Mission / Purpose

The mission of the Industrial Engineering Technology program is to produce graduates who can easily make the transition from the university to planning and supervisory positions in the workforce, particularly that of the industrial sector, including manufacturing and service industries. In light of this, courses are infused with industrial applications and students are required to study problems identified in local industries. In their senior project course, students frequently interface with local industry and, under the guidance of faculty, analyze and solve problems that have real-world applications.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:OBJ01 -- ABET General Criteria a
IET students will have an ability to select and apply the knowledge, techniques, skills, and modern tools of their disciplines to broadly-defined engineering technology activities. (ABET General Criteria ‘a’)

Related Measures:

M 1:M1.1 -- ABET-GCa -- Assessment Aggregates
M1.1: (ABET-GCa) Aggregate of assessments for ABET General Criteria ‘a’.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria ‘a’.

Findings (2010-2011) - Target: Met
88% (567 of 647) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria ‘a’.
FA10: F-F = 82% (23 of 28); ONL = 90% (167 of 185); SP11: F-F = 0% (0 of 0); ONL = 87% (377 of 434);

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

AEC 390 Engineering Economics
Established in Cycle: 2010-2011
Some of the IET and BCT students missed at least 1 or 2 quizzes and 1 assignments because either they didn't see the quiz posted...

IET 406 Industrial Automation
Established in Cycle: 2010-2011
Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

M 2:M1.2 -- ABET-GCa -- Exit/Alumni Survey Results
M1.2: (ABET-GCa) Exit and Alumni Survey results for ABET General Criteria 'a'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'a' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2010-2011) - Target: Not Reported This Cycle
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

SLO 2:OBJ02 -- ABET General Criteria b
IET students will have an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies. (ABET General Criteria 'b')

Related Measures:

M 3:M2.1 -- ABET GCb -- Assessment Aggregates
M2.1: (ABET-GCb) Aggregate of assessments for ABET General Criteria 'b'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'b'.

Findings (2010-2011) - Target: Met
87% (552 of 632) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'b' FA10: F-F = 75% (12 of 16); ONL = 87% (164 of 188); SP11: F-F = 0% (0 of 0); ONL = 88% (376 of 428);

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

AEC 390 Engineering Economics
Established in Cycle: 2010-2011
Some of the IET and BCT students missed at least 1 or 2 quizzes and 1 assignments because either they didn’t see the quiz posted...

IET 406 Industrial Automation
Established in Cycle: 2010-2011
Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

**M 4:M2.2 -- ABET-GCb -- Exit/Alumni Survey Results**

M2.2: (ABET-GCb) Exit and Alumni Survey results for ABET General Criteria 'b'.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
80% of scores on the evaluation category supporting ABET General Criteria 'b' will have a minimum rating of "satisfactory" (3 or higher out of 5).

**Findings (2010-2011) - Target: Not Reported This Cycle**
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 3:OBJ03 -- ABET General Criteria c**
IET students will have an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes. (ABET General Criteria 'c')

**Related Measures:**

**M 5:M3.1 -- ABET-GCc -- Assessment Aggregates**
M3.1: (ABET-GCc) Aggregate of assessments for ABET General Criteria 'c'.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'c'.

**Findings (2010-2011) - Target: Met**
97% (66 of 68) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'c'.
FA10: F-F = 0% (0 of 0); ONL = 100% (16 of 16); SP11: F-F = 0% (0 of 0); ONL = 96% (50 of 52);

**M 6:M3.2 -- ABET-GCc -- Exit/Alumni Survey Results**
M3.2: (ABET-GCc) Exit and Alumni Survey results for ABET General Criteria 'c'.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
80% of scores on the evaluation category supporting ABET General Criteria 'c' will have a minimum rating of "satisfactory" (3 or higher out of 5).

**Findings (2010-2011) - Target: Not Reported This Cycle**
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.
SLO 4:OBJ04 -- ABET General Criteria d
IET students will have an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives. (ABET General Criteria 'd')

Related Measures:

M 7:M4.1 -- ABET-GCd -- Assessment Aggregates
M4.1: (ABET-GCd) Aggregate of assessments for ABET General Criteria 'd'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'd'.

Findings (2010-2011) - Target: Met
85% (388 of 455) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'd' FA10: F-F = 75% (12 of 16); ONL = 80% (106 of 132); SP11: F-F = 0% (0 of 0); ONL = 88% (270 of 307);

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

AEC 390 Engineering Economics
Established in Cycle: 2010-2011
Some of the IET and BCT students missed at least 1 or 2 quizzes and 1 assignments because either they didn't see the quiz posted...

IET 406 Industrial Automation
Established in Cycle: 2010-2011

Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

M 8:M4.2 -- ABET-GCd -- Exit/Alumni Survey Results
M4.2: (ABET-GCd) Exit and Alumni Survey results for ABET General Criteria 'd'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'd' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2010-2011) - Target: Not Reported This Cycle
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

SLO 5:OBJ05 -- ABET General Criteria e
IET students will have an ability to function effectively as a member or leader on a technical team. (ABET General Criteria 'e')

**Related Measures:**

**M 9:M5.1 -- ABET-GCe -- Assessment Aggregates**  
M5.1: (ABET-GCe) Aggregate of assessments for ABET General Criteria ‘e’.

