Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Sales and Service Technology/Technical Sales/Sales and Merchandising
Academic Year of Report: 2012-2013
Date Submitted: January 23, 2013
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A. Brief Introductory Statement:
Please review the Introductory Statement and contact information for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.
If the information is not current, please provide an update:

Information as indicated is current.
B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

Information as indicated is current.
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

Measureable Learning Outcomes

At the end of their study at WSU, students in this program will:
1) ...
2) ...
3) ...
4) ...
5) ...
6) ... etc.

Student Learning Outcomes as indicated are current.
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

Current as Indicated.

Curriculum Map

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Department/Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Outcome 1</td>
</tr>
<tr>
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</tbody>
</table>

Note*: Define words, letters or symbols used and their interpretation; i.e. 1 = introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

Note**: Rows and columns should be transposed as required to meet the needs of each individual department
Additional Information (if needed)

E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

We are reviewing the courses on a four year rotating cycle. The 1000 level courses were reviewed in 2011-2012, the 2000 level courses are being reviewed in 2012-2013, the 3000 level courses in 2013-2014 and the 4000 level courses in 2014-2015. This rotation will take place every four calendar years.
F. Report of assessment results for the most previous academic year:

Our department is assessing the 1000 level course this past school year. These courses include SST 1143, “Fundamental Selling Techniques,” SST 1303, “Sales Channels,” SST 1401, “Introduction to Sales and Service Technology,” SST 1503, “Introduction to Fashion Merchandising,” and SST 1890, “Work Experience.”

Here are the findings by course using the five step process:

SST 1143, “Fundamental Selling Techniques”

#1-Learning Outcome

Step #1 – Measurable Learning Outcome - Students will . . .

Sales Presentation Skills: Identifying and using the principles of professional sales consultants

Step #2 – Methods of Measurement – Direct and Indirect Measures

Self-evaluation, instructor and peer evaluations of presentations using video and written feedback

Step #3 – Findings Linked to Learning Outcomes

The strengths were their approaches, their needs assessment through questioning, their ability to change wants into benefits and overcome objections. The areas of improvement are in using trial closes and using closing techniques

Step #4 – Interpretation of Findings

Better reinforcement of closing techniques and better instruction to student evaluations would enhance feedback.

Step #5 – Action Plan/Use of the Results

In teaching and in demonstrations by instructor and with practice role plays, enforcing the use of closing techniques. Also teaching them to not fear rejection during the closing process.

#2-Learning Outcome

Step #1 – Measurable Learning Outcome – Students will . . .
Customer Profiling: Identify and Profile the various selling styles

Step #2 – Method of Measurement – Direct and Indirect Measures

Company research and written report of research on employees

Step #3 – Findings Linked to Learning Outcomes

Some cited references and most had a good background understanding and explanation-wide skill level in writing and written presentation

Step #4 – Interpretation of Findings

Students need more direction in preparing the paper and citing their references. Even though this is not a writing course, continued emphasis on written presentation skills and where to find company information

Step #5 – Action Plan/Use of the Results

Bring in library research expert – Ed Hahn and have him show multiple examples research-Obtain excellent examples to show from previous courses

SST 1303, “Sales Channels”

Step #1 – Measurable Learning Outcome- Students will . . .

Supervision Skills: Practical application of supervisory skills including choosing, organizing, training and evaluating

Step #2 – Method of Measurement – Direct and Indirect Measures

Written paper enhancing ability to communicate clearly supervisory requests

Step #3 – Findings Linked to Learning Outcomes
Previous experience in the area of report was beneficial. No experience and so they went with what they found in the reading

Step #4 – Interpretation of Findings

Some reports not necessarily linked to reality

Step #5 – Action Plan/Use of the Results

Require a draft earlier so it can be critiqued for changes—Be sure to interview managers

SST 1401, “Introduction to Sales and Service Technology”

Step #1 – Measurable Learning Outcome—Students will . . .

Customer Profiling: Identify and profile the various selling styles

Step #2 – Method of Measurement—Direct and Indirect Measures

Personal interview of management person with detailed written report

Step #3 – Findings Linked to Learning Outcomes

Very superficial view and exposure to the styles—reflected in the report

Step #4 – Interpretation of Findings

Students are not getting enough information about the various selling positions and therefore, it is difficult to analyze the desire to pursue a position in that selling area

Step #5 – Action Plan/Use of the Results

The report needs to be turned in sooner for a critique and revision—more skills in how to interview and obtain information in person
SST 1503, “Introduction to Fashion Merchandising”

Step #1 – Measurable Learning Outcome-Students will . . .
Students will be able to identify three current fashion designers and their contributions to the fashion industry

Step #2 – Method of Measurement-Direct and Indirect Measures
A written and oral report on each designer and in the oral report a power point presentation is required

Step #3 – Findings Linked to Learning Outcomes
Presentation skills were excellent and they had a passion for their projects

Step #4 – Interpretation of Findings
Need additional help in doing better research on their chosen designers

Step #5 – Action Plan/Use of the Results
Using our library contact-Ed Hahn to do a library tour and explain the use of the library tools to do better research

SST 1890, “Work Experience”

Step #1 – Measurable Learning Outcome-Students will . . .
Supervised Sales Experience: The practical use of program skills and their application to the work place

Step #2 – Method of Measurement-Direct and Indirect Measures
Submission of a marketing and business plan for a company they are interested in researching

Step #3 – Findings Linked to Learning Outcomes
The reports are well done but more could be linked to sales-oriented businesses
Step #4 – Interpretation of Findings

