June 2022

# MSU DIVERSITY, EQUITY AND INCLUSION REPORT: 2020-21 Diversity at MSU Data Report

Note: The MSU Diversity, Equity and Inclusion Report consists of a narrative section and a data section. Both sections are included in the PDF version of the report. This Word document features the 2020-21 Diversity at MSU Data Report.

In the PDF version, data is presented in chart format. In this Word version, data is presented in table format. The page numbering begins on page 34 in the Word version to be consistent with the numbering in the PDF version.

## Definitions

### Race/Ethnicity

#### FEDERAL GUIDELINES AND DEFINITIONS

Race/ethnicity data in this document are reported following federal [Integrated Postsecondary Education Data System (IPEDS) guidelines](https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions). For IPEDS reporting, individuals are assigned to one of the following race/ethnicity groups. Individuals who report having two or more races are assigned to a single group [using logic defined by IPEDS](https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes). The IPEDS race/ethnicity categories were [updated in 2010](https://nces.ed.gov/ipeds/pdf/npec/data/NPEC_Paper_IPEDS_Race_Ethnicity_Deliverable_2012.pdf).

##### *African American or Black.*

A person having origins in any of the Black racial groups of Africa.

##### *American Indian or Alaska Native.*

A person having origins in any of the original peoples of North and South America (including Centra America), and who maintains tribal affiliation or community attachment.

##### *Asian.*

A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam. Separated from Pacific Islanders as of 2010.

##### *Hawaiian or Pacific Islander.*

A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands. Separate category as of 2010.

##### *Hispanic or Latino.*

A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.

##### *White.*

A person having origins in any of the original peoples of Europe, the Middle East or North Africa.

##### *Two or More Races.*

Added in 2010.

##### *Limitations of Federal Race/Ethnicity Categories Used in this Report*

The current race/ethnicity categories are limited and do not accurately capture the racial diversity of MSU. For example, North African and Middle Eastern-identifying individuals are categorized as white, which may not be the group’s overall preference. The category of Asian combines everyone despite their different multicultural backgrounds.

#### AGGREGATED GROUPS REPORTED BY MSU

##### *Students/Employees/Persons of Color*

In addition to the IPEDS race/ethnicity categories, some sections of this report present a “students of color,” “employees of color” or “persons of color” category. This represents the total value, aggregated by MSU, of individuals in the following IPEDS categories: African American or Black, American Indian or Alaska Native, Asian, Hawaiian or Pacific Islander, Hispanic or Latino, or two or more races.

##### *Person-of-Color-Owned Business*

For this report, person-of-color-owned businesses are those that have self-identified as having owners who are African American/Black, American Indian/Alaska Native, Asian, Hispanic or Latino, or Native Hawaiian or other Pacific Islander; that have self-identified as being small disadvantaged businesses; or that have been identified by MSU’s PCard operator as being minority-owned or small disadvantaged businesses.

### Gender: Definitions and Considerations

The following information was developed in consultation with The Gender and Sexuality Campus Center at MSU. We thank the center for its assistance as we work to cultivate a more inclusive campus community.

#### Gender Definitions

* **Gender** is a social construct. This term is often understood as binary, however historically and presently gender is expansive and dynamic. Gender is framed by a society’s understanding of masculinity and femininity as related to roles, behaviors, expectations, activities, identities and attributes. The key elements of an individual’s gender are gender identity, gender attribution and gender expression.
* **Gender attribution** is the act of attributing a gender to an individual with or without knowledge of that person’s gender identity. In Western culture, these assumptions are rooted in a socialized binary understanding of gender as either female or male. Assuming a person’s gender pronouns is one example of gender attribution.
* **Gender expression** is the way in which someone expresses their gender, either consciously or unconsciously. This can encompass clothing, hairstyle, body language, manner of speaking, social interactions and gender roles. Most people have some blend of masculine and feminine qualities that comprise their gender expression, and this expression can also vary depending on the social context. There is not always a direct translation between gender identity and gender expression. A person’s gender expression may or may not align with the way people attribute gender to that person.
* **Gender identity** is a person’s individual understanding of their gender and the language they use to describe this understanding. This is distinct from birth-assigned sex (male, female, intersex). When a person’s birth-assigned sex aligns with their gender identity, a person is cisgender.
* **Legal gender** refers to the gender marker on a person’s legal documents (such as a birth certificate or personal identification). This is frequently but not always the same as their birth-assigned sex. Most transgender, nonbinary and genderqueer people do not have legal documents that match their gender identity.
* **Birth-assigned sex** is the designation that refers to a person’s biological, hormonal and genetic composition and is often mistakenly confused with gender. One’s sex is typically assigned at birth and classified as male or female. Birth-assigned sex is preferred to “assigned-at-birth,” which implies that sex assignment is without the agency of the individual.
* **Gender on record** is the gender recorded by an organization in their internal records and should align with gender identity.

