

WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Professional Sales

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Self-Study Team Chair: Ed Walker

Self-Study Team Members: Ed Walker and Jennifer Warnas

Contact Information: Blake Nielson and Carl Grunander

Blake

Phone: 801-626-7385

Email: blakenielson@weber.edu

Carl

Phone: 801-626-6912

Email: cgrunander@weber.edu

Brief Introductory Statement

The professional sales program at Weber State is a very unique program. It is the only program offering 18 courses related directly to sales. The department is a full member of the National Sales Center Alliance (NSCA) and is recognized by the Sales Education Foundation (SEF) as one of the top sales programs in the country. 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. Our current students are prepared to immediately step into lucrative sales roles and many of our past students are leading the top companies in America.

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

Standard A - Mission Statement

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

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 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. 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.

Standard B - Curriculum

Curriculum Map!

Department/Program Learning Outcomes													
Core Courses in Department/Program	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
PS 1143 -Fundamental Selling Techniques	M		A			A				A	A	D	D
PS 1303 - Sales Channels						A	D	D		A	A		A
PS 1401 - Intro to Sales & Service Technology			A			D					A		A
PS 1503 – Fashion Merchandising	D		D		D	A	A	D		D	A		A
PS 1890 – Work Experience I	D		D			D	D		M	D	A		A
PS 2182 – Credit & Collection Methods	D	D	D			A	D	D			A	D	A
PS 2383 - Retail Merchandising and Buying	A	D	D	A	D	A	M	A			A	D	A
PS 2443 – Advertising Methods	A		A	A	D	A	A	D		D	A	D	A
PS 2603 – Advanced Selling Techniques	M	A	A		D	A					A		A
PS 2703 – Internet Sales and Service	A	D	D	D	D	A					A		A
PS 2890 – Work Experience II	A		A			A	A		M	A	A		A
PS 3103 – Sales Personalities and Profiles	A	D	M			A				A	A	A	A
PS 3203 – Customer Service Techniques			A			M					A		A
PS 3363 – Contract and Sales Negotiations	M	M	A		D	A		A		M	A	D	A
PS 3503 – Sales Planning & Forecasting	M	A	M	M	A	A	A	A	A	M	M	A	M
PS 3563-Sales Supervision Methods	A		A		A	A		M		A	A	A	A

Core Courses in Department/Program	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
PS 3702 – Developing Team Leadership Skills	A	A	A		M	A		A		A	A		A
PS 3803 – Sales Proposals	A	A	A	M	A	A	A	A		A	A	A	A
PS 3903 – Sales Presentation Strategies	M	A	A			A	A			M	M		M
PS 4203 – Ethical Sales and Service			M		A	M		A			M	M	M
PS 4610 – Senior Project I	M	M	M	M	M	M	M	M	M	M	M	M	M
PS 4620 – Senior Project II	M	M	M	M	M	M	M	M	M	M	M	M	M
PS 4920 - Workshop	A	A	A	A	A	A	A	A	A	A	A	A	A
PS 4993 – Sales Career Seminar	M	M	M	M	M	M	M	M	M	M	M	M	M

Note^a: 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^b: Rows and columns may be transposed as required to meet the needs of each individual department

Standard C - Student Learning Outcomes and Assessment

Measurable Learning Outcomes

Competencies:

#1	Basic eight selling techniques	#8	Basic supervision skills
#2	Contract and sales negotiations	#9	Supervised sales experience
#3	Customer profiling	#10	Sales presentation skills
#4	Sales proposal writing	#11	Interpersonal relationship skills
#5	Team building skills	#12	Sales Ethics
#6	Customer service skills	#13	Sales technology skills
#7	Business math skills	#14	Planning, organizational skills

Assessment

We assess our courses and that they are meeting the learning outcomes on the following four year cycle. This was done based on our last five year review. The results of the last four years are presented in Appendix G.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
PS 1143	PS 2182	PS 3103	PS 4203
PS 1303	PS 2383	PS 3203	PS 4610
PS 1401	PS 2443	PS 3363	PS 4620
PS 1503	PS 2603	PS 3403	PS 4830
PS 1890	PS 2703	PS 3503	PS 4993
	PS 2890	PS 3563	
	PS 2991	PS 3702	
		PS 3803	
		PS 3903	

Five-year Assessment Summary

We are compiling the data and reports for our five year program summary. We feel that we adequately met three of the four recommendations from the review that was completed five years ago. As always there is always room for improvement; however, our department has made great strides in the last five years. The three recommendations that we feel we have adequately addressed is to seek additional funding from private industry, develop and execute a plan for better assessment and refined the advising program. We recognize that we still need to change how we emphasize our AAS degree which was where we came up short over the last five years.

