WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Professional Sales

Semester Submitted: Fall 2022

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Brief Introductory Statement

The professional sales program at Weber State University has been a leader in sales education for over 50 years. According to the Sales Education Foundation (SEF), over 100 sales programs in the country have a major, minor, certificate or emphasis in sales. We distinguish ourselves from others by offering the most in-depth sales program in the country through 45 required credits of sales curricula. We have near-perfect job placement, and our average first-year graduates earn around 70K. Our student retention is among the best in the university and in 2022, we were awarded the top first-year retention from the provost's office. During the years 2017-2022, the program awarded 1,155 degrees, making it Weber State University's 4th largest program. Our degree is accredited as a full member of the University Sales Center Alliance (USCA) and is recognized by the Sales Education Foundation (SEF) as one of the top sales programs in the country. As a result, we can continue to offer a unique program that fits the needs of every organization's revenue creation process. Our current students are prepared to immediately step into lucrative sales roles and many of our past students are leading top companies in America. Together, our faculty and staff accomplish these outcomes, and we believe that our sales program is one of the best in the country, which benefits WSU and all the companies that hire our students.

Standard A - Mission Statement

The professional sales program prepares individuals to serve as agents or sales representatives in selling products and services to businesses, plants, professionals, public and private institutions. This program offers a sales emphasis tailored toward specific sales fields such as manufacturing representative, technology sales, sales engineering, medical device representative and many other fields.

The sales and merchandising program is designed to prepare people for employment in selling at all levels of distribution and merchandising and middle management areas of retailing.

Students will supplement their coursework with practical on-the-job training in national, regional, and local business establishments. The students are affiliated with the department's Professional Sales Student Association (PSSA) which provides students the opportunity to compete in a myriad of national collegiate sales competitions to refine classroom skills with a competitive atmosphere. The format varies from role-play, speed selling, team selling, and elevator pitch scenarios. Additionally, students compete in Collegiate DECA, a national student business organization with chapters in all fifty states, the District of Columbia, Canada, China, Germany, Guam, Hong Kong, Korea, Mexico and Puerto Rico. These competitive events give students opportunities to compete in various business simulations as well as network with national companies and their recruiters who provide employment opportunities.

The sales programs offered are specifically designed to prepare students for immediate employment. Program graduates are ready to make an immediate industry contribution through the use of industry advisory committee members, a constantly updated course curriculum, well-trained faculty, senior project and internship industry experience, and a national business organization affiliation.

Core Courses in Department/Program	Basic Selling Techniques	Contract and Sales Negotiations	Customer Profiling	Sales Proposal Writing	Team Building Skills	Customer Service Skills	Supervision Skills	Sales Presentation Skills	Interpersonal Relationship Skills	Legal Compliance Sales Ethics	Planning, Organizational Skills	Technology Skills
Department/Program Learning Outcomes												
PS 1143 -Fundamental Selling Techniques	I	I	I			I			I	I		
PS 1303 - Sales Channels			I									I
PS 1401 - Intro to Sales & Service Technology					I		I		I		I	
PS 2603 – Advanced Selling Techniques	D		D			D						D
PS 3103 – Sales Personalities and Profiles		D	M									
PS 3203 – Customer Service Techniques						M					D	
PS 3250 – Business Communication							D		D		M	
PS 3303 – Technology in Sales				D								M
PS 3363 – Contract and Sales Negotiations		M			D			D				
PS 3503 – Sales Planning & Forecasting							M					
PS 3563 - Sales Supervision Methods							M			D		
PS 3702 – Developing Team Leadership Skills					M							
PS 3803 – Sales Proposals				M								
PS 3903 – Sales Presentation Strategies								M				
PS 4203 – Ethical Sales and Service										M		
PS 4610 – Senior Project I	M											
PS 4620 – Senior Project II	M											
PS 4993 – Sales Career Seminar										M		

I= Introduction
D= Developing
M= Mastery

Standard C - Student Learning Outcomes and Assessment

Learning Outcomes:

Since our last review we have updated and modified our learning outcomes to meet the changes in our program with the help of institutional effectiveness. Although many of our outcomes are addressed throughout our program, we have a clear system where they are introduced, developed and then mastered. We measure all outcomes on a four-year rotating cycle that they are being mastered. We also measure how these are being introduced and developed in our lower division classes. Here are the program outcomes that our also defined in our curriculum grid:

- o Basic Selling Techniques: Demonstrate effective selling skills.
- o Contract and Sales Negotiations: Apply negotiation techniques to selling situations.
- o Customer Profiling: Identify and profile the various selling styles.
- o Sales Proposal Writing: Apply the principles of proposal writing.
- o Team Building Skills: Development of the interpersonal and leadership skills to work effectively in teams.
- o Customer Service Skills: Identify successful techniques for working with customers in business situations.
- o Supervision Skills: Practical application of supervisory skills including choosing, organizing, training and evaluating.
- o Sales Presentation Skills: Identifying and using the principles and practices of professional sales consultants.
- o Interpersonal Relationship Skills: Identifying and demonstrating interpersonal relationship skills.
- o Legal Compliance and Sales Ethics: Applying the principles, techniques and analysis of ethics and the law in the sales and service profession.
- o Planning and organization skills: Apply the principles of organization and planning to all facets of the sales and service profession.
- o Technology Skills: Understand and apply sales technologies used in the field.

We assess our courses to ensure they meet the learning outcomes using the office of institutional effectiveness biennial schedule. Our last biennial report in 2021 included assessment of all our 3000 and 4000 level classes with our updated curriculum grid, learning outcomes and more comprehensive assessment practices. Our next Biennial Report will include our assessment data for all of our 1000 and 2000 level classes with these same techniques. Our latest review of our 3000 and 4000 level classes in this review include online courses as well as our traditional courses to ensure learning across both teaching methods. This will be our model moving forward. The results since our last program review are presented in Appendix G.

Concurrent Enrollment

We offer concurrent enrollment classes as part of our program's effort to support WSU's overall mission, and have added more concurrent enrollment options since our last review. All concurrent enrollment courses count toward a professional sales degree. Tim Border and Brock Adams lead these efforts, train high school instructors, and provide adequate resources for them to teach the CE courses. These faculty also do yearly site visits to the high schools and the teachers that teach the classes. Through their efforts, our CE program

continues to grow, which ultimately helps feed students to our program. We offer the following CE courses in our program:

PS 1303: Sales Channels
PS 1403: Introduction to Customer Care
PS 1503: Intro to Fashion Merchandising
PS 1890: INT Work Experience
PS 2383: Retail Merchandising and Buying
PS 2991: Sales/Service Tech Seminar

Five-year Assessment Summary

Since our last program review, we have made significant improvements to our assessment practices. Institutional effectiveness suggested we update our curriculum grid and learning outcomes. We made these updates to improve how we assess our classes. We now have an even stronger system in place to ensure our students are attaining our learning outcomes. Appendix G includes an assessment of all courses since the last program review. Note: Our next biennial review will include our latest rubric and outcomes for our 1000 and 2000 level classes. Our 3000 and 4000 level classes were using these new tools.