Source of Evidence: Academic direct measure of learning - other

**Target:**  
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria ‘e’.

**Findings (2010-2011) - Target: Met**  
90% (81 of 90) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria ‘e’  
FA10: F-F = 0% (0 of 0); ONL = 100% (26 of 26); SP11: F-F = 0% (0 of 0); ONL = 86% (55 of 64);

**Related Action Plans (by Established cycle, then alpha):**  
For full information, see the *Action Plan Detail* section of this report.

**IET 406 Industrial Automation**  
*Established in Cycle: 2010-2011*

Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

**M 10:M5.2 -- ABET-GCe -- Exit/Alumni Survey Results**  
M5.2: (ABET-GCe) Exit and Alumni Survey results for ABET General Criteria ‘e’.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**  
80% of scores on the evaluation category supporting ABET General Criteria ‘e’ will have a minimum rating of “satisfactory” (3 or higher out of 5).

**Findings (2010-2011) - Target: Not Reported This Cycle**  
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 6:OBJ06 -- ABET General Criteria f**  
IET students will have an ability to identify, analyze, and solve broadly-defined engineering technology problems. (ABET General Criteria ‘f’)

**Related Measures:**

**M 11:M6.1 -- ABET-G Cf -- Assessment Aggregates**
M6.1: (ABET-GCf) Aggregate of assessments for ABET General Criteria ‘f’.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria ‘f’.

**Findings (2010-2011) - Target: Met**
86% (606 of 708) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria ‘f’.

FA10: F-F = 83% (130 of 156); ONL = 85% (146 of 172); SP11: F-F = 0% (0 of 0); ONL = 87% (330 of 380);

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

AEC 390 Engineering Economics
*Established in Cycle:* 2010-2011
Some of the IET and BCT students missed at least 1 or 2 quizzes and 1 assignment because either they didn’t see the quiz posted...

IET 406 Industrial Automation
*Established in Cycle:* 2010-2011

Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

M 12:M6.2 -- ABET-GCf -- Exit/Alumni Survey Results
M6.2: (ABET-GCf) Exit and Alumni Survey results for ABET General Criteria ‘f’.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
80% of scores on the evaluation category supporting ABET General Criteria ‘f’ will have a minimum rating of "satisfactory" (3 or higher out of 5).

**Findings (2010-2011) - Target: Not Reported This Cycle**
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

SLO 7:OBJ07 -- ABET General Criteria g
IET students will have an ability to communicate effectively regarding broadly-defined engineering technology activities. (ABET General Criteria ‘g’)

**Related Measures:**

M 13:M7.1 -- ABET-GCg -- Assessment Aggregates
M7.1: (ABET-GCg) Aggregate of assessments for ABET General Criteria ‘g’.

Source of Evidence: Academic direct measure of learning - other
Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria ‘g’.

Findings (2010-2011) - Target: Met
93% (126 of 136) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria ‘g’.
FA10: F-F = 93% (26 of 28); ONL = 92% (23 of 25); SP11: F-F = 0% (0 of 0); ONL = 93% (77 of 83);

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

AEC 390 Engineering Economics
Established in Cycle: 2010-2011
Some of the IET and BCT students missed at least 1 or 2 quizzes and 1 assignments because either they didn’t see the quiz posted...

IET 406 Industrial Automation
Established in Cycle: 2010-2011

Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

M14:M7.2 -- ABET-GCg -- Exit/Alumni Survey Results
M7.2: (ABET-GCg) Exit and Alumni Survey results for ABET General Criteria 'g'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria ‘g’ will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2010-2011) - Target: Not Reported This Cycle
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

SLO 8:OBJ08 -- ABET General Criteria h
IET students will have an understanding of the need for and an ability to engage in self-directed continuing professional development. (ABET General Criteria 'h')

Related Measures:

M15:M8.1 -- ABET-GCh -- Assessment Aggregates
M8.1: (ABET-GCh) Aggregate of assessments for ABET General Criteria 'h'.

Source of Evidence: Academic direct measure of learning - other
Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria ’h’.

Findings (2010-2011) - Target: Met
87% (330 of 378) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria ‘h’.

FA10: F-F = 83% (25 of 30); ONL = 84% (106 of 126); SP11: F-F = 0% (0 of 0); ONL = 90% (199 of 222);

M 16:M8.2 -- ABET-GCh -- Exit/Alumni Survey Results
M8.2: (ABET-GCh) Exit and Alumni Survey results for ABET General Criteria 'h'.

Findings (2010-2011) - Target: Met
87% (330 of 378) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria ‘h’.

FA10: F-F = 83% (25 of 30); ONL = 84% (106 of 126); SP11: F-F = 0% (0 of 0); ONL = 90% (199 of 222);

M 16:M8.2 -- ABET-GCh -- Exit/Alumni Survey Results
M8.2: (ABET-GCh) Exit and Alumni Survey results for ABET General Criteria 'h'.

