Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Professional Sales
Academic Year of Report: 2023 and 2024 (covering Summer 2022 through Spring 2024)
Date Submitted: November 15, 2024
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The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page (link below) for completeness and accuracy and indicate below the updates that need to be made in sections A-E.

Program page link: https://www.weber.edu/ie/Results/Professional_Sales.html

A. Mission Statement

Is the Mission Statement current? Yes

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

Are the Student Learning outcomes current? Yes

C. Curriculum Grid

You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to oie@weber.edu if you wish to have access)

Is the Curriculum Grid current? Yes

D. Program and Contact Information

Is the Program and Contact Information current? No, please update with the following information:

The Professional Sales Program at Weber State University stands out as a distinctive offering in university sales education, providing a focused pathway for individuals aiming to excel as agents or sales representatives in diverse fields such as business, public institutions, and specialized sales roles. As the only program nationally to offer 18 sales-specific courses, Weber State's curriculum is unmatched in depth and breadth, tailoring its content to equip students with the skills and knowledge essential for success in B2B sales environments. The department's affiliation with the University Sales Center Alliance (USCA) and recognition by the Sales Education Foundation (SEF) as one of the country's top sales programs underscore its commitment to excellence and relevance in sales education. These partnerships allow Weber State to remain at the forefront of the industry, adapting its curriculum to meet current business needs. Additionally, students can begin their journey with an Associate of Applied Science degree in Sales and Merchandising, which provides foundational knowledge and serves as a pipeline into the Bachelor of Science in Professional Sales.

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E. Assessment Plan

Is the Assessment Plan current? Yes

F. Student Achievement

Completion data

Dashboard	Descriptor	2019-20	2020-21	2021-22	2022-23	2023-24 (ongoing)
Program review	90+ grads within two years	**71%** (57 of 80)	**84.5%** (82 of 97)	**88%** (90 of 102)	**85%** (94 of 110)	**44%** (46 of 105)
	45+ grads within one year (Associate)	**40%** (2 of 5)	0 of 0	**25%** (1 of 4)	0 of 0	**0%** (0 of 2)
Percentage of 90 CH students who leave w/out a bachelor		**23%** (18 of 80)	**13%** (13 of 97)	**10%** (10 of 102)	**15%** (16 of 110)	**56%** (59 of 105)

Completion rates have increased steadily from 71% in 2019-20 to a peak of 88% in 2021-22 for students graduating in two years after reaching 90CR. Completion rates for two-year program graduates displayed a strong upward trend from 71% in 2019-20 to a peak of 88% in 2021-22, showcasing the success of the department's targeted advising and student engagement initiatives. This progress is bolstered by the faculty advisor who highlights the impact of personalized guidance and support in fostering student success in completion as well as our online offering for every course in

the Spring, Fall, and Summer semesters. In 2022-23, the completion rate remained high at 85%, continuing the department's strong performance despite slight fluctuations.

First Year Success

DFWI percentages in PS 1143 and PS 1401 as gateway courses

Dashboard	Descriptor	2019-20	2020-21	2021-22	2022-23	2023-24 (ongoing)
Course Information dashboard	DFWI in **PS 1143**	**14.8% DFWI** (44 of 298)	**12.8% DFWI** (37 of 288)	**12.2% DFWI** (35 of 288)	**9.5% DFWI** (25 of 263)	**17.7% DFWI** (45 of 254)
	DFWI in **PS 1401**	**14.8%** DFWI (26 of 176)	**5.9% DFWI** (10 of 170)	**10.6% DFWI** (15 of 142)	**11.6% DFWI** (17 of 146)	**10.8% DFWI** (16 of 148)

Our first-year success metrics are consistently positive. PS 1143 and PS 1401, which are essential for foundational learning and program retention, are used to provide some insights into our first-year student retention performance. In PS 1143, DFWI rates have improved consistently over recent years, dropping from 14.8% in 2019-20 to 9.5% in 2022-23. This downward trend reflects the positive impact of the department's instructional adjustments and academic support mechanisms. In contrast, PS 1401 has shown more variability, with a significant reduction in DFWI rates from 14.8% in 2019-20 to 5.9% in 2020-21, followed by a gradual increase to 11.6% in 2022-23. The fluctuating rates in PS 1401 highlight ongoing challenges in student engagement and content mastery. The program intends to implement strategies and monitor their effectiveness by tracking future DFWI rates and gathering student feedback to ensure sustained improvement in first-year success.