Overall we feel that our program has grown in the past five years. During this time we have received the full accreditation from the University Sales Center Alliance. Our technology has been improved during this time period and we are doing more and more work in a computer lab setting. We have added a new class to our program called sales planning and forecasting which has had a positive reaction from our industry partners and are in the process of adding another class that strictly deals with social media in sales and CRM management. We have started a Sales Center that allows us to do more creative things in the educational process. Some examples include starting a speaker series and having sales competitions right here at Weber State. Our seniors have the opportunity to interview with over sixty companies and we feel our greatest core competency is making students ready to step right into the market and having many opportunities for them to do so.

Standard D - Academic Advising

Advising Strategy and Process

We have completely changed our academic advising process from a decentralized to a centralized approach. We used to have a faculty member with a 12 month contract to do all the summer advising and then during the school year split the students up between the faculty members. The problem with this approach was that the autonomy that was built in the summer was lost during the year with ever changing advisers. We have changed this and given one faculty member with a 12 month contract all of the advising responsibilities and reduced that faculty member course load by 6 credits. All faculty members are still assigned to mentor students in the career process and help students whenever needed.

Effectiveness of Advising

We have had unanimous feedback that students like having the same adviser regardless of time of the year. We are also services more student and seen an increase in our enrollments. Our adviser regularly meets with 10 or more students a day.

Past Changes and Future Recommendations

With the changes mentioned above we have feel that our overall advising process has been vastly improved. When our current adviser/faculty member retires we will replace that position with a full time adviser with a small teaching load to ensure that students are getting the advisement they need to succeed in our program.

Standard E - Faculty

Faculty Demographic Information

Name	Rank	Advanced Degree	Years at Weber State
Tim Border	Associate Professor	MS/ Utah State University	7
Velton Casler	Full Professor	MBA/ Franklin Pierce University	15
Desiree Cooper-Larsen	Full Professor	MS/ Utah State University	33
Steven Eichmeier	Full Professor	EdD/ Brigham Young University	48
Carl Grunander	Full Professor	MS/ Utah State University	39
Jo Ellen Jonsson	Associate Professor	MED/ Utah State University	13
Blake Nielson	Assistant Professor	PhD/ Jackson State University	3

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. More money is available through the Sales Center for those who pursue additional research activities. 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.

In addition our last tenure track hire (Blake Nielson) holds an AACSB accredited Ph.D. degree and we have had an instructor (Alex Lawrence) that is very close to finishing his Ph.D. from an AACSB accredited business school. We are seeing a shift in the department for more Ph.D.'s that still have adequate sales and sales management experience. Our adjuncts that have an interest in joining the program as full time faculty have expressed interest and are taking steps to obtain accredited doctorate degrees as well.

Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees		2	
Number of faculty with Master's degrees	6		
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	6	2	

Evidence of Effective Instruction

Regular Faculty

There is a threefold mission to ensure that regular faculty have quality teaching techniques. We support the development of faculty through local and national conferences. We regularly share best practices in department meetings and invite faculty to industry board meetings to ensure we stay connected to industry practice.

The second way we ensure that faculty are effective is by our annual assessment plan. We have detailed our learning outcomes and measure each level of classes (i.e. 100, 200...) on a four year cycle. Each year we have an annual assessment report that outlines the effectiveness for each of those years.

The third way is we continue to follow the teacher evaluation process that is outlined above.

These three steps ensure that we are teaching relevant Professional Sales content in a way that helps students obtain our desired outcomes as they take the courses in our program.

Adjunct Faculty

All adjunct faculty have course evaluations completed through Chi Tester and the results are reviewed each semester to ensure quality instruction. In addition, as full time faculty members update material for courses those updates are shared with the adjuncts that teach in the department.