Target: Academic indirect indicator of learning - other

Findings (2010-2011) - Target: Not Reported This Cycle
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

SLO 9:OBJ09 -- ABET General Criteria i
IET students will have an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity. (ABET General Criteria ‘i’)

Related Measures:

M 17:M9.1 -- ABET-GCi -- Assessment Aggregates
M9.1: (ABET-GCi) Aggregate of assessments for ABET General Criteria ‘i’.

Source of Evidence: Academic direct measure of learning - other

Target: Academic indirect indicator of learning - other

Findings (2010-2011) - Target: Met
88% (98 of 111) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria ‘i’.

FA10: F-F = 82% (23 of 28); ONL = 100% (17 of 17); SP11: F-F = 0% (0 of 0); ONL = 88% (58 of 66);

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

IET 406 Industrial Automation
Established in Cycle: 2010-2011
Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

**M 18:M9.2 -- ABET-GCI -- Exit/Alumni Survey Results**
M9.2: (ABET-GCi) Exit and Alumni Survey results for ABET General Criteria ‘i’.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
80% of scores on the evaluation category supporting ABET General Criteria ‘i’ will have a minimum rating of "satisfactory" (3 or higher out of 5).

**Findings (2010-2011) - Target: Not Reported This Cycle**
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 10:OBJ10 -- ABET General Criteria j**
IET students will have a knowledge of the impact of engineering technology solutions in a societal and global context. (ABET General Criteria ‘j’)

**Related Measures:**

**M 19:M10.1 -- ABET-GCj -- Assessment Aggregates**
M10.1: (ABET-GCj) Aggregate of assessments for ABET General Criteria ‘j’.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria ‘j’.

**Findings (2010-2011) - Target: Met**
87% (214 of 246) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria ‘j’
FA10: F-F = 0% (0 of 0); ONL = 86% (59 of 69);
SP11: F-F = 93% (37 of 40); ONL = 86% (118 of 137);

**M 20:M10.2 -- ABET-GCj -- Exit/Alumni Survey Results**
M10.2: (ABET-GCj) Exit and Alumni Survey results for ABET General Criteria ‘j’.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
80% of scores on the evaluation category supporting ABET General Criteria ‘j’ will have a minimum rating of "satisfactory" (3 or higher out of 5).

**Findings (2010-2011) - Target: Not Reported This Cycle**
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 11:OBJ11 -- ABET General Criteria k**
IET students will have a commitment to quality, timeliness, and continuous improvement. (ABET General Criteria 'k')

**Related Measures:**

**M 21:M11.1 -- ABET-GCk -- Assessment Aggregates**
M11.1: (ABET-GCk) Aggregate of assessments for ABET General Criteria 'k'.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'k'.

**Findings (2010-2011) - Target: Met**
86% (482 of 558) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'k' FA10: F-F = 85% (131 of 154); ONL = 89% (109 of 123); SP11: F-F = 0% (0 of 0); ONL = 86% (242 of 281);

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**IET 406 Industrial Automation**
*Established in Cycle: 2010-2011*

Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

**M 22:M11.2 -- ABET-GCk -- Exit/Alumni Survey Results**
M11.2: (ABET-GCk) Exit and Alumni Survey results for ABET General Criteria 'k'.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
80% of scores on the evaluation category supporting ABET General Criteria 'k' will have a minimum rating of "satisfactory" (3 or higher out of 5).

**Findings (2010-2011) - Target: Not Reported This Cycle**
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 12:OBJ12 -- ABET Associate Criteria a**
IET graduates demonstrate the ability to accomplish the integration of systems using appropriate analytical, computational, and application practices and procedures. (ABET Associate Degree Program Specific Criteria 'a')

**Related Measures:**

**M 23:M12.1 -- ABET-ADa -- Assessment Aggregates**
M12.1: (ABET-ADa) Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'a'.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'a'.

**Findings (2010-2011) - Target: Met**
86% (557 of 651) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'a' FA10: F-F = 85% (132 of 156); ONL = 84% (139 of 165); SP11: F-F = 0% (0 of 0); ONL = 87% (286 of 330);

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**AEC 390 Engineering Economics**
*Established in Cycle: 2010-2011*
Some of the IET and BCT students missed at least 1 or 2 quizzes and 1 assignments because either they didn't see the quiz posted...

**IET 406 Industrial Automation**
*Established in Cycle: 2010-2011*

Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

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M24:M12.2 -- ABET-ADa -- Exit/Alumni Survey Results
M12.2: (ABET-ADa) Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'a'.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'a' will have a minimum rating of "satisfactory" (3 or higher out of 5).

**Findings (2010-2011) - Target: Not Reported This Cycle**
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 13:OBJ13 -- ABET BS Criteria a**
IET graduates demonstrate the ability to apply knowledge of probability, statistics, engineering economic analysis and cost control, and other technical sciences and specialties necessary in the field of industrial engineering technology. (ABET Baccalaureate Degree Program Specific Criteria 'a')
Related Measures:

M 25:M13.1 -- ABET-BSa -- Assessment Aggregates
M13.1: (ABET-BSa) Aggregate of assessments for ABET Baccalaureate Degree Program Specific Criteria 'a'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'a'.

