



5-1-2008

May 1, 2008

University of North Dakota

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Minutes of the University Senate Meeting
May 1, 2008

1.

The May meeting of the University Senate was held at 4:05 p.m. on Thursday, May 1, 2008 in Room 7, Gamble Hall. Jon Jackson presided.

2.

The following members of the Senate were present:

Anderson, Suzanne	Hoffarth, Janice	Mertz, Tara
Axtman, Benjamin	Hume, Wendelin	Moen, Jan
Bass, Gail	Hunter, Susan	Murphy, Eric
Benoit, Joseph	Iiams, Michele	Perkins, Dexter
Berne, Jane	Iverson, Joneen	Poochigian, Donald
Broedel, Hans	Jackson, Jon	Potvin, Martha
Buhr, Jordan	Jeno, Sue	Reza, Hassan
DeMers, Judy	Jerath, Sukhvarsh	Rice, Daniel
Doze, Van	Khavanin, Mohammad	Rieke, Judy
Drewes, Mary	Kitzes, Adam	Rosenberger, Thad
Elsinga, Lillian	Kupchella, Charles	Schwartz, Rhonda
Faruque, Saleh	Lawrence, David	Sun, Jeffrey
Ferraro, Richard	LeBel, Paul	Wettersten, Kara
Ghribi, Othman	Mamaghani, Iraj	Widmer, Donovan
Grant, Emanuel	Marshall, David	Wittgraf, Michael
Haskins, James	Mayzer, Roni	

3.

The following members of the Senate were absent:

Anderson, Collin	Gordon, Gregory	Nelson, Susan
Anderson, Katherine	Gourneau, Bonni	Petros, Thomas
Baker, Mary	Grandstrand, Tyrone	Rendahl, Stephen
Behrmann, William	Graves, Corey	Richards, Thomas
Beneda, Nancy	Halvorson, Isaac	Riedy, Joshua
Berwald, Olaf	Jackson, Margaret	Schnellert, Gary
Boyd, Robert	Johnson, Gary	Smith, Bruce
Bradley, April	Kaler, Amanda	Stolt, Wilbur
Campbell, Katherine	Light, Steven	Tepper, Nadine
Covington, Chandice	Little, Michael	Weisenstein, Greg
Cripe, Haylee	Lothspeich, Jason	Wilson, H. David
Elbert, Dennis	Melland, Helen	Wu, Min
Fisher, Jay	Mortinson, Matthew	
Gallager, Robert	Myrick, Matthew	

4.

The following announcements were made:

- a. Mr. Jackson announced that since the last Senate meeting, Rugao Liu, associate professor from the Anatomy and Cell Biology department, passed away. He stated that Mr. Liu had been very proud to be a member of University Senate. A moment of silence was held in honor of Mr. Liu.

- b. Mr. Jackson reminded Senators that a reception, hosted by the President and Mrs. Kupchella, would be held after the meeting at the Lloyd Stone Center.
- c. Mr. Jackson introduced UND's new Athletic Director, Brian Faison.
- d. Joan Hawthorne reported on the visit from the Higher Learning Commission. The site visit was completed and UND is in the process of reviewing and responding to report drafts. The process is nearly complete and the final report will be available in fall 2008. There is no further follow-up required by the Higher Learning Commission. They praised work by several UND committees, especially the University Assessment and General Education Requirements Committees. Ms. Hawthorne indicated that we are doing well now and need to maintain the progress that we have made. She thanked the Senators for work done across campus. The Senate recognized Ms. Hawthorne for her good work on Assessment and the HLC visit.
- e. Ms. Potvin announced the posting of the new Essential Studies Director part-time position.
- f. Mr. Munski reported on the Parking Task Force and shared the group's charge. There is a wide range of campus constituencies represented on the Task Force, which began meeting March 28th at its established meeting time of 12-1:30 p.m. Mondays in the Prairie Room. Anyone interested in attending the meetings is welcome.
- g. Rick Tonder, Facilities, shared information regarding the UND master plan. He explained that the State Board requires an institutional master plan every six years with two-year updates. Since this year is the six-year request period, UND can submit three projects for funding. The School of Medicine has also been permitted to submit three projects. There is a campus process that ends with a list of prioritizations. The campus number one project is renovation and addition to the Education building which would link to Gillette and include some renovation as well. Number two is a similar project in the Law School. Third is replacement of the coal fire boilers which are beyond their life span. The School of Medicine submitted as their number one priority an allied health facility for various health science majors not currently located in the Medical facility. Number two is a new Bismarck family practice facility. Number three is elimination of the debt for the Minot family practice center. In addition, there are a large number of requests for non-appropriated funding. The entire plan will be posted on the Facilities web page. The process is that the projects go to the State Board, Management and Budget, and then Governor. There was a question on funds for the O'Kelly renovation. Mr. Tonder indicated that the project is progressing and will be started this summer. There was a question on replacement of coal fire boilers and investigation of other renewable energy sources. Mr. Tonder explained that the request will also be for a feasibility study to make the facility a research opportunity to look at clean coal technology. In addition, we are looking at partnering with corporations to look at renewable energy and clean coal.
- h. Lori Robison reminded the Senate that the new Essential Studies program will start next fall. Materials are updated for students coming in this summer. The Essential Studies website will be up next week. The Office for Instructional Development has additional model project funds. The Essential Studies Transition Committee is again offering to talk with departments for help with courses or understanding the new program. Ms. Robison expressed thanks for the help and support of Senate. She recognized the General Education Requirements/Essential Studies Committee, and especially Ryan Zerr. Finally, she thanked Suzanne Anderson and the Registrar's Office for their work with the Essential Studies website.
- i. Mr. Perkins reported on the Tenure and Promotions Task Force that was appointed by the Provost. He updated the Senate and explained that a

report and recommendations will come to the Senate in the fall. He shared preliminary findings that many departments do not have written procedures for promotion and tenure. As a heads up, he indicated that they will probably need to be completed and this summer may be an opportunity to work on it. Many departments indicated that they rely on the Faculty Handbook. He stated that the Faculty Handbook needs review, correction, and updating. The proposed changes to the Faculty Handbook will also be brought to Senate in the fall.

- j. President Kupchella thanked all who worked on assessment and the University Assessment Committee. He especially noted the work of Joan Hawthorne. The Higher Learning Commission was impressed with the General Education Requirements Committee and our new Essential Studies program. The new Essential Studies program shows how assessment was used to improve what we are doing at UND. He expressed thanks to those working on the Essential Studies program and indicated that he is proud to be a part of an institution that has created an Essential Studies program.
- k. Mr. Kupchella presented a plaque to recognize Tom Petros for his service as chair of University Senate. Accepting on behalf of Chair Petros was Mr. Jackson. The Senate gave a round of applause in appreciation of Mr. Petros.
- l. Mr. Kupchella indicated that this was his last Senate meeting and he thanked the Senators, stating that through the years the Senate has been thoughtful and civil as it worked through many thorny issues. He invited the Senators to an appreciation reception following the meeting. The Senate gave Mr. Kupchella a round of applause.

5.

The chair asked for corrections or additions to the April 3, 2008 minutes. Hearing none, the minutes were approved as distributed.

6.

The question period was opened at 4:43 p.m.

Mr. Murphy asked about employee tuition waivers. He asked about the process for admission and whether it is spelled out clearly. Ms. Anderson explained the difference for degree seeking versus non-degree seeking options for undergraduates. Mr. Benoit explained the process for graduate degree and non-degree admissions. Mr. Murphy suggested that it needs to be emphasized that it is a simple process and staff should be encouraged to participate. Ms. Anderson indicated she will take the suggestion back to appropriate individuals.

The question period was closed at 4:48 p.m.

7.

A motion was made by Mr. Marshall, and seconded by Ms. Jenó, to accept and file the Senate Scholarly Activities Committee annual report. The motion was approved.

8.

Mr. Jackson presented the General Education Requirements/Essential Studies Committee ballot explaining that Adam Kitzes was inadvertently omitted from the election ballot. There was a motion by Mr. Buhr and a second by Mr. Poochigian to approve the ballot. The motion passed unanimously. There was a motion by Mr. Poochigian and a second by Mr. Haskins to accept Adam Kitzes on the General

Education Committee. The motion was approved by acclamation. Mr. Jackson then asked that the Senate ratify the Committee. There was a motion by Mr. Axtman and a second by Mr. Buhr to ratify the Committee. The motion was approved unanimously. Finally, Mr. Jackson requested that the entire ballot for Senate Committees be ratified now that it is complete. It was moved by Ms. DeMers and seconded by Mr. Buhr. The entire slate of election results was approved unanimously.

9.

Mr. Jackson presented the list of May candidates for degrees. Mr. Haskins moved approval and Ms. Elsinga seconded. The May graduates were approved unanimously.

10.

The Senate Curriculum Committee report and an addendum were presented. Mr. Marshall moved approval. It was seconded by Mr. Perkins. The curriculum report and addendum were approved unanimously.

11.

The proposed changes to the University Assessment Plan were presented by Renee Mabey. She explained that the changes in the document are predominantly due to the new Essential Studies program and a few minor clean-up items. It was moved by Ms. Bass and seconded by Mr. Axtman to accept the updated plan. The revised plan was approved unanimously. Ms. Mabey thanked the Senators for their campus-wide work. There was applause of appreciation for Ms. Mabey.

12.

There was a motion to adjourn that died for lack of a second.

13.

Mr. Marshall made the following motion:

"The Senate of the University of North Dakota thanks President Kupchella for his nine years of excellent leadership of UND." The motion was seconded by Mr. Wittgraf. Student and staff senators expressed support for the motion and extended their gratitude to President Kupchella as well. The motion passed unanimously and there was applause of appreciation for President Kupchella.

14.

Adjournment was moved by Mr. Murphy and seconded by Mr. Haskins. The meeting adjourned at 5:01 p.m.

Suzanne Anderson
Secretary to the Senate

- Stimulate interaction between disciplines and take a proactive role to establish centers of excellence at UND.
- Allocate available research funds based on pre-established policies and guidelines.
- Review its own policies at least yearly.
- Maintain Committee website.

SENATE SCHOLARLY ACTIVITIES COMMITTEE
RESEARCH DEVELOPMENT AND COMPLIANCE
TWAMLEY HALL ROOM 105
264 CENTENNIAL DRIVE
GRAND FORKS ND 58202-7134
PHONE (701) 777-4278
FAX (701) 777-6708

**Report of the
SENATE SCHOLARLY ACTIVITIES COMMITTEE
2007-2008**

THE COMMITTEE MEMBERSHIP

2006-2007

B. P. Bandyopadhyay (Mechanical Engineering), '08
Patrick A. Carr (Anatomy and Cell Biology), '09
Sandra M. Donaldson (English), '07
Margaret M. Jackson (Law), '08
Kimberly A. Kenville (Aviation), Vice President for Academic Affairs and Provost Designee, ex officio
Glenda N. Lindseth (Nursing), '07
Jun Liu (Computer Science), '08
Barry I. Milavetz (RD&C), Vice President for Research Designee, ex officio
Seong-Hyun Nam (Management), '09
Timothy D. Schroeder (Counseling/Recreation and Leisure), '09
Clifford L. Staples (Sociology), '07

2007-2008

B. P. Bandyopadhyay (Mechanical Engineering), '08
Patrick A. Carr (Anatomy and Cell Biology), '09
Frank P. Cuozzo (Anthropology), '10
Dee A. Ellingson (Accountancy), Vice President for Academic Affairs and Provost Designee, ex officio
Bette A. Ide (Nursing), '10
Margaret M. Jackson (Law), '08
D. Lawrence (Philosophy and Religion), '10
Jun Liu (Computer Science), '08
Barry I. Milavetz (RD&C), Vice President for Research Designee, Ex Officio
Seong-Hyun Nam (Management), '09
Timothy D. Schroeder (Counseling/Recreation and Leisure), '09

FUNCTIONS AND RESPONSIBILITIES

The purpose of the Senate Scholarly Activities Committee (SSAC) is to stimulate and encourage scholarly activities and develop relevant institutional policies. The membership of the Committee is composed of nine faculty members, two from the College of Arts and Sciences (one from the Division of Fine Arts and Humanities, the other from the Division of Natural Sciences and Social Sciences) and one representative from each of the other colleges; the Vice President for Academic Affairs or designee, and the Vice President for Research or designee. One-third of the faculty members are elected by the University Senate at the April meeting each year.

The Committee assumes the following responsibilities for the University Senate:

- Address general issues of importance to establishing and maintaining strong research and development programs on campus.
- Stimulate interaction between disciplines and take a proactive role to establish centers of excellence at UND.
- Allocate available research funds based on pre-established policies and guidelines.
- Review its own policies in even years.
- Maintain Committee website.

MEETINGS

The Senate Scholarly Activities Committee met five times in 2007-2008 (one more meeting will be held in May, 2008) for the primary purpose of evaluating UND faculty proposals for New Faculty Scholar, Research and Creative Activity, Travel, and/or Publication awards.

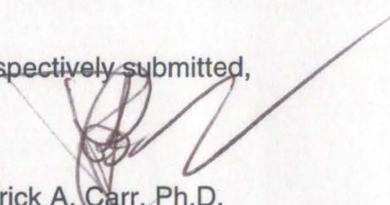
FUNDS

During the first nine months of the 2007-2008 fiscal year, the Senate Scholarly Activities Committee awarded \$95,487 to 96 faculty members in 43 departments. Awards were made as follows: \$32,633 for New Faculty Scholar awards, \$3,974 for Publication, \$18,490 for Research and Creative Activity, and \$40,390 for Travel (approximately \$34,000 will be awarded for travel in May 2008). The Committee received a supplemental award of \$50,000 from the President and several awards or portions of awards were returned to the Committee; thus, award amounts exceed the Committee's \$57,217 annual budget.

OTHER ACTIVITIES

1. New Faculty Scholar Awards were given to: Amanda C. Boyd (Modern and Classical Languages and Literatures), \$4,500; Dane A. Crossley, II (Biology), \$1,600; Joel R. Jonientz (Art), \$4,989; Krista L. Minnotte (Sociology), \$4,965; Cynthia Culver Prescott (History), \$4,979; Steven G Ralph (Biology), \$5,000; Rebecca J. Romsdahl (Earth Systems Science and Policy), \$1,600; and Marcus B. Weaver-Hightower (Educational Foundations and Research), \$5,000. This represents an increase in the number of awards from Fiscal Year 2007 because the Committee received less funding for Fiscal Year 2007.
2. Professors Patrick A. Carr (Anatomy and Cell Biology) and Margaret M. Jackson represented the Senate Scholarly Activities Committee in the selection of recipients of the Fellows of the University Award for Departmental Excellence in Research and the UND Foundation Thomas J. Clifford Faculty Achievement Award for Excellence in Research for 2008.
3. The SSAC Chair was designated as a representative for the University Research Council.
4. The Committee website was updated and maintained by RD&C staff.

