

Guidelines for Annual Assessment Reports for IFT – Approved Undergraduate Food Science and Food Technology Programs

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This document provides guidance to IFT – approved undergraduate programs on the preparation and submission of Annual Assessment Reports, which are required on an annual basis during the 5-year approval period. Additional support materials will be available on IFT.org.

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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 2021 (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:

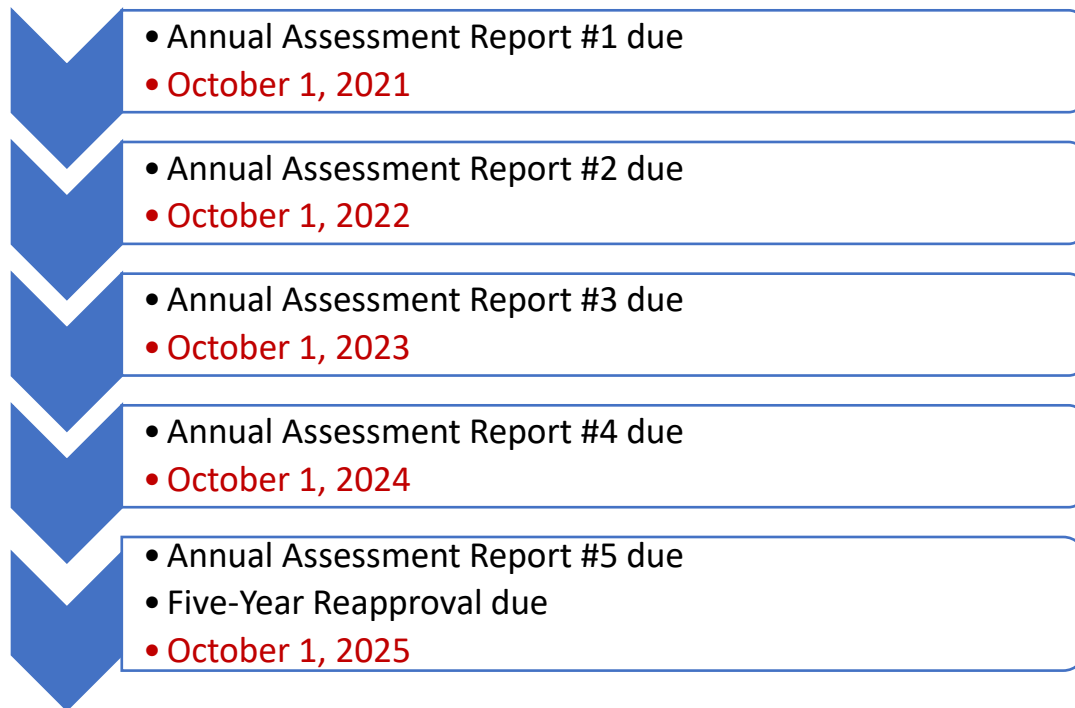
- Institutional profile
- Food science facilities
- Undergraduate teaching faculty
- Foundational content
- IFT defined program goals

[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 and Submission Timeline

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 Approval is *not* to be included.

Figure 1: Example: Annual Assessment Report submission schedule for programs approved 2020-2025.



Annual Assessment Report Criteria

What to Include in Annual Assessment Reports – YEARS 1-4

- Standard 1, Essential Learning Outcome (ELO) 1
 - ✓ ELO measured
 - ✓ **Exactly two different** Learning Assessment Techniques (LATs) used to assess this ELO
[Note: 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 this ELO
 - Recommended to include: 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 (e.g. exam key, rubric, checklist, etc.)
 - ✓ Key Findings for each of the two LATs
 - Recommended to include: 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
 - ✓ Description of anticipated actions for improvement of teaching and learning based on key findings
 - ✓ 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

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

[Check that you have a total of 2 Standards, 6 ELOs, and 12 LATs per year during Assessment Years 1-4.]

What to Include in Annual Assessment Reports – YEAR 5

[Note: The Annual Assessment Report in Year 5 will be part of the larger Five-Year Reapproval submission].

3. Standard 1, Essential Learning Outcome (ELO) 1
 - ✓ ELO measured
 - ✓ **Exactly two different** Learning Assessment Techniques (LATs) used to assess this ELO
[Note: 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 this ELO
 - Recommended to include: 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 (e.g. exam key, rubric, checklist, etc.)
 - ✓ Key Findings for each of the two LATs
 - Recommended to include at least two of the following: 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
 - ✓ Description of anticipated actions for improvement of teaching and learning based on key findings
 - ✓ Description of how anticipated actions were implemented from the previous year as connected to the anticipated actions for improvement of teaching and learning
4. Repeat above steps for the remaining Standards and ELOs:
 - ✓ Standard 1, ELO 2
 - ✓ Standard 2, ELO 1
 - ✓ Standard 2, ELO 2
 - ✓ Standard 3, ELO 1
 - ✓ Standard 3, ELO 2

[Check that you have a total of 3 Standards, 6 ELOs, and 12 LATs for Assessment Year 5. Note that additional materials for Five-Year Reapproval will be required in Year 5. Details will be outlined in the Five-Year Reapproval Guidelines, release date TBD.]

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.