Faculty Scholarship

We have raised the standard and our faculty receive many accolades for their scholarship activities. Most of the faculty have been published in the Standard Examiner for best practices in the sales industry. We have faculty that have been quoted and are included in some of the major media outlets throughout the area (I.E. weekly news report for tech on KSL).

We have also had an increase in the overall academic community. In the last 12 months we have had faculty present research at Weber's local research conference as well as at leading sales conferences such as Global Sales Science Institute in London and The National Conference in Sales Management in Milwaukee Wisconsin. This is leading the peer reviewed publication and there is starting to more excitement in the department about participating in scholarship activities.

Mentoring Activities

Our student business organization, Collegiate DECA 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. Some faculty make the extra effort to guide students to employment opportunities. Faculty has stepped up in working with our partners 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 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.

Diversity of Faculty

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

Ongoing Review and Professional Development

Our program is leading the University in offering a nationwide program. In 2015 we developed a credit bearing online certificate program that students complete in a 14 week time period. The cost for this program is 5K. We partnered with an organization (Tech Brands) and they sent us 110 students in this program in the first year which produced 550K in revenue.

More than 90% of these students reside outside the state of Utah and many of them are staying in our program to finish their degree. This year (2016) we will open this certificate up to anyone and we believe it will continue to help students enhance their sales skills while also building the credibility of our program on a national scale.

Our online presence continues to grow and we are using tools to ensure that effective sales training is happening using this format. We now offer all of our courses online at least once during the academic year and all but one of them is offered every semester. Tools such as Camtasia and GoReact helps us share video with students and allows students to record themselves doing sales principles have been essential in this process.

We have also added one course to our program since our last 5 year assessment and are looking to add one more this year. Sales Planning and Forecasting was added as a class to help our students further develop their quantitative skills and succeed in running the operations of sales companies. We have just submitted a proposal to make Social Media in Sales a required course for next year. We will also be looking to change the name to Social Media & CRM's in Sales as a large portion of that course is being devoted to help students understand the roles CRM's play in the sales process.

We have a significant amount (around 50K) in departmental scholarships that is awarded to students. The Hall foundation and CR England are the biggest donors. Our faculty also contributes to this cause.

We now have a fully functioning sales center which has helped the review and development of our program. There are more funds to help support faculty in teaching needs. There have also been funds used to help faculty present and publish sales research and this will continue. We also had our first internal sales competition in 2015 where one of our Sales Center partners came in and ran a role play sales competition for our students.

Standard F – Program Support

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 and we are going to audit her position to try to get it to the next level. 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 that we are currently hiring to replace our last one that took a full time position in industry.

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 supportive of our program. We also have a great sales center director that helps raise money and raise the visibility of our program. Since our last review we have also developed a working relationship with continuing education. They have been essential in the execution of our sales program. In addition, we have done other advertising projects with them to help raise awareness to our program.

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.

We have recently updated one of our classrooms and made it into a computer lab. We received a 60k donation to update the technology so we improved the seating, network and added a laptop cart for students to use a laptop.

The one issue we have had is we lost a room due to a building being demolished and had to move into a modular. We have had obstacles; however, it is an adequate space until other space becomes available.

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 had Ed Hahn from the library come and present to our students each semester so that our students know the resources that are available.

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 currently have over 60 companies that come to campus each semester to recruit the students in our program. In addition, the following companies donate yearly to our program: Pluralsight, England Logistics, Marketstar, Answer Financial, Vivint, Spring Mobile, Fastenal, Wyndham, DishOne, Sprint, Ken Blanchard, Miller Sports Group, Salt Lake Bees, Buckner Group, Ernest Packaging Solution, Northwestern Mutual and Workday. These donations range from 3K to 30K per year. 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



Sales Center
Industry Partner Board Meeting
April 27th, 2016

Our Mission:

The Alan E. Hall Center for Sales Excellence was established to promote and advance the art and science of professional selling. The sales center converges academic insights with real world industry experience, shares best practices and thought leadership, and prepares students for future professional sales careers.

Our Goal:

The goal of the Sales Center is to be the nexus of a community of learners, educators and benefactors centered around a world-class hub for instruction, sales expertise and recruitment.