Additionally, we have made efforts to include multiple sections and modalities of courses (when possible) in our data collection and review process. For example, our bachelor's degree can be completed through in-person or online course options, or in combination. Thus, we have extended our assessment to include online and our traditional face-to-face class sections to ensure we are achieving our learning outcomes in different teaching modalities, as recommended by the executive committee in our last program review.

In our last five year we were given the following standards as strengths…

- Mission Statement
- Student Learning Outcomes and Assessment
- Academic Advising
- Relationships with External Communities
- Results of Previous Program Reviews

We have worked as a department to continue to have these strengths in our program. Our mission statement still addresses our department and contribution. We have vastly improved our SLO's and assessment process. Our academic advising is better than ever and we are leaders in the universities for both retention and completion. The nationally recognized Alan E. Hall Center of Sales Excellence brings in external communities to enhance our program.

In our last review we were fortunate to not have any program weaknesses, however, the following standards were seen as program challenges…

- Curriculum
- Faculty
- Support (Facilities, Equipment, etc.)

To address these potential program challenges, we have completed the following:

Curriculum

We have worked hard since our last review to update the curriculum. In doing so, we have added new courses in Business Communication and Technology in Sales. They both are now required classes in our program. Additionally, we continue to regularly update each course. We rely on our industry advisory board to ensure we keep our classes relevant for the field. For example, during our industry advisory board meetings we like to bring one course in the program to dissect and discuss. This allows us to seek suggestions or areas of improvement to consider preparing students for relevant sales trends and challenges in industry.

Faculty

Of concern in the last review, is that of faculty turnover. This has happened due to faculty retirement and one tragic death in 2021. Although the faculty lost were pioneers for our sales program, we have completed exhaustive searches to hire and replace these individuals with valuable faculty. In doing so, we have recruited amazing individuals to continue the success of our program. Of note, we now have a higher doctorate degree rate in our program than in the history of our program. Additionally, we continue to require relevant work experience in the field for our potential candidates.

Support

Our final challenge of support was related to the space and facilities we use to teach our students. The completion of the new Noorda Building on campus during Fall 2022 has elevated our learning environment to "state of the art." Our support is now among the best in the country for sales education programs. Our new classroom and sales center facility was designed and programmed to be perfect for a sales program. Our new role-play facility with up-to-date recording equipment, a new classroom that can fit our entire senior class, and conference areas make this a perfect space for many years to come. In the Fall of 2022, we hosted the University Sales Center Alliance (USCA) conference in our new area and had unanimous support from these faculty and sales center directors from 60 universities that we now have one of the best facilities for sales education in the nation.

Assessment of Graduating Students

We have senior level project classes where students are assessed to ensure they are ready to enter the workforce. PS 4610 and PS 4620 assesses all skills in our program to check for mastery of all competencies required for a BS in professional sales. Student are assessed through either an internship or comprehensive report.

Since our last program review we have also started collecting post graduate data to ensure our program is preparing students to be successful in the field. During this last assessment that was completed in 2021 we found 100% job placement and an average first year earnings around 70K. Furthermore, within 5 years post-graduation the average sales student is making more than 100K. We plan to replicate this process every 5-7 years to continue to assess and measure past graduates.

Standard D - Academic Advising

Advising Strategy and Process

Our previous faculty adviser who had been at WSU for over 50 years has retired since our last program review. We considered his replacement to be the most important hire for our program. We hired Paige Young and she has made a perfect transition for our program. We have found that many of our students need a virtual option and we now do more advising through Zoom vs. in-person for our large group of online students. Students have the option to use either channel of communication for accessing advising options. We have the strategy of meeting students where they need to be met and Paige has set up the perfect process for this to be accomplished.

We cannot overstate how well Paige has filled this role and is the perfect adviser for our program. She has developed videos and guides for students to help in this process. A digital booking tool is used for students to book their appointments. We are now even experimenting with a system that sends out texts as reminders to our students for their appointments.

All faculty members are still assigned to mentor students in the career process and help students whenever needed. Our students take a sales career seminar course in their last semester to ensure effective job placement. We have a sales career fair at TopGolf each semester where students get the opportunity to interview with 30+ companies that are currently hiring. This typically leads to multiple job offers and many continued opportunities. Our Sales Center Director (Brock Adams) and faculty member that teaches the sales career seminar course (Mikelle Barberi-Weil) work perfectly together to ensure that students have many career opportunities in this process.

Effectiveness of Advising
This part of our program is a well-oiled machine. In 2022 we were awarded the Provost award for the top first year retention for the entire university. This is accomplished with our incredible efforts of our adviser. Since 2019 we have about 80% of our students that graduate in one year or less once they hit 90 credits. This is double the number for the University. The combination of our great initial retention and ability to get them through the program and graduate shows the great effectiveness of our adviser and her efforts. We have near 100% job placement for our graduates with an average first year earnings amount of around 70K. This shows that our career placement is also being extremely effective.

Past Changes and Future Recommendations
We will continue to meet students where they need to be met. As stated, we now do much more virtual advising than our last program review and have shown that it is very effective. Our new videos and guides have also proven to be a success. Our faculty adviser will start teaching all sections of our 1 credit intro the program class which will enable her to give them even more of a path of how to matriculate through the program. We will continue to make necessary innovations with our adviser and faculty to ensure our students are give a great experience and be ready to succeed in the field immediately.

Standard E - Faculty

Programmatic/Departmental Teaching Standards

We require all faculty to teach both in our online and traditional programs. We expect effectiveness in both areas and assess that evidence in learning in all faculty courses. One of our biggest strengths in our program is the customer service that we provide for our students. Faculty work diligently to educate our students in a professional and effective matter. All of our faculty use canvas and gradebook to ensure that students know how they are doing in their courses. Many faculty members also go above and beyond in offering extra learning opportunities such as optional night virtual study reviews for online students and/or virtual office hours at night in addition to regular office hours to make sure to meet the need of our students that work full time.