G. Student Learning

The Professional Sales Program at Weber State University is committed to assessing and continuously improving student learning outcomes. Over the past two years, faculty have evaluated several key learning objectives across various courses, using both direct and indirect evidence to gauge students' progress and competencies. This narrative provides an overview of the assessment findings, faculty discussions, implemented changes, and future plans to "close-the-loop" on identified areas for improvement on a few highlighted learning outcomes for both lower division and upper division courses (See Appendix D for Evidence of Learning Worksheets).

Learning Outcome: Mastery of Basic Sales Concepts and Skills

Our introductory courses, such as PS 1143 (Introduction to Selling Fundamentals) and PS 1303 (Sales Proposal Writing), assess students' understanding and application of foundational sales principles.

- **PS 1143** assessed students' understanding of the "Basic 8" sales cycle principles through a *Final Exam* and a *Final Role Play*. The target was for 85% of students to achieve at least 80% on both assessments. In Spring 2023, 85% of students scored an average of 84% on the exam and 90% on the role play, indicating a strong grasp of foundational skills. Faculty discussions noted that students are consistently meeting these targets, so no immediate changes are required; however, ongoing monitoring will ensure performance remains steady.

- **PS 1303** aimed to develop students' proposal-writing skills, with assessments through a *Midterm Marketing Plan*(targeting 80% average) and a *Final Marketing Plan* (targeting 85% average). Students achieved 88.4% on the midterm and 88.5% on the final plan. Faculty observed that while the class exceeded performance targets, certain topics were challenging. Plans include reviewing resources for challenging areas to support deeper understanding.

Learning Outcome: Mastery of Business Communication and Proposal Writing

PS 3250 (Business Communication) focused on essential communication skills, including primary and secondary research, organizational, and interpersonal skills. Assessment was conducted through both group and individual assignments.

- *Group Slide Report*: Targeted 90% of students scoring 80% or above, with an actual performance average of 88.55%.
- *Individual Formal Report*: Targeted 80% of students scoring 80% or above, with an actual performance average of 80%, meeting the target but with limited margin.
- Faculty noted a performance disparity between group and individual tasks. To close the loop, they will introduce progressive assessments leading to the final report to enhance individual readiness. Additionally, moving the individual report deadline earlier may reduce stress and improve outcomes.

Learning Outcome: Sales Supervision and Leadership Skills

Courses such as PS 3503 (Sales Supervision) and PS 3702 (Developing Team Leadership Skills) assess students' abilities in sales supervision, quantitative operations, and team leadership.

- In **PS 3503**, the *Final Consulting Project* (targeted 75% of students scoring 80% or above) was challenging, with only 65% of students meeting the benchmark. In contrast, the average of *Test 1 and Test 2* exceeded expectations at 90%. Feedback highlighted time constraints as a limiting factor. Faculty plan to introduce the project earlier in the semester and facilitate connections with external companies for practical experience.
- In **PS 3702**, students underwent a *Pre-Evaluation* and *Post-Evaluation* on team-building and leadership skills. The average pre-score was 2.26, while the post-score rose to 4.08, showing substantial growth. Faculty discussions identified listening skills as an area for further

improvement. Future courses will place more emphasis on listening through targeted in-class exercises, with periodic assessments to track progress.

Learning Outcome: Sales Presentation Skills

PS 3903, a capstone course, aimed to refine students' presentation skills through comprehensive assessments.

- *Final Sales Presentation*: Targeted 80% of students to achieve grades in the A range (90% or above). Results showed 82% meeting this benchmark, with 50 of 61 students achieving A-range scores.
- *Comprehensive Final Exam*: Targeted a 90% average, with actual performance at 91%, indicating high mastery of the sales process.
- Faculty noted that while targets were met, there was limited margin. To reinforce learning, periodic quizzes on each sales process step will be considered for future semesters. The impact of this change will be evaluated by monitoring improvements in final exam scores and presentation quality.

