

SUNY Oswego
Graduation Outcomes Proposal
May 1, 2007

During the Spring semester 2007 over 140 faculty, professional staff and administrators met to discuss the outcomes that we would aspire to for our bachelors degree graduates. The discussion began at a Chairs' retreat in January. A small group came together following that retreat to plan an approach for widespread faculty and professional staff input. Prior to spring break 15 college wide focus sessions were convened. An eight-page list of suggested outcomes was the result of those discussions (this list is posted on the Faculty Assembly and Provost's web site).

A small group (Tracy Lewis, Sue Weber, Rameen Mohammadi, Jim Nichols, Richard Skolnik, David Bozak, Susan Camp and Susan Coultrap-McQuin) then worked to distill the eight pages into eight (8) proposed graduation outcomes.

Ultimately we want to develop statements that specify the level of competence of the most important learning outcomes we expect of every Oswego graduate. These outcomes would be achieved at a level of competence only possible by the time students have completed general education, their majors, minors, and electives. In other words, these are outcomes that we expect at a level of competence through and beyond general education outcomes. We will be able to use statements of graduation outcomes to explain to potential students, parents, and the public at large what an education at SUNY Oswego means to our students. We will be able to use such statements to describe the distinctive characteristics and strengths of SUNY Oswego.

Proposed Outcomes for your consideration

SUNY Oswego graduates will:

- Exhibit mastery of knowledge, skills, and application related to their primary area of academic interest
- Communicate effectively through speech, writing, or technology within their field and to general audiences
- Apply critical, creative and analytical thought processes in response to opportunities and in confronting contemporary challenges
- Exhibit a breadth of understanding of many fields, history and aesthetic expression that are the signs of an educated person
 - Exhibit global and multicultural understanding and skills to live and work here and abroad
 - Recognize, value and uphold high personal and professional ethical standards
 - Actively work to meet needs and solve problems in communities, from local to global
 - Demonstrate effective leadership and team skills.

Please discuss these with your colleagues over the next several months and be prepared to send recommendations to Faculty Assembly via your representatives when the matter is considered for more formal action during Fall 2007.

Susan Camp, Chair Faculty Assembly
X2481