

# Your SLCC ePortfolio



**Electronic  
Portfolios Will Help  
You Step Ahead.**



You are a busy student--taking this class and that, writing papers, making presentations, and solving problems. Have you ever wondered why you are taking all these General Education courses? Do you want to get a head start on representing work in your major? Salt Lake Community College's General ePortfolio initiative is a great way for you to answer those questions and make connections between your learning experiences.

In each General Education course you take, your instructor will require you to archive one or two important "signature assignment(s)" in your ePortfolio. More than just a catalog of learning artifacts, your ePortfolio is a living document. When you put an essay, a report, or a photo of your artwork in your portfolio, there is space for you to write about how those assignments affected you, how they related to each other, or how they helped you meet the College's learning outcomes.

Eportfolios are a great way for SLCC to know how well its students are meeting learning outcomes essential to career and personal success. Your ePortfolio allows you to document your work in your major as well as General Education. Because you can share your

ePortfolio with whomever you choose, it is also an exciting way for you to "show off" to the rest of the world--whether it's to your sister in Boston or a local scholarship committee. And you'll be able to take your ePortfolio with you when you transfer to a different school.

Your ePortfolio will help you step ahead with your education by providing a venue to reflect upon and share your best work. Good luck!

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# Building Your ePortfolio

## **Q: Is the ePortfolio required?**

**A:** Yes, it is a course-level requirement in all General Education courses, but it is not a General Education graduation requirement. Think of it as an assignment that is common to all General Education courses. Build the ePortfolio outline once, and use it for all of your General Education courses. Please note that an increasing number of academic programs outside of General Education are requiring the ePortfolio for graduation.

## **Q: Are there campus resources to help me construct my ePortfolio?**

**A:** Yes. You can build your ePortfolio with many different software platforms, as long as you end up with a web-based site that can be shared with SLCC faculty and staff. If you choose to use **Weebly, Yola, or Wordpress**, SLCC has trained staff who can assist you. See page 12 for details about this assistance. Note that SLCC does not endorse these particular sites, nor is the College responsible if you have a bad experience with one of them. Page 11 of this handbook has more information about each platform. **Please do not use Myspace, Facebook, Blogger,** or similar social networking sites to create your ePortfolio.

## **Q: Will my instructor teach me how to build an ePortfolio?**

**A:** No. Instructors are busy teaching you complicated subjects in one semester, so they cannot dedicate class time to help you build your ePortfolio. Because students have a choice of ePortfolio platforms to use, faculty cannot be expected to be knowledgeable enough in all of them to help you. Besides, SLCC staff are prepared to help you in the ways outlined on page 12. Don't worry, these sites are pretty easy to use.

## **Q: Does this result in more work for students?**

**A:** The truth is that SLCC's ePortfolio initiative results in a little more work for students. Students will need to build the ePortfolio outline once, and then use it in all their General Education courses. Students put one or more assignments from each class into their ePortfolio along with a couple of paragraphs of reflective writing. It takes less than 15 minutes to add a page to your portfolio, upload your assignments, and paste in your reflection.

## **Q: I notice that two of the free platforms mentioned above have “pro” versions that cost money. Do I have to purchase those pro features?**

**A:** No. You can build an excellent ePortfolio using the free platforms without upgrading to the “pro” version. The pro versions are reasonably priced, and get you increased capabilities and features. Note that you need the pro version of Weebly to get the password protection feature, which is free in Yola.

## **Q: Can I put assignments or other material in the ePortfolio that are not mine?**

**A:** Absolutely not. Plagiarism is a violation of the Student Code of Conduct and will be taken very seriously. You should know that the College subscribes to anti-plagiarism software that faculty use to compare current digital artifacts with those appearing anywhere else on the Web.

