THE PENNSYLVANIA STATE UNIVERSITY
SCHREYER HONORS COLLEGE

DEPARTMENT OF PSYCHOLOGY

ORGANIZATIONS' USE OF EVALUATION RESEARCH: IMPLICATIONS FOR TRUST, SUPPORT FOR RESEARCH, AND SUPPORT FOR THE PROGRAM

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Spring 2016

A thesis
submitted in partial fulfillment
of the requirements
for baccalaureate degrees
in Psychology and Sociology
with honors in Psychology

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ABSTRACT

In a world of "evidence-based practice," it is still unclear how perceptions of an organization are affected by its use or non-use of research. In an online study, undergraduates read a fictional news article reporting research their university supposedly conducted on a small pilot program to help students find jobs. The program was described either as beneficial, or not. The university was reported either as planning to implement the program widely, or not. Participants then answered questions about their trust in the university, support for this kind of research, and support for the program. Contrary to hypotheses, trust was not maximized when the program was successful and widespread implementation planned. More generally, there were no significant effects of program success or intended implementation on trust. However, there were significant effects of program success, and significant interaction effects, on both support for the research and support for the program. Pairwise comparisons explored the interactions between program success and planned use. When the program was not successful, people were more likely to support research of the reported kind when the university planned to implement the program, rather than when they did not. Also, when the program was not successful, people supported the program more if implementation was planned than if not. Overall, the results showed that planned use of a program can influence people's perceptions of the program and of evaluation research more generally, though these effects depend on program success.

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Chapter 1

Introduction

What is Evaluation Research?

Evaluation research helps to provide systematic evidence to organizations and leaders looking to address the issues they face in serving their clientele. The ultimate goal is to assist leaders in making the most effective decisions through the use of research-guided knowledge (Rossi, Lipsey, & Freeman, 2004). Theoretically, the most helpful method of answering "questions of effectiveness" of programs or practices is to conduct studies that use randomized controlled trials (RCTs) (Christie & Fleischer, 2015; Henry, 2015). RCTs use randomized assignment to insure that biases do not play a factor in the obtained outcomes when two or more alternatives are compared (Christie & Fleischer, 2015). Although it is not required that programs be evaluated using RCTs, this design model works to insure the credibility of the evaluation (Henry, 2015), which in turn yields findings thought to be more believable and persuasive (Rieh & Danielson, 2007). Evaluations can be done to study practices and programs in medicine, clinical psychology, social work, and education, among other areas. Proponents of evaluation research contend it has strong potential as a guide to action.

Evaluation in Action

A number of organizations are paving the way for establishing evidence-based practice as the norm. One of these is the William T. Grant Foundation. The mission of this organization is to provide funding for researchers to study ways to improve social systems, policies, and research that will benefit the lives of children (Gamoran, 2014). It also aims to fund research projects that invite only the most

effective evaluation practices. For example, the W. T. Grant Foundation collaborated with San Diego County Child Welfare Services (Price et al., 2008) to understand the effectiveness of a foster parent training and support program called KEEP. The researchers obtained an ethnically-diverse sample of 700 families and assigned half to the control (conventional training program) group, and the other half to the intervention (KEEP training program) group. The study showed that when parents were trained through the KEEP program, the likelihood that the foster child would experience a positive exit (reunited with his or her parents) increased significantly. The KEEP program also appeared to be more helpful in preventing children with a longer history of foster care to experience negative exits (child not reuniting with parents). Because the study used a randomized controlled trial, the results indicated that the KEEP program most likely caused this improvement in foster child outcomes. After replication studies, these results would justify the use of KEEP in other foster-care programs as well.

Another organization that aims to enhance practice by using research is the World Health Organization (WHO). According to reports by WHO, 75% fewer people in low and middle-income countries (LAMIC), compared to people in high income countries, receive mental health care - either at all, or of substantial quality guided by evidence-based practices (Dua, R. et al., 2011). In response, WHO developed the Mental Health Gap Action Programme (mhGAP), which aims to solve this issue by researching outcomes of mental healthcare practices in diverse populations. The ultimate goal of the program is to create "explicit, evidence-based, cost-effective packages of interventions," that, when researched, have been shown to improve mental health outcomes when implemented correctly (Dua, R et al., 2011). The organization has also established guidelines with suggestions for mental health practice as indicated by the research.

An example guideline strongly recommended by WHO is that people diagnosed with depression should not stop antidepressant treatment before the 9 to 12 month period after recovery (World Health Organization, 2012). WHO researchers sponsored a series of RCT studies that compared the effects of three common classes of medication used to treat depression - Antidepressants, TCAs (tricyclic

antidepressants), and SSRIs (selective serotonin uptake inhibitors) - against a placebo at 3, 6, 9, and 12 months after recovery from a depressive episode. The compilation of results showed that all of these medications were more likely to prevent a relapse of depression than the placebo. These findings help to inform clinicians of the importance of continuing treatment for depression even when symptoms have subsided. WHO also lists guideline recommendations for the management and treatment of epilepsy, psychosis, bipolar disorders, adolescent mental health disorders, among many others, all backed by research available to the public from their website. Examples such as the W.T. Grant Foundation's KEEP study and the WHO study of depression treatments show how evidence-based practice can help an organization achieve its goals through the use of evidence.

The Use of Research

Evaluation researchers are also often interested in the *use* of evaluation research, (as well as the methods and values of evaluation) (Christie, & Alkin, 2013). There is already a large, and growing, body of research solely studying evaluation use, both in terms of how, and how often leaders use research to influence their decisions. In one study of use, Christina Christie (2007) observed which types of information leaders primarily use when making decisions for their organization. She first explained that evidence can affect people at the individual, interpersonal, and collective levels (Mark & Henry, 2004 ; Henry & Mark, 2003). Christie chose to study the individual (the leader), and his/her behavioral response (decision-making) to evidence presented about an organization.

In Christie's simulation study, participants were instructed to imagine that they were the leaders of an organization. They then read a series of scenarios that each presented one of three different types of evaluation research on a program. The research presented was information that could be of help to participants in deciding on a solution for the organization. The participant then ranked how important that piece and type of information was in contributing to their decision. The study found, among other results,

that whenever evaluation research of any type was presented, almost all of the leaders used every type of evaluation research in their decision. This result indicates the importance of providing leaders with many types of information that could possibly help with their decision-making (Christie, 2007). It also may indicate that even if leaders are presented with research that did not yield significant findings for the program or practice being studied, leaders would likely use this research in the process of making their decision. This study illustrates the importance of doing additional research that studies evaluation use.

In another study on use, researchers inquired about how information about research impacts people's decisions. The study concentrated on scenarios addressing programs for preschool children with disabilities, using educational community leaders (administrators, direct service personnel, and parents) as the sample. Lobosco and Newman (1992) randomly assigned participants to read a vignette that presented them with one of four conditions. Through reading the vignette, people either learned about the evaluation purpose, which meant that general information about the potential program was provided, or they learned about the program's impact. They then read about the methodological approach of the evaluation of the pilot program, which used either quantitative or qualitative methods.