Conclusion:

The Professional Sales Program’s multi-level assessment strategy has provided a comprehensive view of student learning outcomes, allowing faculty to identify strengths and areas for development across courses. Direct evidence from exams, role plays, and projects has been supplemented by indirect measures such as student feedback and self-assessments, creating a holistic view of student progress.

To “close the loop” on these assessments, the program has implemented specific strategies such as adjusting assignment timing, enhancing instructional materials, and incorporating more experiential learning opportunities. These changes are intended to address observed gaps and further support student achievement. Future assessment cycles will monitor the impact of these adjustments to ensure that continuous improvements are aligned with the evolving demands of the sales profession within industry and curriculum adjustments.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress toward the recommendations the department/program is enacting.

Date of Program Review: March 2023	Recommendation	Progress Description
Recommendation 1	Continue working with faculty to update courses to include additional rigor.	We have been successful in encouraging most faculty members to complete the updates to curriculum that increase rigor. Additionally, we have considered recommendations from our industry advisory board included increasing our efforts to incorporate additional curricula involving business development and sales tasks, which are becoming more common in tech sales jobs and entry-level positions in business-to-business selling. To address this need, we have created a new course, PS 3003 Sales Development, which was offered starting in Fall 2024. We are excited about this important update to our course curriculum.
Recommendation 2	Technology Challenges related to the new building	The previous review acknowledged the challenges related to technology in the classroom due to the new building. However, we have recently resolved most of these issues, and all classrooms and workspaces are now operating appropriately. We feel that this challenge has been resolved.
Recommendation 4	PS 1143 be included as a General Education course.	We have encountered obstacles with the GEIAC. Despite this, we are committed to pursuing this recommendation further. We will continue to seek guidance on the next steps.

Additional narrative:

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2020-21	2021-22	2022-23	2023-24
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured	1	2	3	3
Full-time Non-Tenured (includes tenure-track)	3	3	2	2
Part-time and adjunct	1	0	0	0
With Master's Degrees				
Full-time Tenured	2	3	1	1
Full-time Non-Tenured	3	2	2	2
Part-time and adjunct	6	5	3	2
With Bachelor's Degrees				
Full-time Tenured	0	0	0	0
Full-time Non-tenured	1	0	0	0
Part-time and adjunct	0	1	2	2
Other				
Full-time Tenured				
Full-time Non-tenured				
Part-time adjunct				
Total Headcount Faculty	17	15	13	12
Full-time Tenured	4	4	4	4
Full-time Non-tenured	4	4	4	4
Part-time adjunct	2	5	4	4

Appendix C

Please respond to the following questions.

Academic integrity is a hallmark of higher education, but one that is being challenged. As a first attempt to address the issue, we are collecting data from departments on common practices to protect academic integrity. How do you ensure that your students' work is a meaningful representation of their learning? We would like you to share your concerns and approaches to the three following academic integrity issues:

1. ID verification – ensuring that the individual completing work in your course is the individual registered for the course. What steps do your faculty take to ensure that the students receiving credit are the students doing and submitting the work?

In our department, we take several measures to ensure that the students completing assignments and exams are the ones enrolled in the course. Faculty use a combination of secure learning management systems (LMS) with student login credentials, video conferencing for live sessions, and, in some cases, identity verification through institution-provided photo IDs at the start of the semester or during proctored exams. For assignments requiring a high level of academic integrity, such as exams or major projects, faculty may implement live proctoring or request students to verify their identity through additional video submissions.

2. Online test proctoring – the ability to provide secure testing for online courses, as well as many face-to-face and hybrid classes is currently dependent upon tools such as Proctorio. What concerns do you have about the use of tools such as Proctorio? What strategies have you put into place to ensure security of your testing?