Faculty Qualifications

Our faculty members are required to be highly proficient academics and have work experience in professional sales. We always have a faculty member that is working on an advanced degree and our sales center and the Dean has been very supportive of these efforts. Most of our faculty members are taking a significant pay cut by teaching at Weber State rather than continuing their industry opportunities. Our faculty have the ability to be in industry and we are grateful for their willingness to give back to Weber State and the students in the Department of Professional Sales. Appendix B has a breakdown of our faculty and their degrees.

Faculty Scholarship

We have had a high increase in Ph.D.'s in our program since our last review when we only had one Ph.D. in the department. We now have 4 and another faculty member that is finishing up her Ph.D. This has led to the biggest increase in faculty scholarship in the history of the department. We have even had program incentives for faculty research teams and publication. Our faculty regularly publish in quality journals and present at the top sales conferences in the world. Most years we have faculty that present at The National Conference in Sales Management and Global Sales Science Institute. It is now a requirement of peer reviewed publications and conference presentations to be excellent in research for promotion and tenure. This has been a great addition to our program and has helped our internal and external academic reputation. We still require all of our faculty members to have relevant work experience so we can balance faculty members that thrive in scholarship and have the practical experience to teach students how to succeed in the field.

Mentoring Activities

All new faculty members are assigned a mentor. In addition, our normal peer review and departmental review includes faculty visiting courses and giving feedback. The department chair checks all evaluations by both students and peers and meets with faculty continually to ensure professional development.

Our student business organization, Professional Sales Student Association (PSSA) has given the faculty the opportunity to mentor students in business competitions, civic consciousness and leadership. We also mentor students for local and national sales competitions and have used donated funds to support travel for such. Our internship program brings faculty together with students during their capstone experience and affords them the

chance to work one-on-one with students and help them achieve their goals. Faculty take an active role in helping students beyond the classroom to prepare for employment interviews. In our senior seminar class every student has the opportunity to have their resume critiqued by faculty to make sure they are ready to apply for jobs. Faculty make the extra effort to guide students to employment opportunities. Faculty has stepped up in working with our partners that donate to our program and recruiters to give students many opportunities for employment upon graduation. With moving our academic advising to a centralized approach it has freed up faculty more time to mentor students in their career. As you walk up and down our halls you will see students in faculty offices talking about their education, career and opportunities.

At the International Career Development Conference for Collegiate DECA, the professional sales department and the Alan E. Hall Center for Sales Excellence sponsor and direct the "Sales Challenge." This is a sales competition for any student participating in the career development conference. The student is given a sales scenario developed in conjunction with our industry partners. They then present to a panel of industry experts. The winners are recognized at the Grand Awards Session with plaques and cash prizes. Students compete in other internal and external sales competitions to prepare them for employment.

Diversity of Faculty

Our full-time faculty consists of 5 Caucasian males and 4 Caucasian females. We continue to look for diversity in our hiring practices.

Ongoing Review and Professional Development

We follow all of the university review and promotion procedures. In addition, our contract faculty and adjuncts are given regular feedback. Our sales center and/or department will fund and support almost all professional development that our faculty and staff want to pursue. Our faculty and staff regularly attend internal and external opportunities for development and this is always supported by the college and department.

Use and impact of high impact educational experiences

Our sales program lends to many opportunities for high impact educational experiences. Most classes have a role-play with an industry partner or an opportunity to meet with professionals currently in industry. We require our seniors to have a sales internship or comprehensive report to ensure success of applying material to work scenarios. Students are also given the opportunity to compete in internal and external sales competitions. Our new building has role-play rooms that were designed to have students experience high impact educational experiences.

Evidence of Effective Instruction

The combination of assessment, student reviews, and peer review ensure that we are having effective instruction in the classroom. Here are a few more details about what makes our teaching staff successful in addition to what we have already discussed.

Regular Faculty
-   Weber State is a teaching school, thus effective instruction is given the highest priority. We regularly share best practices and assist each other for success. We have faculty reviews that are among the highest in the University and we pride ourselves in developing or faculty members to be great assets to the institution.

Adjunct Faculty
-   Our faculty members mentor and share all course materials to ensure that our adjunct faculty are successful. We have a great group of adjuncts that volunteer and help serve in other ways within the program. Their teaching is regularly assessed to ensure effective instruction.

Standard F – Program Support
Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

We have a departmental administrative assistant who has taken on added responsibilities beyond her job description. She works hard with student registrations, course offerings, some limited advisement, and is the ambassador for those who call for information regarding the program or who visit the office to inquire about the program or receive additional help. Of course, a raise would be a great help because of the efforts that she puts forth. She is also very good at coordinating the faculty and their individual needs. She makes the office run smoothly and efficiently.

Our admin is required to go to regular training. Sometimes the training is not always applicable to individual needs. She is able to attend other training of her choice to enhance her job. She is given the time to attend without any question. We also give her flexibility to work from home. She has earned this right with her incredible work ethic and efficiency. She is the engine that makes our department go.

She has a part time student aid who works up to 20 hours per week. This student supports our admin as well as our sales center where needed.

Adequacy of Administrative Support

The dean is very supportive of our program. The associate deans offer great help for our program. We also have a great sales center director that helps raise money and raise the visibility of our program. We have a great working relationship with continuing education. They have been essential in the execution of our sales program. In addition, we have completed other advertising projects with them to help raise awareness to our program. Institutional effectiveness is always willing to help with and questions or updates in assessment and reporting. We feel personal support from both President Mortensen and Provost Krovi and their offices. We feel very supported as a program from all areas of the University.

Adequacy of Facilities and Equipment

During our new building process, it was a challenge to keep people engaged as a group since we were scattered around campus. Our brand-new building has fixed all of these issues. The centralized office complex helps the faculty/staff maintain a better sense of community. All services are central and accessible. Each faculty has a personal computer with the necessary software and access to university functions. It would be nice if the university would add SEM (Structural Equation Modeling) software that is available to all departments. Our classrooms have overhead projection units and recording equipment to facilitate electronic learning and practice. The computer labs have adequate software applicable to our program and are accessible to our students. Our double classroom with an electronic wall perfectly meets the needs of our daytime classes and can also accommodate our larger meetings when we have a competition or our senior seminar. Our sales lab is perfect for our needs. We feel very grateful for the universities and all of our great sponsors that made this incredible new space happen.