Welcome and Remarks, Alan Hall

Business relating to our mission and goal:

1. New partner introductions
2. 147th Commencement, Friday April 29th
3. Sales Education Foundation 2016 Top Sales University Distinction

4. Academic Sales Conferences and Competitions:
 - **Kennesaw State** Sales Comp Prof. Tim Border – Atlanta -April 1-4
 - **National Conference in Sales Management** Dr. Blake Nielsen and Dr. Steven Eichmeier – Wisconsin - March 23-25
 - **National Collegiate Sales Challenge/DECA Nationals** Washington DC -April 15-20
 - **GSSI Global Sales Science Institute** – Dr. Blake Nielsen – Belgium/England June – 2016

5. Advertising/Branding/Marketing efforts:
 - Utah Business Magazine – January Issue
 - Sales Education Foundation
 - Continuing Education/Online campaign
 - Digital Media

6. Global Reach
 - GSSI
 - EAST Study Abroad Committee
 - Shadow Goddard School of Business – Study Abroad
 - Cause for Hope – Latin America – Charitable Collaboration – Sales Curricula
 - Shanghai Normal University – Sales Competition with Hall Global Entrepreneurship Center– Steve Petersen, Tyco

7. Alumni Board
 - Mentorship panels
 - Graduation/Award Celebration

8. Sales Speaker Series 2015-2016

9. Department Chair, Dr. Blake Nielsen
 - New Forecasting Class

- Vivint Technology Mobile Laptop Lab
 - New Business Minor
 - Published paper, “ Teaching and training future sales professionals how to negotiate with real world experience” in the Journal for Advancement of Marketing Education, Vol. 24 No 1.
 - Professional Sales Certificate – Spring Mobile – Prototype 2016 – full launch summer 2017
10. Special Guest, Alex Lawrence “Sales and Technology”
- Discussion on sales technology curricula
 - Industry needs
11. Spring Semester Partner Activation recap
- Recruitment opportunities
 - Jobs/internship postings
 - Discussion / Idea Tank
 - Other opportunities for creative engagement: Guest lecturing sponsored sales comps, field trips, etc.
12. Summer visits

Our Impact:

The unique opportunities found in the Professional Sales program at Weber State University, combined with dynamic industry partnerships will create accelerated momentum in sales leadership which is far reaching and can be found across the globe represented through alumni and industry leaders.

Our gratitude to you for stewarding education in professional sales!

Standard H – Program Summary
 Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1: Seek additional funding from private industry	Previous 5 Year Program Review: 2011	We received a 3.5 million dollar donation and have created ongoing revenue streams that produce over 100k annually through donations.
	Year 1 Action Taken: Raised Money	
	Year 2 Action Taken: Raised Money	
	Year 3 Action Taken: Raised Money	
	Year 4 Action taken: Raised Money	
Issue 2: Continue to work on student outcomes, etc. to better assess the courses and overall program	Previous 5 Year Program Review: 2011	We now assess our student outcomes for each class on a 4 year cycle.
	Year 1 Action Taken: 100 Level Classes	
	Year 2 Action Taken: 200 Level Classes	
	Year 3 Action Taken: 300 Level Classes	
	Year 4 Action taken: 400 Level Classes	
Issue 3: Continue to emphasize sales and merchandising degree for entry into the technical sales program	Previous 5 Year Program Review: 2011	Although we have tried to encourage students to do associates degrees, our results indicate we still need to do a better job. We are considering making it required.
	Year 1 Action Taken: NA	
	Year 2 Action Taken: NA	
	Year 3 Action Taken: NA	
	Year 4 Action taken: NA	
Issue 4 Continued refinement of advisement program	Previous 5 Year Program Review: 2011	We have changed to one adviser and an online booking tool which has seemed to increase our customer service in advising.
	Year 1 Action Taken: Team Approach	
	Year 2 Action Taken: Team Approach	
	Year 3 Action Taken: Team Approach	
	Year 4 Action taken: Changed to 1 Adviser	

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
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)

Action Plan for Staff, Administration, or Budgetary Findings

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)

Summary of Artifact Collection Procedure

For our 400 Level Courses (We have a similar process for all courses).