#### Gender and the Workforce

* It is important to note that applicants for employment voluntarily respond to the demographic question asking that they identify their “gender,” and can select between “male” or “female.” The data collected by MSU Human Resources for employees as “male” or “female” is translated to “men” and “women” in this report. (Please see Limitations of Gender Data Presented in this Report.)

#### Gender and Students

* The university’s Office for Admissions and Office of the Registrar, for federal reporting purposes, currently allow students to self-identify their gender as either male or female without proof of legal or medical transition. In this report, “male” and “female” are translated to “men” and “women.” (Please see Limitations of Gender Data Presented in this Report.)

Limitations of Gender Data Presented in this Report

(For further understanding of the information provided below, we direct readers’ attention to The [Gender and Sexuality Campus Center](https://lbgtrc.msu.edu/).)

* The binary way that gender is captured does not adequately represent the gender diversity of our community and does not include transgender, nonbinary and genderqueer individuals.
* Further, we understand that not all people whose gender markers are female are women and not all people whose gender markers are male are men. While we use the terms “women” and “men” versus “male” and “female,” there are some people who will not be adequately represented by that language change.
* Although very common, MSU does not currently have a way to capture intersex identity.
* Gender identity, birth-assigned sex and legal gender are three distinct concepts. To understand the full gender diversity of our university community, MSU is working to change the way we capture data on gender to recognize the distinction between birth-assigned sex and legal gender and include intersex identity and more options outside of the gender binary.

### Disabilities: Considerations and Definitions

MSU’s Disability and Reasonable Accommodation Policy defines a disability as “a physical or mental impairment that substantially limits one or more major life activities.” MSU students and employees with disabilities that substantially limit major life activities may register with the Resource Center for Persons with Disabilities and may be eligible to receive accommodations. Statistics presented in the report related to students and employees with disabilities refer to individuals who have registered with RCPD and received a determination that they have a disability. Questions regarding data on persons with disabilities at MSU may be directed to [RCPD](https://www.rcpd.msu.edu/).

### Veterans: Considerations and Definitions

Michigan State University is a government contractor subject to the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, amended by the Jobs for Veterans Act of 2002, 38 U.S.C. 4212, which requires government contractors to take affirmative action to employ and advance in employment: (1) disabled veterans, (2) recently separated veterans, (3) active duty wartime or campaign badge veterans and (4) armed forces service medal veterans.

Questions about how MSU vendor suppliers are identified as being veteran-owned, as well as how other categories of suppliers are identified, may be directed to [University Procurement and Logistics](https://usd.msu.edu/).

### Student Success Terminology

#### First Fall Probation Rate.

The percentage of first-time-in-any-college students (undergraduate only, not including students in MSU’s two-year agricultural technology certificate programs) who began their studies at MSU in the fall, or began in the summer and continued in the fall, who have a fall end-term academic standing of probation. Undergraduate students are placed on academic probation if their cumulative GPA falls below 2.0.

#### First Returning Fall Persistence.

The percentage of the entering cohort of first-time-in-any-college undergraduate and agriculture technology students who started at MSU in the summer or fall of the previous year and returned to MSU for their second fall semester.

#### First-Time-in-Any-College Students.

Undergraduate students who have no prior postsecondary experience after high school prior to enrolling at MSU.

