

Institutional Benchmark Report

November **2004**

University of Minnesota, Morris



**National Survey of
Student Engagement**



Introduction

The National Survey of Student Engagement (NSSE) annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to make it easier for people on and off campus to talk productively about student engagement and its importance to student learning, collegiate quality, and institutional improvement, NSSE created five clusters or benchmarks of effective educational practice:

- (1) Level of academic challenge
- (2) Active and collaborative learning
- (3) Student-faculty interactions
- (4) Enriching educational experiences
- (5) Supportive campus environment

The benchmarks are made up of groups of items on the survey and are expressed in 100-point scales. Each year, NSSE calculates benchmark scores to monitor performance at the institutional, sector, and national level. This year's analysis is based on approximately 162,000 randomly selected students at 472 four-year colleges and universities that participated in 2004. The students represent a broad cross-section of first-year and senior students from every region of the country. The institutions are similar in most respects to the universe of four-year schools. More detailed information about the benchmarks can be found on the NSSE website at www.iub.edu/~nsse.

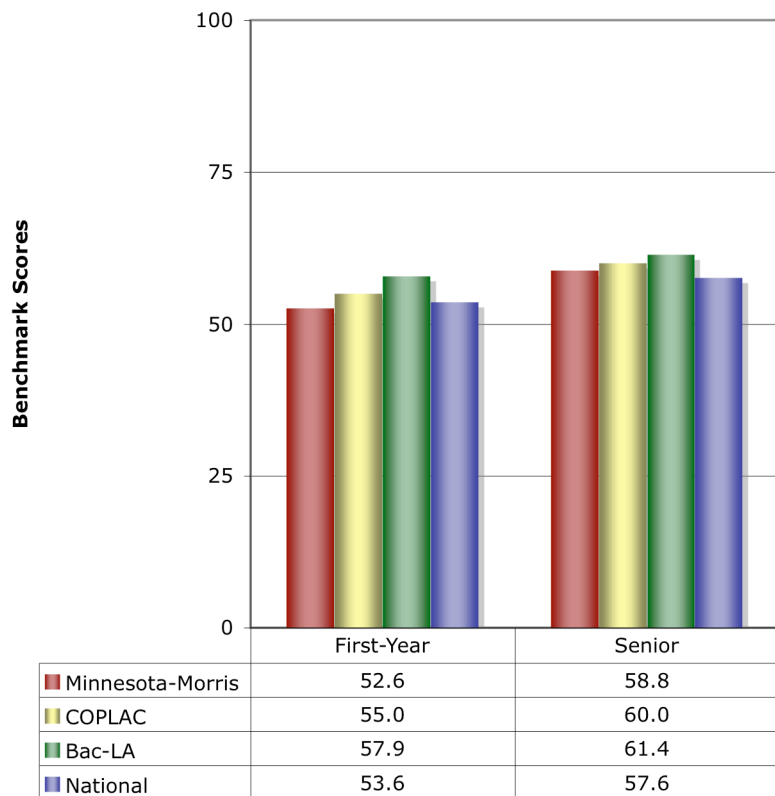
Benchmark Report

The Benchmark Report presents UMM's benchmark scores and compares them to schools in our Carnegie Classification, and the NSSE national norms.

NSSE and the benchmarks of effective educational practice provide an instructive way to look at and talk about teaching and learning. Thus, they are intended to help stimulate conversations on campus and help determine whether student behavior and institutional practices are headed in the right direction.

Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance

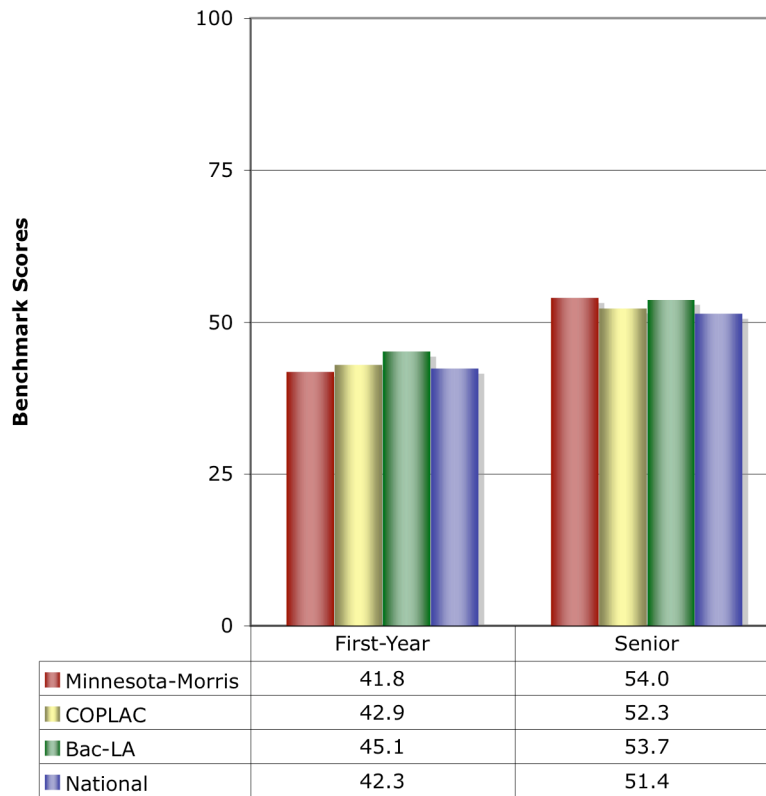


Level of Academic Challenge Survey Items:

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Active and Collaborative Learning

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.



Active and Collaborative Learning Items:

Asked questions in class or contributed to class discussions

Made a class presentation

Worked with other students on projects during class

Worked with classmates outside of class to prepare class assignments

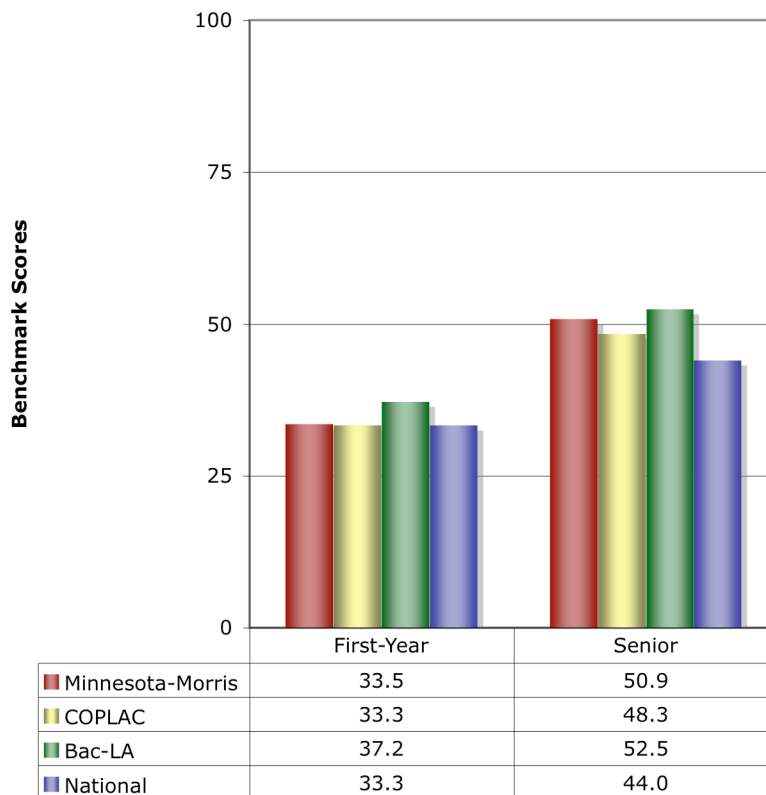
Tutored or taught other students

Participated in a community-based project as part of a regular course

Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



Student-Faculty Interactions Items:

Discussed grades or assignments with an instructor

Talked about career plans with a faculty member or adviser

Discussed ideas from your readings or classes with faculty members outside of class

