



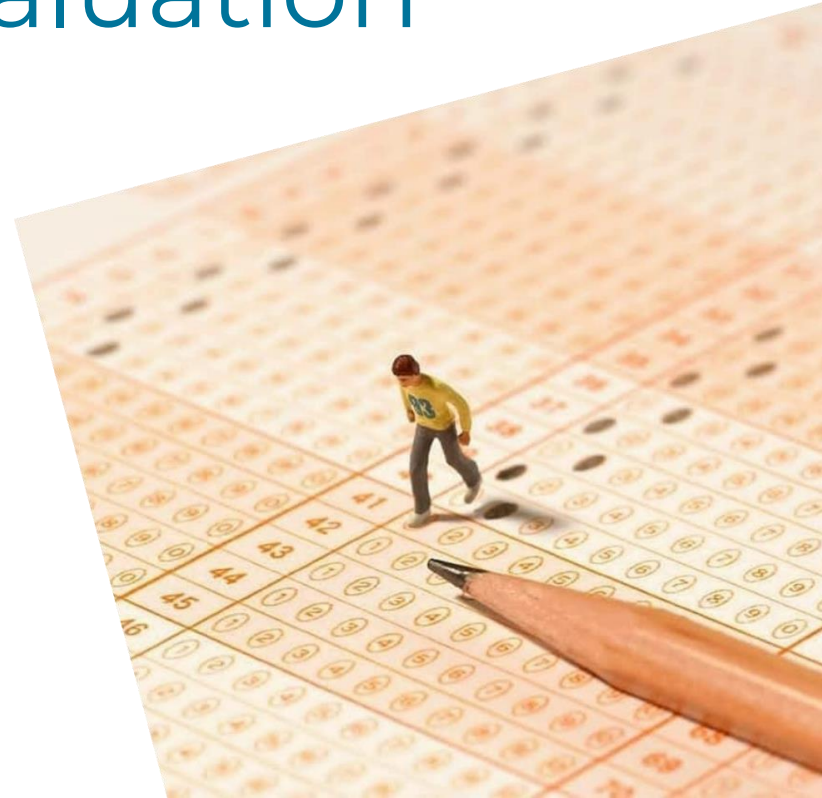
IPPA WORLD CONGRESS  
ON POSITIVE PSYCHOLOGY

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# Assessment and evaluation

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1:30-2:15



# Assessment and evaluation

## Outline:

- Assessment of wellbeing.
- Evaluation of wellbeing programs.
- Case examples and application.

# Assessment of wellbeing

The Geelong three breaths exercise.

- Breath One. Take a deep breath. Notice your physical body and any points of pain or tension. Breath out slowly and release any tension away.
- Breath Two. Take a deep breath. As you breathe out think about what you are grateful for right at this very moment. Say to yourself “*Right now I am grateful for...* ”.
- Breath Three. Take a deep breath. As you breathe out think what intentional state you want to be in right now. Say to yourself “*My intention right now is to be (kind, open minded, relaxed, critical, curious etc)...*”.

Developed by Justin Robinson when at Geelong Grammar.



# Assessment of wellbeing

## Positive assessment.

- In general, how happy or unhappy do you usually feel?
- What would you pay / give / do / sacrifice / commit to in order to be, on average, one point happier?
- There is Knowing how happy, knowing why happy, and knowing what happiness is (what makes up happiness). Knowing (or understanding) how needs both what and why...



- 10 - Extremely happy
- 9 - Very happy
- 8 - Pretty happy
- 7 - Mildly happy
- 6 - Slightly happy
- 5 - Neutral
- 4 - Slightly unhappy
- 3 - Mildly unhappy
- 2 - Pretty unhappy
- 1 - Very unhappy
- 0 - Extremely unhappy

**The Happiness Measures**

DATE \_\_\_\_\_  
NAME \_\_\_\_\_  
AGE \_\_\_\_\_ SEX \_\_\_\_\_

**EMOTIONS QUESTIONNAIRE**

**PART I DIRECTIONS:** Use the list below to answer the following question: IN GENERAL, HOW HAPPY OR UNHAPPY DO YOU USUALLY FEEL? Check the one statement below that best describes your average happiness.

Check just one of these boxes!

- 10. Extremely happy (feeling ecstatic, joyous, fantastic!)
- 9. Very happy (feeling really good, elated!)
- 8. Pretty happy (spirits high, feeling good.)
- 7. Mildly happy (feeling fairly good and somewhat cheerful.)
- 6. Slightly happy (just a bit above neutral.)
- 5. Neutral (not particularly happy or unhappy.)
- 4. Slightly unhappy (just a bit below neutral.)
- 3. Mildly unhappy (just a little low.)
- 2. Pretty unhappy (somewhat "bliss," spirits down.)
- 1. Very unhappy (depressed, spirits very low.)
- 0. Extremely unhappy (utterly depressed, completely down.)

# Assessment of wellbeing

Terms matter.

What is the difference between:  
“evaluation”, “testing”, “assessment”, and “measurement”?