Respectively submitted,



Patrick A. Carr, Ph.D.
Chair, Senate Scholarly Activities Committee

Nominations for Senate General Education Requirements (Essential Studies) Committee
 Committee on Committees - May 2008

Signature: _____

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES (FALL)	NOMINEES	TERM EXPIRES	VOTE
General Education Requirements (Essential Studies)			Elect 3 until 2011		
	S. Jerath (SEM)	2009	Adam Kitzes (A&S)	2011	
	T. Reese (A&S)	2009	Mary Coleman (MED)	2011	X
	D. Hansen (A&S)	2009	Lori Robison (A&S)	2011	X
	G. Gagnon (A&S)	2010		2011	
	D. Poochigian (A&S)	2010		2011	
	C. Moretti (SEM)	2010		2011	

Sara Jo Aberle (BS)	Roben Gregory Anderson (BBA)	Sara Elizabeth Barnard (BA)
Amanda Lynn Achter (BA)	Taryn Leigh Anderson (BSCJS)	Paula Ann Barry (BSPT)
Jory James Adam (MPAS)	Toni Rae Anderson (BA)	David Andrew Barta (BA)
Ryan Robert Adamic (BSA)	Griselt Coral Andrade (JD)	Lindsey Dawn Bartholomew (MOT)
Jeffrey David Adams (BSA)	Rebecca Anhorn (PHD)	Chelsea Ann Bartlett (BSA)
Nathan Paul Adams (BBA)	Neal Archambault (BSA)	Grant Anthony Basko (MOT)
Karla Marie Afshari (BACC)	Ian Thomas Arlow (BSA)	April Elizabeth Batcheller (MD)
Kristopher George Ahmann (BBA)	Bethany LeighAnne Arnason (BA)	Jeffrey Donald Bates (MA)
Florija Ajdari (BSOSEH)	Maren Elizabeth Askim (JD)	Brandon T. Bates (BA)
Abdul Fatah Aman Ali (BSCLS)	Daniel William Aspelund (BSME)	Bryan James Beals (MD)
Tamera R. Alkire (MED)	Adam Raymond Atherton (JD)	Jennifer Lynn Beals (MD)
Gayle Elizabeth Almen (BSN)	Aaron James Audet (BS)	Sarah Elizabeth Beasley (MBA)
Lisa Lynn Alphson (BSPXW)	Holly Jo Augustine (DPT)	Megan Jo Beattie (BS)
Lisa Lynn Alphson (BA)	Adonica Schultz Aune (PHD)	Brandon Christopher Becker (BSME)
Monther M. Al-Tawail (MBA)	Justin Elroy Aune (BA)	Mellonna Mary Beckermann (MOT)
Andrew James Altepeter (BBA)	Rachel Jean Aune (BSN)	Joseph Michael Beckman (BSA)
Elouise Ejeomo Alufohai (BBA)	Renee Marie Aune (BSPT)	Nicola Elizabeth Beckman (BSED)
Joseph Paul Amato (MS)	Anna Marie Austin (BA)	Jolene Ann Beeson (MS)
Kacy Lynn Ambrosius (CERT)	Bryan Jeffery Avery (DPT)	Lyndsay Erin Behm (BBA)
Rochelle Lynn Ament (MA)	Christine Sharon Avikainen (MOT)	Nicholas Ryan Beiswenger (BSPT)
Angela Raye Amundson (BSED)	Boris A. Avramski (JD)	Allison Mae Belanus (BSSW)
Diana Lee Anders (MPAS)	Paul William Ayd (BSA)	Michelle Ann Belbas (BACC)
Lana Kathryn Andersen (CERT)	Tegan Aymond (MOT)	Jess William Belling (BS)
Bjorn David Anderson (BSA)	Erica Marie Azure (MS)	Kristy Leigh Belling Swanson (BA)
Christen Joy Anderson (BBA)	Leah Michelle Azure (MED)	Michael Anthony Bellio (BSA)
Christopher Edward Anderson (MD)	Lucas Alexander Baarlaer (BSPXW)	Brandy Jo Benson (BA)
Collin David Anderson (BSCSCI)	Paul Charles Bachand (BSA)	Kevin Eric Benson (BA)
Collin David Anderson (BA)	Ryan Scott Bachand (BSME)	Marni Jo Benson (BSPXW)
Corey James Anderson (BBA)	Jesse Lee Bader (BSA)	Sara Marie Benson (BSCJS)
Elizabeth Christine Anderson (BSCHE)	Emily Lee Baer (JD)	Bryan David Bentz (BSA)
Jayden Lee Anderson (BSME)	Heather Ann Baerwald (MSAE)	Ashley Marie Benz (BGS)
Jessica Lyn Anderson (BS)	Heather Ann Baerwald (BS)	Cole Ryan Benz (BA)
Kimberly Joy Anderson (BSCJS)	Kevin Donald Bailey (MPAS)	Danielle Kay Berg (BSN)
Kyle Craig Anderson (BSA)	Andrew Anthony Balata (BBA)	Kelsey Jean Berg (MOT)
Nathan Paul Anderson (BSEE)	David James Barbee (BBA)	Debra Ann Berger (MA)
Paige Frances Anderson (BBA)	Megan Elise Barbot (BS)	Jessica Lynn Berger (BSCJS)
Rebecca Jo Anderson (MOT)	Kyle Richard Barker (MD)	Antonia Rose Bergman (BBA)

** Some candidates may not appear on the list because they have declared Restricted Directory or have requested that their information not be released. Those names are available to authorized committee members by contacting the Office of the Registrar, 777-3761*

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Antonia Rose Bergman (BSA)	Nevin Shae Bolander (MD)	Jeramie Wayne Broadway (BSME)
Brian James Bergner (BSME)	Andrew Anthony Bongard (BSEG)	Timothy Michael Brockman (PHD)
Megan Maureen Bernardson (BA)	Rachel Margaret Bonk (BSN)	Tanner Curtis Broderick (BSME)
Matthew Alan Berosik (BS)	Nicholas Vonn Bonneman (BA)	Sarah Jean Brooks (BSN)
Diana Christine Bertrand (BS)	Peter Nicholas Bonnema (BBA)	Joshua Michael Brosten (MS)
Tali Elizabeth Best (JD)	Amy Lynn Bookless (DPT)	Brian Jacob Brown (BSA)
Bethany Joanne Beyer (BS)	Terry Wayne Boone (MPAS)	Deon DeMond Brown (MS)
Pratik Nandan Bhandari (MS)	Aaron Render Boonstra (BSCE)	Wendy Irene Brown (MPAS)
Shari B. Bilden (MED)	Carlotta Elaine Booth (MOT)	Jason Todd Browning (MOT)
Robert Joseph Bina (BA)	Samantha M. Bopp (BA)	Camille Rose Bruggeman (BS)
Amanda Nichole Birch (BSA)	Samantha M. Bopp (BBA)	Adam Michael Brun (BSA)
Amanda Nichole Birch (BBA)	Todd David Borchardt (BBA)	Kelly E. Bryn (CERT)
Kaley Rose Birkholz (BACC)	Crystal Ann Bostow (MA)	Kayla Jo Bucher (DPT)
Charles W. Bisek (BA)	Sarah Kate Bostow (BSCJS)	Kara Alyssa Buchhop (BSED)
Matthew John Bistodeau (BACC)	Katelyn Marie Bottelberghe (DPT)	Robyn Christine Knutson Bueling (MD)
Michael Adam Bitz (EDD)	Kalyn Marie Botz (MED)	Jennifer Ann Buelt (DPT)
Allison Marie Biwer (DPT)	Medora Therese Bouck (BSN)	Matthew Benjamin Bullisco (MS)
Jessica Helen Bjerke (BA)	Kristina Rose Bouley (MOT)	Trevor Steven Bunkers (BSA)
Jessica Helen Bjerke (BSED)	Alec John Boutin (BSA)	Alexandra Marie Burbach (BA)
Aaron Fredrick Bjugstad (BS)	Kyle Douglas Bowman (BA)	Allison Joan Burck (BA)
Joseph David Black (BBA)	Elizabeth Alice Bradshaw (JD)	Allen Aloys Burgad (EDD)
Tiffany Rochelle Black (DPT)	Mitchell Paul Braegelmann (BSCHE)	Brandon J. Burger (BSA)
Amber Marie Blair (BA)	Joshua M. Brandsted (BBA)	Benjamin Paul Burns (BGS)
Justine Anne Blair (BSRLS)	Rylan James Brantl (MD)	Darrell Martin Burton (BSME)
Alison Rae Blake (MS)	Jason T. Braun (BSME)	Edwin Ray Bush (BGS)
Catie Jo Blanchard (BSCJS)	Tyler Joseph Bredeson (BA)	Joseph Dwain Bussey (BFA)
Wesley Travers Blanton (BSA)	Paula Alexandra Brehmer (BSME)	Ahson Butt (BSME)
Stephanie Ann Bless (BSEE)	Andrea Marie Brekke (BA)	Emily Jo Bydal (MS)
Darren Bleth (MBA)	Brooke Savannah Brekke (BSN)	Jared Adam Bye (BBA)
Joseph Daniel Bloemke (BSA)	Matthew Scott Brekke (BBA)	Kristin Elizabeth Byington (BSED)
Colin Lee Boatwright (BSA)	Robert J. Bremer (BBA)	Alexander James Cadwell (BBA)
Zeljka Bobicic (BSED)	Sondra Marie Brenk (DPT)	William Dailey Calkins (BSME)
Robin Suzanne Boe (BA)	Christopher D. Brenner (BGS)	Christopher Alan Terrel Campbell (BS)
Chad J. Boehm (BSGDT)	Christine Ann Brentrup (BS)	Melissa Kaye Campbell (BA)
Chad J. Boehm (CERT)	Derek Michael Brickner (MD)	Patricia Ann Campbell (MPAS)
Marlys Joy Bohn (PHD)	Justin David Brisson (BSA)	Jacqueline Marie Cariveau (BSSW)
Amy Marie Bohnsack (BSPT)	Patrick Mitchell Britton (BS)	Tamara Carlson Langerud (MBA)

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Office of the Registrar

MAY 10, 2008 Candidates for Degree and Certificates

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Cassandra Lane Carlson (BSCLS)
 Cassandra Lane Carlson (BS)
 Eric Robert Carlson (MBA)
 Jacqueline Kay Carlson (CERT)
 Jacqueline Kay Carlson (BSGDT)
 Jason Charles Carlson (BA)
 Jennifer Lynn Carlson (BSPXW)
 Kayla Marie Carlson (BSED)
 Susan Gail Carlson (MS)
 Joseph Edward Carnahan (MS)
 Angela A. Carpenter (MA)
 Anna Elizabeth Carpenter (BA)
 Brittany Sue Carter (DPT)
 Taylor Robert Casadonte (BA)
 Taylor Robert Casadonte (BSPA)
 Michael Daniel Casavant (BSCJS)
 Robert M. Caulkins (BA)
 John Christopher Cawley (MD)
 Shelley Laura Cervantes (MA)
 Jason Christopher Chabot (BSEE)
 Sarah Joy Chalmers (BS)
 Lisa A. Chandy (MS)
 Jenna Lynn Charbonneau (BSED)
 Nicholas George Chatham (BBA)
 Nicholas George Chatham (BACC)
 Abir Chatterjee (MS)
 Andrew John Cherney (BSCJS)
 Lauren Alexis Chilian (BS)
 Layne Melissa Chiodo (JD)
 Kelsey Marie Christensen (BSA)
 Kyle Richard Christensen (BBA)
 Trent Michael Christensen (BS)
 Chase Joseph Christenson (BSGEOL)
 Brandon James Churchman (MPAS)
 Marc Adam Cierzan (BSME)
 Craig D. Cihlar (BBA)
 Neil D. Cimo (BSEE)

Kristin Ann Citterman (DPT)
 Lucas Alan Clair (BSA)
 Allison Jean Clapp (MD)
 Richard Girard Clark (BSA)
 Jon A. Clausen (BSCJS)
 Ryan Miles Clauson (MD)
 Mary Ellen Clinton (BA)
 Jennifer Lyne Coddington (BSCJS)
 Christopher Jon Cofell (BSA)
 Jayson Lee Cofell (BBA)
 Michael Craig Collison (BSPT)
 Travis Lee Colsen (BBA)
 Christopher Ray Conley (BSA)
 Andrew Davis Cook (JD)
 Andrew Francis Cook (BA)
 Clay Cullen Cook (JD)
 Kathryn Elizabeth Cook (BBA)
 Margaret Kay Cook-Shimaneck (MD)
 Michelle A. Cooley (CERT)
 Sean Alexander Cooley (BSPXW)
 Christopher John Cooper (JD)
 Kelly Ann Corbo (BA)
 Ryan Paul Cornelison (JD)
 Bartholomew John Cortez (MPAS)
 Carli Jade Cota (BSN)
 Lance Colton Cousineau (BBA)
 Megan Jo Cox (BBA)
 Anne Marguerite Coyle (PHD)
 Seth James Craig (BBA)
 David L. Crawford (PHD)
 Dawn Nicole Crespini (JD)
 Joel Reade Crooke (BS)
 Michelle Ann Crosby (BSN)
 Kristina Rose Crowley (BSED)
 Haley Joy Cummings (BSN)
 Jenna Grace Cusic (BS)
 Klarissa Kay Czys (CERT)

Brian Phillip Dahl (MD)
 Shannon Renee Dahl (BA)
 Wendy Sue Dahlberg (BSRHS)
 Joseph Thomas Dailing (BSA)
 Brittany Ann Daley (JD)
 Amanda Sue Danielson (BSIT)
 Rachel Lynn Dauksavage (MS)
 Chelsy Diane Davey (BA)
 Ashley Michelle Davidson (BACC)
 Alaina Elizabeth Davis (BBA)
 Christine Marie Davis (BBA)
 Collette Marie Davis (BA)
 Crista L. Davis (MED)
 Misti Flora Davis (MED)
 Deborah Joanne Dawley (MS)
 Michael Patrick Dean (BBA)
 Ashley Marie DeBoer (BACC)
 Terry Lee DeCoteau (MS)
 William Dane DeKrey (BA)
 Jamael Theresa Delgado (MD)
 Cynthia L. DeMars (BGS)
 Joshua James DeMorrett (BA)
 Shaun Thomas Desmond (BGS)
 Brian Gregory DeVillers (BA)
 Christopher Allen DeWall (BSEE)
 Alex Brandon Dexter (BSME)
 Kelly Lyn Dezell (BS)
 April Blossom Dickens (BA)
 Whitney Lynn Dickson (BS)
 Nikki Jo Dillmann (CERT)
 Laurel Ann Dimler (MS)
 Dustin Scott Dimmler (BSA)
 Susan Annette Dionne (MED)
 Ashley Elizabeth DiPuma (BA)
 Patrick Timothy Dixon (JD)
 Lacy Mae Dockter (BACC)
 Ruth Ann Dockter (BS)

