



11-27-2019

December 5, 2019: Agenda

University of North Dakota

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TO: Members of the Senate
FROM: Scott Correll, Secretary of the Senate
SUBJECT: Senate Meeting on December 5, 2019
DATE: November 27, 2019

The November meeting of the University Senate will be held on Thursday, December 5, 2019 at 3:30 p.m. in Room 113, Education.

CALL TO ORDER (Chair VanLooy)

AGENDA

SENATE CALENDAR:

- 1) Chair Opening Remarks:
 - a. Senate Chairs Announcements
 - b. Council of College Faculties Update
 - c. Staff Senate Update
 - d. Student Government Update
 - e. Provost DiLorenzo
- 2) Establish Quorum (Secretary Correll)
- 3) Review and approval of November 7, 2019 USenate minutes (attachment)
- 4) Senate Executive Committee Report (Chair VanLooy)
 - a. Thanksgiving break concerns
 - b. New transcript ordering
- 5) Question period

CONSENT CALENDAR:

- 6) University Senate Library Committee Annual Report (attachment)

BUSINESS CALENDAR:

- 7) Degree Candidates for Fall 2019 Graduation (attachment)
- 8) Essential Studies Waiver for College of Engineering and Mines (attachment)
- 9) University Assessment Plan changes (attachment)
- 10) Curriculum Committee, Request for Approval (attachment; provided at later date)

Minutes of the University Senate Meeting
November 7, 2019

1.

The November meeting of the University Senate was held at 3:30 p.m. on Thursday, November 7, 2019 in Room 113, Education. Chair Jeffrey VanLooy presided.

2.

The following members of the Senate were present:

Alberts, Crystal	Iseminger, Colt	Oltz, Tammy
Bailey, Tamba-Kuui	Jendrysik, Mark	Orvedal, Casey
Bateman, Connie	Juntunen, Cindy	Petros, Tom
Carlson, Craig	Kassow, Benjamin	Pierce, David
Delhommelle, Jerome	Kaste, Grant	Robinson, Julie
DiLorenzo, Thomas	Keengwe, Jared	Shivers, Jed
Dodge, Michael	Khavanin, Mohammad	Shogren, Maridee
Du, Guodong	Kolodka, Edward	Sum, Paul
Eilts, Caleb	Legerski, Elizabeth	Ternus, Matthew
Gable, Christopher	Lian, Gracie	Thorson, Erika
Gilbertson, Ryan	Linder, Meloney	VanLooy, Jeff
Gjellstad, Melissa	Lindseth, Paul	Walker, Stephanie
Gosnold, William	Liu, Jun	Wasylow, Megan
Halcrow, Steven	Meek, Steve	Wild, Brandon
Halgren, Cara	Mochoruk, James	Wolfgram, Meaghan
Henley, Amy	Munski, Doug	Yang, Cai Xia
Hume, Wendelin	Nonte, Stephen	
Iiams, Michele	Olson, Devon	

3.

The following members of the Senate were absent:

Bjerke, Elizabeth	Maine, Whitney	Rundquist, Bradley
Blackburn, Royce	Matz, Adam	Sauer, Michelle
Clauson, Tyler	McGinniss, Mike	Self, Noah
Correll, Scott	McLean, Riley	Sens, Donald
Dusenbury, Mark	Mihelich, John	Sens, Mary Ann
Ernst, Julia	Millspaugh, Richard	Tande, Brian
Gjerde, Quinten	Murphy, Eric	Tavakolian, Kouhyar
Heitkamp, Thomasine	Mussehl, Anthony	Wilson, Nick
Hoffmann, Mark	Neubert, Jeremiah	Wynne, Joshua
Jeno, Susan	Oancea, Cristina	Zhao, Julia
Kostrzewski, Diana	Pedersen, Daphne	

4.

Mr. VanLooy called attention to the Presidential candidate visits. Each candidate will have a forums and he encouraged attendance. He also encouraged those attending to have questions prepared. Mr. VanLooy reported on the forum locations and explained that they were set up to encourage as much exposure to candidates as possible. He emphasized the importance of these forums.

Ms. Legerski gave an update on behalf of the Council of College Faculties. She reported that CCF is working on the 401.2 policy on political activity and are hoping to implement the updated policy in time for the next political cycle.

Ms. Legerski also reported on a letter of support being drafted to the State Board of Higher Education regarding pay levels at several institutions that aren't at market level.

Ms. Wasylow, Staff Senate Vice President, gave an update on the 31 Days of Glory tickets.

Ms. Lian, Student Government President, announced the student forums for the presidential candidates. She reported that the Memorial Union architects are close to finalizing concepts. A permanent internship position with the city of GF is available. Ms. Lian also reported that the Student Senate passed a resolution to support endorsement of the Land Acknowledgement Statement support.

As a follow-up to the last Senate meeting, the Provost reported that the trademark and the Dakota Legacy Line were reviewed with general counsel. He stated that we don't want to lose ownership of the Sioux logo. Vice President Linder and Athletic Director Chavez are working on the issue and more will be presented to the Senate after the first of the year.

5.

Quorum was established.

6.

Without objection, the minutes from the October 3, 2019 University Senate meeting were approved.

7.

Ms. Halgren introduced the Land Acknowledgement Statement, stating that it was on the business calendar for the Senate's endorsement.

8.

Mr. VanLooy brought attention to the need for questions for the presidential candidates. Fred Wittmann requested that the Senate put some questions together from faculty. Mr. VanLooy reported that approximately 35 questions were submitted. The Senate Executive Committee chose four questions to be asked of each candidate.

9.

The question period opened at 4:00 p.m.

Mr. Petros asked if parking enforcement could be suspended around Gorecki for the presidential forums to encourage attendance. Mr. Shivers will follow-up.

It was asked if the presidential candidates will receive the questions ahead of time. Mr. VanLooy replied that it has not been decided yet.

Mr. Lindseth suggested RAIN and other Native American programs be included in Question 3 for the presidential candidates. Mr. VanLooy replied that they would take that under consideration.

Mr. Wild asked if other colleges should be included in the question regarding tenure and not just A&S.

Ms. Alberts asked Stacey Borboa-Peterson to address the Land Acknowledgement Statement. Ms. Borboa-Peterson gave a brief presentation on the process for drafting the statement and explained that it involves the Lands that UND resides on. She explained that time spent with tribal communities and working

with campus indigenous students, staff and faculty and those involved with those programs helped to shape the statement. It will be read at the beginning of ceremonies and events at UND. Ms. Borboa-Peterson stated that the final decision will be made by the President.

Ms. Henley requested that Question 2 be reworded to include all colleges. Mr VanLooy will update.

Mr. Wild asked about the F&A rates going to 41% for research. Mr. Shivers stated that should not affect the ability to give grants. UND's rate is actually low. He stated that the goal is to actually raise rate as it generates higher operating funds for the university. Ms. Alberts felt it would impact A&S and its ability to be competitive with grants. She also felt it would impact budget negotiations, i.e., the ability to pay graduate students, etc.

Ms. Alberts stated that she has heard rumors that summer orientation is either going away or moving entirely online. The Provost requested someone from Student Academic Success attend the next meeting to provide information.

The question period ended at 4:19 p.m.

10.

The Senate Honors Committee and the Senate University Assessment Committee annual reports were accepted and filed.

11.

Mr. VanLooy called attention to the Essential Studies Policy Manual; without objection, the report was accepted and filed.

12.

Mr. VanLooy called attention to the proposed changes to the Essential Studies Policy Manual. A motion was made by Mr. Jendrysik to accept, Mr. Munski seconded, and the motion carried.

13.

Mr. VanLooy called attention to the proposed University Assessment Committee rules changes. A motion was made by Mr. Mochoruk to accept, a second was made by Mr. Munski, and the motion carried.

14.

Mr. VanLooy called attention to the endorsement of Land Acknowledgement Statement. A motion was made by Mr. Mochoruk to endorse the statement. A second was made by Ms. Alberts, and the motion carried.

15.

Mr. VanLooy called attention the University Curriculum Committee Report. Mr. Jendrysik made a motion to accept the report. Mr. Wild seconded and the motion carried.

16.

The meeting adjourned at 4:32 p.m.

Joan Enlow for Scott Correll, Secretary, University Senate

**University Senate Library Committee
Annual Report for 2018-19 Academic Year
Fall 2019**

Membership

Dawn Denny (Chair - Nursing), Cristina Oancea (Medicine), Tammy Oltz (Thormodsgard Law Library), Mark Jendrysik (Political Science), Forrest Ames (Mechanical Engineering), Mary Baker (English), Michael Dodge (Space Studies), Barbara Lewis (Music Education), Colt Iseminger (Aviation), Ashleah Wimberly (Graduate Student), Gracie Lian (Undergraduate Student)
Ex-Officio: Stephanie Walker (Dean of Libraries & Information Resources)

Committee Activities

- The committee elected Dawn Denny as Chair for 2018-19. This is her third and final year on the Committee.
- The committee met approximately monthly to discuss library issues, detailed below.
- **Open Access Statement of Support:** The USLC's *Open Access Statement of Support*, which formed part of last year's work and was approved by the USLC at its April 20, 2018 meeting, was brought forward in September 2018, approved by the University Senate Executive, then approved at the University Senate's October 5 meeting. It is available on the CFL website at <https://library.und.edu/research/scholarly-communication/oa-statement.php> .
- **Awards:** The USLC discussed the fact that UND Libraries and their staff won two more awards this year, following the previous year's win by Karlene Clark of UND Staff Supervisor of the Year and ND Staff Supervisor of the Year. This year, CFL won the 2018 *Most Innovative* award from the 12-state Mountain Plains Library Association for the incredibly successful OERs program. Dean Walker traveled to Wichita for the ceremony in late 2018. As well, Laurie McHenry of the Law Library won the 2018 ND Librarian of the Year award, from the ND Library Association.
- **Strategic Plan:** The final version of the CFL Strategic Plan, mentioned last year as being complete only in text form, was issued in a user-friendly, attractive form, thanks to work by Riley Hunter, CFL's marketing/design student. The USLC contributed greatly to the Plan. It's online at <https://library.und.edu/files/docs/cfl-strategic-plan2019.pdf>
- **LibGuide:** Dean Walker updated her LibGuide, titled *In the Library*, which contains background information useful to USLC members.
- **Research Data Management:** The USLC discussed Research Data Management services available via the Library, including a LibGuide developed by Zeineb Yousif (Digital Initiatives Librarian), assistance with metadata from Shelby Harken (Head of Technical Services) and Stephen Nonte (Cataloging & Metadata Librarian), consultation on Data Management Plan development from Dean Walker and Ms. Yousif, storage and preservation services online via the UND Scholarly Commons (<https://commons.und.edu>) or Globus (Ms. Yousif serves as backup), and secondary back-up services via data tapes and storage in fireproof, flood-proof archival

storage. The Atmospheric Sciences department at UND was the first unit to deposit data sets in the Commons.

- **New Library Services Platforms (LSP):** RFPs were issued by the ODIN office for new library services platforms (LSPs) – the complex, multi-module software that libraries run on, for almost everything they do, including cataloging, circulation, the public access catalog, acquisitions, and many other functions. For the first time, ODIN issued separate RFPs for academic libraries and for public & special libraries. This is a major change and will be enormously beneficial to all. Academic libraries have very different needs from public/school libraries, e.g. academic libraries don't need a children's interface. Ex Libris's ALMA was selected for academic libraries, and Polaris for public/special libraries. This is a major project and will consume several staff members' time for the next 18-24 months. Shelby Harken (Head of Technical Services) and Laurie McHenry (Law Library) both served on the Academic Libraries RFP Committee. Shelby largely wrote the RFP; this is her 4th system conversion. Shelby and Laurie are spearheading the implementation at UND, but many catalogers, reference librarians, and Access Services staff will be involved. Shelby is also providing extensive assistance across NDUS.
- **ODIN:** The ODIN bill continues to be substantially below past heights. In 2017, it was \$151,000; in 2018, after Dean Walker's and Dean Mocnik's (NDSU) threat to withdraw, it was reduced to \$91,000 in 2018, and \$97,000 in 2019. Also, the bill now tells us how the amount was calculated. Previously, it had just one line - the amount due - and no indication of how it was calculated.
- **Renovations:** Library renovations were a major discussion topic. Much advance work was done before renovations began in November 2018; they'll continue through May 2020. The CFL will not close at all during renovation, though certain areas may be closed to the public for some weeks as fire sprinklers, new ceilings, and new lighting are installed. Staff will move at various times into swing space as their office areas are renovated. CFL Staff insisted on hiring movers who are specialists in library moves for the collection moves; Dean Walker pointed out that they are expert at keeping things in call number order, and no one wants to shelf read the one million plus items in the physical collections if they are not kept carefully in order. Hallett Movers were selected. The Law Library used them and was pleased with their work. For furniture and equipment moves, Fettes was hired. Some collections were put into climate-controlled storage on campus in the Core Library at no charge, which saves the CFL tens of thousands of dollars in offsite storage costs. The stored collections are less-used collections such as government documents, microforms, bound periodicals, and some archival /near-rare items. If anyone needs items in these collections during construction, CFL Staff can get them via ILL or, in emergencies, from the Core Library. Compact shelving will be installed on the first floor in two areas; this will not be done until the end of 2019 or early 2020. Art works on display in CFL were moved to UND Art Collections by UND Curator Sarah Heitkamp; the CFL will be able to display works in nicer space once renovations are complete. Asbestos needs to be removed from many areas. The main University Ave entrance will be closed during renovations for some months, and will reopen in late 2019, at which point the rear (quad) entrance will close for renovations until May 2020. The entire library is getting its first-ever fire sprinkler

system, and as it is installed, workers will replace the old ceilings and lighting. University IT moved into the building in late June 2019. A joint Library/UIT Open House held in September 2019 was very successful: 91 people took full tours and 40-45 more visited some portion of the new space. The Writing Center will move into CFL in 2020, at the end of the 2019-20 academic year. In partnership with Aaron Bergstrom of the Office of Research & Economic Development, CFL is building a space (temporarily called a V-Lab), with facilities for data visualization, virtual & augmented reality, robotics, AI, and related work. It replaces the Digital New Media Lab in O'Kelly. The CFL is also creating a Knowledge Commons on the 2nd floor at the top of the stairs, consisting of multiple service desks, and staffed by people from the Library, the Writing Center, Tutoring, and at times, Career Services or other partners who wish to have a "perch" from which to offer services. The Library space will be staffed by the new Peer Research Consultants (PRCs), supervised by Karlene Clark, the newly qualified librarian who has long supervised students. PRCs will be upper level students intensively trained by librarians Karlene Clark, Kristen Borysewicz (Coordinator of Information Literacy), and Holly Gabriel (Business & Government Documents Librarian) to assist with basic reference questions. They will be trained to know when to refer complex questions to librarians. Research on PRC programs at UNLV and GVSU shows that students who are anxious about approaching a librarian for help are less so about going to one of their peers, at least initially. Also, the PRCs benefit from the training. A Coffee Shop will be built on the first floor as well; a Naming Contest for the Coffee Shop began after Homecoming and runs till November 7, with Beats headphones as the prize. The contest is only open to UND students. CFL Staff expect the Coffee Shop to open in February 2020. The space beside the Reading Room that used to house bound journals is being revamped to create study space, and the collections from that space will go into compact shelving. The CFL is also improving study space on the 3rd floor with a large open space and three group study rooms. Renovations are also improving the space for library instruction. The Reading Room will be upgraded with new carpet, paneling, furnishings, and upgraded power/data.

- **3D Scanner:** The Library used Myers Funds to buy a 3D scanner, and will scan several collections, such as the Margaret Cable pottery collection, Dr. Joseph Hartman's fossils collection, and Dr. Dexter Perkins's minerals collection. It is housed temporarily in a room by the Geology Library, managed by Daren Buri, the Geology Library Manager.
- **Book Drop:** The book drop in the CFL walls had to be closed, as it opens on a construction area and it is unsafe to ask staff to fetch books from there. An exterior book drop was purchased and installed across Centennial near the Law School.
- **R1 Support:** Dean Walker was asked to create a report on what it would take for UND libraries to support R1-level research. She presented the report to the University Senate Budget Committee. The report is online in Dean Walker's LibGuide, *In the Library*. As well, the Collection Development Committee, under Randy Pederson (Head of Collections), is spearheading an initiative to evaluate the collections and coverage. Each subject librarian will go discipline by discipline and look at the libraries of the top two programs for each discipline and see what they

subscribe to that the CFL does not. This has been completed for Psychology by Sara Kuhn, and for Accounting by Holly Gabriel.

- **CFL Website:** CFL's website is being tested for usability by the Web Services Librarian, Jessica Gilbert Redman, who completed a certificate in web usability and user experience design. This information will be used for website upgrades; they will work closely with the UND web team.
- **CFL Staff:** A search for a shared Development Director, for Student Affairs and CFL, was unsuccessful. A search for a new Education Librarian succeeded; Heather Rogers was appointed. Denyse Sturges (Science Librarian) and Joan Erickson (Senior Cataloger & Student Supervisor in Technical Services) took VSIP. The CFL hired Laura Egan to replace Denyse, and Danae Snavely (a copy cataloger) accepted Joan's role, but they have been unsuccessful in finding a replacement for Danae. After a market salary review, they raised the salary to \$30,000 from \$26,500; and hope that helps. Social Sciences & Scholarly Communications Librarian, Sara Kuhn, left in late August 2019 to begin a PhD in Clinical Psychology at UND. An initial search for a replacement was unsuccessful; edited the position description (PD) and are trying again. Dan Garner (Library Technology Support Specialist) accepted a promotion in UIT; CFL Staff updated the PD and will search for a replacement.
- **Open Educational Resources:** The CFL had no OERs funding in 2018-19, but promoted them with events and displays, as many faculty who previously converted their courses to use OERs continued using them. The CFL got \$15,000 in state funding for OERs in the 2019-20 year; Provost DiLorenzo contributed another \$58,000. They had a flood of applicants, and approved 23 applications covering 26 courses, from every College. CFL Staff held two 1-day workshops for grant recipients (August 24, September 4). They estimate total savings so far at \$8.4 million over four years, not counting savings from this year's courses, as they don't count savings until courses are taught. NDUS is planning a statewide OERs Symposium, as UND did in 2016; Dean Walker and Laura Egan, the new Science Librarian, are helping organize the conference. Also, the CFL hopes to hire an OERs Faculty Fellow; Dean Walker drafted a proposal which was accepted by the Provost.
- **Digital Badging:** CFL will participate in this, with badges for OERs and Information Literacy (IL). Kristen Borysewicz (Coordinator of IL) is leading the participation.
- **Furniture:** Student study spaces are being equipped with furniture from the Union. The CFL is using donor funds to buy new furniture for the Archives' public reading rooms.
- **SMHS Library:** SMHS Library lost four more staff: its Director, Kelly Thormodson, in March and Annie Nickum, Librarian for Nursing & Professional Disciplines, in September. This is on top of the loss of Dawn Hackman a few months earlier, though Dawn was replaced by Megan Denis in March. Also, the role of Assistant Director was never filled after Kelly became Director and Lila Pedersen (former Director) retired. Theresa Norton (who handled content licensing and acquisitions) and Mike Safratowich (website, cataloging, other behind the scenes work) took VSIP in June 2019. There are now just two SMHS librarians in Grand Forks – Devon Olson and Megan Denis. Devon has been there about two years. Erika Johnson, the Clinical Campus Librarian for Fargo, has taken on many duties, including content

licensing formerly done by Theresa. Ericka is also point person for converting SMHS to the new LSP, ALMA. Associate Dean of Medical Education Ken Ruit is providing leadership for the Library as they decide what to do. There have been some problems as there is now little institutional memory, and some procedures and agreements that had long been in place were never documented. CFL Staff and School of Med Staff have had several meetings to try to work out various agreements, such as issues related to ILL and payment for licenses for resources where the two have split the cost.

- **Budget – General:** CFL budget's and the challenge of ever-rising collection costs was a major discussion topic. Happily, the budget has stabilized and grown somewhat. The \$1 million of strategic investment from President Kennedy that was first allotted in 2016 to partly fill the gap between the budget and the cost of resources was made a permanent part of the base budget. It was dedicated toward partly filling an ongoing (growing) \$1.3 million annual "hole". CFL's budget had been frozen for a decade. This caused difficulty, as e-resource costs rise an average of 6-8% annually, according to the American Library Association's annual Periodicals Pricing Survey. Before Dean Walker's 2015 arrival, for years, some positions were unfilled, equipment funds were redirected to collections, resources were cancelled, book budgets were trimmed, and they relied on subsidies or payments for cost-sharing of resources with many other units and individuals. This is being addressed, year by year. The CFL is close to having the \$2 million in added base funds that a 2015 study by Odella Fuqua and Ryan Jockers found they needed to reach the 50th percentile of R2 libraries, though other libraries have also seen cost increases. The CFL is not close to competing with R1's yet, but they are working on it. Dean Walker updated her *Roadmap to a Sustainable Library Budget*. Since 2015, they have made some cuts and realized some savings: they ceased providing copiers to the public (scanners are free and popular, and if someone needs a copy, they make it at cost); they stopped participating in the LVIS ILL consortium (they were the sole research library and an overwhelming net lender, which increased postage costs, and took staff time); they dropped most annual equipment maintenance contracts (saving over \$28,000); they did not fill all positions and did some restructuring; and cancelled some resources. They had little left that could be cut without having a major impact on research. When they were asked to propose more cuts, the only ones left that would yield enough savings were Wiley or Elsevier's Science Direct. Wiley has 1400+ scholarly journals, largely in STEM and Social Sciences, and Science Direct has 3,000+ journals, also largely STEM and Social Sciences. Both cuts would be devastating. Fortunately, President Kennedy and Provost DiLorenzo agreed to keep them. The budget is slowly increasing, but remain challenged and frustrated by publishers' greed and price gouging – and those words are deliberately chosen. The profit margin of Alphabet, Google's parent company, is about 20%; Elsevier and Wiley are 36-40%. Publisher consolidations limit flexibility. The CFL collaborates with all possible consortia to get the best price. Costs are determined by FTEs. They also do not benefit from being in NDUS – the consortium is too small, and only two are research libraries that buy these products. The CFL participates in Minitex, which includes libraries across MN, ND, and SD, and Lyrisis, a large national consortium. All academic libraries are in the same boat nationwide.

This year, the University of California system ceased negotiations with Elsevier and no longer subscribes to their journals from 2019 on. The entire country of Germany is locked in a similarly fierce battle with Elsevier.

- **New Business Resources:** CFL entered into a new agreement with the College of Business & Public Administration. CoBPA had paid for Wharton Research Data Set (WRDS) for years, but it was only accessible to a few faculty who knew about it and had accounts. This is a costly data resource subscription, usually bought via libraries and made available to entire campuses. UND pays just under \$50,000/year for it. The School of Business and the CFL will split the cost and are making it available via CFL this year; they will see what usage they get. Also, Holly Gabriel and Dean Walker met with Prof. Jennifer Campbell and other Accounting faculty to discuss what resources they may need for graduate programs.

This summarizes USLC activities for the academic year 2018-19.

Respectfully submitted,

Colt Iseminger, Chair, University Senate Library Committee 2019-20
(also, Member, 2018-19 USLC)

SENATE LIBRARY COMMITTEE

Purpose: To provide guidance and oversight by serving in an advisory capacity to the Dean of Libraries and Information Resources regarding library policies and planning and to report to appropriate bodies on library matters.

Membership: Dean of Libraries or designee (one, non-voting, advisory)
Faculty (nine)
Professional librarian (one)
Students (two: one undergraduate, one graduate)

Terms: Dean of Libraries – concurrent with office
Faculty – three years
Professional librarian – three years
Students – one year

Selection: Dean of Libraries – ex-officio
Faculty – at least one member representing each college or school, approximately One-third elected by University Senate in April and assuming responsibilities May 1
Undergraduate student – elected by the Student Government in April and assuming Responsibilities May 1
Graduate student – appointed by the Dean of the School of Graduate Studies in consultation with the Graduate Studies Committee and the Graduate Student Association in April and assuming responsibilities May 1

Functions and

Responsibilities: Acting on its own volition, upon the request of the Senate and /or others, the Committee shall assume the following responsibilities:

1. Participate, through the Dean of Libraries and Information Resources or persons designated by the Dean, in the formulation of broad policies relative to collections and services as well as in long-range planning.
2. Advise the Dean in matters of administration and problem solving.
3. Represent concerns of the University community to the Dean
4. Report on library matters to the University Senate and other appropriate offices.

Report to Senate: Prepare an annual report which addresses each function and responsibility and submit it to the Senate secretary two weeks before the December Senate meeting.

Acad Prog	Acad Plan	NAME	Descr	Plan Type	Sub-Plan	Degree Plan	College
STUDENTS WITH *** BY THEIR NAME HAVE REQUESTED PRIVACY							
UGANT	BA-ANTH	Hawes, Courtney M	BA-Anthropology	MAJ		BA-ANTH	A&S
UGANT	ND-MJHON	Hawes, Courtney M	Honors Program	MAJ		BA-ANTH	A&S
UGCOM	BA-COMM	Alveshere, Trevor	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Baker, Jessica Rose	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Barnes, Reed Arthur	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	ND-MNPOLS	Barnes, Reed Arthur	Minor Political Science	MIN		BA-COMM	A&S
UGCOM	BA-COMM	Bennett-Kotz, Mason R	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Bigelow, Ryne Christopher	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Brohaugh, Kolton D	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	ND-MNGDT	Brohaugh, Kolton D	Minor Graphic Design Technolog	MIN		BA-COMM	A&S
UGCOM	ND-MNLEAD	Brohaugh, Kolton D	Minor Leadership	MIN		BA-COMM	A&S
UGCOM	BA-COMM	Conn, Brianna H	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Crouch, Bryce T	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Delage, Jennifer Marie	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	ND-MNANTH	Delage, Jennifer Marie	Minor Anthropology	MIN		BA-COMM	A&S
UGCOM	BA-COMM	Gallagher, Sarah Marie	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	ND-MJFREN	Gallagher, Sarah Marie	French	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Grauwels, Lauren Alicea	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Hatle, Jake N	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Knutson, Brittney Christine	BA-Communication	MAJ	SPEC-IICOM	BA-COMM	A&S
UGCOM	BA-COMM	Lake, Hailey L	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	ND-MNPSYC	Lake, Hailey L	Minor Psychology	MIN		BA-COMM	A&S
UGCOM	BA-COMM	Lee, Shannon Elizabeth	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	ND-MNNPL	Lee, Shannon Elizabeth	Minor Nonprofit Leadership	MIN		BA-COMM	A&S
UGCOM	BA-COMM	Maunu, Hailee R	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	ND-MNDANC	Maunu, Hailee R	Minor Dance	MIN		BA-COMM	A&S
UGCOM	BA-COMM	Patefield, Amelia M	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM	Robinson-Duff, Quinn P	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	ND-MNPFF	Robinson-Duff, Quinn P	Minor Professional Flight	MIN		BA-COMM	A&S
UGCOM	BA-COMM	Skager, Shae E	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	ND-MNNPL	Skager, Shae E	Minor Nonprofit Leadership	MIN		BA-COMM	A&S
UGCOM	ND-MNSPST	Skager, Shae E	Minor Space Studies	MIN		BA-COMM	A&S
UGCOM	BA-COMM	Two Crow, Madeleine Marie	BA-Communication	MAJ		BA-COMM	A&S
UGCOM	BA-COMM2	Anderson, Jaden Amiel	BA-Communication	MAJ		BA-COMM2	A&S
UGCOM	BA-COMM2	Bartelt, Kasey Lyn	BA-Communication	MAJ		BA-COMM2	A&S
UGCOM	BA-COMM2	Carlson, Hannah Mae	BA-Communication	MAJ		BA-COMM2	A&S

UGCOM	BA-COMM2	Chester, Alexis Elizabeth	BA-Communication	MAJ		BA-COMM2	A&S
UGCOM	BA-COMM2	Fiala, Jennifer	BA-Communication	MAJ		BA-COMM2	A&S
UGCOM	BA-COMM2	Galik, Lynn Marie	BA-Communication	MAJ		BA-COMM2	A&S
UGCOM	BA-COMM2	Glynn, Susan L	BA-Communication	MAJ		BA-COMM2	A&S
UGCOM	BA-COMM2	Kennedy, Elora Dawn	BA-Communication	MAJ		BA-COMM2	A&S
UGCOM	BA-COMM2	Segarra-Otero, Emmanuel	BA-Communication	MAJ		BA-COMM2	A&S
UGCOM	BA-COMM2	Stratton, Savanna Brooke	BA-Communication	MAJ		BA-COMM2	A&S
UGCOM	BA-COMM2	Wilt, Abigail Claire	BA-Communication	MAJ		BA-COMM2	A&S
UGCS	BA-CS	Burkman, Clara Ann	BA-Chinese Studies	MAJ		BA-CS	A&S
UGCPS	BA-CSCI	Dusek, Timothy R	BA-Computer Science-Arts & Sci	MAJ		BA-CSCI	A&S
UGENG	BA-ENGL	Guggisberg, Megan Catherine	BA-English	MAJ	OPT-TCERTE	BA-ENGL	A&S
UGENG	BA-ENGL	Halverson, Aaron Dawes	BA-English	MAJ	OPT-TCERT	BA-ENGL	A&S
UGENG	ND-MJHIST	Halverson, Aaron Dawes	History	MAJ		BA-ENGL	A&S
UGENG	BA-ENGL	Lofberg, Madelyn Ann	BA-English	MAJ		BA-ENGL	A&S
UGENG	BA-ENGL	Olson, Kennedy D	BA-English	MAJ	OPT-TCERTE	BA-ENGL	A&S
UGENG	ND-MNCOMM	Olson, Kennedy D	Minor Communication	MIN		BA-ENGL	A&S
UGENG	BA-ENGL	Tronnes, Lacey Leaudra	BA-English	MAJ		BA-ENGL	A&S
UGGER	BA-GERM	Abler, Devon Fiona	BA-German	MAJ		BA-GERM	A&S
UGGER	ND-MNPSYC	Abler, Devon Fiona	Minor Psychology	MIN		BA-GERM	A&S
UGHIS	BA-HIST	Bryson, Alexander Glenn	BA-History	MAJ		BA-HIST	A&S
UGHIS	ND-MNCJS	Bryson, Alexander Glenn	Minor Criminal Justice Studies	MIN		BA-HIST	A&S
UGHIS	BA-HIST	Rieder, Lucas David	BA-History	MAJ	OPT-B	BA-HIST	A&S
UGHIS	BA-HIST	Rieder, Lucas David	BA-History	MAJ	OPT-TCERTH	BA-HIST	A&S
UGHIS	ND-MNTHEA	Rieder, Lucas David	Minor Theatre Arts	MIN		BA-HIST	A&S
UGHIS	BA-HIST	Tangen, George C	BA-History	MAJ	OPT-TCERTH	BA-HIST	A&S
UGIDS	BA-IDS	Halvorson, Samuel Adam	BA-Interdisciplinary Studies	MAJ		BA-IDS	A&S
UGIDS	ND-MNPSYC	Halvorson, Samuel Adam	Minor Psychology	MIN		BA-IDS	A&S
UGIDS	BA-IDS	Irvine, Albert Gray	BA-Interdisciplinary Studies	MAJ		BA-IDS	A&S
UGITS	BA-ITS	Bucholz, Melissa Leigh	BA-International Studies	MAJ	OPT-1	BA-ITS	A&S
UGITS	ND-MNFREN	Bucholz, Melissa Leigh	Minor French	MIN		BA-ITS	A&S
UGITS	BA-ITS	Wallenhorst, Maria R	BA-International Studies	MAJ	OPT-1	BA-ITS	A&S
UGITS	ND-MJSPAN	Wallenhorst, Maria R	Spanish	MAJ		BA-ITS	A&S
UGMUS	BA-MUSC	Beaumont, Kassandra Kay	BA-Music	MAJ		BA-MUSC	A&S
UGMUS	ND-MNSBUS	Beaumont, Kassandra Kay	Minor Sport Business	MIN		BA-MUSC	A&S
UGMUS	BA-MUSC	Fehr, David Alan	BA-Music	MAJ		BA-MUSC	A&S
UGMUS	ND-MNMATH	Fehr, David Alan	Minor Mathematics	MIN		BA-MUSC	A&S
UGNRW	BA-NORW	Fernandes, Cara L	BA-Norwegian	MAJ		BA-NORW	A&S
UGPRP	BA-PRP	Ntembe, Daniel Ewambu	BA-Philosophy & Rel Stdi: Phil	MAJ		BA-PRP	A&S
UGPSY	BA-PSYC	Bakke, Kiersten	BA-Psychology	MAJ		BA-PSYC	A&S
UGPSY	ND-MNSOC	Bakke, Kiersten	Minor Sociology	MIN		BA-PSYC	A&S