# Assessment of wellbeing

- Assessment = In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, test, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.
- Assessment = the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made.
- Assessment = the process of considering all the information about a situation or a person and making a judgement.
- Assessment = the process of testing, and making a judgement about , someone's knowledge, ability, skills.
- Evaluation = the making of a judgement about the amount, number, or value of something; assessment.
- Measurement = the size, length, or amount of something, as established by measuring.

# Assessment of wellbeing

## Difference Between Assessment And Evaluation

Dimension of Difference	Assessment	Evaluation
Content: timing, primary purpose	Formative: ongoing, to improve learning	Summative: final, to gauge quality
Orientation: focus of measurement	Process-oriented: how learning is going	Product-oriented: what's been learned
Findings: uses thereof	Diagnostic: identify areas for improvement	Judgmental: arrive at an overall grade/score

## Assessment, Measurement, and Evaluation

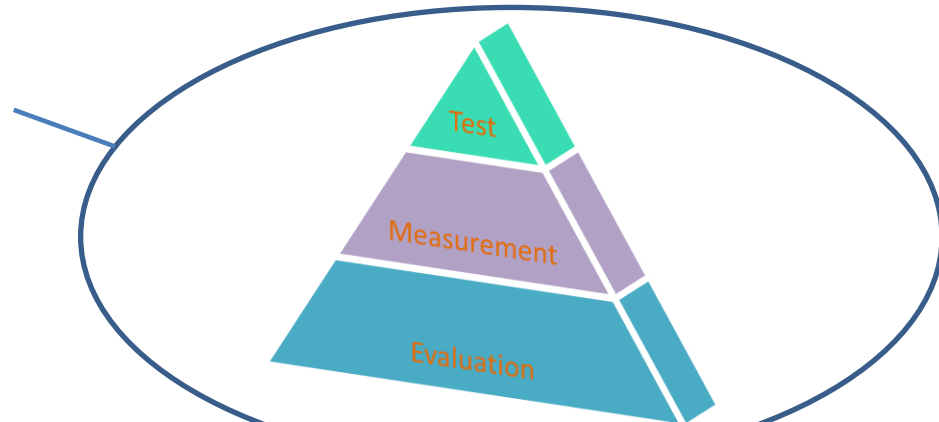
- **ASSESSMENT**-is gathering all data and organizing them together to an interpretable form.
- **MEASUREMENT**-is the process of determining the quantitative achievement of a learner in the subject he studied.
- **EVALUATION**-is the process of determining the worth or value of the result of measurement.



# Assessment of wellbeing

- There is also 'testing'...
  - A test is an instrument or technique that measures someone's knowledge of something to determine what they know.
  - A measurement takes place when a 'test' is given and a 'score' is obtained...
  - A measurement allows an evaluation to take place, which is the process of interpreting the collected measurement information to make a professional judgment of value or worth...

Wellbeing assessment





How do you see the difference  
between “evaluation” and “testing”  
and “assessment” and  
“measurement”?

Do you agree with Aarons  
conceptualisation?