## Acknowledgments

We extend thanks to individuals and units that contributed to the report: the associate provost and associate vice president for Faculty and Academic Staff Affairs, the interim associate vice president for Human Resources, the associate provost for Undergraduate Education, The Gender and Sexuality Campus Center, the Resource Center for Persons with Disabilities and University Procurement and Logistics. We especially thank Institutional Research in the Office of the Provost who provided data and organized the report.

### Data Sources

* Faculty and Academic Staff Affairs
* Human Resources
* Office of the Registrar
* Resource Center for Persons with Disabilities
* Student Achievement Measure (SAM)
* University Procurement and Logistics

### Credits

Michigan State University, Office for Institutional Diversity and Inclusion.

MSU DIVERSITY, EQUITY AND INCLUSION REPORT: 2020-21 Diversity at MSU Data Report, June 2022.

### Data Presentation and Description

Institutional Research

### Design and Layout

Office for Institutional Diversity and Inclusion

Institutional Research

## Summary of Diversity Data

Michigan State University

### Student and Workforce Data

The 2020-21 annual data report provides a fall 2020 to fall 2021, one-year comparison of student enrollment by race/ethnicity demographics, as well as a 10-year comparison of enrollment, persistence and success rates between 2010 and 2020. Workforce data is a fall 2020 to fall 2021 one-year comparison of employee demographic data by race/ethnicity, legal sex, self-identified veterans and a section on disability type. Workforce data highlights all employment categories including faculty and academic staff, tenure system faculty and support staff. The federal guidelines for collecting and reporting data on race/ethnicity became effective in 2010. Finally, the report provides a five-year comparison between FY2016-17 and FY2020-21 of supplier diversity spending.

This is the second report where the 10-year comparison will only include the 2010 updated IPEDS race/ethnicity categories where “Asian” and “Native Hawaiian or other Pacific Islander” are separated and also includes the option for selecting two or more races. While the disaggregation of data provides a more accurate index for evaluating student and workforce data demographics, more work needs to be done to better acknowledge and support the unique needs of our students and employees based on their self-identification. In addition, the report does not capture the experiences of students and employees with lesbian, gay, bisexual, transgender, intersex, queer or questioning, asexual and additional identities beyond the legal sex category, which is a current gap that is being addressed. Finally, while COVID-19 has had a disproportionate impact on women, the disabled, people of color and international students, this report is limited in its scope and is not able to conclusively identify the cause of shifts in data, including those related to societal equity and opportunity gaps.

Overall, student data shows changes in several areas. Between fall 2020 and fall 2021, the total enrollment of students of color increased by 3.2% while international student enrollment declined 9.6% (primarily among undergraduate students). First-time students entering class increased for students of color by 8% despite a decline in African American/Black students by 5%. The largest increases in first-time students were among Hawaiian/Pacific Islander at 133.3% and Asian at 18%. Additionally, 82% of all students who entered MSU in 2014 graduated within six years, compared to 73% of students of color. The number of students who registered with the RCPD with permanent disabilities increased by 3.6% with an 11% increase in the reported learning disability type.

Workforce data shows a 7.5% increase in employees reporting two or more races compared to 2020. The number of women employees in the workforce decreased 1.9% from fall 2020 to fall 2021. The number of African American/Black faculty in the tenure system increased by 3.2%, while tenured women decreased by 2.1% in fall 2020. People of color comprise 17.8% of support staff with 7.1% African American/Black, 5.9% Hispanic/Latino/a (of any race) and 3.5% Asian. Registrations of employees with permanent disabilities in RCPD increased by 3.3% from the previous year.

A total of $26.1 million was spent in FY2020-21 with diverse vendor suppliers, which was $20.7 million less than FY2019-20. Of this, 45.8% was spent with women-owned suppliers, which is a 7.2% decrease from FY2016-17. In the same five-year comparison, supplier spending with a person-of-color-owned businesses increased by 10.1%, while supplier spending lowered 0.7% with veteran-owned businesses.