Adequacy of Library Resources

The library collection, staff and support services meet the needs of our program. We have ready access to the electronic technology, periodicals, publications and video sources that we need. The staff is knowledgeable and willing to help in any way. Support services support us by housing materials that the students use to complete assigned projects and they are readily available. We have librarians from the library come and present to our students when needed so that our students know the resources that are available. We are also very grateful for the library during our two years without a building. They gave us a full-time classroom which was essential for our instruction of students while our new building was being built.

Standard G - Relationships with External Communities

Description of Role in External Communities

We have cultivated a relationship with local businesses who are interested in hiring our graduates. Many provide scholarships, interview our graduates as potential hires, speak in our courses and provide funding to support projects and faculty. We have many that come to campus each semester to recruit the students in our program. We typically have around 10 companies each year that donate to our program. These donations typically range from 3K to 30K and help us fund student competitions and other great learning opportunities. We have had an ongoing relationship with Marketstar and England Logistics since its inception and have participated with them in training and fund raising. We continue to develop more relationships with other local, national and international companies.

Summary of External Advisory Committee Minutes

Our advisory council which meets regularly always give us great advice for what they are seeing with our students and how we can improve our program. We take these conversations seriously and update our curriculum to meet any gaps that need to be addressed.

Our last summer update meeting agenda…

Premier Partner Board Meeting Agenda

7/6/22

I.   Welcome

    a. New Partner-True Insight

II.   Overview of 2021-22-Sales Newsletter

    a. Feedback from partners

III.   Outlook for 2022-23 schoolyear

    a. Faculty Liaisons

    b. Dates for Fall 2022 events

    c. Tentative in-house sales competition

IV.   NOORDA Building Update-Tour

V.   Notes

Community and Graduate Success

Our faculty and staff are very connected and engaged in community events. Faculty from our department are regular speakers in EAST outreach activities, Weber State events, and in the community. Our work with organizations such as Lifting Generations has helped our curriculum be used to educate individuals in developing countries in Mexico, central and south America. Our research has shown that these efforts have helped many individuals double their income upon completion of our short 12-week sales and customer service training. Faculty have gone to train the trainers that teach these courses to ensure success. We teach the same training in the WSU downtown office for individuals here in in Ogden to further their sales and customer service skills to enhance their lives. All of these opportunities are free for the participants.

In 2022 we applied for and were granted a 120K grant through the work and earn program in the state of Utah where we had 30 students gain our department certificate for free to help fill the demand for sales professionals in the state of Utah. Since our last department review we have started a high school sales competition where students come and compete and develop their emerging sales skills. Scholarship and awards are given as we educate high school students of the many opportunities in the sales profession. Countless activities are performed by our sales center director with outreach and making our impact throughout the community and world. We will continue to work hard to have an impact in the communities we serve.

Our graduates are all over the external communities. Our program is the oldest sales program in the country and it is a generational program. Our graduates enjoy immediate success with an average first year earning amount around 70K and near perfect job placement. We have leaders in the top organizations around the state and world that came from our department. Our graduates are making a positive impact in the world.

Standard H – Program Summary
Results of Previous Program Reviews

Challenge Identified	Action Taken	Progress
Curriculum	Previous 5 Year Program Review:	
	Year 1 Action Taken: Encouraged faculty to update classes. Added a new class (PS 3503).	We feel our curriculum is in a great place. We adequately challenge students and prepare them to be immediately successful in the field. We will continue these efforts.
	Year 2 Action Taken: Encouraged faculty to update classes. Added a new class (PS 3250).	
	Year 3 Action Taken: Encouraged faculty to update classes and updated our curriculum grid.	
	Year 4 Action taken: Discussed all classes and modules at our faculty retreat.	
Faculty	Previous 5 Year Program Review:	
	Year 1 Action Taken: Hired Alex Lawrence	We have made significant effort in finding and hiring amazing new faculty members to replace the legends that started our program. We have found high quality individuals that have dedication to our program and students.
	Year 2 Action Taken: Hired Brock Adams and Nicole Fink	
	Year 3 Action Taken: Hired Paige Jensen	
	Year 4 Action taken: Hired Ryan Mckeehan	
Support (Facilities and Equipment	Previous 5 Year Program Review:	
	Year 1 Action Taken: Planned new Building	As of fall of 2022 we are in a brand-new building that has everything we need to continue to be one of the top sales programs in the world.
	Year 2 Action Taken: Planned new Building	

| | Year 3 Action Taken: Planned new Building | |
| | Year 4 Action taken: Planned new Building | |

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Continue to assess our classes and review our classes on a four-year cycle.	Current 5 Year Program Review:
	Year 1 Action to Be Taken: Review 1000 Level Courses
	Year 2 Action to Be Taken: Review 2000 Level Courses
	Year 3 Action to Be Taken: Review 3000 Level Courses
	Year 4 Action to Be Taken: Review 4000 Level Courses

Action Plan for Staff, Administration, or Budgetary Findings

Our biggest priority is to continue to keep a collegial environment where our faculty and staff feel happy to come to work. We need to continue to develop our staff, keep a good relationship with administration around campus, and be fiscally responsible with all of our monetary resources. We have received close to 1 million dollars since our last program review for department scholarships. We continually add to our endowments to ensure that our program will be successful for many generations of future students.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Professional Sales	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
Department Student Credit Hours Total [1]	**13,607**	**13,488**	**11,010**	**11,378**	**11,226**
Professional Sales SCH	11,439	11,248	11,010	11,378	11,226
Department Student FTE Total [2]	**453.6**	**449.6**	**367.0**	**379.3**	**374.2**
Professional Sales FTE	381.3	374.9	367.0	379.3	374.2
Student Majors [3] (Professional Sales and includes Sales and Merch and Tech Sales)	**468**	**448**	**433**	**405**	**289**
Second Major or Concentration	62	76	75	81	147
Minors	21	19	27	31	27
Program Graduates [4] (Professional Sales and includes Sales and Merch and Tech Sales)					
Associate Degree	90	80	56	101	105
Bachelor Degree	145	124	116	146	148
Student Demographic Profile [5] (Professional Sales and includes Sales and Merch and Tech Sales)					
Female	177	191	182	131	70
Male	291	257	251	274	219
Faculty FTE Total [6] (Department)	**20.2**	**19.5**	**15.3**	**15.6**	N/A
Adjunct FTE	9.0	7.9	7.8	**7.9**	N/A
Contract FTE	11.2	11.5	7.5	7.7	N/A
Student/Faculty Ratio [7] (Department)	**22.5**	**23.1**	**24.0**	**24.4**	**N/A**

