

WSU Five-Year Program Review  
Self-Study

Cover Page

Department/Program: Sales and Service Technology/Technical Sales/Sales and Merchandising

Semester Submitted: Fall 2011

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#### A. Brief Introductory Statement

We are in the process of developing and refining our student learning outcomes making them more measurable. We are also in the process of gathering artifacts to identify our student's learning. This is a changing, ongoing process as we refine our approach.

The technical sales program at Weber State is a very unique program and our research indicates that it is the only program west of the Mississippi River. This gives us the opportunity to continue to offer a unique program that meets the needs of a very important and basic building block of business.

The sales and merchandising program is an associate of applied science degree which feeds into the technical sales program. It provides additional options for students to pursue.

#### B. Mission Statement

The technical sales program prepares individuals to serve as agents or sales representatives in selling technical products/services to other businesses, plants, professionals, and public and private institutions. This program offers a technical sales emphasis tailored toward specific technical fields such as pharmaceutical and medical supplies, computer science, automotive services, electronic engineering, and manufacturing engineering.

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 course work with practical on-the-job training in national, regional and local business establishments. The students are also affiliated with College 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. This gives students an opportunity to compete in various business simulations and be affiliated with national companies who provide employment opportunities.

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

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C. Curriculum

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes												
	Basic Selling Techniques	Contract and Sales Negotiations	Customer Profiling	Sales Proposal Writing	Team Building Skills	Customer Service Skills	Business Math Skills	Supervision Skills	Supervised Sales Experience	Sales Presentation Skills	Interpersonal Relationship Skills	Legal Compliance /Sales Ethics	Planning, Organizational Skills
SST 1143-Fundamental Selling Techniques	M		A			A				A	A	D	D
SST 1303-Sales Channels						A	D	D		A	A		A
SST 1401- Intro to Sales and Service Technology			A			D					A		A
SST 2603 – Advanced Selling Techniques	M	A	A		D	A					A		A
SST 2383 – Retail Merchandising and Buying M.	A	D	D	A	D	A	M	A			A	D	A
SST 3103 – Sales Personalities and Profiles	A	D	M			A				A	A	A	A
SST 3202 – Customer Service Techniques			A			M					A		A
SST 3363 – Contract and sales Negotiation Techniques	M	M	A		D	A		A		M	A	D	A
SST 3563 – Sales Supervision Methods	A		A		A	A		M		A	A	A	A
SST 3702 – Developing Team Leadership	A	A	A		M	A		A		A	A		A
SST 3803 – Sales Proposals	A	A	A	M	A	A	A			A	A	A	A

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Core Courses in Department/Program	Department/Program Learning Outcomes												
	Basic Selling Techniques	Contract and Sales Negotiations	Customer Profiling	Sales Proposal Writing	Team Building Skills	Customer Service Skills	Business Math Skills	Supervision Skills	Supervised Sales Experience	Sales Presentation Skills	Interpersonal Relationship Skills	Legal Compliance /Sales Ethics	Planning, Organizational Skills
SST 3903 – Sales Presentation Strategies	M	A	A			A	A			M	M		M
SST 4203 – Ethical Sales and Service			M		A	M		A			M	M	M
SST 4610 – Senior Project I	M	M	M	M	M	M	M	M	M	M	M	M	M
SST 4620 – Senior Project II	M	M	M	M	M	M	M	M	M	M	M	M	M
SST 4993 - Sales Career Seminar	M	M	M	M	M	M	M	M	M	M	M	M	M
SST 1503 – Fashion Merchandising	D		D		D	A	A	D		D	A		A
SST 1890 - Work Experience	D		D			D	D		M	D	A		A
SST 2182 – Credit and Collection Methods	D	D	D			A	D	D			A	D	A
SST 2443 - Advertising Methods	A		A	A	D	A	A	D		D	A	D	A
SST 2703 - Internet Sales and Service	A	D	D	D	D	A					A		A
SST 2890 – Work Experience II	A		A			A	A		M	A	A		A
SST 4830 - Directed Readings	A	A	A	A	A	A	A	A		A	A	A	A

M = Mastery, A = Adequate Achievement, D = Developing

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## D. Student Learning Outcomes and Assessment

### Measureable Learning Outcomes

At the end of their study at WSU, students in this program will

1. Basic Selling Techniques: Demonstrate effective selling skills.
2. Contract and Sales Negotiations: Apply negotiation techniques to selling situations.
3. Customer Profiling: Identify and profile the various selling styles.
4. Sales Proposal Writing: Apply the principles of proposal writing.
5. Team Building Skills: Development of the interpersonal and leadership skills to work effectively in teams.
6. Customer Service Skills: Identify successful techniques for working with customers in business situations.
7. Business Math Skills: Apply the basic principles of business math: markup, cost of goods sold, profit and loss statement, merchandise plans, pricing techniques, etc.
8. Supervision Skills: Practical application of supervisory skills including choosing, organizing, training and evaluating.
9. Supervised Sales Experience: The practical use of program skills and applying them to the workplace.
10. Sales Presentation Skills: Identifying and using the principles and practices of professional sales consultants.
11. Interpersonal Relationship Skills: Identifying and demonstrating interpersonal relationship skills.
12. Legal Compliance and Sales Ethics: Applying the principles, techniques and analysis of ethics and the law in the sales and service profession.
13. Planning and organization skills: Apply the principles of organization and planning to all facets of the sales and service profession.

Goals to be accomplished through the above student learning outcomes:

All four of the departmental goals of Communication, Knowledge, Application and Career Preparation are a part of the thirteen departmental student learning outcomes. The level of achievement and emphasis varies according to the class.

<b>SST 1143 Measurable Learning Outcome  Students will ...</b>	<b>Method of Measurement  Direct and Indirect Measures</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of the Results</b>
Basic Selling Techniques: Demonstrate effective selling skills	The student will develop a presentation selling a concept in the course using the steps of the selling process	Mastery of 7 of the 8 steps in the selling process using an evaluation form by 75percent of the students		
Customer Profiling: Identify and profile the various selling styles	Profile a potential client as to their sales personality style and then write up their style with suggestions on how to sell to them	Students will identify the four sales personality styles using an assessment tool at 75 percent success rate		
Customer Service Skills: Identify successful techniques for working with customers in business situations	The student will write a paper outlining the proper steps for following up on a sale	Students will identify a customer who has made a purchase and then use 8 of the 10 steps as explained in a written paper to follow-up with the		



		customer. 75% of the students will meet this standard		
Sales Presentation Skills: Identifying and using the principles and practices of professional sales consultants	The student will make a presentation to potential clients using the principles learned in all courses and will be evaluated by the instructor and classmates	The students will make a presentation in class using 7 of the 8 criteria for a successful sales presentation. 75% of the students		
Interpersonal Relationship Skills: Identifying and demonstrating interpersonal relationship skills	Identify ten major principles for enhancing interpersonal relationships with clients	Take the Interpersonal Communications Inventory and score within the mean for age and gender. 75% of class		