The researchers found an interaction between the purpose of the program and method in which it was studied, as well as between the purpose of the program and role of the participant (administrator, direct service personnel, or parent). They also found a main effect of the role of the participant in decision-making, such that people in each role used certain types of information more often. Although their preferences for information type varied, participants in all roles significantly relied on some type of research, and "lacked confidence in their own experiences" when making their decisions (p. 452). This study reflects the importance of considering the information provided about the evaluation, as well as the audience type, when presenting evidence to be used the decision-making process. It also shows that when presented with research, leaders may be more likely to use the research to inform their decisions, rather than relying on their own accounts of personal experience.

Finally, Rebecca E. Stewart (2012) used the findings from past studies showing that although clinical psychologists value research on clinical therapy treatment methods, they remain skeptical of applying the research directly to practice. They report that the information presented in research articles is not always relevant to their practice (Stewart, 2012). Instead, they prefer to rely on things like clinical experience, peer-networks, and practitioner-oriented books to improve their practice (Stewart, 2012; Lilienfeld, Ritschel, Lynn, Cautin, Latzman, 2013). For the study, Stewart randomly assigned practitioner participants to read either a review describing a *randomized controlled trial* of cognitive-behavioral treatment (CBT) and medication treatments for bulimia, a *case study* depicting a fictional patient being treated for bulimia using CBT and medication, or the participant was presented with *both* formats of information. The results found that clinicians who read the case study felt more compelled to use the treatment methods depicted, rather than when reading about the randomized controlled trial of the treatment. Stewart's (2012) study highlights the importance of presenting the information in certain ways, in order to promote research use.

Is Evaluation Research Realistic?

The importance of evaluation in society is suggested by the fact that entire organizations and countless researchers devote their time and resources to its development. The work and goals of these organizations and people highlight the positive aspects of doing evaluation research. However, other organizations and leaders look at evaluation with skepticism. Can evaluation research replace intuition and experience? Is evaluation research actually as credible as it seems? Is evaluation research economically reasonable?

Although evaluation research is not synonymous with "RCT," and field experiments and quasi-experiments may be used when necessary, RCTs still rank as the "Gold Standard" for evaluation research (Henry, 2015). RCTs are often criticized though, for many reasons, including the belief that they are not

easily generalizable to the population at large, because their controlled setting may not be relevant to real-world conditions (Bickman & Reich, 2015). For example, "Evidence-based management" uses evidence to supposedly improve managerial practices within an organization. (Rousseau, 2006). It seems, however, that research on management does not always translate to be effective in an actual business setting. One problem is that managerial decisions often rely on the status and influence of business partners, which limits the actions that a manager can take in a given situation (Miller, 1992). Business partner relationships vary widely across organizations too much, and affect different organizations too differently for RCTs to control for widely. Therefore, even if research done with an RCT yields significant results showing an effective business strategy, this strategy may be meaningless in a real work setting (Rousseau, 2006). In addition, RCTs have been criticized for being unethical in some situations, or simply not feasible in others. For this reason, many researchers believe that RCTs receive too much positive attention (Bickman & Reich, 2015).

Despite their weaknesses, randomized controlled trials are still highly prioritized by influential organizations such as the U.S. Department of Education (Henry, 2015). The presence of many different viewpoints on which design yields the most "credible" evidence reveals the necessity to assume that no single research design yields error-free results. It is, however, important to consider the points made through all of these perspectives in order to understand the full range of consequences of conducting and using evaluation-based research.

Public Perceptions of Evaluation Research

With all of the research on evaluation studies, there still remain areas that have been left untouched. One area of research that needs attention is how an organization's choice to conduct and use research affects people's perceptions of the organization. It seems plausible that the use of research might affect people's perceptions of *trust* in the organization. Trust is "an essential element in developed

societies; if institutions are not trusted by the citizens they serve, they cannot function" (Grimmelikhuijsen, 2009). It would be important to understand how use of research might also affect responses other than trust, such as people's perceptions of the research itself, and of the program or practice being studied.

Some research has offered indirect insight into this topic, but the lack of research that is even vaguely related, shows the value of studying this more extensively. One study that provides some understanding is by James C. McCroskey (1967), who researched the effects of "evidence" presentation during a speech. McCroskey defined "evidence" as "factual statements originating from a source other than the speaker, objects not created by the speaker, and opinions of persons other than the speaker that are offered in support of the speaker's claims" (p. 170). For the study, participants were told that a speaker (saying a speech on an audio tape) was either highly credible or low-to-moderately credible. Speakers also either presented a piece of evidence from a credible source, or did not present a piece of evidence in the speech. The results of the study showed that when a low-to-moderately credible speaker presents evidence in his speech, people perceive the speaker to be more credible than if the speaker does not present evidence. On the other hand, if a speaker is already highly credible, people do not perceive the speaker as more credible when evidence is presented, but rather, rate him generally as equally credible than if evidence was not presented.

As stated before, McCroskey's research offers some valuable information about how research evidence presented by a source may affect people's perceptions of that source. However, the McCroskey study does not observe people's perceptions of an organization, but rather, of an individual speaker. This presents a problem because trusting a leader implies that the leader is at the top of a hierarchy (Mayer, Davis, & Schoorman, 1995), whereas having trust in an organization spreads out the leadership among administrators, so that the hierarchy is less definite (Owen & Dennis, 2001). This means that an organization may seem more, or possibly even less daunting to trust than an individual. Regardless, it introduces a different type of trust. Also, McCroskey's study measures perceived credibility of a speaker,

but does not indicate how evidence conveys credibility. We know today that credibility is the "extent to which information is perceived as believable or plausible" (Miller, 2015; Tseng & Fogg, 1999; Wathen & Burkell, 2002), and that people form credibility judgements based on many different cues of the source (Miller, 2015). Important, though, is that the interest of the current study is on trust in organizations, which may be a fundamentally different construct that credibility. These constructs seem similar, but need to be treated as different constructs in order to understand them both.

Past writings about organizational transparency may also offer clues about the possible effects of research use on how an organization is perceived. It has been hypothesized that the more transparent an organization is in terms of reporting its activities, the more people will trust that organization (Grimmelikhuijsen, 2009). In fact, the American Evaluation Association (AEA) aims to insure that all publicly funded evaluation research is available to the public (Henry, 2015). On the other hand, Bovens (2003) suggests that the more information an organization releases for the public to know, the more possibility there is for criticism, which may decrease trust (cited in Grimmelikhuijsen, 2009). If the latter is true, then when research fails to show significant findings supporting a program, people will be less likely to trust the organization as much, relative to when the research findings show significant results supporting the program. In this case, people may view the research as a waste of money, and the organization as a poor judge of how to allocate resources. However, if the former hypothesis is true, people may trust the organization more, knowing that the organization is at least attempting to keep the public informed of its efforts to gain evidence through its research activities. Views of the organization may be enhanced if it is willing to spend resources on research in order to try their best to address problems.