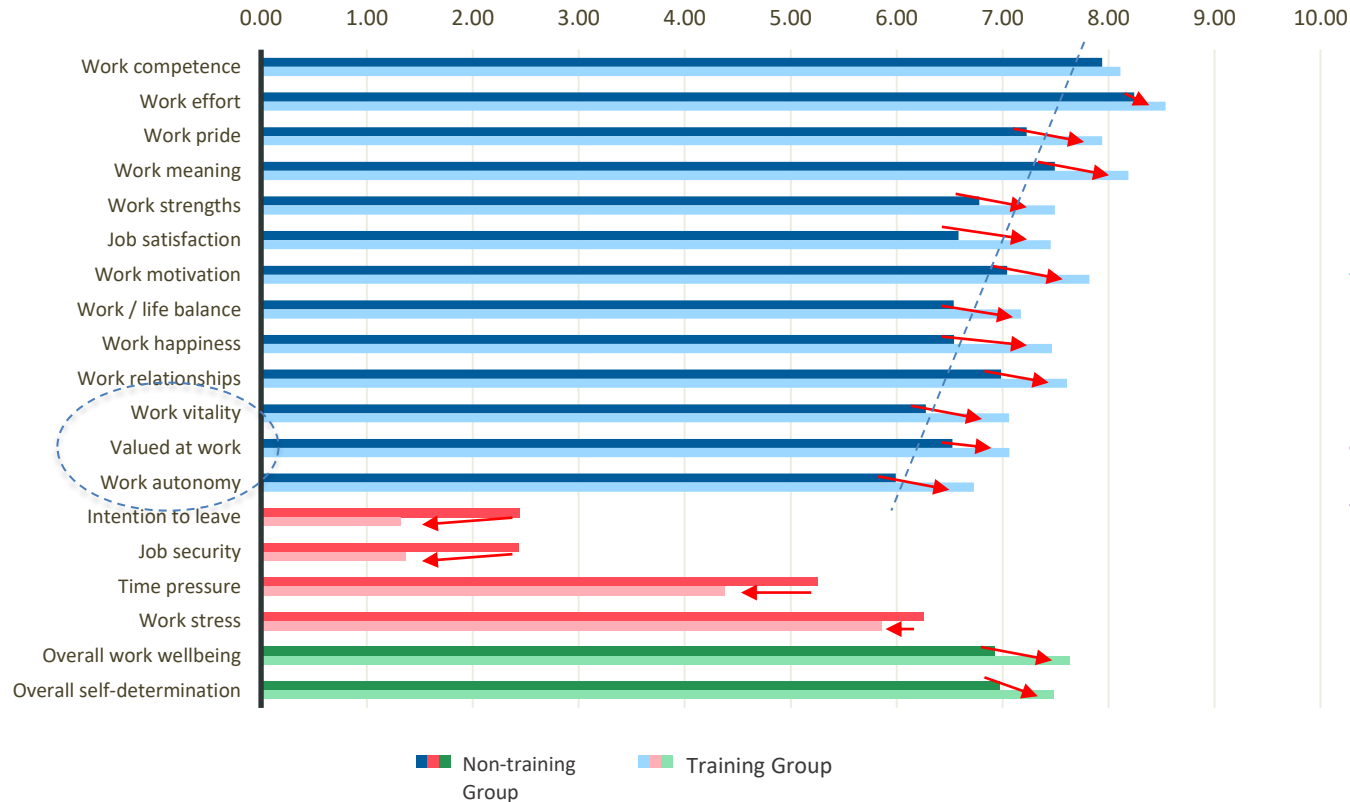


# Assessment of wellbeing

## The importance of measurement.

- You can only manage what you measure – better measurement data allows better management. Assessments allow data-driven decision making.
- Many ways of assessment, more are better.
  - Tests / Surveys (Paper based and online - no real difference between paper and online).
  - Observation.
  - Physiological measures (heart rate, skin conductivity, etc).
  - Interview.
  - Existing records.
  - Experience Sampling Method (ESM) & Day Reconstruction Method (DRM).
- Tracking change over time is important and where the action is.
- Assessments create opportunities for conversations, conversations improve wellbeing (also use existing events, and create new wellbeing events to do so).

# Assessment of wellbeing



It's not just the change in wellbeing outcome, it's understanding the drivers of wellbeing change!

# Assessment of wellbeing

Understand the psychological assessment process.

- Planning the assessment.
  - Why is the person/people being assessed? Answer points to the goal of assessment. Goals could include aspects such as diagnosis / classification, description, prediction.
- Data collection.
  - Methods include various ways of assessment.
- Data processing.
  - Data analysis involves judgement vs statistical precision. Qualitative vs. quantitative methods.
- Communicating findings.
  - Written report, verbally, conference presentation, academic paper.

# Assessment of wellbeing

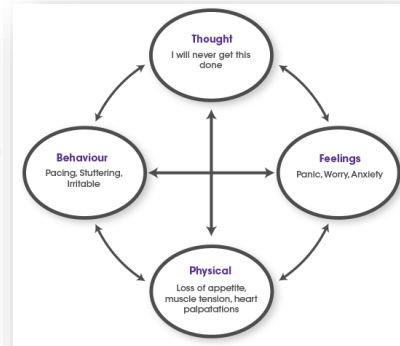
## More key points

- Always check copyright.
- Consider ethics (e.g., dangers in testing feedback).
- Best practice = evidence-based test selection + ethical approach.
- Note: Positive assessment is a relatively new area.
- There are various theories of wellbeing, and of most components which are measured. Aim for alignment!
- Assessment time frames matter: Past week, past month, in general...
- Suitability for: One time, pre-post, over time...
- You can only manage what you measure.

# Assessment of wellbeing

## More key points.

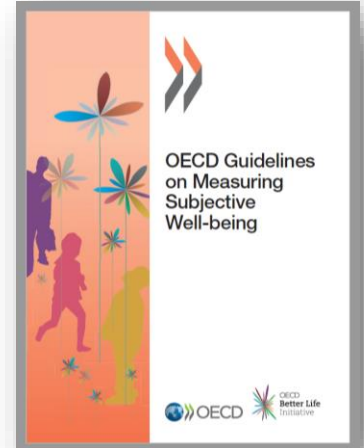
- Too often wrong test used or no test used at all.
- Cross-cultural considerations.
- Terminology is very important.
  - “When we ask people if they are happy, the answers tell us nothing if we don’t know what our respondents mean by ‘happy’. One person might mean, *‘I’m not currently feeling any serious pain’*; another, *‘My life is pretty horrible but I’m reconciled to it’*; another, *‘I’m feeling a lot better than I did yesterday’*.”
- What should we be measuring?
  - We know very little about what happy people actually do!!!
- Ethics (e.g., informed consent, AI).
- Data storage.



# Assessment of wellbeing

## Resources.

- Best guide: Freely available online. 
- Work on Wellbeing: [www.workonwellbeing.com](http://www.workonwellbeing.com)
- PERMAH Survey: <https://permahsurvey.com>



# Evaluation of wellbeing programs

## What is evaluation?

- “*Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes”.*





# Evaluation of wellbeing programs

## What is the purpose of evaluation?

- *“Its purpose is to **make judgments** about a program, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987).*
  - Why evaluate?
  - Who is evaluation for?
  - What should they do with an evaluation?
  - What do “they” actually do with an evaluation?