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Travis Martin Dockter (BA)	Edmund Frank Eilbacher (BSA)	Eric Ryan Fenstad (MD)
Daniel Albert Doepker (BBA)	Sara Nicole Einarson (BA)	Rodrigo Melo Ferreira (BA)
Branica Kaye Doll (CERT)	Maria Ann Eineke (BGS)	Matthew James Fetsch (MED)
Richard Kenneth Dombovy (BA)	Emily Rebecca Elbom (MA)	Amanda M. Feltig (BS)
Cal A. Domingue (BGS)	Noah Robert Ellingson (BBA)	Patrick Fey (BSA)
Steven Alan Donaldson (BSEE)	Ashley Lynn Ellsworth (BSED)	Matthew John Fick (BBA)
Christopher Michael Donlon (BSA)	Hidayo Adan Elmi (BSCLS)	Aubrey Jo Fiebelkorn-Zuger (JD)
Kira Lynne Dordal (BSATSC)	Elizabeth A. Elsberry (JD)	Thomas Eugene Finneman (BSCHE)
Ryan Jay Dorman (BSA)	Rachele J. Emineth (BSME)	Brian Kirk Fipps (MPAS)
Madonna Danielle Dorsher (BSPXW)	Jody Rae Enerson-Sharp (MS)	Renae Joyce Fischer (BSAT)
Jennifer Lynn Dosch (BSED)	Dacia Camille Engberg (MPAS)	Daniel Dean Fish (BS)
Anne Elizabeth Dostal (BSPXW)	Colin Coy Engebretsen (BSME)	Rachel Renee Fish (BSA)
L. Truman Douglas (JD)	Christopher Michael England (BA)	Jay Stephen Fisher (BS)
Cassie Noelle Douglass (BA)	Andrew Timothy Englen (MS)	Jay Stephen Fisher (BA)
Kyle Christopher Downs (BBA)	Rodney Joseph Enno (BSCJS)	Colin Brett Fitterer (BS)
Joshua William Doyle (BS)	April Jean Erickson (BS)	Jennifer Lynn Flach (BSAT)
Stephen Michael Doyle (BSATSC)	Arthur Jon Erickson (BBA)	Jared Jay Fladeland (BFA)
Weston M. Dressler (BBA)	Cassandra Ann Erickson (BBA)	Michael Patrick Flaherty (BSA)
Nancy Ann Driscoll (MA)	Cory E. Erickson (BA)	Jacob Riley Flanagan (MBA)
Sherri Beth Dryburgh (BSED)	Danielle Ellen Erickson (BSED)	Kristina Leane Fleck (BSED)
Kong Daniel Dual (BA)	Ethan Lowell Erickson (BSME)	Amber May Flickinger (BBA)
Amanda Kay Dukart (BS)	Lisa Marie Erickstad (BSN)	Matthew Gerald Flikka (BSED)
Daniel Edward Dulany (BBA)	Luke Randall Ermer (BSCJS)	Jessica Jean Flink (BBA)
Collin Wayne Dunnigan (BSIT)	Troy William Ertelt (MA)	Matthew James Flom (BS)
David F. Dunphy (BSEE)	Heidi Jo Evans (BSPXW)	Stephanie Marie Flyger (BA)
Brittany Durfee (CERT)	Todd A. Fahrni (MA)	Melissa Sarah Flynn (BSN)
Laura Marie Duty (MD)	Alissa Rae Farol (BSCJS)	Tracy Lynn Foltz (DPT)
Marjorie J. Dvorak (MOT)	Daniel James Fasteen (BS)	Melissa Ann Foster (MS)
Gerald William Eckardt (MD)	Grace Fayant (MED)	Scott Verley Foyt (BACC)
Matthew James Eckert (BSA)	Lucas Daniel Feehan (BSA)	Donna Mae Frank (BA)
Ryan Jon Edwards (MOT)	Alexander Philip Feil (CERT)	Jacob Harrison Franklin (BACC)
Amy Leigh Egbert (BS)	Alexander Philip Feil (BSGDT)	Brian J. Fransen (BBA)
Dallas Evan Egbert (BGS)	Amy Anna Feist (MS)	Jason Charles Franzen (BBA)
Dave E. Egerdahl (BSD)	Brittany Ann Feist (BA)	Rebecca Lee Frates (MFA)
Jesiah Caleb Ehrhorn (BSME)	Brittany Ann Feist (BBA)	Ryan Alan Frates (MFA)
Benjamen Bryan Ehrichs (BS)	Gwen Elizabeth Feist (BS)	Carrie L. Fredrickson (BSCN)
Kelley Nicole Eickenbrock (BSED)	Danielle Allyson Feland (BBA)	Brent Patrick Freese (BSCE)

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David E. French (BSME)	Daniel Edward Goebel (BSIT)	Derek Richard Gustafson (BACC)
Lindsey Ann French (BSD)	Jared Lee Goebel (BA)	Karla R. M. Haake (BA)
Tyler J. Frenzel (BA)	Brenda Kay Goeddertz (MS)	Josiah Abram Hadsall (MOT)
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Joy Ann Froelich (MD)	Beth Ann Goetz (BFA)	Lynsey Rae Hager (BA)
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Joseph Dale Fuhrman (BACC)	Matthew John Golz (MS)	Thomas Robert Halcrow (BSIT)
Nathan Thomas Gabor (BSEE)	Hunter Glenn Gordon (BA)	James Roberts Haley Jr. (BBA)
Tejas Vinayak Gadgil (MS)	Christopher Thomas Gorman (BSA)	Samantha Rae Haley (BS)
Rene Mauricio Gallardo (BA)	Erin Leigh Goughnour (BS)	Matthew Aaron Hallanger (BSCHEM)
Zhaochun Gao (MBA)	Jade Clemence Gourneau (BSCJS)	Andrew Gregory Halldin (JD)
Ryan James Gardner (BSFWB)	Michael Allen Gourneau (BS)	Annette Marie Hamley (MED)
Luke Garner (BSA)	Michael Allen Gourneau (BSPT)	Ellen Ann Hammarback (BA)
Andreas Marlynn Garness (BA)	Derek Mark Gowan (BSCE)	Kyle Donovan Hammer (BS)
Ashlee Kaye Garnett (BA)	Mindy Marie Graham (BACC)	Matthew Mark Hangsleben (BSCE)
Sofokli Garo (PHD)	Mindy Marie Graham (BBA)	Jason Thomas Hanley (BSA)
Teuta Garo (BSN)	Erin Marie Grahm (BS)	Casey James Hansen (BSPT)
Mary Lena Gattis (MPA)	Mark A. Grainger (JD)	Kayla Rae Hansen (BSPXW)
Seth Michael Gaugler (BSFWB)	Lacey Gayle Gramstad (MOT)	Lauren Rae Hansen (BS)
Surendra Gautam (MS)	Christopher Michael Granlund (BACC)	Sharon A. Hansen (PHD)
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Irminne Gelderloos (MD)	Deidre Marie Greene (BFA)	Christine Marie Hanson (BSN)
Teresa Kay Gengler (DPT)	Eeva M. Greenley (JD)	Christine Marie Hanson (BA)
Leanne Elizabeth Gere (DPT)	Kyle Allan Gregerson (BSPT)	Heather Ann Hanson (MOT)
Holly Lynn Geyer (MD)	Michele Marie Gregg (BA)	Jason Alan Hanson (BSA)
Dominic Jerome Giallombardo (MPAS)	Shauna ReNae Gregoire-Norrie (MOT)	Kristy Ann Hanson (BSED)
Van Thi-Bich Giang (BSEE)	Jamie Louis Greicar (BSN)	Troy Michael Hanson (BSCJS)
Jill Lynette Gill (MOT)	Lacey Jo Groninger (BSAT)	Christopher Vernon Harder (BFA)
Rebecca Lee Gill (BSCHE)	Dominique Louise Gross (BSME)	Trevor William Harkness (BSIT)
Jacob Zachary Gissendanner (BA)	Nicole Marie Gullickson (MD)	Heather Lynne Harland (MS)
Luke Mylo Glasoe (BS)	Christopher James Gulsvig (BBA)	Thomas James Harlow (BA)
Stephanie Marie Glass (BA)	Derek R. Gunter (BGS)	Michael Alexander Harrigan (MS)
Kate Marie Glawe (BBA)	Richard Conrad Gurney (BSA)	Amanda Rose Harris (JD)
Kristen R. Glover (CERT)	Justin Allen Gusaas (BACC)	Robert Brauch Harris (JD)
Megan Marie Glynn (BSCJS)	Adam Gordon Gustafson (BSCJS)	Caryn Denise Harstad (BSED)

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Amber Lynn Harvey (MOT)	Christian Joel Hernandez (BGS)	Trisha Michelle Howitz (BSED)
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Tanya Kay Hase (BACC)	Jared Louis Herndon (BBA)	James Robert Hoy (BBA)
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Joshua Michael Hassell (BSCE)	Ashle Rene Hicks (MOT)	Max Joseph Huber (BBA)
Mary Ann Hastings (BSSW)	Jenna Lynn Hilfer (BSN)	Max Joseph Huber (MBA)
Preston Joshua Hatlestad (MD)	Emily DuBord Hill (BA)	Tristen Ann Huck (BSED)
Katie Jo Hatt (BSN)	Jamie Rae Hiltner (BS)	Justin G. Hughes (BS)
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Chad Andrew Haugen (BSCHE)	Marc Nelson Hoe (JD)	Charles Edward Huhtala (MS)
Sarah Elizabeth Haugen (MOT)	Kayla Marie Hoerth (BSED)	Amber Marie Huls (BA)
Clark Arvid Hauger (BSED)	Andy J. Hoffelt (BBA)	Amber Marie Huls (BS)
Stephanie R. Hayden (JD)	Leslie Ann Hofland (BSPT)	Salma Mohamoud Hussein (BSCLS)
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Joseph David Hedlin (BBA)	Tara Joy Hollenebck (BA)	Lynne Kathryn Hynek (BSN)
Michael Allan Hegg (BBA)	Kaitlyn Mandel Holm (BA)	Kristin K. Hysjulien (BA)
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Cameron Terrill Heim (BA)	Derek James Holt (BA)	Sarah Irene Insull (MS)
Kelsey Erin Heinemann (MS)	Ashley Doreen Holthusen (MS)	Colt Andrew Iseminger (BSA)
Daniel Dean Heitzman (BSCE)	Jordan Aimee Holthusen (BSPXW)	Elizabeth Marie Iszler (BSN)
Christia Ann Hejl (BSPXW)	Justin Michael Holweger (BSN)	Justin Y. Ito (BSA)
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Chad Alan Helmstetter (BA)	Eric Gray Homstad (BSCLS)	Andrew Clayton Jabs (MBA)
Shannon Amy Helseth (BA)	Amber Marie Honcharoff (BA)	Alana S. Jack (MS)
Danny Wayne Henderson (DPT)	Alex Ray Hondl (BSAT)	Barbara McKersie Jackson (MS)
Lindsey Lee Henderson (BS)	Ryan Arthur Hoovestol (MD)	John Alex Jackson (BSA)
Kimberly Ann Hendrickson (BA)	Brian D. Hope (MD)	Scott Dale Jackson (DPT)
Mary Elizabeth Hendrickson (BACC)	David Aaron Horne (BBA)	Luke Alexander Jacobsen (BA)
Danielle Marie Henke (BSED)	Bobbi Jo Horner (BSD)	Charles D. Jacobson (JD)
Kelli Jo Henke (MS)	Bradley Alan Horner (BSN)	Levi Carl Jacobson (BSFWB)

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 Solayman A. Jama (BSCLS)
 Christa Ann Jangula (BA)
 Emily Amanda Janssen (BSPXW)
 Javier Hernan Jara (PHD)
 Indrajit Jaswal (MS)
 Katie M. Jaynes (CERT)
 Curtis Glenn Jefferson (MS)
 Andreas Jensen (BS)
 Dan Thomas Jensen (PHD)
 Jenifer Jill Jensen (BSCLS)
 Trent Allen Jensen (BSIT)
 Alexander Olson Jesness (BSPXW)
 Amanda Kay Marie Jewell (BA)
 Luke Anton Johanneck (BSATSC)
 Yrjan Garmannvik Johansen (BA)
 John L. Johns (JD)
 Amanda Rae Johnson (BA)
 Angela Kay Johnson (MBA)
 Angela Kay Johnson (BBA)
 Benjamin James Johnson (JD)
 Brandy Michelle Johnson (BSPT)
 Dustin Paul Johnson (BS)
 Gregory Joseph Johnson (BSEE)
 Jared Alan Johnson (BSME)
 John Al Johnson (BSME)
 Jordan Lloyd Johnson (BS)
 Kara J. Johnson (JD)
 Mark Allen Johnson (BSCJS)
 Mark Lyell Johnson (BS)
 Matthew Wayne Johnson (BSCHE)
 Michael Scott Johnson (BS)
 Molly Anne Johnson (BSGDT)
 Molly Anne Johnson (CERT)
 Ross Kenneth Johnson (BSA)
 Ryan Matthew Johnson (BA)
 Shayla Marie Johnson (BSN)

Valerie L. Johnson (MS)
 Courtney Rae Jones (BACC)
 Erin Lynette Jones (BACC)
 Joy Anne Jordheim (BSD)
 Gregory Thomas Jorgensen (DPT)
 Jennifer Lynne Joyce (BSN)
 Kathryn Elizabeth Joyce (BA)
 Trevor Jonathan Juhl (BBA)
 Shannon A. Julson (MBA)
 Nathanael Taylor Just (BBA)
 Nathanael Taylor Just (BSA)
 Tanya Pauline Justham (MS)
 Danielle Kathleen Jwanouskos (DPT)
 Jesse L. Kadmas (BSCE)
 Sarah Marie Kady (BBA)
 Rylan Joseph Earl Kaip (BSPXW)
 Jason Robert Kaiser (BSCJS)
 Brooke Erin Kakela-Downs (BSED)
 Kelly Rae Kamnikar (BS)
 Heather Lynn Kamp (BSPT)
 Shibi Chakravarthy Kannan (PHD)
 Joseph V. Karls (CERT)
 Brent A. Kary (JD)
 Mitchell Jacob Kary (DPT)
 Jennifer Lynn Kasperson (BBA)
 A. J. Kasprick (BA)
 Brandi Anne Kaster (BS)
 Susan K. Kauk (BA)
 Derek Lee Kecker (BA)
 Jana L. Keeler (MPAS)
 David Eugene Keene (MD)
 Cheryl Anne Keffeler (MOT)
 Alanna Rochelle Keith (BS)
 Stephanie Rae Keith (BS)
 Jason Michael Keller (BGS)
 Natalie Ann Keller (BACC)
 Matthew Kirk Kelly (CERT)