Artifact (i.e. Final Project Rubric)	Learning Outcome Measured	When/How Collected? (i.e. end of semester)	Where Stored? (i.e. electronic copies)
PS 4203 – Ethical Sales & Service A corporate social responsibility and ethics paper	Legal compliance and sales ethics. Applying the principles of organization and planning to all facets of the sales and service profession.	One time during the semester	Hard copy stored in office
PS 4830 – Directed Reading A comprehensive written report	Planning and organizational skills: Apply the principles of organization and planning to all facets of the sales and service profession.	One time during the semester	Hard copy stored in the office
PS 4610-20 – Senior Seminar I, II A comprehensive program Capstone report	Planning and organizational skills: Apply the principles of organization and planning to all facets of the sales and service profession.	One time during the semester	Hard copy stored in the office
PS 4920 – Workshop A written report & Monthly log	Planning and organizational skills: Apply the principles of organization and planning to all facets of the sales and service profession.	One time during the semester	Hard copy stored in the office
PS 4920 – Workshop A summary report of all presentations by two faculty on cornerstone department concepts	Interpersonal Relationship Skills identifying and demonstrating relationship skills	Final project due at the end of class	Hard copy stored in the office
PS 4993 – Sales Career Seminar A finished professional written resume	Sales Presentation Skills: Identifying and using the principles and practices of professional sales consultants	One time during the semester	Hard copy stored in the office

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Professional Sales	2011-12	2012-13	2013-14	2014-15	2015-16
Student Credit Hours Total ¹	15,178	14,388	15,780	18,084	16,136
Professional Sales	13,487	12,917	13,806	15,924	13,797
Interior Design	1,691	1,471	1,974	2,160	2,339
Student FTE Total ²	505.93	479.60	526.00	602.80	537.87
Student Majors ³ (PS only)	407	376	369	471	459
Program Graduates ⁴ (PS only)					
Associate Degree	1	5	2	3	3
Bachelor Degree	145	110	103	124	134
Student Demographic Profile ⁵					
Female	90	96	83	112	100
Male	317	280	286	359	359
Faculty FTE Total ⁶	19.85	21.47	21.91	23.08	n/a
Adjunct FTE	12.74	12.39	13.13	14.4	n/a
Contract FTE	7.11	9.08	8.78	8.68	n/a
Student/Faculty Ratio ⁷	25.49	22.34	24.01	26.12	n/a

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Alex Lawrence	M	Caucasian	Instructor	Non	ABD	5	Internet Sales and Ethics
Mikelle Barberi-Wiel	Female	Caucasian	Sales Center Director	Non	Bachelors (Working on Master)	1	Sales and Retail

Appendix C: Staff Profile

Name	Gender	Race	Job Title	Years of Employment	Areas of Expertise
Angie Jensen	Female	Caucasian	Admin Assistant	1	Office Management

Appendix D: Financial Analysis Summary
 (This information is provided by the Provost's Office)

Professional Sales					
Funding	11-12	12-13	13-14	14-15	15-16
Appropriated Fund	1,057,937	1,032,039	1,115,142	917,005	1,025,500
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	11,263	2,521	1,893	4,330	7,434
Total	1,069,200	1,034,560	1,117,035	921,335	1,032,934

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Jeff Ross	PluaralSight
Jason Beardall	England Logistics
Dave Bell	MarketStar
Peter Fowley	Answer Financial
Jason Brown	Vivint
Curtis Hansen	Tech Brands
Fastenal	Scott Swensen
Alan Hall	Tempus Global Data
Wyndham	Ray Mason
DishOne	Reece Packard

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

Name	Position	Affiliation
Jennifer Warnas	Director of Sales Program	LDSBC

Appendix G: Evidence of Learning Courses within the Major

See Next Page.

400 Level Courses (Other Level of Courses have a similar format)

Evidence of Learning – PS 4203, Ethical Sales and Service Personal Code of Ethics						
Program Learning Goal Students will...	Measurable Learning Outcome Students will ...	Threshold for Evidence of Student Learning	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Communications						
Goal 2: Knowledge						
Goal 3: Application						
Goal 4: Career Preparation	The student will compose a draft of their Personal Code of Ethics at the beginning of the semester and then a final improved version at the end.	Measure 1: The student will integrate the ethical theories learned into their Personal Code of Ethics. Measure 2: The student will incorporate concepts learned through case studies, readings and discussions into improving and	A rubric will be used to measure the quality and quantity of growth that is achieved in the final draft.	The learning outcome #12 Legal Compliance and Sales Ethics will be measured by their Code of Ethics and their ability to analyze ethical dilemmas and be prepared to make good choices in their sales profession.	90% of the class will show growth and improvement in their Personal Code of Ethics from the beginning of the semester to the end.	Students will be encouraged to display their ethical code in a place they will see it often. Excellent student examples will be shown to encourage a high standard for future semesters.