<b>SST 1890</b> <b>Measurable Learning Outcome</b> <b>Students will . . .</b>	<b>Method of Measurement</b> <b>Direct and Indirect Measures</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of the Results</b>
Contract and Sales Negotiations: Apply negotiation techniques to selling situations	The student will be able to identify techniques for a “win/win” resolution and demonstrate them in class	Use ten step negotiation technique in the work place. 75% of students should complete this exercise using 10 of 10 steps		
Supervised Sales Experience: The practical use of program skill and applying them to the work place	Students will meet with their supervisors and receive written evaluations which they will use to determine areas of improvement	Be rated by employer using employer evaluation and receive highest rating on 7 of the 10 criteria. 75% complete successfully		

<b>SST 1401</b> <b>Measurable Learning Outcome</b> <b>Students will . . .</b>	<b>Method of Measurement</b> <b>Direct and Indirect Measures</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of the Results</b>
Sales Proposal Writing: Apply the principles of proposal writing	Students will be able to prepare a company profile and submit to the instructor for evaluation	Interview business owner/complete company profile using information outline/covering all five categories/75% completion by class		

<p>Supervision Skills:  Practical application of supervisory skills including choosing, organizing, training and evaluating</p>	<p>Students will write a job description for a salesperson in the area of their interest with an evaluation format for a potential hire</p>	<p>Research various types of sales positions/identify a position of interest/write 7 reasons why this position interests you.  100 percent completion</p>		
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<b>SST 1303</b> <b>Measurable Learning Outcome</b>  <b>Students will . . .</b>	<b>Method of Measurement</b>  <b>Direct and Indirect Measures</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of the Results</b>
Legal Compliance and Sales Ethics: Applying the principles, techniques and analysis of ethics and the law in the sales and service profession	The student will be able to pass an examination showing their knowledge of the legal aspects and ethical aspects of sales	The students will pass a multiple choice exam at the 75%. 75% of the students should pass at that level		

<b>SST 1503</b> <b>Measurable Learning Outcome</b>  <b>Students will . . .</b>	<b>Method of Measurement</b>  <b>Direct and Indirect Measures</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of the Results</b>
Team building skills: Development of the interpersonal and leadership skills to work effectively in teams	Students will demonstrate the ability to blend in a team environment through in-class activities as they work as a team	Assigned teams will develop a marketing mix for a fashion product by using 10 of the 11 concepts. 80 percent will pass		
Business Math Skills	The student will be able to pass an examination using business math at the 80 <sup>th</sup> percentile	Using the open-to-buy math the students will pass an examination at 80 percent with 80 being correct		

**Evidence of Learning Courses within the Major**

**Course Review Schedule:**

<b>*Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SST 1143	SST 2182	SST 3103	SST 4203
SST 1303	SST 2383	SST 3203	SST 4610
SST 1401	SST 2443	SST 3363	SST 4620
SST 1503	SST 2603	SST 3403	SST 4830
SST 1890	SST 2703	SST 3563	SST 4993
	SST 2890	SST 3702	
	SST 2991	SST 3803	
		SST 3903	

\* The thresholds are being identified for the 1000 level courses this year. The threshold of the other courses will be determined during their evaluation year.

E. Academic Advising

Advising Strategy and Process

Advisement of potential students and current majors is done by the faculty. The chair is listed as the contact person in the printed and online catalog. Students call for appointments and then are referred to the various faculty for advisement. These assignments are made based on a modified alphabetical distribution. During the summer, a faculty member is available to advise all new and returning students who come during this time. The departmental secretary is also able to advise people about general requirements, etc. The faculty is now required to advise majors on their general education requirements as well

as their major requirements. Faculty has been trained by academic advisement and by their department chair on general education advisement.

Students are encouraged to meet with a department advisor before each semester's registration. Program planners are available for each program and are given to potential students and to program majors. All properly trained faculty and the department secretary have access to the cat tracks advisement system. This tool is available to show students their progress. Students are able to access their own cat tracks evaluation through the student portal at weber.edu. Advisement folders are kept on each student and are used for future advisement.

### Effectiveness of Advising

Formal assessment of the effectiveness of this program is minimal. Changes and improvements to the advisement process came out of institutional recommendations and the individual experiences of the faculty while advising.

### Past Changes and Future Recommendations

Better and specific training of faculty in advisement continues to take place. On-going training is provided by administration as well as within the department by more seasoned faculty with advisement experience. The program planners are constantly reviewed for cosmetic changes as well as program changes. Examples of such changes are same colors for individual program planners and visually more readable layouts. Cat tracks has been updated and constantly improved which helps advisor provide more accurate and timely information.

### F. Faculty

#### Faculty Demographic Information

#### Full Time

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<u>Name</u>	<u>Rank</u>	<u>Advanced Degree</u>	<u>Years at Weber State</u>
Tim Border	Assistant Professor	M.S./Utah State University	2 <sup>nd</sup> year
Velton Casler	Full Professor	MBA/Franklin Pierce U	10 <sup>th</sup> year
Desiree Cooper-Larsen	Full Professor	MS/Utah State University	28 <sup>th</sup> year
Rick Dove	Associate Professor	MS/Utah State University	21 <sup>st</sup> year
Steven Eichmeier	Full Professor	EdD/Brigham Young University	44 <sup>th</sup> year
Carl Grunander	Full Professor	MS/Utah State University	34 <sup>th</sup> year
Jo Ellen Jonsson	Assistant Professor	MED/Utah State University	8 <sup>th</sup> year
C. Daniel Litchford	Full Professor	EdD/Virginia Tech	42 <sup>nd</sup> year

### Programmatic/Departmental Teaching Standards

The college has a standardized evaluation system which is used by all departments to measure instructor performance. Tenured faculty are required to evaluate two courses per year while tenure-track faculty are required to all have courses evaluated each semester. Faculty stay current with new trends by researching and reading articles on the latest trends and where possible attend workshops on improving their teaching techniques. Travel money is allocated by the Dean and is sufficient to allow faculty to travel to at least one out of the area conference per year. Departmental meetings are held to train all faculty on topics of interest.

### Faculty Qualifications

The faculty all hold terminal degrees for this program as outlined in the College's promotion and tenure document. It is a requirement to also have from two to five years of work experience related to the field they are teaching in, two years with a doctorate and five years with a masters' degree. Work experience background is varied but related to the program. Our faculty have been start-up company presidents, retail department managers, small business owners, salespeople in various

companies, nationally recognized motivational speakers, consultants in the fashion industry and customer service, fashion buyers, consultants in the career development area, etc.

### Evidence of Effective Instruction

New student learning outcomes have just been developed with measurements that will allow the department to better measure the effectiveness of the instruction. The student learning outcomes and measurements for each of the courses and for the program are found in the appendices. During the spring of 2012, we will be implementing these outcomes and measuring their effectiveness by gathering artifacts to show proof. Rubrics for each of the outcomes have been developed as a tool to show that these outcomes are being achieved. This approach will be used with full time and adjunct faculty members.