We need to focus more on the selling process as we make assignments

Step #5 – Action Plan/Use of the Results

More structured initial visits with student during the beginning process

G. Summary of Artifact Collection Procedure

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i.e. Final Project Rubric)</td>
<td>(i.e. end of semester)</td>
<td>(i.e. electronic copies)</td>
<td></td>
</tr>
<tr>
<td>(i.e. Chi Tester Outcome Report)</td>
<td></td>
<td>(i.e. 2-3 times per semester)</td>
<td>(i.e. electronic format, chi tester warehouse)</td>
</tr>
<tr>
<td>A Written Marketing and Business Plan</td>
<td>Supervised Sales Experience: The practical use of practical program skills and applying them to the work place.</td>
<td>End of the semester</td>
<td>Hard copy in the dept.</td>
</tr>
<tr>
<td>Video recording and student/peer Self-evaluations</td>
<td>Sales Presentation Skills: Identifying and using the principles of professional sales consultants</td>
<td>The last part of the semester</td>
<td>Hard copy and video in the dept.</td>
</tr>
<tr>
<td>Company research report on employees</td>
<td>Customer Profiling: Identify and Profile the various selling styles</td>
<td>End of the semester</td>
<td>Hard copy in the dept.</td>
</tr>
<tr>
<td>Personal interview with detailed written report</td>
<td>Customer Profiling: Identify and profile the various selling styles</td>
<td>End of the semester</td>
<td>Hard copy of written report in the dept.</td>
</tr>
<tr>
<td>Written and oral power point presentation</td>
<td>Students will be able to identify three current fashion</td>
<td>Mid-Semester</td>
<td>Written report in the dept.</td>
</tr>
</tbody>
</table>
designers and their contribution to the fashion industry

| Written paper | Supervision Skills: Practical application of supervisory skills including choosing, organizing, training and evaluating | End of semester | Hard copy in the dept. |

Appendix A
(Delete this page if it is not needed)

Report of progress on ‘non-learning-outcome recommendations’ from previous 5 year program review (optional):

<table>
<thead>
<tr>
<th>Date of Program Review: 2003-04</th>
<th>Recommendation</th>
<th>Progress Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation 1</td>
<td>Require the course in retail merchandising and buying methods in the Technical Sales program to boost English and business math skills</td>
<td>We have added a Research Project at the end of the semester, added four written assignments plus five discussion boards in order to boost English Skills. We have also added 2 assignments on pricing skills and buying math plus six months of Retail Merchandising to strengthen math skills.</td>
</tr>
<tr>
<td>Recommendation 2</td>
<td>Offer additional on-campus sections of courses with high enrollments</td>
<td>We experimented with offering additional on-campus sections of courses with high enrollments but there were not enough students that signed up for the courses to justify continuing the offering.</td>
</tr>
<tr>
<td>Recommendation 3</td>
<td>Review concurrent enrollment program with area high schools to examine its usefulness</td>
<td>We reviewed the concurrent enrollment program with area high schools and found them to be useful. We cut back on some of the offerings and tightened up</td>
</tr>
<tr>
<td>Recommendation 4</td>
<td>Establish an adjunct faculty mentoring system and assign them to full-time faculty</td>
<td>As we only work with highly trained adjuncts that have been with us for many years, we did not find it necessary to implement an adjunct faculty mentoring system other than reviewing their student ratings each semester and discussing with them any deficiencies that are revealed.</td>
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<tr>
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</tr>
<tr>
<td>Recommendation 5</td>
<td>Involve more faculty in student advising</td>
<td>This has been done with every faculty member in the department now doing advising.</td>
</tr>
<tr>
<td>Recommendation 6</td>
<td>Continue close cooperation with local businesses</td>
<td>We have been very effective in establishing a close cooperation with local businesses and will continue to do so.</td>
</tr>
<tr>
<td>Recommendation 7</td>
<td>Separate the Automotive programs from this department</td>
<td>The Automotive programs is now a separate department.</td>
</tr>
<tr>
<td>Recommendation 8</td>
<td>Work with the University Development Office to secure outside funding.</td>
<td>We are continually working with the University Development Office to secure outside funding.</td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1. Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

   Reflecting on this year’s assessment the faculty has great confidence in the sales program and fully believes in the results of its learning objectives. We do not have a complete data base of previous assessment evidence but will establish this assessment for future comparisons.

2. With whom did you share the results of the year’s assessment efforts?

   The results of this year’s efforts were shared with the Dean of the College of Applied Science and Technology.

3. Based on your program’s assessment findings, what subsequent action will your program take?

   Based on this year’s assessment the following actions are being taken:
   - The types of assessment artifacts to be collected have been determined and are being collected.
   - It is anticipated that the collected artifacts will demonstrate that established learning objectives are being met.
   - A system is being developed to ensure a consistent plan of collection such that goals achievement can be demonstrated.
   - In the past 3 years the department has developed three new classes and developed three separate BIS options. The department has also pioneered several state-of-the art hardware and software technologies to advance teaching methods. It is surprising that the committee states that development does not seem to be a priority.
   - We know of only one person planning to retire in the next 5 years. To replace this or any other retiring faculty member we will ensure that we hire excellent full time faculty who bring added diversity to the department.
   - We have established an external chair of the SST external technical advisory board. We are giving them some authority and ownership as to the agenda and functioning of the board but will not give them authority for making final decisions for the department as was suggested.
   - The department will continue to work for balance in the offering of online, hybrid and face to face courses.
   - All of the faculty are being involved in contributing to the assessment process.
   - We are reviewing the Sr. Seminar course to ensure that it is meeting the demonstrated learning outcomes.
   - The chair will sit down with the dean and review the present workload of the full-time faculty. We do not agree that the high teaching load limits the faculty’s ability to stay current and up-to-date.