The WHO foundation, mentioned previously, may offer an example of this. The WHO foundation presents an archive of research aimed at helping to prevent and treat mental illness specifically in low income countries (Dua et al., 2011). WHO recognizes that one of the most pertinent barriers to using evidence-based practice as the primary form of treatment is that some disorders do not show significant

improvement when treatments are tested in a randomized controlled trial (Dua et al., 2011). Therefore, WHO lists the strength of the recommendation, and the quality of evidence, rated as low, moderate, or high. Unfortunately, due to the frequent non-significant findings regarding many treatments, the quality of the evidence is often rated as "low". This shows the public that research done on these treatments was not necessarily successful (World Health Organization, 2015). Still, the foundation prides itself on its attempts to use research to inform decisions about treatment of mental illness, so it continues to post the research it funds in its archive. The foundation states that "[Presenting all research] will be helpful for re-defining the challenges…; re-evaluating the synthesized evidence; re-directing the development of the intervention guide for use in LAMIC [low and middle income countries]; and re-defining any implementation strategies in LAMIC" (Dua et al., 2011). Organizations like WHO show the importance of studying how the use of evidence by an organization affects people's perceptions of the organization.

Role of Public Trust in Organizations

There is a lack of evidence showing how evaluation research conducted and used by an organization affects particularly people's trust in the organization. Despite the absence of research, the topic is important. Trust is essential for an organization's success. People who do not trust an organization may be less likely to utilize the programs offered by that organization, even if those programs would be helpful (Hibbing, Theiss-Morse, 2001). Also, it costs resources for organizations to conduct research, and to implement plans based on that research. People may be more trusting of the organization if they learn that the organization made good decisions in both investing in the research and using it to inform further decisions. In addition, if research indicates that people do trust an organization more if it uses research to inform decisions, then organizations may feel pressured to use research to inform their decisions more often.

When an organization is thinking about implementing a program, it may first look at research that supports the effectiveness of the program, and then may be more likely to implement that program widely. Alternatively, an organization may find that research shows the program to be ineffective, and subsequently decide not to implement the program. In both cases, the organization is using evaluation research to inform its decision about implementing the program. According to Owen and Dennis (2001), "The concept of trust conveys a sense of stable expectations, in particular, predictability, credibility, assumed good intentions, and orderly behavior." An organization's use of research findings in the expected way, and in a way that benefits the most people, should likely help boost people's trust in the organization. The organization may lose trust, then, if it does not use the research evidence to inform their decision. For example, if an organization found that research shows a program to be ineffective, but then decides to implement it anyway, people may perceive the organization as wasteful and untrustworthy with resources.

An organization's use of research affects people's perceptions of evaluation research in general, and of the program being evaluated, which may have some relationship to trust. For example, if an organization finds, through their funded research, that a program is successful, people will likely feel that this research is worthwhile, since it has introduced the possibility of a beneficial program. Therefore, people would support the program more and support more research like this, because this research brought positive results. They may also trust the organization more for investing resources in this research. The current study researched how people's trust in the institution, support for evaluation research, and support for the program were influenced by an organization's use of research findings and plan of whether or not to implement the program.

Chapter 2

Methods

Design

This experiment uses a 2 x 2 factorial design. One independent variable involves the reported success of a program (significant positive vs. non-significant effects). The second independent variable is the planned implementation of the program (organization plans to implement program widely vs. does not plan to implement). Multiple dependent variables were measured, with the key one being reported trust in the institution.

Participants

Data were collected from 208 participants, all Introduction to Psychology students at the Pennsylvania State University. Participants completed the study online for a .5 credit compensation, contributing to their course requirement for research participation. Of these participants, 25 were eliminated from the analysis due to failure to successfully complete attention checks[1]. Therefore, data from 183 participants was used in the analysis. 16 of the analyzed participants were male, and 167 were female. 112 participants were first year students, 43 second year, 20 third, 7 fourth, and 1 sixth year

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Attention Checks for relevant (i.e., second) article were:
1. In the news article you read, was the program being evaluated successful? (Answer choices: Yes; No; I don't know)
2. In the news article you read, is the Penn State administration considering implementing the program? (Answer Choices: They are considering implementing the program; They are not considering implementing the program; The article didn't specify; I don't know)
The participant's data was eliminated if he/she failed to answer the attention checks for both articles incorrectly.

student. 105 participants were in-state, 70 were out of state, and 8 were international. 146 identified as Caucasian/of European descent/white, 9 as Black/of African descent/African American, 13 as Asian/East Asian/ South Asian Pacific Islander, 1 as Middle Eastern, 6 as Mixed Race/Multicultural, and 1 as other or prefer not to answer. 13 identified politically as very liberal, 54 as liberal, 43 as moderate, 24 as conservative, 7 as very conservative, and 40 as having no preference.

Materials

The survey was administered via Qualtrics Survey Software. Participants in Introduction Psychology classes were recruited for this study through an email sent through the Penn State Psychology Department Subject Pool website (SONA). The email informed students of the opportunity to participate in the "Perceptions of Research" study and included a link to the Qualtrics survey.

Procedure

Students were first presented with a consent form explaining the purpose of the study and the procedures they would follow as study participants. Participants were told that they would read news articles that were possibly fictional or modified for the study. They were also told that they would need to answer a questionnaire after reading each article. Continuation to participate after presentation of the consent form indicated consent.

In the first task, the study participant read an article summarizing research that evaluated a government-funded program called "University Bound." According to the article, University Bound helps minority high school students enter college more successfully. This article had been created for use in a previous study. After reading the article, study participants answered a series of questions about their perception of University Bound and the research conducted on the program. This first article oriented

study participants to the kinds of questions they would be answering, and served to bolster the study's cover story.

Next, the study participant read an article about a program that had reportedly been examined at Penn State for the past five years. For all study participants, the program was described as one intended to help students find jobs in the form of an assessment program. The program was depicted as follows:

> …Participating students attended five sessions at the career center, each up to two hours long. In the first session, students watched an instructional video about the best practices in job hunting. Topics included how to prepare a resume, how to find companies with openings, how best to complete job applications, and how to interview well. The video laid the groundwork for future sessions.
>
> In the next three sessions, students went through simulations of various phases of the job-hunting process. Students browsed for jobs, developed and modified their resume, submitted job applications, and met with trained program staff who played the part of the interviewer during a simulated job interview. At the final session, students received individualized feedback about how they had done. Program staff carefully reviewed everything the student did during the simulation, including a tape of the simulated interview. Students received feedback on their strengths and weaknesses, along with suggestions about how to improve for future job searching…
>
> The program was offered to juniors in the 2009-10 school year…only 150 slots were available. Nearly 700 juniors applied to participate…[The researchers] select[ed] 150 at random to participate, with another 150 to serve as a comparison group. To evaluate the program, the researchers sent follow-up surveys to all 300 students every year for three years after they graduated. The surveys asked the students whether they had a full-time or a part-time job, their income, whether their job was related to their major, and how satisfied they were with their jobs.

At this point in the article, according to their randomly assigned condition, participants in the present study read that the research showed the program to be either successful or unsuccessful. In the success condition, this part of the article opened with a sentence stating that "the researchers saw that the program clearly helped students get jobs." The rest of this portion listed statistics research findings indicating the program's success. The article stated that "Three out of four students had a job within three years of graduating", "[the students] also reported higher starting salaries by $1,200," and "students who participated in the program were about 10 percent more likely to land a job related to their major as alumni who did not participate."