### Conclusion

Promoting diversity, equity and inclusion within higher education and at MSU requires intentional effort, sustained commitment and accountability. This report reflects who our community members are but not their experiences during such a turbulent and unprecedented academic year. MSU remains dedicated to nurturing the success of all Spartans, especially those who may have been adversely and disproportionately impacted over the past two years as faculty, staff and students continue to demonstrate their commitment to our institutional values and community standards in pursuit of inclusive excellence.

## Fall 2021 | Student Overview and One-Year Change

Fall 2021 semester total enrollment includes 11,784 domestic students of color, a 3.2% increase from fall 2020. These students represent 25.9% of the domestic student population. Total international student enrollment declined 9.6% compared to fall 2020. Enrollment of women increased by 0.6%, with women making up 52.9% of all students. The fall 2021 first-time entering undergraduate class totaled 9,064 students, which includes 2,328 students of color, a historic high. Students of color represented 26.9% of the total first-time entering student population. First-time entering class African American/Black enrollment declined 5.0% from fall 2020. The number of American Indian/Alaska Native students in the fall 2021 entering class was also lower compared to the previous year. On the other hand, the 2021 entering class included more students who were Asian, Hispanic/Latino/a (of any race) and those who self-identified as two or more races compared with the previous year’s entering class.

Notes on the data:

\*Percent for race/ethnicity categories applies to domestic students only. Percent for residency and legal sex categories applies to all students.

| Total Student Enrollment\* | Percent,  Fall 2021 | Percent Change from Fall 2020 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 7.5% | -3.8% | 3,438 |
| American Indian/Alaska Native | 0.2% | -9.6% | 113 |
| Asian | 7.8% | 9.1% | 3,538 |
| Hawaiian/Pacific Islander | 0.1% | 0.0% | 28 |
| Hispanic/Latino/a (of any race) | 6.6% | 7.3% | 2,985 |
| Two or More Races | 3.7% | 1.2% | 1,682 |
| **Total Students of Color** | **25.9%** | **3.2%** | **11,784** |
| White | 71.9% | -0.9% | 32,759 |
| Other/Unknown/No Response | 2.2% | 46.4% | 1,010 |
| Domestic Total | 91.7% | 0.9% | 45,553 |
| International | 8.3% | -9.6% | 4,106 |
| **University Total** | **100.0%** | **-0.1%** | **49,659** |
| Men | 47.1% | -0.8% | 23,366 |
| Women | 52.9% | 0.6% | 26,293 |

| First-Time Entering Class\* | Percent,  Fall 2021 | Percent Change from Fall 2020 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 6.6% | -5.0% | 571 |
| American Indian/Alaska Native | 0.2% | -17.6% | 14 |
| Asian | 9.4% | 18.2% | 810 |
| Hawaiian/Pacific Islander | 0.1% | 133.3% | 7 |
| Hispanic/Latino/a (of any race) | 6.9% | 14.3% | 600 |
| Two or More Races | 3.8% | 0.6% | 326 |
| **Total Students of Color** | **26.9%** | **8.0%** | **2,328** |
| White | 68.8% | 7.6% | 5,944 |
| Other/Unknown/No Response | 4.3% | 110.3% | 368 |
| Domestic Total | 95.3% | 10.0% | 8,640 |
| International | 4.7% | 13.4% | 424 |
| **University Total** | **100.0%** | **10.2%** | **9,064** |
| Men | 46.5% | 11.6% | 4,212 |
| Women | 53.5% | 9.0% | 4,852 |

## Fall 2021 | Student Overview and One-Year Change (continued)

Total enrollment of graduate students of color (including graduate and professional programs) was 2,305, comprising 25.1% of domestic postgraduate enrollment. The number of domestic graduate students of color increased by 3.0% in fall 2021 compared to the previous fall, even as overall domestic graduate student enrollment decreased by 1.3% and overall graduate enrollment, including both domestic and international students, decreased by 1.1%. Two more international graduate and professional students were enrolled in fall 2021 than in the previous fall (an increase of one-tenth of one percent). As of fall 2021, international students accounted for 17.0% of total graduate and professional graduate student enrollment.