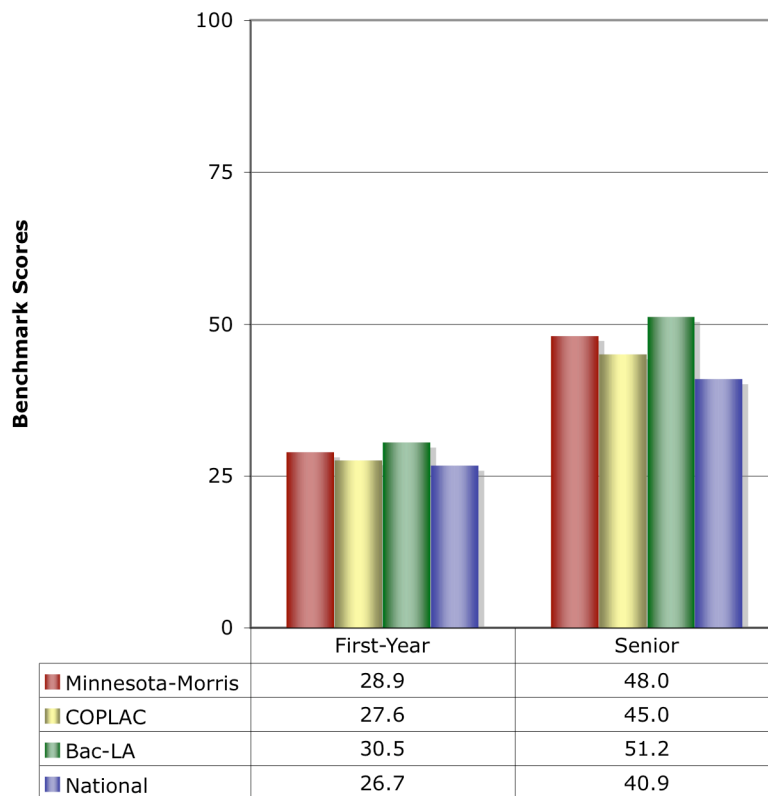
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)

Received prompt feedback from faculty on your academic performance (written or oral)

Worked or planned to work with a faculty member on a research project outside of course or program requirements

Enriching Educational Experiences

Complementary learning opportunities in and out of classroom augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

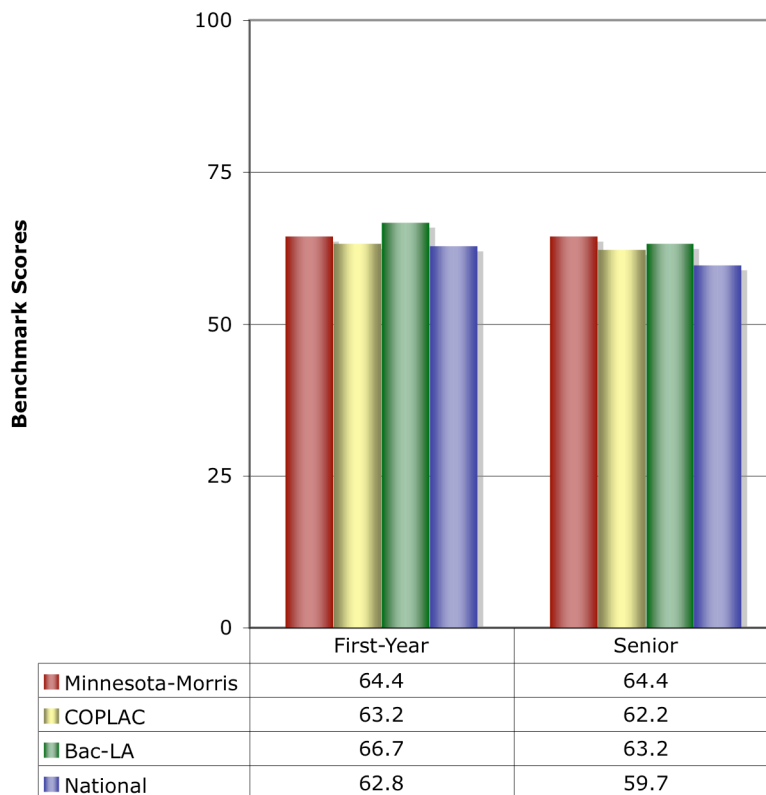


Enriching Educational Experiences Items:

Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
 Practicum, internship, field experience, co-op experience, or clinical assignment
 Community service or volunteer work
 Foreign language coursework and study abroad
 Independent study or self-designed major
 Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
 Serious conversations with students of different religious beliefs, political opinions, or personal values
 Serious conversations with students of a different race or ethnicity
 Using electronic technology to discuss or complete an assignment
 Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success as well as the working and social relations among different groups on campus.



