

The
School
of
Business
Newsletter

*For Faculty, Staff
and Students*

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Salt Lake
Community
College



THE BIZ BUZZ

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Send story ideas to sharsten.thompson@slcc.edu

*January Newsletter deadline for submissions:
January 4, 2016*

A Message From the Dean

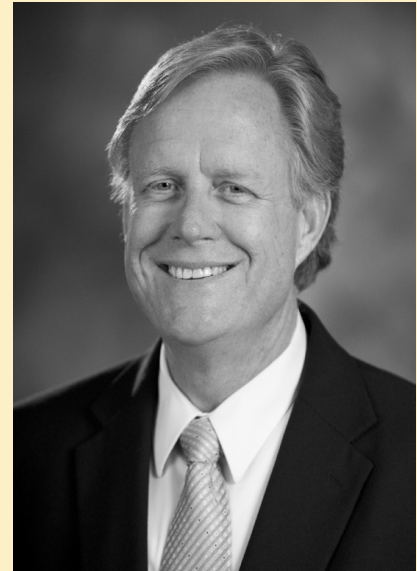
The Fall semester is coming to a close in the next few weeks. It is a time of both celebration and reflection. We will hold our 3rd Study Jam on December 10th. This semester's "jam" has been planned by a committee of faculty and some of the marketing work has been completed by the Marketing Events class. It is great to see how the planning and promoting of the event has expanded. If "imitation is the best form of flattery" then the Study Jam that we started last year has been highly successful as similar events are being planned by different organizations and on multiple campuses. One of the original purposes of the "Study Jam" was to bring students and faculty together in an informal way to engender a sense of fraternity among students, faculty and staff with an intended outcome to increase retention.

Retention is an institution metric that reports the degree to which students persist in an academic program of study. Persistence is an interesting term as it conveys the presence of difficulty and/or opposition. If the difficulty or opposition becomes too great, the student ceases to persist and departs from the institution. The decision to depart is seldom made suddenly. Rather, it is a function of what may be referred to as the "last straw syndrome" where a series of events have occurred that have produced increasing levels of frustration, disappointment, discouragement, etc. Finally, the last event, that singularly may seem relatively insignificant, becomes the driver behind the student's decision to withdraw or not enroll in classes for the upcoming semester.

Proper and timely intervention can prevent many withdrawals. Proactive efforts to connect with students outside of class can provide opportunities to discover the obstacles that students face. Struggling students may simply not be aware of the wealth of resources available to them. A short, well-planned conversation can uncover the obstacle(s) and point students to the appropriate resources they need. This is the aim of a recently launched retention strategy where faculty will call students majoring in AAS programs. These short phone calls are intended to ascertain each student's progress towards completion and uncover any obstacles impeding the progress. Where appropriate, faculty will direct students to resources appropriate to their needs.

Each of us has a critical role to play in the institutional priority to retain students. The forms of opposition students will encounter may be personal or may be SLCC imposed. For example, a degree design that is confusing, convoluted, or ambiguous presents opposition to student progress. On the other hand, a clearly designed sequence of courses, presented in a coherent manner, will make the pathway to the end goal clear to students. Clear communication about expectations, class activities, and grading policies, coupled with clear, constructive feedback on assignments remove ambiguities that contribute to student frustrations. As we work to improve in each of these areas we improve the student's total educational experience and, in doing so, encourage the student to persist through the normal challenges of gaining a college education.

As we come upon the semester break and New Year, I want to wish you all a happy holidays and look forward to improving your School of Business education experience.



Dr. Dennis Bromley, School of Business Dean

From Italy to SLCC

Culinary Students Get a Taste of a Foreign Country

By Bob Burdette, Culinary Arts Director

The second annual Cheese Challenge was held on the Miller campus on October 20, 2015. Culinary students from area colleges and one high school formed teams of two and each team made two pounds of cheese. Last year three teams competed. This year 10 teams took on the challenge of subjecting their hand-crafted cheese to four professional cheese judges. The results were an evening of learning and recognition as the winners were selected and then the public attending the event was allowed to taste each cheese.