Appendix B:
Faculty (current academic year)

	Tenure and tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	4		
Number of faculty with Master's degrees	4		4
Number of faculty with Bachelor's degrees		1	1
Total	8	1	5

Contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Blake Nielson	Associate Professor	Tenured	Ph.D.	9	Professional Sales
Tim Border	Professor	Tenured	Masters	13	Professional Sales
Jo Ellen Jonnson	Professor	Tenured	Masters	19	Professional Sales
Alex Lawrence	Associate Professor	Tenured	Ph.D.	7	Professional Sales
Brock Adams	Assistant Professor	No	Ph.D.	6	Professional Sales
Nicole Flink	Assistant Professor	No	Ph.D.	5	Professional Sales
Mikelle Barberi-Weil	Instructor	No	Masters	9	Professional Sales
Paige Young	Instructor	No	Bachelors	4	Professional Sales
Ryan McKeehan	Instructor	No	Masters	1	Professional Sales
Eric Hall	Adjunct	No	Bachelors	3	Professional Sales
Andrea Jones	Adjunct	No	Masters	9	Professional Sales
Alan Arnold	Adjunct	No	Masters	9	Professional Sales
Mark Hansen	Adjunct	No	Masters	7	Professional Sales
Tom Telford	Adjunct	No	Masters	4	Professional Sales

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Wendi Birch	Administrative Assistant	7	Everything in our department.

Appendix D: Financial Analysis Summary

Department of Professional Sales					
Funding	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Appropriated Fund	1,262,828	1,190,724	1,195,295	1,199,598	856,297
Other: IW Funding from CE	240,590	243,080	246,445	267,875	265,260
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	27,738	6	0	0	0
Total	**1,531,156**	**1,433,810**	**1,441,740**	**1,467,473**	**1,121,557**
Student FTE Total	453.60	449.60	367.00	379.27	374.20
Cost per FTE	**3375.56**	**3189.08**	**3928.45**	**3869.20**	**2997.21**

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Tim Border	Lifting Generations
Mikelle Barberi-Weil	Community Foundation of Utah
Mikelle Barberi-Weil	Ogden Circle of Giving
Mikelle Barberi-Weil	GOAL Events Team
Paige Young	Ogden Pioneer Days
Nicole Flink	National Conference in Sales Management
Blake Nielson	University Sales Center Alliance
Alex Lawrence	Silicon Slopes
Brock Adams	Collegiate and High School Deca

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Scott Hadzik (Internal)	Professor	Weber State University
April Schofield (External)	Director of Sales Center and Lecturer	MSU Denver

Appendix G: Evidence of learning <u>since our last program review for courses within the major</u>
Course:

Course: PS 1143					
Measurable Learning Outcome: Basic Selling Tech.	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Mastery of at least 5 of the basic 8 selling fundamentals.	Measure 1: Students will do a mock sales presentation at the beginning of the semester.	Measure 1: Students will be able to incorporate at least 5 of the 8 selling fundamentals in a hypothetical sales scenario based on a grading rubric.	Measure 1: Students were less than 85%	Measure 1: Need to improve and teach students throughout the semester to get them to an 85% rate.	Mastery should be achieved at 85% rate by students by the end of the semester. This was accomplished Keep up the good work in the class. 85% was achieved this year.
	Measure 2: Students will do a mock sales presentation at the end of the semester.	Measure 2: Students will be able to incorporate at least 5 of the 8 selling fundamentals in a hypothetical sales scenario based on a grading rubric.	Measure 2: Students were greater than 85%.	Measure 2: This outcome was achieved.	

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

Course: PS 1303					
Measurable Learning Outcome: Sales Proposal Writing	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Measure 1: After a course lecture on the income statement, the students will complete a worksheet listing five ways to improve net profit.	Measure 1: Students should achieve 80 percent based on the grading rubric.	Measure 1: 58 percent of the class scored at least 80 percent on this assignment.	Measure 1: Needs to have improvement on the course. The goal should be to 80% of the class achieve 80%.	Will spend more time in lecture and pre-exercises to improve the correct responses to have more students achieve the 80% level.

Course: PS 1401					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Adequate achievement of Interpersonal Relationship Skills	Measure 1: Students will be given an assignment where they match courses to skills needed for employment.	Measure 1: 75% of students should score at least 85% on this assignment.	Measure 1: All students achieved 100%	Measure 1: More rigor should be added to this assignment.	All students achieved a perfect score by the end of the semester. More rigor will be added to the assignment.

Course: PS 2603					
Measurable Learning Outcome: Basic Selling Techniques	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Objectives: Mastery of the Four Questioning Techniques in Spin Selling	Measure 1: Students will submit 12 Weekly memos demonstrating how they would use each question technique	Students will be able to incorporate all four basic techniques in a hypothetical memo to their Sales Manager explaining how they used the technique and the results of its use.	Measure 1: Students were greater than 89% successful	Measure 1: Outcome was achieved	Mastery should be achieved at 89% Rate.
	Measure 2: Students will be tested On their mastery of the Fundamentals of each technique		Measure 2: Students Averaged greater than 85%	Measure 2: Need to improve and work with non-performing students to achieve greater than 80% average	We will continue to work with students to prepare for exams.

Evidence of Learning Worksheet

Course: PS 3103 Semester taught: Spring 2021 Sections included: 30846

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 Customer Profiling Techniques** The purpose of this class is to provide the student with an opportunity to learn knowledge about and demonstrate mastery of the	Measure 1: Exam 1 measures the student knowledge of the DISC profiling technique.	Measure 1: The class average should be at least 80% on the exam.	Measure 1: Class average for the students that took the exam was 75% (N=45) Additionally, when considering the class group the high score was 90% and the low score was 20%.	Measure 1: These findings show that students are gaining progress towards mastery of the DISC customer profiling technique, but still need to make additional improvements to be at least 80%. Of note: there are a few students that scored very low on the exam.	Often with an exam, the scores may be lower than with an experiential activity such as a role-play. Possibly due to the student's that experience text anxiety or other conditions that may lower performance. However, the importance of an objective measure of the knowledge gained is still critical when trying to gain knowledge.	Although the student average was not over 80% the Exam will remain in the course. However, a thorough look into the areas of the exam that students need additional focus to master the learning outcome will be considered.

