evaluator? (Roundtable). American Evaluation Association, Portland, OR.
7. **Linnell, D. J.** (2024). Designing high quality survey items (Professional development presentation). Midwest Psychological Association, Chicago, IL.
8. 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.
9. **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.
10. **Linnell, D. J.** (2023). Applied psychology careers: Evaluation as a career opportunity (Professional development presentation). Midwestern Psychological Association, Chicago, IL.
  11. 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.
  12. **Linnell, D. J.** (2022). (Re)Shaping how we share evidence: Bringing open science practices to evaluation (Demonstration session). American Evaluation Association, New Orleans, LA.
  13. 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.
  14. 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.
  15. 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.
  16. **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.
  17. **Wanzer, D. L.** (2022, April 22 & 29). *Alternative grading practices: Ungrading, specifications grading, and more* [Oral presentation]. OPID Spring Conference, virtual.
  18. 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.
  19. 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.
  20. 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.
  21. 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.
  22. **Wanzer, D. L.** (2021). *Who are evaluators? (Re)defining who we are and what we do* [Paper presentation]. University of Wisconsin-Stout Research Day.
  23. **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)
  24. **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)
  25. **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.
  26. **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.
  27. **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.

28. **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.
29. **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.
30. **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.
31. **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.
32. 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.
33. **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.
34. **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.
35. 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.
36. **Wanzer, D. L.**, & Berry, T. (2016). *Designing evaluations differently for youth*. Paper presentation at the Annual Conference of the American Evaluation Association, Atlanta, GA.
37. 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.
38. 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.
39. 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.
40. 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 with an evaluation team, provided capacity building services particularly in the areas of continuous quality improvement.

**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 with an evaluation team.

**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 while overseeing an evaluation team.
- Research and Evaluation Associate** 2013 – 2014  
*Claremont Evaluation Center, Claremont, CA*  
 Assisted in numerous evaluation projects of youth programs.

## COURSES TAUGHT

### GRADUATE COURSES

These are courses taught in the [MS in Applied I/O Psychology](#) program at UW-Stout.

Course name	Modalities Taught
PSYC 370/570 – Interpersonal Effectiveness Training	In-person, Online sync, Online async
PSYC 450/650 – Foundations of Evaluation (previously 750)	In-person
PSYC 600 – Science Communication	Online Async
PSYC 710 – Introduction to Applied Psychology	In-person
PSYC 711 – Professional Issues in AP	In-person, Hybrid
PSYC 712 – Career Development in AP	In-person, Hybrid
PSYC 751 – Applications of Evaluation	In-person
PSYC 752 – Practicum in Applied Psyc	In-person
PSYC 790 – Research Design and Analysis I	In-person, Online sync, Online async
PSYC 793 – Psychometrics of Test Construction	In-person
PSYC 890 – Internship	Online async

### UNDERGRADUATE COURSES

These are courses taught in the [BS in Psychology](#) program at UW-Stout.

Course name	Modalities Taught
PSYC 110 – Introduction to Psychology	In-person, online async, hybrid
PSYC 190 – Psychological Research Methods	In-person
PSYC 290 – Interpreting Psychological Research	In-person, online sync, online async

These were courses taught in the [BS in Child and Adolescent Development](#) program at CSU Fullerton.

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

## SUPERVISED PROJECTS

### SUPERVISED EVALUATION PROJECTS: MS APPLIED I/O PSYCHOLOGY

2019 – Present

1. Class-wide project for UW-Stout's Study Abroad program (2025).
2. Sulzle, K., Krueger, H., Vuttarapally, S., & Alzahrani, K. (2023). Stoutward Bound.
3. Banchy, E., Burgraff, B. J., Deacon, A., Holmes, C., & Prescher, M. (2022). Stepping Stones of Dunn County.
4. Luehring, J., Doucette, M., Krikorian, S., & Wade, T. (2021). Dunn County Partnership for Youth.
5. Helbach, A., O'Connell, A., & Gross, K. (2021). United Way of Dunn County.
6. Kietzman, S., Riley, A., Sulzle, C., & Verheyden, M. (2021). UW-Stout Police Department.
7. Wenzel, B., Zackrison, M., & Librande, V. (2020). Boys and Girls Club Menomonie.
8. Bertram, A., Flud, T., Foster, M., & Frenn, E. (2020). Andersen.
9. Coles, C., Hanson, R., & Albaraidi, O. (2020). United Way of Dunn County.
10. Waletzko, J., Miller, R., & McDonald, Z. (2020). WestCAP.