The Cheese Challenge is a cooperative effort sponsored by the Utah Educational Network (UEN) along with Harmons Grocery Stores, Heber Valley Dairy, SLCC Culinary Institute and many others. Competing for the first time this year was a team from a local school, Brighton High School.

Cheese is one food that is produced on six of the seven continents. It has been around in its many varieties since 5,500 BC. Today's modern cheeses are made from pasteurized milk from cows, goats, sheep and even deer and elk.

The highlight of this year's Cheese Challenge was the cracking of an 80 lb. wheel of Parmesan cheese imported from Italy. The room filled with the aroma of fresh Parmesan as the professional cheese monger from Harmons pulled off slices for everyone to taste.



80 lb Cheese Wheel of Imported Italian Parmesan

Construction on the Second Floor

Coming soon, the Business Resource Center!



We thank you for your patience dealing with the construction and noise on the second floor of the business building. After a year of planning the School of Business will have a Business Resource Center (BRC). The BRC will be a one stop place for many of your School of Business needs. The BRC will have resources such as academic advisors, the accounting lab, computer lab, technical support, and group rooms for study/tutoring. Available advisors will be from SLCC's School of Business Program Advisors as well as from four year university partnerships such as Utah State University. The BRC goal is to have your School of Business resources all in one place and for students to be able to collaborate in the BRC for their assignments.



Legal Studies Students Learn Application of the Law by Viewing Court Proceedings

By Sharee Laidlaw, Assistant Professor, Legal Studies

Students in the Legal Studies Department are required to attend an actual court hearing in the Salt Lake City area. Instructors send their Legal Studies students to court to see that they have a role to fulfill in our legal system and to understand how the system works here in Utah.

The students are asked to prepare a summary of the visit and show their understanding of what took place. Students seem to really enjoy going to court and to make interesting discoveries about the law from watching the law in action. Students also become aware that the law applies to real people and their real problems. One law student who attended a court hearing stated “When you spend your days leafing through countless textbooks, it’s easy to forget that there’s more to the law than lengthy judgments and academic viewpoints. Those cases you read – because of course, you do actually read them – are about things that happened to real people, and there are few better things you can do as a student than going to court and watching the law in action.” (Selek, 2015)

Our students learn from and enjoy the experience. One student stated “One of the things about the law that really stands out to me after attending court is how many grey areas there are. The interpretation really varies by the judge, jury and individual. I can see where not only knowing the law but also knowing about past cases and how they were resolved could be a benefit.



A student in the Business Law course said “There was a lot of good and interesting topics discussed in Court. I think there are several things I would like to remember and that may hopefully prove to be practical whether in my career or in my personal life.”

There is a lot to observe in a court hearing and hopefully our Legal Studies students will have the opportunity to see what really happens in court.

Selek, S. (2015, February 15). *The University of Law*. Retrieved from *The Guardian.com*: <http://www.theguardian.com/law/2015/feb/18/law-students-courtroom-visits>

OER Version of ECON 2010 a Success

By Paul Benner, Accounting, Finance & Economics Associate Dean

The pilot sections of Microeconomics (ECON 2010) using Open Educational Resources are in the final stages of their first semester. So far the response from students has been overwhelmingly positive. Initial feedback from instructors Pook Carson and Dennis Wilson has been equally encouraging.

The OER version of this course was developed by Dennis Watson and Ike Ikeme, in collaboration with instructional designer Paula Michniewicz. The course has been built entirely in Canvas, using materials from Rice University's Open Stax library. Early in the course development process, SLCC considered using a courseware being developed by Lumen Learning in Portland, Oregon but SLCC's staff was able to produce the Canvas version more quickly, so the Lumen project was placed on hold.

The OER version of ECON 2010 is a milestone in the School of Business's initiative to eventually offer entire degree programs using OER materials. With textbook and access costs approaching half the cost of a college education, OER can be a lifesaver for many students. According to Dennis Watson, the Open Stax materials are high in quality and easily adaptable to the preferences of the user. Faculty members interested in developing their courses using OER should contact their Associate Deans.