Matthew Kirk Kelly (BSGDT)
 Daniel James Kelsch (JD)
 J. Jack Kennedy Jr. (MS)
 Corry G. Kenner (MS)
 Sara Elizabeth Kephart (CERT)
 Brenna Lee Kerr (MPAS)
 William Andrew Kerstiens (BSCLS)
 Tahereh Keshavarz (MPAS)
 Christine Marie Keup (MD)
 Linda Angyie Kibot (BSN)
 Nicole Marie Kiesow (MPAS)
 Amber J. Kilber (MBA)
 Amanda Elizabeth Kilen (BS)
 Nathan Ron Kimber (BSA)
 Deah Ann King (BA)
 Shelly Rae King (MED)
 Lori Kay Kinn (BS)
 Jeffrey Thomas Kinney (BSA)
 Matthew Joseph Kirby (BBA)
 Lindsay Lea Kirchoffner (BA)
 Jonathan Henry Kitsch (BSA)
 Emily Marguerite Kjelland (BSPXW)
 Mark William Klabo (MPAS)
 Jenna Beth Klabunde (BSN)
 David Paul Klamm (BBA)
 Ryan Salinas Klapperich (CERT)
 Megan E. Klauck (BSCLS)
 Earl George Klebs (BBA)
 Jasper Duane Klein (MENGR)
 Karen Marie Kloke (MS)
 Wendy Marie Klug (BSED)
 Brian James Kniert (BSA)
 Eric Thomas Knight (BSA)
 Andrew Philip Knoll (BSCE)
 Katherine Ann Knoll (MD)
 Michael Franklin Knoll (BSME)
 Cassandra Amelia Knopp (BA)

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Joshua J. Knudson (MD)	Ashley Marie Kulland (BS)	Erin Elizabeth Lee (MS)
Richelle Melanie Knudson (MD)	Fabrice Kunzi (BSME)	Jacob Neil Lee (BSCHE)
Tamara Lynn Knudsvig (BACC)	Melissa L. Kurtz (BSEE)	Sarah Jo Lee (BBA)
Amy Lynn Knutson (MS)	James Merrill Kuster (BA)	Stephanie Ann Lee (BS)
Heather Lee Knutson (BSD)	Corrine Lynette Kvamme (MD)	Kelsey Dale Leedahl (BBA)
Klint David Knutson (BSA)	Brandon Scott Kvidt (BS)	Dean C. Lefor (MPA)
Tyler Scott Koenig (BSPXW)	Jenna Lynn Kylo (BBA)	Rebecca Anne Legatt (BSATSC)
Steven Richard Koeritz (BSA)	Daniel John Labo (BSCE)	Jayme Lehman (CERT)
Brandon Mark Koeser (BACC)	Alan David Lacovetsky (MFA)	Nathan Paul Leidholm (BA)
Brandon Mark Koeser (BBA)	Nichole Maria LacQuay (BSCLS)	Alyson Leah Leighton (BSED)
Brooke Fraase Kohler (MOT)	Jerilyn Lee Laducer (MED)	David Anthony Leiphon (BSIT)
Ryan William Kohler (BGS)	Ryan R. LaFontaine (DPT)	Nathaniel Paul Leiphon (BA)
Misti Dawn Koop (MA)	Eric Wayne Lahren (BA)	Erin Leigh Lembke (BSN)
Rachel Kay Evenson Kopp (BFA)	Tracie Lee Laine (MS)	Kalli E. Lemley (BSED)
Katie Ann Kouba (MSW)	Heather Nichole Lammers (BSGE)	Matthew David Lendway (BSEE)
Katie Ann Kouba (BA)	Stacey Lynn Lanctot (BSED)	Laura Anne Lentz (BSPT)
Mia Marie Kozojed (MS)	Cameron Don Landenberger (BSCJS)	Alexi Boedker LeQuire (BSCJS)
Clayton David Kraby (BSGDT)	Jessica Bette Lang (BSED)	David Daniel Leslie (BSA)
Clayton David Kraby (CERT)	Kristina Michelle Langlie (MOT)	Alyssa Brooke Lester (CERT)
Brittany Leigh Kraft (BFA)	Andrew Thomas LaPlant (BA)	Alyssa Brooke Lester (BSGDT)
Megan Rebecca Kraft (BS)	Nicolas LaPoujade (BA)	Brandon Davis Lewis (BA)
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Anthony Dennis Kramer (BS)	Timothy Cleary LaRoche (BSA)	Tami Jo Lieberg (MA)
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Brett Allan Kubat (BSEE)	Melissa F. Law (MOT)	Arian Robert Linscott (BA)
MicKallyn Lee Kudrna (BBA)	Ashley Marie Lawson (BA)	Andrea M. Liptac (BSCLS)
Mary Ellen Kuhlke (BA)	Eric Gregory Learning (BSPT)	Tallena Rose Lisell (BS)
Andrea Lynn Kuhn (MOT)	Jonathon Ray Leddige (BA)	Ruihua Liu (MA)
Aniruddha Kulkarni (MS)	Amanda Marie Lee (BA)	Jennifer Jae Lobdell (BSA)

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Claire Frances Longhurst (MD)	Kate Emily Martin (BBA)	Bruno Sarmiento Vidal Meneses (BSA)
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Anne Marie Lothian (BS)	Melissa Marx (CERT)	Kelsey Rae Messner (BA)
William Edward Lovelace (BSEE)	James Steven Massen (BBA)	Benjamin Joseph Mettler (BSA)
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Matthew John Ludowese (BSIT)	Steven Robert Mauk (BSA)	Jordan Alexander Meyer (BA)
Garrett David Ludwig (JD)	John Dean Maus (MED)	Lindsey Anne Meyer (BSA)
Rachel Louise Luft (DPT)	Jeffrey Ronald McBeth (BSGEOL)	Lisa Ann Meyer (BA)
Matthew Michael Luger (BSCE)	Amber Tennile McCall (CERT)	Cody Alvin Mickelson (BA)
Lori Lynn Luke (CERT)	Michelle Lynn McCann (MD)	Cody Alvin Mickelson (BSED)
Ala Yvonne Lukow (MS)	Sarah J. McCann (BSN)	Jonathan David Mielke (BSPT)
Zachary Ryan Lunak (BSCLS)	Daniel Paul McCargar (BA)	James Abanilla Miles (BS)
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Jan Renae Lynch (MS)	Stuart Lynn McDaniel (BBA)	Brandi L. Miller (BSED)
Janna Lee Mabey (BS)	Cassandra J. McDonald (BBA)	Fran Lucille Miller (BSCLS)
Joseph James Mack (BA)	Kristin Marie McFadden (BS)	Jamie Ellen Miller (BSSW)
Marci R. Mack (MBA)	Megan Erin McGee (BS)	Jase C. Miller (BBA)
Nolan Keko Madriaga (BSA)	Stacy Lynn McGill (BSSW)	Kyla Elana Miller (MOT)
Eric John Magner (BA)	Kevin Daniel McGillicuddy (BBA)	Samantha Marie Miller (JD)
Lindsay Anne Magura (MD)	Vivian Jennifer McKewin (BSSE)	Thomas Griffin Miller (BA)
Shane Robert Mahlum (BBA)	Kaye R. McLain (MPAS)	Tina Marie Miller (BA)
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Dustin Lee Manecke (BSCJS)	Daniel Rollin McShane (BACC)	Erica Ann Misson (BBA)
Jeremy Michael Manstrom (BS)	Robert Vern Meek (BBA)	Joshua James Mistic (BSPXW)
Geoffrey Parker Manter (BSA)	Christopher John Meier (BBA)	Vanessa Anne Mittelsteadt (BSCLS)
Joanna Marie Marino (CERT)	Nathan Eric Meissner (BSED)	Corey Ray Mock (BA)
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 Allison Jill Moore (MS)
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 Karli Jo Morman (MOT)
 Wade Michael Morman (BSCHE)
 Elsie Morningstar (MED)
 Cindy Lyn Morstad (BSCLS)
 Cindy Lyn Morstad (BS)
 Lindsay Ann Mortensen (BBA)
 Jeff Daniel Mostad (BBA)
 Jessica Lynn Mostad (JD)
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 Joshua Craig Moulds (BSME)
 Amanda Joy Muehlberg (MBA)
 Corey Jason Muehlber (BSA)
 Jared Robert Mueller (BS)
 Jessica Ruth Mugge (MA)
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 Jessica Jean Mullins (BFA)
 Tonya Lee Mulvaney (BSCN)
 Aaron James Munter (BS)
 Jordan Paul Muro (BSCJS)
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 Brittany Nyberg Nelson (BA)
 Erica Ann Nelson (BSME)
 Evan Andrew Nelson (MA)
 Jordan Gregory Nelson (BACC)
 Lucy S. Nelson (BA)
 Megan Jean Nelson (BSED)
 Natalie Rae Nelson (BS)
 Patrick James Nelson (BS)
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 Ethan T. Nguyen (MD)
 Julius Ngunde Ngwendson (PHD)
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 David Joseph Nilsen (BSME)
 Ryan Lee Nilson (BSCJS)
 Alex James Nisbet (BS)
 Jeffrey Paul Niswanger (BSA)
 Kari Lee Nolz (BSN)
 Tony Allen Nordby (BSCE)
 Nathan Bruce Nordlund (CERT)

Nathan Bruce Nordlund (BSFWB)
 James William Norelius (BSA)
 Daniel Evan Norgard (BS)
 Daniel Evan Norgard (MSAE)
 Stacy Marie Norquist (BS)
 Jessica Ann Norsten (BA)
 Trevor Duane Northagen (BS)
 David William Nowatzki (MED)
 Darrel Albert Nuech (MS)
 Mary Margo Nybakken (MD)
 Kyle R. Nyquist (BSPT)
 Rebecca Lynn Obrecht (MS)
 Jordan Robert O'Brien (BA)
 Jordan Travis Ochsner (BA)
 Andrea Marie Odegaard (JD)
 Kevin Joseph O'Grady (BBA)
 Brandon Jorgen Vincent Oland (BA)
 Jordan Scott Olean (BSPT)
 Andrea Danielle Olson (BSSW)
 Britt Marie Olson (BA)
 Britt Marie Olson (BBA)
 Dustin David Olson (BSEE)
 Dustin Wayne Olson (CERT)
 Dustin Wayne Olson (BSGDT)
 Karen Janelle Olson (BS)
 Katy Ann Olson (BSATSC)
 Lisa M. Olson (JD)
 Teresa Marie Olson (MS)
 Timothy Allan Olson (MEM)
 Mohamed Abdi Omar (BSCLS)
 Brian Christopher O'Neal (DPT)
 Leigh Ann O'Neil (BSN)
 Megan Kiyomi Piilani-Onishi (BA)
 Sally Dolores Opp (BA)
 Amy Leigh Orchard (BSN)
 Michael Cody Ortman (BA)
 Kyle Jon Orwick (BBA)

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MAY 10, 2008 Candidates for Degree and Certificates

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Kyle Jon Orwick (BACC)
 Jordan Douglas Osowski (BSPXW)
 Kelsi Marie Ostenson (BSN)
 Jane Dagny Berg Ostlie (MD)
 Tamira Dannielle Ott (MOT)
 Troy Vincent Ott (BBA)
 Gregory E. Otteson (CERT)
 Paul Bruce Overby (BSCHE)
 Matthew Lee Overton (BBA)
 Hannah Elizabeth Pahlen (BSED)
 Ashley Nichole Paintner (BA)
 Greg L. Paintner (BSPT)
 Stacey Lynn Paintner (BSED)
 Sarah Nicole Palm (JD)
 Abby Jo Palmer (BS)
 Kyle Joseph Palmiscno (BSME)
 Rochelle Marie Palmiscno (BSCLS)
 George H. Palo Jr. (BSCE)
 Loida Jean Pantig (BA)
 Stacy Gene Pappas (BA)
 Daniel Lane Parker (BSA)
 Jolene Parks (CERT)
 Alicia Lynn Partridge (BSA)
 Lindsey Nicole Patterson (BSCJS)
 Patrick Michael Paulsen (MPAS)
 Christopher Wendell Paulson (BSCLS)
 Matthew Jordan Paulson (BBA)
 Shane Vincent Pawlowski (BBA)
 Jennifer Renee Payne (BA)
 Amy Claire Pearson (BA)
 Shannon Leigh Pearson (MBA)
 Chad Allan Pedersen (MD)
 Mark Daniel Pederson (MS)
 Noelle Christine Pederson (BM)
 Steven Lee Pederson (DPT)
 Michelle Ecker Peka (BSCLS)
 Shane C. Pence (BSIT)

Kyle G. Pender (JD)
 Christopher William Pendergast (BBA)
 Deanna Therese Pepper (BSN)
 Matthew Thomas Perkerwicz (BSIT)
 Rebecca Simone Perry (BSRHS)
 Rebecca Simone Perry (BA)
 Lisa Margaret Persuitti (MBA)
 Holly Marie Pesch (BS)
 Anthony Wayne Peska (JD)
 Jared P. Peters (BSME)
 Shannon Marie Peters (MD)
 Tara Lynn Petersen (DPT)
 Ashley Marie Peterson (BSPT)
 Carol Jean Peterson (MBA)
 Jessica Rae Peterson (BA)
 Jessica Rae Peterson (CERT)
 Jessica Rae Peterson (BSGDT)
 Jonathan Michael Peterson (BBA)
 Rachel Whitney Peterson (BS)
 Jenna Beth Petrik (BSSW)
 Brian Chauncey Walter Pfeifer (BM)
 Vikram Phadke (MS)
 Michael Adam Phillips (BSATSC)
 Elizabeth Anne Pickett (MM)
 Jennifer Marie Pierce (BA)
 Matthew Lynn Pierson (BSCLS)
 Andrew Anthony Pillar (BSME)
 Kate Michelle Pizzey (BSN)
 Tyler Barry Plummer (MBA)
 Brittany Lee Pokallus (DPT)
 Benjamin Michael Pokrzywinski (BA)
 John Lawrence Polansky (BSME)
 Richard Samuel Pollock (JD)
 Joseph Warren Polo (BSME)
 Inna Eduardovna Popova Tyapochkin (PHD)
 Ashley Marie Portra (BA)
 Tracie Jo Powers (BSRLS)