Findings (2010-2011) - Target: Met
86% (578 of 674) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'b' FA10: F-F = 83% (130 of 156); ONL = 88% (143 of 163); SP11: F-F = 0% (0 of 0); ONL = 86% (305 of 355);

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

AEC 390 Engineering Economics
Established in Cycle: 2010-2011
Some of the IET and BCT students missed at least 1 or 2 quizzes and 1 assignments because either they didn't see the quiz posted...

IET 406 Industrial Automation
Established in Cycle: 2010-2011

Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for...

M 26:M13.2 -- ABET-BSa -- Exit/Alumni Survey Results
M13.2: (ABET-BSa) Exit and Alumni Survey results for ABET Baccalaureate Degree Program Specific Criteria 'a'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Baccalaureate Degree Program Specific Criteria 'a' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2010-2011) - Target: Not Reported This Cycle
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

Action Plan Detail for This Cycle (by Established cycle, then alpha)
AEC 390 Engineering Economics
Some of the IET and BCT students missed at least 1 or 2 quizzes and 1 assignments because either they didn’t see the quiz posted or missed the deadline.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: M1.1 -- ABET-GCa -- Assessment Aggregates | Outcome/Objective: OBJ01 -- ABET General Criteria a
Measure: M12.1 -- ABET-ADA -- Assessment Aggregates | Outcome/Objective: OBJ12 -- ABET Associate Criteria a
Measure: M13.1 -- ABET-BSa -- Assessment Aggregates | Outcome/Objective: OBJ13 -- ABET BS Criteria a
Measure: M2.1 -- ABET GCb -- Assessment Aggregates | Outcome/Objective: OBJ02 -- ABET General Criteria b
Measure: M4.1 -- ABET-GCd -- Assessment Aggregates | Outcome/Objective: OBJ04 -- ABET General Criteria d
Measure: M6.1 -- ABET-GCl -- Assessment Aggregates | Outcome/Objective: OBJ06 -- ABET General Criteria f
Measure: M7.1 -- ABET-GCg -- Assessment Aggregates | Outcome/Objective: OBJ07 -- ABET General Criteria g

Implementation Description: A more rigorous reminder system should be introduced to increase the level of awareness of students.
Responsible Person/Group: MD. Sarder

IET 406 Industrial Automation
Action necessary for Project (2): Instructor make sure students understand the requirement, due date & desired content for the project

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: M1.1 -- ABET-GCa -- Assessment Aggregates | Outcome/Objective: OBJ01 -- ABET General Criteria a
Measure: M11.1 -- ABET-GCk -- Assessment Aggregates | Outcome/Objective: OBJ11 -- ABET General Criteria k
Measure: M12.1 -- ABET-ADA -- Assessment Aggregates | Outcome/Objective: OBJ12 -- ABET Associate Criteria a
Measure: M13.1 -- ABET-BSa -- Assessment Aggregates | Outcome/Objective: OBJ13 -- ABET BS Criteria a
Measure: M2.1 -- ABET GCb -- Assessment Aggregates | Outcome/Objective: OBJ02 -- ABET General Criteria b
Measure: M4.1 -- ABET-GCd -- Assessment Aggregates | Outcome/Objective: OBJ04 -- ABET General Criteria d
Measure: M5.1 -- ABET-GCe -- Assessment Aggregates | Outcome/Objective: OBJ05 -- ABET General Criteria e
Measure: M6.1 -- ABET-GCl -- Assessment Aggregates | Outcome/Objective: OBJ06 -- ABET General Criteria f
Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The Architectural Engineering Technology (ACT), Construction Engineering Technology (BCT), Industrial Engineering Technology (IET) programs in the School of Construction have undergone a complete overhaul of the assessment plan for the 2010-2011 assessment cycle. The plan, described fully in the "Continuous Improvement Initiatives" and "Closing the Loop" sections, is closely tied to our external accreditation agency: Technology Accreditation Commission-Accreditation Board for Engineering and Technology (TAC-ABET). We believe this approach will provide the faculty with a much easier reporting mechanism yet more thorough and accurate picture of assessment at both the course level and the program level.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

At the program level, the performance targets for all objectives were met. The process we have developed allows micro- or macro-level views of the assessment outcomes. There are a few course level assessments that have been reported in WeaveOnline due to not meeting the performance target at the course-level.