We have administered two surveys during this school year to past graduates and employers to measure satisfaction. These surveys provide descriptive information. Employers felt that the strengths of the department programs were: graduates know how to work as a team, relate to people, understand the sales process, willing to sell, excited for the challenge, time managers, competitive and committed, traits to know and succeed in any personal, B2B sales situation. Weaknesses were: not willing to work for commission only, not able to communicate with people don't understand that selling is tough, a need for more candidates, wanting too much money too quickly and passing up a great opportunity when it arises. They were also asked to recommend changes in the SST program/offering. They were as follows: one or two more presentation or public speaking situations, not to many others, I love the SST program. A caution is that the response to the survey from employers was minimal. The past graduate survey was more extensive. The responses were greater. They were asked to list their employer and their position. The positions were varied and extended to a large group of industries. Using over a 50 percent positive response rate as an indicator the following courses were considered most influential. (See the appendices for the individual percentages): SST 2603: Advanced Selling Techniques, SST 3103: sales Personalities and Profiles, SST 3203: Customer Service Techniques, SST 3702: Developing Team Leadership, and SST 3903: Sales Presentation Techniques. Salary ranges for graduates and individual comments can be read in the appendices.

### Mentoring Activities

Our student business organization, Collegiate DECA has given the faculty the opportunity to mentor students in business competitions, civic consciousness and leadership. 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. Some faculty make the extra effort to guide students to employment opportunities.

### Diversity of Faculty

Of the eight full time faculty members, six are Caucasian males and two are Caucasian females.

### Ongoing Review and Professional Development

During the last several years, our department has actively developed an online presence. We have made it possible for our students to take online courses in our program to finish a degree. There are still two courses that the student needs to be present to complete the competencies. The SST 3903 course can be completed online except for a scheduled day on campus to make presentations. The SST 3702 requires students to be present but the course is designed to be completed in three days. The students have a choice of three different weekends to attend one of the sessions and our experience tells us that they are able to attend one of those three weekends. It has not caused a hardship even for those students who live some distance from the campus. It has opened up opportunities for students to major in technical sales from throughout the country.

One member of our faculty is trained in online education and its development. She has helped us add a professional dimension to these courses and descriptively we are told that these courses are providing excellent training.

Presently, one of our faculty is teaching a social media course on the experimental level. We are responding to the needs of industry by teaching the latest concepts in sales using social media. It is being well received. During the last three years, we have offered a workshop course in pharmaceutical and medical device sales. Because of its success, we have developed a permanent offering: SST 3403: Pharmaceutical and Medical Device Sales which will be offered in the spring of 2012. We have many graduates who work in this industry and we are excited to better prepare those who are interested. We are gathering justification and information to hopefully create a course called: Sales Planning and Forecasting. Our industry contacts have expressed a desire to see this taught to better prepare our graduates for employment. We have changed the name of several courses to better reflect what is being taught. They are as follows: SST 1303, Sales Channels (formerly Distribution

Principles), SST 3563, Sales Supervision Methods (formerly Principles of Supervision), SST 3803, Sales Proposals (formerly Sales Engineering) and SST 4993, Sales Career Seminar (formerly Senior Seminar).

We are examining three courses to better measure their success. No learning outcomes were developed for these course at this time. These classes are SST 2903, SST 2991 and SST 4920.

Faculty continue to participate in campus workshop opportunities and make presentations at conferences on pertinent topics.

There are ongoing discussions regarding the most effective way to advise students. Some faculty would like a full time advisor who can devote their complete time to the large number of majors in the program. Other faculty feel that it is better to personally advise students because it allows the student to get to know the faculty. This leads to better retention.

Scholarship funding and support has increased. That has been a focus for some of our faculty. This funding has increased dramatically. Examples of company scholarships are: The Hall Foundation, CR England, Northwestern Mutual Life, Farmers Insurance and Get Away Today Travel. Our department faculty also contribute to a technical sales department scholarship which is awarded annually.

#### G. Support Staff, Administration, Facilities, Equipment and Library

##### Adequacy of Staff

We have a departmental secretary 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 and information. 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.

She has a part time student aid who works up to 20 hours per week.

The secretary 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 repercussion.

#### Adequacy of Administrative Support

The dean is very responsive to our needs.

#### Adequacy of Facilities and Equipment

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. The classrooms have overhead projection units to facilitate electronic learning and practice. The computer labs have adequate software applicable to our program and are accessible to our students. The office furniture has been updated and the reception area with new paint and fixtures is inviting and professional. Video equipment is available in each classroom. There is a university wide advisement program that is easily accessible. The college has qualified, accessible, professional staff members who maintain the computer hardware and software. We would benefit from a video recording system that would allow us to better record presentations and provide instant feedback to our students.

#### 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.

## H. 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. A sampling of these companies is as follows: Marketstar, CR England, Northwestern Mutual, Farmers Insurance and Get Away Today Travel. We have had an ongoing relationship with Marketstar 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

See appendices for advisory committee minutes

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I. Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1 Involvement of all the faculty in the advisement process	Previous 5 Year Program Review:	All of the faculty are now advising. Some share more of the load but the distribution has become more equalized
Issue 2 Work more actively with the University Development Office to secure outside funding	Previous 5 Year Program Review:	Our scholarship donations and companies donating has increased
Issue 3 Increasing offerings and requirements for concurrent classes		We have eliminated courses from concurrent and we visit the schools and pay greater attention to their preparation and presentation

Summary Information (as needed

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J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

**We have developed new student learning outcomes, measurement tools for the outcomes and rubrics for each outcome to measure our success. We will be using these during spring semester and gathering artifacts to illustrate the learning that takes place.**

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

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Action Plan for Staff, Administration, or Budgetary Findings

**See appendices for this information.**

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
Issue 2	Year 4 Action to Be Taken:
	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
Year 3 Action to Be Taken:	
Year 4 Action to Be Taken:	

Summary Information (as needed)

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K. Summary of Artifact Collection Procedure

**We will be gathering artifacts during spring semester.**

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
(i.e. Final Project Rubric)		(i.e. end of semester)	(i.e. electronic copies)
(i.e. Chi Tester Outcome Report)		(i.e. 2-3 times per semester)	(i.e. electronic format, chi tester warehouse)

Summary Information (as needed)

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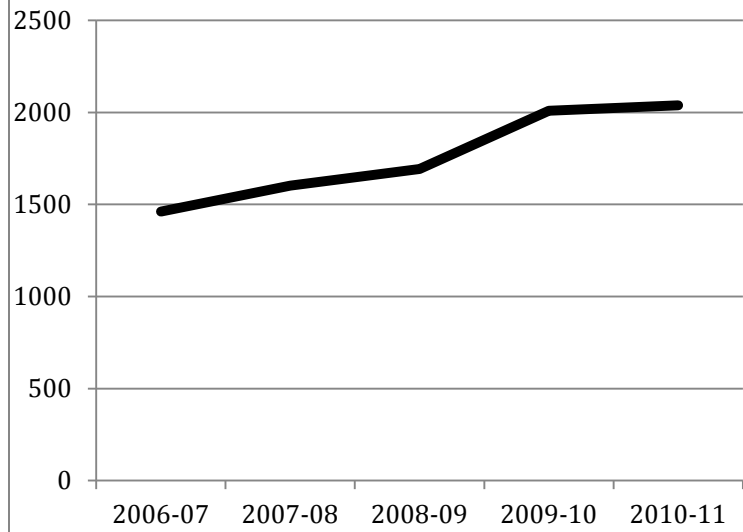
## APPENDICES