Tracie Jo Powers (BBA)
 Darin H. Praska (MBA)
 Darrin James Pribula (BA)
 Jessica Erlene Price (DPT)
 Tyler C. Price (MD)
 Michael Benjamin Prichard (BSA)
 Benjamin Lee Prusa (BS)
 Clifton Guy Allan Puma (BA)
 Daniel Matthew Pupko (BSA)
 Roberta JoAnn Pytlik (BA)
 Christopher R. Quackenbush (JD)
 Robert Nicholas Quick (JD)
 Laura Jane Rabenberg (MOT)
 Laura Jane Rabenberg (BA)
 Mark Yuri Rabinovitch (BBA)
 Annalise Megan Joy Radi (BM)
 Keedan Zimmerman Raid (BBA)
 Ian M. Ramfjord (BS)
 Jena Lynn Ramsey (BBA)
 Joshua Clarke Ranum (MD)
 Joanne Marie Rasmussen (BM)
 Kurt Westley Rasmusson (BBA)
 Scott Allen Ratermann (CERT)
 Lacey Christine Rath (BSCN)
 Christopher Eric Rausch (JD)
 Heidi Jennifer Raven (MS)
 Jenny Elaine Rea (BS)
 Patti Ann Recker (MPAS)
 Amanda Marie Redfield (BSME)
 Sadie Lynn Reed (BA)
 Thomas David Reep (BGS)
 Bryce Patrick Regan (BFA)
 Virginia M. G. Regorrah (MS)
 Sarah Jane Reichel (BM)
 Justin Joseph Reisenauer (MD)
 Jonathan Richard Rentz (BACC)
 Jonathan Richard Rentz (BBA)

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Amy L. Retterath (BSN)	John William Rushmore (BSA)	Lynsey Joy Schirado (MOT)
Chelsea Ruth Rettinger (BGS)	Jamie Lynn Rutten (JD)	Nathan Robert Schleicher (BA)
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Jade Marie Rosenfeldt (JD)	Sara Marie Schaal (MA)	Adam Joseph Schulte (BSA)
Andrew Joseph Ross (BBA)	Adam Patrick Schaan (BSA)	Kimberly Ann Schulte (BA)
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Cody Ray Rothstein (BSME)	Emily Jean Scheich (BA)	Cassandra Marie Schultze (BSCHEM)
Martin Andrew Rottler (BA)	Justin Mac Schemionek (BBA)	Margaret Elaine Schulz (MS)
Beth Jeannine Ruckheim (BSAT)	Nicole Elizabeth Schempp (BA)	Sarah Jane Schwab (MS)
Jerdan Matthew Bryan Ruff (BS)	LaTasha Lyn Schenfisch (BSPXW)	Melanie Rae Schwendemann (BBA)
Jeffrey Allan Running (BSED)	Darin Justin Schepp (BSCE)	David Lee Scott (MA)
Brock John Ruppert (BBA)	Kyle Andrew Schewe (BSA)	Katherine Anne Scott (MS)
Natalie Marie Ruppert (BSCJS)	Jennifer E. Schieber (CERT)	Paula K. Scott (MED)

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Heather R. Sease (CERT)	Jennifer Lynn Sliper (BA)	Kayla Nicole Sprenger (BA)
Alayna Francis Seeger (BA)	William Ira Slocum (BSFWB)	Darrell Wayne Sproles (JD)
Terry Joseph Seemann (BSA)	Lori Ann Sluke (BSED)	Alexiah Jean St. George (BBA)
Ethan Richard Seifert (BA)	Sheila Ann Smesrud (BSPT)	Chad James St. Germain (MD)
Tracy Lynn Seifert (BA)	Ashley Ann Smith (BSN)	Riley Allen St. Germain (BSA)
Lisa JoAnn Selby (BSRLS)	Brenton Scott Smith (BACC)	Brian Paul Stafford (BA)
Aaron J. Selken (BS)	Brianne Marie Smith (BSED)	Brooks Paul Stafslie (BA)
Aaron J. Selken (BSCLS)	Christina Marie Smith (BSED)	Brooks Paul Stafslie (BSED)
Brandon Joseph Semler (PHD)	Maureen Claire Smith (BSSW)	Kendra Lynn Stanko (BBA)
Jason John Seppala (BSCE)	Rebecca Sue Smith (BSN)	Joseph Lee Staska (BSPXW)
Nikki Noreen Settlemeyer (BA)	Sean Brendan Tschider Smith (JD)	Joseph Lee Staska (BSAT)
Bryan Keith Sewell (BSA)	Zachary Blaine Smith (JD)	Aaron John Stavens (BSME)
Andrew Wesley Shaffer (MD)	Joseph Karl Snustad (BSCE)	Alison JeAnne Steele-Cherney (MOT)
Robin Michelle Shaver (MPAS)	Jay Edward Snyder (BS)	Jill Marie Steinle (MD)
Charles Justin Sheeley (JD)	Renee M. Sobolik (MS)	Nicholas Or Lady Stenson (BA)
Tyler Jon Sheeley (BA)	Tyler Wayne Soderstrom (BSED)	Thomas E. Stevens (BSFWB)
Michael Kevin Shephard (BBA)	Tyler Wayne Soderstrom (BBA)	Alyce Ann Stokke (BM)
Janice Maxine Sher (BA)	Johan Erik Sogge (BS)	Caleb Paul Cheney Stomberg (BA)
John Robert Shilling Jr. (BGS)	Kristin Adair Soholt (BA)	Pauline Patricia Stonehouse (PHD)
Heather Michelle Shimek (MS)	Kristian Solem (BBA)	Jenna Joan Storbakken (BSCJS)
Bryan William Shirota (BSA)	Kevin L. Solie (BSGE)	Sean Patrick Stoy (MD)
Erica J. Shively (JD)	Patrick Edward Sommer (BGS)	Amy Marie Strankowski (JD)
Stephanie Lynn Shock (MBA)	Constance Faith Soper (MPAS)	Sara Elizabeth Stroh (BSCHE)
Rebekah Joy Sickels (BA)	Andrew C. Sorbo (BS)	Justin Craig Stromme (MBA)
Aaron Jacob Siegle (JD)	Drew Christian Sorge (BSCJS)	Kale Thomas Stromme (BBA)
Melissa G. Siemsen (CERT)	Cody Lee Sorvig (BSME)	Kendra Marie Stromstad (BGS)
Holly Marie Silewski (MOT)	Eric Vannakham Souvannasacd (BA)	Katie Jean Stuckel (BSME)
Anne Marie Simenson (BS)	Thomas T. Spain (BACC)	Dion Robert Studinski (CERT)
Rachel Anne Simons (BS)	Elizabeth Nicole Spanbauer (BS)	Dion Robert Studinski (BSGDT)
Dane Taylor Simonson (BBA)	Nicholas White Spangler (JD)	Leigh Delvin Sturn (BA)
Morgan Aren Simonson (BBA)	Vanessa Ann Sparby (BSED)	Anthony J. Stutz (BBA)
Rahul Singh (MS)	Megan Nicole Spiekermeier (BSN)	Rebecca Sue Stutz (BSD)
Adam Jeffrey Sinks (BSME)	Richie Howard Spitsberg (BSME)	Brandon Lee Stutzman (BSME)
Alexi N. Sistek (BSCJS)	Jason S. Spitzer (BS)	Amy Lynn Suda (MS)
Dana Noelle Skorheim (BBA)	Katherine Mary Splichal (MD)	Britney Elise Sudmann (BA)
Kaleen Elizabeth Skramstad (BA)	Kelley Lynn Spoden (BSPT)	Michaela Gene Suess (BSCLS)

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Mollie Anne Sullivan (BSED)
 Elizabeth Mary Katherine Anne Sund (BA)
 David Paul Sundberg (BSN)
 Alan Russell Sundby (BA)
 Lacey Lynn Sundeen (BGS)
 Anthony Daniel Sundheim (BA)
 Lucas Reed Svare (BSFWB)
 Rebecca Svidron (BA)
 Amy Marie Svihovec (CERT)
 Krista Renee Swangler (BGS)
 Sarah Michelle Swanholm (BS)
 Alyson Marie Swanson (BS)
 Kylie J. Swanson (MA)
 Toni Michelle Sweere (BSED)
 Brian Harris Swenseth (BS)
 Leah Kathryn Swenson (MS)
 Andrew M. Switzer (BSCJS)
 Bryant Andrew Szargowicz (BSA)
 Maureen Elizabeth Tacke (CERT)
 Albert Rodman Tallant (CERT)
 Pamela Dawn Taylor (MS)
 Donny Te (BA)
 Crystal LuAnn Terwilleger (BBA)
 Katy Rebecca Thiel (BA)
 Derek Kenneth Thom (BSME)
 William Ryan Thomason (JD)
 Christina Joy Thompson (MOT)
 James Scott Thompson (BS)
 Jeremy Patrick Thompson (BSED)
 Michael Charles Thompson (JD)
 Peter Thomas Thompson (BSPA)
 Jennifer Lynn Thon (JD)
 Cassandra Lea Thoreson (BSPXW)
 Rebecca Jo Thoreson (BS)
 Rebecca Mae Thurn (DPT)
 Heidi Christine Tobkin (BS)
 Ellery Milan Tofte (BFA)

Jennifer Ann Tofteland (BS)
 Terry Dwight Tollefson (MA)
 Amy Lynn Tollefsrud (BACC)
 Dante Egisto Tomassoni (JD)
 Joseph Scott Tonneson (BSCE)
 Michael Robert Torvik (BA)
 Cassandra Lynn Traynor (BSN)
 Aubrey Marie Trefz (DPT)
 Alex Sigurd Johnson Trelstad (BBA)
 Brady Elias Trenbeath (BBA)
 Shannon Rae Troje (MOT)
 Nadine Renee Trottier (BSD)
 Brian Patrick Tuchscherer (DPT)
 Adam Jay Tunseth (BSED)
 Jeremy Vincent Tutora (BS)
 Katherine M. Tweten (BA)
 Margaret R. Tweten (PHD)
 Joseph Allen Two Bear (MED)
 Nadia Lynn Tymkowych (MPAS)
 William James Tyrrell III (BSA)
 Takayuki Ueda (BSA)
 Helena Lee Underhill (BSED)
 Amy Lorraine Uthke (BSCLS)
 Kayley Diane Uvaas (DPT)
 William Ryan Van Dell (BSA)
 Brittany Michelle Van Guilder (BSN)
 Julieann Van Nest (CERT)
 Bryan James Van Stippen (JD)
 Robert Joseph Vandenberg (MA)
 Trent Jerell VanDyke (BBA)
 Brittany Lauren VanHimbergen (CERT)
 Keith Ryan VanLierop (BSA)
 Johnene Louise Vardiman (MS)
 Emily Ruth Vasilakes (BA)
 Laura Elizabeth Vein (BFA)
 Wayne Alan Venhuizen (JD)
 Amy Renee Vibeto (BA)

Whitney Nicole Vidden (BA)
 Danielle J. Visina (BA)
 Joseph D. Vistad (BSCE)
 Joseph Michael Voelker (BBA)
 Donovan Leo Voeller (MENGR)
 Matthew Leo Voigt (MD)
 Jessica Rae Vold (BSN)
 Zachary Edmund Voltin (BSA)
 Carol von Michaelis (MPAS)
 Nisha Rathin Vora (JD)
 Chere Lynn Vosberg (MOT)
 Kevin Taylor Voss (DPT)
 Madeline Jo Vossler (BS)
 Alexandra L. Vruno (CERT)
 Donald Richard Wachter (BBA)
 John Francis Wagener (BS)
 Melinda Marie Wagner (BSCLS)
 Todd Emmitt Wagner (MD)
 Adam Michael Waits (BS)
 Kevin Christopher Walker (BBA)
 Laura Lee Walker (BFA)
 Charles Earl Wall Jr. (MPAS)
 Ashley Dawn Waller (DPT)
 Song Wang (MSAE)
 John Benjamin Wangberg (JD)
 Jessica Marie Wanner (BA)
 Nicholas J. Wanner (BBA)
 Briana Marie Wanzek (BA)
 Jade Patrick Wanzek (BBA)
 Zachary Micheal Wanzek (BBA)
 Zachary Micheal Wanzek (BACC)
 James Paul Ward (MS)
 Robyn Lynn Ward (MPAS)
 Megan Andrea Warner (BSN)
 Christina Marion Warren (BSCLS)
 Dawn Marie Wasin' Zi (MED)
 Maegan Lee Watson (BS)

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MAY 10, 2008 Candidates for Degree and Certificates

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Miranda Kay Weaklend (BSCN)
 Miles Harrison Weaver (BBA)
 Travis Erik Webb (BSA)
 Jennifer Ann Weber (DPT)
 Jessica Lynn Weber (BA)
 Leann Elizabeth Weber (BA)
 Lindsay Marie Weber (BSCE)
 Rachel M. Weber (BBA)
 Samantha Jo Weber (BS)
 Samantha Jo Weber (BA)
 Kathryn Marie Webster (BA)
 Shannon Joe Webster (DPT)
 David Michael Wedin (BSED)
 Amber Rae Weide (DPT)
 Robert John Weidner (BGS)
 Matthew Patrick Weiers (BSA)
 Stephanie Ann Weis (JD)
 Anthony F. Welder Jr. (BSCE)
 Megan Welsh (MD)
 Brandon Scott Weltikol (BSME)
 Aaron James Wenaas (BSCSCI)
 Aaron James Wenaas (BSEE)
 Justin Lee Weninger (BBA)
 Melinda J. Weninger (BBA)
 Melinda J. Weninger (BACC)
 Garin Leonard Wenninghoff (BSA)
 Ryan C. Wermes (BSA)
 Jacob Lee Wesoloski (BSED)
 Erin Lynn Wessman (BS)
 Joseph Tyler Westbrook (CERT)
 Amanda Jo Weston (BA)
 Joey Lee Westphal (BBA)
 William Adam Wetherholt (MA)
 Jared Scott Whight (BACC)
 David Benjamin White (BA)
 Florence L. White (MED)
 Johnna Emiko White (BA)