# Evaluation of wellbeing programs

## Should I evaluate my program/PPI?

- Yes, because evaluation can:
  - Improve program design and implementation. (reasons for you)
    - It is important to periodically assess and adapt your activities to ensure they are as effective as they can be. Evaluation can **help you identify areas for improvement** and ultimately help you realize your program or PPI goals more efficiently. Additionally, when you share your results about what was more and less effective, you **help advance the field**.
  - Demonstrate program impact. (reasons for others)
    - Evaluation enables you to demonstrate your program's or PPI's success or progress. The information you collect allows you to **better communicate the impact of your activities** to others, which is critical for things such as - public relations, staff morale, and attracting and retaining support from current and potential clients/funders.

# Evaluation of wellbeing programs

What type of evaluation should I conduct and when?

- Evaluations fall into one of two broad categories: Formative and summative.
  - Formative evaluations are conducted during program development and implementation and are useful if you want direction on how to best achieve your goals or improve your program.
  - Summative evaluations should be completed once your programs are well established and will tell you to what extent the program is achieving its goals.

# Evaluation of wellbeing programs

## Formative:

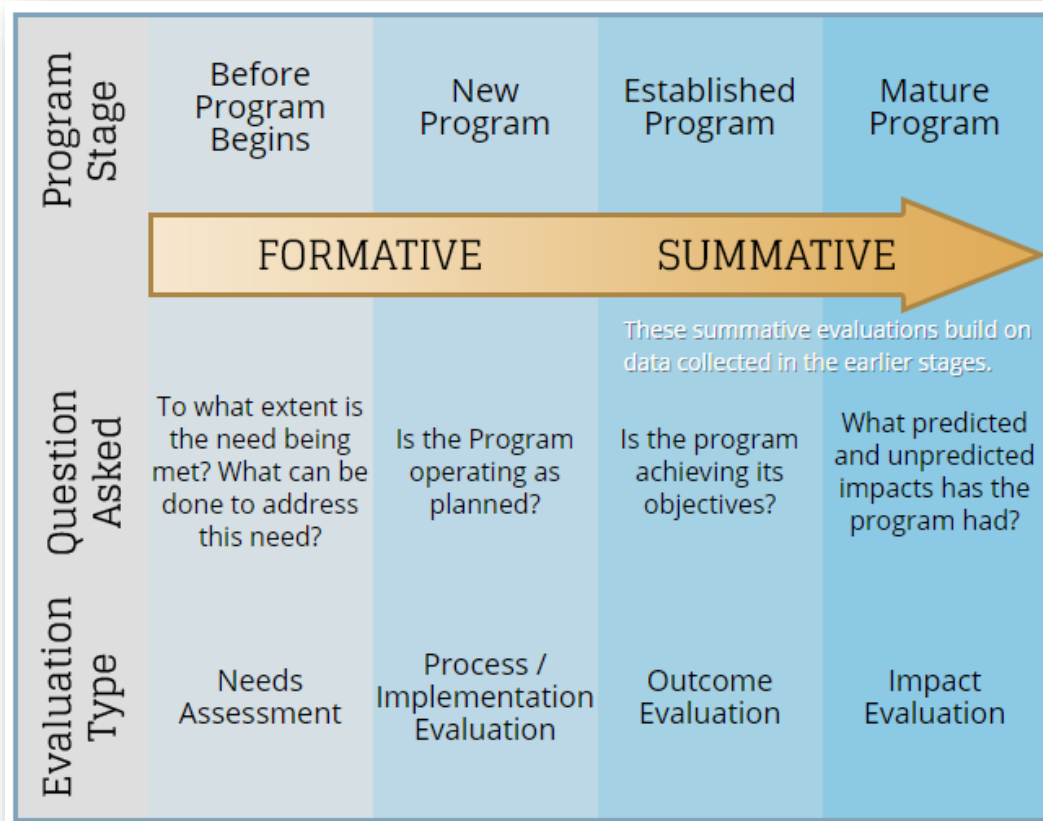
- Conducted during program development and implementation and are useful if you want direction on how to best achieve your goals or improve your program.
  - Needs assessment. Determines who needs the program, how great the need is, and what can be done to best meet the need. A needs assessment can help determine what audiences are not currently served by programs and provide insight into what characteristics new programs should have to meet these audiences' needs.
  - Process or implementation evaluation. Examines the process of implementing the program and determines whether the program is operating as planned. Can be done continuously or as a one-time assessment. Results are used to improve the program. A process evaluation of a program may focus on the number and type of participants reached, and/or determining how satisfied these individuals are with the program.