### Appendix A: Student and Faculty Statistical Summary

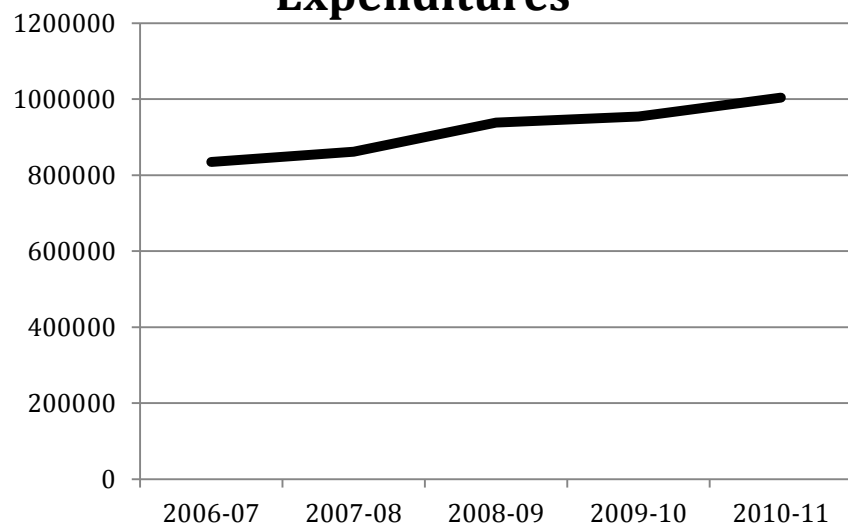
	Cost per Student FTE	Direct Instructional Expenditures
2006-07	1461	834842
2007-08	1602	861992
2008-09	1692	938167
2009-10	2010	954486
2010-11	2039	1004068

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### Cost per Student FTE



### Direct Instructional Expenditures

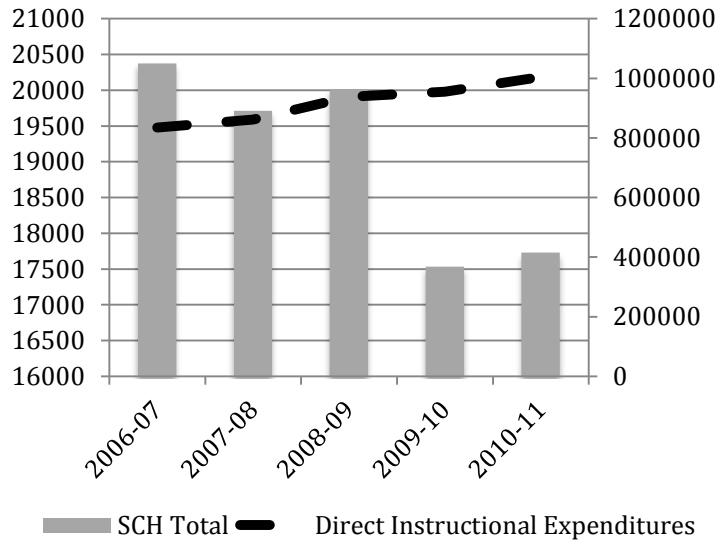


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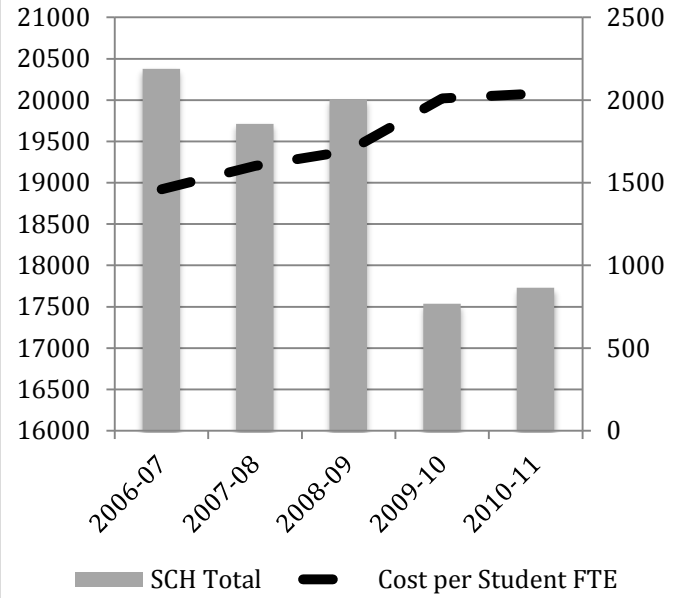
	SCH Total	Majors (SST)	FTE	Cost per Student	Direct Instructional Expenditures	Average Class Size (Fall)	Fall
2006-07	20377	624	191	1461	834842		
2007-08	19712	737	204	1602	861992	27.81	
2008-09	20011	788	191	1692	938167	26.45	
2009-10	17535	746	227	2010	954486	25.49	
2010-11	17732	713	168	2039	1004068	26.66	

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### SCH Total & Direct Instructional Expenditures