Annual Report Section Responses

Program Summary

The Industrial Engineering Technology (IET) program is designed to provide the student with essential education in the various areas of industrial engineering technology and logistics management. IET delivers student with fundamental interdisciplinary techniques of quantitative problem-solving methods, management science, economic analysis, and operations management of industrial engineering and supply chain domain. Furthermore, the IET program provides students with a broad-based education with an emphasis on critical thinking, technical problem-solving ability, and computer applications in addition to a background in industrial engineering technology. The IET program is committed to producing graduates who possess the necessary skills, critical thinking, discipline and work ethics to enter the industrial engineering and logistics industry fully capable of performing entry-level tasks at the office and in the field. The IET initiative supports Southern Miss' emergence as the premier research University of the Gulf South through undergraduate and graduate research. For example, IET have been very productive in grant submission. In the past three years the faculty submitted at least 25 proposals to various agencies for more than $7 million. Students & faculty conducting undergraduate research (in the related IET and logistics field) are advancing the research vision of the University with state-of-the-art research. The Program Educational Objective of the IET program is: "Graduates possess the necessary skills, critical thinking, discipline and work ethics to enter the industrial and logistics industry fully capable of performing entry-level tasks consistent with the expectations of employers." This fully supports the Mission of the Institution by cultivating intellectual development and creativity through the generation and
application of knowledge. IET's mission is consistent with the College of Science & Technology's Mission Statement as well as the University's Mission Statement. Recent survey responses indicate our alumni in all program areas are more than satisfied with their degree in the areas of critical thinking, teamwork, communication skills, design process, ethics, modern techniques, professionalism, diversity, lifelong learning and preparation (TAC-ABET accreditation self-studies 2009). IET is responsive to IHL priorities in a number of ways: educating a reentering workforce and has taken innovative approaches to curriculum delivery such as developing a completely online curriculum. The IET program produces very competent graduates. 100% of our graduates get their discipline specific job within first year of graduation. Since its inception, the program is growing. High demand of IET graduates, competent faculty, and program quality make the program sustainable. The program lies squarely within the IHL STEM priorities for meaningful, successful careers. IET is externally accredited by TAC-ABET. It encourages 2+2 building agreements to provide seamless transitions to USM.

Continuous Improvement Initiatives
This program underwent a 6th year TAC-ABET accreditation visit in fall 2010. From that visit, it was apparent that the program objectives in WeaveOnline did not provide adequate resolution from program level to course level. The organization of supporting materials and student samples of work was also extremely difficult to collect and organize in a meaningful manner. It was decided then to reorganize the program learning outcomes to exactly map to the TAC-ABET general and program specific criteria with direct linkages from each course in the program that supported a particular criteria. For the Architectural Engineering Technology program, these criteria are:

General Criteria for all programs
For baccalaureate degree programs, these student outcomes must include, but are not limited to, the following learned capabilities:

a. an ability to select and apply the knowledge, techniques, skills, and modern tools of their disciplines to broadly-defined engineering technology activities,
b. an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies,
c. an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes,
d. an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives,
e. an ability to function effectively as a member or leader on a technical team,
f. an ability to identify, analyze, and solve broadly-defined engineering technology problems,
g. an ability to communicate effectively regarding broadly-defined engineering technology activities,
h. an understanding of the need for and an ability to engage in self-directed continuing professional development,
i. an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity,
j. a knowledge of the impact of engineering technology solutions in a societal and global context,
k. a commitment to quality, timeliness, and continuous improvement.

Criteria Specific to Industrial Engineering Technology
a. Graduates must demonstrate the ability to accomplish the integration of systems using appropriate analytical, computational, and application practices and procedures.
b. Graduates at the baccalaureate level must demonstrate the ability to apply knowledge of probability, statistics, engineering economic analysis and cost control, and other technical sciences and specialties necessary in the field of industrial engineering technology.

Faculty then mapped each of their course objectives to the TAC-ABET criteria using a listing of the tools/methods for assessing each objective/criteria. This provided evidence of which courses in the program inventory were supporting any given TAC-ABET criteria and also provided a simple index system for staff to organize supporting materials by criteria for inspection. And, while TAC-ABET only requires summative evidence, this approach easily provides
for formative inspection of the curriculum. WeaveOnline Objectives reflect the exact TAC-ABET criteria with two measures for each criteria: one direct and one indirect. The direct measures are the aggregated assessments for all student work samples (projects, exams, quizzes, papers) as determined by the faculty in their mapping exercise. The indirect measures will be the graduate exit surveys and alumni surveys rewritten to also reflect the TAC-ABET criteria; these have not yet been implemented for this cycle. Faculty then reported their findings for each section of their courses for fall 2010 and spring 2011. At the course level, it was decided to begin this process using targets of 80% of students would achieve 70 (out of 100) on the assessments.

The findings were separated by program area the course might serve; for example, a course might have Architectural Engineering Technology (ACT), Construction Engineering Technology (BCT), Industrial Engineering Technology (IET), or other (OTHER) students. These findings were organized in a master spreadsheet organized so that the findings for each criteria for each program by semester and by delivery type (online or face-to-face) could be summed. This provides the total number of student samples for each criteria meeting the performance target versus total number of students being assessed. The findings for each criteria were then entered in WeaveOnline as annual summation values as well as being reported by semester and by type of site or delivery method. This system allows the program faculty to see the impact of their courses as a whole and individually on each criteria. Beyond the reporting system for SACS and TAC-ABET, the faculty also now have a systematic approach to evaluate each of their course objectives using the defined performance target levels to look at weaknesses in each course.