# Evaluation of wellbeing programs

## Summative:

- Completed once your programs are well established and will tell you to what extent the program is achieving its goals.
  - Outcome evaluation. Investigates to what extent the program is achieving its outcomes. These outcomes are the short-term and medium-term changes in program participants that result directly from the program.
    - For example, outcome evaluations may examine improvements in participants' wellbeing, knowledge, skills, attitudes, intentions, or behaviors.
  - Impact evaluation. Determines any broader, longer-term changes that have occurred as a result of the program.
    - These impacts are the net effects, typically on the entire person, school, community, organization, society, or environment. For example, this might be cost or time savings.

# Evaluation of wellbeing programs



# Evaluation of wellbeing programs

## Evaluation – what does good look like?

- Four characteristics of a good evaluation:
  1. Good evaluation is **tailored to your program** and **builds on existing** evaluation knowledge and resources.
    - Your evaluation should be crafted to address the specific goals and objectives of your PPI or program (i.e., if you are aiming to increase life satisfaction, measuring positive emotions is not as good as measuring satisfaction with life). There needs to be a clear link...
    - It is likely that other positive psychology practitioners and researchers have created and field-tested similar evaluation designs and instruments. Rather than starting from scratch, looking at what others have done can help you conduct a better evaluation.
  2. Good evaluation is **inclusive**.
    - It ensures that diverse viewpoints are taken into account and that results are as complete and unbiased as possible. Input should be sought from all of those involved and affected by the evaluation, such as and for example, students, parents, teachers, program staff, or community members.

# Evaluation of wellbeing programs

## Evaluation – what does good look like?

- Four characteristics of a good evaluation:
  3. Good evaluation is **honest**.
    - Evaluation results are likely to suggest that your program has *strengths* as well as *limitations*. Your evaluation should not be a simple declaration of PPI or program success or failure. Evidence that your program is not achieving all of its ambitious objectives can be hard to swallow, but it can also help you learn where to best put your (or your clients) limited resources.
  4. Good evaluation is **replicable** and its methods are as rigorous as circumstances allow.
    - A good evaluation is one that is likely to be replicable, meaning that someone else should be able to conduct the same evaluation and get the same results. The higher the quality of your evaluation design, its data collection methods and its data analysis, the more accurate its conclusions and the more confident others will be in its findings.



# Evaluation of wellbeing programs

## Summary.

Four characteristics of a good evaluation:

1. Good evaluation is **tailored to your program** and **builds on existing evaluation knowledge and resources**.
2. Good evaluation is **inclusive**.
3. Good evaluation is **honest**.
4. Good evaluation is **replicable** and its methods are as rigorous as circumstances allow.

# Evaluation of wellbeing programs

## Summary.

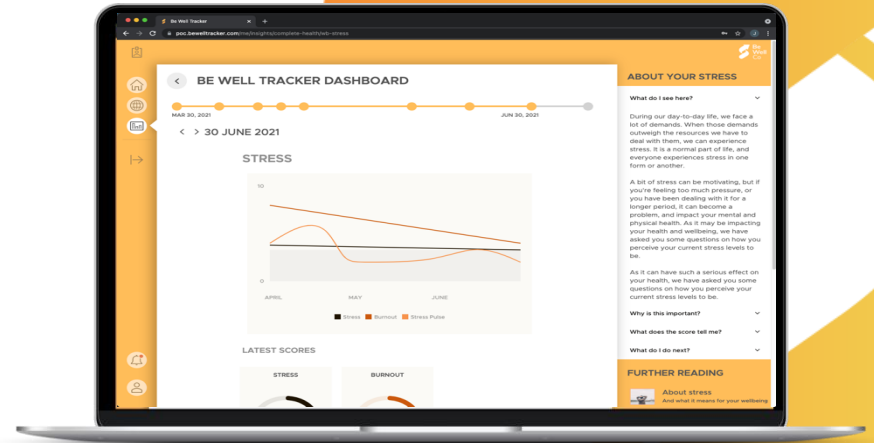
Make evaluation an integral part of your program/PPI.

- This means **evaluation is a part of everything you do**. You design your program or PPI with evaluation in mind, collect data on an on-going basis, and use these data to continuously improve your program.
- Leverage evaluation as a selling point for your rigorous and scientific approach...
- Remember the benefits of evaluation:
  - helps you to better understand your target audiences' needs and how to meet these needs.
  - helps you to design objectives that are more achievable and measurable.
  - helps you to monitor progress toward objectives more effectively and efficiently.
  - helps you to learn more from evaluation.
  - helps you to increase your program's productivity and effectiveness.