While tools like Proctorio are useful for maintaining the integrity of online testing, we have also designed assessments that reduce the reliance on traditional exams where possible, including, project-based assessments which can be more effective in measuring understanding. When proctoring is necessary, we use the LMS's built-in settings for Proctorio to randomize questions and limit access to resources, enhancing security. To ensure the security of testing and verify that the registered student is the one taking the exam, we implement a variety of best practices when using Proctorio including the following:

1. Student ID Verification: At the start of each proctored session, students are required to verify their identity by showing a valid photo ID to the webcam. This ensures that the person taking the exam matches the individual registered for the course. Additionally, students are informed ahead of time about the ID verification process to reduce any discomfort or confusion.
2. Secure Exam Environment: We instruct students to prepare a clear, quiet, and secure testing environment. Proctorio's environment check prompts students to show their surroundings, which helps to confirm they are alone and not using unauthorized materials. Faculty also provide guidelines on what is acceptable in the testing space, such as removing all notes and electronic devices, to reinforce a secure environment.
3. Exam Customization and Question Randomization: To further safeguard test security, exams are designed with question randomization and multiple question sets. This minimizes the chance of students sharing answers or using unauthorized materials. We also adjust time limits to balance allowing enough time for genuine completion while limiting excessive time that might encourage dishonesty.

3. Artificial intelligence (AI) tools like ChatGPT pose significant challenges to academic integrity. These tools can generate high-quality written content, raising concerns about students using AI-generated work and passing it off as their own. This could enable new forms of cheating and plagiarism that undermine the principles of academic honesty. On the other hand there is potential for AI to positively impact and enhance the higher education experience for students. How is your department or program approaching AI broadly?

Our department recognizes both the challenges and opportunities posed by AI tools like ChatGPT. To promote academic integrity, we educate students on the ethical use of AI and the boundaries around original work versus AI assistance. We emphasize critical thinking and understanding over rote memorization and design assessments that require personal reflection or practical application, which AI tools may struggle to complete authentically. Additionally, we encourage faculty to incorporate AI tools into their teaching by demonstrating responsible uses, such as using AI for brainstorming ideas or generating study aids. This approach allows students to benefit from AI in a guided, ethical way, while reinforcing the importance of integrity and personal accountability in their academic work.

Appendix D: Evidence of Learning worksheets: Courses within the Major

Evidence of Learning Worksheets – All required courses

Course: PS 1143 Semester taught: Spring 2023 Sections included: 30219, ONL 30221

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Demonstrate understanding of "Basic 8" selling fundamentals of the sales cycle. The overall objective of this introductory selling class is to teach students the "Basic 8" fundamental selling principles in the sales cycle and have them demonstrate understanding and application.	Measure 1: Final Exam This exam measures the knowledge and understanding of the "Basic 8" fundamental principles of the sales cycle.	Measure 1: 85% of Students will score at least 80% or better on the final exam.	Measure 1: 85% of the class averaged 84% on the final exam. (N-51)	Measure 1: These findings show that students are gaining a proficient understanding of the "Basic 8" fundamentals of the sales cycle. The students' actual 84% performance level, exceeded the target performance level of 80%.	We do not need changes at this time because target performance levels are being met.	The students average of 84% on the final exam shows that they are demonstrating a good understanding of the "Basic 8" fundamental principles of the sales cycle.
	Measure 2: Final Roleplay This final roleplay measures the students ability to demonstrate an understanding of the "Basic 8" fundamental principles of the sales cycle.	Measure 2: 85% of Students will score at least 80% or better on the roleplay rubric.	Measure 2: 85% of the class averaged 90% on the final roleplay rubric. (N-51)	Measure 2: These findings show that students are demonstrating proficient skills when applying the "Basic 8" fundamentals of the sales cycle in a role play. The students' actual 90% performance level, exceeded the target performance level of 80%.	We do not need changes at this time because target performance levels are being met.	The students average of 90% on the final roleplay rubric shows that the students are making great progress toward demonstrating proficiency in applying the "Basic 8" fundamental principles of the sales cycle in a selling roleplay.

Evidence of Learning Worksheet

Course: PS 1303 Semester taught: Spring 2023 Sections included: 30223

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Sales Proposal Writing	Measure 1: Midterm Marketing Plan – Students are to write the first half of a marketing plan based on the learnings from the first half of the course.	Measure 1: The class average should be at least 80% or higher on their Midterm Marketing Plan.	Measure 1: The class average for the students who participated was 88.4% (N=55)	Measure 1: These findings demonstrate that the class is hitting above the target performance of 80%.	The class did well on the midterm, however, there were a few areas that proved to be challenging for the entire class.	It is worth exploring those topics in more detail to ensure a thorough understanding. This can be done through reviewing the assignments and resources that cover the particular topics and revamp them for better understanding.
	Measure 2: Final Marketing Plan – Students are to write a full marketing plan based on the learnings from the full course.	Measure 2: The class average should be at least 85% or higher on their Final Marketing Plan.	Measure 2: The class average for the students who participated was 88.5% (N=47)	Measure 2: These findings indicate that the class is hitting above the target performance of 85%.	Students are hitting the desired outcome for the final marketing plan.	No changes are needed at this time.