UGPSY	BA-PSYC	Bryan, Lauren E	BA-Psychology	MAJ	BA-PSYC	A&S
UGPSY	ND-MNBIOL	Bryan, Lauren E	Minor Biology	MIN	BA-PSYC	A&S
UGPSY	ND-MNSPAN	Bryan, Lauren E	Minor Spanish	MIN	BA-PSYC	A&S
UGPSY	BA-PSYC	Holm, Jennavive Marie	BA-Psychology	MAJ	BA-PSYC	A&S
UGPSY	BA-PSYC	Kofa, Kofinda K	BA-Psychology	MAJ	BA-PSYC	A&S
UGPSY	BA-PSYC	Murray, Tannor	BA-Psychology	MAJ	BA-PSYC	A&S
UGPSY	BA-PSYC	Reese, Samantha Jean	BA-Psychology	MAJ	BA-PSYC	A&S
UGPSY	BA-PSYC	Rott, Muriel Ernestine	BA-Psychology	MAJ	BA-PSYC	A&S
UGPSY	ND-MNCSLC	Rott, Muriel Ernestine	Minor Chinese Std: Lang/Cultur	MIN	BA-PSYC	A&S
UGPSY	BA-PSYC	Schadler, Taya Amber Elise	BA-Psychology	MAJ	BA-PSYC	A&S
UGPSY	BA-PSYC	Storbeck, Cierra Dakota	BA-Psychology	MAJ	BA-PSYC	A&S
UGPSY	BA-PSYC2	Ladouceur, Sabrienna	BA-Psychology	MAJ	BA-PSYC2	A&S
UGPSY	ND-MNSPED	Ladouceur, Sabrienna	Minor Special Education	MIN	BA-PSYC2	A&S
UGPSY	BA-PSYC2	Robinson, Sydni E	BA-Psychology	MAJ	BA-PSYC2	A&S
UGPSY	BA-PSYC2	Stevenson, BreAnna M	BA-Psychology	MAJ	BA-PSYC2	A&S
UGPSY	BA-PSYC2	Voeltz, Lauren Ashley	BA-Psychology	MAJ	BA-PSYC2	A&S
UGPSY	BA-PSYC2	Wilks, Ashlyn M	BA-Psychology	MAJ	BA-PSYC2	A&S
UGSOC	BA-SOC	Butz, Chaznea Bay	BA-Sociology	MAJ	BA-SOC	A&S
UGSOC	ND-MNCJS	Butz, Chaznea Bay	Minor Criminal Justice Studies	MIN	BA-SOC	A&S
UGSOC	ND-MNPSYC	Butz, Chaznea Bay	Minor Psychology	MIN	BA-SOC	A&S
UGSOC	BA-SOC	Hanson, Logan L	BA-Sociology	MAJ	BA-SOC	A&S
UGSOC	BA-SOC	Johnson, Logan M	BA-Sociology	MAJ	BA-SOC	A&S
UGSOC	BA-SOC	Kuntz, Caitlin Elizabeth	BA-Sociology	MAJ	BA-SOC	A&S
UGSOC	ND-MNPSYC	Kuntz, Caitlin Elizabeth	Minor Psychology	MIN	BA-SOC	A&S
UGSOC	BA-SOC	Molter, Alison Mercedes	BA-Sociology	MAJ	BA-SOC	A&S
UGSOC	ND-MNCJS	Molter, Alison Mercedes	Minor Criminal Justice Studies	MIN	BA-SOC	A&S
UGSOC	ND-MNWS	Molter, Alison Mercedes	Minor Women & Gender Studies	MIN	BA-SOC	A&S
UGSOC	BA-SOC	Nelson, Leonard	BA-Sociology	MAJ	BA-SOC	A&S
UGSOC	BA-SOC	Plumley, Abigail L	BA-Sociology	MAJ	BA-SOC	A&S
UGSOC	ND-MNBIOL	Plumley, Abigail L	Minor Biology	MIN	BA-SOC	A&S
UGSOC	BA-SOC	Sherva, Teddy Cecil	BA-Sociology	MAJ	BA-SOC	A&S
UGSOC	ND-MNPOLS	Sherva, Teddy Cecil	Minor Political Science	MIN	BA-SOC	A&S
UGSOC	BA-SOC	Steinke, Rachael Mary Arlene	BA-Sociology	MAJ	BA-SOC	A&S
UGSOC	ND-MNRHS	Steinke, Rachael Mary Arlene	Minor Rehabilitation & Hum Srv	MIN	BA-SOC	A&S
UGSPN	BA-SPAN	Giesen, Desiree T	BA-Spanish	MAJ	BA-SPAN	A&S
UGSPN	BA-SPAN	Klocke, Samantha Rose	BA-Spanish	MAJ	BA-SPAN	A&S
UGSPN	ND-MJPRP	Klocke, Samantha Rose	P&R : Phil	MAJ	BA-SPAN	A&S
UGSPN	BA-SPAN	Kuisimi, Sarah A	BA-Spanish	MAJ	BA-SPAN	A&S
UGSPN	BA-SPAN	Rios Diaz, Alexandra	BA-Spanish	MAJ	BA-SPAN	A&S
UGSSC	BA-SSC	Johnke, Allison L	BA-Social Science	MAJ	BA-SSC	A&S

UGSSC	ND-MNSOC	Johnke, Allison L	Minor Sociology	MIN		BA-SSC	A&S
UGSSC	BA-SSC	Kraft, Kennedy Makenzie	BA-Social Science	MAJ		BA-SSC	A&S
UGSSC	ND-MNPSYC	Kraft, Kennedy Makenzie	Minor Psychology	MIN		BA-SSC	A&S
UGSSC	BA-SSC	Piehl, Holden Wayne	BA-Social Science	MAJ		BA-SSC	A&S
UGSSC	ND-MNPSYC	Piehl, Holden Wayne	Minor Psychology	MIN		BA-SSC	A&S
UGSSC	BA-SSC2	Lopez, Alexander Angel	BA-Social Science	MAJ		BA-SSC2	A&S
UGTHR	BA-THR	Christy, Elise	BA-Theatre Arts	MAJ	TRK-D/T	BA-THR	A&S
UGTHR	ND-MNANTH	Christy, Elise	Minor Anthropology	MIN		BA-THR	A&S
UGVSA	BA-VA	Barry, Kelley Richard	BA-Visual Arts	MAJ		BA-VA	A&S
UGVSA	BA-VA	Mechelke, Olivia K	BA-Visual Arts	MAJ	TRK-SA	BA-VA	A&S
UGVSA	BA-VA	Skersick, Katie Lynn	BA-Visual Arts	MAJ	TRK-SA	BA-VA	A&S
UGVSA	BA-VA	Skersick, Katie Lynn	BA-Visual Arts	MAJ	OPT-TCERVA	BA-VA	A&S
UGVSA	BA-VA	Wilcox, Anna Katherine Lydia	BA-Visual Arts	MAJ	TRK-GD	BA-VA	A&S
UGVSA	ND-MNCOMM	Wilcox, Anna Katherine Lydia	Minor Communication	MIN		BA-VA	A&S
UGVSA	BA-VA	Williams, Marie Louise	BA-Visual Arts	MAJ		BA-VA	A&S
						BFA-	
UGGDA	BFA-GDNAM	Marek, Kayla Marie	BFA-Graphic Design	MAJ		GDNAM	A&S
						BFA-	
UGGDA	BFA-GDNAM	Prekker, Paige Marie	BFA-Graphic Design	MAJ		GDNAM	A&S
						BFA-	
UGGDA	BFA-GDNAM	VanDrisse, Kelly A	BFA-Graphic Design	MAJ		GDNAM	A&S
UGVSA	BFA-VA	Alveshere, Trevor	BFA-Visual Arts	MAJ	EMP-PHOTO	BFA-VA	A&S
UGGEN	BGS-GS	Audesirk, Chase N	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	BGS-GS	Christiansen, Abigail	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	BGS-GS	Dachtler, Katherine So	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	ND-MNCOMM	Dachtler, Katherine So	Minor Communication	MIN		BGS-GS	A&S
UGGEN	ND-MNNPL	Dachtler, Katherine So	Minor Nonprofit Leadership	MIN		BGS-GS	A&S
UGGEN	BGS-GS	DeMarce Garner, Marie	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	ND-MNLEAD	DeMarce Garner, Marie	Minor Leadership	MIN		BGS-GS	A&S
UGGEN	ND-MNSPED	DeMarce Garner, Marie	Minor Special Education	MIN		BGS-GS	A&S
UGGEN	BGS-GS	Fitts, Alec J	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	BGS-GS	Hanson, Brent C	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	ND-MNPSYC	Hanson, Brent C	Minor Psychology	MIN		BGS-GS	A&S
UGGEN	BGS-GS	Jensen, Michael William	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	BGS-GS	Johannesson, James Keith	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	ND-MNCJS	Johannesson, James Keith	Minor Criminal Justice Studies	MIN		BGS-GS	A&S
UGGEN	BGS-GS	Larson, Cody J	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	BGS-GS	Thorson, Christian Lyman	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	BGS-GS	Trottier, Brenden R	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	ND-MNBIOL	Trottier, Brenden R	Minor Biology	MIN		BGS-GS	A&S

UGGEN	BGS-GS	Urlaub, Nicholas Camille	BGS-General Studies	MAJ		BGS-GS	A&S
UGGEN	ND-MNBIOL	Urlaub, Nicholas Camille	Minor Biology	MIN		BGS-GS	A&S
UGGEN	BGS-GS2	Droske, Alex James	BGS-General Studies	MAJ		BGS-GS2	A&S
UGGEN	ND-MNBIOL	Droske, Alex James	Minor Biology	MIN		BGS-GS2	A&S
UGGEN	BGS-GS2	Hilliard, Nathaniel R	BGS-General Studies	MAJ		BGS-GS2	A&S
UGGEN	BGS-GS2	Lindahl, Graham S	BGS-General Studies	MAJ		BGS-GS2	A&S
UGGEN	ND-MNAVM	Lindahl, Graham S	Minor Aviation Management	MIN		BGS-GS2	A&S
UGGEN	ND-MNPFF	Lindahl, Graham S	Minor Professional Flight	MIN		BGS-GS2	A&S
UGGEN	BGS-GS2	Lundin, Nicholas David	BGS-General Studies	MAJ		BGS-GS2	A&S
UGGEN	BGS-GS2	Molua, Irene Emenge	BGS-General Studies	MAJ		BGS-GS2	A&S
UGGEN	BGS-GS2	Muckenhirn, Zachary Edward	BGS-General Studies	MAJ		BGS-GS2	A&S
UGGEN	ND-MNCSCI	Muckenhirn, Zachary Edward	Minor Computer Science	MIN		BGS-GS2	A&S
UGGEN	ND-MNMATH	Muckenhirn, Zachary Edward	Minor Mathematics	MIN		BGS-GS2	A&S
UGGEN	BGS-GS2	Sylvester, Carol Ann	BGS-General Studies	MAJ		BGS-GS2	A&S
UGMUS	BM-MUSCED	Draper, Maria Grace	BM-Music Education	MAJ	EMP-MUSCEV	BM-MUSCED	A&S
UGMUS	BM-MUSCED	Wiens, Kelsie Lynn	BM-Music Education	MAJ	EMP-MUSCEI	BM-MUSCED	A&S
UGMUS	BM-MUSCPR	Su, Fangyuan	BM-Music Performance	MAJ	EMP-MUSCPI	BM-MUSCPR	A&S
UGMUS	BM-MUSCPR	Thompson, Michael B	BM-Music Performance	MAJ	EMP-MUSCPV	BM-MUSCPR	A&S
UGMUS	ND-MJMUSCE	Thompson, Michael B	Music Education	MAJ	EMP-MUSCVC	BM-MUSCPR	A&S
UGMUS	BM-MUSCTH	Abler, Devon Fiona	BM-Music Therapy	MAJ		BM-MUSCTH	A&S
UGMUS	BM-MUSCTH	Heavner, Tyler John	BM-Music Therapy	MAJ		BM-MUSCTH	A&S
UGMUS	ND-MNPSYC	Heavner, Tyler John	Minor Psychology	MIN		BM-MUSCTH	A&S
UGMUS	BM-MUSCTH	Robinson, Taylor Nicole	BM-Music Therapy	MAJ		BM-MUSCTH	A&S
UGMUS	BM-MUSCTH	Straus, Evlyne Sophia	BM-Music Therapy	MAJ		BM-MUSCTH	A&S
UGMUS	ND-MNPSYC	Straus, Evlyne Sophia	Minor Psychology	MIN		BM-MUSCTH	A&S
UGBIO	BS-BIOL	Meyer, Spencer P	BS-Biology	MAJ	OPT-TCERTB	BS-BIOL	A&S
UGBIO	ND-MNMLE	Meyer, Spencer P	Minor Middle Level Education	MIN		BS-BIOL	A&S
UGBIO	BS-BIOL	Miller, Soleille M	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
UGBIO	BS-BIOL	Said, Iman A	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S

UGBIO	BS-BIOL	Werner, Grace E	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
UGBIO	BS-BIOLPH	Burkman, Clara Ann	BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
UGBIO	BS-BIOLPH	Fossen, Mckenzie O	BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
UGBIO	ND-MNPSYC	Fossen, Mckenzie O	Minor Psychology	MIN		BS-BIOLPH	A&S
UGBIO	BS-BIOLPH	Johnson, Nathaniel Jon Anthony	BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
UGBIO	ND-MNCHEM	Johnson, Nathaniel Jon Anthony	Minor Chemistry	MIN		BS-BIOLPH	A&S
UGBIO	ND-MNPSYC	Johnson, Nathaniel Jon Anthony	Minor Psychology	MIN		BS-BIOLPH	A&S
UGBIO	BS-BIOLPH	Penic, Tristan	BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
UGBIO	BS-BIOLPH	Tibesar, Maria T	BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
UGBIO	BS-BIOLPH	Umthun, Josey M	BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
UGBIO	ND-MNPSYC	Umthun, Josey M	Minor Psychology	MIN		BS-BIOLPH	A&S
UGCHM	BS-CHEM	Griesgraber, Kristina M	BS-Chemistry	MAJ	EMP-BIOCHE	BS-CHEM	A&S
UGCHM	ND-MJHON	Griesgraber, Kristina M	Honors Program	MAJ		BS-CHEM	A&S
UGCHM	BS-CHEM	Rios Diaz, Alexandra	BS-Chemistry	MAJ	EMP-BIOCHE	BS-CHEM	A&S
UGCHM	BS-CHEM	Ross, Rachel Mary	BS-Chemistry	MAJ	EMP-PHSCI	BS-CHEM	A&S
UGCHM	BS-CHEM	Ryan, Ken Patrick	BS-Chemistry	MAJ	EMP-BIOCHE	BS-CHEM	A&S
UGFRS	BS-FRS	Akinpelu, Olivia Oluwaseun	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
UGFRS	BS-FRS	Catton, Kateleen L	BS-Forensic Science	MAJ	TRK-EVIDA	BS-FRS	A&S
UGFRS	BS-FRS	Horton, Alison Leann	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
UGFRS	BS-FRS	Johnson, Diah Mae	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
UGFRS	ND-MNCHEM	Johnson, Diah Mae	Minor Chemistry	MIN		BS-FRS	A&S
UGFRS	ND-MNCJS	Johnson, Diah Mae	Minor Criminal Justice Studies	MIN		BS-FRS	A&S
UGFRS	BS-FRS	Lynk, Alaina Marae	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
UGFRS	ND-MNCHEM	Lynk, Alaina Marae	Minor Chemistry	MIN		BS-FRS	A&S
UGFRS	ND-MNCJS	Lynk, Alaina Marae	Minor Criminal Justice Studies	MIN		BS-FRS	A&S
UGFRS	ND-MNSPAN	Lynk, Alaina Marae	Minor Spanish	MIN		BS-FRS	A&S
UGFRS	BS-FRS	Ogunjobi, Tolulope Elizabeth	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
UGFRS	ND-MNBIOL	Ogunjobi, Tolulope Elizabeth	Minor Biology	MIN		BS-FRS	A&S
UGFRS	BS-FRS	Schneider, Travis M	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
UGGEO	BS-GEOG	Hauch, Brady Higgins	BS-Geography	MAJ	EMP-GEOGCU	BS-GEOG	A&S
UGGEO	BS-GEOG	Seeger, Zachary Thomas	BS-Geography	MAJ	EMP-GEOGCU	BS-GEOG	A&S
UGGEO	ND-MNGETEC	Seeger, Zachary Thomas	Minor Geospatial Technologies	MIN		BS-GEOG	A&S
UGIDS	BS-IDS	Barstad, Kaylen Jo	BS-Interdscplnry Hlth Studies	MAJ		BS-IDS	A&S
UGIDS	ND-MNGERM	Barstad, Kaylen Jo	Minor German Studies	MIN		BS-IDS	A&S
UGIDS	ND-MNPSYC	Barstad, Kaylen Jo	Minor Psychology	MIN		BS-IDS	A&S
UGIDS	BS-IDS	Klingaman, Chloe LaNay	BS-Interdscplnry Hlth Studies	MAJ		BS-IDS	A&S
UGIDS	BS-IDS	Schirrick, Peter Logan	BS-Interdscplnry Hlth Studies	MAJ		BS-IDS	A&S
UGIDS	BS-IDS	Swanson, Abigail A	BS-Interdscplnry Hlth Studies	MAJ		BS-IDS	A&S
UGMTH	BS-MATH	Duea, Peter Christopher	BS-Mathematics	MAJ		BS-MATH	A&S
UGMTH	BS-MATH	Irvine, Albert Gray	BS-Mathematics	MAJ	OPT-TCERTM	BS-MATH	A&S

UGMTH	BS-MATH	Jantzen, Jacob Hunter	BS-Mathematics	MAJ		BS-MATH	A&S
UGMTH	ND-MNSTT	Jantzen, Jacob Hunter	Minor Statistics	MIN		BS-MATH	A&S
UGMTH	BS-MATH	Straka, Bradley	BS-Mathematics	MAJ		BS-MATH	A&S
UGPHY	BS-PHYS	Fehr, David Alan	BS-Physics	MAJ	TRK-PHYSNS	BS-PHYS	A&S
UGPSY	BS-PSYC	DeWitz, Kimberly Ann	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	BS-PSYC	Giesen, Desiree T	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	BS-PSYC	Kessler, Veronica Ruth	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	ND-MJBIOLP	Kessler, Veronica Ruth	Biol / Prof Hlth	MAJ		BS-PSYC	A&S
UGPSY	ND-MNCHEM	Kessler, Veronica Ruth	Minor Chemistry	MIN		BS-PSYC	A&S
UGPSY	ND-MNCJS	Kessler, Veronica Ruth	Minor Criminal Justice Studies	MIN		BS-PSYC	A&S
UGPSY	BS-PSYC	Kettleson, Olivia Maureen	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	ND-MNCJS	Kettleson, Olivia Maureen	Minor Criminal Justice Studies	MIN		BS-PSYC	A&S
UGPSY	BS-PSYC	Kramer, Sydney	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	ND-MNBIOL	Kramer, Sydney	Minor Biology	MIN		BS-PSYC	A&S
UGPSY	BS-PSYC	Liebelt, Courtney Geneva Ann	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	BS-PSYC	Metzger, Makenzie R	BS-Psychology	MAJ	EMP-CLSCI	BS-PSYC	A&S
UGPSY	ND-MNBIOL	Metzger, Makenzie R	Minor Biology	MIN		BS-PSYC	A&S
UGPSY	BS-PSYC	Smith, Kourtney L	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	ND-MNCJS	Smith, Kourtney L	Minor Criminal Justice Studies	MIN		BS-PSYC	A&S
UGPSY	BS-PSYC	Sonstegard, Hailey Alexis	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	BS-PSYC	Stenehjerm, Mandy Renee	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	BS-PSYC	Swanson, Heidi Carol	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	BS-PSYC	Thompson, Mckenzie K	BS-Psychology	MAJ		BS-PSYC	A&S
UGPSY	ND-MNCJS	Thompson, Mckenzie K	Minor Criminal Justice Studies	MIN		BS-PSYC	A&S
UGPSY	BS-PSYC2	DeBlasio, Mary Michelle	BS-Psychology	MAJ		BS-PSYC2	A&S
UGCJS	BSCJS-CJS	Aandal, Christian R	BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
UGCJS	ND-MNSOC	Aandal, Christian R	Minor Sociology	MIN		BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Aaron, Madison Rose	BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
UGCJS	ND-MNPSYC	Aaron, Madison Rose	Minor Psychology	MIN		BSCJS-CJS	A&S
UGCJS	ND-MNSOC	Aaron, Madison Rose	Minor Sociology	MIN		BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Axness, Kassidy Jeane	BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Bartholomew, Brody	BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
UGCJS	ND-MNBIOL	Bartholomew, Brody	Minor Biology	MIN		BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Bauer, Jensen M	BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
UGCJS	ND-MNSOC	Bauer, Jensen M	Minor Sociology	MIN		BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Buchmeier, Blake C	BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Bucholz, Melissa Leigh	BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Bushaw, Michael Peter	BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Camrud, Trigg L	BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
UGCJS	ND-MNPSYC	Camrud, Trigg L	Minor Psychology	MIN		BSCJS-CJS	A&S

UGCJS	BSCJS-CJS	Carlson, Kc Dane	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNPSYC	Carlson, Kc Dane	Minor Psychology	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Catton, Kateleen L	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNCHEM	Catton, Kateleen L	Minor Chemistry	MIN	BSCJS-CJS	A&S
UGCJS	ND-MNSOC	Catton, Kateleen L	Minor Sociology	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Coil, Jared A	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNMTS	Coil, Jared A	Minor Military Science	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Czerny, Dakota James	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNSOC	Czerny, Dakota James	Minor Sociology	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Hanson, Logan L	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Johnke, Allison L	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNPSYC	Johnke, Allison L	Minor Psychology	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Johns, Carter William	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Johnson, Logan M	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	LeVesseur, Noah Patrick	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Mahoney, Molly A	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Nelson, Leonard	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Rahlf, Brady Allen	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNSOC	Rahlf, Brady Allen	Minor Sociology	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Regis, Angelica Joson	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNPOLS	Regis, Angelica Joson	Minor Political Science	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Schroeder, Allison K	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNCUA	Schroeder, Allison K	Minor Chemical Dependency	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Sonstegard, Jordan L	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNPOLS	Sonstegard, Jordan L	Minor Political Science	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Storbeck, Cierra Dakota	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNSOC	Storbeck, Cierra Dakota	Minor Sociology	MIN	BSCJS-CJS	A&S
UGCJS	BSCJS-CJS	Winkels, Tyler Joseph	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
UGCJS	ND-MNPSYC	Winkels, Tyler Joseph	Minor Psychology	MIN	BSCJS-CJS	A&S
UGFWB	BSFWB-FWB	Beckert, Hunter A	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
UGFWB	ND-MNSUS	Beckert, Hunter A	Minor-Sustainability Studies	MIN	BSFWB-FWB	A&S
UGFWB	BSFWB-FWB	Kipp, Jacob William	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
UGFWB	BSFWB-FWB	Schnellbach, Sierra J	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
UGFWB	ND-MNSUS	Schnellbach, Sierra J	Minor-Sustainability Studies	MIN	BSFWB-FWB	A&S

UGFWB	BSFWB-FWB	Soderberg, Andrew Charles	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
UGFWB	BSFWB-FWB	Woods, Emmalee R	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
UGBHH	CERT-BHH	Baumler, Kacie G	CERT-Behavioral Health	MAJ	CERT-BHH	A&S
UGBHH	CERT-BHH	DeMarce Garner, Marie	CERT-Behavioral Health	MAJ	CERT-BHH	A&S
UGBHH	CERT-BHH	Holm, Jennavive Marie	CERT-Behavioral Health	MAJ	CERT-BHH	A&S
UGBHH	CERT-BHH	Ingram, Morgan Marie	CERT-Behavioral Health	MAJ	CERT-BHH	A&S
UGBHH	CERT-BHH	Metzger, Makenzie R	CERT-Behavioral Health	MAJ	CERT-BHH	A&S
UGBHH	CERT-BHH	Murray, Tannor	CERT-Behavioral Health	MAJ	CERT-BHH	A&S
UGBHH	CERT-BHH	Shafer, Maddisen S	CERT-Behavioral Health	MAJ	CERT-BHH	A&S
UGBHH	CERT-BHH	Smith, Kourtney L	CERT-Behavioral Health	MAJ	CERT-BHH	A&S
UGCHN	CERT-CHN	Rott, Muriel Ernestine	CERT-Chinese	MAJ	CERT-CHN	A&S
UGDIN	CERT-DIN	Dachtler, Katherine So	CERT-Diversity and Inclusion	MAJ	CERT-DIN	A&S
UGFRP	CERT-FRP	Carlson, Kc Dane	CERT-Forensic Psychology	MAJ	CERT-FRP	A&S
UGGRM	CERT-GRM	Abler, Devon Fiona	CERT-German	MAJ	CERT-GRM	A&S
UGGRM	CERT-GRM	DeMarce Garner, Marie	CERT-German	MAJ	CERT-GRM	A&S
UGSPS	CERT-SPS	Deckert, Darby Jay	CERT-Spanish	MAJ	CERT-SPS	A&S
UGSPS	CERT-SPS	Good, Frankie C	CERT-Spanish	MAJ	CERT-SPS	A&S
UGSPS	CERT-SPS	Hanson, Brent C	CERT-Spanish	MAJ	CERT-SPS	A&S
UGSPS	CERT-SPS	Ingram, Morgan Marie	CERT-Spanish	MAJ	CERT-SPS	A&S
UGSPS	CERT-SPS	Knutson, Brittney Christine	CERT-Spanish	MAJ	CERT-SPS	A&S
UGWRE	CERT-WRE	Olson, Kennedy D	CERT-Writing & Editing	MAJ	CERT-WRE	A&S
UGECON	BA-ECON	Fuchs, Mason James	BA-Economics	MAJ	BA-ECON	BPA
UGECON	BA-ECON	Jencks, Maxwell Powers	BA-Economics	MAJ	BA-ECON	BPA
UGECON	ND-MNMATH	Jencks, Maxwell Powers	Minor Mathematics	MIN	BA-ECON	BPA
UGECON	BA-ECON	Norton, Haley Rae	BA-Economics	MAJ	BA-ECON	BPA
UGECON	ND-MNMATH	Norton, Haley Rae	Minor Mathematics	MIN	BA-ECON	BPA
UGECON	BA-ECON	Taunton, Meghan Ashley	BA-Economics	MAJ	BA-ECON	BPA
UGPLS	BA-POLS	Baron, Sarah J	BAPS-Political Science	MAJ	BA-POLS	BPA
UGPLS	BA-POLS	Boucher, Luke Raymond	BAPS-Political Science	MAJ	BA-POLS	BPA
UGPLS	BA-POLS	Christianson, Marcus K	BAPS-Political Science	MAJ	BA-POLS	BPA
UGPLS	ND-MNHIST	Christianson, Marcus K	Minor History	MIN	BA-POLS	BPA
UGPLS	BA-POLS	Jencks, Maxwell Powers	BAPS-Political Science	MAJ	BA-POLS	BPA
UGPLS	BA-POLS	Nameniuk, Trevor John	BAPS-Political Science	MAJ	BA-POLS	BPA
UGPLS	BA-POLS	Patrinostro, Joseph Charles	BAPS-Political Science	MAJ	BA-POLS	BPA
UGPLS	BA-POLS	Richard, McKenzie George	BAPS-Political Science	MAJ	BA-POLS	BPA
UGPLS	BA-POLS	Rudolph, Brian Andrew	BAPS-Political Science	MAJ	BA-POLS	BPA
UGPLS	BA-POLS	Sand, Audrey Lynn	BAPS-Political Science	MAJ	BA-POLS	BPA
UGPLS	BA-POLS	Schadler, Taya Amber Elise	BAPS-Political Science	MAJ	BA-POLS	BPA

UGPLS	BA-POLS	Wallenhorst, Maria R	BAPS-Political Science	MAJ	BA-POLS BPA
UGACC	BACC-ACCT	Adhikari, Govinda	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Andresen, Hayley Maxine	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	ND-MNLEAD	Andresen, Hayley Maxine	Minor Leadership	MIN	BACC-ACCT BPA
UGACC	BACC-ACCT	Bettenga, Grace	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Broekemeier, Nicholai J	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Comeau, Madison Jane	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Friesz, Jeremy Peter	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Froseth, Brett E	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Hamilton, Megan O	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Hart, Matthew Richard	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Iverson, Daniel John	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	ND-MNLEAD	Iverson, Daniel John	Minor Leadership	MIN	BACC-ACCT BPA
UGACC	BACC-ACCT	Jean, Jean Daniel	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Jia, Jason	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Kohen, Joseph A	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	ND-MNSBUS	Kohen, Joseph A	Minor Sport Business	MIN	BACC-ACCT BPA
UGACC	BACC-ACCT	Korsmo, Nicole Mathea	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Kranz, Conrad P	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Limesand, Kady Marshall	BACC-Accountancy	MAJ	BACC-ACCT BPA

UGACC	BACC-ACCT	Lindberg, Andrew S	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Matson, Dakota Nicole	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	ND-MNISYS	Matson, Dakota Nicole	Minor Information Systems	MIN	BACC-ACCT BPA
UGACC	BACC-ACCT	McCowin, Karen Ann	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Mills, Matthew S	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Mitzel, Dalton S	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Montgomery, Logan T	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Mulroy, Allison Marie	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Palmborg, Tanner P	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Pastir, Joseph B	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Praska, Hunter J	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	ND-MNISYS	Praska, Hunter J	Minor Information Systems	MIN	BACC-ACCT BPA
UGACC	ND-MNLEAD	Praska, Hunter J	Minor Leadership	MIN	BACC-ACCT BPA
UGACC	BACC-ACCT	Repnow, Drew	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	ND-MNISYS	Repnow, Drew	Minor Information Systems	MIN	BACC-ACCT BPA
UGACC	BACC-ACCT	Sagehorn, Sydney	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Sears, Maria K	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Walski, Grant N	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGACC	BACC-ACCT	Weiler, Aaron Phillip	BACC-Accountancy	MAJ	BACC-ACCT BPA
UGAPM	BBA-APM	Aggarwal, Puneet	BBA-Airport Management	MAJ	BBA-APM BPA
UGAPM	BBA-APM	Benjamin, Brandon S	BBA-Airport Management	MAJ	BBA-APM BPA