Closing the Loop
At the program level, all performance targets were met. In the Industrial Engineering Technology (IET) program, this is represented by 4,645 student work samples (out of 5,354) that were evaluated as better than or equal to 70 (out of 100). The percentage of samples better than or equal to 70 is 88% which exceeds our stated level of performance of 80%. These findings were derived from 11 of 13 courses in the curriculum; the findings from the remaining two courses will be captured for the next cycle since they were not offered last year (due to two-year cycle of offering). Since the data is driven from the ground up (that is, from the faculty), the value of this assessment approach is that all faculty are involved rather than a select few as previously. The faculty are able to review their course level findings with respect to either the TAC-ABET criteria or the course objectives (which are generally more important to them). Although we have met all performance targets at the annual program level, there are findings (also reported in WeaveOnline) where the semester based report for either face-to-face or online might not have met the performance target. It is a simple matter to drill back down to the course level and determine which assessment tools the students were having difficulty with. When the faculty submitted their findings, they were asked to provide an assessment of any finding that went below the 80% threshold and develop action plans as needed. In some cases, the issue was too few students in a section; these sections did not require an action plan but would be monitored. Sections with significant student numbers that had assessments below targets were added to the action plan section in WeaveOnline.
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Planning and Strategies
Students will be able to demonstrate the ability to effectively develop plans and strategies.

Related Measures:

M 1: Research Project in IET 670
In IET 670, students are assigned with a Research Project in which they develop a plan and implement strategies to solve real typical industry problems in their area.

Source of Evidence: Project, either individual or group

Target:
80% of the students' score will be 80% or better on the technical content of the IET 670 Group Project. (Scale: 100-90% = Advanced, 89-80% = Adequate, 79-70%=Minimally Acceptable, <70% Unacceptable)

Findings (2010-2011) - Target: Met
IET 670 was not offered in 2010-2011.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Offer IET 670 Fall 2011
Established in Cycle: 2010-2011

IET 670 will be offered during Fall 2011

M 2: Case Analysis in IET 615
In IET 615, students will evaluate the effectiveness of various systems for planning and strategies in case study and/or final exams.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of the students' score will be 80% or better on modeling section of the final exam of the IET 615 courses.

Findings (2010-2011) - Target: Met
There were 8 students in IET 615, offered in spring 2011. 87.5% students' score was 80% or better on modeling section of the final exam of the IET 615 courses.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.
Update Materials on Modeling
*Established in Cycle: 2010-2011*

The target was met. To continue improving the program new materials will be updated in the course regarding modeling.

**SLO 2: Operations, Management and Leadership**

Students will demonstrate critical skills necessary in operations, management and leadership.

**Related Measures:**

**M 3: Final Examination in IET 571**

Final Examination In IET 571, students will use various operations and management tools and techniques in hypothetical exercises and/or in class projects.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

80% of the students’ score will be 80% or better on the specific analytical section of the final exam of IET 571 course.

**Findings (2010-2011) - Target: Met**

There were 8 students in IET 571, offered in fall 2010. 100% students’ score was 80% or better on the specific analytical section of the final exam of IET 571 course.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Add Variable to Analytical Section of IET 571**
*Established in Cycle: 2010-2011*

The target was met. To continue improving the program additional variable(s) on the analytical section of the course and final...

**M 4: Exit Survey**

Students' owns recognition of their Management skills and Leadership abilities. An exit survey will be administered to graduating students). These surveys will ask questions regarding the person’s own perception regarding his/her Management skills and Leadership abilities.

Source of Evidence: Exit interviews with grads/program completers

**Target:**

70% of the students' responses upon graduation will be 4 or better, where: 5= Very Satisfied 4=Satisfied 3=Somewhat Satisfied 2=Somewhat Dissatisfied 1=Dissatisfied.
Findings (2010-2011) - Target: Not Reported This Cycle
The program had a soft opening in Spring 2011. No exit survey was conducted for the academic year 2010-2011.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Develop and Deploy Exit Survey
Established in Cycle: 2010-2011
An "Exit Survey" will be developed and deployed during the 2011-2012 Academic Year

SLO 3: Systems Analysis and Modeling
Students will be capable to perform systems analysis and develop models for various systems.

Related Measures:

M 5: Assignments in IET 671
In IET 671, students will analyze a typical logistics system in their area and develop models for that system.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of the students’ score will be 80% or better on the analytical part of related case studies and/or assignments of the IET 671 course.

Findings (2010-2011) - Target: Not Met
Six students took IET 671 course each student was required to complete on eight case studies. The following is a summary of students' performance on the case studies Scale Number of Students 100-90%- Advance 3 (50%) 89%-80%- Adequate 1 (16.6%) 79%-70%-Minimally Acceptable 1 (16.6%) 69%- 0%- Unacceptable 1 (16.6%) Findings: Only 4 out 6 (67%) students' scored 80% or better on the analytical part of related case studies of the IET 671. Therefore, the achievement target was not met.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Add Demostration Case Studies
Established in Cycle: 2010-2011

The target was met. To continue improving the program additional demonstration case studies will be included in the course.

M 6: Group Project in IET 571
In IET 571, students will effectively communicate systems analysis and modeling work through well written report and verbal presentation.

Source of Evidence: Project, either individual or group
Target:
80% of the students' score will be 80% or better on written and oral component of IET 571 group project. (Scale: 100-90% = Advanced, 89-80% = Adequate, 79-70%=Minimally Acceptable, <70% Unacceptable)

Findings (2010-2011) - Target: Met
There were 8 students in IET 571, offered in fall 2010. 100% students' score was 80% or better on written and oral component of IET 571 group project.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Invite Peer to Group Presentation to Provide Constructive Comments
Established in Cycle: 2010-2011

The target was met. To continue improving the program a peer faculty will be invited to the group presentation to provide addi...