## **Q: How much personal information should I put in my ePortfolio?**

**A:** Only as much as you feel comfortable sharing. This is suppose to be a public representation of your learning, but you certainly don't have to put your photo, full name, address, email address, or other information in the portfolio if you don't want to. You'll have to decide how best to balance your privacy concerns with the desire to use the ePortfolio to showcase your educational aspirations and accomplishments. The primary audiences for your ePortfolio should be your instructors, your family, and possibly scholarship committees. Depending on the platform you choose, you will be able to either hide your ePortfolio from Web searches, or password protect key pages within it.

# Five Important Eportfolio Steps:

## Step One

### Get Informed.

- Go to [www.slcc.edu/gened/eportfolio](http://www.slcc.edu/gened/eportfolio) and watch one of the introductory videos.
- Click on the “Info for Students” tab and look at that material.
- Read carefully through the ePortfolio Handbook located there, which will answer many of your questions.

## Step Two

### Pick a Platform.

- A platform is a free, online tool with which to build your ePortfolio.
- The ePortfolio Handbook will help you choose from three supported platforms: Weebly, Wordpress, and Yola. They are all easy to use.

## Step Three

### Watch the Video Tutorials or Attend a Free Workshop.

- Video tutorials for Yola: [www.slcceportfolio.yolasite.com](http://www.slcceportfolio.yolasite.com).
- Video tutorials for Wordpress: [www.slcceportfolio.wordpress.com](http://www.slcceportfolio.wordpress.com).
- Video tutorials for Weebly: [www.slcceportfolio.weebly.com](http://www.slcceportfolio.weebly.com).
- Free Workshops: <http://libweb.slcc.edu/index/eportfolio-form>
- If you would like personal assistance or have a question, email [eportfolio@slcc.edu](mailto:eportfolio@slcc.edu).

## Step Four

### Build Your ePortfolio.

- After you’ve watched the video tutorials all the way through, use them to build your ePortfolio as instructed. If you attend a free workshop, you’ll build the essential elements of your ePortfolio there. Put your own style into it by picking a theme and using your creativity, but remember to follow the standard ePortfolio outline described on page 4 of this Handbook.

## Step Five

### Enter the Address of Your ePortfolio into MyPage.

- Copy the URL (address) of your ePortfolio’s Welcome page, log into MyPage, click on the student tab, paste the URL for the ePortfolio’s Welcome page into the ePortfolio channel, and click “save.” This will make your ePortfolio accessible by the instructors whose classes for which you register.

# How to Structure Your ePortfolio

Salt Lake Community College requires that you follow a basic outline for your ePortfolio. Beyond that, we encourage you to use your imagination and creativity to make your ePortfolio uniquely yours. Structure your ePortfolio according to this chart. Note that the headings in the gold boxes and the black bolded sub-headings are required:

Welcome	Goals & Outcomes	Coursework	Outside the Classroom	Resume
<p><b>Welcome</b> Welcome people to your ePortfolio and tell them about what they'll find there.</p> <p><b>About Me</b> Introduce yourself: your background and interests, and other information of your choosing.</p>	<p>What do you want to get out of your experience at SLCC? What skills or knowledge do you want to acquire? How do you want to grow as a person? As a learner? What kind of career are you looking for?</p> <p><b>Short-Term Goals</b></p> <p><b>Long-Term Goals</b></p> <p><b>SLCC's Learning Outcomes</b> Create links from SLCC's learning outcomes to the assignments that demonstrate how you are meeting those outcomes.</p>	<p><b><u>General Education</u></b></p> <p><b>Spring 2012</b> <b>Summer 2012</b> <b>Fall 2012</b></p> <p><b><u>My Major</u></b></p> <p><b>Spring 2012</b> <b>Summer 2012</b> <b>Fall 2012</b></p> <p><b><u>Elective Courses</u></b></p> <p><b>Spring 2012</b> <b>Summer 2012</b> <b>Fall 2012</b></p>	<p>How are you active at SLCC outside of the classroom? How is your participation in out-of-class activities helping you grow as a learner and a person? Suggested possibilities here include clubs, intramural sports, varsity sports, campus organizations, student leadership, student media, study abroad, service-learning, internships, cooperative learning, honor societies, tutoring, and so forth. Also, you might write about how your work, church, or other off-campus experiences connect with your learning at SLCC.</p>	<p>Resume</p>

**Q: Why is it important to structure the ePortfolio this way?**

A: SLCC allows students the freedom to choose which software platform they want to use to build their ePortfolio, but it is very important for faculty looking at ePortfolios that they all follow a common organizational scheme. This makes it easier for your instructors to quickly understand how to navigate the ePortfolios of all their students.