		expanding their Personal Code of Ethics.				
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Personal Code of Ethics

Ethical Self-Awareness	<p>Proficient:</p> <p>Student can <i>discuss</i> core beliefs in detail and <i>apply</i> to current career path.</p> <p style="text-align: right;">(10 points)</p>	<p>Apprentice:</p> <p>Student can <i>state</i> core beliefs and <i>articulate ideas</i> for incorporating into their life.</p> <p style="text-align: right;">(8 points)</p>	<p>Novice:</p> <p>Student can <i>state</i> core beliefs</p> <p style="text-align: right;">(5 points)</p>
Application of Ethical Theories	<p>Proficient:</p> <p>Both Prescriptive and Psychological theories were mentioned in detail. (Golden Rule, Moral Awareness, Virtue Ethics, Disclosure Rule etc)</p> <p style="text-align: right;">(10 points)</p>	<p>Apprentice:</p> <p>Three ethical theories were mentioned in the Personal Code of Ethics.</p> <p style="text-align: right;">(8 points)</p>	<p>Novice:</p> <p>One or two ethical theories were mentioned in the Personal Code of Ethics.</p> <p style="text-align: right;">(5 points)</p>
Depth of Understanding of Ethical Concepts from Case Studies and Discussion	<p>Proficient:</p> <p>Student categorizes ethics in terms of themselves, work and family in a multi-faceted way.</p> <p style="text-align: right;">(5 points)</p>	<p>Apprentice:</p> <p>Student recognizes their own ethics and the impact on society.</p> <p style="text-align: right;">(3 points)</p>	<p>Novice:</p> <p>Student is challenged to apply ethical perspective independently.</p> <p style="text-align: right;">(1 point)</p>

Evidence of Learning – PS 4610-20 – Sales Practicum I & II						
Program Learning Goal Students will...	Measurable Learning Outcome Students will ...	Threshold for Evidence of Student Learning	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Communications						
Goal 2: Knowledge						
Goal 3: Application						
Goal 4: Career Preparation	The student will observe/record the business techniques of their fellow employees from the actual work place and record those observations	The student will compare and write about their actual work observations and how they compare and contrast class teachings	The instructor will assess their understanding through critiquing their journals, written assignments and final paper	Mastery of their understanding of career paths, employment benefits, sales industry tools, sales presentation tools, sales supervision methods and negotiation techniques	100 percent understanding of the six outcomes	Implement into their daily work environment the class and actual work environment learning concepts

**PS 4610 & 4620
Senior Project I and II**

Criteria	Ratings			Points
Weekly Student Log	Mastery 20 points	Adequate 10 points	Developing 5 points	
Trends and Career Paths	Mastery 10 points	Adequate 7 points	Developing 3 points	
Employee Benefits	Mastery 10 points	Adequate 7 points	Developing 3 points	
Industry Sales Tools	Mastery 10 points	Adequate 7 points	Developing 3 points	
Sales Presentation Skills	Mastery 10 points	Adequate 7 points	Developing 3 points	
Sales Supervision	Mastery 10 points	Adequate 7 points	Developing 3 points	
Sales Negotiations	Mastery 10 points	Adequate 7 points	Developing 3 points	
Validation Report	Mastery 20	Adequate 10	Developing 5	
Total				

Evidence of Learning – PS 4830 – Directed Readings						
Program Learning Goal Students will...	Measurable Learning Outcome Students will ...	Threshold for Evidence of Student Learning	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Communications						
Goal 2: Knowledge						
Goal 3: Application	The student will research recent articles/books in the fields of management/sales/customer service and strengthen their skills in these areas	The student will be able to identify three new skills from their reading and report writing to implement in their professional sales education	The student will submit a written report for each article and/or book outlining the concepts learned and how they will apply them in the sales classroom to be graded by the instructor	Total mastery of their chosen skill areas as shown by their classroom behavior after examining their instructors comments	100 percent of the students will incorporate their discovered skill in the classroom	Will evaluate in an actual workplace environment the three new skills and show on-going improvement