UGAPM	BBA-APM	Bergquist, Brooklyn Ann	BBA-Airport Management	MAJ	BBA-APM	BPA
UGAPM	BBA-APM	Feltner, Richard Lee	BBA-Airport Management	MAJ	BBA-APM	BPA
UGAPM	BBA-APM	Hodgins, Alexander James	BBA-Airport Management	MAJ	BBA-APM	BPA
UGAVM	BBA-AVM	Gylling, Travis James	BBA-Aviation Management	MAJ	BBA-AVM	BPA
UGAVM	BBA-AVM	Kocon, Tyler R	BBA-Aviation Management	MAJ	BBA-AVM	BPA
UGAVM	BBA-AVM	Koenig, Philippe Andre	BBA-Aviation Management	MAJ	BBA-AVM	BPA
UGAVM	BBA-AVM	Peng, Morgan Tara-Yo	BBA-Aviation Management	MAJ	BBA-AVM	BPA
UGAVM	BBA-AVM	Schurtz, Lukas A	BBA-Aviation Management	MAJ	BBA-AVM	BPA
UGAVM	BBA-AVM	Thames, Jordan C	BBA-Aviation Management	MAJ	BBA-AVM	BPA
UGBFE	BBA-BFE	Brooke, Jacob	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	ND-MNECON	Brooke, Jacob	Minor Economics	MIN	BBA-BFE	BPA
UGBFE	BBA-BFE	Dufner, Matthew J	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	BBA-BFE	Green, Dakota William	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	BBA-BFE	Jackson, Jacob Alan	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	ND-MNLEAD	Jackson, Jacob Alan	Minor Leadership	MIN	BBA-BFE	BPA
UGBFE	BBA-BFE	Karsky, Gannon Dean	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	BBA-BFE	Leask, Bryan	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	BBA-BFE	Olson, Megan Noel	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	BBA-BFE	Preston, Jake Michael	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	BBA-BFE	Rhen, Nobel Roger	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	BBA-BFE	Rudolph, Brian Andrew	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBFE	ND-MNHIST	Rudolph, Brian Andrew	Minor History	MIN	BBA-BFE	BPA
UGBFE	BBA-BFE	Schloesser, Talon D	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
UGBSE	BBA-BSE	Bochenski, Brandon Louis	BBA-Business Economics	MAJ	BBA-BSE	BPA
UGBSE	BBA-BSE	Chen, Yidong	BBA-Business Economics	MAJ	BBA-BSE	BPA
UGBSE	BBA-BSE	Dohrmann, Meghan Ann	BBA-Business Economics	MAJ	BBA-BSE	BPA
UGBSE	BBA-BSE	Hauch, Brady Higgins	BBA-Business Economics	MAJ	BBA-BSE	BPA
UGBSE	BBA-BSE	Kranz, Conrad P	BBA-Business Economics	MAJ	BBA-BSE	BPA
UGBSE	ND-MJHON	Kranz, Conrad P	Honors Program	MAJ	BBA-BSE	BPA
UGBSE	BBA-BSE	Liu, Fengkai	BBA-Business Economics	MAJ	BBA-BSE	BPA
UGBSE	BBA-BSE	Neu, George J	BBA-Business Economics	MAJ	BBA-BSE	BPA
UGBSE	BBA-BSE	Womack, Rosser James	BBA-Business Economics	MAJ	BBA-BSE	BPA
UGENT	BBA-ENTR	Bergquist, Carl R	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
UGENT	BBA-ENTR	Shroyer, Austin Nicholas	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
UGENT	ND-MJBFEE	Shroyer, Austin Nicholas	Banking & Financial Econ	MAJ	BBA-ENTR	BPA
UGHRM	BBA-HRM	Christenson, Lauren E	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
UGHRM	BBA-HRM	Janckila, Lea	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
UGHRM	BBA-HRM	Korsmo, Nicole Mathea	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
UGHRM	BBA-HRM	Sarff, Rebecca Anne	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
UGHRM	ND-MNPSYC	Sarff, Rebecca Anne	Minor Psychology	MIN	BBA-HRM	BPA

UGINV	BBA-INVEST	Bloyd, Jonathan Peter James	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	BBA-INVEST	Coffey, Nickolas David	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	BBA-INVEST	Demuse, Charles E	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	BBA-INVEST	Henry, James Patrick	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	BBA-INVEST	Limesand, Kadyr Marshal	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	BBA-INVEST	Palmborg, Tanner P	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	BBA-INVEST	Pastir, Joseph B	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	BBA-INVEST	Pavek, Noah John	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	ND-MNECON	Pavek, Noah John	Minor Economics	MIN	BBA-INVEST	BPA
UGINV	BBA-INVEST	Sampson, Alexander James Douglas	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	BBA-INVEST	Suda, Jess Gerald	BBA Investments	MAJ	BBA-INVEST	BPA
UGINV	BBA-INVEST	Walski, Dylan J	BBA Investments	MAJ	BBA-INVEST	BPA
UGIFS	BBA-ISYS	Bowman, Nathan C	BBA-Information Systems	MAJ	BBA-ISYS	BPA
UGIFS	BBA-ISYS	Feathers, Brittany Marie	BBA-Information Systems	MAJ	BBA-ISYS	BPA
UGIFS	BBA-ISYS	Iverson, Lucas P	BBA-Information Systems	MAJ	BBA-ISYS	BPA
UGIFS	ND-MNCSCI	Iverson, Lucas P	Minor Computer Science	MIN	BBA-ISYS	BPA
UGIFS	BBA-ISYS	Kanter, Aaron N	BBA-Information Systems	MAJ	BBA-ISYS	BPA
UGIFS	ND-MNCSCI	Kanter, Aaron N	Minor Computer Science	MIN	BBA-ISYS	BPA
UGIFS	BBA-ISYS	Kronebusch, Seth Martin	BBA-Information Systems	MAJ	BBA-ISYS	BPA
UGIFS	BBA-ISYS	Lee, Miranda N	BBA-Information Systems	MAJ	BBA-ISYS	BPA
UGIFS	BBA-ISYS	Lindgard, Anders Axel	BBA-Information Systems	MAJ	BBA-ISYS	BPA
UGIFS	BBA-ISYS	Remde, Adam S	BBA-Information Systems	MAJ	BBA-ISYS	BPA
UGIFS	ND-MNCSCI	Remde, Adam S	Minor Computer Science	MIN	BBA-ISYS	BPA
UGIFS	BBA-ISYS	Sandoval, Stone V	BBA-Information Systems	MAJ	BBA-ISYS	BPA
UGFCA	BBA-MFCA	Bettenga, Grace	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
UGFCA	BBA-MFCA	Callegari, Davide	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
UGFCA	BBA-MFCA	Iverson, Ivar M	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
UGFCA	ND-MJINV	Iverson, Ivar M	Investments	MAJ	BBA-MFCA	BPA

UGFCA	BBA-MFCA	Nelson, David D	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
UGFCA	BBA-MFCA	Trost, Seth E	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
UGFCA	BBA-MFCA	Werner, Cara L	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
UGFCA	ND-MNSBUS	Werner, Cara L	Minor Sport Business	MIN	BBA-MFCA	BPA
UGMNG	BBA-MGMT	Acheampong, Dennis N	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Albrecht, Taylor Lynn	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	ND-MNITB	Albrecht, Taylor Lynn	Minor International Business	MIN	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Amundson, Alyssa Mae	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Anderson, Rylie Jo	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Cole, Peyton Josephine	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Edgar, Katherine Ann	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	ND-MNNPL	Edgar, Katherine Ann	Minor Nonprofit Leadership	MIN	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Elliott, John T	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	ND-MNSBUS	Elliott, John T	Minor Sport Business	MIN	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Erickson, Hannah R	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Froseth, Brett E	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Gardner, Rhett Gordon Allen	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	ND-MNSBUS	Gardner, Rhett Gordon Allen	Minor Sport Business	MIN	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Janu, Jenna N	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Lenertz, Megan Mary	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	ND-MNSBUS	Lenertz, Megan Mary	Minor Sport Business	MIN	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Morelli, Adam	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Nathe, Jack Patrick	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	ND-MNSBUS	Nathe, Jack Patrick	Minor Sport Business	MIN	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Rietveld, Keegan James	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	ND-MNSUS	Rietveld, Keegan James	Minor-Sustainability Studies	MIN	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Rohlf, Brody D	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Smith, Jordan Jeffrey	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	ND-MNLEAD	Smith, Jordan Jeffrey	Minor Leadership	MIN	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Stepien, Orjana Ewa	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Stevenson, Alexander R	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Walz, Noah Michael	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	ND-MNSBUS	Walz, Noah Michael	Minor Sport Business	MIN	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Wanzek, Noah W	BBA-Management	MAJ	BBA-MGMT	BPA
UGMNG	BBA-MGMT	Whalen, Abby L	BBA-Management	MAJ	BBA-MGMT	BPA
UGMRK	BBA-MRKT	Almendinger-Aspelund, Kailen Jo	BBA-Marketing	MAJ	BBA-MRKT	BPA
UGMRK	BBA-MRKT	Anderson, Hunter Casey	BBA-Marketing	MAJ	BBA-MRKT	BPA
UGMRK	BBA-MRKT	Arman, John C	BBA-Marketing	MAJ	BBA-MRKT	BPA
UGMRK	BBA-MRKT	Berg, Allison L	BBA-Marketing	MAJ	BBA-MRKT	BPA
UGMRK	ND-MNPSYC	Berg, Allison L	Minor Psychology	MIN	BBA-MRKT	BPA

UGMRK	BBA-MRKT	Breuer, Timothy John	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNSBUS	Breuer, Timothy John	Minor Sport Business	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Buckingham, John B	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Deckert, Darby Jay	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Eide, Jakob A	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Farris, Nicholas W	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MJMGMT	Farris, Nicholas W	Management	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Good, Frankie C	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNMUSC	Good, Frankie C	Minor Music	MIN	MINOR-A&S	BBA-MRKT	BPA
UGMRK	BBA-MRKT	Keator, Kennedy Lee	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Kenville, Katie Ann	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Lawler, Shane Michael	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Lind, Jessica Lauren	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Longhenry, Blake D	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNSBUS	Longhenry, Blake D	Minor Sport Business	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Malikowski, Mason M	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MJMGMT	Malikowski, Mason M	Management	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	McCollum, Emma K	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNCOMM	McCollum, Emma K	Minor Communication	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	McGrath, Joseph William	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNITB	McGrath, Joseph William	Minor International Business	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Meyer, Katie Marie	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNSBUS	Meyer, Katie Marie	Minor Sport Business	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Moser, Kristen Hailey	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNCOMM	Moser, Kristen Hailey	Minor Communication	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Priem, Sophia Rose	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNSPAN	Priem, Sophia Rose	Minor Spanish	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Sande, Tanner James	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Schuler, Cody	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNCOMM	Schuler, Cody	Minor Communication	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Schultz, Zachary David	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNSBUS	Schultz, Zachary David	Minor Sport Business	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Schwab, Makenzie J	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Snyder, Jacob D	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Svenson, James A	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Svensson, Erin A	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGMRK	ND-MNLEAD	Svensson, Erin A	Minor Leadership	MIN		BBA-MRKT	BPA
UGMRK	BBA-MRKT	Tapp, Henry J	BBA-Marketing	MAJ		BBA-MRKT	BPA
UGOSC	BBA-OSC	Gibson, Austin Lee	BBA-Operations & Supply Chain	MAJ		BBA-OSC	BPA
UGOSC	ND-MNSBUS	Gibson, Austin Lee	Minor Sport Business	MIN		BBA-OSC	BPA

UGOSC	ND-MNSPAN	Gibson, Austin Lee	Minor Spanish	MIN		BBA-OSC	BPA
UGOSC	BBA-OSC	Larson, Samuel S	BBA-Operations & Supply Chain	MAJ		BBA-OSC	BPA
UGOSC	BBA-OSC	Ramage, Aaron D	BBA-Operations & Supply Chain	MAJ		BBA-OSC	BPA
UGOSC	BBA-OSC	Richman, Corby J	BBA-Operations & Supply Chain	MAJ		BBA-OSC	BPA
UGOSC	BBA-OSC	Swenson, Travis L	BBA-Operations & Supply Chain	MAJ		BBA-OSC	BPA
UGOSC	BBA-OSC	Tamminen, Kyle T	BBA-Operations & Supply Chain	MAJ		BBA-OSC	BPA
UGIT	BSIT-IT	Hyberger, Peter K	BSIT-Industrial Technology	MAJ		BSIT-IT	BPA
UGPBA	BSPA-PADM	Axness, Kassidy Jeane	BSPA-Public Administration	MAJ	TRK-PADM	BSPA-PADM	BPA
UGPBA	BSPA-PADM	Gaida, Rebecca Ann	BSPA-Public Administration	MAJ		BSPA-PADM	BPA
UGPBA	ND-MNNPL	Gaida, Rebecca Ann	Minor Nonprofit Leadership	MIN		BSPA-PADM	BPA
UGPBA	ND-MNSUS	Gaida, Rebecca Ann	Minor-Sustainability Studies	MIN		BSPA-PADM	BPA
UGPBA	BSPA-PADM	Keys, David Ross	BSPA-Public Administration	MAJ	TRK-PADM	BSPA-PADM	BPA
UGPBA	ND-MNSBUS	Keys, David Ross	Minor Sport Business	MIN		BSPA-PADM	BPA
UGPBA	ND-MNSPAN	Keys, David Ross	Minor Spanish	MIN		BSPA-PADM	BPA
UGPBA	BSPA-PADM	Nameniuk, Trevor John	BSPA-Public Administration	MAJ		BSPA-PADM	BPA
UGENS	CERT-ENS	Robinson-Duff, Quinn P	CERT-Entrepreneurial Studies	MAJ		CERT-ENS	BPA
UGECE	BSED-ECE	Peterson, Hannah Lynn	BSED-Early Childhood Education	MAJ		BSED-ECE	EHD
UGECE	BSED-ECE	Zeise, Morgan A	BSED-Early Childhood Education	MAJ		BSED-ECE	EHD
UGECE	ND-MJEE	Zeise, Morgan A	Elementary Education	MAJ		BSED-ECE	EHD
UGELM	BSED-ELM	Allrich, Erica Lynn	BSED-Elementary Education	MAJ		BSED-ELM	EHD
UGELM	ND-MNECE	Allrich, Erica Lynn	Minor Early Childhood Educ	MIN		BSED-ELM	EHD
UGELM	ND-MNSPED	Allrich, Erica Lynn	Minor Special Education	MIN		BSED-ELM	EHD
UGELM	BSED-ELM	Banks, Megan L	BSED-Elementary Education	MAJ		BSED-ELM	EHD
UGELM	ND-MJEC	Banks, Megan L	Early Childhood	MAJ		BSED-ELM	EHD
UGELM	BSED-ELM	Bartels, Jacqueline Kay	BSED-Elementary Education	MAJ		BSED-ELM	EHD
UGELM	ND-MNSPAN	Bartels, Jacqueline Kay	Minor Spanish	MIN		BSED-ELM	EHD
UGELM	ND-MNSPED	Bartels, Jacqueline Kay	Minor Special Education	MIN		BSED-ELM	EHD
UGELM	BSED-ELM	Becker, Breanna Elizabeth	BSED-Elementary Education	MAJ		BSED-ELM	EHD
UGELM	BSED-ELM	Beckman, Emily Marie	BSED-Elementary Education	MAJ		BSED-ELM	EHD
UGELM	ND-MJEC	Beckman, Emily Marie	Early Childhood	MAJ		BSED-ELM	EHD
UGELM	ND-MNSPED	Beckman, Emily Marie	Minor Special Education	MIN		BSED-ELM	EHD
UGELM	BSED-ELM	Caldwell, Logan D	BSED-Elementary Education	MAJ		BSED-ELM	EHD

UGELM	ND-MNSPED	Caldwell, Logan D	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Cardarelle, Madeline Ann	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNECE	Cardarelle, Madeline Ann	Minor Early Childhood Educ	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Dahl, Kimberly Ann	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	BSED-ELM	Dugan, Rachael Paige	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Dugan, Rachael Paige	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Duncan, Autumn Mercedes	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Duncan, Autumn Mercedes	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Duresky, Lindsey N	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MJEC	Duresky, Lindsey N	Early Childhood	MAJ	BSED-ELM	EHD
UGELM	BSED-ELM	Elliott, Elizabeth Anne	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNECE	Elliott, Elizabeth Anne	Minor Early Childhood Educ	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Fraase, Alivia C	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNECE	Fraase, Alivia C	Minor Early Childhood Educ	MIN	BSED-ELM	EHD
UGELM	ND-MNSPED	Fraase, Alivia C	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Graves, Bailee Ann	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNLTED	Graves, Bailee Ann	Minor Literacy Education	MIN	BSED-ELM	EHD
UGELM	ND-MNSPED	Graves, Bailee Ann	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Hettwer, Ashley M	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MJMLE	Hettwer, Ashley M	Middle Level Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Hettwer, Ashley M	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Hilzendegeer, Victoria A	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Hilzendegeer, Victoria A	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Hirvela, Courtney R	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Hirvela, Courtney R	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Kasper, Elizabeth Ruth	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNMEE	Kasper, Elizabeth Ruth	Minor Math for Elem Educ	MIN	BSED-ELM	EHD
UGELM	ND-MNMLE	Kasper, Elizabeth Ruth	Minor Middle Level Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Klein, Catherine M	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNGERM	Klein, Catherine M	Minor German Studies	MIN	BSED-ELM	EHD
UGELM	ND-MNSPED	Klein, Catherine M	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Koopman, Lindsay Elizabeth	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MJEC	Koopman, Lindsay Elizabeth	Early Childhood	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Koopman, Lindsay Elizabeth	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Kotschevar, Claire A	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNMEE	Kotschevar, Claire A	Minor Math for Elem Educ	MIN	BSED-ELM	EHD
UGELM	ND-MNMLE	Kotschevar, Claire A	Minor Middle Level Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Kozicki, Kristal Leslie	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Kozicki, Kristal Leslie	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Lupkes, Kylie Nicole	BSED-Elementary Education	MAJ	BSED-ELM	EHD

UGELM	ND-MNMEE	Lupkes, Kylie Nicole	Minor Math for Elem Educ	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Nettum, Kyah Renee	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Nettum, Kyah Renee	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Poitra, Royce D	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	BSED-ELM	Ramseth, Katlyn R	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Ramseth, Katlyn R	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Reed, Crystal Elaine	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	BSED-ELM	Schreiner, Olivia Jean	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Schreiner, Olivia Jean	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Scofield, Elizabeth A	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Scofield, Elizabeth A	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Shaffer, Makenzie J	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNECE	Shaffer, Makenzie J	Minor Early Childhood Educ	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Solien, Cassandra Ann	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Solien, Cassandra Ann	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Thalacker, Abby M	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNSPED	Thalacker, Abby M	Minor Special Education	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	VanBergen, Abigail J	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	BSED-ELM	Weigel, Kaydra D	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNMEE	Weigel, Kaydra D	Minor Math for Elem Educ	MIN	BSED-ELM	EHD
UGELM	BSED-ELM	Westphal, Erica B	BSED-Elementary Education	MAJ	BSED-ELM	EHD
UGELM	ND-MNMLE	Westphal, Erica B	Minor Middle Level Education	MIN	BSED-ELM	EHD
UGMLE	BSED-MLE	Dunnigan, Ryan T	BSED-Middle Level Education	MAJ	BSED-MLE	EHD
UGMLE	ND-MJEE	Dunnigan, Ryan T	Elementary Education	MAJ	BSED-MLE	EHD
UGMLE	BSED-MLE	Thingstad, Michael T	BSED-Middle Level Education	MAJ	BSED-MLE	EHD
UGMLE	ND-MJEE	Thingstad, Michael T	Elementary Education	MAJ	BSED-MLE	EHD
UGMLE	ND-MNATCO	Thingstad, Michael T	Minor Athletic Coaching	MIN	BSED-MLE	EHD
UGSED	BSED-SED	Guggisberg, Megan Catherine	BSED-Secondary Education	MAJ	BSED-SED	EHD
UGSED	ND-MNMLE	Guggisberg, Megan Catherine	Minor Middle Level Education	MIN	BSED-SED	EHD
UGSED	BSED-SED	Irvine, Albert Gray	BSED-Secondary Education	MAJ	BSED-SED	EHD
UGSED	BSED-SED	Meyer, Spencer P	BSED-Secondary Education	MAJ	BSED-SED	EHD
UGSED	BSED-SED	Olson, Kennedy D	BSED-Secondary Education	MAJ	BSED-SED	EHD
UGSED	BSED-SED	Skersick, Katie Lynn	BSED-Secondary Education	MAJ	BSED-SED	EHD
UGSED	BSED-SED	Tangen, George C	BSED-Secondary Education	MAJ	BSED-SED	EHD
UGSED	ND-MNMLE	Tangen, George C	Minor Middle Level Education	MIN	BSED-SED	EHD
UGSSE	BSED-SSCI	Jamieson-Riskey, Zachary Robert	BSED-Comp Soc Studies Ed	MAJ	BSED-SSCI	EHD
UGSSE	ND-MNMLE	Jamieson-Riskey, Zachary Robert	Minor Middle Level Education	MIN	BSED-SSCI	EHD
UGSSE	BSED-SSCI	Kasowski, Caroline Marian	BSED-Comp Soc Studies Ed	MAJ	BSED-SSCI	EHD
UGSSE	BSED-SSCI	Rieder, Lucas David	BSED-Comp Soc Studies Ed	MAJ	BSED-SSCI	EHD
UGSSE	ND-MNMLE	Rieder, Lucas David	Minor Middle Level Education	MIN	BSED-SSCI	EHD

UGPBH	BSPBH-PBH	Buckmister, Justine L	BSPBH-Public Health Education	MAJ	BSPBH-PBH EHD
UGPBH	BSPBH-PBH	Dufault, Annabel ROSE	BSPBH-Public Health Education	MAJ	BSPBH-PBH EHD
UGPBH	ND-MNBIOL	Dufault, Annabel ROSE	Minor Biology	MIN	BSPBH-PBH EHD
UGPHE	BSPE-PEXS	Arvanitakis, Alec Alan	BSKIN-Kinesiology	MAJ OPT-PEXSRA	BSPE-PEXS EHD
UGPHE	ND-MNATCO	Arvanitakis, Alec Alan	Minor Athletic Coaching	MIN	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Erbes, Easton G	BSKIN-Kinesiology	MAJ OPT-PEXSES	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Hadrits, Maren C	BSKIN-Kinesiology	MAJ OPT-PEXSTE	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Holm, Evan Anthony	BSKIN-Kinesiology	MAJ OPT-PEXSES	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Holm, Nicholas J	BSKIN-Kinesiology	MAJ OPT-PEXSES	BSPE-PEXS EHD
UGPHE	ND-MNPSYC	Holm, Nicholas J	Minor Psychology	MIN	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	LaPlant, Jordan M	BSKIN-Kinesiology	MAJ	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Larson, Collin Thomas	BSKIN-Kinesiology	MAJ OPT-PEXSRA	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Larson, Collin Thomas	BSKIN-Kinesiology	MAJ OPT-PEXSTE	BSPE-PEXS EHD
UGPHE	ND-MNSBUS	Larson, Collin Thomas	Minor Sport Business	MIN	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Puetz, Monica A	BSKIN-Kinesiology	MAJ OPT-PEXSES	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Rich Jr, Tajreed E	BSKIN-Kinesiology	MAJ OPT-PEXSES	BSPE-PEXS EHD
UGPHE	ND-MNSOC	Rich Jr, Tajreed E	Minor Sociology	MIN	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Schwartz, Benjamin Robert	BSKIN-Kinesiology	MAJ OPT-PEXAH	BSPE-PEXS EHD
UGPHE	ND-MNPSYC	Schwartz, Benjamin Robert	Minor Psychology	MIN	BSPE-PEXS EHD
UGPHE	BSPE-PEXS	Wells, Jacqueline Marie	BSKIN-Kinesiology	MAJ OPT-PEXSTE	BSPE-PEXS EHD

UGRHS	BSRHS-RHS	Barry, Leah E	BSRHS-Rehab & Human Serv	MAJ	CON-OSA	BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Bjornson, Lauren	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS EHD
UGRHS	ND-MNPSYC	Bjornson, Lauren	Minor Psychology	MIN		BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Connell, Tressa M	BSRHS-Rehab & Human Serv	MAJ	CON-OSA	BSRHS-RHS EHD
UGRHS	ND-MNSPED	Connell, Tressa M	Minor Special Education	MIN		BSRHS-RHS EHD
UGRHS	BSRHS-RHS	DeWitz, Kimberly Ann	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS EHD
UGRHS	ND-MNSPED	DeWitz, Kimberly Ann	Minor Special Education	MIN		BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Glenn, Kya Jean	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS EHD
UGRHS	ND-MNPSYC	Glenn, Kya Jean	Minor Psychology	MIN		BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Hamerlik, Anna Victoria	BSRHS-Rehab & Human Serv	MAJ	CON-RHSMH	BSRHS-RHS EHD
UGRHS	BSRHS-RHS	McNamee, Patricia Ann	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS EHD
UGRHS	ND-MNPSYC	McNamee, Patricia Ann	Minor Psychology	MIN		BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Ott, Amber Rose	BSRHS-Rehab & Human Serv	MAJ	CON-RHSSA	BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Plummer, Julia	BSRHS-Rehab & Human Serv	MAJ	CON-RHSMH	BSRHS-RHS EHD
UGRHS	ND-MNPSYC	Plummer, Julia	Minor Psychology	MIN		BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Porter, Kendra E	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS EHD
UGRHS	ND-MNPSYC	Porter, Kendra E	Minor Psychology	MIN		BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Ross, Sonya J	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Sherer, Amanda Teresa	BSRHS-Rehab & Human Serv	MAJ	CON-RHSDD	BSRHS-RHS EHD
UGRHS	BSRHS-RHS	Stoley, Bethany Denise	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS EHD

UGRHS	ND-MNSPED	Stoley, Bethany Denise	Minor Special Education	MIN		BSRHS-RHS	EHD
GRASD	CERT-ASD2	Piekarski, Britt Marie	CERT-Autistic Spectrum Disordr	MAJ		CERT-ASD2	GRAD
GRCOT	CERT-COT	Gabriel, Holly Michelle	CERT-College Teaching	MAJ		CERT-COT	GRAD
GRGIS	CERT-GIS	Fylpaa, Croix William	CERT-Geographic Info Sci	MAJ		CERT-GIS	GRAD
GRGIS	CERT-GIS2	Ciofani, Leigh Ann	CERT-Geographic Info Sci	MAJ		CERT-GIS2	GRAD
GRGIS	CERT-GIS2	Johnson, Mark Lynn	CERT-Geographic Info Sci	MAJ		CERT-GIS2	GRAD
GREEN	CERT-IES2	Granda, Alice	CERT-Environmental Engr	MAJ		CERT-IES2	GRAD
GRLNA	CERT-LNA2	Berosik, Matthew Alan	CERT-Learning Analytics	MAJ		CERT-LNA2	GRAD
GRMPC	CERT-PH	Spaeth, Andria Kay	CERT-Public Health	MAJ		CERT-PH	GRAD
GRHIS	DA-HIST	Larson, Andrew Faber	DA-History	MAJ		DA-HIST	GRAD
GRCOU	MA-COUN	Wiley, Laura Patricia	Counseling	MAJ		MA-COUN	GRAD
GRENG	MA-ENGL	Trooien, Kjerstine Alyce	English	MAJ		MA-ENGL	GRAD
GRFSP	MA-FSP2	Bagley, Caitlyn Marae	Forensic Psychology	MAJ		MA-FSP2	GRAD
GRFSP	MA-FSP2	Marshall, Georgia	Forensic Psychology	MAJ		MA-FSP2	GRAD
GRFSP	MA-FSP2	Oettinger, Abby Marie	Forensic Psychology	MAJ		MA-FSP2	GRAD
GRFSP	MA-FSP2	Parker-McKinnell, Kansas Leigh	Forensic Psychology	MAJ		MA-FSP2	GRAD
GRFSP	MA-FSP2	Popps, Laura Bayouth	Forensic Psychology	MAJ		MA-FSP2	GRAD
GRFSP	MA-FSP2	Simensen, Bailey	Forensic Psychology	MAJ		MA-FSP2	GRAD
GRFSP	MA-FSP2	Todd, Victoria Rose	Forensic Psychology	MAJ		MA-FSP2	GRAD
GRGEO	MA-GEOG	Fika, Kelli Kay	Geography	MAJ		MA-GEOG	GRAD
GRLIN	MA-LING	Birnschein, Katherine Ann	Linguistics	MAJ		MA-LING	GRAD
GRLIN	MA-LING	Harding, Karyn Leigh	Linguistics	MAJ		MA-LING	GRAD
GRLIN	MA-LING	Miller, Emily Ruthann	Linguistics	MAJ		MA-LING	GRAD
GRLIN	MA-LING	Tikka, Katie Ann	Linguistics	MAJ		MA-LING	GRAD
GRPSY	MA-PSYC	Scoullar, Susan Tara	Psychology	MAJ		MA-PSYC	GRAD
GRPSY	MA-PSYC	Smith, Hillary Elizabeth	Psychology	MAJ		MA-PSYC	GRAD
GRACC	MACC-ACC	Markovic, Madison Lee	Accountancy	MAJ	CON-DATAN	MACC-ACC	GRAD
GRACC	MACC-ACC	Otto, Taylor Ann	Accountancy	MAJ	CON-PADM	MACC-ACC	GRAD
GRACC	MACC-ACC	Sears, Maria K	Accountancy	MAJ	CON-DATAN	MACC-ACC	GRAD
GRBSA	MBA-BADM	Adhikari, Rijana	Business Administration	MAJ		MBA-BADM	GRAD
GRBSA	MBA-BADM2	Borowski, Garland Ernest	Business Administration	MAJ		MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Carter, Michael James	Business Administration	MAJ	CON-BADMG2	MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Caulfield, Joseph A	Business Administration	MAJ		MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Conniff, Kevin Joseph	Business Administration	MAJ		MBA-BADM2	GRAD