Lindsey Marie Whiting (BSN)
 Erin Wibbels (BSED)
 Eric Allan Widell (BSA)
 Jacqueline Mary Wiechmann (BSPXW)
 Jacqueline Mary Wiechmann (BSAT)
 Garth Allen Wiedrich (BBA)
 Eric D. Wiest (MD)
 Jena Marie Wilhelmi (BA)
 Robert M. Willers (BSA)
 Cynthia Kay Williams (BSED)
 Joel Domonic Williams (BSA)
 LaToria Marie Williams (MS)
 Marcus L. Williamson (CERT)
 Mark Lawrence Wilson (DPT)
 Angela Kay Winders (BBA)
 Christina Leigh Winiecki (BS)
 Josef Scott Winkels (BBA)
 Nikki Lynne Winkoff (BA)
 Shane Matthew Winterhalter (MA)
 Kristi Lynn Wist (CERT)
 Chelsea Jillayne Witt (BA)
 Christian Charles Witt (BA)
 Karina Louise Wittmann (BSD)
 Jennifer Leigh Woinarowicz (BBA)
 Elizabeth Ann Wolf (BSN)
 Jamie Lee Wolf (BSED)
 Katherine Wakefield Wonderlich (BSED)
 Wing-Sze Wong (JD)
 Lindsay Jo Wood (BGS)
 William C. Woodcock (BSCN)
 Whitney Paige Worley (BA)
 April Jean Wright (BSCHE)
 Michael J. Wuitschick (BSIT)
 Emily Renee Wurtz (BSPXW)
 Kenneth Worlanyo Wutoh (BSPT)
 Brett Ross Wysocki (BSGDT)
 Brett Ross Wysocfki (CERT)

Barbara Jean Yearty (MPAS)
 Natasha Angeline Yearwood (BM)
 Angela Kathleen York (BA)
 William Anthony Young Jr. (BACC)
 Amanda Marie Young (BSPA)
 Jamie Lee Young (JD)
 Kyle Matthew Young (BSIT)
 Sarah Margaret Ann Young (MPA)
 Tiffany Marie Youngquist-Klam (BS)
 Angela Marie Zafke (BSN)
 Corinda Lynn Zeien (BS)
 Shawna Ziadah (BSN)
 Veronica May Zietz (BBA)
 Matthew Henry Zimny (MD)
 Rachel Marie Zinski (DPT)
 Sarah Aaen Zinter (BBA)
 Bret Edward Zowada (DPT)
 Paula Ardith Zuccaro (CERT)
 Peter William Zuger (JD)
 Katherine Marie Zupan (BS)
 Elizabeth Ann Zupi (BS)
 Jana Gail Zwilling (MS)

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University Curriculum Committee Report
Spring Semester 2008
May 2008

Change in Department Title

Current: Department of Art

Proposed: Department of Art and Design

Program Terminations

Vocational Education – Major

Vocational Education – Minor

New Academic Programs with new courses

Certificate in Writing and Editing

Engl 425	Introduction to Editing and Publishing	3 crs
Engl 426	Professional Writing and Editing	3 crs
Engl 427	Scholarly Editing	3 crs
Engl 428	Digital Humanities	3 crs
Engl 429	Studies in Writing and Editing	3 crs

Minor in Leadership

LEAD 101	Learning Leadership	3 crs
LEAD 400	Advanced Leadership	4 crs

New Courses

Anth 120	Introduction to the Forensic Sciences	3 crs
Art 304	Intermediate Ceramics	3 crs
Art 408	Technical Ceramic Applications	3 crs
CSD 534	Advanced Management of Articulation and Phonological Disorders	2 crs
Ling 535	Enthnographic Methods in Field Linguistics	3 crs
Nurs 353	Nursing Test Taking Strategies	1 cr
PT 528	Clinical Education I	9 crs
PT 529	Clinical Education II	9 crs
PT 553	Clinical Education IV	9 crs
Psyc 210	Human Sexuality	3 crs
Psyc 362	Psychology and Law	3 crs
Psyc 366	Conflict Management	3 crs
Psyc 441	Case-Based Applied Statistics	3 crs
Psyc 475	Psychological Helping Skills	3 crs
SpSt 310	Introduction to Dinosaurs	3 crs
T&L 559	MS Sci.Eng-2: Earth, or Life, or Physical Science	3 crs
T&L 566	Brain in Memory and Learning	3 crs
T&L 574	MS Sci.Eng-4: Earth, or Life, or Physical Science	3 crs
T&L 576	MS Sci.Eng-6: Earth, or Life, or Physical Science	3 crs

Course Deletions

CSD 553	Swallowing Disorders	2 crs
IT 301	Microelectronic Circuits	3 crs
IT 404	Materials Testing	3 crs
IT 411	Integrated Mechanical Fluid Systems	3 crs
IT 412	Design/Drafting	3 crs
Ling 460	Ethnographic Methods in Field Linguistics	3 crs
Nurs 555	Role Dimensions	3 crs
PT 520	Clinical Internship I	18 crs

Senate approval is not required for the following report items

Course Change Requests

- Art 201 Sculpture II – change course number to 301
 Art 205 Jewelry and Metalsmithing II – change course number to 305
 Art 272 Timebased Media I-Time Design and Digital Media – change in course description
 Art 380 Timebased Media II-Digital Video – change in course description
 Art 381 Timebased Media III-Digital Compositing – change title to Timebased Media III-Motion Graphics; change in course description
 Art 383 Timebased Media IV-Digital Effects – change title to Timebased Media IV-Animation; change in course description
 Art 404 Advanced Ceramics – change in course description
 Art 483 Advanced Timebased Media-Alternative Presentation of Media – change title to Advanced Timebased Media-Advanced Animation and Alternative Presentation of Media; change in course description
 CSD 532 Neurogenic Communication Disorders I – change credits from 4 to 3
 CSD 552 Neurogenic Communication Disorders III – change credits from 2 to 3; add CSD 542 to prerequisites; change in course description
 IT 122 Computer Aided Design/Drafting – change in course description
 IT 201 Electromechanical Fundamentals – change in course description; add “or equivalent” to corequisites
 IT 202 Technical Drawing – change title to Advanced Application of CADD Techniques; add or consent of instructor to prerequisites; change in course description
 IT 203 Production Processes: Manufacturing – delete prerequisite
 IT 204 Industrial Materials – change title to Industrial Materials and Testing; change credits from 3 to 4; change in course description
 IT 211 Electric Circuits and Devices – change in course description
 IT 212 Principles of Graphic Design and Print Production – change in course description
 IT 311 Microcomputer Hardware – change title to PC Hardware – change in course description
 IT 332 3D Design – add prerequisite of IT 122 or consent of instructor; change in course description
 IT 442 Desktop Publishing – change in course description
 IT 450 Senior Capstone – change in course description
 IT 451 Control Systems – change title to Computer Application Control Systems; change in prerequisites from IT 211 to IT 201, 311 and 341; change in course description
 ME 290 Special Laboratory Problems – change title to Laboratory Problems
 Musc 133 Keyboard Skills I – add prerequisites of Music majors only or permission of department
 Musc 136 Keyboard Skills II - add prerequisites of Music majors only or permission of department
 Musc 233 Keyboard Skills III - add prerequisites of Music majors only or permission of department
 Musc 236 Keyboard Skills IV - add prerequisites of Music majors only or permission of department
 Nurs 550 Global Public Health Issues – change in credit from 4 to 2
 Nurs 567 Teaching Strategies – change in credits from 2 to 3; change prerequisites from N566 or consent of instructor to pre or co requisite N566
 PT 552 Clinical Internship – change title to Clinical Education III; change credits from 18 to 9; change in course description
 T&L 310 Introduction to Early Childhood Education – remove corequisite
 T&L 333 Methods and Materials Pre-Kindergarten – add corequisite of T&L 486; change in course description; change in frequency from F to F, SS

Program Requirements Change Requests

- Communication Science and Disorders – changes to program reflects course changes
 Computer Science – change in admission requirements
 I T undergraduate program – changes to reflect course deletions as listed above

B.A. in Music – Add an option to take 20 credits in a single, supplementary field to the MA in Music in addition to the current option of 16 credits of language; add language that clarifies additional credits needed to complete the required 125

B.A. in Music – require an additional credit of keyboard skills classes (Musc 136) in addition to the one credit now required (Musc 133); or give students the option to pass level II of the keyboard proficiency skills test

B.S. in Nursing – adding a Baccalaureate Accelerated Curriculum option

MS in Nursing: Specializations of Family Nurse Practitioner; Nurse Anesthesia; Nurse Education; Psychiatric and Mental Health Clinical Nurse Specialist and Psychiatric and Mental Health Nurse Practitioner; Gerontology NP and CNS; and Public/Community Health CNS – course changes to the programs

Physical Therapy – changes to program: delete 520; add PT 528, 529 and 553; title change and credits for PT 552

M.S. Space Studies – change GPA admission requirement from 3.0 to 2.75

Returned to Department

B.S. in Civil Engineering change in program requirements request; CIEN 431 course change request

Dance Minor

TO: Tom Peters, Chair, University Curriculum Committee
 FROM: Mary Anne Gorman, Secretary, University Curriculum Committee
 RE: Annual Report, University Curriculum Committee
 Date: April 22, 2008
 ADDENDUM
 University Curriculum Committee Report
 Spring Semester 2008
 May 2008

New Academic Program

Minor in Ethics

Name	Term Began	College
Number correction on May report	2008	SEM
Nursing 353 should be Nursing 363 Nursing Test Taking Strategies		NPA
Donna Kuzon	2008	AES
Charlie Robertson (Chairman, 2008-2009)	2008	ED
Beulah Courteau	2010	ED
Mary Rieke	2010	HEH
Liz Lyee	2010	NIR

Ex-Officio Members

- Connie Grigelin, Provost & Vice President
- Suzanne Anderson, Registrar
- Mary Gorman, Chief, State Library System

Support Staff

- Connie Bochco, Office of the Registrar

Considered Members

From August 30, 2007 to April 17, 2008 the University Curriculum Committee met 4 times.

Summary of Activities of the Committee

The University Curriculum Committee reviewed and acted upon the following undergraduate, graduate, and program proposals:

Program Terminations	2
New Academic Programs	9
Department Title Changes	2
New Courses	80
Course Changes	143
Course Deletions	31
Course Suspensions	0
Course Reinstated after Suspension	0
Program Changes	22

TO: Tom Petros, Chair, University Senate
 FROM: Matt Cavalli, Chair, University Senate Curriculum Committee
 RE: Annual Report 2007-2008
 Date: April 22, 2008

Membership of the University Curriculum Committee:

Name	Term Ends	College
Matt Cavalli	2008	SEM
Assion Lawson-Body	2008	BPA
Devon Hansen	2009	A&S
Charlie Robertson (Chair-elect, 2008-2009)	2009	JDO
Bonni Gourneau	2010	EHD
Mary Riske	2010	MED
Liz Tyree	2010	NUR

Ex-Officio Members:

Connie Gagelin, Provost's Office
 Suzanne Anderson, Registrar
 Mary Drewes, Chester Fritz Library Representative

Support Staff:

Connie Borboa, Office of the Registrar

Committee Meetings:

From August 30, 2007 to April 17, 2008 the University Curriculum Committee met a total of 11 times.

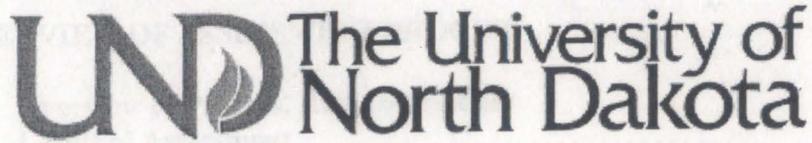
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Course Deletions after Suspension	0
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**MAY 2006
REVISED MAY 2008**

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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 bachelor's, certificate programs, master's, 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 has also formally adopted its own mission statement. Each of those mission statements, in turn, includes more particularized 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). These goals, stated below, correlate with the student learning goals in the University Mission Statement:

1. **Thinking and Reasoning:** You should be able to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.
2. **Communication:** You should be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience.
3. **Information Literacy:** You should be able to access and evaluate information for effective, efficient, and ethical use in a variety of contexts.
4. **Diversity:** You should be able to demonstrate understanding of social-cultural diversity and use that understanding to address issues; solve problems; and shape civic, personal, and professional behavior.

As an important part of its effort to meet these goals, the University engages in ongoing assessment of student learning and development. Assessment evaluates 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 is reaffirmed by the University's 2005 Strategic Plan, which identifies student learning and development as its first aim, and then expressly requires assessment both on a university-wide level and within each department. The Strategic Plan also calls for a mechanism for redirecting method or strategy when goals are not being achieved.

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 Assistant Provost. Further, each department, college, and program is responsible for developing, implementing, and evaluating its own individual assessment plan. This process becomes part of the annual 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 broader-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 more particularized 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 six 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 six 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>				
Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<i>How will the goals and objectives be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes?</i>	<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>	<i>When will we collect data? How often?</i>	<i>Who will be responsible for collecting, interpreting, and reporting the results?</i>	<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>

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 and Process for Documentation & Decision-Making
Essential Studies Course Work (Goals 1, 2, 3, and 6)	Direct assessment data compiled by the Essential Studies Committee during re-validation. Direct assessment of Essential Studies outcomes among seniors.	Report from Essential Studies Committee filed in Fall Semester and reviewed by Assessment Committee. Direct assessments of Essential Studies via analysis of data from capstone courses, done yearly, with analysis completed over the summer for submission to the Assessment Committee in Fall.	Essential Studies Committee responsible for overseeing direct (embedded) assessments of Essential Studies and compiling year-end report. Assistant Provost and Director of Essential Studies program 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.
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.	Annual 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.
Residential experiences (Goals 1, 2, and 6)	Review of Residence Services annual report findings every 3 rd year.	Annual reports from Residence Services and Student Services/Co-curricular Programs reviewed in Fall Semester (approximately one-third of unit reports reviewed each year).	Director of Residence Services and Department Heads of each Student Service/Co-curricular Unit (e.g., Center for Community Engagement, Career Services, International Programs, Cultural Centers) responsible for annual report.	The Assistant Provost receives input directly from the Assessment Committee and forwards/reports to the Provost.
Student Services/Co-curricular Programs (All Goals)	Yearly review of one third of annual reports from Student Services/Co-curricular Programs (e.g. Student Wellness Center, Memorial Union, Student Success Center, International Programs).			
Office of Institutional Research (OIR) (All Goals)	Surveys administered to collect student perception data regarding learning goals (see attached chart linking tools with goals).	Surveys done on a rolling basis as per the Office of Institutional Research schedule (attached). Survey outcomes reviewed by the UAC during Fall Semester.	Director of the Office of Institutional Research responsible for delivery and analysis of institutional surveys.	
<i>UAC Reviews of the above.</i>		<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. Thinking and Reasoning 2. Communication	3. Information Literacy 4. Diversity		
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results and Process for Documentation & Decision-Making	
Essential Studies (ES) Course Work (All Goals)	ES re-validation data from assessments conducted and analyzed by faculty teaching ES courses; submitted to the ES Committee for each re-validated course. Review of student-generated papers, presentations, and projects from capstone courses.	Re-validation data collected and analyzed for one-fourth of Essential Studies courses yearly. Direct outcomes assessment reviews conducted yearly but each of the four goals are addressed on a rotating basis.	ES Committee collects, analyzes, and reports findings from ES revalidation. Assistant Provost and Director of Essential Studies collect and report on outcomes of assessment reviews from capstones.	All findings regarding Essential Studies are reported within or to the ES and reported by them to the ES faculty, Faculty Senate, Director of ES, Provost's office, and to any other offices or individuals where the findings might be relevant.	
Major department courses (All Goals).	Assessments conducted by departments but linked with ES goals, with findings culled from annual reports.	Annual reports are filed in October. One-third of the academic annual reports are reviewed by UAC in Spring semester	Department chairs responsible for completing annual reports; UAC reviews and culls relevant data.	ES Committee members report back on their findings to departments during the re-validation process.	
Residential Experiences and Student Services/Co-curricular Programs (All Goals, especially 1, 2, 4).	Assessments conducted by Residence Services and Student Services/Co-curricular Programs, with findings culled from annual reports.	Residence Services and Student Services/Co-curricular units' annual reports submitted yearly; one-third of unit reports reviewed to cull relevant data each year.	Heads of Residence Services and Student Services/Co-curricular Programs submit annual reports; UAC reviews and culls relevant data.	The ES Committee also reports back to the UAC for further review and any additional dissemination or use.	
Office of Institutional Research (OIR) (All Goals)	Indirect data collected via OIR-conducted surveys (see attached chart linking tools with goals; all goals).	Surveys done on a rolling basis as per the OIR schedule (attached). Survey outcomes reviewed by the UAC during Fall Semester.	OIR 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 Assistant Provost, and the UAC.	
Student Records (All Goals)	Transcript analysis to match ES goals addressed (as documented in course revalidation data) with courses actually taken on a randomly selected sample of graduating students' transcripts.	Transcript analysis conducted every third year.	Assistant Provost and ES Director conduct, analyze, and report on transcript analysis.		