# What are organisations looking for?

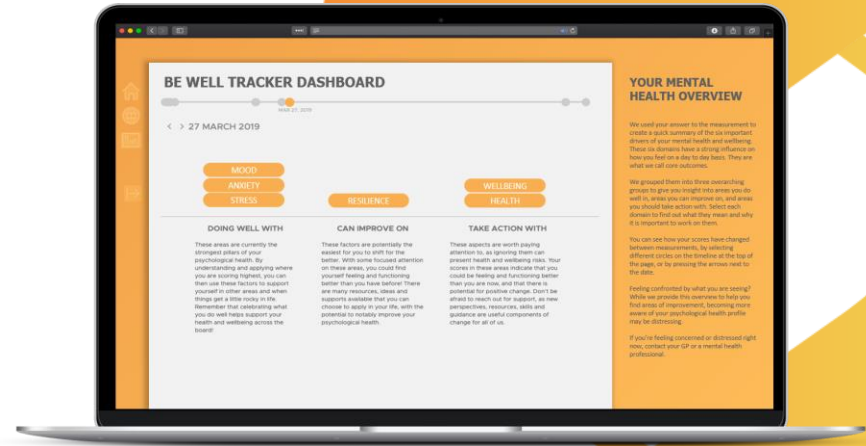
- New to wellbeing:
  - Setting priorities
  - Learning how their organisation is performing
  - Validating HR data
- Established:
  - Evaluation of interventions
  - Evaluation of policy
  - Wellbeing reports for individuals





## Steps:

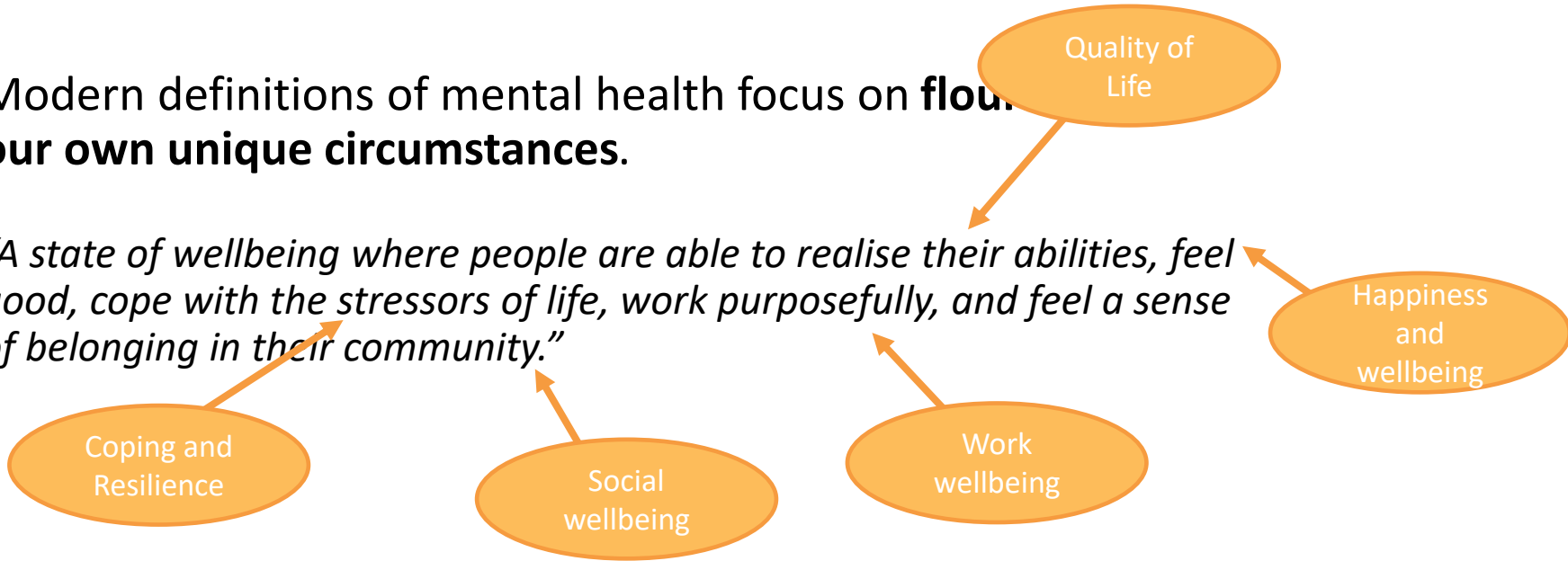
- Getting on the same page
  - What do we mean by wellbeing
  - Integration with distress / other variables
- Qualitative vs Quantitative data
- Presenting and disseminating the results