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"
principles and techniques related to customer personality styles and different customer profiles used in a sales presentation and/or sales negotiation.	Measure 2: The student will prepare a presentation using DISC to demonstrate mastery of the components of DISC utilized for customer profiling in sales.	Measure 2: The students should score at least 85% or higher on the DISC presentation.	Measure 2: The class average was 87% for student DISC presentations. (N=45)	Measure 2: These score results indicate that students are gaining progress towards mastery of using the DISC as a customer profiling technique in sales. This is key and they need to know the 8 steps of the sales process almost perfectly.	The presentation is a good indication of the student's progress to applying and mastering the DISC for customer profiling. It is important to have the student use the information in role-play and presentation settings.	The student average of 87% shows that the students are making great progress towards mastery of customer profiling. It may be important to consider additional ways to measure knowledge objectively – such as live profiling of role-play customers and adapting for different customers.

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

Evidence of Learning Worksheet

Course: PS 3203   Semester taught: Spring 21   Sections included: 30852

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:

Learn, apply, and master effective listening techniques to build relationships with others and to deliver compelling customer service. | Measure 1:
In essay format, the student will identify and define the fundamental techniques for effective listening and how they can improve their relationships with others in customer service situations. The student will be provided a rubric that is scored by the instructor based on the student's complete understanding of the topic. | Measure 1:

80% of the students should be in the A range and 94% or higher | Measure 1:

80% of the students were right below the A range sitting at 93% (n=47) | Measure 1:

These findings show that students are slightly below mastery. | A clear definition of active listening is needed. The book provides varying definitions of active listening which may have confused some of the students. | Implementing a more transparent framework of active listening into the Skyepack is needed. The students are provided a grading rubric which includes information to provide better understanding of the concepts. |

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"
	Measure 2: In an exam setting, students will be able to define and apply effective listening techniques in customer service interactions in order to build strong relationships.	Measure 2: 80% of the students should be in the A range and 94% or higher	Measure 2: 80% of the students were well over 94%, sitting at 100% (n=47)	Measure 2: These findings show that 80% of the students are at 100% mastery. The average for the entire class (58 students) was 90%. The students were able to learn from the grading rubric in the essay assignment, along with preparation for the exam which allowed them to be exposed to the frameworks on multiple occasions.	The exam results prove that the students were able to display mastery by defining and applying the listening concepts to real world customer service situations.	After looking at the results, feedback through the rubric, and prepping for the exam, allowed the students to solidify their knowledge of the listening frameworks for customer service. That said, it is extremely important to have a grading rubric for each assignment that provides feedback in addition to having an exam that allows students to revisit and study the concepts.

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

Evidence of Learning Worksheet

Course: PS 3250-Business Communication   Semester taught: Spring 2021 Sections included: 30855, 30856

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: Planning Organizational Skills Mastery of organizational structure in both written and oral communication presentations.	Measure 1: Persuasive Speech	Measure 1: 80% of students will score 80% or better on the rubric.	Measure 1: 93% of students scored 80% or better on the rubric. (n=106)	Measure 1: Results show that a majority of students are applying organizational speech concepts discussed in the early modules of the course, and applying them to their own persuasive speeches. Students utilize both the introduction-body-conclusion concepts of speechmaking, as well as implement the ELP model of rhetoric in their persuasive approach.	For future evaluations, this measurement could include both the delivery of the persuasive speech, as well as the written speech outline. However, that may not be necessary as there is already a written component assessed in this evaluation.	Future discussions about implementing the written outline component to this measure will be brought up among the fellow faculty members who teach this course.

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"
	Measure 2: Formal written Higher Education Admissions Report	Measure 2: 80% of students will score 85% or better on the rubric.	Measure 2: 85% of students scored 85% or better on the rubric. (n=82)	Measure 2: Results show that a majority of students are applying the fundamental writing skills taught to them over the course of the semester, including: grammar, punctuation, tone, layout, essay structure and implementation of visual graphics in a formal report. Students are well-versed in professional writing standards.	These results will be compared and evaluated by the fellow faculty members who teach this course. If the comparable sections find similar results, no changes will be implemented. If there are gaps in various sections, then we will look further to see what changes need to be made from a pedagogical level.	Discussions about this written assignment will be brought to the attention of the fellow faculty members this summer. We will also re-evaluate the grading rubric to ensure reliability and validity of our grading system.

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

Evidence of Learning Worksheet

Course: PS 3303   Semester taught: Spring 2021 Sections included: 30871, 30872

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 Technology Skills Deep understanding of how the top three CRM's work via a final assignment at the end of the semester that	Measure 1: Students will complete and submit ten assignments during the course of the semester. Each of the top CRMs in the sales industry are covered.	Measure 1: Students will receive a combined average core of 85% or better on these assignments.	Measure 1: Students received a combined average score of 90% or better on these assignments.	Measure 1: Most of these students have little to no experience using CRMs in a sales environment. The purpose of ten assignments is to prepare them for actual usage in the real world. Their average score increase indicates they have a good working knowledge of these tools.	No changes are needed. A 90% average score, across ten assignments and three new technologies, shows solid proficiency since almost all of the students come into this class as sales tech beginners and novices.	No changes needed.

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"
discusses their usage.	Measure 2: In the final week of this course, students submit a detailed analysis of which CRM they prefer and why. This is the capstone to their CRM learning experience in the course.	Measure 2: At this final stage of the course, students will receive a combined average score of 90% or better on this assignment.	Measure 2: Students received a combined average score of 95% or better on this final assignment.	Measure 2: Student reviews and comments indicate they felt much more confident in their ability to use the main sales technology tool, CRMs, after completing all assignments and the final. Some of them did express extra difficulty in one portion (Salesforce) though.	While the scores and comments were both high and positive, the concerns about Salesforce are valid. I am going to continue to try to find better tools to teach Salesforce.	In Summer and Fall 2021 for this course I will be making some changes to the Salesforce portion of my course in hopes of improving student perception of this portion of the course.

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

Evidence of Learning Worksheet

Course: PS 3363 Contract and Sales Negotiation Techniques Semester taught: Spring 2021Sections included: 30873, 30875

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 20 advanced negotiation techniques and the 10 rules of a Win-Win outcome. Demonstrate understanding of the consultative	Measure 1: Exam	Measure 1: 85% of the students will score 80% or better on the exam.	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 reading the text and class lectures.	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.

| negotiation process. | Measure 2: Final Negotiation Project | Measure 2: 85% of the students will score at least 80% or better on the Final Negotiation Project scoring rubric. | 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. | Even though no changes are needed to hit the target performance in the course we have discussed better more detailed examples of Final Negotiation Projects. |

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

Evidence of Learning Worksheet

Course: PS 3503 Semester taught: Spring 2021   Sections included: 30777, 30778

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 | Measure 1:

Final Consulting Project | Measure 1:

85% of students will score 85% or higher on this project | Measure 1:

86% perfect of the students scored over 85% on the final consulting project (n=59). | 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 the majority of students have done a good job learning the course material and more importantly are able to use it in real world settings. | This assignment will continue to be used and updated. At the first of the course students are so scared of the math and by the end they are confident using tools to make sales leadership decisions. | 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. |

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"
on the operations skills or quantitative skills that students need to lead organizations.	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	Measure 2: The average score over Test 1 and Test 2 was 90% (n=59)	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 over the last year. 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. 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.