In the non-success condition, the article was structurally equivalent as the version depicting program success. However, the non-success version informed the reader that the program was not

successful in helping students find jobs. The article stated that "the researchers saw that the program did not clearly help students get jobs." The article continued by stating that "Only slightly more of these students had a job within three years of graduating," "both groups reported a similar average salary," and "students who participated in the program were about equally as likely to land a job related to their major as alumni who did not participate."

Following the success-failure manipulation, study participants were randomly assigned to read that Penn State either planned to implement the program widely or did not plan to implement the program. The language varied somewhat depending on the success condition that preceded it. When paired with the condition where the research was successful, the article stated that the administration also saw "supportive findings from similar research done at other universities." When paired with the condition where the research was unsuccessful, the article showed that the administration also viewed "mixed findings from similar research done at other universities."

For the planned implementation version, the article continued the same way for both success conditions. It first stated that "[the administration is] currently considering implementing this program as an accessible resource for Penn State students." It also explained that "The program would require additional finances to pay for more staff and space, but the administrators say they feel that this would be money well-spent." Then the article stated that Penn State "wants their students and alumni to use the degree they paid for to its full potential," and that by implementing this program, they would be offering "one of the best ways to help students achieve this goal."

Other participants read that the Penn State administration did not plan to implement the program widely. In this condition, the article also explained that although Penn State wants students to get the most out of their degree, they believe that having a program like this "would not be the best way to help students achieve this goal."

Study participants then answered a series of questions gauging their trust in the Penn State institution, as well as how meaningful they found the research, their attitude toward the program, and how

prominent they thought the problem of job attainment is for college students. They then answered demographic questions and read a debriefing statement (Questionnaire included in Appendix E)

Chapter 3

Results

Scale Construction

Analysis began with scale-construction. During this step, the 27 total items in Survey #2 were organized into separate scales that measured the potential dependent variables. The items were first organized conceptually based on the construct thought to be measured by each question. The scales were then assessed (using SPSS) in terms of the Cronbach's alpha of each, the inter-item correlations, and the corrected-item total correlations. The scale construction process iterated until the final construction was reached. The final scales are as follows:

Trust: 10 items ($\alpha = .88$), Measures participants' perception of how honest, caring, genuine, transparent, and reliable the organization is (e.g.. "Penn State's administration is reliable"; "Penn State wants to help students as much as possible"). Together, these items represent the complex construct of trust, specifically, trust in the organization.

Support for Research: 3 items ($\alpha = .78$), Measures participants' feelings about the value of the research discussed in the article, and of this general type of research (e.g. "It's a waste of resources to do studies like this"; "I'm glad faculty at Penn State are researching a program to address this problem"). The scale generally aims to show the person's level of support for this type of research, currently and as a possibility in the future.

Support for the Program: 9 items ($\alpha = .91$), Measures students' opinions about the worth of the job-finding program at Penn State (e.g. "This program would be a good use of student tuition fees"; "I would be willing to pay an additional fee (i.e. $20 one-time fee) to participate in a program like this").

Analysis

Separate 2 (program success: successful vs. unsuccessful) X 2 (planned implementation: implementation planned vs. implementation not planned) Univariate ANOVAs were used to analyze the results of each dependent variable. Table 1 provides means and standard deviations for each condition.

Table 1: ***Means (Standard Deviations) for Program Success and Planned Implementation***

		Trust	Support for Research	Support for the Program
Program Successful	Implementation Planned	3.524 (.516)[a]	3.911 (.603)[a]	3.736 (.610)[a]
	Implementation Not Planned	3.415 (.544)[b]	4.125 (.520)[b]	3.953 (.628)[b]
Program unsuccessful	Implementation Planned	3.529 (.519)[c]	3.738 (.711)[c]	3.480 (.608)[c]
	Implementation Not Planned	3.468 (.410)[d]	3.419 (.735)[b]	3.248 (.694)[b]

Note: Different subscripts indicate the conditions significantly differed from one another on the variable of interest (by at least $p < .05$).

Trust

A 2 (program success: successful vs. unsuccessful) X 2 (planned implementation: implementation planned vs. implementation not planned) ANOVA on trust revealed no main effect of success, $F(1,179) = .15$, $p = .70$, $\eta_p^2 = .001$, or program implementation, $F(1,179) = 1.29$, $p = .26$, $\eta_p^2 = .007$. Nor was the interaction of success and program implementation on trust significant, $F(1,179) = .10$, $p = .75$, $\eta_p^2 = .001$. Therefore, trust was not affected by program success, nor by program implementation by the Penn State administration, which is evident in Figure 1.

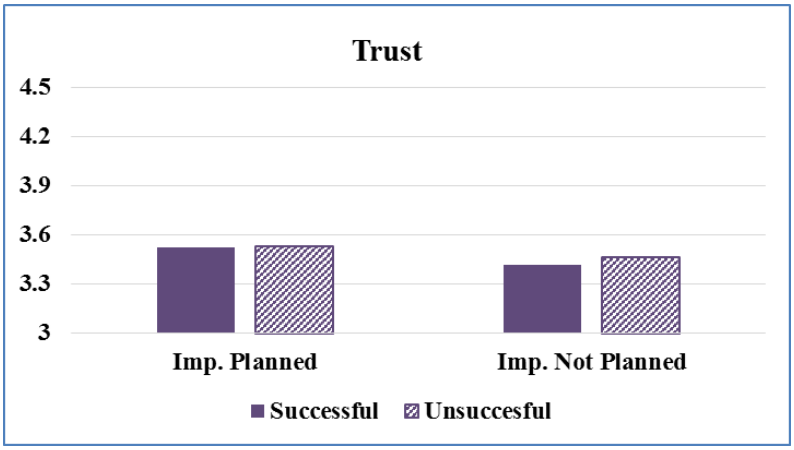

Figure 1: Effects of program success and planned implementation on trust in the organization

Support for Research

A 2 (program success: successful vs. unsuccessful) X 2 (planned implementation: implementation planned vs. implementation not planned) ANOVA was conducted on the measure of support for research. There was a main effect of success $F(1,179) = 19.492$, $p = <.001$, $\eta_p^2 = .098$, but no main effect of program implementation, $F(1,179) = .046$, $p = .83$, $\eta_p^2 = .000$. Regarding the main effect of success, people perceived the research more positively when

the program was successful than when it was unsuccessful. The interaction between program success and program implementation on support for research was significant $F(1,179) = 5.117$, $p = .025$, $\eta_p^2 = .028$, as shown in Figure 2.