**Q: How much freedom do I have in designing my ePortfolio?**

A: All ePortfolios should have the outline indicated above--although we don't mind if you rename the Outside the Classroom page something else like My Adventures or Extracurriculars. Beyond that, you are completely free to design the "look and feel" of your portfolio. In fact, we encourage it. Think about the process of creating your SLCC ePortfolio as like constructing your intellectual persona. It should be as individual as you are.

# The Welcome Page in Your ePortfolio

Welcome   Goals and Outcomes   Coursework   Outside the Classroom   Resume

## Welcome to My ePortfolio!



This is my photo of the Great Wall of China. And the header picture is of Mesa Verde.

Welcome to my demonstration student e-portfolio. I'm not actually a student at SLCC, but I've created this ePortfolio to show students how a typical ePortfolio at SLCC should be organized.

Check out my [Goals and Outcomes](#), and have a look at my best academic work on the [Coursework](#) page. The [Outside the Classroom](#) page contains descriptions of my extra-curricular and co-curricular activities.

I hope you enjoy my ePortfolio. It amazes me how easy it was to build in Yola.

### About Me

My name is David. My hobbies include reading, volleyball, tennis, and stargazing in the desert away from city lights.

**Favorite Music:** Very eclectic tastes. Everything from Led Zeppelin to the Ting Tings, from Fleetwood Mac to Jonny Lang.

**Good Novels:** George Orwell's *1984*; Margaret Atwood's *A Handmaid's Tale*; Andre Brink's *A Dry White Season*



**The image above is a good example of a Welcome page in an ePortfolio.**

**Notice the following elements:**

- A balancing of text and images. You do not need to put a photo of yourself in the portfolio, but you should include some photos you've taken...perhaps vacation photos, photos of some of your favorite things, photos pertaining to your hobbies, etc.
- A nice welcome paragraph that welcomes people to your site and tells them what they'll find there. Primary audience should be your instructors and scholarship committees.
- An "About Me" section in which you tell a little bit about yourself. What do you want your instructors to know about you? Make a positive impression.

# The Goals & Outcomes Page in Your ePortfolio

Welcome   Goals and Outcomes   Coursework   Outside the Classroom   Resume

## Short-Term Goals

- Start a study group with other students who want to succeed.
- Pass all my courses this semester with at least a B+.
- Get my ePortfolio off to a good start.
- Check into SLCC's study abroad options.

## Long-Term Goals

- Be the first person in my family to graduate from College.
- Get a B.A. in History.
- Pick a career in which I don't have to do the same thing every day. I want variety and intellectual stimulation.

## SLCC's College-wide Learning Outcomes

I've been working hard to demonstrate that I am meeting SLCC's Learning Outcomes for all students. Click on the links below to see evidence of my progress.

### How I'm Achieving SLCC's Learning Outcomes:

Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; Organizing and presenting ideas and information visually, orally, and in writing according to standard usage; Understanding and using the elements of effective communication in interpersonal, small group, and mass settings. *Let me start with the "organizing and presenting ideas and information in writing" aspect of effective communication. I have gotten so much better at this! The paper I wrote for my American National Government course required me to organize a mountain of data and research into a coherent argument...etc.*