Why it is Vital for Students to Declare the Correct Major

By Paul Benner, Accounting, Finance & Economics Associate Dean

Did you know that students who complete an Associate's degree are 17% more likely to graduate with a Bachelor's than those who don't?

Unfortunately, many students attend Salt Lake Community College with the intention of simply "getting their generals done" and transferring to a 4-year school. There are a few problems with that plan, though, and students should consider the value of earning an Associate's degree instead.

Once a student earns an Associate's degree from SLCC, all the USHE (Utah State Higher Education) system schools accept their degree as proof that their generals are met. There is no need to scrutinize every credit and possibly require students to take additional classes before they can matriculate. Some schools will even automatically accept students with an AS or AA as upper division students.

Equally important, SLCC has a program called Degree Works that tells students what courses they have completed and what they still need to complete in order to earn their Associate's degree. This vital tool can save the student from scheduling unnecessary courses or missing degree requirements. That translates to significant savings of both time and money. Of course, Degree Works is only useful if the student has declared the correct major.



Faculty members should encourage students to check online and ensure they have declared the correct major. A student can change their major whenever they want. It only takes a few minutes and it's done online.

Important Dates

Last day of classes	December 10
School of Business Study Jam	December 10 6 pm-2 am
Reading day	December 11
Finals	December 12 - 17
Grades due	December 22
Grades available	December 23
SLCC Closed for break	December 24 - January 4
Registration for Spring Semester	November 2 - January 20
January Newsletter articles due	January 4
SLCC Staff return from break	January 4
SLCC Faculty return from break	January 8
Spring Semester classes begin	January 11
Spring tuition due	January 27

More details for the final exam schedule can be found online at:
<http://www.slcc.edu/schedule/final-exam-schedule.aspx>

Faculty that Make SLCC Exceptional

By Kim Cosby, CSIS Associate Dean

It is during the interviews for a new faculty position that I am reminded of the quality of faculty we have around us. It's more than talent and intelligence. Our faculty come here to teach with heart.