Goal 4: Career Preparation						
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PS 4830
Directed Readings

Criteria	Ratings			Points
Appropriate number of pages read for book or Number of articles	Mastery 10 points	Adequate 7 points	Developing 3 points	
Followed book report outline	Mastery 30 points	Adequate 15 points	Developing 8 points	
Quality of summary	Mastery 50 points	Adequate 30points	Developing 15 points	
Writing Skills (spelling, grammar, punctuation)	Mastery 10 points	Adequate 7 points	Developing 3 points	
Total				

Evidence of Learning – PS 4920, Principle Centered Selling						
Program Learning Goal	Measurable Learning Outcome	Threshold for Evidence of Student Learning	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will ...		Direct and Indirect Measures			
Goal 1: Communications						
Goal 2: Knowledge						
Goal 3: Application	The student will chose 7 guiding principles important to their lives to master after being instructed as to various possibilities in the course	The students will incorporate them into their lives and report on their progress for thirty days	The student will record their progress in a log for thirty days and submit to the instructor for evaluation	Students will continue to improve their mastery of the 7 principles while adding other principles to their life	100 percent of the class will develop a plan to incorporate these principles throughout their life	All class members will continue to focus on the principles they have chosen for the class and add more each year

Goal 4: Career Preparation						
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PS 4920 - Principle Centered Selling

Criteria	Ratings			Points
Built the Dashboard with 7 principles	Mastery 20 points	Adequate 10 points	Developing 5 points	
Baseline Measurement	Mastery 20 points	Adequate 10 points	Developing 5 points	
Incorporate the process for 30 days	Mastery 20 points	Adequate 10 points	Developing 5 points	
Measured Progress	Mastery 20 points	Adequate 10 points	Developing 5 points	
Written Assessment	Mastery 20 points	Adequate 10 points	Developing 5 points	
Total				

	Evidence of Learning – PS 4920, Workshop Seminar					
Program Learning Goal Students will...	Measurable Learning Outcome Students will ...	Threshold for Evidence of Student Learning	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Communications						
Goal 2: Knowledge						
Goal 3: Application	The student will understand the major points of each of the 7 instructor's sales topics and summarize them in a paper	The students will focus on the major points of each of the instructor's presentations	The student will submit their written paper to the instructor for evaluation	Mastery of an individual concept from each of the 7 instructor presentations	100 percent of the class master the 7 concepts that were chosen by the student	Incorporating these 7 concepts in the remainder of their classes and in the workplace

Goal 4: Career Preparation						
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PS 4920 - Selling Workshop

Criteria	Ratings			Points
Overall summary of 7 faculty presentations	Mastery 50 points	Adequate 30 points	Developing 10 points	
Writing skills (grammar, punctuation, spelling)	Mastery 20 points	Adequate 10 points	Developing 5 points	
Personal Application of 7 faculty presentations	Mastery 30 points	Adequate 15 points	Developing 8 points	
Total				

	Evidence of Learning – PS 4993 – Senior Seminar					
Program Learning Goal Students will...	Measurable Learning Outcome Students will ...	Threshold for Evidence of Student Learning	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Communications						
Goal 2: Knowledge						
Goal 3: Application						
Goal 4: Career Preparation	The student will understand the principles of a professional resume and develop their own personal resume	Submit their resume draft to the instructor for evaluation and then incorporate the suggestions	Submit resume to employers at the “Speed Interview Session”	25% of the employers who received the resumes will schedule second interviews	90% of the students will be given the second interviews	Continual update & improvement of resume for hiring. Interviews upon graduation.

PS 4993
Senior Seminar

Criteria	Ratings			Points
Clear Career Summary	Mastery 20 points	Adequate 10 points	Developing 5 points	
Related Work Experience	Mastery 20 points	Adequate 10 points	Developing 5 points	
Technical Skills	Mastery 20 points	Adequate 10 points	Developing 5 points	
Sales Skills	Mastery 20 points	Adequate 10 points	Developing 5 points	
Specific Accomplishments/ Achievements	Mastery 10 points	Adequate 7 points	Developing 3 points	
Spelling and Grammar	Mastery 10 points	Adequate 7 points	Developing 3 points	
Total				