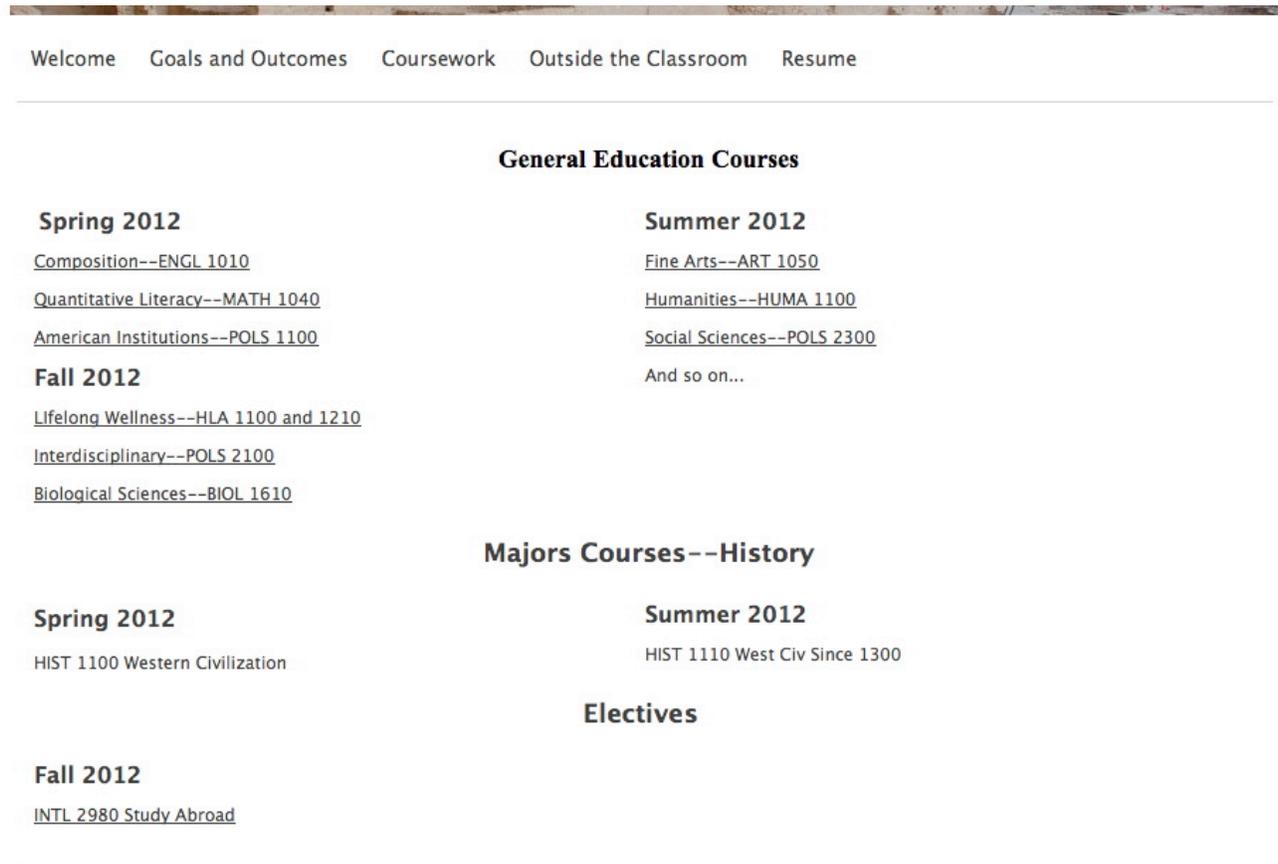
Students develop quantitative literacies necessary for their chosen field of study. This includes approaching practical problems by choosing and applying appropriate mathematical techniques; Using information represented as data, graphs, tables, and schematics in a variety of disciplines; Applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems. *In my MATH 1040 course, I had to use the correct procedures to calculate the principal and interest on my new (used) car. Also, we did an interesting exercise in my American National Government course about the need for citizens to have basic quantitative literacy skills...etc.*