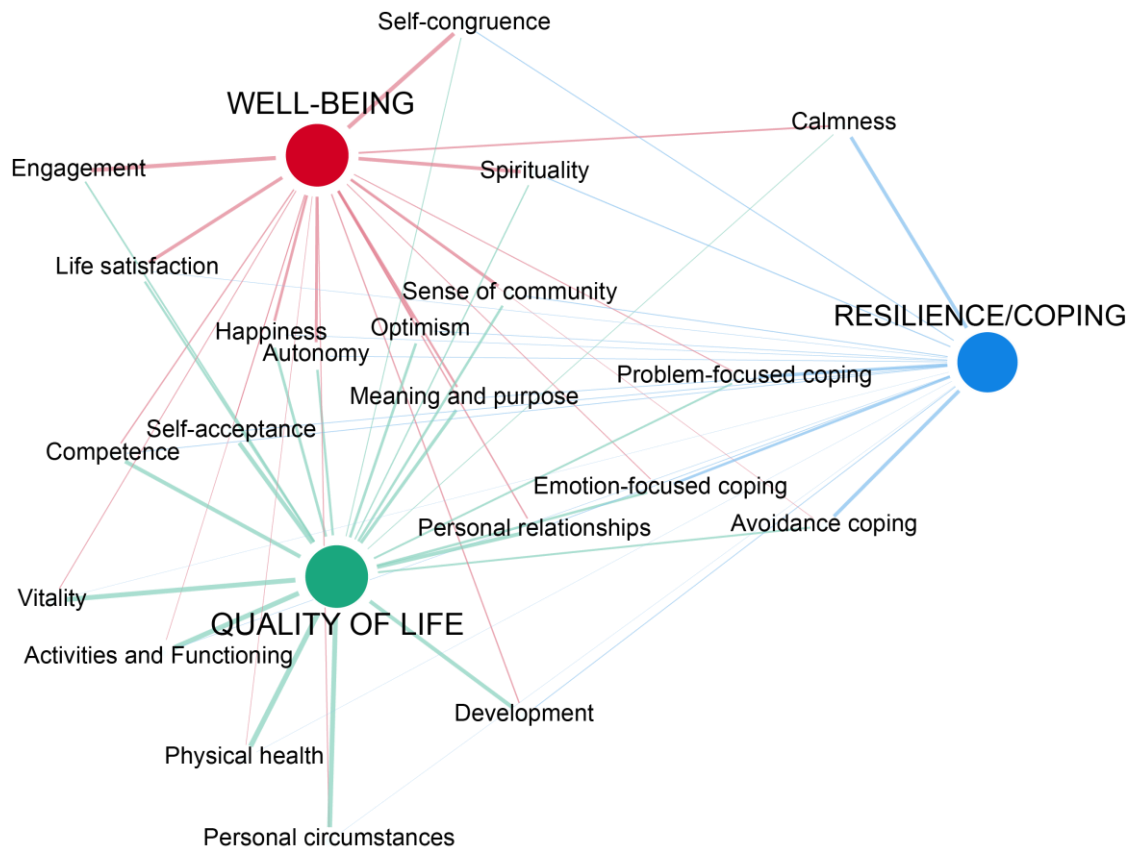
# What do we mean by wellbeing?

Modern definitions of mental health focus on **flourishing** in **our own unique circumstances**.

*“A state of wellbeing where people are able to realise their abilities, feel good, cope with the stressors of life, work purposefully, and feel a sense of belonging in their community.”*



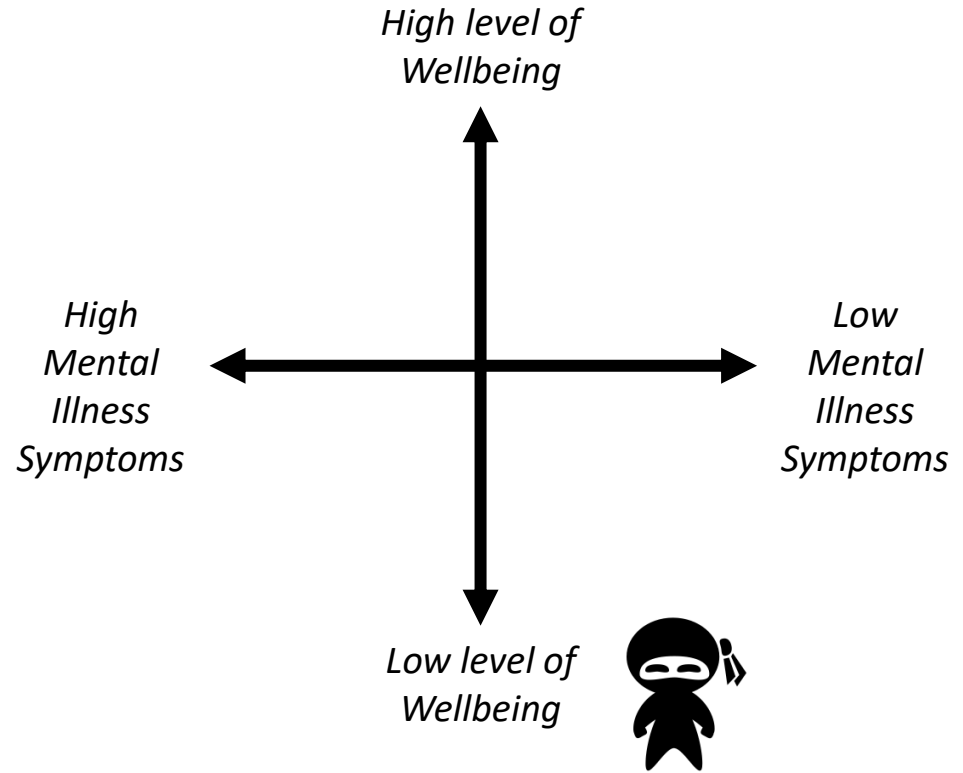
# Which aspect of wellbeing is important to measure?





