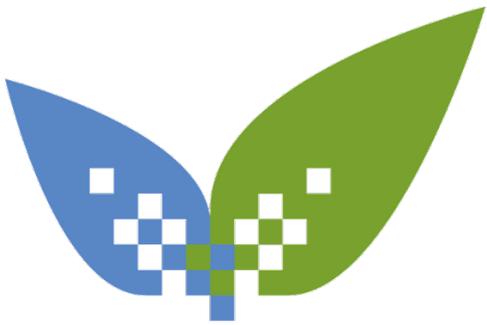


Instructions for Completing Annual Assessment Reports: **ASSESSMENT YEAR 1**

June 2021



This document provides guidance to IFT–HERB–approved undergraduate programs on the preparation and submission of Annual Assessment Reports for Assessment Year 1, which are required on an annual basis during the 5-year approval period. This document is supplemental to the [Annual Assessment Report Guidelines](#).

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Annual Requirements for Maintaining IFT Approval

General Information

As a condition for maintaining IFT Approval, each program that received Initial Approval in 2020 or later must submit an Assessment Report on an annual basis by **October 1st** of each year, starting in 2022 (see Figure 1), until Five-Year Reapproval. Annual Assessment Reports must include assessment data collected for each Essential Learning Outcome (ELO) indicated in the five-year assessment plan that was submitted with the application for Initial IFT Approval. All Annual Assessment Reports will be submitted via the same online submission portal as the Initial Approval applications.

Preparing Annual Assessment Reports

In the application for Initial IFT Approval, all programs identified a five-year assessment plan according to the following requirements:

- All Eleven (11) Standards must be covered across Assessment Years 1-5.
- Two (2) Standards per year will be covered for Assessment Years 1-4, with three (3) corresponding ELOs assessed per Standard.
- Three (3) Standards will be covered for Assessment Year 5, with two (2) corresponding ELOs assessed per Standard.
- By the end of Assessment Year 5, the assessment plan should include a total of 11 Standards and 30 ELOs.

Annual Assessment Reports will only include documentation related to assessment data and will not revisit the following sections:

- Institutional profile
- Food science facilities
- Undergraduate teaching faculty
- Foundational content
- IFT-defined Program Goals

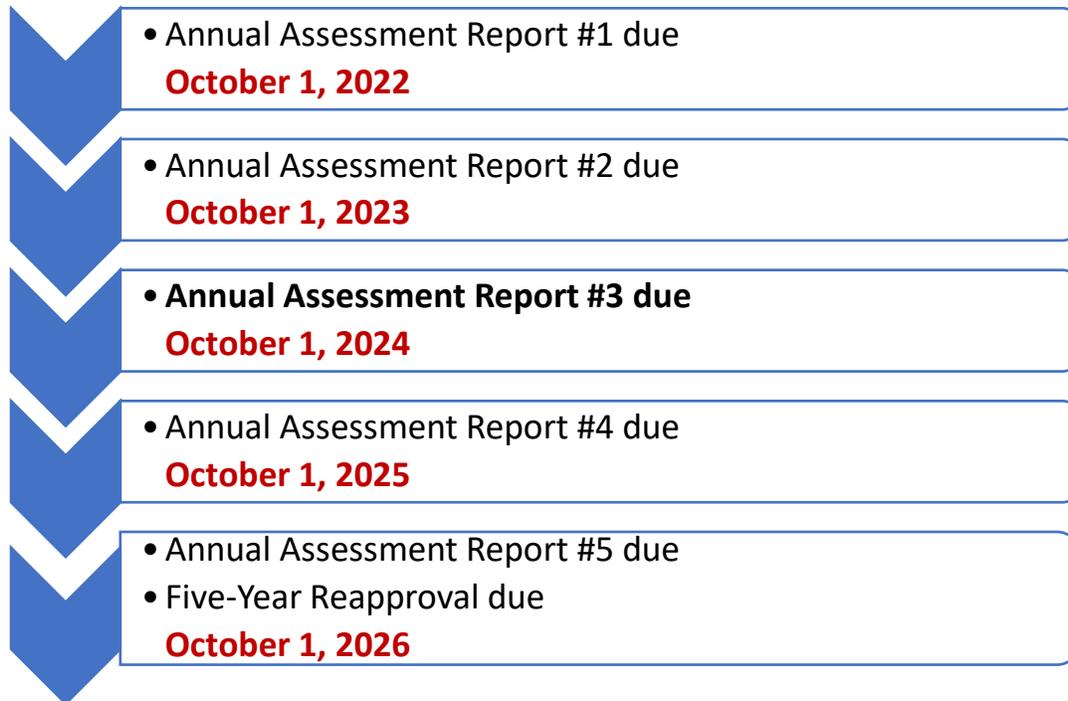
[Note: Programs will have the option to update the above sections with minor changes that may have occurred since initial submission. Updates to these sections will be required at the time of Five-Year Reapproval.]

Data Collection Period

Data to be included in Annual Assessment Reports must have been collected within the timeframe of the five-year approval period. Data collected prior to Initial IFT-HERB Approval is *not* to be included.

Submission Timeline

Figure 1: Example: Annual Assessment Report submission schedule for programs approved 2021-2026.