Students think critically and creatively. This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in creative thinking, expression, and application; Engaging in reflective thinking and expression; Demonstrating higher-order skills such as analysis, synthesis, and evaluation; Making connections across disciplines; Applying scientific methods to the inquiry process. *One aspect of critical thinking is engaging in creative thinking and expression, which I demonstrate in the photography assignment for ART 1050 and my sports photography work for the college...etc.*

**The image above is a good example of a Goals & Outcomes page in an ePortfolio. Notice the following elements:**

- A division between short-term and long-term goals. Or you might think about splitting it into educational/career/personal goals. Phrase your goal statements in measurable and attainable ways.
- A list of SLCC's Learning Outcomes for all students. (Located at the back of this handbook, or copy/past from <http://www.slcc.edu/gened/eportfolio/Students.asp>).
- Below each learning outcome, point the viewer to specific artifacts in your ePortfolio. The viewer can click on those highlighted phrases and hyperlink straight to those artifacts. We strongly believe that a college-educated person should be able to demonstrate--to a broad audience, not just the professor who made the assignment--what s/he knows and can do.

# The Coursework Page in Your ePortfolio



**The image above is a good example of a Coursework page in an ePortfolio. Notice the following elements:**

- Three sections: General Education, Majors Courses, and Electives. In this example, the student is planning to major in History. If you are a General Studies major or are undecided, you'll just have the General Education and Electives sections.
- Each section is organized by semester.
- In the General Education section, list the specific General Education requirements **and** the course number you used to satisfy each requirement. In the Majors and Electives sections, just put the course number and name.
- Each course descriptor (like American Institutions--POLS 1100) becomes a hyperlink to a hidden page in the ePortfolio that contains your work and reflection in that course.
- The page is clean--there are no assignments on it. This makes it easy on the viewer.

# A Typical Course Page in Your ePortfolio

Welcome My Goals General Education Learning Outside the Classroom Resume

## American Institutions

### POLS 1100--U.S. National Government and Politics

I took POLS 1100 U.S. National Government and Politics to fulfill my American Institutions requirement. For this course I am posting two assignments: a short quantitative literacy worksheet and reflection, as well as a persuasive essay and course reflection.



Public domain image of the Supreme Court justices by Steve Petteway.

### Quantitative Literacy Worksheet



HypotheticalAssignmentFile.pdf  
Size : 15.458 Kb  
Type : pdf

#### Quantitative Literacy Reflection

*Here is my reflection. Here is my reflection.*

### Persuasive Essay on the Supreme Court



HypotheticalAssignmentFile.pdf  
Size : 15.458 Kb  
Type : pdf

#### Course Reflection

*Here is my reflection. Here is my reflection.*

**The image above is a good example of a course page in an ePortfolio. Notice the following elements:**

- The page header clearly indicates that it contains material that satisfies the American Institutions General Education requirement.
- The page lists the course you took to satisfy this particular General Education requirement.
- A brief introductory paragraph indicating what assignments you are putting into the ePortfolio.
- An image or graphic (a photo of the Supreme Court justices) that pertains to the course or to one of the assignments. Web sites look better if they contain graphics in addition to text. Try to find public domain images to include in your site. Credit the creator of the image. If you cannot find a public domain image, you can still use a graphic if you cite its source and claim fair educational use.
- Uploaded student work. In this case, you have uploaded two separate assignments, and clearly labeled them. Many faculty prefer pdf files, but you can use just about any file type except for docx files in Yola.
- Reflective writing. You can see that the instructor is asking for two separate reflections--one for the quantitative literacy worksheet and one for the end of the course. Each reflection should be 3-4 paragraphs long.

# Frequently Asked Questions

## Q: What kinds of things can I put in my ePortfolio?

**A:** We use the term “artifact” for the assignments you put in your ePortfolio. Your instructors in General Education courses will tell you which signature assignments will result in artifacts that you can put in your ePortfolio. You can put many different kinds of digital artifacts in your ePortfolio, including text files, images, audio, video, and links to webpages. Two things to remember: (1) Do not put .docx files in Yola; save them as .doc files. (2) Better yet, convert as many of your files to pdf as you can, because they end up being smaller files and they open quickly.