Table D

Program Student Learning Development Goals				
All goals for programs and academic courses of study are determined by faculty 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 feed into the student's major program of study, often providing initial exposure to departmental learning goals.</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>Student Services/Co-curricular Programs and Residential Experiences sometimes feed into certain departmental goals, especially goals that are skill-oriented general goals (e.g., critical thinking) and affective goals (e.g., ethics and professionalism).</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.</p> <p>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 regarding ES outcomes, findings from the Office of Institutional Research [OIR] surveys, findings from Student Services/Co-curricular or Residential Experiences) where relevant.</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, Assessment Committees are selected to carry out that work. (See the plans, posted on the UAC website, for more detail.)</p> <p>The Assistant Provost is responsible for overseeing the work of departments.</p> <p>The UAC is responsible for working with the Assistant Provost to oversee the assessment process, including reading, reviewing, and culling relevant information from departmental reports, as described above, and to conduct a review of the departments' work as a component of the institutional assessment process.</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>

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 in terms of restating (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. Data collected by the Essential Studies Committee as part of the revalidation process provide direct evidence of the degree to which these goals are being achieved for students. Additional direct assessment is being conducted by reviewing student-generated materials from capstone courses under the leadership of the Assistant Provost and the Director of Essential Studies. Those efforts will become more systematized over time providing information about institutional outcomes by the time of graduation to supplement information about outcomes achieved during Essential Studies courses.

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 those of many units within Student Services (e.g., Student Success Center, Multicultural Student Services, TRIO Programs, and others) and Residence Services (residence halls and associated programming). 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 administers a number of surveys, many of which provide indirect evidence relating to achievement of institutional goals. Data from those surveys are analyzed by OIR 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 allows the reviewers snapshots of student outcomes at different points in students' academic careers (e.g., while taking lower division Essential Studies courses vs. near the time of graduation) 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 Committee in conjunction with the revalidation process. That committee has instituted a system for collecting and compiling data from revalidation applications so that data can quickly be analyzed to determine the degree to which various Essential Studies goals are addressed in courses and met by students taking those courses. Findings are submitted both to the Essential Studies Committee and the Assessment Committee. 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 offices in Student Services/Co-curricular Programs and Residence Services. The Assessment Committee reviews and summarizes the cumulative data for applicability to institutional goals.

Instruments administered through OIR 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 ensuring that all of these data sources continue to be collected as planned, that tools used are appropriate, that reporting mechanisms are adequate for determining student outcomes in relation to institutional goals, and for analyzing and interpreting the accumulated data.

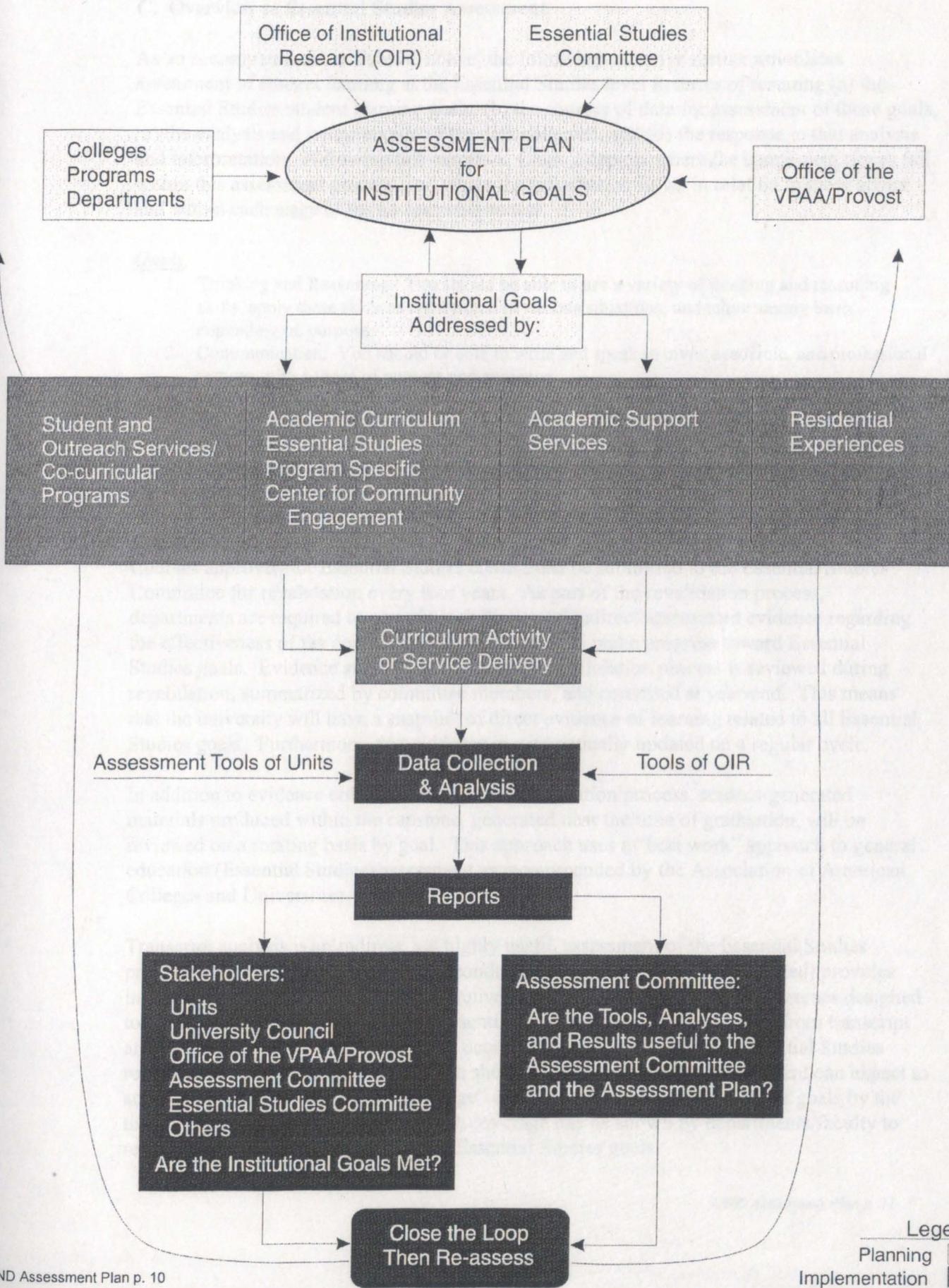
Closing the Loop:

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 Deans' Council, the University Council, the Curriculum Committee, the Essential Studies Director, department chairs, et cetera).

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 within their Annual Reports their assessment efforts, conclusions, and responses; and forwarding analyzed data to other offices on campus as appropriate. Finally, the Assistant Provost 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 of Institutional Goals



C. Overview of Essential Studies Assessment

As an accompaniment to Table C above, the following narrative further articulates assessment of student learning at the Essential Studies level in terms of restating (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 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. Thinking and Reasoning: You should be able to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.
2. Communication: You should be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience.
3. Information Literacy: You should be able to access and evaluate information for effective, efficient, and ethical use in a variety of contexts.
4. Diversity: You should be able to demonstrate understanding of social-cultural diversity and use that understanding to address issues; solve problems; and shape civic, personal, and professional behavior.

Assessment Methods:

Courses approved for Essential Studies credit must be submitted to the Essential Studies Committee for revalidation every four years. As part of the revalidation process, departments are required to provide both direct and indirect assessment evidence regarding the effectiveness of the course in enabling students to make progress toward Essential Studies goals. Evidence submitted as part of the revalidation process is reviewed during revalidation, summarized by committee members, and compiled at year-end. This means that the university will have a snapshot of direct evidence of learning related to all Essential Studies goals. Furthermore, that evidence is automatically updated on a regular cycle.

In addition to evidence collected through the revalidation process, student-generated materials produced within the capstone, generated near the time of graduation, will be reviewed on a rotating basis by goal. This approach uses a "best work" approach to general education (Essential Studies) assessment as recommended by the Association of American Colleges and Universities.

Transcript analysis is an indirect, yet highly useful assessment of the Essential Studies program. Regular transcript analysis (conducted every three years or as needed) provides information about the degree to which university graduates are enrolling in courses designed to aid learning related to the various Essential Studies goals. Although data from transcript analysis cannot verify that learning has occurred, when combined with Essential Studies revalidation data, transcript analysis can show whether (a) an individual student can expect to achieve a reasonable degree of "coverage" of all the various Essential Studies goals by the time of graduation and (b) whether such coverage can be shown by departments/faculty to result in student learning related to the Essential Studies goals.

Other sources of data regarding student learning related to Essential Studies goals can be collected from the annual reports of academic departments and campus offices like those in Student Services (e.g., Student Success Center, Disability Services for Students, Cultural Centers, Wellness Center, Memorial Union, et cetera) and Residence Services (residence halls and associated programming). Finally, surveys administered by the Office of Institutional Research 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, will provide a comprehensive picture of students' achievement of the Essential Studies goals.

Analysis and Interpretation:

Revalidation data are collected by individual faculty teaching Essential Studies courses, and analyzed and interpreted by that faculty in conjunction with other faculty within their home departments. Once submitted to the Essential Studies Committee, evidence is collected and compiled into a comprehensive summary of goal achievement. Committee members analyze the information collected at the end of each revalidation cycle.

Materials obtained through the capstone requirement, collected near the time of graduation, are analyzed and interpreted by faculty teams under the oversight of the Assistant Provost for Assessment and the Essential Studies 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.

Data collected by individual departments and by various Student Services/Co-curricular program units and Residence Services are analyzed, interpreted, and reported by faculty and staff within those organizations. Findings relevant to Essential Studies goals are culled by members of the Assessment Committee and forwarded to the Essential Studies Committee for further interpretation and possible use by the organization collecting the data. Relevant data collected from OIR surveys are similarly analyzed by OIR, interpreted by the Assessment Committee, and forwarded to the Essential Studies Committee for further study as the data appear to be relevant.

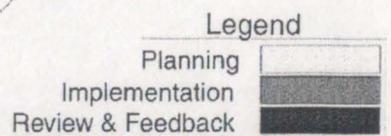
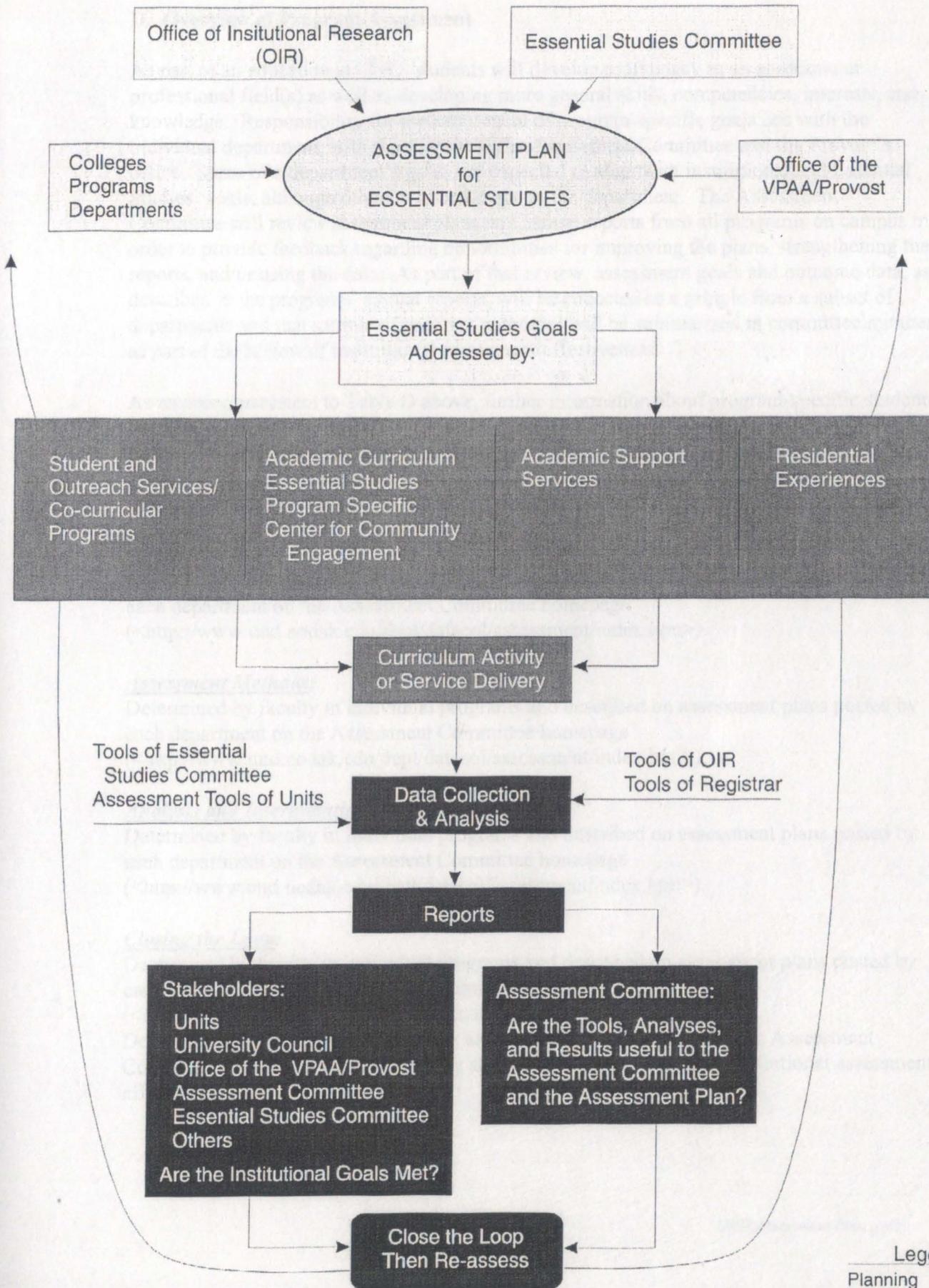
Closing the Loop:

All findings relevant to Essential Studies are reviewed by the members of the Essential Studies Committee. 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, Council of the Deans, University Council, department chairs, or other appropriate audiences. The Assistant Provost serves as a liaison to 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 will oversee efforts to periodically review the value of current sources of data as well as seek out new sources of data. The committee will also oversee 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 will oversee efforts to periodically review the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision making.