Notes on the data:

\*Percent for race/ethnicity categories applies to domestic students only. Percent for residency and legal sex categories applies to all students.

| Undergraduate Enrollment\* | Percent,  Fall 2021 | Percent Change from Fall 2020 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 7.7% | -4.9% | 2,802 |
| American Indian/Alaska Native | 0.2% | -10.7% | 67 |
| Asian | 7.8% | 9.4% | 2,818 |
| Hawaiian/Pacific Islander | 0.1% | 21.1% | 23 |
| Hispanic/Latino/a (of any race) | 6.5% | 8.6% | 2,352 |
| Two or More Races | 3.9% | 1.7% | 1,417 |
| **Total Students of Color** | **26.1%** | **3.3%** | **9,479** |
| White | 71.7% | -0.4% | 26,078 |
| Other/Unknown/No Response | 2.2% | 66.4% | 797 |
| Domestic Total | 94.2% | 1.4% | 36,354 |
| International | 5.8% | -16.4% | 2,220 |
| **University Total** | **100.0%** | **0.2%** | **38,574** |
| Men | 48.4% | -0.3% | 18,668 |
| Women | 51.6% | 0.7% | 19,906 |

| Graduate and Professional Enrollment\* | Percent,  Fall 2021 | Percent Change from Fall 2020 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 6.9% | 1.8% | 636 |
| American Indian/Alaska Native | 0.5% | -8.0% | 46 |
| Asian | 7.8% | 7.9% | 720 |
| Hawaiian/Pacific Islander | 0.1% | -44.4% | 5 |
| Hispanic/Latino/a (of any race) | 6.9% | 2.6% | 633 |
| Two or More Races | 2.9% | -1.5% | 265 |
| **Total Students of Color** | **25.1%** | **3.0%** | **2,305** |
| White | 72.6% | -2.8% | 6,681 |
| Other/Unknown/No Response | 2.3% | 0.9% | 213 |
| Domestic Total | 83.0% | -1.3% | 9,199 |
| International | 17.0% | 0.1% | 1,886 |
| **University Total** | **100.0%** | **-1.1%** | **11,085** |
| Men | 42.4% | -2.5% | 4,698 |
| Women | 57.6% | 0.0% | 6,387 |

## Student Overview | 10-Year Percent Change

Among all students, the 10-year percent change for African American/Black student enrollment showed a 9.9% increase. The largest increase was among students who reported two or more races (98.6%), followed by Hispanic/Latino/a students of any race (85.9%). The number of international students enrolled at MSU, on the other hand, was 30.5% lower in fall 2021 compared with ten years previous. Among entering first-time undergraduates, 68.1% more domestic students of color enrolled in fall 2021 than in fall 2011. Over the same period, the number of entering first-time undergraduates choosing not to report their race/ethnicity increased five-fold.

Notes on the data:

In fall 2020 the MSU College of Law was fully integrated into the university. Total student enrollment and graduate/professional enrollment figures for fall 2011 do not include College of Law students while they are included in fall 2021.

| Total Student Enrollment | Percent Change from Fall 2011 | Count,  Fall 2011 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 9.9% | 3,128 | 3,438 |
| American Indian/Alaska Native | -36.9% | 179 | 113 |
| Asian | 69.9% | 2,082 | 3,538 |
| Hawaiian/Pacific Islander | -3.4% | 29 | 28 |
| Hispanic/Latino/a (of any race) | 85.9% | 1,606 | 2,985 |
| Two or More Races | 98.6% | 847 | 1,682 |
| **Total Students of Color** | **49.7%** | **7,871** | **11,784** |
| White | -1.7% | 33,327 | 32,759 |
| Other/Unknown/No Response | 18.5% | 852 | 1,010 |
| Domestic Total | 8.3% | 42,050 | 45,553 |
| International | -30.5% | 5,904 | 4,106 |
| **University Total** | **3.6%** | **47,954** | **49,659** |
| Men | 1.8% | 22,945 | 23,366 |
| Women | 5.1% | 25,009 | 26,293 |