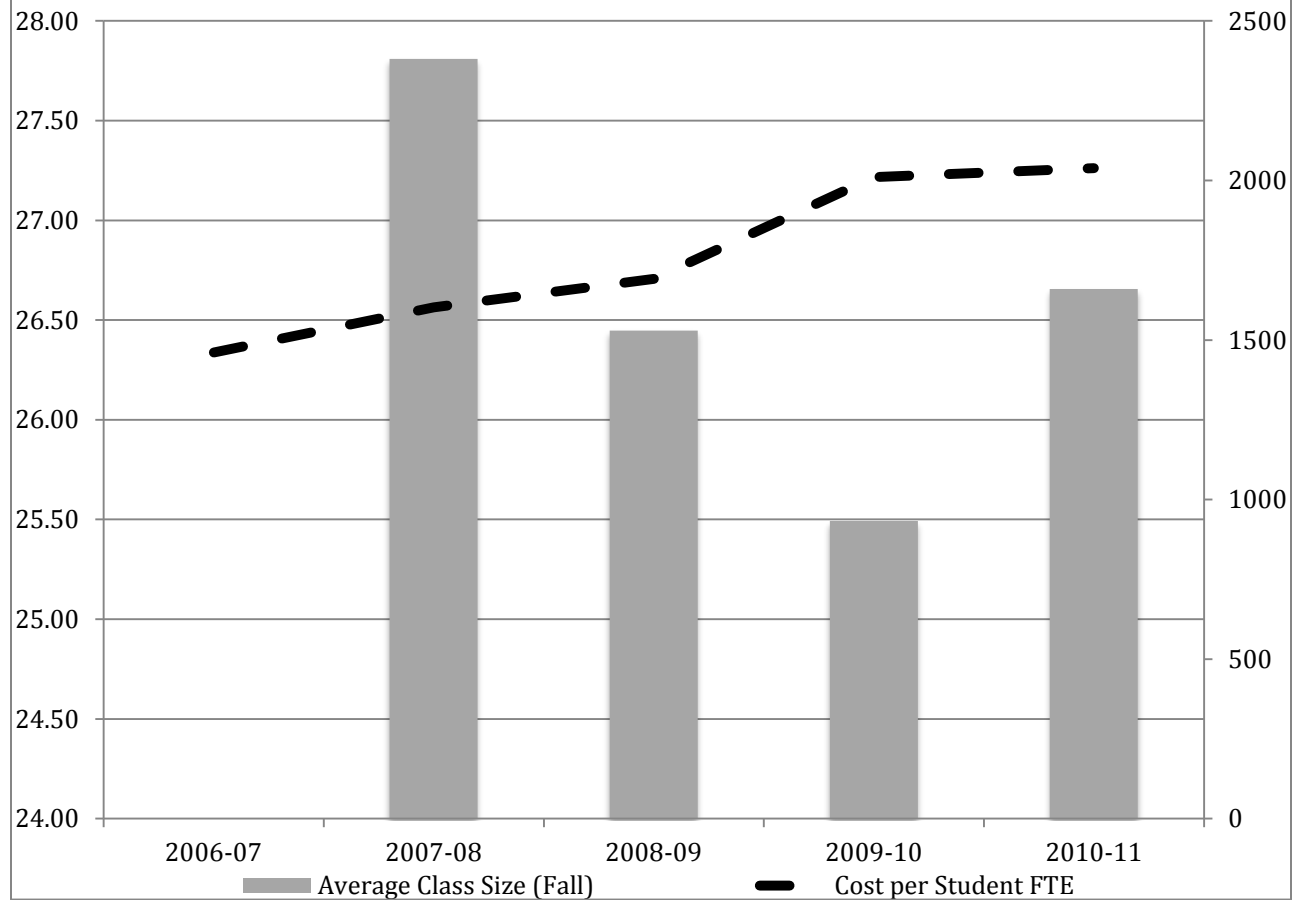


### SCH Total & Cost per Student FTE



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## Average Fall Class Size & Cost per Student FTE



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Fall 2007	Fall 2008	Fall 2009	Fall 2010	Spr 2008	Spr 2009	Spr 2010	Spr 2011	Sum 2009	Sum 2010	Sum 2011
47	30	31	45	36	23	20	26	38	26	26
20	29	16	17	28	23	24	14	34	27	32
31	39	39	39	46	36	34	38	33	33	29
31	38	37	30	42	33	35	34	32	24	29
22	9	30	25	22	31	28	1	37	36	26
27	33	38	38	22	26	19	22	28	23	28
44	30	16	16	45	30	28	24	42	39	33
21	26	1	27	14	34	26	30	57	56	50
27	1	1	54	28	34	33	1	47	50	50
74	3	25	17	66	15	27	21	33	34	32
16	43	51	15	26	34	1	53	28	30	39
16	46	12	1	30	1	24	13	24	20	22
24	19	16	14	39	19	40	14	17	22	19
13	1	2	6	33	49	20	19	45	45	52
29	8	32	1	7	39	1	13	37	31	35
36	36	36	11	8	11	12	3	34	29	28
7	40	22	20	24	10	15	15	37	18	34
7	38	3	55	27	1	1	57	29	32	32
24	7	7	28	45	25	14	18	30	32	34
36	8	12	19	21	26	14	26	55	40	40
50	1	20	28	44	53	52	27			
45	1	22	17	36	39	20	49			
13	24	61	2	11	1	31	9			

[Type text]

25	31	51	25	13	38	33	1
9	50	39	8	8	14	12	18
13	51	7	13	9	10	11	19
15	28	10	1	26	16	16	9
40	8	3	16	46	13	1	15
34	10	1	36	41	1	1	3
38	26	1	24	44	2	7	1
27	1	2	5	25	16	12	15
26	16	14	30	37	40	40	41
59	50	49	60	21	40	34	28
40	40	28	47	38	28	1	1
18	6	1	23	46	32	18	24
39	42	28	25	19	37	16	22
32	34	62	43	32	33	40	62
23	31	50	18	45	42	35	23
42	69	15	47	32	31	26	16
52	45	38	38	53	17	32	28
19	12	24	24	39	35	40	45
22	43	18	25	41	49	20	10
14	40	48	29	25	24	35	26
24	24	38	24	27	25	50	31
21	41	24	57	26	25	26	24
9	39	27	41	16	40	31	32
40	23	29	41	23	39	31	30
19	10	26	28	24	28	39	32
23	23	60	44	55	48	44	40

[Type text]

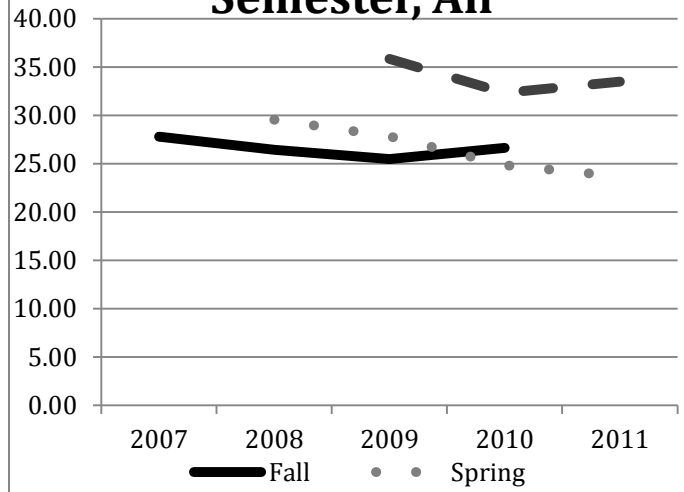


25	25	22	28	13	11	13	20
20	43	12	41	24	26	49	52
19	5	40	22	12	41	23	35
45	24	14	42	21	35	38	42
49	29	49	19	23	36	29	21
11	26	16	15	31	26	27	29
29	24	37	22	17	43	27	22
12	37	17	23	33	27	30	27
30	45	40	37		34	36	21
28	20	29			32	24	21
25	22	29			32	14	10
20	13	27			26	39	11
29	21	21			42	23	22
27	29	30					37
	34						
	14						
	18						
	40						

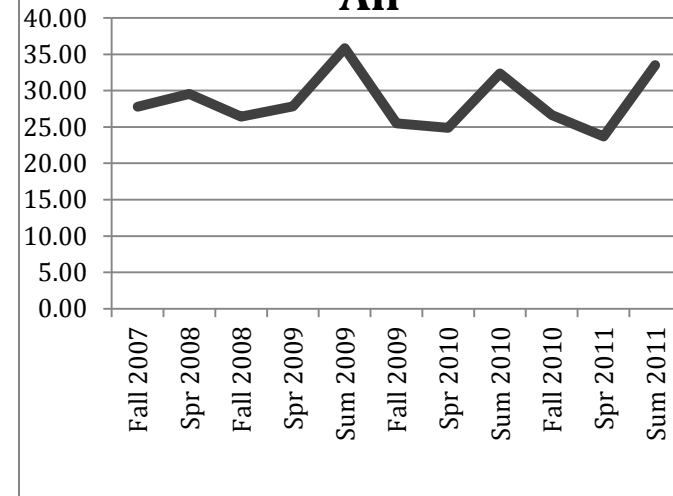
27.81    26.45    25.49    26.66    29.56    27.85    24.87    23.70    35.85    32.35    33.50

[Type text]

### Class Size Over Time by Semester, All



### Class Size Over Time, All



	Fall	Spring	Summer
2007	27.81		
2008	26.45	29.56	
2009	25.49	27.85	35.85
2010	26.66	24.87	32.35
2011		23.70	33.50

	Class Size	Fall 2010	26.66
Fall 2007	27.81	Spr 2011	23.70
Spr 2008	29.56	Sum 2011	33.50
Fall 2008	26.45	Sum 2009	35.85

[Type text]

Spr 2009 27.85

[Type text]

## Appendix B: Survey Results

Jason Smith

2. Company Name

Lindquist Mortuaries & Cemeteries

3. Number of Sales and Service Technology (Tech Sales) graduates you have hired over the past 10 plus years

5

4. The major strengths of the SST graduates I have hired have been the following:

1. - Know how to work as a team player.