GRBSA	MBA-BADM2	Gillespie, Griffin Johnson	Business Administration	MAJ		MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Greene, Donovan Rhys	Business Administration	MAJ		MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Lehrke, Steven W	Business Administration	MAJ		MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Nissen, Laurie Ellen	Business Administration	MAJ		MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Onosko, Eric Scott	Business Administration	MAJ		MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Paynter, Nathaniel Grant	Business Administration	MAJ		MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Schmiess Penas, Jeri Lynn	Business Administration	MAJ	CON-BADMG2	MBA-BADM2	GRAD
GRBSA	MBA-BADM2	Williams, Robert C	Business Administration	MAJ		MBA-BADM2	GRAD
GREDL	MED-EDL	Danielson, Richard Steven	Educational Leadership	MAJ		MED-EDL	GRAD
GREDL	MED-EDL	Lynner, Chyna R	Educational Leadership	MAJ		MED-EDL	GRAD
GREDL	MED-EDL	Richter, Paul Joseph	Educational Leadership	MAJ		MED-EDL	GRAD
GREDL	MED-EDL	Smette, Thomas R	Educational Leadership	MAJ		MED-EDL	GRAD
GREDL	MED-EDL	Trottier-Peltier, Carla M	Educational Leadership	MAJ		MED-EDL	GRAD
GREDL	MED-EDL	Weber, Connor Wallace	Educational Leadership	MAJ		MED-EDL	GRAD
GREDL	MED-EDL	Zeller, Tyler Edwin	Educational Leadership	MAJ		MED-EDL	GRAD
GRELL	MED-ELL2	Lim, Stephanie Feiyin	TESOL	MAJ		MED-ELL2	GRAD
GRRDE	MED-RDE	Dryburgh, Jennifer Lin	Reading Education	MAJ		MED-RDE	GRAD
GRSED	MED-SED2	Beres, Jennifer Marie	Special Education	MAJ	SPEC-ECSE2	MED-SED2	GRAD
GRSED	MED-SED2	Braud, Phyllis Edna	Special Education	MAJ	SPEC-ECSE2	MED-SED2	GRAD
GRSED	MED-SED2	Courtney, Lindsey Katherine	Special Education	MAJ	SPEC-ED2	MED-SED2	GRAD
GRSED	MED-SED2	Jacob, Rachel Marie Louise	Special Education	MAJ		MED-SED2	GRAD
GRSED	MED-SED2	Miller, Evan Ross	Special Education	MAJ		MED-SED2	GRAD
GRSED	MED-SED2	Moses, Penina Nechoma	Special Education	MAJ	SPEC-LD2	MED-SED2	GRAD
GRMCE	MENGR-ME	Heinsen, Korby Lee	Mechanical Engineering	MAJ		MENGR-ME	GRAD
GRMCE	MENGR-ME	Schuster, Matthew James	Mechanical Engineering	MAJ		MENGR-ME	GRAD
GRPTE	MENGR-PTE	Goodrich, Cristina Diane	Petroleum Engineering	MAJ		MENGR-PTE	GRAD
GRPTE	MENGR-PTE2	Bohn, Robert John	Petroleum Engineering	MAJ		MENGR-PTE2	GRAD
GRMUS	MM-MUSC	Lian, Lyu	Music	MAJ		MM-MUSC	GRAD
GROPT	MOT-OT	Chartier, Danielle	Occupational Therapy	MAJ		MOT-OT	GRAD
GROPT	MOT-OT	Chin, Norris J	Occupational Therapy	MAJ		MOT-OT	GRAD

GRPBA	MPA-PADM	O'Dell, Christopher Lee	Public Administration	MAJ		MPA-PADM	GRAD
GRPBA	MPA-PADM2	Johnson, Mia Evonne	Public Administration	MAJ		MPA-PADM2	GRAD
GRMPH	MPH-PH	Kim, Sooyong	Public Health	MAJ	OPT-HS	MPH-PH	GRAD
GRMPH	MPH-PH	Strand, Taylor Catherine	Public Health	MAJ	OPT-RHMP	MPH-PH	GRAD
GRAEC	MS-AEC2	Dee, Robert William	Applied Economics	MAJ		MS-AEC2	GRAD
GRAEC	MS-AEC2	Terrell, Sarah J	Applied Economics	MAJ		MS-AEC2	GRAD
GRATS	MS-ATS	Lee, Logan Patrick	Atmospheric Sciences	MAJ		MS-ATS	GRAD
GRATS	MS-ATS	Ma, Xiao	Atmospheric Sciences	MAJ		MS-ATS	GRAD
GRATS	MS-ATS	Midzak, Natalie	Atmospheric Sciences	MAJ		MS-ATS	GRAD
GRATS	MS-ATS	Starr, Jon Paul	Atmospheric Sciences	MAJ		MS-ATS	GRAD
GRATS	MS-ATS	Stevens, Nicole Elizabeth	Atmospheric Sciences	MAJ		MS-ATS	GRAD
GRATS	MS-ATS	Trask, Taylor Nicole	Atmospheric Sciences	MAJ		MS-ATS	GRAD
GRATS	MS-ATS	Wagner, Shawn Wendell	Atmospheric Sciences	MAJ		MS-ATS	GRAD
GRBIO	MS-BIOL	Davies, Gaimi Lynn	Biology	MAJ		MS-BIOL	GRAD
GRBIO	MS-BIOL	Folluo, Jenna Nicole	Biology	MAJ		MS-BIOL	GRAD
GRBIO	MS-BIOL	Hilliard, Kyle Scott	Biology	MAJ		MS-BIOL	GRAD
GRBIO	MS-BIOL	Kasanke, Jasmine Carly	Biology	MAJ		MS-BIOL	GRAD
GRBME	MS-BME	Guragain, Bijay	Biomedical Engineering	MAJ		MS-BME	GRAD
GRBME	MS-BME	Haerinia, Mohammad	Biomedical Engineering	MAJ		MS-BME	GRAD
GRBME	MS-BME	Majumder, Shubha	Biomedical Engineering	MAJ		MS-BME	GRAD
GRCHE	MS-CHE	Gardner, Sebastian David	Chemical Engineering	MAJ		MS-CHE	GRAD
GRCHE	MS-CHE	Shallbetter, Ryder William	Chemical Engineering	MAJ		MS-CHE	GRAD
GRCLS	MS-CLS2	Houge, Kelsi Lynn	Medical Laboratory Science	MAJ		MS-CLS2	GRAD
GRCLS	MS-CLS2	Klobassa, Alexzandra Mae	Medical Laboratory Science	MAJ		MS-CLS2	GRAD
GRCLS	MS-CLS2	Shaner, Eve Elizabeth	Medical Laboratory Science	MAJ		MS-CLS2	GRAD
GRCPS	MS-CSCI	Jones, Kencoy George	Computer Science	MAJ		MS-CSCI	GRAD
GRCPS	MS-CSCI	Nanda, Smruti Priyambada	Computer Science	MAJ		MS-CSCI	GRAD
GRCPS	MS-CSCI	Nwachukwu, Chinedu Elochukwu Chukwuemeka	Computer Science	MAJ		MS-CSCI	GRAD
GRECE	MS-ECE2	Abdul, Maisy Nicole	Early Childhood Education	MAJ		MS-ECE2	GRAD
GRECE	MS-ECE2	Ambrosius, Megan Joy	Early Childhood Education	MAJ		MS-ECE2	GRAD
GRECE	MS-ECE2	Krieg, Taylor Lynn	Early Childhood Education	MAJ		MS-ECE2	GRAD
GRECE	MS-ECE2	Lamb, Laura Jean	Early Childhood Education	MAJ		MS-ECE2	GRAD
GRECE	MS-ECE2	Moulds, Brittany L	Early Childhood Education	MAJ		MS-ECE2	GRAD
GRECE	MS-ECE2	Rodrigues, Marianne	Early Childhood Education	MAJ		MS-ECE2	GRAD
GRETE	MS-EE	Peters, Anthony Rafael	Electrical Engineering	MAJ		MS-EE	GRAD
GRETE	MS-EE	Peterson, Logan Robert	Electrical Engineering	MAJ		MS-EE	GRAD
GRETE	MS-EE2	Krokker, Claire Mary	Electrical Engineering	MAJ		MS-EE2	GRAD
GRELM	MS-ELEM2	Dahl, Taylor Marie	Elementary Education	MAJ		MS-ELEM2	GRAD
GRELM	MS-ELEM2	Jensen, Victoria Marie	Elementary Education	MAJ		MS-ELEM2	GRAD

GRELM	MS-ELEM2	Peden, Jami Lyn	Elementary Education	MAJ		MS-ELEM2	GRAD
GRES	MS-ESSP	Abdulmalik Ali, Mansurat Golden	Earth System Science & Policy	MAJ		MS-ESSP	GRAD
GRES	MS-ESSP	Young, Shelby Dawn	Earth System Science & Policy	MAJ		MS-ESSP	GRAD
GRFSP	MS-FSP	Anders, Courtney Paige	Forensic Psychology	MAJ		MS-FSP	GRAD
GRFSP	MS-FSP	De La Luz, Melissa M	Forensic Psychology	MAJ		MS-FSP	GRAD
GRIDT	MS-IDT	Roesler, Erin Mae	Instructional Design & Tech	MAJ		MS-IDT	GRAD
GRKIN	MS-KIN	Bell, Daniel W	Kinesiology	MAJ		MS-KIN	GRAD
GRKIN	MS-KIN	Potter, Nolan James	Kinesiology	MAJ		MS-KIN	GRAD
GRMCE	MS-ME	Abu Aldam, Saud Ali	Mechanical Engineering	MAJ		MS-ME	GRAD
GRMCE	MS-ME	***Eaton, Jonathan Robert***	Mechanical Engineering	MAJ		MS-ME	GRAD
GRNUR	MS-NURS	Bos, Corey David	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Carter, Joseph Franklin	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Edmundson, Molly Jean	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Grabanski, Carissa Ashlee	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Hagemeister, Randall Jon	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Holter, Lindsey Kristine	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Hoss, Clara R	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Landen, Nicole Lynn	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Lingle, Chelsea Lynn	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Myhre, Bethany Lynn	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Olson, Alexander Dale	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Pesch, Casey Laine	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Sand, Tyler	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Solberg, Sarah Michelle	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRNUR	MS-NURS	Versteeg, Amanda Joy	Nursing	MAJ	OPT-NURSAN	MS-NURS	GRAD
GRRDE	MS-RDE2	Zamora, Hope Shantel	Reading Education	MAJ		MS-RDE2	GRAD
GRSED	MS-SED	McMahon IV, Harvey Everett	Special Education	MAJ	SPEC-SES	MS-SED	GRAD
GRSED	MS-SED2	Bawroski, Caitlin	Special Education	MAJ		MS-SED2	GRAD
GRSED	MS-SED2	Bengtson-Loerzel, Marisa Stephanie	Special Education	MAJ	SPEC-SES2	MS-SED2	GRAD
GRSED	MS-SED2	Brennan, Suzanne	Special Education	MAJ	SPEC-ECSE2	MS-SED2	GRAD
GRSED	MS-SED2	Burgman, Kaytlyn Grace	Special Education	MAJ		MS-SED2	GRAD
GRSED	MS-SED2	Carman, Tessa Lea	Special Education	MAJ		MS-SED2	GRAD
GRSED	MS-SED2	Chadwick, Alyssa Marie	Special Education	MAJ	SPEC-DCD2	MS-SED2	GRAD
GRSED	MS-SED2	Chur, Traci Lynne	Special Education	MAJ	SPEC-VI2	MS-SED2	GRAD
GRSED	MS-SED2	Craig, Christa Marie	Special Education	MAJ	SPEC-LD2	MS-SED2	GRAD
GRSED	MS-SED2	DeSalles, Lacey Cherie	Special Education	MAJ	SPEC-ASD2	MS-SED2	GRAD
GRSED	MS-SED2	Fruguglietti, Cynthia Anne	Special Education	MAJ	SPEC-ED2	MS-SED2	GRAD
GRSED	MS-SED2	Ginetz, Karrie Anne	Special Education	MAJ	SPEC-LD2	MS-SED2	GRAD
GRSED	MS-SED2	Gonzalo, Rosemary	Special Education	MAJ		MS-SED2	GRAD
GRSED	MS-SED2	Grossman, Megan Marie	Special Education	MAJ	SPEC-GTE2	MS-SED2	GRAD

GRSED	MS-SED2	Gutow, Shoshana Sora	Special Education	MAJ	SPEC-ECSE2	MS-SED2	GRAD
GRSED	MS-SED2	Han, Xiao	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
GRSED	MS-SED2	Harris, Brandi Marie	Special Education	MAJ	SPEC-ASD2	MS-SED2	GRAD
GRSED	MS-SED2	Harris, Shelia Francine	Special Education	MAJ		MS-SED2	GRAD
GRSED	MS-SED2	Hopper, Jordan Thomas	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
GRSED	MS-SED2	Jeffrey, Jennifer Lynn	Special Education	MAJ	SPEC-SES2	MS-SED2	GRAD
GRSED	MS-SED2	Kalugampitiya, Gopika Swarnapali	Special Education	MAJ	SPEC-ECSE2	MS-SED2	GRAD
GRSED	MS-SED2	Kornelis, Andrea Niccole	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
GRSED	MS-SED2	McConvey, Emily Patricia	Special Education	MAJ	SPEC-LD2	MS-SED2	GRAD
GRSED	MS-SED2	Quenelle, Kristen	Special Education	MAJ	SPEC-ECSE2	MS-SED2	GRAD
GRSED	MS-SED2	Raichik, Shifrah	Special Education	MAJ	SPEC-ECSE2	MS-SED2	GRAD
GRSED	MS-SED2	Rooney, Daniel Timothy	Special Education	MAJ	SPEC-ED2	MS-SED2	GRAD
GRSED	MS-SED2	Salas, Megan	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
GRSED	MS-SED2	Sanda, Danielle Louise	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
GRSED	MS-SED2	Schedel, Ryann Laney	Special Education	MAJ	SPEC-LD2	MS-SED2	GRAD
GRSED	MS-SED2	Schedel, Ryann Laney	Special Education	MAJ	SPEC-DCD2	MS-SED2	GRAD
GRSED	MS-SED2	Smith, Cooper Ann	Special Education	MAJ		MS-SED2	GRAD
GRSED	MS-SED2	Smolensky, Jason D	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
GRSED	MS-SED2	Steele, Donneshia AnnMarie	Special Education	MAJ		MS-SED2	GRAD
GRSED	MS-SED2	Stinson, Kaitlin Michelle	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
GRSED	MS-SED2	Suarez, Karla	Special Education	MAJ	SPEC-ASD2	MS-SED2	GRAD
GRSED	MS-SED2	Tamburro, Cheri B	Special Education	MAJ	SPEC-LD2	MS-SED2	GRAD
GRSED	MS-SED2	Van Ornum, Alaynee Janai	Special Education	MAJ	SPEC-LD2	MS-SED2	GRAD
GRSED	MS-SED2	Vuong, Lyn	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
GRSED	MS-SED2	Wenick, Faigy	Special Education	MAJ	SPEC-LD2	MS-SED2	GRAD
GRSED	MS-SED2	Wilms, Madison Bailey	Special Education	MAJ		MS-SED2	GRAD
GRSED	MS-SED2	Wolf, Esther	Special Education	MAJ		MS-SED2	GRAD
GRSED	MS-SED2	Yoder, Janelle Kaye	Special Education	MAJ	SPEC-SES2	MS-SED2	GRAD
GRSED	MS-SED2	Zavala, Martha Maria	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
GRSEN	MS-SEN	Khan, Shabaz	Energy Systems Engineering	MAJ		MS-SEN	GRAD
GRSPS	MS-SPST	DeGraffenreid, Kenneth Zachery	Space Studies	MAJ		MS-SPST	GRAD
GRSPS	MS-SPST	Dina, Devi Farah	Space Studies	MAJ		MS-SPST	GRAD
GRSPS	MS-SPST	Henson, Peter Gabriel	Space Studies	MAJ		MS-SPST	GRAD
GRSPS	MS-SPST	Orr, Sophie Victoria	Space Studies	MAJ		MS-SPST	GRAD
GRSPS	MS-SPST	Ravi Shankar, Balaji Rakesh	Space Studies	MAJ		MS-SPST	GRAD
GRSPS	MS-SPST	Valentour, Nanette Bassett	Space Studies	MAJ		MS-SPST	GRAD
GRSPS	MS-SPST	Wang, Taren Ian-fu	Space Studies	MAJ		MS-SPST	GRAD
GRSPS	MS-SPST2	Connors, Kevin Allen	Space Studies	MAJ		MS-SPST2	GRAD
GRSPS	MS-SPST2	Garcia, Mika-Robyn Co	Space Studies	MAJ		MS-SPST2	GRAD
GRSPS	MS-SPST2	Sabale, Anima	Space Studies	MAJ		MS-SPST2	GRAD

GRSPS	MS-SPST2	Warner, Peter Christopher	Space Studies	MAJ	MS-SPST2	GRAD
GRSPS	MS-SPST2	Wittman, Jordan	Space Studies	MAJ	MS-SPST2	GRAD
GRSWK	MSW-SWK	Anderson, Abigail Katherine	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Bennett, Taylor J	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Boone, Emily Alisa	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Durand-Goheen, Kayla Elaine	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Fontaine-Vonesh, Nichole Marie	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Jutz, Hailey M	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Nelson-Granberry, Taylor E	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Peltoma, Molly	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Presteng, Amanda Lynn	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Reister, Natasha Nancy	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Schmit, Elizabeth R	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK	Undlin, Holly M	Social Work	MAJ	MSW-SWK	GRAD
GRSWK	MSW-SWK2	Areshenkoff, Landyce Marilyn Elizabeth	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Bell, Jennie Marie	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Cullum, Stefanie Nicole Marissa	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Franklin, Raquel Lois	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Johnston, Alana Danelle	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Kietzman, Justin Samuel	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Kirby, Valery	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Krueger, Katie Rose	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Mutalipassi, Amber Nicole	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Phillips-Hunt, Jessica Michelle	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Rhynard, Kristyn Marie	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Samuelson, Allison Renae	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Simonson, Erin Marie	Social Work	MAJ	MSW-SWK2	GRAD

GRSWK	MSW-SWK2	Talley, Ray J	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	White, Elle Rose	Social Work	MAJ	MSW-SWK2	GRAD
GRSWK	MSW-SWK2	Zapf, Stephanie Ann	Social Work	MAJ	MSW-SWK2	GRAD
GRASC	PHD-ASC	Gartelle, Gordon Murray	Aerospace Sciences	MAJ	PHD-ASC	GRAD
GRBIO	PHD-BIOL	Barnas, Andrew Franklin Gillis	Biology	MAJ	PHD-BIOL	GRAD
GRBIO	PHD-BIOL	Williamson, Mark Reid	Biology	MAJ	PHD-BIOL	GRAD
GRBCH	PHD-BMB	Stanislawski, Daniel Jacob	Biochemistry	MAJ	PHD-BMB	GRAD
GRBS	PHD-BMS	Bhattacharya, Atrayee	Biomedical Sciences	MAJ	PHD-BMS	GRAD
GRBS	PHD-BMS	Biggane, Joseph Patrick	Biomedical Sciences	MAJ	PHD-BMS	GRAD
GRCHE	PHD-CHE	Van der Watt, Johannes George	Chemical Engineering	MAJ	PHD-CHE	GRAD
GRCHM	PHD-CHEM	Liu, Xiao	Chemistry	MAJ	PHD-CHEM	GRAD
GRCHM	PHD-CHEM	Vijjamari, Srikanth	Chemistry	MAJ	PHD-CHEM	GRAD
GRCLP	PHD-CLPSYC	Luger, Elizabeth Joan	Clinical Psychology	MAJ	PHD-CLPSYC	GRAD
GRCNP	ND-MNPSYCH	Calderon, Jill Marie	Minor Psychology	MIN	PHD-CPSYC	GRAD
GRCNP	PHD-CPSYC	Calderon, Jill Marie	Counseling Psychology	MAJ	PHD-CPSYC	GRAD
GREDL	PHD-EDL	Gustafson, Rhonda Blanche	Educational Leadership	MAJ	PHD-EDL	GRAD
GREDL	PHD-EDL	Laducer, Wanda L	Educational Leadership	MAJ	PHD-EDL	GRAD
GRETE	PHD-EE	Riahi Manesh, Mohsen	Electrical Engineering	MAJ	PHD-EE	GRAD
GREFR	PHD-EFR	Berosik, Matthew Alan	Educational Foundations & Rese	MAJ	PHD-EFR	GRAD
GREFR	PHD-EFR	Champagne, Alicia Dionne	Educational Foundations & Rese	MAJ	PHD-EFR	GRAD
GREFR	PHD-EFR	Hill, Emily DuBord	Educational Foundations & Rese	MAJ	PHD-EFR	GRAD
GRENG	PHD-ENGL	Deitz, Cody James	English	MAJ	PHD-ENGL	GRAD
GRHED	PHD-HED	Westereng, Steven Bradley	PHD-Higher Education	MAJ	PHD-HED	GRAD
GRHIS	PHD-HIST	Skjelver, Danielle	History	MAJ	PHD-HIST	GRAD
GRPSY	PHD-PSYC	CarstensNamie, Emily Marie	Psychology	MAJ	PHD-PSYC	GRAD
GRPSY	PHD-PSYC	Weigel, Stephanie Henley	Psychology	MAJ	PHD-PSYC	GRAD
GRPTE	PHD-PTE	Abarghani, Arash	Petroleum Engineering	MAJ	PHD-PTE	GRAD
GRPTE	PHD-PTE	Boualam Djezzar, Aldjia	Petroleum Engineering	MAJ	PHD-PTE	GRAD
GRSCC	PHD-SCC	Faraji Jalal Apostal, Sara	Scientific Computing	MAJ	PHD-SCC	GRAD
GRTAL	PHD-T&L	Izzo, Allison Jill	Teaching and Learning	MAJ	PHD-T&L	GRAD
UGHON	BA-HON	Barstad, Kaylen Jo	BA-Honors Program	MAJ	BA-HON	HONOR
UGHON	BS-HON	Redlin, Trevor Ryan	Honors Program	MAJ	BS-HON	HONOR
UGHON	BS-HON	Yamaguchi, Seiya	Honors Program	MAJ	BS-HON	HONOR
UGASM	BSA-ASM	Fish, Tyler S	BSA-Aviation Studies	MAJ	BSA-ASM	JDO

UGASM	BSA-ASM	Hespe, Bradley Allen	BSA-Aviation Studies	MAJ		BSA-ASM	JDO
UGASM	BSA-ASM	Padula, Cassie A	BSA-Aviation Studies	MAJ		BSA-ASM	JDO
UGASM	BSA-ASM	Rhodes, Tanner M	BSA-Aviation Studies	MAJ		BSA-ASM	JDO
UGASM	BSA-ASM	Skurek, Benjamin Marian	BSA-Aviation Studies	MAJ		BSA-ASM	JDO
UGATC	BSA-ATC	Bienusa, Andrew John	BSA-Air Traffic Management	MAJ		BSA-ATC	JDO
UGATC	BSA-ATC	Converse, Nicholas John	BSA-Air Traffic Management	MAJ	SPEC-SAFET	BSA-ATC	JDO
UGATC	BSA-ATC	Ivey, Lucus Maxwell	BSA-Air Traffic Management	MAJ	SPEC-BA	BSA-ATC	JDO
UGATC	BSA-ATC	Kennerly, Alexander D	BSA-Air Traffic Management	MAJ		BSA-ATC	JDO
UGATC	BSA-ATC	Redlin, Trevor Ryan	BSA-Air Traffic Management	MAJ	SPEC-SAFET	BSA-ATC	JDO
UGATC	BSA-ATC	Tanaka, Jillian Ritsuko	BSA-Air Traffic Management	MAJ		BSA-ATC	JDO
UGATC	ND-MNLEAD	Tanaka, Jillian Ritsuko	Minor Leadership	MIN		BSA-ATC	JDO
UGATC	BSA-ATC	Walter, Mackenzie	BSA-Air Traffic Management	MAJ		BSA-ATC	JDO
UGCMA	BSA-CMA	Barker, Ryan Tyler Sestenari	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Bening, James Bruce	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Benson, Christine Elizabeth	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Bruggemann, Matthew Fredrick	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Chang, Chia-Chi	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Couch, Tyler W	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	ND-MNATSC	Couch, Tyler W	Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
UGCMA	BSA-CMA	Cushing, Hunter Conrad	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Diehl, Logan Alan	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Dmowski, Joseph Michael	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Fewins, Tyler Nolan	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Foo, Nicholas Timothy	BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
UGCMA	BSA-CMA	Foo, Nicholas Timothy	BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
UGCMA	BSA-CMA	Fosselman, Theodore Jacob	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Gray, Justin Vincent	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Gubbels, Garret E	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Hedberg, Kyle William	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Ho, Long Ngoc	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Hollcraft, Charles Matthew	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	ND-MNENGL	Hollcraft, Charles Matthew	Minor English	MIN		BSA-CMA	JDO
UGCMA	BSA-CMA	Hosko, Michael Eric	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Kiel, Jacob A	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Knapp, Robert Joseph	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Kuchan, Dylan J	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Lambrecht, Max A	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Lauer, Tyler W	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Lilley, Madeline M	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Little, Cooper P	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO

UGCMA	BSA-CMA	Mader, Mitchell L	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Manabe, Kyler Michael	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Mrosko, Adelynn Skylor	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	ND-MNATSC	Mrosko, Adelynn Skylor	Minor Atmospheric Sciences	MIN	BSA-CMA	JDO	
UGCMA	BSA-CMA	Mueller, Curtiss Robin	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Offermann, Adam P	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	ND-MNATSC	Offermann, Adam P	Minor Atmospheric Sciences	MIN	BSA-CMA	JDO	
UGCMA	BSA-CMA	Okada, Michael J	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Olson, Alexandra J	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Ose, Logan Tom	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Patzer, Joshua Samuel	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Pickert, preston Q	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Poirier, William Fremont	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	ND-MNATSC	Poirier, William Fremont	Minor Atmospheric Sciences	MIN	BSA-CMA	JDO	
UGCMA	BSA-CMA	Rasmussen, Nicholas M	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Richter, Joseph Jackson	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	ND-MJUAS	Richter, Joseph Jackson	Unmanned Aircraft Systems Oper	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Roche, Steven Matthew	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Rohlfs, Spencer Allen	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Samuelson, Clare G	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Sarp, Michael D	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Savage, Joshua M	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO	
UGCMA	BSA-CMA	Schlegel, Nathan Adam	BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
UGCMA	BSA-CMA	Schmit, Jared Mathew	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Schroll, Matthew E	BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
UGCMA	BSA-CMA	Shrader, Owen C	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Sujanani, Kunal Sanjay	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	ND-MNISYS	Sujanani, Kunal Sanjay	Minor Information Systems	MIN		BSA-CMA	JDO
UGCMA	BSA-CMA	Van Allen, Zachary Michael	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Watermiller, David J	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Wolford, Thomas Lee William	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGCMA	ND-MJUAS	Wolford, Thomas Lee William	Unmanned Aircraft Systems Oper	MAJ		BSA-CMA	JDO
UGCMA	BSA-CMA	Woods, Austin Patrick	BSA-Commercial Aviation	MAJ	TRK-HELICO	BSA-CMA	JDO
UGCMA	ND-MJUAS	Woods, Austin Patrick	Unmanned Aircraft Systems Oper	MAJ	TRK-HELCO	BSA-CMA	JDO
UGCMA	BSA-CMA	Yamaguchi, Seiya	BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
UGFLE	BSA-FLE	Lucero, Gavin Robert	BSA-Flight Education	MAJ		BSA-FLE	JDO
UGFLE	ND-MJATC	Lucero, Gavin Robert	Air Traffic Control	MAJ		BSA-FLE	JDO
UGUAS	BSA-UAS	Brecht, Tristan Thomas	BSA-Unmanned Aircraft Sys Oper	MAJ		BSA-UAS	JDO
UGUAS	BSA-UAS	Carter, Brett A	BSA-Unmanned Aircraft Sys Oper	MAJ		BSA-UAS	JDO
UGUAS	BSA-UAS	Cooksey, Brandon James	BSA-Unmanned Aircraft Sys Oper	MAJ		BSA-UAS	JDO

UGUAS	BSA-UAS	Fedukowski, Luke Allan	BSA-Unmanned Aircraft Sys Oper	MAJ		BSA-UAS	JDO
UGUAS	BSA-UAS	Kacher Jr, Richard Alexander	BSA-Unmanned Aircraft Sys Oper	MAJ		BSA-UAS	JDO
UGUAS	BSA-UAS	Kenney, Jacob D	BSA-Unmanned Aircraft Sys Oper	MAJ		BSA-UAS	JDO
UGATS	BSATSC-ATS	Mueller, Max Alexander	BSATSC-Atmospheric Sciences	MAJ		BSATSC-ATS	JDO
UGATS	BSATSC-ATS	Weingartz, Matthew Raymond Le	BSATSC-Atmospheric Sciences	MAJ		BSATSC-ATS	JDO
UGCPS	BSCSCI-CSC	Abel, Tanner Daniel	BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
UGCPS	BSCSCI-CSC	Duea, Peter Christopher	BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
UGCPS	BSCSCI-CSC	Hause, Zachary Michael	BSCSCI-Comp Sci-Colg of Engr	MAJ	SPEC-SE	BSCSCI-CSC	SEM
UGCPS	BSCSCI-CSC	Hennen, Jeffrey Alan	BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
UGCPS	BSCSCI-CSC	Huhtala, Steven Frayne	BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
UGCPS	BSCSCI-CSC	Metzger, Ben-Luke Thomas	BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
UGCPS	BSCSCI-CSC	Olivares Raniolo, Eudoro Antonio	BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
UGCPS	BSCSCI-CSC	Skinner, Nicholas R	BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
LWLAW	JD-LAW	Buczak, Ariel	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Cosgrove, Morgan L	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Erickson, Jason A	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Gandara, Jesus	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Hesselbart, Justine S	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Hillis, Zackery K	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Rezanezhad Gatabi, Iman	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Rhaney, Donna L	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Tulane, Sara Nicole	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Wyrick, Alexander Leon	Law	MAJ		JD-LAW	LAW
LWLAW	JD-LAW	Zuke, Victoria Anne Kennedy	Law	MAJ		JD-LAW	LAW
UGNON	ND-MJUAS	Becker, Gavin John	Unmanned Aircraft Systems Oper	MAJ		ND-MJUAS	NONDG
UGNON	ND-MNCHEM	Folske Jr, Thomas John	Minor Chemistry	MIN		MNCHEM	NONDG
UGCMMN	BSCN-CN	Kimball, Riley M	BSHN-Human Nutrition	MAJ		BSCN-CN	NUR
UGCMMN	ND-MNBIOL	Kimball, Riley M	Minor Biology	MIN		BSCN-CN	NUR
UGNUR	BSN-NURS	Albertson, Megan L.	BSN-Nursing	MAJ		BSN-NURS	NUR