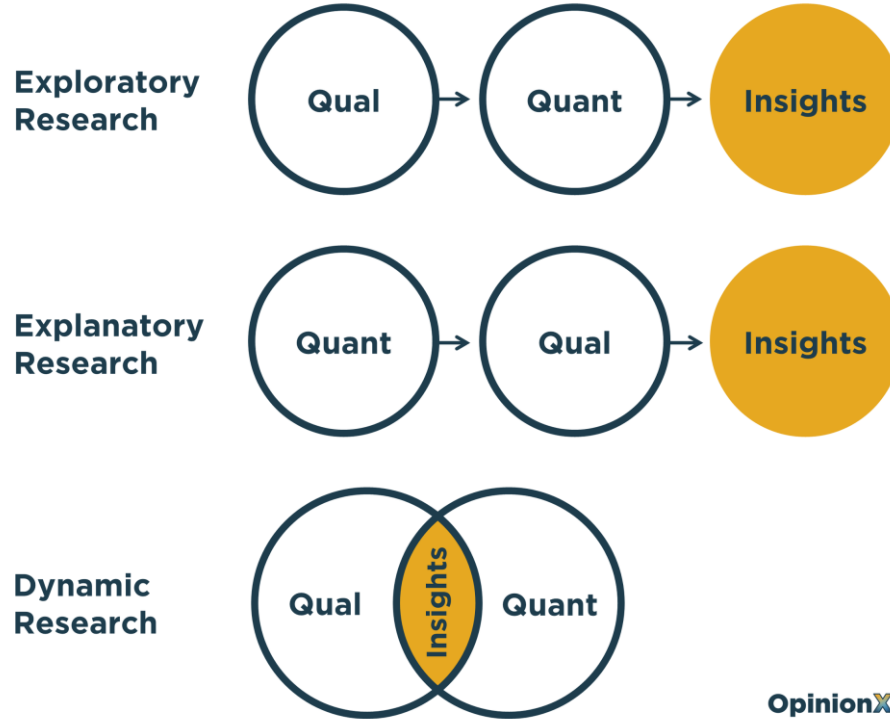
## What else is missing?

- Burnout?
- Workplace environment?
- Distress?
- Flight risk?





# What are we asking?

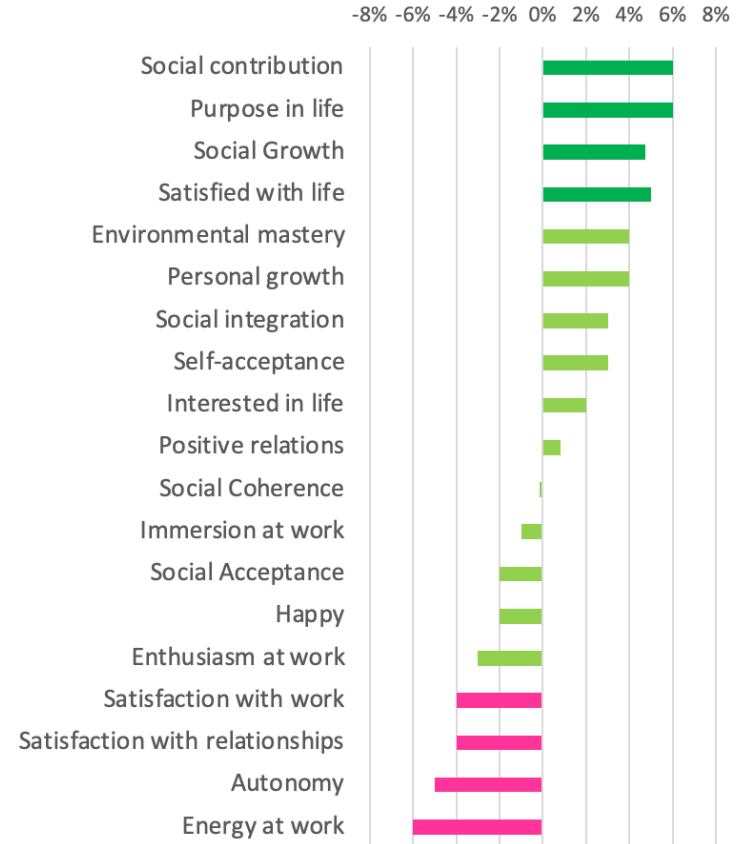






# Reporting and disseminating results

- Mean differences vs Proportions
- ‘Real’ Commitment for change
- Follow ups to investigate the findings, and processes for change



# Assessment and evaluation

## Learning points: Assessment.

- Knowing how (happy) needs both what and why...
- Terms matter: Define and understand them.
- Assessments allow data-driven decision making.
- It's not just the change in wellbeing outcome, it's understanding the drivers of wellbeing change that's important and useful!
- You can only manage what you measure.

# Assessment and evaluation

## Learning points: Evaluation.

- Evaluation is a process that critically examines a program.
- Benefits of evaluation: Improve program design and implementation, demonstrate program impact.
- Formative evaluations are conducted during program development and implementation.
- Summative evaluations should be completed once your programs are well established and will tell you to what extent the program is achieving its goals.
- Four characteristics of a good evaluation: It's tailored to your program and builds on existing knowledge, it's honest, it's replicable, and its methods are as rigorous as circumstances allow.