2. - Can relate to people.

3. - Understand the process of a sale.

4. - Excited for the challenge.

5. - Willingness to sell.

5. The major weaknesses of the SST graduates I have hired have been the following:

1. - Not willing to work for commissions only.

2. - Not understanding how key it is to be able to communicate with people.

3. - They don't understand that selling is really tough.

6. I would recommend the following changes in the SST program/course offering be made:

No Response

Jason Beardall

2. Company Name

England Logistics

3. Number of Sales and Service Technology (Tech Sales) graduates you have hired over the past 10 plus years

20 plus

4. The major strengths of the SST graduates I have hired have been the following:

1. - Time Management

2. - Sales Process Understanding

3. - Competitive Nature

[Type text]

---

4. - Committed Nature

5. The major weaknesses of the SST graduates I have hired have been the following: [REDACTED]

1. - Need more candidates

6. I would recommend the following changes in the SST program/course offering be made: [REDACTED]

No Response

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Karlyn Norton

2. Company Name [REDACTED]

Xactware

3. Number of Sales and Service Technology (Tech Sales) graduates you have hired over the past 10 plus years [REDACTED]

No Response

4. The major strengths of the SST graduates I have hired have been the following: [REDACTED]

No Response

5. The major weaknesses of the SST graduates I have hired have been the following: [REDACTED]

No Response

6. I would recommend the following changes in the SST program/course offering be made: [REDACTED]

We have not hired any students from Weber State. We found they did not want to relocate to Utah County. Sorry we are not much help with your survey. Regards

---

Tyler Stanton

2. Company Name [REDACTED]

Allstate Insurance Co.

3. Number of Sales and Service Technology (Tech Sales) graduates you have hired over the past 10 plus years [REDACTED]

5

4. The major strengths of the SST graduates I have hired have been the following: [REDACTED]

1. - Fundamental Sales techniques and talents

2. - Great visionary plans to make money in a poor economy

3. - Developed (4 years) traits to know & succeed in any personal , B2B sales situation

5. The major weaknesses of the SST graduates I have hired have been the following: [REDACTED]

1. - Wanting too much money too quickly

2. Passing up a great opportunity when it arises

6. I would recommend the following changes in the SST program/course offering be made: [REDACTED]

[Type text]

1 or 2 more presentation or public speaking situations  
 Not too many others, I love the SST program

## PAST GRADUATE SURVEY RESULTS

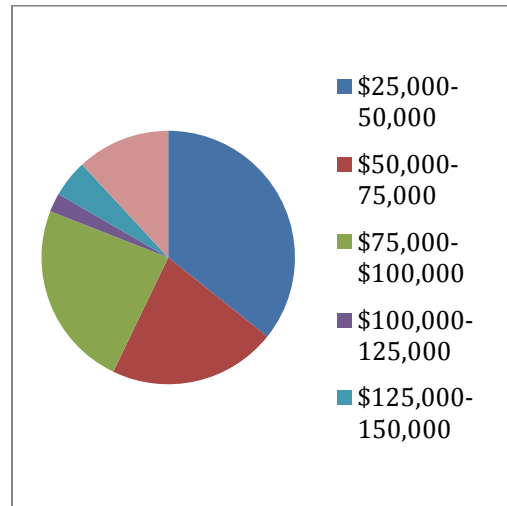
Year	Employer	Position	
<b>Graduated</b>			
2011	BJ' S American Car Care	Salesman	auto
2011	Hunt Electric, Inc.	TEGG Service Representative Retirement Services District	Electrical
2011	Automatic Data Processing	Manager	Sales
2011	The Home Depot	Sales Specialist	Home Improvement
2011	Brigham implement	Sales	Agriculture
2011	NA	NA	NA
2011	Daily Bread Food Storage	Sales Manager	Food Storage
2011	Curtis Vernon Insurance Agency	Agent Sales Rep, Owner, Adjunct	Insurance
2011	Vivint, DCPC, DATC	Instructor	Home Security/Educ/Pest Control
2011	Holly Frontier	HEO	Oil/gas
2011	Atlas Copies	No response	Industrial
2010	AT&T	Business Account Manager	Telecom
2010	Stryker	Sales Rep	Medical Device Sales
2010	Stanley black and decker	field tech rep	industrial sales
2010	Walgreens	Assistant Manager	Retail
2009	US Air Force	Logistics Management Specialist	Logistics
2009	RC Willey	Furniture Sales	Furniture
2009	Morrison University	Admissions Representative	Education
2009	Wells Fargo Bank	Personal Banker	Banking
2009	Les Olson Company	Sales Rep	Copiers and Printers
2009	Marketstar	Inside Sales	Advertising
2009	Verizon Wireless	Customer Relations Specialist	Telecommunications
2009	Unemployed	Unemployed	Unemployed
2009	ADT	Small Business Sales	Sales
2009	CACI-SystemsWare	Program Manager	Information Technology
2009	Apria Healthcare	Hospital Liaison	Medical Sales

[Type text]

2009	Marketstar	ISR 4	Advertising
2009	Manor House Development	Account Manager	Real Estate
2009	Hartford	Regional Marketing Specialist	Insurance
2009	The Home Depot	Department Supervisor	Retail
2008	Utah Jazz	Account executive	Ticket sales
2008	Intel Corporation	Inside Account Manager	Tech
2008	JP Morgan Chase	Branch Manager	Banking
2007	Utah Local Governments Trust	Account Executive	Insurance
2007	Flying J Inc	Inside Sales Rep	Trucking/transportation
2007	Hansen Lighting & Theatre Xtreme	Owner	Residential Lighting & Home Theat Equipment
2005	DAKCS Software systems	Customer Relationship Manager	Software Industry
2004	ReMax (right out of college) then Living Scriptures	Sales Manager	Real Estate
2003	Bard Peripheral Vascular	Sales	Medical
2000	No response	No response	No response
1999	Astrazeneca	Specialty Sales Rep	Pharmaceutical Sales
1997	Industrial Bolt and Supply-IBS, Inc.	Outside Sales Rep	Industrial – maintenance repair op