UGNUR	BSN-NURS	Arroyo, Kassidy F	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Benson, Samantha Jean	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	ND-MNPSYC	Benson, Samantha Jean	Minor Psychology	MIN	BSN-NURS	NUR
UGNUR	BSN-NURS	Bergman, Louisa Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	ND-MNFREN	Bergman, Louisa Marie	Minor French	MIN	BSN-NURS	NUR
UGNUR	BSN-NURS	Berogan, Ivy Belle	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Bertsch, Heidi Elizabeth	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Burlog, Emily J	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	ND-MNPSYC	Burlog, Emily J	Minor Psychology	MIN	BSN-NURS	NUR
UGNUR	BSN-NURS	Burstad, Michaela B	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Carlsrud, Teagan Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Diepolder, Maria K	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Ditzig, Austin James	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	ND-MNGERM	Ditzig, Austin James	Minor German Studies	MIN	BSN-NURS	NUR
UGNUR	BSN-NURS	Dolby, Hannah G	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	ND-MNPSYC	Dolby, Hannah G	Minor Psychology	MIN	BSN-NURS	NUR
UGNUR	BSN-NURS	Drew, Nicole A	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Eagleton, Tivarri J	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Emond, Michaela M	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Etonde, Timothy Tita	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Gulley, Jamie Dawn	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Hanson, Erika Elizabeth	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Hayes, Landon John	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	ND-MNPSYC	Hayes, Landon John	Minor Psychology	MIN	BSN-NURS	NUR
UGNUR	BSN-NURS	Jollie, Kayli Phyllis	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Jones, Molly Katherine	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Klingaman, Chloe LaNay	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Koberinski, Riley J	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Koch, Sabrina N	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Loch, Rebecca Susan	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Loyland, Johanna Jean	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Mattern, Alyssa J	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	McManus, Macey Ann	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Mercil, Courtney Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Ntap, Sara Ngonda	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Oestreich, Miranda Rita	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Otang, Mathew Etang	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	BSN-NURS	Prowatzke, Bailey Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
UGNUR	ND-MNPSYC	Prowatzke, Bailey Marie	Minor Psychology	MIN	BSN-NURS	NUR
UGNUR	BSN-NURS	Rampelberg, Haley M	BSN-Nursing	MAJ	BSN-NURS	NUR

UGNUR	ND-MNPSYC	Rampelberg, Haley M	Minor Psychology	MIN		BSN-NURS	NUR
UGNUR	BSN-NURS	Sandy, Anna Clare	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	BSN-NURS	Scheer, Carlie M	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	ND-MNPSYC	Scheer, Carlie M	Minor Psychology	MIN		BSN-NURS	NUR
UGNUR	BSN-NURS	Schlichting, Alexandra Elizabeth	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	BSN-NURS	Spencer, Emily J	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	BSN-NURS	Starkey, Jillian F	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	BSN-NURS	Swiontek, Lisa-Jean Brautigam	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	ND-MNPSYC	Swiontek, Lisa-Jean Brautigam	Minor Psychology	MIN		BSN-NURS	NUR
UGNUR	BSN-NURS	Thomas, Joan O	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	BSN-NURS	Thompson, Hannah J	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	BSN-NURS	Urbi, Angelica V	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	BSN-NURS	Yaggie, Erica L	BSN-Nursing	MAJ		BSN-NURS	NUR
UGNUR	ND-MNPSYC	Yaggie, Erica L	Minor Psychology	MIN		BSN-NURS	NUR
UGNUR	BSN-NURS	Zender, Morgan Leigh	BSN-Nursing	MAJ		BSN-NURS	NUR
UGSWK	BSSW-SWK	Anderson, Nicole Lexus	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	ND-MNPSYC	Anderson, Nicole Lexus	Minor Psychology	MIN		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Benz, Kaitlyn E	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	ND-MNCUA	Benz, Kaitlyn E	Minor Chemical Dependency	MIN		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Chalupnik, Claire Ellen	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Diamond, Annie E	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Hansey, Brooke Kaelin	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Hettwer, Patricia Clara	BSSW-Social Work	MAJ	TRK-FSTTRK	BSSW-SWK	NUR
UGSWK	BSSW-SWK	Kuntz, Kahler C	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Moug, Sydney R	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	ND-MNCJS	Moug, Sydney R	Minor Criminal Justice Studies	MIN		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Mousseau, Rebecca Joyce	BSSW-Social Work	MAJ		BSSW-SWK	NUR

UGSWK	ND-MNIS	Mousseau, Rebecca Joyce	Minor American Indian Studies	MIN		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Myles, Kami Jo	BSSW-Social Work	MAJ	TRK-FSTTRK	BSSW-SWK	NUR
UGSWK	BSSW-SWK	Pietruszewski, Jean Marie	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Rose, Alexandra D	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	ND-MNCJS	Rose, Alexandra D	Minor Criminal Justice Studies	MIN		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Skifstrom, Nicole L	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Sye, Eric Jermaine	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Syverson, Hannah Susan	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	BSSW-SWK	Volk, Sophia Britt	BSSW-Social Work	MAJ		BSSW-SWK	NUR
UGSWK	BSSW-SWK2	Olson, Ashley Marie	BSSW-Social Work	MAJ		BSSW-SWK2	NUR
UGCVE	BSCE-CE	LaLone, Bradley	BSCE-Civil Engineering	MAJ	OPT-DEDP	BSCE-CE	SEM
UGCVE	BSCE-CE	Olson, Joseph Robert	BSCE-Civil Engineering	MAJ		BSCE-CE	SEM
UGCVE	BSCE-CE	Pollman, Garret Scott	BSCE-Civil Engineering	MAJ		BSCE-CE	SEM
UGCVE	BSCE-CE	Semlak, Zachary Thomas	BSCE-Civil Engineering	MAJ		BSCE-CE	SEM
UGCVE	BSCE-CE2	Arnold, Christopher M	BSCE-Civil Engineering	MAJ		BSCE-CE2	SEM
UGCVE	BSCE-CE2	Maguire, Matthew Edward	BSCE-Civil Engineering	MAJ		BSCE-CE2	SEM
UGCVE	BSCE-CE2	Underhill, Mark	BSCE-Civil Engineering	MAJ	OPT-DEDP2	BSCE-CE2	SEM
UGCVE	BSCE-CE2	Williamson, Brandy K	BSCE-Civil Engineering	MAJ	OPT-DEDP2	BSCE-CE2	SEM
UGCHE	BSCHE-CHE	Hoff, Kalea Marie	BSCHE-Chemical Engineering	MAJ		BSCHE-CHE	SEM
UGCHE	BSCHE-CHE	McGrady, Tanya Rae	BSCHE-Chemical Engineering	MAJ		BSCHE-CHE	SEM
UGCHE	BSCHE-CHE	Ngoyi, Deborah Tshiyoyo	BSCHE-Chemical Engineering	MAJ		BSCHE-CHE	SEM
UGCHE	BSCHE-CHE	Rodriguez, Tyler John	BSCHE-Chemical Engineering	MAJ		BSCHE-CHE	SEM
UGCHE	ND-MNMATH	Rodriguez, Tyler John	Minor Mathematics	MIN		BSCHE-CHE	SEM
UGCHE	BSCHE-CHE	Schnee, Justin J	BSCHE-Chemical Engineering	MAJ		BSCHE-CHE	SEM

UGCHE	BSCHE-CHE	Shaffer, Cassandra J	BSCHE-Chemical Engineering	MAJ		BSCHE-CHE SEM
UGCHE	BSCHE-CHE2	Dhaliwal, Navneet Singh	BSCHE-Chemical Engineering	MAJ		BSCHE-CHE2 SEM
UGETE	BSEE-EE	Hensel, Joseph Matthew	BSEE-Electrical Engineering	MAJ	FOC-BSEECs	BSEE-EE SEM
UGETE	ND-MNMATH	Hensel, Joseph Matthew	Minor Mathematics	MIN		BSEE-EE SEM
UGETE	BSEE-EE	Nehring, Mason O	BSEE-Electrical Engineering	MAJ		BSEE-EE SEM
UGETE	ND-MNMATH	Nehring, Mason O	Minor Mathematics	MIN		BSEE-EE SEM
UGETE	BSEE-EE2	Garcia, Jose Manuel	BSEE-Electrical Engineering	MAJ		BSEE-EE2 SEM
UGETE	BSEE-EE2	Mohamud, Abdiaziz S	BSEE-Electrical Engineering	MAJ	FOC-BMEDE2	BSEE-EE2 SEM
UGETE	BSEE-EE2	Morshed, Cyrus Ahmed	BSEE-Electrical Engineering	MAJ		BSEE-EE2 SEM
UGETE	BSEE-EE2	Provost, Raymond C	BSEE-Electrical Engineering	MAJ		BSEE-EE2 SEM
UGGLE	BSGE-GE	Keller, Austin W	BSGE-Geological Engineering	MAJ		BSGE-GE SEM
UGGLE	ND-MNMATH	Keller, Austin W	Minor Mathematics	MIN		BSGE-GE SEM
UGGLE	BSGE-GE	Taunton, Meghan Ashley	BSGE-Geological Engineering	MAJ		BSGE-GE SEM
UGGEL	BSGEOL-GEL	Finnigan, Zahra	BSGEOL-Geology	MAJ		BSGEOL-GEL SEM
UGMCE	BSME-ME	Becker, Nicholas E	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	ND-MNMATH	Becker, Nicholas E	Minor Mathematics	MIN		BSME-ME SEM
UGMCE	BSME-ME	Cadotte, August B	BSME-Mechanical Engineering	MAJ	CON-AERO	BSME-ME SEM
UGMCE	BSME-ME	Dunn, Stephen D	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	BSME-ME	Eicher, Luke	BSME-Mechanical Engineering	MAJ	CON-AERO	BSME-ME SEM
UGMCE	ND-MNMATH	Eicher, Luke	Minor Mathematics	MIN		BSME-ME SEM
UGMCE	BSME-ME	Gilman, Jackson Lee	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	BSME-ME	Hirsch, Michael P	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	ND-MNSPST	Hirsch, Michael P	Minor Space Studies	MIN		BSME-ME SEM
UGMCE	BSME-ME	Kossan, Samuel W	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	ND-MNCSLC	Kossan, Samuel W	Minor Chinese Std: Lang/Cultur	MIN		BSME-ME SEM
UGMCE	BSME-ME	Mielke, Lukas A	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	ND-MNMATH	Mielke, Lukas A	Minor Mathematics	MIN		BSME-ME SEM
UGMCE	BSME-ME	Minhas, Ali	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	BSME-ME	Pintur II, Mark Joseph	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	BSME-ME	Saugestad, Colton E	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	BSME-ME	Underdahl, Andrew T	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	BSME-ME	Van Heel, Andrew Robert	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	BSME-ME	Walz, Emily A	BSME-Mechanical Engineering	MAJ		BSME-ME SEM
UGMCE	BSME-ME2	Brown, Bradley Iving	BSME-Mechanical Engineering	MAJ		BSME-ME2 SEM
UGMCE	BSME-ME2	Burgess, Dwight	BSME-Mechanical Engineering	MAJ		BSME-ME2 SEM
UGMCE	BSME-ME2	Copper, Tim R	BSME-Mechanical Engineering	MAJ		BSME-ME2 SEM
UGMCE	BSME-ME2	Gilbert, Mark E	BSME-Mechanical Engineering	MAJ		BSME-ME2 SEM

UGMCE	BSME-ME2	Haynes, Christopher L	BSME-Mechanical Engineering	MAJ	CON-TSS2	BSME-ME2	SEM
UGMCE	BSME-ME2	Long, Jason Matthew	BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
UGMCE	BSME-ME2	Mixon, Kyler Rush	BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
UGMCE	BSME-ME2	Olson, Joshua E	BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
UGMCE	BSME-ME2	Quitugua, Maressa M	BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
UGMCE	BSME-ME2	Ramirez, Luis	BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
UGMCE	BSME-ME2	Ramos, David E	BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
UGMCE	BSME-ME2	Ricter, Collin Lee	BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
UGPTE	BSPTTE-PTE	Ismail, Lawand Mohammed	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE	SEM
UGPTE	BSPTTE-PTE	Manduma, Arris Ntoko	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE	SEM
UGPTE	BSPTTE-PTE	Sulaiman, Zirfan M	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE	SEM
UGPTE	BSPTTE-PTE2	Ahmed, Mohamed Abdirisaa	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE2	SEM
UGPTE	BSPTTE-PTE2	Barker, Troy	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE2	SEM
UGPTE	ND-MNECON	Barker, Troy	Minor Economics	MIN		BSPTTE-PTE2	SEM
UGPTE	BSPTTE-PTE2	***Duck, Brandon Michael***	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE2	SEM
UGPTE	BSPTTE-PTE2	Heartfield, Tyler Christopher	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE2	SEM
UGPTE	BSPTTE-PTE2	Izata, Osvaldo K	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE2	SEM
UGPTE	ND-MNGEOL	Izata, Osvaldo K	Minor Geology	MIN		BSPTTE-PTE2	SEM
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UGPTE	BSPTTE-PTE2	McNabb-Seidl, Colin Christian	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE2	SEM
UGPTE	ND-MNMATH	McNabb-Seidl, Colin Christian	Minor Mathematics	MIN		BSPTTE-PTE2	SEM
UGPTE	BSPTTE-PTE2	Noack, Bryan M	BSPTTE-Petroleum Engineering	MAJ		BSPTTE-PTE2	SEM
UGPTE	BSPTTE-PTE2	Vesledahl, Tanner Paul	BSPTTE-Petroleum Engineering	MAJ		CERT-PETE2	SEM
UGPTE	CERT-PETE2	Molua, Irene Emenge	CERT-Petroleum Engineering	MAJ		BSCLS-CLS	SMHS
UGCLS	BSCLS-CLS	Bettenberg, Jennifer Kay	BSCLS-Medical Lab Science	MAJ			

UGCLS	BSCLS-CLS	Busch, Sullivan M	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
UGCLS	BSCLS-CLS	Essler, Joshua Mark	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
UGCLS	BSCLS-CLS	Mohamed, Nimo Bireh	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
UGCLS	BSCLS-CLS	Palarca, In Lay-Che	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
UGCCT	CERT-HET/H	Molen, Darcel K	CERT-MLS TR:Hematology/Hemosta	MAJ	CERT- HET/H	SMHS
UGHIT	CERT-HIT	Adcock, Alicia S	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	Bolton, Madeline Elizabeth	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	McGee, Tara Jade	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	Miller, Nichole D	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	Moua, Michael	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	Murry, Paula C	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	Siler, Zachary D	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	Suon, Nancy	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	Sylvester, Carol Ann	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	Verdun, Kathryn Therese	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGHIT	CERT-HIT	Wicks, Lindsey Renee	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
UGCCT	CERT-IMMU	Pleasant, Jacqueline B	CERT-MLS TR:Immunohematology	MAJ	CERT-IMMU	SMHS
UGCCT	CERT-MICRO	Austin, Zoe	CERT-MLS TR: Microbiology	MAJ	CERT- MICRO	SMHS
UGCCT	CERT-MICRO	Kepner, Kaitlyn Ann Marie	CERT-MLS TR: Microbiology	MAJ	CERT- MICRO	SMHS
UGCCT	CERT-MICRO	McKinney, Andrew R	CERT-MLS TR: Microbiology	MAJ	CERT- MICRO	SMHS
UGCCT	CERT-MICRO	Pleasant, Jacqueline B	CERT-MLS TR: Microbiology	MAJ	CERT- MICRO	SMHS
UGMLC	CERT-MLSPB	Lucero, Mary Madeline	CERT-Medical Laboratory Scienc	MAJ	CERT- MLSPB	SMHS
MDMED	MD-MED	Panteah, Mylan Daniel	Medicine	MAJ	MD-MED	SMHS

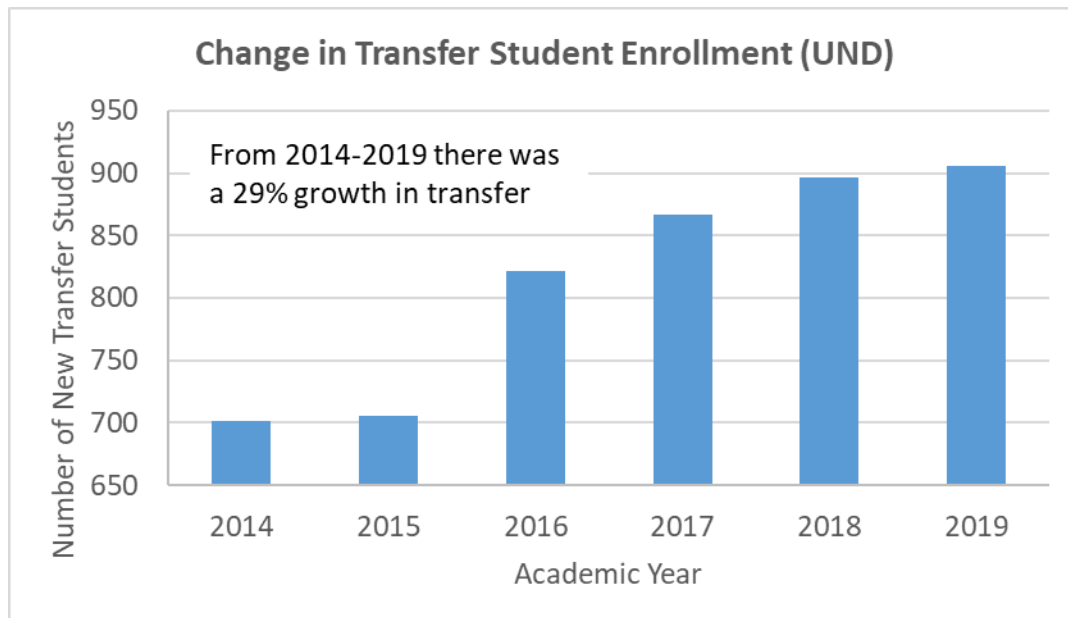
October 21, 2019

Essential Studies 4-Year Accredited Baccalaureate Degree Proposal

Proposal: The College of Engineering and Mines is requesting an internal policy change for students who transfer to the university with a completed 4-Year Accredited Baccalaureate Degree, to have their Essential Studies fulfilled.

The university has seen increases in the transfer student population, including those who have already completed a 4-year degree from an accredited institution. These students transfer in and are currently earning a waiver for their Breadth of Knowledge requirements, however they are required to complete the Special Emphasis requirements. These areas should be fulfilled based on coursework required for their baccalaureate degree from their previous institution.

This proposal is being recommended based on the 29% growth of transfer students in the past 5 years (Figure 1). The student population is changing and many students are returning to colleges and universities to earn a second degree. Of approximately 650 transfer students admitted to UND for the Fall 2019 term, 200 students had a waiver for Breadth of Knowledge and of those only 73 earned a waiver for their special emphases as well. Those students who earned an ES waiver for both BOK and special emphases do so based on their two-year granting institution (i.e., some associate degrees waive BOK AND special emphasis while bachelor degrees do not). To ensure uniformity, it should be considered that all students who have earned a baccalaureate degree from a regionally accredited institution be granted a similar waiver.



By granting transfer students this waiver, it would benefit the students by removing the barrier of having to complete additional coursework to satisfy requirements already met with their previous degree or petition the committee for a waiver of these courses.

A handwritten signature in cursive script that reads "Bailey Bubach".

Bailey Bubach, M.S.
Interim Assistant Dean for Student Affairs
College of Engineering and Mines
bailey.bubach@und.edu
(701) 777-5891

The following two documents are the 2018 version of the University Assessment Plan. Changes were made to the highlighted sections and/or shown with track changes.

University Assessment Plan: 2018 version (document 1)

UNIVERSITY PLAN FOR ASSESSMENT OF STUDENT LEARNING AND DEVELOPMENT

I. INTRODUCTION

The University of North Dakota provides a statement of its institutional identity and goals in its Mission Statement. This statement, which was created and adopted through legislative process, includes goals for student learning and development in their most fundamental form. The statement provides:

The University of North Dakota, as a member of the North Dakota University System, serves the state, the country and the world community through teaching, research, creative activities, and service. State-assisted, the University's work depends also on federal, private, and corporate sources. With other research universities, the University shares a distinctive responsibility for the discovery, development, preservation, and dissemination of knowledge. Through its sponsorship and encouragement of basic and applied research, scholarship, and creative endeavor, the University contributes to the public well-being.

The University maintains its legislatively-enacted missions in liberal arts, business, education, law, medicine, engineering and mines and has also developed special missions in nursing, fine arts, aerospace, energy, human resources, and international studies. It provides a wide range of challenging academic programs for undergraduate, professional, and graduate students through the doctoral level. The University encourages students to make informed choices, to communicate effectively, to be intellectually curious and creative, to commit themselves to lifelong learning and the service of others, and to share responsibility both for their own communities and for the world. The University promotes cultural diversity among its students, staff, and faculty.

In addition to its on-campus instructional and research programs, the University of North Dakota separately and cooperatively provides extensive continuing education and public service programs for all areas of the state and region.

Commented [BT1]: Updated to new mission statement

Thus, the overall goals for student learning and development, as identified by the University's Mission Statement, are:

1. making informed choices,
2. communicating effectively,
3. being intellectually curious and creative,
4. committing oneself to lifelong learning,
5. committing oneself to the service of others, and
6. sharing responsibility for one's own community and for the world.

As the University provides a wide range of challenging academic programs at various levels (including certificate programs and bachelor, master, specialist, professional, and doctoral levels) and within many different areas of specialty (including liberal arts, business, education, law, medicine, engineering and mines, nursing, fine arts, aerospace, energy,

human resources, and international studies), each department, college, and program is also expected to formally adopt its own mission statement. Each of those mission statements, in turn, includes more focused student learning goals that relate back to the broader goals defined in the University's Mission Statement.

In addition, and as an umbrella for the undergraduate programs, the University also provides student learning goals for its Essential Studies (ES) program (the general education program at UND). Addressed within a cross-disciplinary framework, these goals, stated below, correlate with the student learning goals found in the University Mission Statement:

1. **Critical Inquiry & Analysis:** Inquiry is a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
2. **Quantitative Reasoning:** Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.
3. **Written Communication:** Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.
4. **Oral Communication:** Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
5. **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
6. **Intercultural Knowledge & Skills:** Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

As an important part of its effort to meet these goals, the University engages in ongoing assessment of student learning and development. Assessment activities are used to examine student learning and development on a number of levels, from individual department, college, and program assessment, to broader general education and institutional assessment. This process was reaffirmed by the University's 2017 "One UND" Strategic Plan, which identified providing "a strong undergraduate liberal arts foundation" as the first goal. Each goal was assigned to a team, with the expectation that team members would develop specific action items and metrics to ensure goal achievement. One key metric for goal one is the assessment of learning related to UND's Essential Studies learning outcomes, with that

assessment occurring both internally (through UND faculty) and externally (through an AAC&U project).

Faculty guidance and oversight is provided to the Office of the Vice President of Academic Affairs and Provost (VPAA/Provost) in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the university community. The University provides administrative support through the position of the assessment director. Further, each academic department, college, and program is responsible for developing, implementing, and evaluating its own individual assessment plan. This process is monitored through the annual assessment report of the department, college, or program to the University President and Provost. The Senate University Assessment Committee (UAC) collects and periodically reviews these individual assessment plans, offering support to the individual departments, colleges, and programs in their ongoing assessment plan development and implementation. In addition, the Committee monitors the more broadly-based assessment tools used by the University, and regularly evaluates these tools for effectiveness in measuring student learning and development.

A more detailed overview of the assessment process, responsibilities, and levels of assessment is provided in Part II below. Part III provides an overview of the responsibilities of the Senate University Assessment Committee as well as the institutional assessment tools evaluated by that Committee.

II. OVERVIEW OF ASSESSMENT PROCESS

The following reflects a more detailed description of the overall assessment process at the University of North Dakota. By way of overview, Section A summarizes the entire process, while Sections B, C, and D further elaborate on the process at three levels – Institution, Essential Studies, and Program, respectively.

A. Overview of Process, Responsibilities, Levels of Assessment

Assessment begins with defining student learning goals and objectives. Once those goals are defined, the process of assessment can be carefully planned. Such planning includes identifying the educational experiences through which the student achieves learning and within which the goals can be assessed; the methods with which to make that assessment; the timeline for data collection; the parties responsible for the data collection, analysis, and reporting; and the anticipated use of the data analysis. Table A below identifies these five essential components of the overall assessment process at the University of North Dakota. Each of those components is further defined by questions to be answered in that stage of the assessment process. Tables B, C, and D then reflect how these components are defined within the assessment process at the three institutional levels (i.e., Institution, Essential Studies, and Program).

Table A

<p align="center">Student Learning Goals & Objectives</p> <p align="center"><i>What are our program's goals and objectives? What will students be able to think, know, do, or feel because of a given educational experience?</i></p>				
<p>Educational Experiences</p> <p><i>How will the goals and objectives be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes?</i></p>	<p>Assessment Methods</p> <p><i>What assessment methods will we use to collect data about what our students have learned? What are our criteria for success? How will we know the objectives have been met? What level of performance meets each objective? How will we interpret and evaluate the data?</i></p>	<p>Timeline</p> <p><i>When will we collect data? How often?</i></p>	<p>Responsibilities</p> <p><i>Who will be responsible for collecting, interpreting, and reporting the results?</i></p>	<p>Use of Results and Process for Documentation & Decision-Making</p> <p><i>How will the results of assessment be used? Who needs to know the results? How can we convince them that the goals and objectives have been met? How can we improve our program and assessment process?</i></p>

Table B

Institutional Student Learning and Development Goals

<ol style="list-style-type: none"> 1. Informed choices 2. Communicate effectively 3. Intellectual curiosity, creativity 4. Commitment to lifelong learning 5. Service to others 6. Shared responsibility for communities and world 				
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results & Process for Documentation & Decision-Making
Essential Studies Course Work and Assessment Week scoring sessions (Goals 1, 2, 3, and 6)	Direct assessment of Essential Studies outcomes among seniors during Assessment Week and/or the UNDergraduate Showcase.	Report from Essential Studies Committee filed in Fall Semester and reviewed by Assessment Committee. Direct assessments of Essential Studies via analysis of work products generated by students in ES capstone classes and scored by faculty from across campus. Findings reviewed by the Assessment Committee.	Assessment Director and Director of Essential Studies, in conjunction with the Essential Studies Committee, are responsible for coordinating analysis of direct outcomes assessments of Essential Studies goals.	The Assessment Committee reviews summaries of the various sorts of data to see what the compilation can tell about student learning outcomes at UND. The Committee feeds findings back to all academic and student support units (plus the Essential Studies Committee), as findings are relevant and trends are noted.
Curricular: Major programs of study in all UND academic departments (All Goals)	Yearly review of one third of departmental annual reports to describe and summarize findings.	Assessment reports filed in October. One third of the academic annual reports reviewed by Assessment Committee in Spring Semester.	Chair of each individual department responsible for direct assessments of student learning goals, including the goals which derive from the Institutional Goals.	The Assessment Committee oversees the assessment process, recommending changes in processes as needed and updating the Institutional Assessment Plan.
Co-Curricular: Academic & Student support services programs with student learning missions (All Goals)	Yearly review of one third of annual reports from relevant programs (See Table F for a listing of departments subject to review).	Assessment reports from student services/co-curricular programs reviewed in Fall Semester (approximately one-third of unit reports reviewed each year).	Directors and/or Department Heads of each student service/co-curricular unit responsible for annual assessment reporting.	The assessment director receives input directly from the Assessment Committee and forwards/reports to the Provost.
Office of Institutional Research & Effectiveness (OIRE) (All Goals)	Surveys administered to collect student perception data regarding learning goals (click title for chart linking tools with goals).			
<i>UAC Reviews of the above.</i>	<i>Summary and compilation of outcome findings by UAC in late Spring.</i>	Surveys done on a rolling basis as per the Office of Institutional Research & Effectiveness schedule (attached). Survey outcomes reviewed by the UAC during Fall semesters.	Director of the Office of Institutional Research & Effectiveness responsible for delivery and analysis of institutional surveys.	
		<i>Summary and compilation of outcome findings by UAC in late Spring.</i>	<i>UAC oversees assessment across the departments and units and feeds information to departments and units where it might not otherwise be seen.</i>	

Commented [BT2]: Tables B,C, & D updated to reflect ES process & assessment. Names were also changed from Assessment Director to Director of Assessment. OIRE was changed to Office of Analytics and Planning. See notes made in draft by Karyn Plumm

Table C

Essential Studies: Student Learning and Development Goals				
	1. Critical Inquiry & Analysis 2. Quantitative Reasoning 3. Written Communication		4. Oral Communication 5. Information Literacy 6. Intercultural Knowledge & Skills	
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results and Process for Documentation & Decision-Making
UNDERgraduate Showcase	Scoring of capstone students' oral presentations	Once every three years, as part of the ES learning goal assessment cycle	ES Office coordinates and managed scoring process and ES Committee reviews and conducts loop closing on the assessment data	All findings regarding Essential Studies are reported within or to the ES Committee and reported by them to the ES faculty, University Senate, Director of ES, Provost's office, and any other offices or individuals where the findings might be relevant.
Essential Studies (ES) Assessment Week and scoring sessions	Collect student work generated (during Assessment Week) in response to performance tasks aligned with ES outcomes.	Direct outcomes assessment reviews conducted yearly, with each goal addressed on a rotating basis.	Director of Essential Studies and assessment director collect and report on outcomes of scoring sessions with work products generated by students enrolled in ES capstones.	ES Committee members report back on their findings to departments during the re-validation process.
Office of Institutional Research & Effectiveness (OIRE) (all goals)	Indirect data collected via OIRE-conducted surveys (see attached chart linking tools with goals; all goals).	Surveys done on a rolling basis as per the OIRE schedule (attached). Survey outcomes reviewed by the UAC during Fall semester.	OIRE staff disseminates surveys, and analyzes and reports survey data.	The ES Committee also reports back to the UAC for further review and any additional dissemination or use.
AAC&U VALUE InstituteOffice of Institutional Research & Effectiveness (OIRE) (all goals)	Using samples from the ES Assessment Week process, obtain nationally-normed scores on learning outcomes that correspond to the ES Program's goals and/or are of interest to the ES ProgramIndirect data collected via OIRE-conducted surveys (see attached chart linking tools with goals; all goals).	Yearly, matched to the ES Assessment Week cycle of learning goal data collection and analysisSurveys done on a rolling basis as per the OIRE schedule (attached). Survey outcomes reviewed by the UAC during Fall semester.	Director of ES and assessment directorOIRE staff disseminates surveys, and analyzes and reports survey data.	Changes in assessment methods or procedures, as needed, are determined by the ES Committee with input from the ES Director, the assessment director, and the UAC.
AAC&U VALUE Institute	Using samples from the ES Assessment Week process, obtain nationally-normed scores on learning outcomes that correspond to the ES Program's goals	Yearly, matched to the ES Assessment Week cycle of learning goal data collection and analysis	Director of ES and assessment director	

	and/or are of interest to the ES Program			From within the Essential Studies office student programs of study can be analyzed, the ES director can track which goals are actually being addressed and can view how many "hits" students have on various goals.
AAC&U VALUE Institute	Using samples from the ES Assessment Week process, obtain nationally-normed scores on learning outcomes that correspond to the ES Program's goals and/or are of interest to the ES Program	Yearly, matched to the ES Assessment Week cycle of learning goal data collection and analysis	Director of ES and assessment director	

Table D

Program Student Learning Development Goals				
All goals for programs and academic courses of study are determined by faculty and staff within the program and vary from program to program. All programs are expected to fit within and support the institution's goals, reworded to be consistent with program priorities and mission; in addition, each academic program will have program-specific or profession-specific goals. All program-specific goals are included in the program's assessment plan and posted on the University Assessment Committee (UAC) website set up for that purpose.				
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<p>The Essential Studies (ES) program is expected to support and connect to the student's major program of study, often providing initial learning related to departmental intended learning outcomes.</p> <p>The program's or department's courses and other academic requirements are the primary source of educational experiences relevant to its own goals.</p>	<p>Most methods for assessing program-specific learning goals are developed by the departments and embedded in their academic programs or (in the case of indirect evidence) collected through department-administered surveys, focus groups, et cetera. For more detail on methods, see each individual department's plans for assessing student learning on the UAC website.</p> <p>Departments can draw on assessment data collected through institutional sources (e.g., findings</p>	<p>Departments develop their own timetables for data collection, analysis, and use. See plans for assessment of student learning posted on the UAC website.</p>	<p>Each program/department chair is responsible for overseeing the development of that unit's plan for the assessment of student learning and development.</p> <p>In many cases, department-level assessment committees are assigned to carry out that work. (See the plans, posted on the UAC website, for more detail.)</p> <p>The assessment director is responsible for overseeing the work of departments.</p> <p>The UAC is responsible for working with the assessment director to oversee the assessment process, including reading, reviewing, and culling relevant information from departmental reports, as</p>	<p>Departments use findings for internal decision-making, as described in plans for assessment of student learning.</p> <p>Decision-making at the college or institutional level may draw on findings from departmental assessments as documented in annual reports or as brought to the attention of relevant committees and administrators, when the findings warrant.</p>

Student services and co-curricular programs sometimes support learning related to departmental goals, especially goals that are skill-oriented (e.g., critical thinking) and affective goals (e.g., ethics and professionalism).	regarding ES outcomes, findings from the Office of Institutional Research & Effectiveness [OIRE] surveys, findings from student services and/or co-curricular experiences) where relevant.		described above, and to conduct reviews of the departments' work as a component of the institutional assessment process.	
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B. Overview of Institutional Assessment

As an accompaniment to Table B above, the following narrative further articulates assessment of student learning at the institutional level by further delineating (a) the institutional student learning goals, (b) the sources of data for assessment of those goals, (c) the analysis and interpretation of the data collected, and (d) the response to that analysis and interpretation. Following this narrative, Chart 1 depicts where the component actors fall within this assessment process, and where the information flows in relation to these actors and within each stage of the assessment process.