## Q: What the heck is reflection?

**A:** Reflection is very important to your learning, for it allows you to place the assignment in an academic or personal context. For each artifact you put in your ePortfolio, your instructor may ask you to respond to questions like these:

- How does your performance on this assignment demonstrate achievement of--or progress toward--SLCC’s college-wide learning outcomes?
- How does this assignment (or the whole course) connect with what you learned in another course?
- What impact did the assignment have on you or your understanding of the world? Did it challenge any of your assumptions?
- How does this assignment connect with the real world?
- What challenges did you face in completing the assignment? How did you address them?
- Why did you pick this assignment to put in your ePortfolio? What does it demonstrate about your learning? [Assumes that instructor has given students a choice of assignments to include in the ePortfolio]
- How did participation in this service-learning partnership (internship, group project, etc.) help you better understand how the main concepts in this course apply to your life or community?
- How do(es) the assignment(s) illustrate the growth/change/progression you have had in this class?

Reflection is a way for you to think about your thinking--the fancy word for that is *metacognition*--and think about your learning process. **Reflection helps you “own” your learning, so take this part of the ePortfolio process seriously.** You can expect each instructor to assign three to four paragraphs of reflective writing to accompany the artifact(s) you put into your ePortfolio.

Please keep in mind that reflection in your ePortfolio is not a place to evaluate your courses or your instructors. The College conducts regular student evaluations of all instructors and courses, and those surveys are a much better venue to express your positive or negative impressions of your teachers and courses. Reflection is a place for you to critically think about your learning and focus on self-investigation.

## Q: Do I have to use a specific kind of computer? What if I don’t have one?

**A:** No. You can use a Windows or Mac computer. No special software is required, but you should use the latest versions of browsers such as Internet Explorer, Safari, Chrome and Firefox. You can use any lab computer on campus to create and upload your artifacts, assuming you have them on a jump drive. You can also use a friend’s computer.

## Q: Should I save a digital copy of what I turn in to my instructors?

**A:** Yes! And if it’s a physical thing like a sculpture or a poster presentation, take photos! Invest in a jump drive so you can store backup copies of your work.

# Frequently Asked Questions

## **Q: Who owns the ePortfolio when I'm finished at SLCC?**

**A:** Each student owns his or her ePortfolio and can continue to use it after leaving SLCC. If you transfer to a four-year college or university, our advice to you is to keep using it to document your learning--regardless of whether your new professors know anything about it. When you get into your major at the four-year college or university, use that section of the Coursework page to document your learning. That way, you'll be able to chart your progress through from SLCC all the way to achieving your Bachelor's degree.

## **Q: What if one of these sites loses my data?**

**A:** SLCC cannot be responsible for the performance of these third-party sites. The situation is analogous to your instructor requiring you to create a spreadsheet on your computer. If your spreadsheet program eats your data, the manufacturer of the software is responsible rather than the College. For this reason *we highly recommend that you keep a digital copy of the work you put in your ePortfolio as well as a copy of other work you do at SLCC.* Invest in a thumb or jump drive to store your coursework.

## **Q: What if I'm concerned about my privacy?**

**A:** There is little to worry about here, because you can either hide your ePortfolio from search engines or password protect pages within it. You own your ePortfolio, so you determine the visibility of your ePortfolio. Some tips:

- Share your ePortfolio's URL only with SLCC faculty and staff via MyPage, as well as family, trusted friends, and scholarship committees. Otherwise, keep the address to yourself.
- When you sign up for your ePortfolio, don't use your name in the domain name, so an address like [www.kb345.weebly.com](http://www.kb345.weebly.com) is far better than [www.katyburklic.weebly.com](http://www.katyburklic.weebly.com).
- Similarly, don't title the ePortfolio heading with "Katy Burklic's SLCC ePortfolio," as that will make it easier to find on a web search.
- In Weebly and Wordpress, you can use the site settings to make your ePortfolio invisible to search engines.
- Use only your first name throughout the portfolio--on assignments, on the Welcome page, and on your resume.
- Don't put pictures of yourself in the portfolio.
- Finally, Yola and the pro version of Weebly allow you to password protect the whole ePortfolio or pages within it. If you choose to password protect a page within your ePortfolio, we suggest you do it **after** the instructor has checked your ePortfolio, otherwise you'll have to share that password with each individual instructor.

## **Q: May I be excused from the ePortfolio requirement?**

**A:** No. However, if you have severe concerns about the ePortfolio, you can petition [david.hubert@slcc.edu](mailto:david.hubert@slcc.edu) for a waiver that will allow you to make an offline ePortfolio that follows the outline on page 4 of this handbook. If you are granted a waiver, you will be given instructions on several possible ways to make an offline ePortfolio. You must present your offline electronic portfolio to any instructors who ask for it.

## **Q: What is the grade-weight of the ePortfolio requirement in each General Education course?**

**A:** Each instructor determines how much the ePortfolio assignment and reflection counts toward your total grade in a given course. It may be as low as 1% of your grade up to 10% or even more.

# Choosing Your ePortfolio Platform

**Q: Which platforms does SLCC support?**

**A:** SLCC does not endorse particular ePortfolio platforms. However, if you choose to create your ePortfolio using one of the three following platforms, SLCC can provide support in the locations noted on the next page.

Platform	Considerations
<p><b>Weebly</b>  <a href="http://www.weebly.com">www.weebly.com</a></p>	<ul style="list-style-type: none"> <li>• Easy to use.</li> <li>• Unlimited storage for two free sites.</li> <li>• File upload limit of 5 MB*</li> <li>• Many templates to choose from.</li> <li>• No ads on your site.</li> <li>• Free version does <b>not</b> allow you to password protect site. The inexpensive Pro version adds passwords and other features.</li> <li>• Widgets for Flickr, Youtube, others.</li> <li>• Hide your site from search engines.</li> </ul>
<p><b>Wordpress</b>  <a href="http://www.wordpress.com">www.wordpress.com</a></p>	<ul style="list-style-type: none"> <li>• Fairly easy to use.</li> <li>• Very generous 3 GB of total storage.</li> <li>• Many templates, but you have a little less control over page layout compared to Weebly or Yola.</li> <li>• Widgets for Flickr, Youtube, others.</li> <li>• Integrated blog</li> <li>• Hide your site from search engines.</li> </ul>
<p><b>Yola</b>  <a href="http://www.yola.com">www.yola.com</a></p>	<ul style="list-style-type: none"> <li>• Easy to use, and has password protection in free version.</li> <li>• Generous 1GB of total storage per site, and you get five free sites.</li> <li>• File upload limit of 15 MB*</li> <li>• <b>Do not put .docx files in Yola;</b> save them as .doc files before uploading</li> <li>• Many templates to choose from.</li> <li>• Widgets for Flickr, Youtube, others.</li> <li>• No ads on your site.</li> <li>• Add a blog page.</li> </ul>

\* To put this in perspective, a 160-page Microsoft Word document is about 1 MB, so you'll have no problem uploading any paper you write. This manual in its original application (Apple's Pages) is a whopping 18.5 MB, but is only 3.2 MB when saved as a pdf. For all of these platforms, really large projects like videos and photo galleries are best housed at other locations like Flickr and Youtube, and then linked from the ePortfolio. That way, you won't be using up storage space on the ePortfolio and won't have to worry about file upload limits. Check the specific platform for details about this.

**Q: Can I create my ePortfolio using another platform?**

**A:** Yes. One possibility is to build your ePortfolio using Google Sites. Another is to use Jimdo.com. **Do not use Myspace, Facebook, Blogger,** or similar social networking sites to create your ePortfolio.

