

# Assessing Civically Engaged Curriculum: Civic Agriculture and Food Systems Minor at Virginia Tech

**North American  
Colleges & Teachers of Agriculture  
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**Jennifer Helms, PhD Candidate**

Department of Agricultural & Extension Education

**Susan Clark, PhD**

Department of Horticulture

Virginia Tech



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# CAFS Programmatic Goals

- 1. Provide a foundation of knowledge consistent with entry-level civic agriculture, food systems education.**
- 2. Aid in the development of effective broad-based communication skills in civic agriculture food systems education.**
- 3. Provide a learning environment that fosters critical thinking skills in civic agriculture food systems education.**

# *CAFS Core Values*

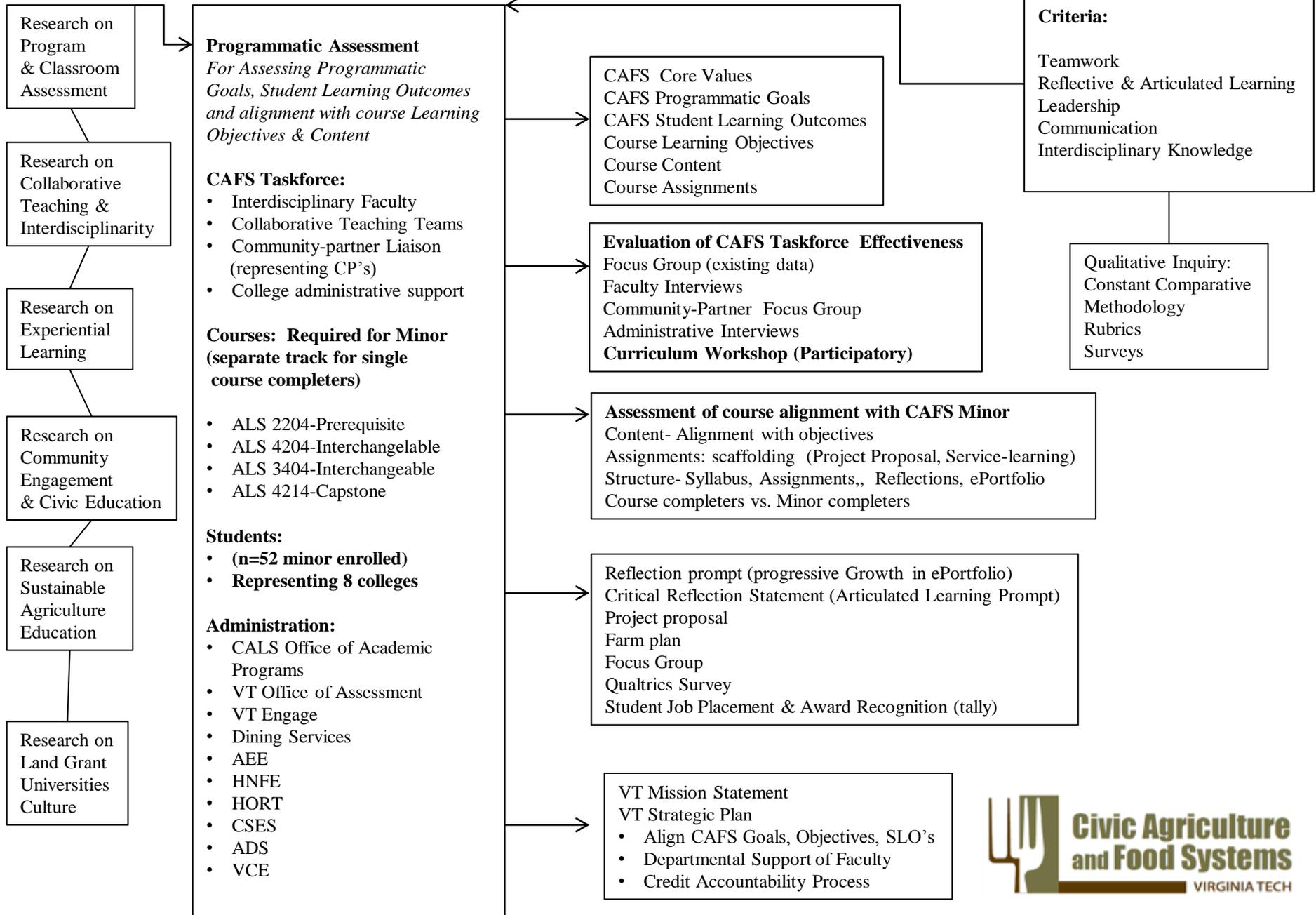
- 1. Food Security/Food Sovereignty**
- 2. Experiential Learning**
- 3. Ecological Stewardship**
- 4. Healthy People/Healthy Communities**
- 5. Collaborative Teaching**
- 6. Civic Engagement & Democratic Participation**



# CAFS Student Learning Outcomes

- 1. Demonstrate in-depth interdisciplinary knowledge in the policies and practices of civic agriculture and food systems by developing and implementing an educational strategy through community partnerships.**
- 2. Apply effective communication to develop sustainable community programs to enhance civic agriculture in diverse communities.**
- 3. Apply effective leadership to develop sustainable community programs to enhance civic agriculture in diverse communities.**
- 4. Apply effective teamwork skills to develop sustainable community programs to enhance civic agriculture in diverse communities.**
- 5. Apply reflective and articulated learning to make decisions, to identify civic agriculture problems and determine, implement, and evaluate community programs.**