SLO 4: Transportation and Trade Policy
Students will be able to analyze transportation and trade policy and evaluate their impact on systems.

Related Measures:

M 7: Midterm Examination in IET 570
In IET 570, students will examine various trade & transportation rules and policies in their domain.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of the students' score will be 80% or better on the policy section of midterm exam of IET 570 course. (Scale: 100-90% = Advanced, 89-80% = Adequate, 79-70%=Minimally Acceptable, <70% Unacceptable)

Findings (2010-2011) - Target: Met
There were 3 students in IET 570, offered in spring 2011. 100% students' score was 80% or better on the policy section of midterm exam of IET 570 course.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Update Material on Policy Content
Established in Cycle: 2010-2011
The target was met. To continue improving the program updated policy material will be added to this course.

M 8: Case Study in IET 672
In IET 672, students will analyze the impact of various trade & transportation rules and policies on the national and global context.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
80% of the students’ score will be 80% or better on case study 4 related to transportation selection for cost optimization in IET 672 course. (Scale: 100-90% = Advanced, 89-80% = Adequate, 79-70% = Minimally Acceptable, 70% Unacceptable)

**Findings (2010-2011) - Target: Met**
Five students took IET 672 course each student was required to complete a course project worth 20% of the total points. The following is a summary of students' performance on the case studies Scale Number of Students

- 100-90% - Advance 4 (80%)
- 89-80% - Adequate 1 (20%)
- 79%-70% - Minimally Acceptable 0
- 69%- 0% - Unacceptable 0

Findings: All 5 students' scored 80% or better on case study 4 related to transportation selection for cost optimization in the IET 671. Therefore, the achievement target was met. Action plan: No additional action is necessary to reach achievement target of is measurement criteria.

**SLO 5: Integration of Core Competencies**
Students will have the ability to integrate core competencies of the LTT program and become competent in solving real world problems in their domain.

**Related Measures:**

**M 9: Comprehensive Exam**
In comprehensive exam, students will be able to integrate essential concepts (core competencies) to successfully perform discipline tasks.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
80% of the students’ score will be 80% or better on the integrated question on core competency section of MS comprehensive exam that covers all LTT core courses. (Scale: 100-90% = Advanced, 89-80% = Adequate, 79-70% = Minimally Acceptable, 70% Unacceptable)

**Findings (2010-2011) - Target: Met**
There were 2 students who attend the MS comprehensive exam in 2010-2011. 100% students' score was 80% or better on the integrated question on core competency section of MS comprehensive exam.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Begin Moving Comprehensive Exam to Online Format**
*Established in Cycle: 2010-2011*

The target was met. To continue improving the program the multiple choice portion of the comprehensive exam will be moved to B...
M 10: Exit Survey
Exit Survey Students will develop confidence in performing real world tasks and demonstrate meaningful application of essential knowledge and skills. An exit survey will be administered to graduating students. These surveys will ask questions regarding the person's own perception regarding his/her ability to solve real world problems and their current employment information.

Source of Evidence: Exit interviews with grads/program completers

Target:
8 out 10 students' responses upon graduation will be 4 or better, where: 5=Very Satisfied 4=Satisfied 3=Somewhat Satisfied 2=Somewhat Dissatisfied 1=Dissatisfied.

Findings (2010-2011) - Target: Not Reported This Cycle
The program had a soft opening in Spring 2011. No exit survey was conducted for the academic year 2010-2011.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Exit Survey Development and Deployment
Established in Cycle: 2010-2011
An "Exit Survey" will be developed and deployed during the 2011-2012 Academic Year

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Add Demostration Case Studies
The target was met. To continue improving the program additional demonstration case studies will be included in the course.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Assignments in IET 671 | Outcome/Objective: Systems Analysis and Modeling

Add Variable to Analytical Section of IET 571
The target was met. To continue improving the program additional variable(s) on the analytical section of the course and final exam will be included.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Begin Moving Comprehensive Exam to Online Format
The target was met. To continue improving the program the multiple choice portion of the comprehensive exam will be moved to Blackboard so the students can take it directly on-line.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Develop and Deploy Exit Survey
An "Exit Survey" will be developed and deployed during the 2011-2012 Academic Year

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Exit Survey Development and Deployment
An "Exit Survey" will be developed and deployed during the 2011-2012 Academic Year

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Invite Peer to Group Presentation to Provide Constructive Comments
The target was met. To continue improving the program a peer faculty will be invited to the group presentation to provide additional constructive comments to the students on their oral presentation skills.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Group Project in IET 571 | Outcome/Objective: Systems Analysis and Modeling

Offer IET 670 Fall 2011
IET 670 will be offered during Fall 2011

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Research Project in IET 670 | Outcome/Objective: Planning and Strategies

Plan to extend time to complete each case study
The students had one week to complete each case study for IET 671. The plan is to provide ten days for each case study. Total number of cases could be reduced to seven cases by combining few case studies into one group.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Update Material on Policy Content
The target was met. To continue improving the program updated policy material will be added to this course.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Midterm Examination in IET 570 | Outcome/Objective: Transportation and Trade Policy

Update Materials on Modeling
The target was met. To continue improving the program new materials will be updated in the course regarding modeling.
Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
As mentioned in the summary report that this program is only one year old. It is too early to brag about any proven strengths or progress in assessing LTT program effectiveness. So far, we have seen most of the target measures are adequately met and hence they truly help to achieve the program objectives.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
The students in the IET 671 was given insufficient time to complete the assignment, which impacted their students' learning. The plan is to provide more time for each assignment. Total number of assignments could be reduced to only six so that students will not be overwelmed with the work.