### SUPERVISED THESES: MS APPLIED (I/O) 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**

1. *Interpersonal communication for HR professionals*. Guest lecture for Human Resource Management course by Dr. Thom. November 2025.
2. *Getting started with research on evaluation*. Invited talk for Michigan State University. October 2024. [https://mediaspace.msu.edu/media/Getting%20Started%20with%20Research%20on%20Evaluation/1\\_trc94hy0](https://mediaspace.msu.edu/media/Getting%20Started%20with%20Research%20on%20Evaluation/1_trc94hy0)
3. *Conflict management training*. Workshop for UW-Stout Professional Development. November 2024.
4. *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/>
5. *Ungrading and the logic of evaluation*. Invited talk for the EvaLab at University of Illinois. September 2022.
6. *Getting started with Research on Evaluation*. Webinar for the Research on Evaluation TIG. April 2022.
7. *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/yfxHfPw51f4>
8. *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=f0lQ4yphalg>
9. *Intermediate skills in R: Analyzing and reporting inferential statistics*. Workshop for the American Evaluation Association. January 2021.
10. *Inferential statistics in R*. An online course through [R for the Rest of Us](#). September 2020.
11. *Whole-Hearted Interpersonal Practices*. Three-part webinar with Libby Smith for Minnesota Evaluation Association. August 2020.
12. *Getting Started with Zotero*. Online webinar: [Slides](#) and [Video recording](#). January 6, 2020.
13. *Using R for data cleaning and manipulation*. Workshop for Claremont Graduate University. January 22, 2018.
14. *Effective Data Visualization*. Workshop for Davis Research. May 21, 2018.
15. *Using data visualization to communicate research to practitioners*. Workshop for the Social Science Research Center at California State University, Fullerton. February 12, 2018.
16. *Data visualization*. Workshop for the Talent Science Lab at Claremont Graduate University. November 14, 2017.
17. *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

### 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 – 2024
Conference Advisory Group Member (co-chair starting in 2024)	2018 – Present
Research on Evaluation TIG Program Co-Chair (with Kathleen Doll)	2019 – 2021

### Chair/Discussant

Midwest Psychological Association	2024 – Present
American Educational Research Association (AERA)	2019
American Evaluation Association (AEA)	2017 – Present

### Conference Proposal Reviewer

American Educational Research Association (AERA)	2017 – 2020
American Evaluation Association (AEA)	2016 – Present
International Positive Psychology Association (IPPA)	2014 – 2018

## TO THE UNIVERSITY

### Committees

Baldrige Committee	2025 – Present
ORSP Advisory Council	2025 – Present
Search Committee – Program Associate	2025
Search Committee – Grad Studies Recruiter	2025
E-ffordability Summit Steering Committee	2025 – Present
Accelerated Programs Process Improvement Committee	2023 – 2024
CAHS Council	2022 – Present
CEHHHS and CACHSS Bylaws Revision Committee	Summer 2022
CEHHHS Governance Council	2022
Graduate Education Committee (Chair 2023-Present)	2021 – Present
Stout Kaizen Baldrige committee	2019 – 2020

### Other Service to the University

AAC&U Open Education Resources (OER) Institute	2023 – 2024
Engagement and “You Said, We Did” sessions facilitator	2020 – 2023
Inclusive Excellence theory of change revision	2020 – 2021

### Nakatani Teaching and Learning Center (NTLC)

Coordinated pilot program of Hypothes.is	2022 – 2023
Facilitated Sharing Community – Hypothes.is	2022 – 2023
Facilitated Sharing Community – Alternative Grading Practices	2021 – 2022
Supervised evaluation project of faculty perceptions of NTLC	2019 – 2020

## TO THE DEPARTMENT

### Lab Co-Manager

Fall 2025 – Present

- Conduct a needs assessment to understand faculty and student needs and desires for the lab
- Develop strategies to improve the use of the lab space and resources
- Present for prospective and current Stout students to help recruit students to psychology
- Supervise a graduate assistant (GA) who was responsible for developing standard operating procedures for future GAs

#### **Program Director, MS in Applied I/O Psychology program**

Summer 2022 – Present

- Direct the MS in Applied I/O 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 MSAIOP program internally and externally
- Facilitate program and course reviews and revisions, program assessments, and student assessments

#### **Committees and Working Groups**

Searches for Clinical/Counseling Psychology Professor (chair in 2024)	2023 – 2024
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, 23-25)	2019 – Present

#### **Student Advisement**

MS in Applied Psychology major advisement	2019 – Present
BS in Psychology major advisement	2019 – Present

## **PUBLIC ENGAGEMENT AND OUTREACH**

### **RESEARCH AND EVALUATION BLOG**

<https://danalinnell.com> publish numerous blog posts and resources on research, evaluation, productivity, and more.

### **OPEN EDUCATIONAL RESOURCES**

- Linnell, D.J. (2022) [Statistics with jamovi](#). Textbook, CC-BY-SA license.

### **AEA365 BLOG CONTRIBUTOR**

- [Announcing the winners of the second AEA SECC](#) (10/6/2024)
- [AJE Week: Meet AJE's Associate Editors](#) (1/6/2024)
- [Sharing how the inaugural AEA SECC went](#) (10/11/2023)
- [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 15k total downloads across 46 episodes as of Nov 2024
- 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
Jeness Hannigan Research Fellowship	2019
American Evaluation Associate Travel Award	2017
Dale Berger Award for Achievement in Statistics	2017
Departmental Citizenship Award	2014