Using Surveys and Affective Assessments in FCSE

Evaluation and Research in FCSE
Overview

- Data important to FCSE rely on more than scores on cognitive (knowledge) based test.
  - FCSE Programs should demonstrate behavior changes, e.g. changing eating behaviors or financial behaviors.
- Changes require knowledge and ACTION.
  - Action is connected to affective learning domain.
- Presentation reviews surveys developed in the affective domain
  - Illustrates attitude, belief, and behavior changes.
Developing a Survey

1. Planning
   - Research Question/s
   - Objectives
   - Survey type

2. Developing the Survey
   - Types of Items
   - Response Formats
   - Scoring Plans
   - Collecting Demographics
   - Writing Directions
   - Formatting the Items
   - Reviewing and Revising
Fixed-Response Formats

- Adjective Checklist—easy to create, but cannot be scored to obtain numerical score other than the number of adjectives selected.
- Behavior Checklist—information about experiences, challenging to specify behaviors precisely.
- Ranking Format—relative standing of items, activities, interests, so on, no information about intensity.
Fixed-Response Formats Continued

- Likert-Type Scale—provides range with a variety of anchors, numerical score, many topics, middle scores are difficult to interpret.

- Semantic Differential Scale—provides range of responses, detailed information about a concept, each set is limited to one concept.
Assessing the Affective Domain

- Presents the greatest challenge because it is the most difficult and complex of all evaluation or assessment tasks.
- There is overlap with the other domains.
- However, data can be very rich because we are assessing behaviors in regards to attitudes, beliefs, and feelings.
Two Overriding Categories

RECORDS
- Systematic means of collecting evidence.
- Factual descriptions of meaningful behaviors and observed incidents.

OBSERVATIONS
- Assess individual or group behavior.
- May be formal or informal.
Guidelines for Development

- Determine traits or behaviors ahead of time.
- Rate specific aspects or behaviors independently.
- Use appropriate rating scales.
- Weight some items more if they merit more importance.
- Use scales with sufficient choices for discriminating the behavior.
- Treat as confidential information.
Tips for Assessing Affective Learning

- Write performance criteria (objectives).
- Identify the behaviors.
- Concentrate on one or two behaviors in an observation/record.
- Select, modify, or develop instruments to meet your needs.
- Decide who will be observed/surveyed and when.
- Obtain as many observations/responses as possible.
- Review patterns of change.
Affective Domain

- Receiving
  (Becoming aware)
  Paying attention to, tolerating, acknowledging differences, accept, being aware, perceive, show awareness

Interest Inventories
- Like
- Neither Like or Dislike
- Dislike
Affective Domain

- Responding (Doing something, taking action) Agreeing to try, volunteering for, obeying the guidelines, accepting responsibility, caring for, complying, cooperating, showing interest

Frequency Inventories
- Frequently
- Sometimes
- Rarely
- Never
Affective Domain

- **Valuing** (Developing attitudes) Initiating a plan, showing concern, assuming responsibility, adopting, seeking, expressing, choosing, using resources

Likert (5-Point) Scales
- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree
Affective Domain

- **Organization**
  (Arranging personal values)
  Adjusting lifestyle, disclosing information about, adapting to, adjusting to, arranging, ranking

- **Value Clarification or Explanation**
  - Interviews
  - Open Ended Questionnaires
Affective Domain

- Characterization by a Value or Value Complex (Internalize a value) Showing devotion, influencing others, exemplifying, acting upon, maintaining, advocating, exhibiting, exposing, serving, supporting

- Philosophy of Life, Code of Conduct, Dedicated FCCLA Member
  - Take a stand
  - Suggest appropriate actions
  - Observing the action
SAMPLE SURVEYS
Affective Assessment

Objectives:

The students will be able to:

- Rank their own beliefs concerning Middle Eastern culture.
- Express how their opinions might have changed from the beginning of the lesson to the end.