Assessment of Essential Studies Goals



D. Overview of Program Assessment

As part of an education at UND, students will develop proficiency in an academic or professional field(s) as well as developing more general skills, competencies, interests, and knowledge. 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 department's goals are expected to align with institutional and Essential Studies' goals, although others will be unique to the department. The Assessment Committee will review assessment plans and annual 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 part of that review, assessment goals and outcome data, as described in the programs' annual reports, will be collected as a sample from a subset of departments and that sample of program outcomes will be summarized in committee minutes as part of the review of institutional assessment effectiveness.

As an accompaniment to Table D above, 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 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:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://www.und.nodak.edu/dept/datacol/assessment/index.htm>).

Assessment Methods:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://www.und.nodak.edu/dept/datacol/assessment/index.htm>).

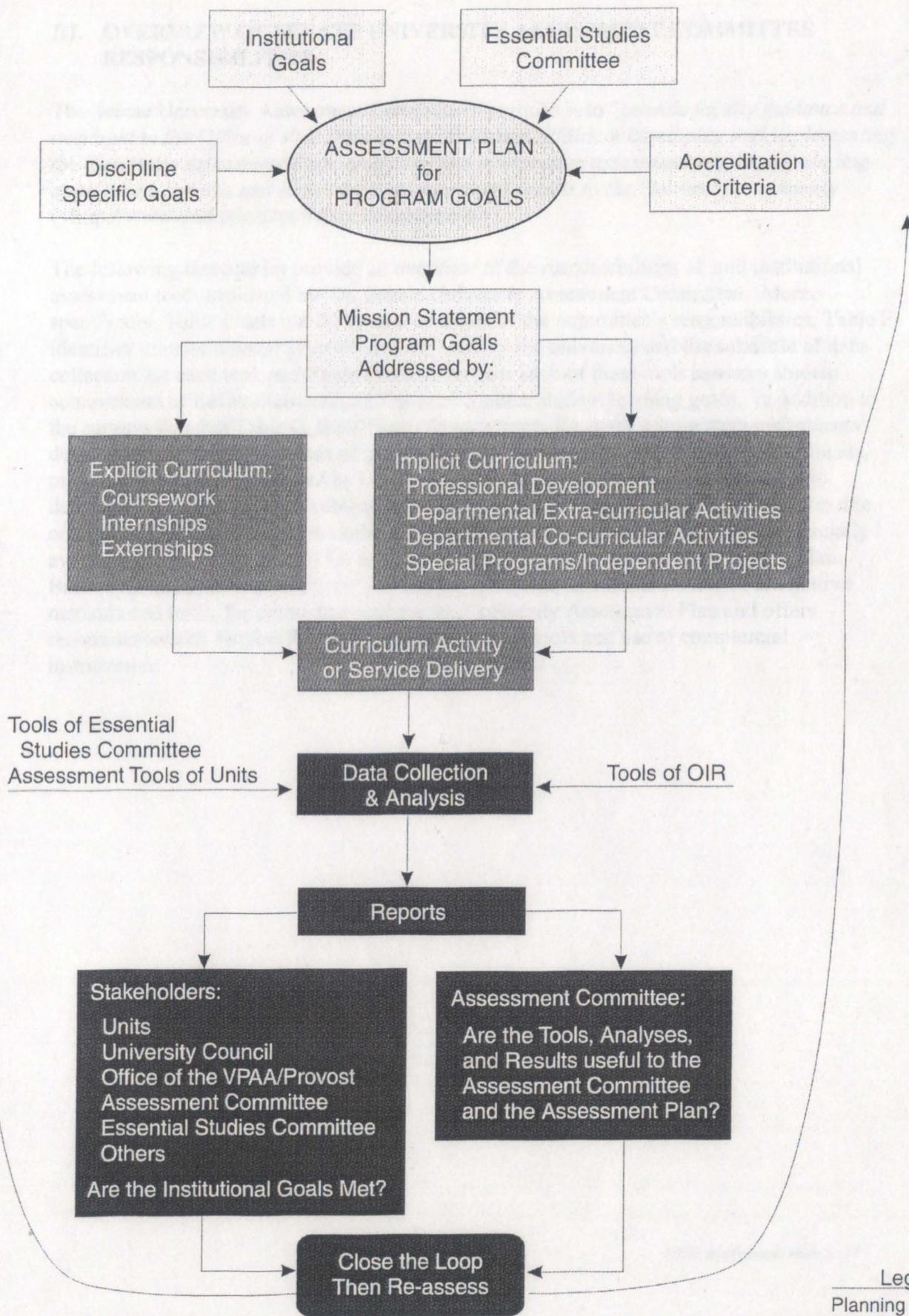
Analysis and Interpretation:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://www.und.nodak.edu/dept/datacol/assessment/index.htm>).

Closing the Loop:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://www.und.nodak.edu/dept/datacol/assessment/index.htm>).
Departmental annual reports, including assessment data, also feed into the Assessment Committee's overall process of looking at institutional outcomes and institutional assessment effectiveness.

Assessment of Program Goals



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://www.und.edu/dept/datacol/assessment/>>).

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 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 Academic Department Assessment Plans & Annual Reports						X	X	X		
Review of Academic Support Services Assessment Plans and Annual Reports			X							
Review of Residence Life Assessment Plan & Annual Report			X							
Review of 1/3 Student Services/Co-curricular Assessment Plans & Annual Reports			X							
Review of OIR Surveys and Analyses				X	X	X				
Exploration of Additional Assessment Tools									X	
College of Arts and Sciences (12)										
College of Education and Human Services (12)										
College of Business Administration (12)										
College of Health Sciences (12)										
School of Law (12)										
School of Medicine (12)										

Table F
Projected Schedule of Institutional Assessment Tool Use

	2005- 06	2006- 07	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14
OIR Surveys and Analyses									
ACE-CIRP	X		X			X			X
Sophomore Satisfaction			X			X			X
ACE-Senior			X			X			X
Graduating Seniors		X			X			X	
Placement	X	X	X	X	X	X	X	X	X
ES Student Evaluations	X	X	X	X	X	X	X	X	X
Alumni	X		X		X		X		X
First Year Experience			X				X		
Faculty Survey			X						
NSSE		X		X		X		X	
Environmental Assessment Survey	X		X		X		X		X
Academic Departments: Assessment Reviews									
John D. Odegard School of Aerospace Sciences (4)	X			X			X		
School of Engineering and Mines (5)	X			X			X		
College of Business and Public Administration (8)	X			X			X		
College of Arts and Sciences (22)			X			X			X
College of Education and Human Development (6)		X			X			X	
College of Nursing (2)		X			X			X	
School of Law		X			X			X	
School of Medicine (13)		X			X			X	

<i>Table F, continued</i> Projected Schedule of Institution Assessment Tool Use	2006- 07	2007- 08	2008- 09	2009 -10	2010- 11	2011- 12	2012- 13	2013- 14
Non-Academic Units: Assessment Reviews								
American Indian Student Services			X			X		
Career Services		X			X			X
Continuing Education		X			X			X
Counseling Center			X			X		
Disability Services for Students	X			X			X	
Housing			X			X		
McNair Program (TRIO)	X			X			X	
Memorial Union		X			X			X
Multicultural Student Services			X			X		
Student Health Services		X			X			X
Student Success Center	X			X			X	
Student Support Services (TRIO)			X			X		
Student Wellness Center	X			X			X	
University Children's Center		X			X			X
Women's Center	X			X			X	

Table G
Correlation between Institutional Assessment Tools and
Student Learning and Development Goals

Goals	Assessment Tools											
	ACE-CIRP Freshman	ACE-CIRP Seniors	NSSE	FSSE	Sophomore Satisfaction	Graduating Students	SSI	ACT Alumni Outcomes	ACT Non- Returning	ES Student Evaluations	GER Longitudinal	Placement
Institutional Goals												
Students will be able to make informed decisions.	X*	X	X	-	X	X	-	X	-	X	X	-
Students are expected to communicate effectively.	X*	X	X	-	X	X	-	X	-	X	X	-
Students will be intellectually curious and creative.	X*	X	X	-	X	X	-	X	-	X	X	-
Students will commit themselves to lifelong learning.	X*	-	X	-	X	X	-	X	-	X	X	-
Students will be engaged in the service of others.	X*	-	X	-	X	X	-	-	-	X	X	-
Students will share responsibility for their own communities and the world.	X*	X	X	-	X	X	-	X	-	X	X	-
Essential Studies Goals												
Thinking and Reasoning: You should be able to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.	X*	X	X	-	X	X	-	X	-	X	X	-
Communication: You should be able to write and speak in civic, academic, and professional settings with a sense of purpose and audience.	X*	X	X	-	X	X	-	X	-	X	X	-
Information Literacy: You should be able to access and evaluate information for effective, efficient, and ethical use in a variety of contexts.	X*	X	X	-	X	X	-	X	-	X	X	-
Diversity: You should be able to demonstrate understanding of social-cultural diversity and use that understanding to address issues, solve problems, and shape civic, personal, and professional behavior.	X*	X	X	-	X	X	-	X	-	X	X	-

X* Since this survey is used with new freshman prior to starting their education at UND, these results could be used as a baseline for further development.

SENATE UNIVERSITY ASSESSMENT COMMITTEE

2007-2008

- Darla Adams, Nursing
- Mary Askim-Lovseth, BPA
- Elizabeth Bjerke, Aviation
- Gaye Burgess, Arts & Sciences
- Barbara Combs, EHD
- Kirsten Dauphinais, Law
- Cassie Gerhardt, VPSOS Designee
- Joan Hawthorne, Assistant Provost, VPAA
- Jon Jackson, MED
- Renee Mabey, Graduate School Representative; Chair
- Sharlette Seelan, VPF&O Designee
- Nabil Suleiman, E&M
- Carmen Williams, Director, Institutional Research
- Sue Erickson, Research Analyst, Institutional Research
- Nancy Krom, Administrative Assistant, Institutional Research
- James Miles, Student
- Collin Anderson, Student

UNIVERSITY OF NORTH DAKOTA
SENATE MEETING ATTENDANCE RATES
SENATE MEMBERSHIP - SPRING SEMESTER 2008

UNIVERSITY OF NORTH DAKOTA
SENATE MEETING ATTENDANCE RATES*
SENATE MEMBERSHIP**, SPRING SEMESTER 2008

Ex-Officios	% of Meetings Attended	At-Large Senators	% of Meetings Attended	College Representatives	% of Meetings Attended	Student Representatives	% of Meetings Attended	Staff Representatives	% of Meetings Attended	SUMMARY	% of Meetings Attended
Suzanne Anderson	80	Katherine Anderson	60	Nancy Beneda	0	Collin Anderson	60	Corey Graves	40	Ex-Officios (18) At-Large Senators (30) College Reps (24) Student Reps (14) Staff Reps (3) Total Senators (89)	58
Joseph Benoit	60	Mary Baker	60	April Bradley	40	Benjamin Axtman	100	Janice Hoffarth	100		72
Robert Boyd	80	Gail Bass	100	Hans Broedel	100	William Behrmann	40	Joneen Iverson	100		71
Chandice Covington	40	Jane Berne	100	Saleh Faruque	80	Jordan Buhr	100				59
Dennis Elbert	60	Olaf Berwald	40	Othman Ghribi	60	Haylee Cripe	40				80
Lillian Elsinga	80	Katherine Campbell	60	Gregory Gordon	40	Jay Fisher	60				67
Robert Gallagher	60	Judy DeMers	80	Emanuel Grant	80	Tyrone Grandstrand	80				
Gary Johnson	60	Van Doze	80	Susan Hunter	100	Isaac Halvorson	0				
Charles Kupchella	60	Mary Drewes	20	Margaret M. Jackson	80	Amanda Kaler	20				
Paul LeBel	60	Richard Ferraro	100	Mohammad Khavanin	80	Mike Little	80				
Martha Potvin	80	Bonni Gourneau	80	David Lawrence	100	Jason Lothspeich	60				
Dan Rice	80	James Haskins	80	Iraj Mamaghani	60	Tara Mertz	100				
Joshua Riedy	20	Wendelin Hume	100	Helen Melland	60	Matthew Mortinson	20				
Bruce Smith	40	Michele Iiams	80	Jan Moen	80	Matthew Myrick	60				
Wilbur Stolt	60	Jon Jackson	80	Susan Nelson	60						
John Watson	60*	Susan Jenö	60	Hassan Reza	100						
Greg Weisenstein	60	Sukhvarsh Jerath	100	Thomas Richards	80						
H. David Wilson	0	Adam Kitzes	80	Judy Rieke	100						
		Steven Light	20	Thad Rosenberger	80						
		Rugao Liu	60	Gary Schnellert	0						
		David Marshall	100	Rhonda Schwartz	60						
		Roni Mayzer	100	Kara Wettersten	60						
		Eric Murphy	80	Donovan Widmer	100						
		Dexter Perkins	60	Michael Wittgraf	100						
		Thomas Petros	80								
		Donald Poochigian	80								
		Stephen Rendahl	20								
		Jeffrey Sun	100								
		Nadine Tepper	40								
		Min Wu	60								

*Retired 3/31/08

* Percentages based on five meetings in Spring, 2008 (1/10, 2/7, 3/13, 4/3, 5/1)

** Official Senate membership is 89