*Direct and indirect: at least one measure per objective must be a direct measure.

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Evidence of Learning Worksheet

Course: PS 1401 Semester taught: Spring 2023 Sections included: CRN 30225

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Introduction to Interpersonal Relationship Skills and Introduction to Planning/organizational skills.	Measure 1: Midterm Exam which measures the students' knowledge of the book To Sell is Human, Professional Sales Degree Requirements, planning a balanced schedule and career considerations in Sales.	Measure 1: The class mean should be 80% or higher on the midterm exam.	Measure 1: The class average was 88%. (N=9) The high score was 100%. The low score was 76%	Measure 1: These findings show that the students are provided what is necessary to succeed on the midterm.	Students are hitting the desired outcome for this exam. As the instructor, I will continue to offer a study guide.	Continue to spend one day of class lecture time to review the study guide.
	Measure 2: The student will prepare a final presentation using their knowledge from the entire course to present on their learnings about sales, the degree requirements, and their career goals.	Measure 2: The class mean should be at 90% or higher on the final presentation.	Measure 2: The class average was 93.8%. (N=9) The high score was 100%. The low score was 80%.	Measure 2: These findings from the final presentation show that the students can apply and demonstrate what they have learned throughout the course.	Students are hitting the desired outcome for the final presentation.	Continue to spend half of a class lecture time to review expectations and requirements for the final presentation.

*Direct and indirect: at least one measure per objective must be a direct measure.

Course: PS 2603 Advanced Selling **Semester taught: Spring 2023** **Sections included: F2F - CRN 30232, ONL – CRN 30233**

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Advance student development of basic selling techniques through the SPIN Selling sales questioning model for complex and business to business (B2B) sales situations.	Measure 1: Exam 1 – Focusing on the basics of their learning, reading and practice of SPIN Selling.	Measure 1: Students will score 80% or better.	Measure 1: The average score was 85%.	Measure 1: The students learning modules, assigned reading and quizzes are an effective approach to help the students learn the components of SPIN Selling.	The results of this method of measurement for obtaining student evidence of learning show that the students are learning the material needed to understand SPIN Selling. No changes needed for this measure.	The students are performing well on the exam used to access their learning of the components of SPIN Selling, however experiential learning activities that help student apply this sales questioning model are necessary to achieve greater application of student learning that will translate learning to useable job skills. See Measure 2 for follow-up assessment.
	Measure 2: Final recorded SPIN selling role play. This final role play presentation is developed from the skills students have practiced and highlights the SPIN SELLING framework in a 20-minute recorded B2B sales role-play.	Measure 2: Students will perform at 85% or better.	Measure 2: The average score was 86%	Measure 2: The students have used the course materials, exams, role-play practices during the course to learn SPIN Selling and the final recorded sales roleplay provides the opportunity to demonstrate the relational and consultative selling skills learned in during the semester using the SPIN Selling Framework. The measure is effective.	No changes needed for this measure.	Gives the student the opportunity to demonstrate competency in the SPIN SELLING skills acquired during the course using a relational selling approach with a live experiential learning activity.

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning Worksheet

Course: PS 3250 Bus Comm Semester taught: Spring 2024 Sections included: 30244 35988 30243 30245