Supportive Campus Environment Items:

Campus environment provides the support you need to help you succeed academically
 Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
 Campus environment provides the support you need to thrive socially
 Quality of relationships with other students
 Quality of relationships with faculty members
 Quality of relationships with administrative personnel and offices

Benchmark Recalculation Report

University of Minnesota, Morris

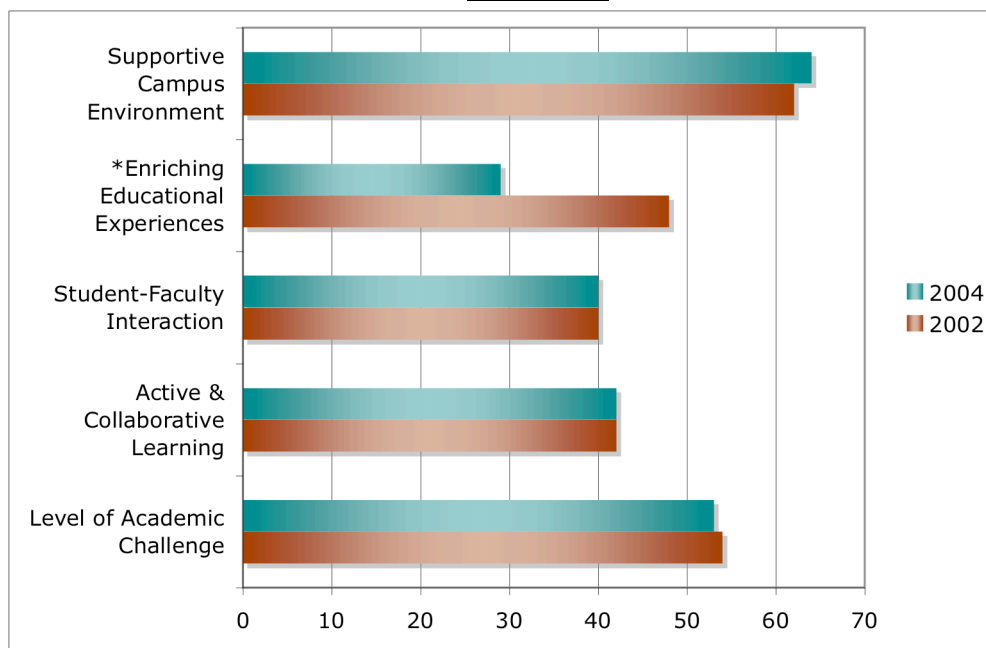
In 2004, changes were made in the process for calculating NSSE Benchmarks of Effective Educational Practice scores. The changes are a result of continuing efforts to provide institutions with the best information possible. By revising the calculation process, NSSE has enhanced the usability of the information for within institutional comparisons. For example, institutions can calculate benchmark-like scores at the school, college, or department level. This was not previously possible, because the benchmarks were constructed using institution-level data. In addition, using the student-level scale scores, the pre-cursors to the benchmarks, institutions can compare groups of students (e.g., seniors from two different years). For more information about the benchmark construction process, examples of possible analyses, and descriptions of how to calculate student-level scale scores, please see the NSSE annual report website.

While individual institutions now have more options to reconstruct NSSE benchmark scores for their own purposes, the changes in the benchmark calculation procedures require that benchmarks from previous years also be recalculated in order to accurately interpret changes in institutional performance over the years. This report provides NSSE 2004 and prior year benchmark scores based upon the revised process. Thus, the information below allows comparison of benchmark scores from two or more years using the same metric.

Recalculated Benchmarks

The tables below show first-year and senior recalculated benchmarks for the years UMM participated in NSSE since 2001. The benchmarks for previous years are produced using the improved calculation method developed for use in 2004. Note also that the 2004 Student Faculty Interaction benchmark has been computed in a way to make possible accurate year-to-year comparisons. **However, response options for the “enriching” items (question 7 on the survey) were notably revised in 2004. Analysis shows that these items are not comparable with prior years. For most institutions, this change produces a substantially lower score in 2004 compared to prior years, particularly for first-year students.*

Recalculated 2002 & 2004 UMM Benchmarks for First Year Students



Recalculated 2002 & 2004 UMM Benchmarks for Senior Students