Evidence of Learning Worksheet

Course: PS 3563 Semester taught: Spring 2021 Sections included: 30880, 30882, 22313, 22314

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	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 85%.	Measure 1: The average score over the two tests was 83%. (N=63) Results from Fall 2019.	Measure 1: Students are scoring well on these exams showing they are proficient in soft sales management skills. They are not at the goal but still averaging a B on the exams. Note: These are results from the last full semester before the pandemic which is why part of this assessment includes Fall of 2019.	These tests were changed during the pandemic. They will be back in full swing in the 2021-2022 academic year. Updates will be 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 has been added for the exams in the course. There is also now a regularly scheduled review day. Students know that these tests will be hard and we hope these extra resources helps close the loop and get the class to an average of 85%.

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"
focuses on the soft skills of management.	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 A range and 94% or higher	Measure 2: 85% of the class received an A on the assignment. (N=83) Results from Spring 2021	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 now asking students to use the skills from this assignment (and others) and use them right away. For example, if they are on the sales team to start practicing coaching and helping others become better.

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

Evidence of Learning Worksheet
Course: PS 3702 -Developing Team Leadership Skills Semester taught: Spring 2021 Sections included: 30884, 30885

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: Team Building Skills Mastery of Team cohesion in group presentations. Mastery of theoretical concepts in team building	Measure 1: Formal Persuasive Group Presentation	Measure 1: 80% of students will score 85% or better on the formal persuasive group presentation.	Measure 1: 95% of students scored 90% or better on the formal persuasive group presentation. (n=53)	Measure 1: Results from the direct measure showed that students are actively engaged in the design, and implementation of a persuasive group presentation. Results showed that nearly all students involved in this activity worked together to achieve the common goal of a successful presentation. This reinforces their understanding of team-building skills.	Results show that students are adequately meeting the expectations for this method of measurement. No additional changes are expected to be made in the upcoming semesters.	Departmental discussions could be brought into play to discuss the grading rubric for this assignment, however, no additional changes are needed at this point.

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"
and leadership scholarship.	Measure 2: Final Cumulative Essay	Measure 2: 80% of students will score 90% or better on the final cumulative essay	Measure 2: 91% of students scored 90% or better on the final cumulative essay. (n=53)	Measure 2: Results show that students are well-versed in the topics of personality profiles, conflict management, the five stages of team development and leadership styles. Overwhelmingly, students have a full cumulative grasp of the fundamental leadership principles.	Results show that students are adequately meeting the expectations for this method of measurement. No additional changes are expected to be made in the upcoming semesters.	Future discussions could possibly implement additional leadership content into this essay, such as Maslow's hierarchy of needs, or the HURIER Listening model, but nothing indicates that those are necessary at this point.

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

Evidence of Learning Worksheet

Course: PS 3803 Semester taught: Spring 2021 Sections included: 30888, 30889

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 Proposals Mastery of creating a written sales proposal.	Measure 1: Students will complete create and submit a response to an RFP (Request for Proposal). All steps of the RFP process will be measured.	Measure 1: Students will receive a score of 85% or higher on their RFP submission.	Measure 1: Students scored higher than 85%. The average score was 92%.	Measure 1: Students did a nice job of following and modifying known RFP templates. Their learning of this concept and practice exceeded my expectations.	Based on the scores being much higher than anticipated, and very high overall, I am going to increase the difficulty level of the RFP response learning. I am going to have students respond and submit an RFP for a larger and more complicated proposal. Up to this point I have always used a fairly simple RFP response sample.	This change will take place Summer semester 2021. The next assessment will show clear results. My expectation is that the average score will lower some, but the level of learning will increase significantly due to the more advanced nature of their work. That tradeoff is acceptable.

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"
	Measure 2: Students will create and video a presentation for the purpose of pitching an idea they have to investors in hopes of receiving an investment.	Measure 2: Students will receive a score of 85% or better on their pitch.	Measure 2: Students scored higher than 85%. Their average score was 90%.	Measure 2: The practice required to submit a video pitch, along with the reading and learning about what makes for a successful investor pitch, resulted in some really high-quality presentations. Also, they have learned presentation skills in other PS classes which no doubt helped them in this project. The average score would have been higher, but some students did not submit an assignment and that brought the average down.	I would like to see all students turn the assignment in, but I only have so much control over that. I think the average score and quality of work that was submitted was really high, so no changes suggested at this time.	Thinking through how to have all students submit work. Otherwise, no follow-up needed.

Evidence of Learning Worksheet

Course: PS 3903   Semester taught: Spring 2021 Sections included: 30892

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

Master of sales presentation skills. This is the final class of three that teaches the sales process and emphasizes the | Measure 1:

One on one final presentation | Measure 1:

80% of the students should be in the A range and 94% or higher | Measure 1:

80% of the students were over 94% and in the A range (n=50) | Measure 1:

These findings show that most of our students are getting an A on one of the pinnacle assignments of our program. They are taking their book knowledge and implementing it in sales role plays. This is key because this assignment is probably the one that most shows their readiness to be successful in the sales field. | This is a very hard goal; however, students run through and are graded on this same presentation throughout the semester. We expect them all to be at an A in their presentation by this part of the degree. We exactly hit the goal. 40 of the 50 students got an A on this final project. We will continue this assignment. | Although we hit this goal we exactly hit it. One more student could have moved us below the goal. We had chats in the past if there needed to be less role plays in this class. Results show we need to keep what we have and perhaps even consider finding a new way to practice 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"
sales presentation.	Measure 2: Course quizzes on the sales process. There is a quiz for each of the 8 steps in the sales presentation process.	Measure 2: Total average over all 8 of the quizzes should be over 90%.	Measure 2: Class average over the 8 quizzes was over 93% (N=50)	Measure 2: These score results indicate that students are very knowledgeable when it comes to the book knowledge of the sales process. This is key and they need to know the 8 steps of the sales process almost perfectly.	This is the third class where students learn the selling process. By this point the class should be averaging over 90% on these quizzes as they should fully understand the entire sales process. These quizzes will be kept and utilized in the course to cement the sales process into our student's knowledge.	Future discussions will include if there needs to be a final exam on the 8 steps rather or in addition to just getting to test on each of them separately. These discussions will happen 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 4203 Semester taught: Spring 2021 Sections included: 30893, 30894