Assessment Tool:

The following is a Likert scale that will be used at the beginning and end of the unit on Foods Around The World. It is designed to help students assess their own opinions about the Middle East. After taking the assessment the second time students will compare how their opinions might have changed from the beginning of the unit to the end. Although the primary focus of the unit is Middle Eastern cuisine, students are asked throughout to compare American and Middle Eastern cultures.
Culture Opinions (Part I)

Directions: Rank the following statements based on how much you agree or disagree with them.

(SA) Strongly Agree  (A) Agree  (U) Undecided/Not sure  (D) Disagree  (SO) Strongly Disagree

1. I know people from another country.  SA  A  U  D  SD
2. I spend time trying to understand other cultures.  SA  A  U  D  SD
3. The Middle East is dangerous.  SA  A  U  D  SD
4. I am tolerant of other religions.  SA  A  U  D  SD
5. I believe it is important to accept people's differences.  SA  A  U  D  SD
6. I don't understand Middle Eastern culture.  SA  A  U  D  SD
7. I believe it is important to follow local customs when traveling.  SA  A  U  D  SO
8. I want to know as much as I can about the Middle East.  SA  A  U  D  SD
9. I believe everyone in the Middle East is Muslim.  SA  A  U  D  SO
10. I let the media shape my opinions about the Middle East.  SA  A  U  D  SD
11. I know where the Middle East is on a map.  SA  A  U  D  SD
12. I look for opportunities to spend time with people from a culture different than mine.  SA  A  U  D  SD
13. Cultures different from my own are bad.  SA  A  U  D  SD
14. I fear what I do not know about the Middle East.  SA  A  U  D  SD
15. I see similarities in Middle Eastern culture and American culture.  SA  A  U  D  SO
Culture Opinions (Part II)

Date: __________

Directions: Now that you have taken the Culture Opinions assessment twice, write a short essay comparing your feelings/opinions at the beginning of the unit versus now. Explain where the differences and similarities are, and why you think your opinions changed or stayed the same.
Proper Food Handling Procedures

Objective: The students will be able to acknowledge their responsibility of proper food preparation in relation to their current practices while cooking, preparing, and storing food.

Assessment tool: I have chosen a frequency inventory scale in reference to proper food handling procedures. The scale given to the students is attached. This assessment tool will be used in the class Restaurant Management during the unit Food Safety and Sanitation. The grade level taught will be 10-12. I would introduce this assessment after Lesson 4 of the unit where they learn about proper and safe food handling. This will be a good way to analyze their own safety habits and evaluate them in relation with proper food handling procedures.
Safe Food Handling Practices

**DIRECTIONS:** Rank the following based on how often do you practice the following safe handling procedures? Circle the appropriate answer.

<table>
<thead>
<tr>
<th></th>
<th>Frequently (F)</th>
<th>Sometimes (S)</th>
<th>Rarely (R)</th>
<th>Never (N)</th>
</tr>
</thead>
</table>

When cooking do you...

1. Keep your work area clean and wipe up spills? F S R N
2. Practice proper hand washing techniques? F S R N
3. Keep hair tied back if needed? F S R N
4. Wear and apron and short sleeves? F S R N
5. Cough or sneeze over food? F S R N
6. Use a disposable tissue then wash hands before handling food? F S R N
7. Wash hands and utensils after handling raw meat, fish, poultry or eggs? F S R N
8. Wash tops of cans before opening to prevent dirt and dust falling into food? F S R N
9. Put raw meat in packages? F S R N
10. Separate pets from cooking areas? F S R N
11. Taste and cook with different spoons? F S R N
12. Use a chart to make sure you cooked foods to the right temperature? F S R N
13. Use a meat thermometer to measure the temperature of the meats you are cooking? F S R N
14. Boil canned foods for 10-20 minutes before tasting? F S R N
15. Cook raw cookie dough before eating it? F S R N
16. Let food sit out for more than 2 hours? F S R N
17. Eat, freeze refrigerated leftovers within 3 days? F S R N
18. Keep your refrigerator at or slightly below 40°F? F S R N
19. Thaw foods in the fridge or microwave immediately before cooking. NOT at room temperature? F S R N
20. How often do you think about some of these things while working? F S R N
Nutritious Choices

Objective: The learner will assume responsibility for his/her nutrition choices.