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Learning Outcome: Mastery of collective primary and secondary research via a slide report, executive summary, and oral presentation. Organizational skills. planning, interpersonal skills	Measure 1: Group Slide Report	Measure 1: 90% of Students will score 80% or better. Group-project/process-based learning fosters positive outcomes.	Measure 1: 85.8% ave. 79.9% ave. 86.7% ave. 87.9% ave. Total ave. = 88.55% ave. (n=137)	Measure 1: Results show that most students applied the scaffolded concepts drawn from course materials and interpreted the applications via three substantive and core Business Communication pedagogical deliverables: research, written competency, and oral competency. Group setting.	Changes could entail combining concepts and activities to feed and contribute to the final project for greater course workflow, efficiency, and applicability.	Revise and polish course delivery over the summer with a critical assessment and support from WSU Instructional Design.
	Measure 2: Individual Formal Report	Measure 2: 90% of Students will score at least 80% or better on the rubric	Measure 2: 84.2% ave. 79.9% ave. 76.2% ave. 79.7% ave. Total ave. = 80% ave. (n=137)	Measure 2: Results show that most students applied the scaffolded concepts drawn from course materials and interpreted the applications via three substantive and core Business Communication pedagogical deliverables: research, written competency, and oral competency. Individual work.	When students work on projects alone, their scores drop. This indicates the need for more individualized progressive assessment leading up to the individual formal report. The timeline of the formal report could be moved to just after mid-term as students mention end-of-semester stress and fatigue.	Revise and polish course delivery over the summer with critical attention to redistribution of the course content delivery and timelines.

*Direct and indirect: at least one measure per objective must be a direct measure.

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Evidence of Learning Worksheet

Course: PS 3303 Semester taught: Spring 2024 Sections included: Ground and Online

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Develop mastery of introductory CRM skills.	Measure 1: Semester CRM assignments	Measure 1: 85% of students will score 90% or better. This shows a level of Mastery by the majority of students.	Measure 1: Measure achieved	Measure 1: Pleased that students work reflects a high level of understanding in this critical sales technology skill set.	No changes planned; goal met.	Not applicable; goal met.

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	Measure 2: Final Project	Measure 2: 85% of students will score 90% or better. This shows a level of Mastery by the majority of students.	Measure 2: Measure achieved	Measure 2: Pleased that final projects were such high quality.	No changes planned; goal met.	Not applicable; goal met.

Evidence of Learning Worksheet

Course: PS 3363 Contract and Sales Negotiation Techniques Semester taught: Spring 2024 Sections included: 30252, 30251

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Mastery of Sales Negotiation Learn 20 advanced techniques and or methods of a Win-Win negotiation and be able to explain them in detail. Demonstrate understanding of the consultative negotiation process by applying the techniques and or methods in a real world negotiation.	Measure 1: Final Exam	Measure 1: 85% of the students will score 80% or better on the exam. Achieving this benchmark demonstrates learning from lectures and text are achieved.	Measure 1: 85% of the students scored 80% or better on the exam.	Measure 1: Students are meeting or exceeding the target performance. The exam score results indicate that they are assimilating the knowledge derived from class lectures and reading the text.	No changes needed for hitting target performance.	Results show that students are able to pass the exam and meet the target performance in the course although many of the students have requested practice quizzes each week that would help them review chapters and lecture material, preparing them better for the exam.
	Measure 2: Capstone Project (real time, real world negotiation)	Measure 2: 85% of the students will score at least 80% or better on the Capstone Project scoring rubric. Achieving this benchmark demonstrates successful application of negotiation methodology.	Measure 2: 85% of the students scored 80% or better on the Final Negotiation Project scoring rubric.	Measure 2: These findings indicate that a majority of the students are getting a B on the capstone project in the course, demonstrating a proficiency in learning outcomes. This is paramount when it comes to transferring the course material to real-time, real-world negotiations.	No changes needed for hitting target performance.	Results show that students are able to complete the final negotiation project and meet the target performance in the course although some students are not employed and have been given options to apply the project to personal applications.

*Direct and indirect: at least one measure per objective must be a direct measure.

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Evidence of Learning Worksheet

Course: PS 3503 Semester taught: Spring 2024 Sections included: 30253,30254 (75 total students)