<b>INCOME RANGE</b>	<b>Count</b>	<b>Percent</b>
\$25,000-50,000	15	<b>36%</b>
\$50,000-75,000	9	<b>21%</b>
\$75,000-\$100,000	10	<b>24%</b>
\$100,000-125,000	1	<b>0.02%</b>
\$125,000-150,000	2	<b>0.05%</b>
\$150,000-175,000	0	<b>0%</b>
\$175,000 & Above	0	<b>0%</b>
No Response	5	<b>12%</b>

[Type text]




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### **MOST INFLUENTIAL COURSES**

<b>SST 1143 Fundamental Selling Techniques</b>	52%
<b>SST 1303 Distribution Principles</b>	16%
<b>SST 1401 Introduction to Sales &amp; Service</b>	21%
<b>SST 1503 Fashion Merchandising</b>	0%
<b>SST 2383 Retail Merchandising &amp; Buying Methods</b>	21%
<b>SST 2603 Advanced Selling Techniques</b>	67%

[Type text]



<b>SST 3103 Sales Personalities and Profiles</b>	<b>86%</b>
<b>SST 3203 Customer Service Techniques</b>	<b>71%</b>
<b>SST 3363 Contract &amp; Sales Negotiations</b>	<b>76%</b>
<b>SST 3563 Principles of Supervision</b>	<b>31%</b>
<b>SST 3702 Developing Team Leadership</b>	<b>69%</b>
<b>SST 3803 Sales Engineering</b>	<b>33%</b>
<b>SST 3903 Sales Presentations</b>	<b>50%</b>
<b>SST 4203 Ethical Sales &amp; Service</b>	<b>33%</b>
<b>SST 4610 Senior Project I</b>	<b>31%</b>
<b>SST 4620 Senior Project II</b>	<b>24%</b>
<b>SST 4993 Senior Employment Seminar</b>	<b>29%</b>

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**APPENDIX C: ADVISORY COMMITTEE MEETING MINUTES**  
**SST ADVISORY COMMITTEE MEETING MINUTES**  
**April 23, 2008**

[Type text]

## SCHOLARSHIPS

Employers have been generous with scholarship money. We gave 27 scholarships @ \$1800 each.

For the past 2 years Hall money did not need to be matched. We will have to match the Hall money from now on.

What can we do extra for donors? Some employers want access to students, resumes, and recommendations from professors. Can we ask for scholarships from employers that want to present to classes. Maybe we can do a small career fair just for SST.

It is proposed that we form a new incentive program for employers in order to solicit more scholarship money.

### SST Program Partnership

- May be able to put a link from our website to the employers website,
- have a set day for them to present to the senior students,
- space in magazine rack for their flyers or information

This must be coordinated with Kelly.

## GRADUATE FEEDBACK

Review surveys and attach copy to graduation application. Ask students to fill them out.

The direct mail campaign has been successful. Dan Litchford has had 6 responses and Steven about 4 – 5.

Ranee will send Tim and Sandy a copy of the letter and a copy of the DVD when it is finalized.

DVD will be sent to all high school teachers. May ask students to show DVD to friends and acquaintances or may incorporate into assignment.

## BOOKS

What books are companies utilizing?

- Solution Selling
- Sales for the 21<sup>st</sup> Century by Integrity
- Discover Your Sales Strengths

[Type text]

PPI

Factors of Sales Success (Sandy will find out who produced it)

## **SST Advisory Committee Meeting Minutes April 16, 2009**

### **Attendees:**

**Ross Reader  
Wes Patterson  
Sandra Davies  
Craig Smith  
David Mower  
Melanie Bingham  
Scottie Badger**

**Tim Border  
Rick Dove  
Steven Eichmier  
Carl Grunander  
JoEllen Jonsson  
Desiree Cooper  
Dan Litchford  
Ranee Dearden**

The budget will remain the same for the fiscal year 2009/2010. There will not be any layoffs in the department.

Enrollments have been increasing in SST. (See Handout)

Our department gave out 37 scholarships to students totaling \$73,000, thanks to the generosity of the donors.

Marketing (SST DVD) – Ross Reader from the Eccles foundation said he would be glad to set them on a table for distribution at the Deca competitions that they host.

**Information to students:** A good salesperson can always find a job in a down economy. Once you show that you are a good salesperson, opportunities are always out there. Sell yourself even if you don't fit the criteria for the job. Never give up. Always work hard. SPIN experience is a good selling point. DISC, SPIN, Negotiations, and Supervision knowledge is important in today's industry. Experience is preferred and you must be teachable. A proven track record is important. Find out what everyone else in the company or industry is making. It is good to have a Marketing and Advertising background. Know how to read a profit and loss statement.

Craig Smith stated that some companies hire at a salary then teach them what they want them to do to fit into the company's mold, then once that happens they get promoted.

Some employers think that new college grads are a risk because they tend to change jobs often, and they feel they are entitled to a large salary and perks.

Students should be willing to take a lower paying job then prove themselves, so they can move up in a good company and make that six figure income.

SST department needs a blog telling students what jobs are out there.

SST has added two experimental courses to the Spring semester, Hospitality & Tourism and Pharmaceutical Sales. They seem to be doing well. We hope to add them to our curriculum permanently. There was a discussion as to whether SPIN should be

[Type text]

an upper division course so that students remember the SPIN concept when applying for new jobs. Some companies do SPIN training often.

Socratic Selling: related to SPIN selling, a method of asking questions.

Ask Dan Litchford more about MAP tests – personality tests.

Ross Reader emphasized that the Hospitality and Tourism industry are not cutting marketing or sales reps, even though conferences are down 30%. They need the reps to try to boost sales again.

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### INTEROFFICE MEMORANDUM

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**TO:** SST FACULTY  
**FROM:** VEL CASLER, DEPT CHAIR  
**SUBJECT:** SST ADVISORY COMMITTEE MEETING MINUTES  
**DATE:** 03/25/2010

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We were able to award 32 scholarships to students for the academic year 2010-11.

Watched the video “Millennial Students” and then asked Ross Reeder if he is seeing those types of people in the workplace. He finds that staff needs to be individually coddled. He has and is trying to learn how to manage them. He also said that now proposals are different in that sometimes they are sent via email or Twitter. You don’t have the opportunity to find out what the potential customer likes or dislikes. He notes that the new employees do not like cold calling, but would like us to prepare students for this in the beginning of their jobs. That is just a path all Sales people must cross.

[Type text]

Hospitality and Tourism: there is not a lot of interest at this point and that may be due to the economy. They are not building new hotels and the employees are just switching jobs within the various companies. Unfortunately, sales people are being laid off first. Ross suggested that students take a part-time job at a hotel (any position) along with taking the classes.

We need to research millennial students: how they communicate, what attire they wear to work, etc...

Assessment – Carl talked about the survey, 77% of the graduates are working in the Sales field. This shows they are prepared to go to work when they graduate from our program. 66% of the graduates are in positions with commission incentives. 89% felt they were prepared and confident in the interview process. 88% felt that their Technical Sales concentration prepared them for employment. This survey showed overall acceptance of the SST courses in our program.

The faculty senate agreed to change SST 1602 (2 cr) to SST 2603 (3 cr) and SST 4992 (2 cr) to SST 4993 to (3 cr). SI requirements have been removed from COAST due to all colleges agreeing to offer BS degree only.