Goals:

1. Students will be able to make informed choices.
2. Students are expected to communicate effectively.
3. Students will be intellectually curious and creative.
4. Students will commit themselves to lifelong learning.
5. Students will be engaged in the service of others.
6. Students will share responsibility for their own communities and for the world.

Data Sources:

Data regarding achievement of institutional goals are collected at multiple levels. Four of these goals (1, 2, 3, and 6) are closely aligned with Essential Studies goals. Direct assessment occurs through campus-wide scoring sessions conducted using student-generated materials collected during Assessment Week; these work products are generated and scoring sessions occur under the leadership of the assessment director and the Director of Essential Studies. A second scoring process occurring through the Association of American Colleges and Universities (AAC&U) provides additional information. This nationally normed scoring process affirms the UND scoring as well as providing additional direct assessment information. Those efforts provide information about institutional outcomes demonstrated near the time of graduation, thus capturing findings for both students who start their college studies at UND and transfer students.

Many of UND's institutional goals are held in common with individual programs and departments. In those cases, the goals are assessed at the departmental and/or program level. Regular review of departmental annual reports by the Assessment Committee allows data and findings to be collected and applied at an institutional level. Institutional goals are also similar to some goals identified by units which promote student learning but do not offer course and degrees, (e.g., those within units providing services to students, including Residence Services; the Writing Center; the International Center; the Chester Fritz Library-see Table F for a complete listing). Assessment Committee members regularly review reports from all relevant programs to collect and apply data relevant to institutional goals.

Finally, the Office of Institutional Research & Effectiveness administers a number of surveys, many of which provide indirect evidence relating to achievement of institutional goals. Data from those surveys are analyzed by OIRE and reviewed by members of the Assessment Committee to elicit information relevant to institutional goals.

The advantage of this decentralized system of data collection is that it provides snapshots of student outcomes at different points in students' academic careers through various sorts of data, both indirect and direct, collected using a variety of methodologies. In a university offering a wide range of possible majors and a broad range of possible university experiences, it would be an oversimplification to rely too heavily on a single sort of data or a single point of collection. The diversity of tools and methods used by UND gives a clearer and more useful picture of student learning than would be possible through a more streamlined approach.

Analysis and Interpretation:

Data for institutional goals that align closely with Essential Studies goals will be collected, reviewed, and analyzed by the Essential Studies Director with support from the assessment director. Findings are submitted both to the Essential Studies Committee and the Assessment Committee. Outcomes assessment for the Essential Studies goals occurs using work products generated by senior students from across campus during an annual Assessment Week, with scoring occurring during finals week and a report available soon thereafter. Findings from the AAC&U scoring are considered (when they become available) in relation to the internal scoring. Members of the Essential Studies Committee analyze the data for use in program refinements, while Assessment Committee members make recommendations regarding assessment procedures and needs.

Data collected by programs and departments are analyzed, interpreted, and reviewed at the program or department level. Each year, Assessment Committee members compile relevant data taken from a sample of annual reports (33% of reports to be reviewed yearly). These data, often including direct assessment findings, are combined with data culled from reports generated by various non-degree-granting programs which promote student learning (housed within either Student Affairs or Academic Affairs). The Assessment Committee reviews and summarizes the cumulative data for applicability to institutional goals.

Instruments administered through OIRE are analyzed by staff in that office. The analysis summaries are brought to the Assessment Committee for interpretation and review.

The Assessment Committee is responsible for overseeing and reviewing the collection of data in accordance with this plan, evaluating the appropriateness of tools used, evaluating the adequacy of reporting mechanisms, and overseeing the analysis and interpretation of the accumulated data.

Closing the Loop:

Based on the analysis, review, and interpretation of data as described above, Assessment Committee members recommend any changes needed in institutional assessment procedures. The Committee also forwards relevant information to stakeholders (e.g., the Provost's Office, the Academic Cabinet, the University Senate, the Curriculum Committee, the Essential Studies Director, department chairs).

In addition, organizations and units collecting, analyzing, and interpreting the various sorts of data (individual departments, the Essential Studies Committee, etc.) are responsible for closing the loop on their own data within their own programs; reporting assessment efforts, conclusions, and responses within their Annual Assessment Reports; and forwarding analyzed data to other offices on campus as appropriate. Finally, the assessment director serves as a member of the Assessment Committee, providing a direct connection for feeding information forward into institutional planning as well as feeding it back to individual campus units.

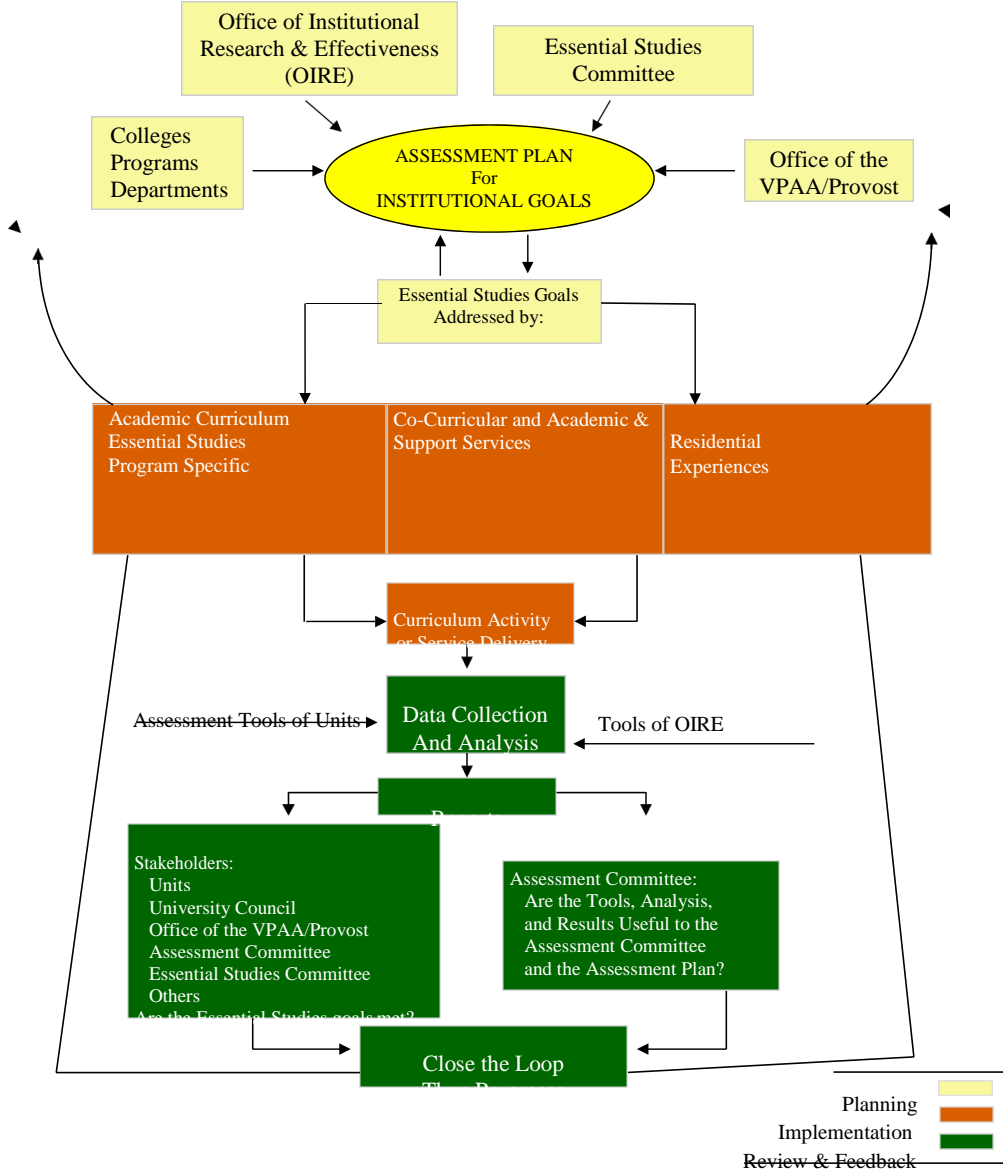
The Assessment Committee oversees efforts to periodically review the value of current sources of data as well as seek out new sources of data. The Committee also oversees efforts to periodically review the methods used for data collection, analysis, and interpretation, and seeks out new and more effective methods for such collection, analysis, and interpretation. Finally, the Committee oversees efforts to periodically review the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision-making.

Assessment information summarized in departmental annual reports, along with findings from the Assessment Committee's reviews of those reports, is available for examination during program review. Through the program review process, use of data is discussed and any necessary decisions, including those related to budget, are considered in view of the information presented.

Chart 1

Assessment of Institutional Goals

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C. Overview of Essential Studies Assessment

As an accompaniment to Table C, the following narrative further articulates assessment of student learning at the Essential Studies level through delineating (a) the Essential Studies student learning goals, (b) the sources of data for assessment of those goals, (c) the analysis and interpretation of the data collected, and (d) the response to that analysis and interpretation. Following this narrative, Chart 2 depicts where the elements fall within this assessment process, and where the information flows in relation to these elements and within each stage of the assessment process.

Goals:

1. **Critical Inquiry & Analysis:** Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
2. **Quantitative Reasoning:** Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.
3. **Written Communication:** Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.
4. **Oral Communication:** Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
5. **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
6. **Intercultural Knowledge & Skills:** Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

Assessment Methods:

Essential Studies learning goal outcomes assessment occurs through an Assessment Week process that addresses all ES goals on a rotating basis. Students enrolled in ES capstones (and thus, nearing the time of graduation) produce work in response to tasks that emphasize the learning outcome to be assessed that year. Those work products are scored by faculty volunteers, typically during finals week, and results are available for discussion and loop-closing by the beginning of the next semester. This strategy is designed to ensure the

broadest possible student participation in the assessment process. It is also rooted in the principle of faculty ownership of the curriculum, since the definitions of ES goals, the rubrics that operationalize those goals, and the performance tasks that are used to assess them are all faculty developed and approved. Finally, faculty themselves conduct the scoring and carry out analysis during a debriefing session.

A second scoring of a sample of the work products collected for assessment week occurs through a national project overseen by AAC&U – the VALUE Institute. This scoring provides a double-check on the internal scoring and a second source of direct assessment data for the program.

Finally, ES staff run periodic reports demonstrating the numbers of courses validated to address each of the ES learning outcomes. They are also able to track the number of courses addressing an ES outcome taken by a typical student. These reports provide an indirect measure of program effectiveness, ensuring that an adequate number of courses are available and experienced by students.

Other sources of data regarding student learning related to Essential Studies goals include findings documented in annual reports of academic departments and other co-curricular and academic and student support services (i.e., Student Affairs departments including, e.g., the Student Success Center, Disability Services for Students, and Residence Services, and Academic Affairs departments including the Writing Center, the International Center, and the Chester Fritz Library). Finally, surveys administered by the Office of Institutional Research & Effectiveness provide indirect evidence regarding many of the Essential Studies goals.

Collecting data from these varied sources, and at these varied times in a student's academic career, provides a comprehensive picture of students' achievement of the Essential Studies goals.

Analysis and Interpretation:

Scores from student work produced during Assessment Week in response to performance tasks (an outcomes assessment measure) are analyzed and interpreted in debriefing sessions by faculty teams working under the oversight of the Essential Studies Director and the assessment director. Findings and the data to support the findings are submitted to members of the Assessment Committee and the Essential Studies Committee for further review and interpretation as well as for consolidation into overall review of the Essential Studies program.

Scores from AAC&U are analyzed in comparison to the internally-generated assessment results. Reports indicating adequacy of courses addressing the various ES learning outcomes are also considered in relation to internally-generated assessments with the aim of analyzing any role that course availability may play in learning outcomes.

Data collected by individual departments and by departments and programs providing student services that promote learning are analyzed, interpreted, and reported by faculty and staff within those organizations. Relevant data collected from OIRE surveys are similarly analyzed by OIRE, interpreted by the Assessment Committee, and forwarded to the Essential Studies Committee for further study as is determined to be appropriate.

Closing the Loop:

All findings relevant to Essential Studies are forwarded to the Director of Essential Studies, and, from that office are consolidated into reports for use by members of the Essential Studies Committee and other stakeholders across campus. As needed, findings are reported back for discussion at larger campus forums, including meetings of the ES faculty, or forwarded to the Provost's Office, Academic Cabinet, University Council, department chairs, or other appropriate audiences. The assessment director and the Director of Essential Studies serve on both the Assessment Committee and the Essential Studies Committee, ensuring that sharing of findings among committees and across the larger campus takes place as appropriate.

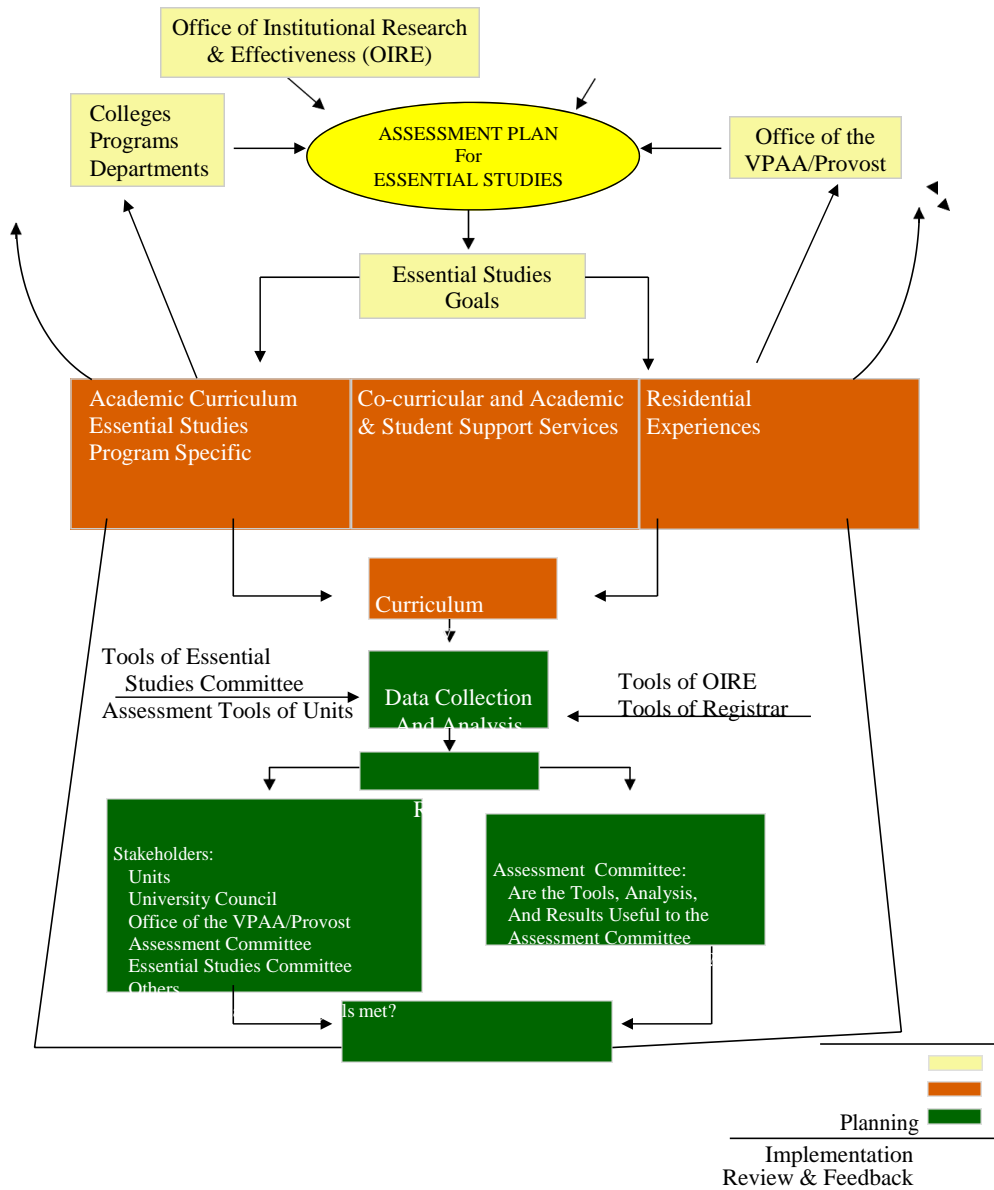
The underlying organizations, departments, and units collecting, analyzing, and interpreting the various sorts of data are responsible for closing the loop on their own data within their own programs; reporting within their Annual Reports their assessment efforts, conclusions, and responses; and forwarding analyzed data to other offices on campus as appropriate.

The Assessment Committee oversees efforts to periodically review the value of current sources of data as well as seeking out new sources of data. The Committee also oversees efforts to periodically review the methods used for data collection, analysis, and interpretation, and seek out new and more effective methods for such collection, analysis, and interpretation. Finally, the Committee oversees efforts to periodically review the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision making.

Chart 2

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Assessment of Essential Studies Goals



D. Overview of Program Assessment

As part of an education at UND, students develop proficiency in an academic or professional field(s) as well as developing more general skills, competencies, interests, and knowledge. This is expected to occur for programs at all levels, including certificates (undergraduate and graduate) and degrees (undergraduate, graduate, law, and medicine). Responsibility for the assessment of program-specific goals lies with the individual department, with the support of the [Assessment Committee](#) and the Provost's office. Some of a program's goals are expected to align with institutional and Essential Studies' goals, although others will be unique to the department. The Assessment Committee reviews assessment plans and annual assessment reports from all programs on campus in order to provide feedback regarding opportunities for improving the plans, strengthening the reports, and/or using the data. As the culmination of that review, the assessment director has a meeting with faculty from each reviewed program to return a print copy of the review and discuss findings as well as possible areas for improvement. Deans also receive copies of the program reviews.

As an accompaniment to Table D, further information about program-specific student learning goals, sources of data for assessment of those goals, analysis and interpretation of the data collected, and response to that analysis and interpretation is provided below. Chart 3 depicts where the elements fall within this assessment process and where the information flows in relation to these elements and within each stage of the assessment process.

Goals:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://und.edu/university-senate/assessment/dept-asmt-plans.cfm>).

Assessment Methods:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

Analysis and Interpretation:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

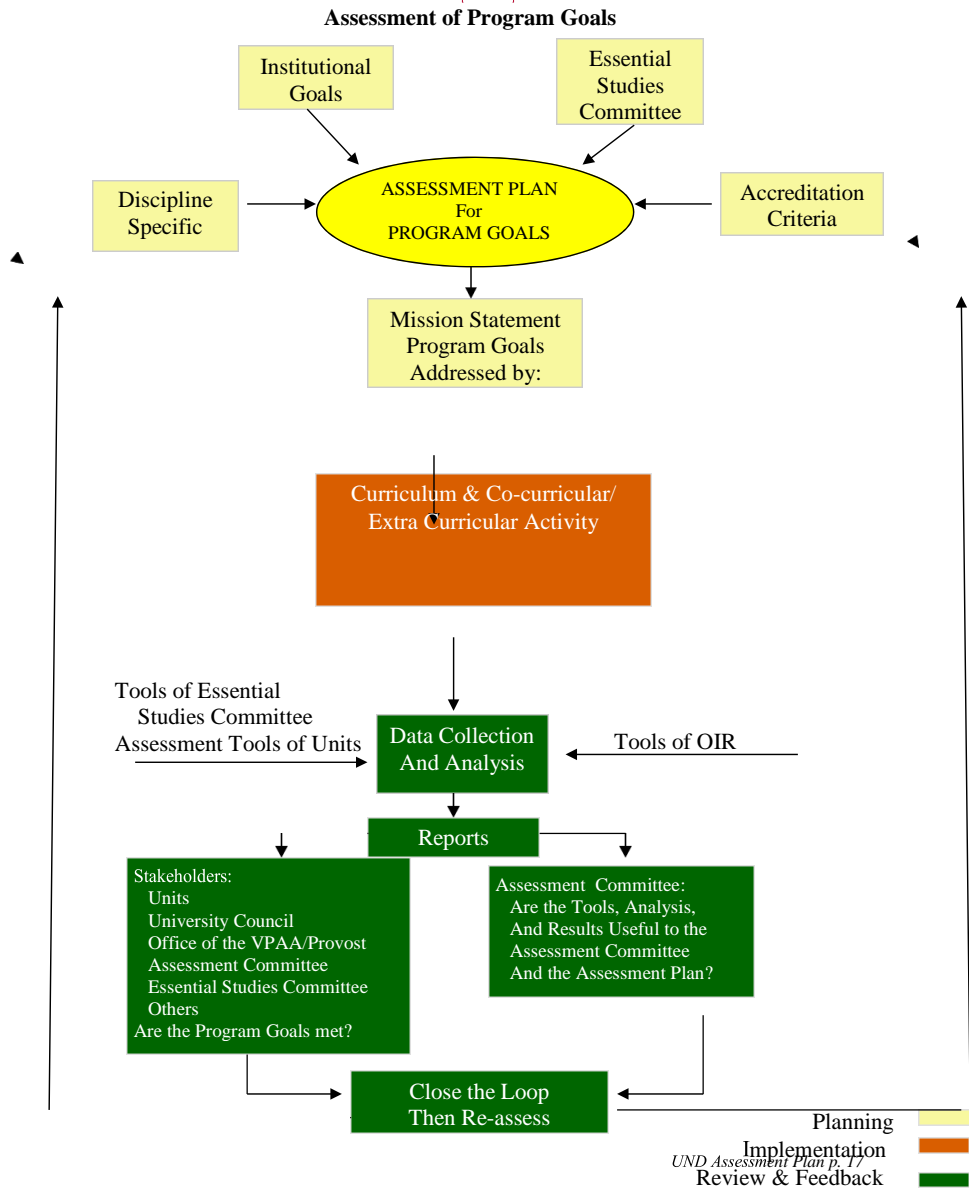
Closing the Loop:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

Departmental annual reports, including assessment data, also feed into the Assessment Committee's overall process of looking at institutional outcomes and institutional assessment effectiveness.

Chart 3

Commented [BT5]: Charts were removed for an easier understanding. Stated in text.



III. OVERVIEW OF SENATE UNIVERSITY ASSESSMENT COMMITTEE RESPONSIBILITIES

The Senate University Assessment Committee's purpose is to “provide faculty guidance and oversight to the Office of Vice President of Academic Affairs in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the University community” (<http://und.edu/university-senate/assessment/dept-asmt-plans.cfm>).

The following three tables provide an overview of the responsibilities of, and institutional assessment tools evaluated by, the [Senate University Assessment Committee](#). More specifically, Table E sets out the annual schedule of the Committee’s responsibilities, Table F identifies the institutional assessment tools used by the University and the schedule of data collection for each tool, and Table G identifies how each of these tools assesses student achievement of the Institutional and Essential Studies student learning goals. In addition to the surveys listed in Table G, the Office of Institutional Research & Effectiveness administers instruments designed to provide other kinds of information for monitoring and improving departments, programs, and services offered by UND. The Committee reviews these on occasion to determine any potential applicability to student learning and development. In addition, the Committee occasionally reviews other externally produced instruments (e.g., commercially available standardized exams) for possible inclusion in the University Assessment Plan. Based on regular review of current assessment tools and occasional review of alternative methods and tools, the Committee updates the University Assessment Plan and offers recommendations for possible changes in assessment tools and use of commercial instruments.

Table E
Assessment Committee Annual Schedule of Responsibilities

	August	September	October	November	December	January	February	March	April	May
Responsibilities Denoted by Senate										
Review University Assessment Plan		X								
Evaluate University Assessment Plan										X
Make Recommendations Regarding Assessment									X	
Annual Report to the Senate			X							
Maintain Committee Website	X	X	X	X	X	X	X	X	X	X
Responsibilities Denoted by Assessment Plan										
Review 1/3 of Curricular Department Assessment Plans & Annual Reports						X	X	X		
Review of Assessment Plans and Annual Reports from 1/3 of Academic Affairs			X	X	X					

programs with missions supporting student learning (Co-Curricular departments)										
Review of Assessment Plans and Annual Reports from 1/3 of Student Affairs programs with missions supporting student learning (Co-Curricular departments)			X	X	X					
Review of OIRE Surveys and Analyses			X	X	X	X				
Exploration of Additional Assessment Tools									X	

Table F
Projected Schedule of Institutional Assessment Tool Use
Organized by Expected Review Date

Commented [BT6]: Updated by Analytics and Planning to reflect current surveys.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
OIR Surveys and Analyses						
ACE-CIRP	X					X
Advising Survey			X			X
Alumni Outcomes					X	
BCSSE Survey-Freshmen				X		
Collegiate Learning Asmt					X	
ECAR Survey	X		X		X	
Employer Survey				X		X
ES Student Evaluations	X		X	X	X	X
First Year Experience	X					X
FSSE				X		
Graduating Seniors			X		X	
NSSE	X			X		X
Outcomes/Employment (annual survey reviewed every 4 years)			X			
Sophomore Satisfaction					X	
Senior Survey-ACE				X		
Curricular Departments: Assessment Reviews						
John D. Odegard School of Aerospace Sciences				X		
College of Engineering and Mines				X		
College of Business and Public Administration				X		
College of Arts and Sciences			X			X
College of Education and Human Development	X				X	
College of Nursing & Professional Disciplines	X				X	
School of Law			X			X
School of Medicine & Health Sciences	X				X	
School of Graduate Studies	X				X	

Co-Curricular Departments: Assessment Reviews

<i>Table F, continued</i> Projected Schedule of Institutional Assessment Tool Use	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20
American Indian Student Services				X		
Career Services			X			X
Chester Fritz Library			X			X
Dean of Students Office	X				X	
Disability Services for Students	X				X	
Wellness & Health Promotion			X			X
Housing				X		
International Programs			X			X
McNair Program (TRIO)	X				X	
Memorial Union			X			X
Multicultural Programs & Services				X		
Office of Student Rights & Responsibilities	New				X	
One Stop Student Services	New			X		
Student Involvement & Parent Programs			X			X
Student Success Center	X			X		
Student Support Services (TRIO)				X		
University Children's Learning Center			X			X
Women's Center (CVIC at UND)	X				X	
Writing Center	X				X	

Commented [BT7]: Co-curricular departments updated to current programs.

University Assessment Plan: 2018 version (document 2)

UNIVERSITY PLAN FOR ASSESSMENT OF STUDENT LEARNING AND DEVELOPMENT

I. INTRODUCTION

The University of North Dakota provides a statement of its institutional identity and goals in its Mission Statement. This statement, which was created and adopted through legislative process, includes goals for student learning and development in their most fundamental form. The statement provides:

The University of North Dakota, as a member of the North Dakota University System, serves the state, the country and the world community through teaching, research, creative activities, and service. State-assisted, the University's work depends also on federal, private, and corporate sources. With other research universities, the University shares a distinctive responsibility for the discovery, development, preservation, and dissemination of knowledge. Through its sponsorship and encouragement of basic and applied research, scholarship, and creative endeavor, the University contributes to the public well-being.

The University maintains its legislatively-enacted missions in liberal arts, business, education, law, medicine, engineering and mines and has also developed special missions in nursing, fine arts, aerospace, energy, human resources, and international studies. It provides a wide range of challenging academic programs for undergraduate, professional, and graduate students through the doctoral level. The University encourages students to make informed choices, to communicate effectively, to be intellectually curious and creative, to commit themselves to lifelong learning and the service of others, and to share responsibility both for their own communities and for the world. The University promotes cultural diversity among its students, staff, and faculty.

In addition to its on-campus instructional and research programs, the University of North Dakota separately and cooperatively provides extensive continuing education and public service programs for all areas of the state and region.

Thus, the overall goals for student learning and development, as identified by the University's Mission Statement, are:

1. making informed choices,
2. communicating effectively,
3. being intellectually curious and creative,
4. committing oneself to lifelong learning,
5. committing oneself to the service of others, and
6. sharing responsibility for one's own community and for the world.

As the University provides a wide range of challenging academic programs at various levels (including certificate programs and bachelor, master, specialist, professional, and doctoral levels) and within many different areas of specialty (including liberal arts, business, education, law, medicine, engineering and mines, nursing, fine arts, aerospace, energy,

human resources, and international studies), each department, college, and program is also expected to formally adopt its own mission statement. Each of those mission statements, in turn, includes more focused student learning goals that relate back to the broader goals defined in the University's Mission Statement.

In addition, and as an umbrella for the undergraduate programs, the University also provides student learning goals for its Essential Studies (ES) program (the general education program at UND). Addressed within a cross-disciplinary framework, these goals, stated below, correlate with the student learning goals found in the University Mission Statement:

1. **Critical Inquiry & Analysis:** Inquiry is a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
2. **Quantitative Reasoning:** Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.
3. **Written Communication:** Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.
4. **Oral Communication:** Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
5. **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
6. **Intercultural Knowledge & Skills:** Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

As an important part of its effort to meet these goals, the University engages in ongoing assessment of student learning and development. Assessment activities are used to examine student learning and development on a number of levels, from individual department, college, and program assessment, to broader general education and institutional assessment. This process was reaffirmed by the University's 2017 "One UND" Strategic Plan, which identified providing "a strong undergraduate liberal arts foundation" as the first goal. Each goal was assigned to a team, with the expectation that team members would develop specific action items and metrics to ensure goal achievement. One key metric for goal one is the assessment of learning related to UND's Essential Studies learning outcomes, with that

assessment occurring both internally (through UND faculty) and externally (through an AAC&U project).

Faculty guidance and oversight is provided to the Office of the Vice President of Academic Affairs and Provost (VPAA/Provost) in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the university community. The University provides administrative support through the position of the assessment director. Further, each academic department, college, and program is responsible for developing, implementing, and evaluating its own individual assessment plan. This process is monitored through the annual assessment report of the department, college, or program to the University President and Provost. The Senate University Assessment Committee (UAC) collects and periodically reviews these individual assessment plans, offering support to the individual departments, colleges, and programs in their ongoing assessment plan development and implementation. In addition, the Committee monitors the more broadly-based assessment tools used by the University, and regularly evaluates these tools for effectiveness in measuring student learning and development.