Annual Report Section Responses

Program Summary
Tremendous growth in Logistics, Trade and Transportation (LTT) has created great career opportunities of LTT graduates. Ever growing LTT sector encompasses the movement of goods and people (logistics) through the most effective and efficient means (intermodal transportation) to achieve economic development (trade). The new Master of Science in Logistics, Trade, and Transportation (MS LTT) supports the University of Southern Mississippi's vision to emerge as the premier research University of the Gulf South -- engaging and empowering individuals to transform lives and communities. The MSLTT supports the University vision by empowering professionals to meet the growing demands of transportation management and related careers in the Gulf Coast Regions, Nationally and Internationally. The faculty and students are engaging in externally funded research from several organizations including the Mississippi Department of Transportation, Army Corp of Engineers and Homeland security among others. The MSLTT learning outcome focused on five subject matter areas derived from industry's input. These five subject matter areas also support Southern Miss' mission to cultivate intellectual development and creativity through the generation, dissemination, application and preservation of knowledge. The MSLTT five subject matter areas are: 1) Planning and Strategies; 2) Operations, Management and Leadership 3) Systems Analysis and Modeling; 4) Transportation and Trade Policy and 5) Integration of Core Competencies. The MS LTT is an interdisciplinary program which is comprised of 30 total credit hours. This LTT program can be completed in one year and customized to meet career advancement needs. The MS LTT courses are delivered in several flexible formats including on-line, in-person, and executive/hybrid format to allow practitioners to continue to work while pursuing the degree. The MS LTT provides its graduates with necessary tools and critical understanding of supply chain
management, economics, finances, and the practice of contemporary global air, maritime, and land transportation systems. A graduate of the MS LTT program will have a competitive advantage due to the fact that it is an interdisciplinary program that seeks to develop leadership in both the public and private sectors and prepares its graduates to operate in an ever more demanding global economy. The MS LTT is envisioned to have a particular emphasis on north-south multi-modal trade through the Americas and would serve a niche not addressed nationally by logistics/transportation education and research centers; the career cluster for transportation, distribution, and logistics and targets Administrative Services Managers, Chief Executives, Logisticians, Managers, and Transportation, Storage, & Distribution Managers. The MS LTT program had a soft opening in the Spring of 2011 and therefore it was not required to prepare this report. However, it was decided to upload all available findings to Weave on-line to help accelerate the enhancement of the program. Since the MSLTT is a new program, the courses offered were limited and the numbers of students in each course was small so the current assessment is not considered to be statistically significant.

Continuous Improvement Initiatives
Since the Master of Science in Logistics, Trade and Transportation (MS LTT) just started a significant amount of effort was put to develop and fine tune the program outcomes and objectives. The five outcomes and objectives that were established are: 1-Planning and Strategies; 2-Operations, Management and Leadership; 3-Systems Analysis and Modeling; 4-Transportation and Trade Policy; and 5 - Integration of Core Competencies. Two measurements and corresponding targets were established for each objective for a total of 10 measurements and targets to assess the effectiveness of the MS LTT. Based on the preliminary findings specific action plans were established to improve the MS LTT content, delivery, interaction, and assessment tools. Additionally, the MSLTT received the Eagle Learning Online Initiative Program Development award effective in Fall 2011. The award will allow to enhance the program by focusing on areas such: Instructional design; Branding and marketing; Faculty training and support; Business process improvement, etc. This effort will broaden the MS LTT availability through on-line delivery which could lead to increased enrollment.

Closing the Loop
The MS LTT program had a soft opening in the Spring of 2011 and therefore it was not required to prepare this report. However, it was decided to upload all available findings to Weave on-line to help accelerate the enhancement of the program. Since the MSLTT is a new program, the courses offered were limited and the numbers of students in each course was small so the current assessment is not considered to be statistically significant. The data was collected by the faculty which were engaged through the complete process. The director of the Center for Logistics, Trade and Transportation (CLTT) held several meetings with the faculty to establish the program objective/outcome, measurements and achievement targets. Based on this meeting it was decided to collect the data from six courses (IET 670, IET 615, IET 571, IET 671, IET 570, IET 672), comprehensive exam and exit survey. The CLTT director encouraged the faculty to enter the data directly into WeaveOnline and then held a meeting to develop the action plans with them. In summary, there were 10 achievement targets. Seven (7) achievements targets were met, one (1) achievement target was not met and two (2) achievement targets were not reported in this cycle.