Overview: This assessment should be given as individual work. It should be given to 10-12 grade students currently enrolled in any nutrition related course. Class size does not matter. This assessment should be given when beginning a unit to get an idea of the students' eating habits.

Unit: Healthy Eating
**Nutritious Choices**

**DIRECTIONS:** Determine how much you agree or disagree with the following statements by circling the appropriate response.

<table>
<thead>
<tr>
<th></th>
<th>SA - Strongly Agree</th>
<th>A - Agree</th>
<th>U - Undecided</th>
<th>D - Disagree</th>
<th>SD - Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I eat vegetables at every meal.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>I eat fruits at every meal.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>I drink 8 glasses of water a day.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>I believe that nutrition is important.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>I believe that balanced nutrition can help weight issues.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>I prefer to skip breakfast every day.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>7</td>
<td>My family eats dinner together daily.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>8</td>
<td>I prefer to eat in my room, by myself.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>I drink at least one soda a day.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>I try to exercise at least once a day.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>11</td>
<td>I try to follow the food guide pyramid.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>12</td>
<td>I try to avoid junk food.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>13</td>
<td>I make healthy choices when choosing snacks.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>I eat at home rather than go out because it is healthier.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>15</td>
<td>I use Splenda or other no-calorie sweeteners instead of sugar.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>I am happy with the choices I make regarding food.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
</tbody>
</table>
Managing Money

Objective: The student will be able to rank the importance of various financial statements in his or her own current life.

This tool is to be used at the beginning of the unit. During the unit, the students will find out what they need to change, if anything. This assessment will help students see if they need to improve their management of money in their own lives. This assessment will count for a daily grade depending on completion.
Managing Money

Please rank the following based on how much you agree or disagree with the statement.

<table>
<thead>
<tr>
<th></th>
<th>A=Agree</th>
<th>U=Undecided</th>
<th>D=Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I know how to write a check.</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>2.</td>
<td>I lose money often.</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>3.</td>
<td>I balance my checkbook regularly.</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>4.</td>
<td>I tend to spend money as soon as I receive it.</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>5.</td>
<td>If I have $20, I save it if I don't have to spend it on a need.</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>6.</td>
<td>I comparison shop before I buy something.</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>7.</td>
<td>I never know how much money I have.</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>8.</td>
<td>I spend money that I don't have at the time of purchase.</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>9.</td>
<td>I set financial goals and try to achieve them.</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>10.</td>
<td>I tend to give people money and forget that they owe me.</td>
<td>A</td>
<td>U</td>
</tr>
</tbody>
</table>
Managing Money Results

Use the standard below to determine the point value for each answer. Add your totals in each group to determine what describes you most.

\[ \text{A=5} \quad \text{U=3} \quad \text{D=1} \]

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

TOTALS:  

TOTALS:  

Which is greatest?

**COLUMN 1:** You are smart with your money. You know exactly where it goes and you have financial goals you wish to achieve. You think about a purchase before you make it. You also have knowledge about different forms of money like checks, and you know how to use one. Finance is a huge realm filled with many things to learn. It is obvious you know the basis, but there are many more exciting things to learn. You should be proud of your responsibility thus far.

**COLUMN 2:** You have many exciting things to look forward to when learning about managing your money. Although you might 'like' money and see it as being important in your life, your actions do not show it. You do not think about having financial goals for yourself and you don't make your money last. This course will be very beneficial to you because you will be given the tools you need to be financially smart and stable. Try to soak in everything because these skills can help you the rest of your life.