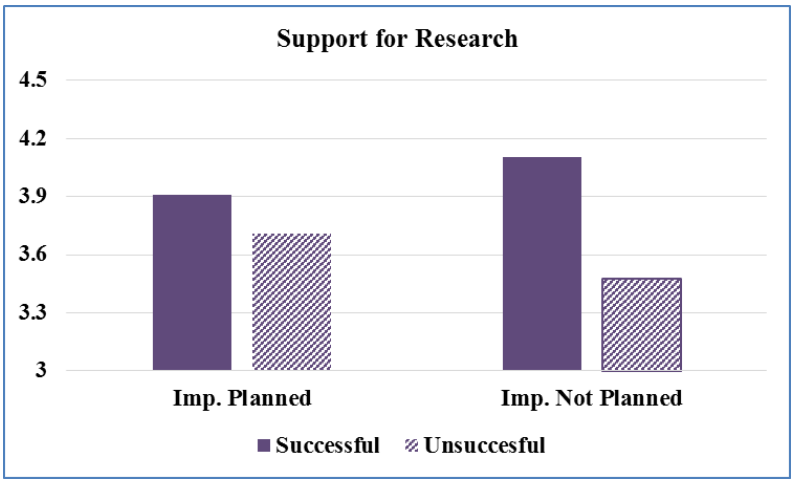

Figure 2: Effects of program success and planned implementation on support for research

Simple effects tests revealed when the program was not successful, people marginally supported this kind of research more when the program was to be implemented than when the program was not to be implemented, $F(1,179)= 2.845$, $p=.093$, $\eta_p^2=.016$. When the program was successful, there was no difference in how much people supported the research depending on whether or not the program was going to be implemented, $F(1,179)= 2.274$, $p=.133$, $\eta_p^2=.013$.

Viewing the interaction differently, when the program was to be implemented, there was no difference in support for research regardless of when the program was successful or unsuccessful, $F(1,179)= 2.197$, $p=.140$, $\eta_p^2=.012$. However, when the program was not to be implemented, people supported the research significantly more when the program was successful than when it was unsuccessful, $F(1,179)= 23.583$, $p= <.001$, $\eta_p^2=.116$.

Support for the Program

A 2 (program success: successful vs. unsuccessful) X 2 (planned implementation: implementation planned vs. implementation not planned) ANOVA was conducted on support for the program. The analyses revealed a main effect of program success, $F(1,179) = 25.86$, $p = <.001$, $\eta_p^2 = .126$. Again, there was no main effect for planned implementation on support for the program, $F(1,179) = .01$, $p = .94$, $\eta_p^2 = .000$, but there was a significant interaction between program success and planned implementation on support for the program, $F(1,179) = 5.64$, $p = .02$, $\eta_p^2 = .031$. Figure 3 exhibits this interaction.

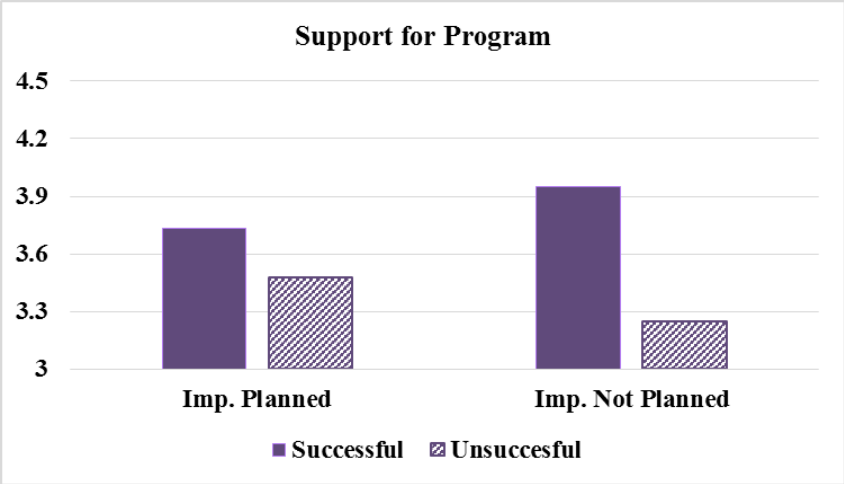

Figure 3: Effects of program success and planned implementation on support for the program

Simple main effects tests revealed that when the pilot program was not successful, people marginally supported the program more when it was to be implemented than when it was not to be implemented, $F(1,179) = 2.79$, $p = .10$, $\eta_p^2 = .015$. When the pilot program was successful, people

marginally supported the program more when it was not implemented than when it was, $F(1,179)= 2.86$, $p = .09$, $\eta_p^2=.016$.

Viewing the interaction differently, when Penn State planned to implement the program widely, people supporting the program marginally more when the program was successful than when it was unsuccessful, $F(1,179)=3.49$, $p=.06$, $\eta_p^2=.019$. Similar to the pattern observed with support for research, when Penn State did not plan to implement the program widely, people expressed significantly more support for the program than when the program was unsuccessful and Penn State did not plan to implement it widely, $F(1,179)= 29.43$, $p<.001$, $\eta_p^2=.141$.

Chapter 4

Discussion

No effect on Trust

Although a significant effect of both program success and implementation on trust were originally predicted, the results did not show any difference on this measure. There are many possible reasons. My initial interpretation of this finding was that participants may trust Penn State so much already, so that the presentation of any evidence did not change students' minds about the institution (McCroskey, 1967). However, the means on the trust measure showed that this was not the case. People generally reported trusting Penn State only moderately, on average. In reflection, it is likely that this lack of effect is the result of trust being such a complex construct formed over time (Kramer, 1999). Most of the participants in this study were probably familiar with Penn State even before attending the university. In addition, 112 participants were students at the end of their first semester, and 71 had been attending Penn State for at least three semesters. Therefore, all of the students already formed some sense of trust in the Penn State institution based on multiple experiences of holding expectations of Penn State and then seeing the following outcomes (Kramer, 1999). The brief article that participants were instructed to read offered an account of only one action by Penn State, so this may not have caused any significant change in participants' trust in the institution.

Effects on Research Support

In general, people supported the research, and research like it, more if the program was successful in helping students find jobs. This makes sense for many reasons. First, the program introduced in the article probably is relevant to many of the participants in the current study. Therefore, if the research yielded findings supporting this program, students would most likely value the research, which validated their already- positive feelings about the program. Even if Penn State did not plan to implement the program, students may have still felt validated by the research and wanted it to continue. Essentially, this research, and by extension, similar research in the future, may seem worthwhile to do in terms of both money and time investments.

There was also a significant interaction between success of the program and planned implementation of the program. When students read that the program would not be implemented, there was significantly stronger support for the research if the program had been described as successful than if it had been described as unsuccessful. This interaction is counter-intuitive, which adds to its interest.

This pattern can likely be explained by reactance theory. Reactance theory states that if people's freedom to choose is threatened, they will react in a way that supports efforts to regain that freedom (Brehm, 1966; Steindl, Jonas, Sittenthaler, Traut-Mattausch, & Greenberg, 2015). As stated before, the program was relevant to most of the participants in the study. If people at first learned that the pilot program was successful, they likely felt positively about the possible introduction of a new, beneficial program to help students find jobs. If these participants then learned that Penn State did not plan to implement the program widely, despite research findings supporting the program, participants may have responded by supporting the research even more strongly as a reactance effect. Assumed in this explanation is that most Penn State students would choose to have the program implemented if they learned that research showed it to be successful. Perhaps students felt that if Penn State saw more research supporting the program, the university would choose to implement the program, and the students'

freedom of choice would be restored. Therefore, students would support this and similar types of research.

