

**The University of Texas-Pan American
 Student Learning Outcomes Assessment Report
 AY 2005-2006: Spring 2006
 College: Business Administration
 Degree Program/Major: Computer Information Systems**

Expanded Statement of Institutional Purpose

Mission Statement: The University of Texas-Pan American (UTPA) serves the higher education needs of a rapidly growing, international, multicultural population in the South Texas Region. The University preserves, transmits and creates knowledge to serve the cultural, civic, and economic advancement of the region and the state. The University provides students advanced instruction in academic programs offered through innovative delivery systems that lead to professional certification, and baccalaureate, master's and doctoral degrees. Through teaching, research, creative activity and public service, UTPA prepares students for lifelong learning and leadership roles in the state, nation and world community.

Student Learning Outcomes	Means of Assessment	Criteria for Success	*Assessment Results* (Use actual data to describe annual performance.)	**Use of Results** (What change was made?)
Students will demonstrate knowledge of concepts in: 1. Technology 2. System Analysis and Design 3. Interdisciplinary Issues 4. Management of information systems and technology 5. Quantitative Business Analysis	Educational Testing Service (ETS) Major Field Test in Business	Students will obtain an average correct score at or above the national norm.	During March 2006, 86 graduating seniors took the ETS Exam. The average correct score (which includes the five student learning outcomes) for our students was 51.3% versus 57.1% for the national average. The criterion for success was almost met.	Besides enforcing the prerequisites this semester, we also used the results to revise and update our prerequisites. The updated and revised prerequisites were then provided to the Office of the Registrar so that they could be computerized and hence students could not register for a course unless they had already taken the prerequisites. The policy of enforcing prerequisites resulted in students now seeking better advice from our advisors and faculty regards planning their career goals and courses to take. (*)

Students will communicate effectively in writing and verbally	Students will engage in writing a project or term paper or cases study and making a presentation of said write-up	Students will receive a passing grade on the written document and the presentation they make	(**)	
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Comments:

(*) During this enforcement process brought on by the analysis of the ETS scores, the Associate Dean and the Director of Assessment talked to about 800 students and examined their transcript. They found that students were also having problems with math and quantitative courses. Many of the students were not passing these types of courses and many of them dropped the course 2 or 3 times. We have now begun to reconsider our prior restructuring of these courses.

(**) As the Fall 2005 semester progressed we found out that the design and structure regarding the measurement of the “criteria for success” was weak and inappropriate. The “criteria for success” only measured if the students passed or did not pass the written assignment and the presentation. We decided to work on the fixing the prerequisite issue first which would lead to greater improvement in the student learning outcomes and then to fix the “criteria for success” for this student learning outcome during the Fall 2006 semester.