A more detailed overview of the assessment process, responsibilities, and levels of assessment is provided in Part II below. Part III provides an overview of the responsibilities of the Senate University Assessment Committee as well as the institutional assessment tools evaluated by that Committee.

II. OVERVIEW OF ASSESSMENT PROCESS

The following reflects a more detailed description of the overall assessment process at the University of North Dakota. By way of overview, Section A summarizes the entire process, while Sections B, C, and D further elaborate on the process at three levels – Institution, Essential Studies, and Program, respectively.

A. Overview of Process, Responsibilities, Levels of Assessment

Assessment begins with defining student learning goals and objectives. Once those goals are defined, the process of assessment can be carefully planned. Such planning includes identifying the educational experiences through which the student achieves learning and within which the goals can be assessed; the methods with which to make that assessment; the timeline for data collection; the parties responsible for the data collection, analysis, and reporting; and the anticipated use of the data analysis. Table A below identifies these five essential components of the overall assessment process at the University of North Dakota. Each of those components is further defined by questions to be answered in that stage of the assessment process. Tables B, C, and D then reflect how these components are defined within the assessment process at the three institutional levels (i.e., Institution, Essential Studies, and Program).

Table A

<p align="center">Student Learning Goals & Objectives</p> <p align="center"><i>What are our program's goals and objectives? What will students be able to think, know, do, or feel because of a given educational experience?</i></p>				
<p>Educational Experiences</p> <p><i>How will the goals and objectives be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes?</i></p>	<p>Assessment Methods</p> <p><i>What assessment methods will we use to collect data about what our students have learned? What are our criteria for success? How will we know the objectives have been met? What level of performance meets each objective? How will we interpret and evaluate the data?</i></p>	<p>Timeline</p> <p><i>When will we collect data? How often?</i></p>	<p>Responsibilities</p> <p><i>Who will be responsible for collecting, interpreting, and reporting the results?</i></p>	<p>Use of Results and Process for Documentation & Decision-Making</p> <p><i>How will the results of assessment be used? Who needs to know the results? How can we convince them that the goals and objectives have been met? How can we improve our program and assessment process?</i></p>

Table B

Institutional Student Learning and Development Goals				
1. Informed choices 2. Communicate effectively 3. Intellectual curiosity, creativity		4. Commitment to lifelong learning 5. Service to others 6. Shared responsibility for communities and world		
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results & Process for Documentation & Decision-Making
Essential Studies Course Work and Assessment Week scoring sessions (Goals 1, 2, 3, and 6)	Direct assessment of Essential Studies outcomes among seniors during Assessment Week and/or the UND undergraduate Showcase.	Report from Essential Studies Committee filed in Fall Semester and reviewed by Assessment Committee. Direct assessments of Essential Studies via analysis of work products generated by students in ES capstone classes and scored by faculty from across campus. Findings reviewed by the Assessment Committee.	Assessment Director and Director of Essential Studies, in conjunction with the Essential Essential Studies Committee, are responsible for coordinating analysis of direct outcomes assessments of Essential Studies goals.	The Assessment Committee reviews summaries of the various sorts of data to see what the compilation can tell about student learning outcomes at UND. The Committee feeds findings back to all academic and student support units (plus the Essential Studies Committee), as findings are relevant and trends are noted. The Assessment Committee oversees the assessment process, recommending changes in processes as needed and updating the Institutional Assessment Plan. The assessment director receives input directly from the Assessment Committee and forwards/reports to the Provost.
Curricular: Major programs of study in all UND academic departments (All Goals)	Yearly review of one third of departmental annual reports to describe and summarize findings.	Assessment reports filed in October. One third of the academic annual reports reviewed by Assessment Committee in Spring Semester.	Chair of each individual department responsible for direct assessments of student learning goals, including the goals which derive from the Institutional Goals.	
Co-Curricular: Academic & Student support services programs with student learning missions (All Goals)	Yearly review of one third of annual reports from relevant programs (See Table F for a listing of departments subject to review).	Assessment reports from student services/co-curricular programs reviewed in Fall Semester (approximately one-third of unit reports reviewed each year).	Directors and/or Department Heads of each student service/co-curricular unit responsible for annual assessment reporting.	
Office of Institutional Research & Effectiveness (OIRE) (All Goals)	Surveys administered to collect student perception data regarding learning goals (click title for chart linking tools with goals).			
<i>UAC Reviews of the above.</i>	<i>Summary and compilation of outcome findings by UAC in late Spring.</i>	Surveys done on a rolling basis as per the Office of Institutional Research & Effectiveness schedule (attached). Survey outcomes reviewed by the UAC during Fall semesters.	Director of the Office of Institutional Research & Effectiveness responsible for delivery and analysis of institutional surveys.	
		<i>Summary and compilation of outcome findings by UAC in late Spring.</i>	<i>UAC oversees assessment across the departments and units and feeds information to departments and units where it might not otherwise be seen.</i>	

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Table C

Essential Studies: Student Learning and Development Goals				
	1. Critical Inquiry & Analysis 2. Quantitative Reasoning 3. Written Communication	4. Oral Communication 5. Information Literacy 6. Intercultural Knowledge & Skills		
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results and Process for Documentation & Decision-Making
UNDergraduate Showcase	Scoring of capstone students' oral presentations	Once every three years, as part of the ES learning-goal assessment cycle	ES Office coordinates and managed scoring process and ES Committee reviews and conducts loop-closing on the assessment data	All findings regarding Essential Studies are reported within or to the ES Committee and reported by them to the ES faculty, University Senate, Director of ES, Provost's office, and any other offices or individuals where the findings might be relevant.
Essential Studies (ES) Assessment Week and scoring sessions	Collect student work generated (during Assessment Week) in response to performance tasks aligned with ES outcomes.	Direct outcomes assessment reviews conducted yearly, with each goal addressed on a rotating basis.	Director of Essential Studies and assessment director collect and report on outcomes of scoring sessions with work products generated by students enrolled in ES capstones.	ES Committee members report back on their findings to departments during the re-validation process.
Office of Institutional Research & Effectiveness (OIRE) (all goals)	Indirect data collected via OIRE-conducted surveys (see attached chart linking tools with goals; all goals).	Surveys done on a rolling basis as per the OIRE schedule (attached). Survey outcomes reviewed by the UAC during Fall semester.	OIRE staff disseminates surveys, and analyzes and reports survey data.	The ES Committee also reports back to the UAC for further review and any additional dissemination or use.
AAC&U VALUE InstituteOffice of Institutional Research & Effectiveness (OIRE) (all goals)	Using samples from the ES Assessment Week process, obtain nationally-normed scores on learning outcomes that correspond to the ES Program's goals and/or are of interest to the ES ProgramIndirect data collected via OIRE-conducted surveys (see attached chart linking tools with goals; all goals).	Yearly, matched to the ES Assessment Week cycle of learning goal data collection and analysisSurveys done on a rolling basis as per the OIRE schedule (attached). Survey outcomes reviewed by the UAC during Fall semester.	Director of ES and assessment directorOIRE staff disseminates surveys, and analyzes and reports survey data.	Changes in assessment methods or procedures, as needed, are determined by the ES Committee with input from the ES Director, the assessment director, and the UAC.
AAC&U VALUE Institute	Using samples from the ES Assessment Week process, obtain nationally-normed scores on learning outcomes that correspond to the ES Program's goals	Yearly, matched to the ES Assessment Week cycle of learning goal data collection and analysis	Director of ES and assessment director	

	and/or are of interest to the ES Program			From within the Essential Studies office student programs of study can be analyzed, the ES director can track which goals are actually being addressed and can view how many "hits" students have on various goals.
AAC&U VALUE Institute	Using samples from the ES Assessment Week process, obtain nationally-normed scores on learning outcomes that correspond to the ES Program's goals and/or are of interest to the ES Program	Yearly, matched to the ES Assessment Week cycle of learning goal data collection and analysis	Director of ES and assessment director	

Table D

Program Student Learning Development Goals				
All goals for programs and academic courses of study are determined by faculty and staff within the program and vary from program to program. All programs are expected to fit within and support the institution's goals, reworded to be consistent with program priorities and mission; in addition, each academic program will have program-specific or profession-specific goals. All program-specific goals are included in the program's assessment plan and posted on the University Assessment Committee (UAC) website set up for that purpose.				
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<p>The Essential Studies (ES) program is expected to support and connect to the student's major program of study, often providing initial learning related to departmental intended learning outcomes.</p> <p>The program's or department's courses and other academic requirements are the primary source of educational experiences relevant to its own goals.</p>	<p>Most methods for assessing program-specific learning goals are developed by the departments and embedded in their academic programs or (in the case of indirect evidence) collected through department-administered surveys, focus groups, et cetera. For more detail on methods, see each individual department's plans for assessing student learning on the UAC website.</p> <p>Departments can draw on assessment data collected through institutional sources (e.g., findings</p>	<p>Departments develop their own timetables for data collection, analysis, and use. See plans for assessment of student learning posted on the UAC website.</p>	<p>Each program/department chair is responsible for overseeing the development of that unit's plan for the assessment of student learning and development.</p> <p>In many cases, department-level assessment committees are assigned to carry out that work. (See the plans, posted on the UAC website, for more detail.)</p> <p>The assessment director is responsible for overseeing the work of departments.</p> <p>The UAC is responsible for working with the assessment director to oversee the assessment process, including reading, reviewing, and culling relevant information from departmental reports, as</p>	<p>Departments use findings for internal decision-making, as described in plans for assessment of student learning.</p> <p>Decision-making at the college or institutional level may draw on findings from departmental assessments as documented in annual reports or as brought to the attention of relevant committees and administrators, when the findings warrant.</p>

Student services and co-curricular programs sometimes support learning related to departmental goals, especially goals that are skill-oriented (e.g., critical thinking) and affective goals (e.g., ethics and professionalism).	regarding ES outcomes, findings from the Office of Institutional Research & Effectiveness [OIRE] surveys, findings from student services and/or co-curricular experiences) where relevant.		described above, and to conduct reviews of the departments' work as a component of the institutional assessment process.	
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B. Overview of Institutional Assessment

As an accompaniment to Table B above, the following narrative further articulates assessment of student learning at the institutional level by further delineating (a) the institutional student learning goals, (b) the sources of data for assessment of those goals, (c) the analysis and interpretation of the data collected, and (d) the response to that analysis and interpretation. Following this narrative, Chart 1 depicts where the component actors fall within this assessment process, and where the information flows in relation to these actors and within each stage of the assessment process.

Goals:

1. Students will be able to make informed choices.
2. Students are expected to communicate effectively.
3. Students will be intellectually curious and creative.
4. Students will commit themselves to lifelong learning.
5. Students will be engaged in the service of others.
6. Students will share responsibility for their own communities and for the world.

Data Sources:

Data regarding achievement of institutional goals are collected at multiple levels. Four of these goals (1, 2, 3, and 6) are closely aligned with Essential Studies goals. Direct assessment occurs through campus-wide scoring sessions conducted using student-generated materials collected during Assessment Week; these work products are generated and scoring sessions occur under the leadership of the assessment director and the Director of Essential Studies. A second scoring process occurring through the Association of American Colleges and Universities (AAC&U) provides additional information. This nationally normed scoring process affirms the UND scoring as well as providing additional direct assessment information. Those efforts provide information about institutional outcomes demonstrated near the time of graduation, thus capturing findings for both students who start their college studies at UND and transfer students.

Many of UND's institutional goals are held in common with individual programs and departments. In those cases, the goals are assessed at the departmental and/or program level. Regular review of departmental annual reports by the Assessment Committee allows data and findings to be collected and applied at an institutional level. Institutional goals are also similar to some goals identified by units which promote student learning but do not offer course and degrees, (e.g., those within units providing services to students, including Residence Services; the Writing Center; the International Center; the Chester Fritz Library-see Table F for a complete listing). Assessment Committee members regularly review reports from all relevant programs to collect and apply data relevant to institutional goals.

Finally, the Office of Institutional Research & Effectiveness administers a number of surveys, many of which provide indirect evidence relating to achievement of institutional goals. Data from those surveys are analyzed by OIRE and reviewed by members of the Assessment Committee to elicit information relevant to institutional goals.

The advantage of this decentralized system of data collection is that it provides snapshots of student outcomes at different points in students' academic careers through various sorts of data, both indirect and direct, collected using a variety of methodologies. In a university offering a wide range of possible majors and a broad range of possible university experiences, it would be an oversimplification to rely too heavily on a single sort of data or a single point of collection. The diversity of tools and methods used by UND gives a clearer and more useful picture of student learning than would be possible through a more streamlined approach.

Analysis and Interpretation:

Data for institutional goals that align closely with Essential Studies goals will be collected, reviewed, and analyzed by the Essential Studies Director with support from the assessment director. Findings are submitted both to the Essential Studies Committee and the Assessment Committee. Outcomes assessment for the Essential Studies goals occurs using work products generated by senior students from across campus during an annual Assessment Week, with scoring occurring -during finals week and a report available soon thereafter.

Findings from the AAC&U scoring are considered (when they become available) in relation to the internal scoring. Members of the Essential Studies Committee analyze the data for use in program refinements, while Assessment Committee members make recommendations regarding assessment procedures and needs.

Data collected by programs and departments are analyzed, interpreted, and reviewed at the program or department level. Each year, Assessment Committee members compile relevant data taken from a sample of annual reports (33% of reports to be reviewed yearly). These data, often including direct assessment findings, are combined with data culled from reports generated by various non-degree-granting programs which promote student learning (housed within either Student Affairs or Academic Affairs). The Assessment Committee reviews and summarizes the cumulative data for applicability to institutional goals.

Instruments administered through OIRE are analyzed by staff in that office. The analysis summaries are brought to the Assessment Committee for interpretation and review.

The Assessment Committee is responsible for overseeing and reviewing the collection of data in accordance with this plan, evaluating the appropriateness of tools used, evaluating the adequacy of reporting mechanisms, and overseeing the analysis and interpretation of the accumulated data.

Closing the Loop:

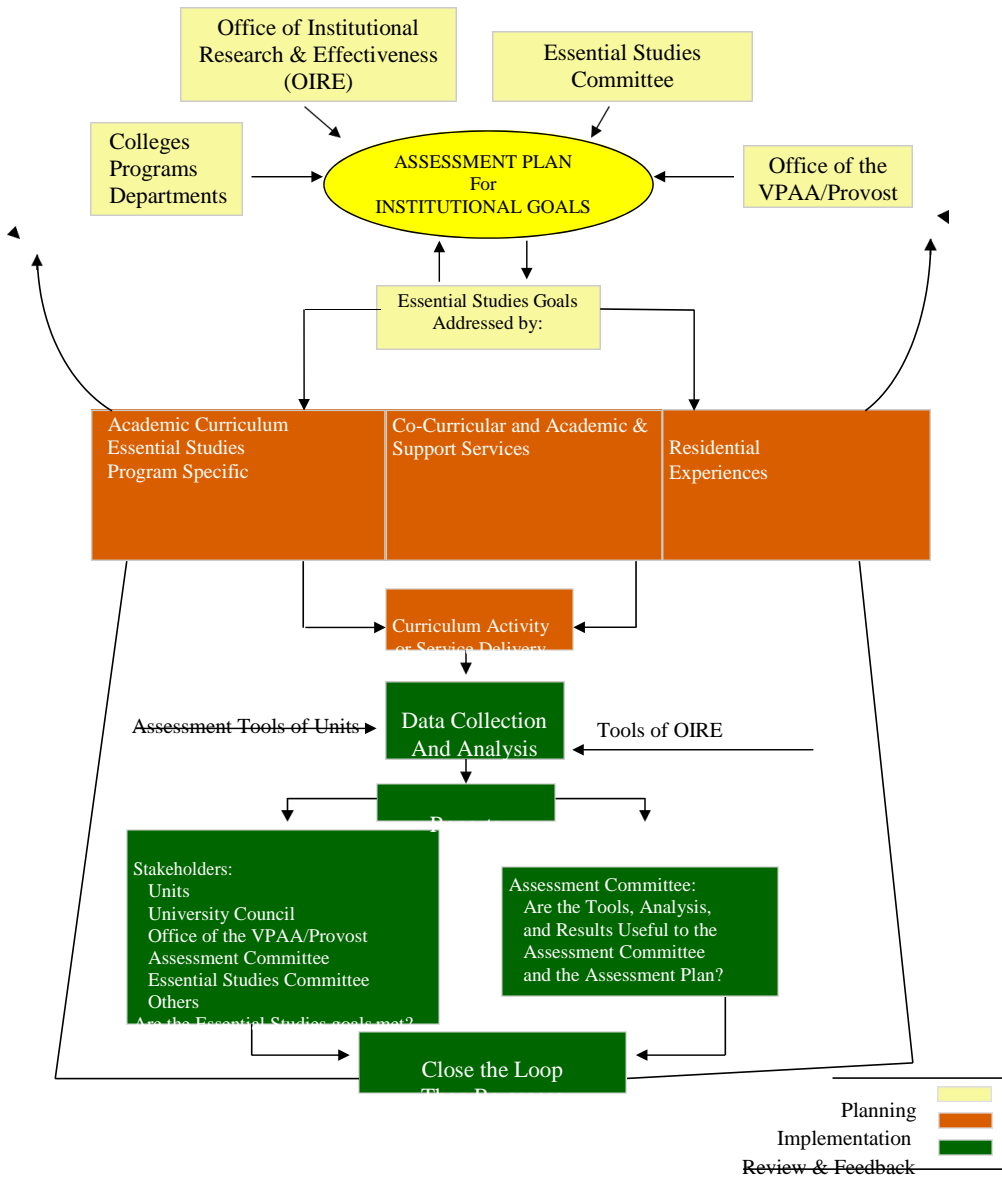
Based on the analysis, review, and interpretation of data as described above, Assessment Committee members recommend any changes needed in institutional assessment procedures. The Committee also forwards relevant information to stakeholders (e.g., the Provost's Office, the Academic Cabinet, the University Senate, the Curriculum Committee, the Essential Studies Director, department chairs).

In addition, organizations and units collecting, analyzing, and interpreting the various sorts of data (individual departments, the Essential Studies Committee, etc.) are responsible for closing the loop on their own data within their own programs; reporting assessment efforts, conclusions, and responses within their Annual Assessment Reports; and forwarding analyzed data to other offices on campus as appropriate. Finally, the assessment director serves as a member of the Assessment Committee, providing a direct connection for feeding information forward into institutional planning as well as feeding it back to individual campus units.

The Assessment Committee oversees efforts to periodically review the value of current sources of data as well as seek out new sources of data. The Committee also oversees efforts to periodically review the methods used for data collection, analysis, and interpretation, and seeks out new and more effective methods for such collection, analysis, and interpretation. Finally, the Committee oversees efforts to periodically review the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision-making.

Assessment information summarized in departmental annual reports, along with findings from the Assessment Committee's reviews of those reports, is available for examination during program review. Through the program review process, use of data is discussed and any necessary decisions, including those related to budget, are considered in view of the information presented.

Chart 1
Assessment of Institutional Goals



C. Overview of Essential Studies Assessment

As an accompaniment to Table C, the following narrative further articulates assessment of student learning at the Essential Studies level through delineating (a) the Essential Studies student learning goals, (b) the sources of data for assessment of those goals, (c) the analysis and interpretation of the data collected, and (d) the response to that analysis and interpretation. Following this narrative, Chart 2 depicts where the elements fall within this assessment process, and where the information flows in relation to these elements and within each stage of the assessment process.

Goals:

1. **Critical Inquiry & Analysis:** Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
2. **Quantitative Reasoning:** Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.
3. **Written Communication:** Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.
4. **Oral Communication:** Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
5. **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
6. **Intercultural Knowledge & Skills:** Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

Assessment Methods:

Essential Studies learning goal outcomes assessment occurs through an Assessment Week process that addresses all ES goals on a rotating basis. Students enrolled in ES capstones (and thus, nearing the time of graduation) produce work in response to tasks that emphasize the learning outcome to be assessed that year. Those work products are scored by faculty volunteers, typically during finals week, and results are available for discussion and loop-closing by the beginning of the next semester. This strategy is designed to ensure the

broadest possible student participation in the assessment process. It is also rooted in the principle of faculty ownership of the curriculum, since the definitions of ES goals, the rubrics that operationalize those goals, and the performance tasks that are used to assess them are all faculty developed and approved. Finally, faculty themselves conduct the scoring and carry out analysis during a debriefing session.

A second scoring of a sample of the work products collected for ~~asserssment~~assessment week occurs through a national project overseen by AAC&U – the VALUE Institute. This scoring provides a double-check on the internal scoring and a second source of direct assessment data for the program.

Finally, ES staff run periodic reports demonstrating the numbers of courses validated to address each of the ES learning outcomes. They are also able to track the number of courses addressing an ES outcome taken by a typical student. These reports provide an indirect measure of program effectiveness, ensuring that an adequate number of courses are available and experienced by students.

Other sources of data regarding student learning related to Essential Studies goals include findings documented in annual reports of academic departments and other co-curricular and academic and student support services (i.e., Student Affairs departments including, e.g., the Student Success Center, Disability Services for Students, and Residence Services, and Academic Affairs departments including the Writing Center, the International Center, and the Chester Fritz Library). Finally, surveys administered by the Office of Institutional Research & Effectiveness provide indirect evidence regarding many of the Essential Studies goals.

Collecting data from these varied sources, and at these varied times in a student's academic career, provides a comprehensive picture of students' achievement of the Essential Studies goals.

Analysis and Interpretation:

Scores from student work produced during Assessment Week in response to performance tasks (an outcomes assessment measure) are analyzed and interpreted in debriefing sessions by faculty teams working under the oversight of the Essential Studies Director and the assessment director. Findings and the data to support the findings are submitted to members of the Assessment Committee and the Essential Studies Committee for further review and interpretation as well as for consolidation into overall review of the Essential Studies program.

Scores from AAC&U are analyzed in comparison to the internally-generated assessment results. Reports indicating adequacy of courses addressing the various ES learning outcomes are also considered in relation to internally-generated assessments with the aim of analyzing any role that course availability may play in learning outcomes.

Data collected by individual departments and by departments and programs providing student services that promote learning are analyzed, interpreted, and reported by faculty and staff within those organizations. Relevant data collected from OIRE surveys are similarly analyzed by OIRE, interpreted by the Assessment Committee, and forwarded to the Essential Studies Committee for further study as is determined to be appropriate.

Closing the Loop:

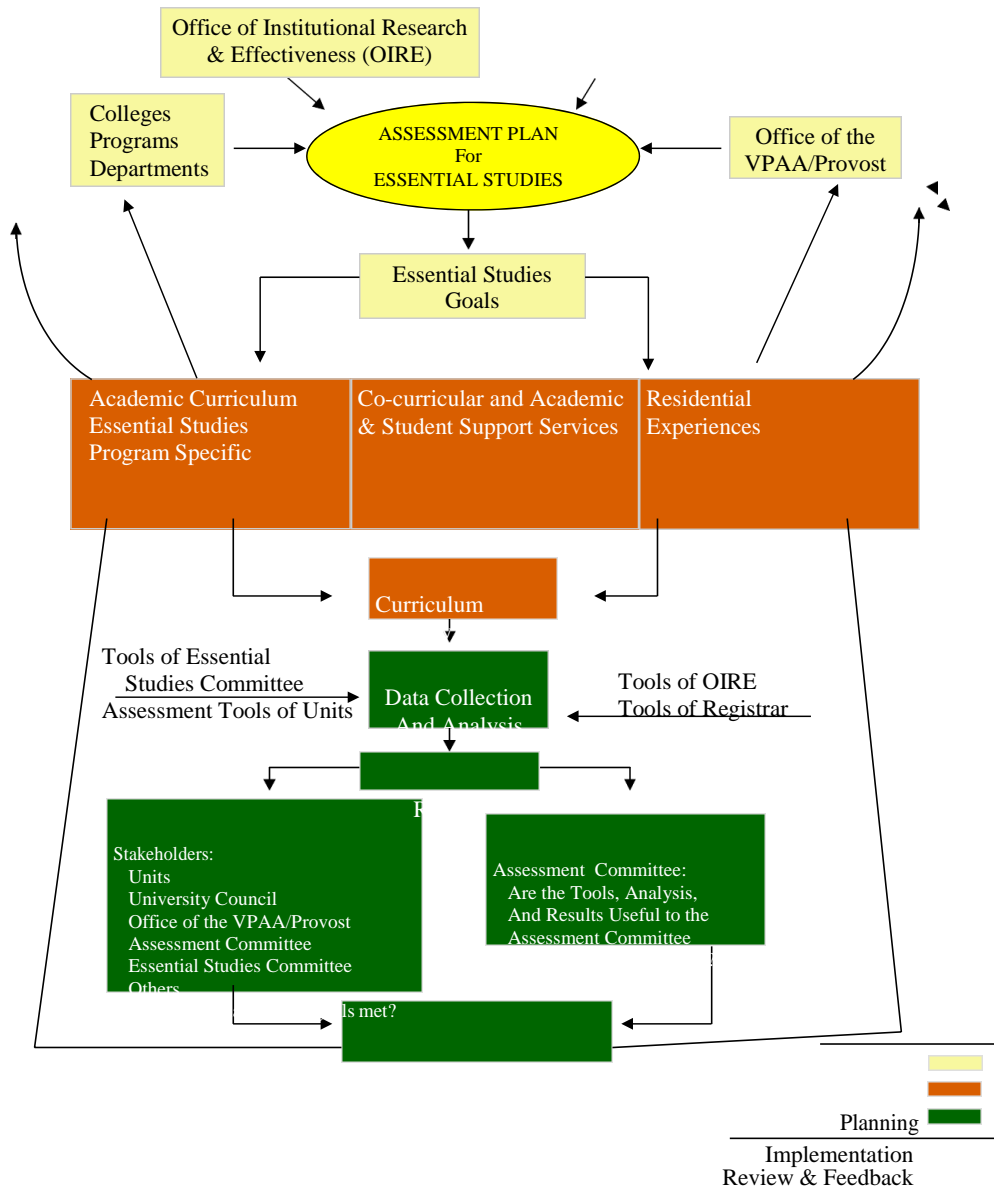
All findings relevant to Essential Studies are forwarded to the Director of Essential Studies, and, from that office are consolidated into reports for use by members of the Essential Studies Committee and other stakeholders across campus. As needed, findings are reported back for discussion at larger campus forums, including meetings of the ES faculty, or forwarded to the Provost's Office, Academic Cabinet, University Council, department chairs, or other appropriate audiences. The assessment director and the Director of Essential Studies serve on both the Assessment Committee and the Essential Studies Committee, ensuring that sharing of findings among committees and across the larger campus takes place as appropriate.

The underlying organizations, departments, and units collecting, analyzing, and interpreting the various sorts of data are responsible for closing the loop on their own data within their own programs; reporting within their Annual Reports their assessment efforts, conclusions, and responses; and forwarding analyzed data to other offices on campus as appropriate.

The Assessment Committee oversees efforts to periodically review the value of current sources of data as well as seeking out new sources of data. The Committee also oversees efforts to periodically review the methods used for data collection, analysis, and interpretation, and seek out new and more effective methods for such collection, analysis, and interpretation. Finally, the Committee oversees efforts to periodically review the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision making.

Chart 2

Assessment of Essential Studies Goals



D. Overview of Program Assessment

As part of an education at UND, students develop proficiency in an academic or professional field(s) as well as developing more general skills, competencies, interests, and knowledge. This is expected to occur for programs at all levels, including certificates (undergraduate and graduate) and degrees (undergraduate, graduate, law, and medicine). Responsibility for the assessment of program-specific goals lies with the individual department, with the support of the [Assessment Committee](#) and the Provost's office. Some of a program's goals are expected to align with institutional and Essential Studies' goals, although others will be unique to the department. The Assessment Committee reviews assessment plans and annual assessment reports from all programs on campus in order to provide feedback regarding opportunities for improving the plans, strengthening the reports, and/or using the data. As the culmination of that review, the assessment director has a meeting with faculty from each reviewed program to return a print copy of the review and discuss findings as well as possible areas for improvement. Deans also receive copies of the program reviews.

As an accompaniment to Table D, further information about program-specific student learning goals, sources of data for assessment of those goals, analysis and interpretation of the data collected, and response to that analysis and interpretation is provided below. Chart 3 depicts where the elements fall within this assessment process and where the information flows in relation to these elements and within each stage of the assessment process.

Goals:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://und.edu/university-senate/assessment/dept-asmt-plans.cfm>).

Assessment Methods:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

Analysis and Interpretation:

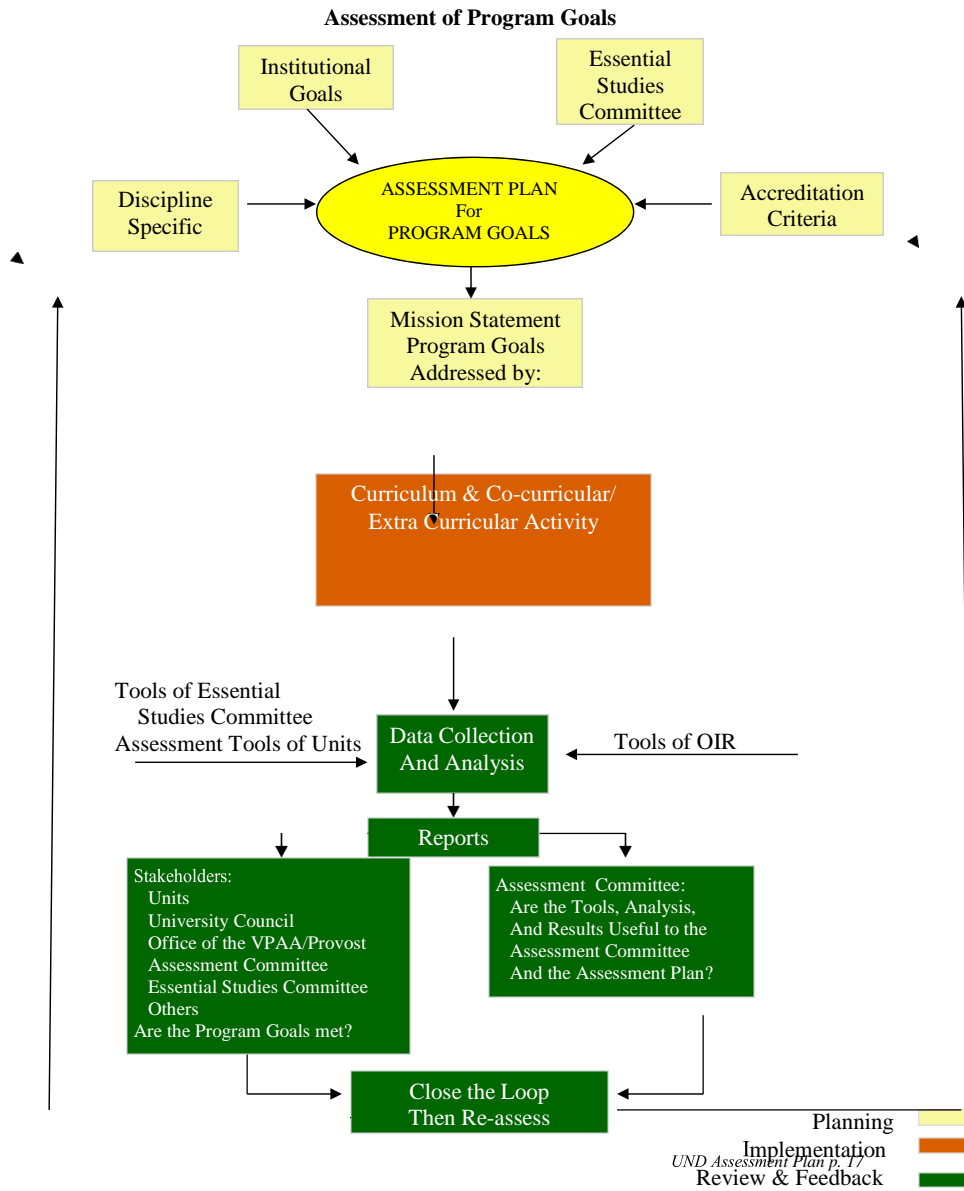
Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

Closing the Loop:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

Departmental annual reports, including assessment data, also feed into the Assessment Committee's overall process of looking at institutional outcomes and institutional assessment effectiveness.

