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Morris Leads the State in Effectiveness and Efficiency

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FOR IMMEDIATE RELEASE

[Morris Leads the State in Effectiveness and Efficiency](#)

Summary: The Midwestern Higher Education Compact has named the campus the statewide leader in both areas.

MORRIS, Minnesota (November 2, 2015)—The [Midwestern Higher Education Compact \(MHEC\)](#) has again named the University of Minnesota, Morris the statewide leader in new measures of effectiveness and efficiency. This summer the twelve-state, nonprofit higher-education alliance released a [research brief](#) assessing institutional effectiveness and efficiency in promoting timely degree completion.

Accounting for variation in the attributes of two- and four-year institutions as well as spending on instruction and related services, MHEC derived effectiveness and efficiency scores for two- and four-year schools nationwide. Morris was rated the most effective and efficient (based on the four- and six-year graduation rate) among public four-year schools in Minnesota.

Morris received an effectiveness score of 1.21 (very high), while the average score for Minnesota’s public four-year schools was -0.45 (low). In terms of efficiency, Morris earned expenditure scores of -0.95 (low)—the state average was 0.18 (moderate). These scores indicate that Morris graduates students “at a rate that exceeds the expected rate” and that “average educational expenditures are lower than expected.”

“By accounting for measures including academic preparedness of incoming students and educational expenditures, MHEC’s study better evaluates the impact of a university on student success than research that does not account for differences in student background or institutional characteristics,” says Melissa Bert, senior director of institutional effectiveness. “Morris’s continued success on both measures indicates that our institutional practices consistently foster student success and reflects positively on the ability of our faculty and staff to meet students where they are and commitment to helping them thrive.”

In the MHEC findings institutional effectiveness scores reflect the difference between an institution’s actual graduation rates and the graduation rate that would be expected given the institution’s structural demographic, financial, and contextual characteristics. Expenditure scores illustrate the difference between actual educational expenditures and expenditures that would be predicted from an institution’s degree production profile as well as relevant attributes of the faculty and institutional context.

Founded in 1991, MHEC contributes to the vitality of the Midwest by enhancing member states’ ability to maximize higher education opportunity and performance through collaboration and resource sharing. Additional information, including detailed project methodology, is available [online](#).

[View this story electronically.](#)

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