



# Summary of Well-being Assessment Technical Reports

Nicole W Brocato

Suggested citation: Brocato, N. W. (2024). *Summary of Well-being Assessment technical reports*. American College Health Association.

<https://www.acha.org/wp-content/uploads/Summary-of-WBA-Technical-Reports.pdf>

Version dates

May 27, 2024: First publication

## Reliability and validity summary

**Reliability.** We used omega to estimate reliability for each of the Well-being Assessment's factors, which ranged from .81 to .97. Guidelines for interpreting omega are the same as for interpreting alpha. Alpha has been criticized for being biased and failing to account for factor structure, which is why we used omega instead of alpha.

**Validity.** We used Messick's (1995) theory of validity to guide the development of the Well-being Assessment. Messick claims that all forms of validity are construct validity. He identifies six forms of validity: content, substantive, structural, generalizability, external, and consequential. We evaluated content validity through ongoing consultation with substantive experts to ensure that the Assessment measures key aspects of well-being. We evaluated substantive validity through multiple qualitative studies and structural equation modeling to ensure that participants understood the items as we intended them and that items related to each other appropriately. We evaluated structural validity by conducting multiple rounds of structural equation modeling and sum scores to identify the most effective scoring methods. We evaluated generalizability validity using measurement invariance analyses to ensure that items were not biased across demographic identity groups. We evaluated external validity using statistical modeling to ensure that item groups were discriminant and convergent, as expected. We plan to continue examining consequential validity throughout the lifespan of the measure to ensure that it supports well-being and does not propagate injustices.

## Assessment Development: 2014 - 2019

*For complete details, see the [Spring 2019 technical report](#), which includes detailed information about reliability, validity, and score development.*

The Wellbeing Assessment (the Assessment) was developed at Wake Forest University (WFU) by a team of substantive and academic experts in wellbeing, student life, academic advising, psychology, philosophy, educational policy, and psychometrics, which included this author.

We developed the WBA using qualitative and quantitative methods guided by Messick's (1995) validity theory.

Our qualitative research included four rounds of cognitive interviews between Fall 2015 and Spring 2018. These interviews ensured that the Wellbeing Assessment items made sense to students, were unbiased, and measured the intended content. To maximize objectivity in the interviewing process, we used external contractors. They interviewed 92 students at six private and public Eastern higher education institutions.

Our quantitative research included five pilot administrations: two at WFU in Fall 2015

## Score Continuity: 2020

For complete details, see the [Spring 2020](#) and [Fall 2020](#) technical reports.