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Sales Supervision Skills Students will master sales supervision skills and have the knowledge on how to be a successful sales leader. This class focuses on the operations skills or quantitative skills that students need to lead organizations.	Measure 1: Final Consulting Project	Measure 1: 75% of students will score 80% or higher on this project. The reason 75% was chosen was that that I want the majority of students are getting a B or higher.	Measure 1: 65% percent of the students scored over 80% on the final consulting project (n=75).	Measure 1: The final project in this class get's students to use the tools learned in course in a real business scenario. The results indicate that I need to do better.	This assignment will continue to be used and updated. I will add announcements about the assignment so that students start earlier. The feedback I have received is that there is not enough time so I will make sure to change the class so that they start earlier in the semester.	Students do incredible final projects; however, many of these are for family members or their own businesses. More of an emphasis will be put on reaching out to new companies in the future to help students build networks of future potential employers. For the students that can't find a project I will make better efforts connecting them with options.
	Measure 2: Average of results from Test 1 and Test 2	Measure 2: The total average score should be over 85% for Test 1 and Test 2. The reason 85% was chosen was that I hope to have a class average of a B on these exams.	Measure 2: The average score over Test 1 and Test 2 was 90% (n=150)	Measure 2: This average score has gone up on the exams. These exams are not easy and many students say they are much more difficult quantitative concepts than their math classes. The results indicate that students are learning the necessary quantitative skills to be successful sales leaders.	This average has gone up since the last review. All videos were made on teaching principles and posted to a YouTube channel for students to view. Results show that students are watching and going through the videos more than once in the semester. These results have shown these videos to be effective.	The biggest part of closing the loop is making sure to update student resource videos every time there is a major update in Excel. I have done this recently. In addition, the faculty member will continue to ask industry leaders if there are new things and quantitative analysis tools that need to be taught and implemented in the classroom.

*Direct and indirect: at least one measure per objective must be a direct measure.

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Evidence of Learning Worksheet

Course: PS 3563 Semester taught: Spring 2024 Sections included: 30255, 30256 (78 total students)

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Sales Supervision Skills Students will master sales supervision skills and have the knowledge on how to be a successful sales leader. This class focuses on the soft skills of management.	Measure 1: Total average score of Test 1 and Test 2 which goes over the entire textbook.	Measure 1: The class should have an average score of over 80%. I want my average score to at least be hitting the B range is why 80% was chosen.	Measure 1: The average score over the two tests was 82%. (N=156)	Measure 1: Students are scoring well on these exams showing they are proficient in soft sales management skills.	Updates have been made to the test preparation to do our best to ensure that students are learning the soft skills required to lead sales teams and organizations.	A detailed study guide is given for the exams in the course. Students know that these tests will be hard. Being a sales manager is not easy and it is important that students know this information as they progress into sales leadership roles.
	Measure 2: Assignment on Being a Good Sales Manager. In this assignment students get to break down the soft skills needed to manage a sales team.	Measure 2: 80% of the students should be in the B range and 80% or higher. As a take home assignment, I feel that most of them should hit the metrics of competency.	Measure 2: 85% of the class received an B on the assignment. (N=78)	Measure 2: Although this is an easier assignment, it shows that students are learning and understating the soft skills necessary to become a sales manager. Many of our students will have that opportunity in their career and even though so much is learned on the job this indicates that they are understanding the skill set.	We will continue to use the assignment. This is a capstone assignment after many smaller assignments that build upon tools such as managing, interviewing, coaching and so forth. They then have to put together the best practices in this assignment.	Most classes in our program are very easy to add an actionable assignment to practice skills. This is one of the harder classes. We are training students to use the skills from this assignment (and others) and use them right away.

*Direct and indirect: at least one measure per objective must be a direct measure.

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Evidence of Learning Worksheet

Course PS 3702

Course: PS 3702 Developing Team Leadership Skills						
Measurable Learning Outcome:	Target Performance	Method of Measurement*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome: Team Building Skills Mastery of all seven of the seven tenets of effective leadership.	Students will be able to understand and master critical axioms from team building and leadership theories, specifically in conflict management, stages of group development, and other theoretical approaches to leadership. 75% of students should acquire a mastery score. (4.00)	Measure 1: Students will do a Team Development and Leadership pre-evaluation at the beginning of the course.	Measure 1: Students' scores were less than average on the pre-evaluation. The average score was 2.26 n=13	Measure 1: Need to improve students' cognitive understanding of team development and leadership theories to a mastery level. (4.00)	Mastery should be achieved by a minimum 4.00 score at the end of the course. This was achieved. In this course we will continue to give out the pre-evaluation at the beginning of the course, and the post-evaluation at the end of the course, while working on implementing ideas for improved teaching methods.	Students do an outstanding job in class working on developing Leadership Skills. With that being said, there are individual trait scores that need to be improved, namely listening. There will be a further approach into improving their understanding of listening skills in future sections.