| First-Time Entering Class | Percent Change from Fall 2011 | Count,  Fall 2011 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 2.3% | 558 | 571 |
| American Indian/Alaska Native | 0.0% | 14 | 14 |
| Asian | 163.0% | 308 | 810 |
| Hawaiian/Pacific Islander | 16.7% | 6 | 7 |
| Hispanic/Latino/a (of any race) | 109.8% | 286 | 600 |
| Two or More Races | 53.1% | 213 | 326 |
| **Total Students of Color** | **68.1%** | **1,385** | **2,328** |
| White | 11.3% | 5,341 | 5,944 |
| Other/Unknown/No Response | 404.1% | 73 | 368 |
| Domestic Total | 27.1% | 6,799 | 8,640 |
| International | -58.6% | 1,025 | 424 |
| **University Total** | **15.8%** | **7,824** | **9,064** |
| Men | 13.2% | 3,720 | 4,212 |
| Women | 18.2% | 4,104 | 4,852 |

## Student Overview | 10-Year Percent Change (continued)

Between fall 2011 and fall 2021, the number of African American/Black undergraduates enrolled increased by 7.3%, and the number of African American/Black graduate and professional students increased by 23.3%. Among Hispanic/Latino/a students of any race, undergraduate enrollment increased 88.9% between fall 2011 and fall 2021 while graduate and professional enrollment increased 75.3%. Among Asian students, undergraduate enrollment increased 83.1% while graduate and professional enrollment increased 32.6%. The number of international students enrolled fell by 38.9% among undergraduates and 17.0% among graduate and professional students.

Notes on the data:

In fall 2020 the MSU College of Law was fully integrated into the university. Total student enrollment and graduate/professional enrollment figures for fall 2011 do not include College of Law students while they are included in fall 2021.

| Undergraduate Enrollment | Percent Change from Fall 2011 | Count,  Fall 2011 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 7.3% | 2,612 | 2,802 |
| American Indian/Alaska Native | -48.9% | 131 | 67 |
| Asian | 83.1% | 1,539 | 2,818 |
| Hawaiian/Pacific Islander | -4.2% | 24 | 23 |
| Hispanic/Latino/a (of any race) | 88.9% | 1,245 | 2,352 |
| Two or More Races | 105.1% | 691 | 1,417 |
| **Total Students of Color** | **51.9%** | **6,242** | **9,479** |
| White | -0.8% | 26,282 | 26,078 |
| Other/Unknown/No Response | 53.3% | 520 | 797 |
| **Domestic Total** | **10.0%** | **33,044** | **36,354** |
| International | -38.9% | 3,631 | 2,220 |
| University Total | 5.2% | 36,675 | 38,574 |
| Men | 3.8% | 17,980 | 18,668 |
| Women | 6.5% | 18,695 | 19,906 |

| Graduate and Professional Enrollment | Percent Change from Fall 2011 | Count,  Fall 2011 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 23.3% | 516 | 636 |
| American Indian/Alaska Native | -4.2% | 48 | 46 |
| Asian | 32.6% | 543 | 720 |
| Hawaiian/Pacific Islander | 0.0% | 5 | 5 |
| Hispanic/Latino/a (of any race) | 75.3% | 361 | 633 |
| Two or More Races | 69.9% | 156 | 265 |
| **Total Students of Color** | **41.5%** | **1,629** | **2,305** |
| White | -5.2% | 7,045 | 6,681 |
| Other/Unknown/No Response | -35.8% | 332 | 213 |
| Domestic Total | 2.1% | 9,006 | 9,199 |
| International | -17.0% | 2,273 | 1,886 |
| **University Total** | **-1.7%** | **11,279** | **11,085** |
| Men | -5.4% | 4,965 | 4,698 |
| Women | 1.2% | 6,314 | 6,387 |

## Student Success

### FIRST RETURNING FALL PERSISTENCE, 2010 VS. 2020 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

The rate at which first-time undergraduate students entering MSU in 2020 returned to MSU for their first subsequent fall semester (fall 2021) was 91.7%, which is a slight increase compared with the rate for students entering in fall 2010, 90.6% of whom returned to MSU the following fall.