Looking at the other part of the interaction, we see that when Penn State planned to implement the program, there was no significant difference in support for research when the program was successful compared to when it was unsuccessful. This non-significant difference may be due to implementation being perceived as a generally positive thing. Participants may think that, even if the pilot program was unsuccessful, at least Penn State is doing something to help out by providing some support to students when facing the job market. Participants in the study may also feel that if more research is done on the program, there is some hope for improving the program further.

Effect on Support for Program

The effects on support for the program were similar to those for support for research. The explanations for both dependent variables may be similar as well. First, people were more likely to support the program when the pilot study revealed the program to be successful, than when it was unsuccessful. This effect makes practical sense, because the manipulation of "success of the program" ought to affect a person's perception of the program.

There was also a significant interaction between program success and planned implementation on support for the program. Particularly interesting, again, was that when Penn State did not plan to implement the program, people supported the program significantly more when the program was successful than when it was unsuccessful. This is probably also due to a reactance effect, as discussed previously for research support (Brehm, 1966; Steindl, et al., 2015). People would support a program more in general if they thought it would be beneficial, so if Penn State decided not to implement the program, students would support the program even more in an effort to emphasize their freedom of choice about the program.

It is also notable that when the program was successful, people supported the program marginally more when Penn State did not plan to implement the program than when it did plan to implement it. In addition, when the program was unsuccessful, people marginally supported the program more when implementation was planned than when it was not planned. This probably occurred because if Penn State decides to implement the program, even despite inadequate research evidence supporting it, students felt that at least Penn State is trying its best. These effects help to show that although success of the program is influential in students' support for the program, the organization's decision to implement the program also influences how much a person supports the program. Essentially, people's opinions of the program are not only affected by research findings, but also by the actions of the organization in response to the research findings on the program.

Limitations and Future Research

Limitations of this study are worthy of discussion. First, the sample obtained for this study was not very diverse. The vast majority of the participants identified as Caucasian/ white. This study also neglected to list "Hispanic" or "Latino/a" as an option for ethnicity in the demographics section. This did not present problems when analyzing the data for our intended results, but these categories should be included in future research. There was, however, an "Other" choice, which people could choose if their particular ethnicity was not listed.

Another limitation was that our survey questionnaire was not a previously validated measure taken from prior research. Instead, the survey questions were taken from various sources and modified (Miller, 1974; Cootea, Forrest, Tamc, 2003) or were created for the study. We used other sources to understand how to fully assess the concept of specifically organizational trust (Cummings & Bromiley, 1995), such as the necessity to assess trust on the conceptual, affective, and behavioral levels. We could not use the actual example items presented in earlier studies, however, because they addressed trust

within or between organizations, not trust in the organization from the perspective of a person outside of the organization. The survey scales that we created yielded high Cronbach's alphas and all items appeared contextually similar, but it would have been ideal to use a previously validated questionnaire.

Another limitation is that the organization described as funding and conducting the study was Penn State University. Penn State boasts an extremely large alumni network, so it is likely that Penn State students have known of the University by association for years even before attending college. Future research may choose to describe a different organization that may still seem relevant to participants, but would also be more far removed. Example organizations could be the W.T. Grant Foundation or the WHO organization, both described earlier.

Lastly, it would have been worthwhile to ask participants what they trust most or least about Penn State, using an open-ended question at the end of the survey. This would have provided information for further research by finding out what people feel most influences their trust in an organization. Future research could adopt this idea, and attempt to find similar themes in the responses. Then, researchers could set up RCTs studying the themes of the responses as additional dependent variables. This would introduce an additional element of whether people are aware of what helps or hurts their trust in an organization.

Chapter 5

Conclusion

Results indicate, overall, that the conduct and implementation of research by an organization affects people's perceptions of this type of research and their attitude of the program being studied. Contrary to hypotheses, findings do not show that research affects people's perceptions of the organization, at least in terms of trust. Further research could address how evaluation research and implementation may affect trust in an organization by presenting multiple cases where the organization utilized research in order to make a decision. This would address the limitation of the present study only having one additional piece of information that could influence trust. Future research could also describe a different organization as the contributors to the research, and could include an open-ended portion asking about trust. Lastly, future studies could measure constructs other than trust in the organization, such as general positivity, confidence, or overall support for the organization. It is possible that other constructs may be more affected by the organization than trust.

Appendix A

Scales

Trust

1. Most of the time, I think I can trust the leaders of Penn State
2. Penn State's administration is generally honest
3. I get the feeling that the Penn State administration cares more about further developing the university than it does about the needs of the current students (R)
4. Penn State's administration is not very upfront (R)
5. Penn State's administration generally makes good decisions
6. Penn State's administration is greedy (R)
7. Penn State's administration is reliable
8. Penn State does not always have the students in their best interest (R)
9. I feel that the policies and programs at Penn State have improved my educational experience
10. Penn State wants to help students as much as possible (R)

Program

1. I would be willing to vote for a political candidate who supports programs like this one
2. I would be willing to pay an additional fee (i.e. $20 one-time fee) to participate in a program like this
3. I would be willing to tell my friends and family to support efforts to promote programs like this
4. Investing in programs like this one is why Penn State is so wasteful (R)
5. A program like this is not important enough to justify spending tuition money on (R)
6. The program should be funded by Penn State

7. This program would be a good use of student tuition fees

8. Penn State does not need to implement a program like this (R)

9. I think this program is generally a good idea

Research

1. I'm glad faculty at Penn State are researching a program to address this problem

2. It's a waste of resources to do studies like this (R)

3. Penn State should fund more studies like this

Note: (R) indicates the item was reverse scored

Appendix B

Fictional Article #1

WASHINGTON — Hardly anyone knows it, but since 2008 both Congress and the White House have been pursuing an important initiative to use scientific research to evaluate current social programs. For example, late last year the results of a new evaluation of the University Bound program was released to the public.

What is University Bound?
Students who enroll in University Bound participate in a 2-year after school extra-curricular program that meets twice a week for 2 hours. The program is open to high school juniors and seniors. During the first year, juniors are provided with SAT and ACT test preparation courses, college admissions counseling, and assistance with the application process. In the second year, seniors are offered financial aid consulting and guidance in the transition to college.

What did the study find?
The "gold standard" of scientific research was used to evaluate this program. The sample was 85% ethnic minority students, and 70% potential first-generation students. The results suggest the program is meeting its goals.

According to the study, students who participated in University Bound were more likely to enroll in college than students who did not participate. University Bound students also tended to score higher on the ACT and enrolled in more competitive colleges than students who did not participate. In addition, students who participated in University Bound were more likely to apply to 4-year institutions and, on average, sent more applications to highly selective institutions than students in the comparison group.

Scientifically rigorous evaluation is often unpopular for politicians in both parties because it may produce unfavorable results. Rather than haphazardly cutting these programs, Congress can base its decisions on scientific evidence. If the evidence is good, Congress can extend funding so that successful programs can expand to new sites. If the evidence is bad, programs that are not working can be improved or abandoned. Social policy is too important to be left to guesswork.