Course: PS 3702 Developing Team Leadership Skills						
Measurable Learning Outcome:	Target Performance	Method of Measurement*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
		Measure 2: Students will do a Team Development and Leadership post-evaluation at the end of the course.	Measure 2: Students' scores were greater than average on the post-evaluation. The average score was 4.08, n=13	Measure 2: This outcome was achieved.		

Evidence of Learning Worksheet

Course: PS 3903 Semester taught: Spring 2024 Sections included: 30261 & 30262

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement *	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Sales Presentation Skills Mastering Sales Presentation Skills: This is the culminating class in a three-part series focusing on the sales process, with a strong emphasis on refining presentation skills.	Measure 1: Individual Final Sales Presentation	Measure 1: 80% of students are anticipated to attain grades falling within the A range, aiming for 90% or above. It's noteworthy that the average GPA for students at four-year colleges stands at approximately 3.15, equating to a 'B.' However, we anticipate that third and fourth-year students will surpass this average, particularly in their major classes.	Measure 1: 50 of the 61 students (82%) were 90% or above on their final presentation and in the A range. (n=61, sections 30261 & 30262)	Measure 1: These findings highlight that a significant majority of our students excel in one of the pivotal assignments within our program, achieving an A grade. They adeptly translate theoretical knowledge from their textbooks and classroom discussions into practical sales role-plays. This assignment serves as a critical indicator of their preparedness for success in the sales	Although a challenging goal, students engage in four mini-presentations throughout the semester in preparation for this final presentation. By this stage of the program, we anticipate the vast majority of students to have achieved an A-grade level in their presentations. We're delighted to announce the successful achievement of our objective, as 50 out of 61 students have earned an A on their final presentation. This	While we did reach our goal, the margin was narrow; just two additional students falling below the 90% mark would have placed us below our target. As a department, we've previously deliberated on the inclusion of fewer role plays in this course. However, the current results indicate the importance of retaining our existing structure and possibly exploring alternative methods for practicing the sales process.

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement *	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
				field.	remarkable accomplishment solidifies our intention to maintain and integrate this assignment further.	
	Measure 2: A comprehensive final exam will assess students' understanding of the entire sales process and the knowledge acquired from class learnings throughout the semester.	Measure 2: Total class average for comprehensive exam should at least 90%. It's noteworthy that the average GPA for students at four-year colleges stands at approximately 3.15, equating to a 'B.' However, we anticipate that third and fourth-year students	Measure 2: Class average for the comprehensive exam was 91% (N=48, section 30262)	Measure 2: These results demonstrate academic mastery of the information provided in the text including key knowledge of the 8-step sales process.	Measure 2: In this third class covering the sales process, students delve deeper into the intricacies of the sales process. By now, students are expected to grasp the concepts thoroughly, aiming for an average score of at least 90% on the	Future discussions will revolve around the implementation of quizzes throughout the semester, focusing on each of the 8 steps, as opposed to relying solely on a single final exam to assess students' understanding at the end of the

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement *	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
		will surpass this average, particularly in their major classes.			examination. Mastery of the entire sales process is essential at this stage. The exam serves as a valuable tool, to solidify the sales methodology in the minds of our students.	semester. These deliberations are scheduled to take place before our next review cycle.

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning Worksheet

Course: PS 3803 Semester taught: Spring 2024 Sections included: Ground and Online

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Mastery of writing a sales proposal for various applications.	Measure 1: Assignment one – sales proposal as an RFP.	Measure 1: 85% of students will score 90% or better. This shows a level of Mastery by the majority of students.	Measure 1: Measure achieved	Measure 1: Pleased that qualify of work showed high percentage of students with Mastery level on the skillset for this assignment.	No changes planned; goal met.	Not applicable; goal met.

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	Measure 2: Assignment two – sales proposal via cold email outreach.	Measure 2: 85% of students will score 90% or better. This shows a level of Mastery by the majority of students.	Measure 2: Measure achieved	Measure 2: Pleased that qualify of work showed high percentage of students with Mastery level on the skillset for this assignment.	No changes planned; goal met.	Not applicable; goal met.

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