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: Legal, Compliance, Sales Ethics Students will master legal and compliance issues. They will also build a moral compass for	Measure 1: Emerging Ethical Issues	Measure 1: 85% of the students scored 80% or better on understanding emerging ethical issues.	Measure 1: 91% of the students scored over 85% on the assignment.	Measure 1: Students are doing good on understanding emerging ethical issues. This class had the perfect timing to talk about vaccination and organizational requirements which helped students see different points of views.	We will continue this assignment. There are always emerging current events that bring on new ethical issues.	This class was taught by an adjunct faculty due to the recent changes in our department. We would typically have our 400 level courses taught by our full-time faculty members. We are currently in a search for a new faculty member that will be teaching the course. This new faculty member will take on the task to make sure that

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"
ethical decision.	Measure 2: Ethical Leadership	Measure 2: 85% of the students scored 80% or better on the overview of ethical leadership assignment.	Measure 2: 88% of the students scored over 85% on the assignment.	Measure 2: Students are understanding the importance of ethical leadership in an organization.	This assignment and discussion help students understand some of the differences in the law and ethical boundaries. Sometimes these things change during the semester. We will continue to do our best to prepare our students to make ethical decisions in the field.	current materials are meeting course outcomes.

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

Evidence of Learning Worksheet

Course: PS 4610 – Senior Project I (Internship   Semester taught: Spring 2021   Sections included: 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 the Basic Selling Techniques	Measure 1: Students will submit 12 Weekly Logs where they report what they have done on their internship: -Sales activities performed -Skills gained -Goals accomplished Method: Self-evaluation & Teacher observation	Measure 1: 85% of students will show improvement in their selling skills from Week 1 to Week 12	Measure 1: 98% of students showed increase skill from Week 1 to Week 12 in the basic selling techniques. One student dropped One student did the written version	Measure 1: This work experience helped students put into practice what they have learned in our core classes. Week 1 many students hadn't sold anything before. With weekly goals and practice they showed great improvement in meeting quotas and sales goals.	I would like to separate the students into two groups: those who have previous selling experience and those who do not. This will allow me to assess their growth more clearly and offer more advice.	I will change the questions on the weekly log Summer 2021 to reflect whether the student has previous experience in selling or not and then analyze my findings for the next assessment.

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"
	Measure 2: Week 1 students will rate their skill level with the sales technology tools they are required to use, to assist them in the selling process, during their internship. Method: Self-evaluation & Teacher observation	Measure 2: By Week 12 85% of students' abilities will improve with the sales technology tools.	Measure 2: 98% showed improvement in their level of skill with the required CRM's and sales reporting tools for their specific businesses. One student dropped One student did the written version	Measure 2: The students realized the importance of learning the sales technology tools to assist them in their day to day selling activities. Many students mentioned how much more effective they were at closing the sale and reaching quotas after mastering the required sales tools.	No changes are needed. The Week 1 and Week 12 assessments are working well.	No changes needed.

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

Evidence of Learning Worksheet

Course: PS 4620 – Senior Projects 2 Semester taught: Spring 2021   Sections included: 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 the Basic Selling Techniques | Measure 1:

Students will complete a role play sales presentation with a co-worker as their customer. All steps of the selling process will be measured. | Measure 1:

Students will receive a score of 80% or higher on their sales presentation. | Measure 1:

Students scored greater than 80%.

The average score was 88%. | Measure 1:

The students are doing well putting into practice the basic selling techniques they have been taught in the Professional Sales program. | With technology tools like GoREACT or Yuja I am going to have students record their sales presentation with a co-worker so I can assess their skills myself as well as their own evaluation. Up to this point I have had the student self-report with input from the co-worker/customer. | This change will take place Summer semester 2021. The next assessment will show clear results. |

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"
	Measure 2: Students will build an e-Portfolio for the purpose of selling their skills and experience to future employers.	Measure 2: Students will receive a score of 85% or better on this project.	Measure 2: Students scored greater than 85%. The average was 96% on their e-Portfolios	Measure 2: The sales experience received in this Senior Projects class along with projects submitted throughout their schooling has produced some amazing e-portfolios for students to showcase during their interviews.	No changes needed. I am always looking for new e-portfolio platforms. Wix.com is what we are using currently.	No follow-up needed.

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

Evidence of Learning Worksheet

Course: PS 4993   Semester taught: Spring 2021   Sections included: 30905, 30910

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: Through examining personal and work values, students will prepare for post undergrad employment and enhance	Measure 1: A5, A9 First draft resume, final resume and cover letter	Measure 1: GOAL- 90% of students will improve upon their original resumes with scores above 90%	Measure 1: Results demonstrated that 98% achieved critical resume improvements made after consultancy with Career Advisement and through class learnings.	Measure 1: Drastic improvements were made. Most students applied resume draft recommendations and created exceptional personal and professional branding.	Changes needed: Looking to increase efficiencies and intentionality of resume design and improvement by organizing in-person meetings with EAST Career Advisement similar to Goddard methodology.	How are you going to follow up on changes that are needed: Schedule consulting with EAST Career Services to determine best plan of action. Implement for Fall 2021 and review post semester.

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"
their opportunities via professional networking. Mastery of interpersonal relationship skills	Measure 2: A14 Networking through Corporate Interview with a Sales Leader	Measure 2: GOAL- 90% of students will successfully identify, connect, interview and interpret their findings in an academic paper submission.	Measure 2: Results indicated that 80% of students succeeded in creating a practice of networking and communicating with industry leaders. Their papers reflected excitement for their future careers.	Measure 2: Because this assignment requires extra planning and writing, the instructor is assessing new ways to update this core assignment. Also, due to COVID, connecting with Sales leaders in virtual/remote environments may have been a contributing factor towards some lower scores.	Changes needed: In a course update, the instructor is eager to incorporate a Pro Sales Mentor/mentee program module that will facilitate a high level of engagement in corporate networking.	How are you going to follow up on changes that are needed: Work with Sales Center Director, Development Director and Alumni Relations to build a valuable Sales Mentor/Mentee program that is sustainable and logistically efficient.

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