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### MEMORANDUM

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**TO:** SST FACULTY  
**FROM:** VEL CASLER, DEPT CHAIR  
**SUBJECT:** SST ADVISORY COMMITTEE MEETING MINUTES  
**DATE:** 04/07/11

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Attending:	Sandra Davies	Craig Smith
	Vel Casler	Tim Border
	Dan Litchford	Carl Grunander
	JoEllen Jonsson	Steven Eichmeier

[Type text]

Ranee Dearden

1. Steven Eichmeier – received 44 scholarship applications and the department awarded 32 for a total of \$61, 950.00. The money came from donors such as The Hall Foundation, Farmers Insurance, Northwestern Mutual, Get Away Today, Tech Sales Faculty, and the Urie Foundation.
2. Steven Eichmeier and Desiree Cooper have incorporated resume preparation and have various professional sales people present to the students during class, letting the students know about the different types of sales jobs available to them. Demand is still strong for our Sales graduates.
3. Vel Casler – Curriculum:
  - We are working with Health Sciences Department to add a new BIS Degree. The three new areas of emphasis for the BIS degree will include Health Sciences, Medical Devices, and Technical Sales. Hopefully the new offering will increase the number of BIS students taking our classes.
  - We are setting up a course to teach Pharmaceutical Sales and Medical Device Sales.
  - We are setting up a course to teach Social Media Sales Techniques (SST 3810) which will be taught by Rick Dove. This class will teach students about using internet media such as Facebook, LinkedIn, Twitter, etc. It will also keep our students up to date on what is happening in the market place.
4. Carl Grunander - The interview process for the new dean of COAST is in progress now. The committee will be interviewing 4 candidates.
5. Vel Casler – at the Collegiate DECA Fall Leadership conference 4 out of 5 of our participants were awarded “Employee of the Month”, meaning they were voted most valuable by their group. At the State competition in February, 22 of our students participated and 21 received medals, 9 won 1<sup>st</sup> place, 9 won 2<sup>nd</sup> place and 3 won 3<sup>rd</sup> and the remaining placed in the top six in their events.

[Type text]

6. Matt Hendrickson will be added to the Advisory committee. Craig Smith suggested that we keep our name out there by using Facebook and other media such as LinkedIn and You Tube. He stated that the younger generation would rather look at a video than read anything on the web.  
Sandy suggested we try a lunchtime meeting to get more committee members involved.

Appendix D: Student Learning Outcomes, Measurements and Rubrics for individual program classes

(See attachment)

[Type text]



## EXECUTIVE SUMMARY

This summary includes the following categories of information: (A) unique qualities and characteristics of the program, (B) overall strengths and weaknesses of the program and (C) recommendations for change in the programs.

### Unique qualities and characteristics of the program

The Technical Sales Program at Weber State is a very unique program and our research indicates that it is the only technical sales program west of the Mississippi River. We have examined the curriculum of other universities with sales components and the offering at Weber State is specific to the needs of the industry with hands-on learning that is immediately applicable and up-to-date. The courses are very specific to sales and prepare the graduate to contribute immediately upon being employed. We have many loyal companies who seek to hire our graduates. They understand that the technical sales graduate from Weber State is prepared to sell B2B. In most cases, the sales graduate also desires to sell throughout their whole career.

The Sales and Merchandising Program is an associate of applied science degree which feeds into the technical sales program. It provides additional options for students to pursue. The focus is on management careers in the retail industry.

Students supplement their course work with practical on-the-job training in national, regional and local businesses. The students also affiliate with Collegiate DECA, a national student business organization with chapters throughout all 50 states of the United States, the District of Columbia, Canada, China, Germany, Guam, Hong Kong, Korea, Mexico and Puerto Rico. This allows the student an opportunity to compete in various business simulations and be affiliated with national companies who provide employment opportunities.

The Technical Sales and Sales and Merchandising Program are specifically designed to prepare students for immediate employment. Through the use of industry advisory committee members, constantly undated course curriculum, well-

[Type text]

trained faculty, senior capstone project and industry internship experience and a national business organization affiliation, the graduates are ready to make an immediate industry contribution.

The faculty has examined the assessment tools that have been used in the past. Based upon that experience, student learning outcomes, measurement tools and assessment rubrics have been developed that more definitively measure course and program success. In addition, we will be gathering artifacts to illustrate the accomplishment of these outcomes. Student outcomes will be measured to determine individual student success and mastery of the course and program concepts. The student outcomes will be measured and artifacts gathered spring semester of 2012.

The faculty stay current with changes in the industry by consulting with outside businesses and an active advisory committee, attending training, reading current business publications and making inquiries with their industry counterparts. All tenure track faculty meet the minimum requirements for promotion. All have terminal degrees for their programs and meet the outside industry requirement for work experience.

During this the Fall 2011 semester, the department administered two surveys to past graduates and employers to measure satisfaction. These surveys provide descriptive information. Employees were generally satisfied with graduate performance and had suggestions for improvement. The graduate survey covered a large spectrum of industry. Using over a 50 percent positive response rate as an indicator the following courses were considered most influential: SST 2603, SST 3103, SST 3203, SST 3702 and SST 3903.

The online component of the program continues to be strong. Students can take online courses to help complete their degree. There are two courses that the student needs to be present to complete the competencies. The SST 3903 requires that the student make presentations on campus for one day and the remainder of the course can be completed online. The SST 3702 course requires students be present for the three day course. The instructor offers three choices of weekends during the semester and students have been able to attend. No hardship has been created for students. The online component provides an opportunity for students to complete their degree who live outside the Ogden area.

Our faculty is always working to update the curriculum. This is important to meet industry requests. We are presently teaching an experimental course about social media and how it is used in the sales industry. We now have a permanent

[Type text]

course to introduce students to the pharmaceutical and medical device industry. We have changed the names of several courses to better reflect the sales component of these courses.

Scholarship support by industry continues to grow. Examples of company scholarships are: The Hall Foundation, CR England, Northwestern Mutual, Farmers Insurance and Get Away Today Travel. The faculty funds a technical sales scholarship for technical sales students.

2. Overall strengths and weaknesses of the program

Program Strengths

- A. Qualified/dedicated faculty
- B. Hands on industry experience applied to teaching
- C. Responsive to community needs through employer and advisory committee input
- D. National business organization involvement
- E. Strong connection to industry
- F. Trained, skilled faculty academic advisors
- G. Active student organization (Collegiate DECA)
- H. Excellent interdepartmental communication
- I. Nationally recognized in their fields of expertise

Program Challenges

- A. Funding for the technology necessary to provide updated training needed by industry
- B. Additional evaluation tools for faculty
- C. A more comprehensive recruitment program to recruit new majors
- D. A way to better advise online students who do not have daily/weekly contact with faculty
- E. A more formal follow-up with graduates

3. Program Recommendations

- A. Seek additional funding from private industry
- B. Continue to work on student outcomes, etc. to better assess the courses and overall program
- C. Continue to emphasize sales and merchandising degree for entry into the technical sales program
- D. Continued refinement of advisement program

[Type text]