Assessment Year 1 – INSTRUCTIONS

1. Standard 1, Essential Learning Outcome (ELO) 1

What to Include	Additional Information
Standard	Refer back to the 5-Year Assessment Plan – this Standard was to be addressed in Assessment Year 1
ELO assessed	Refer back to the 5-Year Assessment Plan – this ELO was to be assessed in Assessment Year 1
Course ELO was assessed in	Include course name and course code/number
Period ELO was assessed	Include semester (or equivalent) and year
<u>Exactly two different</u> Learning Assessment Techniques (LATs) used to assess above ELO	It is recommended but not required to use LATs from the provided list .
Description of how each of the two LATs was implemented with students to assess ELO	Recommended to include: <ul style="list-style-type: none"> ✓ Number of students the LAT was administered to ✓ How LAT was administered (whole class/group/individual, etc.) ✓ Duration of LAT (minutes/hours/weeks, etc.) ✓ Location of LAT (in-class, take-home, etc.)
Description of the tool(s) used for LAT analysis	Recommended to include: <ul style="list-style-type: none"> ✓ Exam key, rubric, checklist, etc.
Key Findings for each of the two LATs	Recommended to include: <ul style="list-style-type: none"> ✓ Breakdown of the grading system (e.g. points/percentages/select exam questions) ✓ Class averages ✓ Rubric breakdowns
Interpretation of key findings in connection to student learning	Brief description of how the data met the ELO.
Description of anticipated actions for improvement of teaching and learning based on key findings	Brief description of how the data will be used to improve upon the ELO.
<i>[Starting in Assessment Year 2: Description of how anticipated actions were implemented from the previous year as connected to the anticipated actions for improvement of teaching and learning]</i>	This section does not apply to Assessment Year 1.

2. Repeat above steps for the remaining Standards and ELOs:
 - ✓ Standard 1, ELO 2
 - ✓ Standard 1, ELO 3
 - ✓ Standard 2, ELO 1
 - ✓ Standard 2, ELO 2
 - ✓ Standard 2, ELO 3

[Ensure that you have a total of 2 Standards, 6 ELOs, and 12 LATs for Assessment Year 1]

Assessment Year 1 – EXAMPLE

Standard 1, Essential Learning Outcome (ELO) 1

What to Include	Example Scenario
Standard	Food Microbiology (FM)
ELO assessed	FM 3: Apply laboratory techniques to identify microorganisms in foods
Course(s) ELO was assessed in	Food Microbiology Lecture (FM 350) and Lab (FM 378)
Period ELO was assessed	Fall 2021
<u>Exactly two different</u> Learning Assessment Techniques (LATs) used to assess above ELO	<i>LAT 1</i> : Pro and Con Grid <i>LAT 2</i> : Quiz Question
Description of how each of the two LATs was implemented with students to assess ELO	<i>LAT 1</i> (Pro and con grid): administered to a group of 19 students enrolled in FM 378; students had 20 minutes to complete the assignment during class. <i>LAT 2</i> (Quiz question, short response): administered to a group of 42 students enrolled in FM 350; students had 30 minutes to complete the entire quiz of 10 questions. Data reported here are from one question directly related to ELO FM3.
Description of the tool(s) used for LAT analysis	<i>LAT 1</i> (Pro and con grid): Rubric, 5-point scale <i>LAT 2</i> (Quiz question, short response): Rubric, 5-point scale
Key Findings for each of the two LATs	<i>LAT 1</i> (Pro and con grid): 11/19 (57.9%) students scored 4-5 points; 6/19 (31.6%) students scored 2-3 points, and 2/19 (10.5%) scored lower than 2 points. <i>LAT 2</i> (Quiz question, short response): 14% of the 42 students scored 4-5 points; 27% scored 2-3 points, and 59% scored below 2 points.
Interpretation of key findings in connection to student learning	<i>LAT 1</i> (Pro and con grid): Our first data point indicates that ELO FM3 was met, as more than half of the students scored within the highest point range of the rubric. <i>LAT 2</i> (Quiz question, short response): Our second data point does not indicate that ELO FM3 was met, as the majority of students scored within the lowest range of the rubric.
Description of anticipated actions for improvement of teaching and learning based on key findings	Based on the inconsistency of our 2 data points, we plan on the following: <ul style="list-style-type: none"> • supplement the Pro and Con grid with a formative debate to gain more insight into student learning • revisit both assessment instruments for validity

Review of Annual Assessment Reports by the Higher Education Review Board (HERB)

The HERB will review all Annual Assessment Reports using a review instrument that will be available to all programs. HERB members will undergo reviewer calibration or inter-rater reliability training to ensure a high degree of agreement and consistency among reviews while minimizing variability among these.

Where to go for Help

For general information and resources on IFT-HERB approval, please visit:

<https://www.ift.org/community/educators/ift-undergraduate-program-approval>

To learn about assessment in food science, you can register for an on-demand course offered by IFT: [Assessment in Food Science](#).

For customized assessment support for your department, explore [Assessment in Food Science – Customized Live Interactive Virtual Workshop](#).

For questions about matters related to IFT-HERB Approval, contact Alexandra Santau, PhD, at asantau@ift.org.