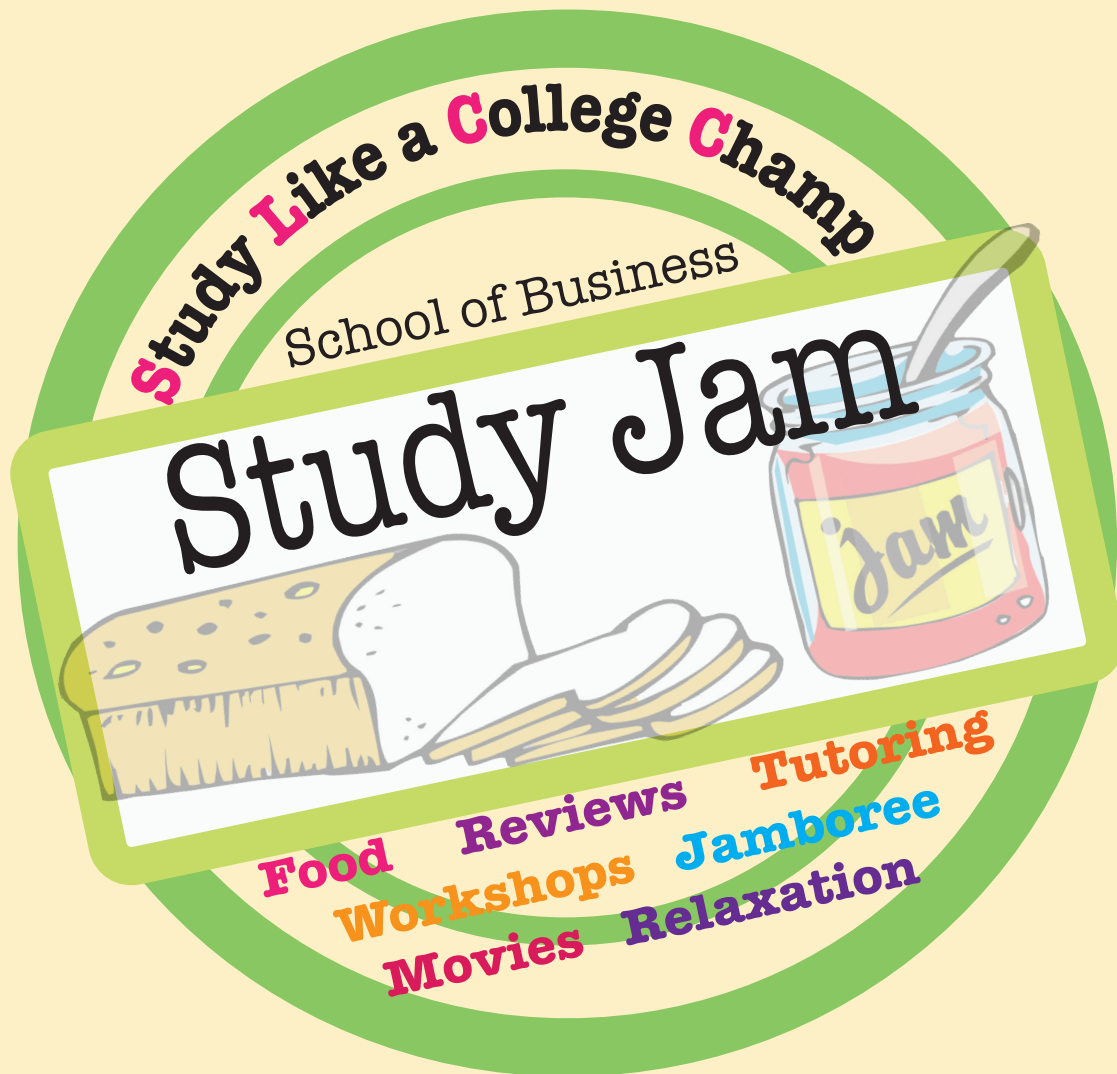
They are responsive. It's not uncommon for students to get an email response from Margret Posch at 2:00 a.m. What is uncommon is not hearing anything within 24 hours. Ed Walsh gives students a variety of ways to contact him and responds usually within two hours.

Our faculty are inspiring. I don't go a semester without receiving multiple complimentary emails from students about their experience in class. At the Study JAM, I see projects that they have poured themselves into that require many many hours of teamwork, creative problem solving, planning and testing. All the things that they need for the workforce.

Our faculty are driven. Paul Anstall has secured grants to purchase hardware we would not have been able to get before and is leading the efforts in getting SLCC a National Center of Academic Excellence in Cyber Defense (CAE2Y) designation sponsored by the NSA and the Department of Homeland Security. Randy Koziatek is leading a move to reform General Education requirements that will directly impact completion and a clearer pathway for our students.

I could name many more than these exceptional faculty and will in future newsletters. Across disciplines we have exceptional people doing more than a job. Our faculty create an experience that is SLCC. I feel honored to be surrounded by the faculty and staff that make up this School. It's at this time of year I'm reminded of how much the people around me influence my enjoyment of working here. It's more than a job; it's about purpose. I find that purpose in students and my team that works for them. That is my motivation.

You are Invited to the . . .



Thursday, December 10th from 6 p.m. to 2 a.m.

Come Prepare and Cram for Finals!

To show appreciation and support of our students, the SLCC School of Business faculty and staff will provide a space for individual or group study in the Business Building from 6 p.m. to 2 a.m. on the night before reading day. Some of our faculty have volunteered to provide test reviews and tutoring for those students who would like a little extra help in preparing for their finals. Ask your Accounting, Economics, Finance, CSIS, Management, Marketing, and Legal Studies faculty if they will be there to review or answer questions. Don't miss out on this opportunity to "Take care of business" while having fun in the School of Business.