# Civic Agriculture and Food Systems Minor

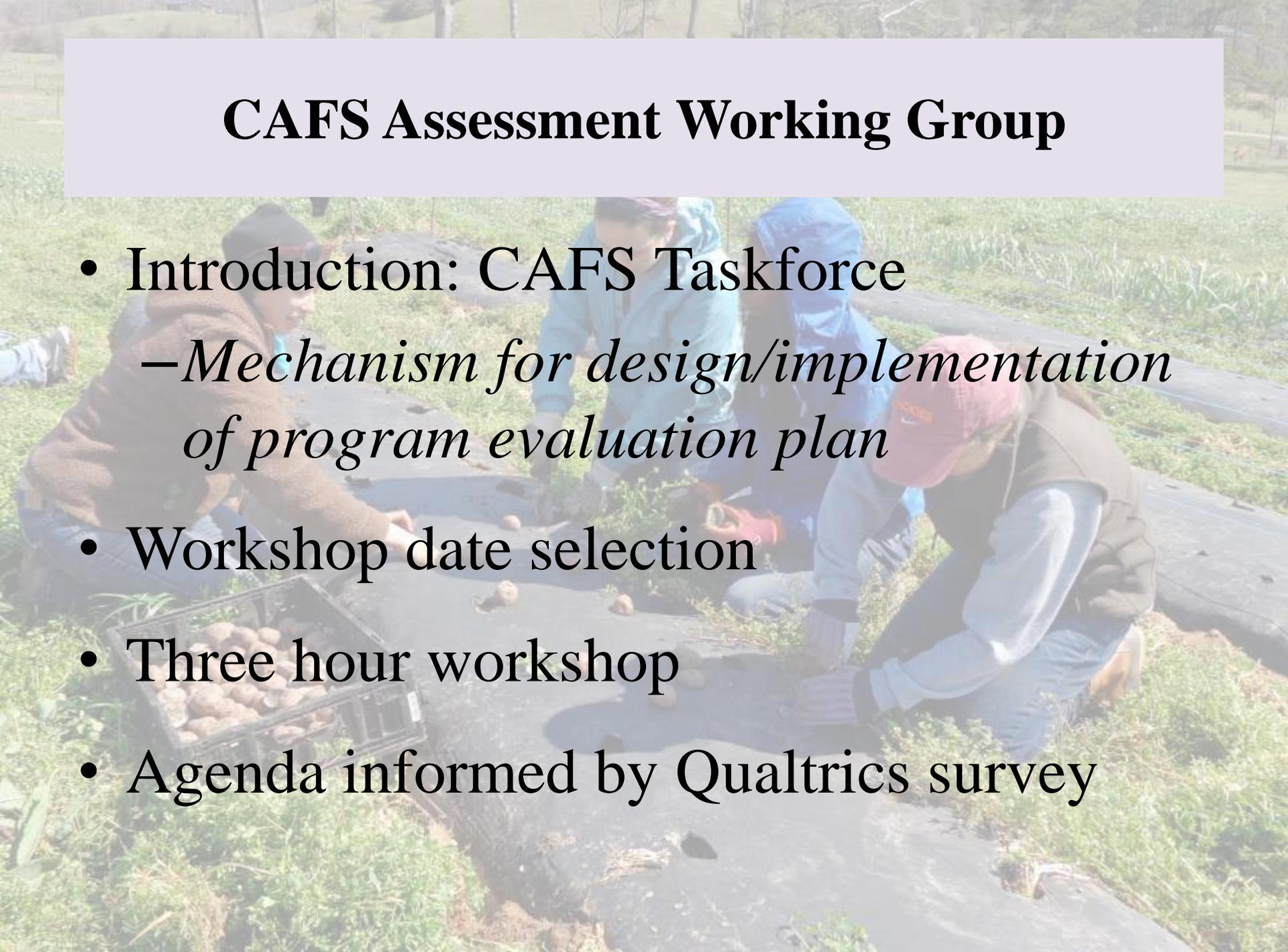


# Process: Curriculum Mapping

**Definitions for Scaffolding Scale Measurement Criterion:** The purpose of a curriculum map is to document the relationship between every component of the curriculum. Used as an analysis, communication, and planning tool.

- **Master (M):** Mastery of the knowledge, skills or dispositions required by the standard. The candidate substantially exceeds expectations by providing multiple layers of connected and convincing evidence to show exceptional performance in meeting the professional principle.
- **Reinforced/Emphasized (R):** Intermediate to advanced performance in relation to essential knowledge, skills or dispositions required by the standard, The candidate exceeds minimum expectations by providing multiple sources of clear evidence to make a strong case for meeting the professional standard.
- **Introduced (I):** Intermediate performance in relation to essential knowledge, skills or dispositions required by the standard. The candidate meets minimum expectations by providing at least one piece of evidence to meet the professional standard.

# CAFS Assessment Working Group

- Introduction: CAFS Taskforce
    - *Mechanism for design/implementation of program evaluation plan*
  - Workshop date selection
  - Three hour workshop
  - Agenda informed by Qualtrics survey
- 
- A group of people are working in a field, possibly planting or evaluating crops. They are wearing jackets and hats, suggesting a cool environment. The ground is covered with black plastic mulch, and there are some plants growing through it. One person in the foreground is wearing a red cap and a dark vest over a light blue shirt. Another person is wearing a blue jacket. The background shows a grassy field and some trees.

# CAFS Assessment Working Group

- Small working groups:
  - *Collaborative Teaching Teams*
    - Course alignment with minor & other core courses
    - Assignments (guidelines/rubrics)
- Large working group:
  - *Action items – order of operations through consensus*
  - *Revisit action items/resolve throughout the year addressing in order of importance*