Chart 3



III. OVERVIEW OF SENATE UNIVERSITY ASSESSMENT COMMITTEE RESPONSIBILITIES

The Senate University Assessment Committee's purpose is to “provide faculty guidance and oversight to the Office of Vice President of Academic Affairs in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the University community” (<http://und.edu/university-senate/assessment/dept-asmt-plans.cfm>).

The following three tables provide an overview of the responsibilities of, and institutional assessment tools evaluated by, the [Senate University Assessment Committee](#). More specifically, Table E sets out the annual schedule of the Committee’s responsibilities, Table F identifies the institutional assessment tools used by the University and the schedule of data collection for each tool, and Table G identifies how each of these tools assesses student achievement of the Institutional and Essential Studies student learning goals. In addition to the surveys listed in Table G, the Office of Institutional Research & Effectiveness administers instruments designed to provide other kinds of information for monitoring and improving departments, programs, and services offered by UND. The Committee reviews these on occasion to determine any potential applicability to student learning and development. In addition, the Committee occasionally reviews other externally produced instruments (e.g., commercially available standardized exams) for possible inclusion in the University Assessment Plan. Based on regular review of current assessment tools and occasional review of alternative methods and tools, the Committee updates the University Assessment Plan and offers recommendations for possible changes in assessment tools and use of commercial instruments.

Table E
Assessment Committee Annual Schedule of Responsibilities

	August	September	October	November	December	January	February	March	April	May
Responsibilities Denoted by Senate										
Review University Assessment Plan		X								
Evaluate University Assessment Plan										X
Make Recommendations Regarding Assessment									X	
Annual Report to the Senate			X							
Maintain Committee Website	X	X	X	X	X	X	X	X	X	X
Responsibilities Denoted by Assessment Plan										
Review 1/3 of Curricular Department Assessment Plans & Annual Reports						X	X	X		
Review of Assessment Plans and Annual Reports from 1/3 of Academic Affairs			X	X	X					

programs with missions supporting student learning (Co-Curricular departments)									
Review of Assessment Plans and Annual Reports from 1/3 of Student Affairs programs with missions supporting student learning (Co-Curricular departments)			X	X	X				
Review of OIRE Surveys and Analyses			X	X	X	X			
Exploration of Additional Assessment Tools								X	

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Table F
Projected Schedule of Institutional Assessment Tool Use
Organized by Expected Review Date

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
OIR Surveys and Analyses						
ACE-CIRP	X					X
Advising Survey			X			X
Alumni Outcomes					X	
BCSSE Survey-Freshmen				X		
Collegiate Learning Asmt					X	
ECAR Survey	X		X		X	
Employer Survey				X		X
ES Student Evaluations	X		X	X	X	X
First Year Experience	X					X
FSSE				X		
Graduating Seniors			X		X	
NSSE	X			X		X
Outcomes/Employment (annual survey reviewed every 4 years)			X			
Sophomore Satisfaction					X	
Senior Survey-ACE				X		
Curricular Departments: Assessment Reviews						
John D. Odegard School of Aerospace Sciences				X		
College of Engineering and Mines				X		
College of Business and Public Administration				X		
College of Arts and Sciences			X			X
College of Education and Human Development	X				X	
College of Nursing & Professional Disciplines	X				X	
School of Law			X			X
School of Medicine & Health Sciences	X				X	
School of Graduate Studies	X				X	

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Co-Curricular Departments: Assessment Reviews

<i>Table F, continued</i> Projected Schedule of Institutional Assessment Tool Use	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20
American-Indian-Student-Services Student Diversity & Inclusion				X		
Career Services			X			X
Chester Fritz Library			X			X
Dean of Students Office	X				X	
Disability Services for Students	X				X	
Wellness & Health Promotion			X			X
Housing				X		
International Programs			X			X
McNair Program (TRIO)	X				X	
Memorial Union			X			X
Multicultural Programs & Services				X		
Office of Student Rights & Responsibilities	New				X	
One Stop Student Services	New			X		
Student Involvement & Parent Programs			X			X
Student Success Center	X			X		
Student Support Services (TRIO)				X		
University Children's Learning Center			X			X
Women's Center (CVIC at UND)	X				X	
Writing Center	X				X	

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Commented [KK2]: Now Office of Student Rights & Responsibilities

Commented [KK3]: This is now Diversity & Inclusion

Commented [KK4]: Should check on this one..... only student learning would be related to student employees, as their participants are the daycare children. IF we determine it should be kept, could also make the case that Dining Services/Memorial Union should be added? Will also determine what VP Halgren decides.

Commented [KK5]: No longer a UND department.

Commented [KK6]: Career Services, Chester Fritz Library, International Programs, One Stop and the Writing Center are not Student Affairs departments, so I cannot provide insight related to their department names and if they should remain on the assessment review list. Is this something that Debbie could assist us with determining? I see how a place like the Writing Center fits..... but One Stop... not as much.

The following document is the updated (clean) 2019 version of the University Assessment Plan to be voted upon in the University Senate.

UNIVERSITY PLAN FOR ASSESSMENT OF STUDENT LEARNING AND DEVELOPMENT

I. INTRODUCTION

The University of North Dakota provides a statement of its institutional identity and goals in its Mission Statement. This statement, which was created and adopted through legislative process, includes goals for student learning and development in their most fundamental form. The University of North Dakota Mission Statement is:

Our mission is to provide transformative learning, discovery and community engagement opportunities for developing tomorrow's leaders.

Thus, the overall goals for student learning and development, as identified by the University's Mission Statement, are:

1. making informed choices,
2. communicating effectively,
3. being intellectually curious and creative,
4. committing oneself to lifelong learning,
5. committing oneself to the service of others, and
6. sharing responsibility for one's own community and for the world.

As the University provides a wide range of challenging academic programs at various levels (including certificate programs and bachelor, master, specialist, professional, and doctoral levels) and within many different areas of specialty (including liberal arts, business, education, law, medicine, engineering and mines, nursing, fine arts, aerospace, energy, human resources, and international studies), each department, college, and program is also expected to formally adopt its own mission statement. Each of those mission statements, in turn, includes more focused student learning goals that relate back to the broader goals defined in the University's Mission Statement.

In addition, and as an umbrella for the undergraduate programs, the University also provides student learning goals for its Essential Studies (ES) program (the general education program at UND). Addressed within a cross-disciplinary framework, these goals, stated below, correlate with the student learning goals found in the University Mission Statement:

1. **Critical Inquiry & Analysis:** Inquiry is a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
2. **Quantitative Reasoning:** Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.

3. **Written Communication:** Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.
4. **Oral Communication:** Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
5. **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
6. **Intercultural Knowledge & Skills:** Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

As an important part of its effort to meet these goals, the University engages in ongoing assessment of student learning and development. Assessment activities are used to examine student learning and development on a number of levels, from individual department, college, and program assessment, to broader general education and institutional assessment. This process was reaffirmed by the University's 2017 "One UND" Strategic Plan, which identified providing "a strong undergraduate liberal arts foundation" as the first goal. Each goal was assigned to a team, with the expectation that team members would develop specific action items and metrics to ensure goal achievement. One key metric for goal one is the assessment of learning related to UND's Essential Studies learning outcomes, with that assessment occurring both internally (through UND faculty) and externally (through an AAC&U project).

Faculty guidance and oversight is provided to the Office of the Vice President of Academic Affairs and Provost (VPAA/Provost) in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the university community. The University provides administrative support through the position of the Director of Assessment. Further, each academic department, college, and program is responsible for developing, implementing, and evaluating its own individual assessment plan. This process is monitored through the annual assessment report of the department, college, or program to the University President and Provost. The Senate University Assessment Committee (UAC) collects and periodically reviews these individual assessment plans, offering support to the individual departments, colleges, and programs in their ongoing assessment plan development and implementation. In addition, the Committee monitors the more broadly-based assessment tools used by the University, and regularly evaluates these tools for effectiveness in measuring student learning and development.

A more detailed overview of the assessment process, responsibilities, and levels of assessment is provided in Part II below. Part III provides an overview of the responsibilities of the Senate University Assessment Committee as well as the institutional assessment tools evaluated by that Committee.

II. OVERVIEW OF ASSESSMENT PROCESS

The following reflects a more detailed description of the overall assessment process at the University of North Dakota. By way of overview, Section A summarizes the entire process, while Sections B, C, and D further elaborate on the process at three levels – Institution, Essential Studies, and Program, respectively.

A. Overview of Process, Responsibilities, Levels of Assessment

Assessment begins with defining student learning goals and objectives. Once those goals are defined, the process of assessment can be carefully planned. Such planning includes identifying the educational experiences through which the student achieves learning and within which the goals can be assessed; the methods with which to make that assessment; the timeline for data collection; the parties responsible for the data collection, analysis, and reporting; and the anticipated use of the data analysis. Table A below identifies these five essential components of the overall assessment process at the University of North Dakota.

Each of those components is further defined by questions to be answered in that stage of the assessment process. Tables B, C, and D then reflect how these components are defined within the assessment process at the three institutional levels (i.e., Institution, Essential Studies, and Program).

Table A

Student Learning Goals & Objectives				
<i>What are our program's goals and objectives? What will students be able to think, know, do, or feel because of a given educational experience?</i>				
<p>Educational Experiences</p> <p><i>How will the goals and objectives be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes?</i></p>	<p>Assessment Methods</p> <p><i>What assessment methods will we use to collect data about what our students have learned? What are our criteria for success? How will we know the objectives have been met? What level of performance meets each objective? How will we interpret and evaluate the data?</i></p>	<p>Timeline</p> <p><i>When will we collect data? How often?</i></p>	<p>Responsibilities</p> <p><i>Who will be responsible for collecting, interpreting, and reporting the results?</i></p>	<p>Use of Results and Process for Documentation & Decision-Making</p> <p><i>How will the results of assessment be used? Who needs to know the results? How can we convince them that the goals and objectives have been met? How can we improve our program and assessment process?</i></p>

Table B

<u>Institutional Student Learning and Development Goals</u>				
1. Informed choices 2. Communicate effectively 3. Intellectual curiosity, creativity			4. Commitment to lifelong learning 5. Service to others 6. Shared responsibility for communities and world	
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results & Process for Documentation & Decision-Making
Essential Studies Course Work and Assessment Week scoring sessions (Goals 1, 2, 3, and 6)	Direct assessment of Essential Studies outcomes among seniors during Assessment Week	Report from Essential Studies Committee filed in Fall Semester and reviewed by Assessment Committee. Direct assessments of Essential Studies via analysis of work products generated by students in ES capstone classes and scored by faculty from across campus. Findings reviewed by the Assessment Committee.	Director of Assessment and Director of Essential Studies, in conjunction with the Essential Studies Committee, are responsible for coordinating analysis of direct outcomes assessments of Essential Studies goals.	The Assessment Committee reviews summaries of the various sorts of data to see what the compilation can tell about student learning outcomes at UND. The Committee feeds findings back to all academic and student support units (plus the Essential Studies Committee), as findings are relevant and trends are noted. The Assessment Committee oversees the assessment process, recommending changes in processes as needed and updating the Institutional Assessment Plan. The Director of Assessment receives input directly from the Assessment Committee and forwards/reports to the Provost.
Curricular: Major programs of study in all UND academic departments (All Goals)	Yearly review of one third of departmental annual reports to describe and summarize findings.	Assessment reports filed in October. One third of the academic annual reports reviewed by Assessment Committee in Spring Semester.	Chair of each individual department responsible for direct assessments of student learning goals, including the goals which derive from the Institutional Goals.	
Co-Curricular: Academic & Student support services programs with student learning missions (All Goals)	Yearly review of one third of annual reports from relevant programs (See Table F for a listing of departments subject to review).	Assessment reports from student services/co-curricular programs reviewed in Fall Semester (approximately one-third of unit reports reviewed each year).	Directors and/or Department Heads of each student service/co-curricular unit responsible for annual assessment reporting.	
Office of University Analytics & Planning (UAP) (All Goals)	Surveys administered to collect student perception data regarding learning goals (click title for chart linking tools with goals).			
<i>UAC Reviews of the above.</i>	<i>Summary and compilation of outcome findings by UAC in late Spring.</i>	Surveys done on a rolling basis as per the Office of University Analytics & Planning (UAP) schedule (attached). Survey outcomes reviewed by the UAC during Fall semesters.	Director of the Office of University Analytics & Planning (UAP) responsible for delivery and analysis of institutional surveys.	
		<i>Summary and compilation of outcome findings by UAC in late Spring.</i>	<i>UAC oversees assessment across the departments and units and feeds information to departments and units where it might not otherwise be seen.</i>	

Table C

Essential Studies: Student Learning and Development Goals				
1. Critical Inquiry & Analysis 2. Quantitative Reasoning 3. Written Communication		4. Oral Communication 5. Information Literacy 6. Intercultural Knowledge & Skills		
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results and Process for Documentation & Decision-Making
Essential Studies (ES) Assessment Week and scoring sessions	Collect student work generated (during Assessment Week) in response to performance tasks aligned with ES outcomes.	Direct outcomes assessment reviews conducted yearly, with each goal addressed on a rotating basis.	Director of Essential Studies and Director of Assessment collect and report on outcomes of scoring sessions with work products generated by students enrolled in ES capstones.	All findings regarding Essential Studies are reported within or to the ES Committee and reported by them to the ES faculty, University Senate, Director of ES, Provost's office, and any other offices or individuals where the findings might be relevant. ES Committee members report back on their findings to departments during the re-validation process. The ES Committee also reports back to the UAC for further review and any additional dissemination or use.
Office of University Analytics & Planning (UAP) (all goals)	Indirect data collected via UAP-conducted surveys (see attached chart linking tools with goals; all goals).	Surveys done on a rolling basis as per the UAP schedule (attached). Survey outcomes reviewed by the UAC during Fall semester.	UAP staff disseminates surveys, and analyzes and reports survey data.	Changes in assessment methods or procedures, as needed, are determined by the ES Committee with input from the ES Director, the Director of Assessment, and the UAC. From within the Essential Studies office student programs of study can be analyzed, the ES director can track which goals are actually being addressed and can view how many "hits" students have on various goals.
AAC&U VALUE Institute	Using samples from the ES Assessment Week process, obtain nationally-normed scores on learning outcomes that correspond to the ES Program's goals and/or are of interest to the ES Program	Yearly, matched to the ES Assessment Week cycle of learning goal data collection and analysis	Director of ES and Director of Assessment	

Table D

Program Student Learning Development Goals				
<p>All goals for programs and academic courses of study are determined by faculty and staff within the program and vary from program to program. All programs are expected to fit within and support the institution's goals, reworded to be consistent with program priorities and mission; in addition, each academic program will have program-specific or profession-specific goals. All program-specific goals are included in the program's assessment plan and posted on the University Assessment Committee (UAC) website set up for that purpose.</p>				
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<p>The Essential Studies (ES) program is expected to support and connect to the student's major program of study, often providing initial learning related to departmental intended learning outcomes.</p>	<p>Most methods for assessing program-specific learning goals are developed by the departments and embedded in their academic programs or (in the case of indirect evidence) collected through department-administered surveys, focus groups, et cetera. For more detail on methods, see each individual department's plans for assessing student learning on the UAC website.</p>	<p>Departments develop their own timetables for data collection, analysis, and use. See plans for assessment of student learning posted on the UAC website.</p>	<p>Each program/department chair is responsible for overseeing the development of that unit's plan for the assessment of student learning and development.</p> <p>In many cases, department-level assessment committees are assigned to carry out that work. (See the plans, posted on the UAC website, for more detail.)</p> <p>The Director of Assessment is responsible for overseeing the work of departments.</p> <p>The UAC is responsible for working with the Director of Assessment to oversee the assessment process, including reading, reviewing, and culling relevant information from departmental reports, as</p>	<p>Departments use findings for internal decision-making, as described in plans for assessment of student learning.</p> <p>Decision-making at the college or institutional level may draw on findings from departmental assessments as documented in annual reports or as brought to the attention of relevant committees and administrators, when the findings warrant.</p>
<p>The program's or department's courses and other academic requirements are the primary source of educational experiences relevant to its own goals.</p>	<p>Departments can draw on assessment data collected through institutional sources (e.g., findings</p>			
<p>Student services and co-curricular programs sometimes support learning related to departmental goals, especially goals that are skill-oriented (e.g., critical thinking) and affective goals (e.g., ethics and professionalism).</p>	<p>regarding ES outcomes, findings from the Office of Institutional Research & Effectiveness [OIRE] surveys, findings from student services and/or co-curricular experiences) where relevant.</p>		<p>described above, and to conduct reviews of the departments' work as a component of the institutional assessment process.</p>	

B. Overview of Institutional Assessment

As an accompaniment to Table B above, the following narrative further articulates assessment of student learning at the institutional level by further delineating (a) the institutional student learning goals, (b) the sources of data for assessment of those goals, (c) the analysis and interpretation of the data collected, and (d) the response to that analysis and interpretation.

Goals:

1. Students will be able to make informed choices.
2. Students are expected to communicate effectively.
3. Students will be intellectually curious and creative.
4. Students will commit themselves to lifelong learning.
5. Students will be engaged in the service of others.
6. Students will share responsibility for their own communities and for the world.

Data Sources:

Data regarding achievement of institutional goals are collected at multiple levels. Four of these goals (1, 2, 3, and 6) are closely aligned with Essential Studies goals. Direct assessment occurs through campus-wide scoring sessions conducted using student-generated materials collected during Assessment Week; these work products are generated and scoring sessions occur under the leadership of the Director of Assessment and the Director of Essential Studies. A second scoring process occurring through the Association of American Colleges and Universities (AAC&U) provides additional information. This nationally normed scoring process affirms the UND scoring as well as providing additional direct assessment information. Those efforts provide information about institutional outcomes demonstrated near the time of graduation, thus capturing findings for both students who start their college studies at UND and transfer students.

Many of UND's institutional goals are held in common with individual programs and departments. In those cases, the goals are assessed at the departmental and/or program level. Regular review of departmental annual reports by the Assessment Committee allows data and findings to be collected and applied at an institutional level. Institutional goals are also similar to some goals identified by units which promote student learning but do not offer course and degrees, (e.g., those within units providing services to students, including Residence Services; the Writing Center; the International Center; the Chester Fritz Library- see Table F for a complete listing). Assessment Committee members regularly review reports from all relevant programs to collect and apply data relevant to institutional goals.

Finally, the Office of University Analytics & Planning (UAP) administers a number of surveys, many of which provide indirect evidence relating to achievement of institutional goals. Data from those surveys are analyzed and reported by UAP.

The advantage of this decentralized system of data collection is that it provides snapshots of student outcomes at different points in students' academic careers through various sorts of data, both indirect and direct, collected using a variety of methodologies. In a university

offering a wide range of possible majors and a broad range of possible university experiences, it would be an oversimplification to rely too heavily on a single sort of data or a single point of collection. The diversity of tools and methods used by UND gives a clearer and more useful picture of student learning than would be possible through a more streamlined approach.

Analysis and Interpretation:

Data for institutional goals that align closely with Essential Studies goals will be collected, reviewed, and analyzed by the Essential Studies Director with support from the Director of Assessment. Findings are submitted both to the Essential Studies Committee and the Assessment Committee. Outcomes assessment for the Essential Studies goals occurs using work products generated by senior students from across campus during an annual Assessment Week, with scoring occurring during finals week and a report available soon thereafter.

Findings from the AAC&U scoring are considered (when they become available) in relation to the internal scoring. Members of the Essential Studies Committee analyze the data for use in program refinements, while Assessment Committee members make recommendations regarding assessment procedures and needs.

Data collected by programs and departments are analyzed, interpreted, and reviewed at the program or department level. Each year, Assessment Committee members compile relevant data taken from a sample of annual reports (33% of reports to be reviewed yearly). These data, often including direct assessment findings, are combined with data culled from reports generated by various non-degree-granting programs which promote student learning (housed within either Student Affairs or Academic Affairs). The Assessment Committee reviews and summarizes the cumulative data for applicability to institutional goals.

Instruments administered through University Analytics & Planning (UAP) are analyzed by staff in that office and/or staff from offices requesting assistance with their surveys. The reports produced by UAP staff are reviewed by the Director of University Analytics & Planning prior to dissemination.

Closing the Loop:

Based on the analysis, review, and interpretation of data as described above, Assessment Committee members recommend any changes needed in institutional assessment procedures. The Committee also forwards relevant information to stakeholders (e.g., the Provost's Office, the Academic Cabinet, the University Senate, the Curriculum Committee, the Essential Studies Director, department chairs).

In addition, organizations and units collecting, analyzing, and interpreting the various sorts of data (individual departments, the Essential Studies Committee, etc.) are responsible for closing the loop on their own data within their own programs; reporting assessment efforts, conclusions, and responses within their Annual Assessment Reports; and forwarding analyzed data to other offices on campus as appropriate. Finally, the Director of Assessment serves as a member of the Assessment Committee, providing a direct connection for feeding information forward into institutional planning as well as feeding it back to individual campus units.

The Assessment Committee oversees efforts to periodically review the value of current sources of data as well as seek out new sources of data. The Committee also oversees efforts to

periodically review the methods used for data collection, analysis, and interpretation, and seeks out new and more effective methods for such collection, analysis, and interpretation.

Finally, the Committee oversees efforts to periodically review the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision-making.

Assessment information summarized in departmental annual reports, along with findings from the Assessment Committee's reviews of those reports, is available for examination during program review. Through the program review process, use of data is discussed and any necessary decisions, including those related to budget, are considered in view of the information presented.

C. Overview of Essential Studies Assessment

As an accompaniment to Table C, the following narrative further articulates assessment of student learning at the Essential Studies level through delineating (a) the Essential Studies student learning goals, (b) the sources of data for assessment of those goals, (c) the analysis and interpretation of the data collected, and (d) the response to that analysis and interpretation.

Goals:

1. **Critical Inquiry & Analysis:** Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
2. **Quantitative Reasoning:** Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.
3. **Written Communication:** Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.
4. **Oral Communication:** Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
5. **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
6. **Intercultural Knowledge & Skills:** Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

Assessment Methods:

Essential Studies learning goal outcomes assessment occurs through an Assessment Week process that addresses all ES goals on a rotating basis. Students enrolled in ES capstones (and thus, nearing the time of graduation) produce work in response to tasks that emphasize the learning outcome to be assessed that year. Those work products are scored by faculty volunteers, typically during finals week, and results are available for discussion and loop-closing by the beginning of the next semester. This strategy is designed to ensure the broadest possible student participation in the assessment process. It is also rooted in the principle of faculty ownership of the curriculum, since the definitions of ES goals, the rubrics that operationalize those goals, and the performance tasks that are used to assess them are all faculty developed and approved. Finally, faculty themselves conduct the scoring and carry out analysis during a debriefing session.

A second scoring of a sample of the work products collected for assessment week occurs through a national project overseen by AAC&U – the VALUE Institute. This scoring provides a double-check on the internal scoring and a second source of direct assessment data for the program.

Finally, ES staff run periodic reports demonstrating the numbers of courses validated to address each of the ES learning outcomes. They are also able to track the number of courses addressing an ES outcome taken by a typical student. These reports provide an indirect measure of program effectiveness, ensuring that an adequate number of courses are available and experienced by students.

Other sources of data regarding student learning related to Essential Studies goals include findings documented in annual reports of academic departments and other co-curricular and academic and student support services (i.e., Student Affairs departments including, e.g., the Student Success Center, Disability Services for Students, and Residence Services, and Academic Affairs departments including the Writing Center, the International Center, and the Chester Fritz Library). Finally, surveys administered by the University Analytics & Planning (UAP) provide indirect evidence regarding many of the Essential Studies goals.

Collecting data from these varied sources, and at these varied times in a student's academic career, provides a comprehensive picture of students' achievement of the Essential Studies goals.

Analysis and Interpretation:

Scores from student work produced during Assessment Week in response to performance tasks (an outcomes assessment measure) are analyzed and interpreted in debriefing sessions by faculty teams working under the oversight of the Essential Studies Director and the Director of Assessment. Findings and the data to support the findings are submitted to members of the Assessment Committee and the Essential Studies Committee for further review and interpretation as well as for consolidation into overall review of the Essential Studies program.

Scores from AAC&U are analyzed in comparison to the internally-generated assessment results. Reports indicating adequacy of courses addressing the various ES learning outcomes are also considered in relation to internally-generated assessments with the aim of analyzing

any role that course availability may play in learning outcomes.

Data collected by individual departments and by departments and programs providing student services that promote learning are analyzed, interpreted, and reported by faculty and staff within those organizations. Relevant data collected from UAP surveys are similarly analyzed and interpreted by UAP.

Closing the Loop:

All findings relevant to Essential Studies are forwarded to the Director of Essential Studies, and, from that office are consolidated into reports for use by members of the Essential Studies Committee and other stakeholders across campus. As needed, findings are reported back for discussion at larger campus forums, including meetings of the ES faculty, or forwarded to the Provost's Office, Academic Cabinet, University Council, department chairs, or other appropriate audiences. The Director of Assessment and the Director of Essential Studies serve on both the Assessment Committee and the Essential Studies Committee, ensuring that sharing of findings among committees and across the larger campus takes place as appropriate.

The underlying organizations, departments, and units collecting, analyzing, and interpreting the various sorts of data are responsible for closing the loop on their own data within their own programs; reporting within their Annual Reports their assessment efforts, conclusions, and responses; and forwarding analyzed data to other offices on campus as appropriate.

The Assessment Committee oversees efforts to periodically review the value of current sources of data as well as seeking out new sources of data. The Committee also oversees efforts to periodically review the methods used for data collection, analysis, and interpretation, and seek out new and more effective methods for such collection, analysis, and interpretation. Finally, the Committee oversees efforts to periodically review the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision making.

As part of an education at UND, students develop proficiency in an academic or professional field(s) as well as developing more general skills, competencies, interests, and knowledge. This is expected to occur for programs at all levels, including certificates (undergraduate and graduate) and degrees (undergraduate, graduate, law, and medicine). Responsibility for the assessment of program-specific goals lies with the individual department, with the support of the [Assessment Committee](#) and the Provost's office. Some of a program's goals are expected to align with institutional and Essential Studies' goals, although others will be unique to the department. The Assessment Committee reviews assessment plans and annual assessment reports from all programs on campus in order to provide feedback regarding opportunities for improving the plans, strengthening the reports, and/or using the data. As the culmination of that review, the Director of Assessment has a meeting with faculty from each reviewed program to return a print copy of the review and discuss findings as well as possible areas for improvement. Deans also receive copies of the program reviews.

As an accompaniment to Table D, further information about program-specific student learning goals, sources of data for assessment of those goals, analysis and interpretation of the data collected, and response to that analysis and interpretation is provided below

Goals:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://und.edu/university-senate/assessment/dept-asmt-plans.cfm>).

Assessment Methods:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

Analysis and Interpretation:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

Closing the Loop:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage. Departmental annual reports, including assessment data, also feed into the Assessment Committee's overall process of looking at institutional outcomes and institutional assessment effectiveness.

III. OVERVIEW OF SENATE UNIVERSITY ASSESSMENT COMMITTEE RESPONSIBILITIES

The Senate University Assessment Committee's purpose is to “*provide faculty guidance and oversight to the Office of Vice President of Academic Affairs in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the University community*” (<http://und.edu/university-senate/assessment/dept-asmt-plans.cfm>).

The following three tables provide an overview of the responsibilities of, and institutional assessment tools evaluated by, the [Senate University Assessment Committee](#). More specifically, Table E sets out the annual schedule of the Committee's responsibilities, Table F identifies the institutional assessment tools used by the University and the schedule of data collection for each tool, and Table G identifies how each of these tools assesses student achievement of the Institutional and Essential Studies student learning goals. In addition to the surveys listed in Table G, the Office of University Analytics & Planning (UAP) administers instruments designed to provide other kinds of information for monitoring and improving departments, programs, and services offered by UND. The Committee reviews these on occasion to determine any potential applicability to student learning and development. In addition, the Committee occasionally reviews other externally produced instruments (e.g., commercially available standardized exams) for possible inclusion in the University Assessment Plan. Based on regular review of current assessment tools and occasional review of alternative methods and tools, the Committee updates the University Assessment Plan and offers recommendations for possible changes in assessment tools and use of commercial instruments.

Table E
Assessment Committee Annual Schedule of Responsibilities

	August	September	October	November	December	January	February	March	April	May
Responsibilities Denoted by Senate										
Review University Assessment Plan		X								
Evaluate University Assessment Plan										X
Make Recommendations Regarding Assessment									X	
Annual Report to the Senate			X							
Maintain Committee Website	X	X	X	X	X	X	X	X	X	X
Responsibilities Denoted by Assessment Plan										
Review 1/3 of Curricular Department Assessment Plans & Annual Reports						X	X	X		
Review of Assessment Plans and Annual Reports from 1/3 of Academic Affairs programs with missions supporting student learning (Co-Curricular departments)			X	X	X					
Review of Assessment Plans and Annual Reports from 1/3 of Student Affairs programs with missions supporting student learning (Co-Curricular departments)			X	X	X					
Exploration of Additional Assessment Tools									X	

Table F
Projected Schedule of Institutional Assessment Tool Use
Organized by Expected Review Date

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
UAP Surveys and Analyses						
ECAR Survey	X			X		
FSSE				X		
NSSE	X			X		X
Outcomes/Employment (annual survey reviewed every 4 years)			X			
Curricular Departments: Assessment Reviews						
John D. Odegard School of Aerospace Sciences				X		
College of Engineering and Mines				X		
College of Business and Public Administration				X		
College of Arts and Sciences			X			X
College of Education and Human Development	X				X	
College of Nursing & Professional Disciplines	X				X	
School of Law			X			X
School of Medicine & Health Sciences	X				X	
School of Graduate Studies	X				X	

Co-Curricular Departments: Assessment Reviews						
<i>Table F, continued</i> Projected Schedule of Institutional Assessment Tool Use	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Career Services			X			X
Chester Fritz Library			X			X
Disability Services for Students	X				X	
Wellness & Health Promotion			X			X
Housing				X		
International Programs			X			X
McNair Program (TRIO)	X				X	
Memorial Union			X			X
Office of Student Rights & Responsibilities	New				X	
Student Diversity & Inclusion				X		
Student Involvement & Parent Programs			X			X
Student Support Services (TRIO)				X		
Writing Center	X				X	