Appendix C

Fictional Article #2

Universal Description, Part 1

Article #2

Doing a Better Job Helping Students Find a Job

For college students, finding a good job is a major concern, especially as graduation approaches. Anxiety about getting a job is even greater when the economy is weak and many people are unemployed or underemployed. Stephanie Carmichael, a 2012 graduate of Indiana University, currently works in sales at a Gap store in New Jersey. Stephanie said, "It took me months to get even this job. I spend most of my free time looking for openings and for better jobs. I'd really like to find something related to my major. I've had some interviews, but no offers. It's so frustrating." As Stephanie has found, a college education no longer guarantees a good job.

Some schools are responding by doing more to try to help prepare students better for the job market. The Career Center at Northwestern University surveyed colleges and universities and found that 26% have substantially increased spending for career services in the last 5 years. Another 51% say they are seriously considering increasing these services. But for students like Stephanie and their parents, the question isn't how much a school spends. They want to know whether the career services really work. Do they actually help students find better jobs, sooner?

Researchers here at Penn State have spent the past several years trying to answer these questions. They teamed up with Penn State's Career Center to create and test a program designed to improve students' job-attainment skills. The program development drew on techniques used in effective training programs from the business world. Participating students attended five sessions at the career center, each up to two hours long. In the first session, students watched an instructional video about the best practices in job hunting. Topics included how to prepare a resume, how to find companies with openings, how best to complete job applications, and how to interview well. The video laid the groundwork for future sessions.

In the next three sessions, students went through simulations of various phases of the job-hunting process. Students browsed for jobs, developed and modified their resume, submitted job applications, and met with trained program staff who played the part of the interviewer during a simulated job interview. At the final session, students received individualized feedback about how they had done. Program staff carefully reviewed everything the student did during the simulation, including a tape of the simulated interview. Students received feedback on their strengths and weaknesses, along with suggestions about how to improve for future job searching.

The program was offered to juniors in the 2009-10 school year. Because the program was only being tried out and was relatively expensive, only 150 slots were available. Nearly 700 juniors applied to participate, to the researchers' amazement. The researchers took advantage of this situation to select 150 at random to participate, with another 150 to serve as a comparison group. To evaluate the program, the researchers sent follow-up surveys to all 300 students every year for three years after they graduated. The surveys asked the students whether they had a full-time or a part-time job, their income, whether their job was related to their major, and how satisfied they were with their jobs.

Manipulation Conditions, Part 2

Program successful, implementation planned:

By the end of the study in Spring 2014, the researchers saw that the program clearly helped students get jobs. Three out of four students had a job within three years of graduating, and they also reported higher starting salaries by about $1,200. In addition, students who participated in the program were about 10 percent more likely to land a job related to their major as alumni who did not participate.

The Penn State administration was informed of these results, along with supportive findings from similar research done at other universities. They are currently considering implementing this program as an accessible resource for Penn State students. The program would require additional finances to pay for more staff and space, but the administrators say they feel that this would be money well-spent. In essence, Penn State wants their students and alumni to use the degree they paid for to its full potential. They believe that implementing this program would be one of the best ways to help students achieve this goal.

Program successful, implementation not planned:

By the end of the study in Spring 2014, the researchers saw that the program clearly helped students get jobs. Three out of four of these students had a job within three years of graduating, and they also reported higher starting salaries by about $1,200. In addition, students who participated in the program were about 10 percent more likely to land a job related to their major as alumni who did not participate.

The Penn State administration was informed of these results, along with supportive findings from similar research done at other universities. However, they are currently not considering implementing this program as an accessible resource for Penn State students. The program would require additional finances to pay for more staff and space, and the administrators say they feel that this would not be money well-spent. In essence, Penn State wants their students and alumni to use the degree they paid for to its full potential. However, they believe that implementing a program like this would not be the best way to help students achieve this goal.

Program unsuccessful, implementation planned:

By the end of the study in Spring 2014, the researchers saw that the program did not clearly help students get jobs. Only slightly more of these students had a job within three years of graduating, and both groups reported a similar average salary. In addition, students who participated in the program were about equally as likely to land a job related to their major as alumni who did not participate.

The Penn State administration was informed of these results, along with mixed findings from similar research done at other universities. However, they are currently considering implementing this program as an accessible resource for Penn State students. The program would require additional finances to pay for more staff and space, but the administrators believe that this would be money well-spent. In essence, Penn State wants their students and alumni to use the degree they paid for to its full potential. They feel that implementing this program, despite its lack of strong research support, would be one of the best ways to help students achieve this goal.

Program unsuccessful, implementation not planned:

By the end of the study in Spring 2014, the researchers saw that the program did not clearly help students get jobs. Only slightly more of these students had a job within three years of graduating, and both groups reported a similar average salary. In addition, students who participated in the program were about equally as likely to land a job related to their major as alumni who did not participate.

The Penn State administration was informed of these results, along with mixed findings from similar research done at other universities. They are currently not considering implementing this program as an accessible resource for Penn State students. The program would require additional finances to pay for more staff and space, and the administrators feel that this would not be money well-spent. In essence, Penn State wants their students and alumni to use the degree they paid for to its full potential. They believe that implementing a program like this would not be the best way help students achieve this goal.

Appendix D

Questionnaire for Fictional Article #1

Based on the article you just read, please select the degree to which you agree with each question about the Program, *University Bound*.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I'm glad the government is developing programs/policies to address the problem of college attainment for minority high school students	○	○	○	○	○
I would sign a petition supporting this program	○	○	○	○	○
I wish everyone in America had access to programs like this one	○	○	○	○	○
I think this program is a good idea	○	○	○	○	○
Having programs similar to this one in other places would benefit the people living in those areas.	○	○	○	○	○
This program is not important enough to justify spending tax money on	○	○	○	○	○
I support this program	○	○	○	○	○

Based on the article you just read, please select the degree to which you agree with each question about the Funding of *University Bound*.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
This program should be funded by the government	○	○	○	○	○
I'm glad the government is investing in a program like this one	○	○	○	○	○
The government should fund the development of similar programs	○	○	○	○	○
Investing in programs like this one is why the government is so wasteful	○	○	○	○	○
This program is an effective use of funds	○	○	○	○	○

Based on the article you just read, please select the degree to which you agree with each question about the Research done to evaluate *University Bound*.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The study is sound science	○	○	○	○	○
It seems like the study had serious limitations	○	○	○	○	○
The research appears to be credible	○	○	○	○	○
The study does not appear biased	○	○	○	○	○
I think the research was well done	○	○	○	○	○
It's a waste of resources to do studies like this	○	○	○	○	○
The evidence presented about the program is convincing	○	○	○	○	○

Please rate the extent to which you agree with the following statements related to the sponsor of the program and study, the federal government

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Most of the time, I think I can trust the government	○	○	○	○	○
The government is pretty much run by a few big interests looking out for themselves	○	○	○	○	○
Quite a few of the people running the government are corrupt	○	○	○	○	○
The government is run for the benefit of the people	○	○	○	○	○
The government is not very upfront	○	○	○	○	○
Even if a program is a failure, the government does a good job reporting the results of the program	○	○	○	○	○

Appendix E

Questionnaire for Fictional Article #2

Please rate the extent to which you agree with the following statements about the Problem of the modern-day challenges of finding a job after college