# Getting Help with Your ePortfolio

## Overview of the Gen Ed ePortfolio

See the website at [www.slcc.edu/gened/eportfolio](http://www.slcc.edu/gened/eportfolio)

## Free Workshops

SLCC's Libraries offer free, one-hour workshops in which you'll start your ePortfolio in a computer lab with an instructor. For a schedule and more information, go to <http://libweb.slcc.edu/index/eportfolio-form>

## Online Help Sites

SLCC has a help site for each ePortfolio platform the College supports. Each help site has step-by-step video tutorials to get you started, plus other advice and tips.

- [www.slcceportfolio.weebly.com](http://www.slcceportfolio.weebly.com)
- [www.slcceportfolio.wordpress.com](http://www.slcceportfolio.wordpress.com)
- [www.slcceportfolio.yola.com](http://www.slcceportfolio.yola.com)

## Email Your Questions

If you have any questions, email [eportfolio@slcc.edu](mailto:eportfolio@slcc.edu). A knowledgeable staff person will either reply with an answer to your question, or will arrange to meet with you to solve your issue.

## Help with Reflective Writing

You should visit the tutors at the Writing Centers, located on the Taylorsville Redwood Campus (AD 218), the South City Campus (N308), and Jordan HTC (B105).

## For-Credit Courses

By taking any of the following courses, which are optional, you will automatically get started on your ePortfolio:

- LE 1020 Essentials of College Study (3 credits)
- CIS 1020 Computer Essentials (3 credits)

# Salt Lake Community College's Learning Outcomes

College-wide Learning Outcomes	General Education Learning Outcomes
<p><b>Students acquire substantive knowledge in the field of their choice.</b></p>	<p><b>Students acquire substantive knowledge throughout the General Education requirements.</b></p>
<p><b>Students communicate effectively.</b> This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; Organizing and presenting ideas and information visually, orally, and in writing according to standard usage; Understanding and using the elements of effective communication in interpersonal, small group, and mass settings.</p>	
<p><b>Students develop quantitative literacies necessary for their chosen field of study.</b> This includes approaching practical problems by choosing and applying appropriate mathematical techniques; Using information represented as data, graphs, tables, and schematics in a variety of disciplines; Applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.</p>	
<p><b>Students think critically and creatively.</b> This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in creative thinking, expression, and application; Engaging in reflective thinking and expression; Demonstrating higher-order skills such as analysis, synthesis, and evaluation; Making connections across disciplines; Applying scientific methods to the inquiry process.</p>	
<p><b>Students develop the knowledge and skills to be civically engaged.</b> This includes understanding the natural, political, historical, social, and economic underpinnings of the local, national, and global communities to which they belong; Developing the awareness of both civil rights and civil responsibilities for individual and collective action in a democracy; Engaging in service-learning for community building and an enhanced academic experience; Develop the knowledge and skills to take leadership roles.</p>	
<p><b>Students develop the knowledge and skills to work with others in a professional and constructive manner.</b> This includes engaging with a diverse set of others to produce professional work; Interacting competently across cultures; understanding and appreciating human differences; Understanding and acting on standards of professionalism and civility, including the SLCC Student Code of Conduct.</p>	
<p><b>Students develop computer and information literacy.</b> This includes using contemporary computer hardware and software to effectively complete college-level assignments; Gathering and analyzing information using technology, library resources, and other modalities; Understanding and acting upon ethical and security principles with respect to computer technology and to information acquisition and distribution; distinguishing between credible and non-credible sources of information, and using the former in their work in an appropriately documented fashion.</p>	
<p>Lifelong Wellness is not a college-wide learning outcome, but is a General Education outcome for AA and AS students.</p>	<p><b>Students develop the attitudes and skills for lifelong wellness.</b> This includes understanding the importance of physical activity and its connection to lifelong wellness; learning how participation in a fitness, sport or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.</p>