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The problem is worth investing resources in to address	○	○	○	○	○
I'm glad faculty at Penn State are researching a program to address this problem	○	○	○	○	○
This problem is a major concern for many Penn State students	○	○	○	○	○

Please rate the extent to which you agree with the following statements about Penn State Funding the program.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A program like this is not important enough to justify spending tuition money on	○	○	○	○	○
I think this program is generally a good idea	○	○	○	○	○
The program should be funded by Penn State	○	○	○	○	○
This program would be a good use of student tuition fees	○	○	○	○	○
Investing in programs like this one is why Penn State is so wasteful	○	○	○	○	○
It's a waste of resources to do studies like this	○	○	○	○	○
Penn State should fund more studies like this	○	○	○	○	○

Please rate the extent to which you agree with the following statements about your perception of the Penn State Administration

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Most of the time, I think I can trust the leaders of Penn State	○	○	○	○	○
Penn State's administration is generally honest	○	○	○	○	○
I get the feeling that the Penn State administration cares more about further developing the university than it does about the needs of the current students	○	○	○	○	○
Penn State's administration is not very upfront	○	○	○	○	○
Penn State's administration generally makes good decisions	○	○	○	○	○
Penn State's administration is greedy	○	○	○	○	○
Penn State's administration is reliable	○	○	○	○	○

Please rate the extent to which you agree with the following statements about your perception of Penn State in regards to its policies and programs

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Penn State does not need to implement a program like this	○	○	○	○	○
Even if a program is a failure, Penn State does a good job reporting the results of the program	○	○	○	○	○
Penn State does not always have the students in their best interest	○	○	○	○	○
I feel that the policies and programs at Penn State have improved my educational experience	○	○	○	○	○
Penn State wants to help students as much as possible	○	○	○	○	○
Penn State cares about students' success in life	○	○	○	○	○

Please rate the extent to which you agree with the following statements about the likelihood of your behavior in response to the article

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I would be willing to vote for a political candidate who supports programs like this one	○	○	○	○	○
I would be willing to pay an additional fee (i.e. $20 one-time fee) to participate in a program like this	○	○	○	○	○
I would probably lose trust in Penn State if they did not fund research like this	○	○	○	○	○
I would be willing to tell my friends and family to support efforts to promote programs like this	○	○	○	○	○

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ACADEMIC VITA

Sarah Hammaker
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Education

The Pennsylvania State University, University Park, PA *Graduation May 2016*
Bachelor of Science in Psychology with Honors, Life Sciences Option
Bachelor of Arts in Sociology
Spanish Minor

Education Abroad

Universidad Iberoamericana, Puebla, Mexico ***Summer, 2014***
InArt 062U Imbedded Trip to Ghana ***Spring Break, 2013***

Honors Thesis: Organizations' Use of Evaluation Research: Implications for Trust, Support for Research, and Support for the Program

Honors

Schreyer Honors Scholar ***Inducted Fall 2014***
Paterno Fellows Scholar ***Inducted Fall 2014***
Psi Chi: The International Honors Society in Psychology ***Inducted Fall 2014***

Research Experience

Dr. Melvin Mark Social Psychology Lab

Research Assistant: Behavioral Spillover Study ***Fall, 2014- Spring 2015***

- Conducted eight half-hour sessions per week
- Attended weekly lab meetings and contributed ideas to improve upon experiment design
- Participated in data interpretation

Research Assistant: Intimate Relationships Video Study ***Spring 2015***

- Scheduled all participants for sessions
- Conducted two hour-long sessions per week
- Attended weekly lab meetings and contributed ideas to improve upon experiment design

Honors thesis research: Organizations' Use of Research Findings ***Completed Spring 2016***

- Collaborated regularly with faculty adviser and graduate students
- Developed and conducted research experiment
- Analyzed and interpreted data using SPSS
- Reviewed extensive literature related to Evaluation Research and Trust in organizations
- Wrote honors thesis
- Presented honors thesis poster at Penn State Undergraduate Research Exhibition

Dr. Newman Depression and Anxiety Lab

Research Assistant: Public Speaking Exposure Study ***Fall 2014- Spring 2015***

- Conducted four two-hour sessions per week
- Recruited participants via telephone and email
- Trained new research assistants to be experimenters
- Communicated regularly with graduate student study coordinator, and other research assistants

Research Assistant: Social Interaction Study ***Fall 2015-Spring 2016***

- Act as a "confederate" (actor) participant in two-hour study
- Participate in five 2-hour study sessions per week
- Help with data entry as needed

Intern at Devereux Center for Resilient Children, Villanova, PA ***Summer 2013, Summer 2014***

- Assisted in analyzing data, writing two reports, and organizing various projects
- Used telephone and email to contact over fifty psychological organizations and professionals to help promote Devereux's Education tools

Presentations:

Organizations' Use of Evaluation Research: Implications for Trust, Support for Research, and Support for the Program. Presented at The 2015 Undergraduate Exhibition, Penn State University, University Park, PA, April, 2015.

Work & Volunteer Experience

Intern at Centre County Youth Service Bureau, The Haven ***Fall 2015***

- Visited "The Haven" 6 hours per week
- Attended occasional family visits, staff meetings, and boys and girls group events
- Assisted staff members with their on-shift duties in caring for eight different residents

Home Health Aide with Chestnut Knoll at Home ***Summer 2013, Summer 2014***

- Drove to over thirty different elderly or sickly clients' homes to work 2-8 hour shifts
- Assisted clients with activities of daily living
- Received first aid and CPR training and licensure

Life Link PSU ***Spring 2013***

- Assisted a college- aged woman with an intellectual disability to complete her online reading program. Socialized with the high school and college students who participated in the program

Leadership

Psi Chi International Honor Society of Psychology ***Fall 2014-Spring 2016***

Vice President & Corporate and Alumni Donations THON chair ***Fall 2015-Spring 2016***

- *Vice President duties:* Head organizer of the 2016 annual Psi Chi International Undergraduate Research Conference; Attend weekly officer meetings; Assist with executive decisions
- Attend bi-weekly Psi Chi meetings where professionals discuss their current career in psychology
- Contribute to Psi Chi THON efforts by attending THON meetings, events, and contacting alumni
- Communicate regularly with Psi Chi THON family

Founder/ Coordinator of Kimberton Fair "Little Miss" contest ***Fall 2013-Spring 2016***

- Contest for girls age 8-15 who live in the surrounding school districts of Kimberton, PA

- Create flyers and messages to help promote the contest, make decisions about when and how the contest will be held, communicate regularly with Kimberton Community Fair board
- Plan various activities for the girls during fair week to teach them about agriculture and the inter-workings of the fair

One Team International ***Fall 2013-Spring 2014***

Fundraising Chair ***Fall 2013***

- Organized fundraisers and attended weekly meetings in order to help make executive decisions in starting this new organization on campus
- Contributed to weekly discussions on women's rights in society
- Participated in regular fundraisers to help raise money for partner school in Mumbai, India

Skills and Certifications

Computer Skills:

- Proficient in Microsoft Word, PowerPoint, and Excel
- Some experience with SPSS

Language

- Proficient in reading, writing, and speaking Spanish