Persistence increased by 14.0 percentage points among students whose race/ethnicity group was reported to MSU as “other” or was not reported at all. Persistence increased by 4.1 percentage points among international students, by 2.0 percentage points among students reporting two or more races, by 1.0 point among Asian students, by 0.7 points among white students, and by 0.5 points among African American/Black students.

Rates remained steady for Hawaiian/Pacific Islander students. The persistence rate for American Indian/Alaska Native students was 12.5 points lower for the 2020 entering cohort compared to the 2010 cohort — but this change should be interpreted with great caution given the small number of individuals comprising this population. The persistence rate was also 1.0 point lower among Hispanic/Latino/a students from the 2020 entering cohort compared to those from the 2010 cohort.

\*Small number of students

| Race/Ethnicity | 2010 Entering Cohort Persistence Rate | 2020 Entering Cohort Persistence Rate | Percentage Point Change from 2010 to 2020 cohort |
| --- | --- | --- | --- |
| Hawaiian/Pacific Islander\* | 100.0% | 100.0% | 0.0% |
| Other/Unknown/Blank | 81.4% | 95.4% | 14.0% |
| Asian | 92.3% | 93.3% | 1.0% |
| White | 91.8% | 92.5% | 0.7% |
| **Average — All Students** | **90.6%** | **91.7%** | **1.1%** |
| International | 86.0% | 90.1% | 4.1% |
| Two or More Races | 86.6% | 88.6% | 2.0% |
| Hispanic/Latino/a (of any race) | 88.8% | 87.8% | -1.0% |
| African American/Black | 87.2% | 87.7% | 0.5% |
| American Indian/Alaska Native\* | 93.8% | 81.3% | -12.5% |

## Student Success (continued)

### FIRST FALL PROBATION RATES, 2011 VS. 2021 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

Undergraduate students are placed on academic probation if their cumulative grade point average or GPA falls below 2.0. According to the Office of the Registrar, “the term ‘probation’ is the functional equivalent of an academic warning.” (More information on undergraduate academic standing can be found on the registrar’s [ASUS web page](https://reg.msu.edu/AcademicPrograms/Print.aspx?Section=270).)

The overall first fall probation rate for first-time undergraduates was one-tenth of one percent higher at the close of fall 2021 compared to fall 2011. Compared to 2011 rates, 2021 probation rates were lower (a good thing) among students in the following race/ethnicity groups: American Indian/Alaska Native (20.9 percentage point decrease, though data should be interpreted with caution due to the small number of students); Hawaiian/Pacific Islander (20.0 point decrease, though data should be interpreted with caution due to the small number of students); students who did not report race/ethnicity data to MSU (12.5 percentage point decrease); Asian students (5.3 point decrease); Hispanic/Latino/a students (0.7% decrease); and African American/Black students (0.1% decrease). 2021 probation rates were higher than they were in 2011 for White students (0.6 point increase), students of two or more races (2.1 point increase), and international students (2.3 point increase).

Gaps among several groups were narrowed over the last decade. However, probation rates among students who were African American/Black, Hispanic/Latino/a, of two or more races, or international were higher than the average for all students in 2011 and were still higher than the average in 2021, while probation rates among White students and Asian students were lower than the average in both 2011 and 2021.

\*Small number of students

| Race/Ethnicity | 2011 1st Fall Probation | 2021 1st Fall Probation | Percentage Point Change 2011 to 2021 |
| --- | --- | --- | --- |
| American Indian/Alaska Native\* | 28.6% | 7.7% | -20.9% |
| Hawaiian/Pacific Islander\* | 20.0% | 0.0% | -20.0% |
| Other/Unknown/No Response | 18.2% | 5.7% | -12.5% |
| Asian | 12.2% | 6.9% | -5.3% |
| Hispanic/Latino/a (of any race) | 17.5% | 16.8% | -0.7% |
| African American/Black | 17.2% | 17.1% | -0.1% |
| **All Students** | **8.9%** | **9.0%** | **0.1%** |
| White | 7.0% | 7.6% | 0.6% |
| Two or More Races | 9.0% | 11.1% | 2.1% |
| International | 9.6% | 11.9% | 2.3% |

## Student Success (continued)

### SIX-YEAR GRADUATION RATE, 2011 VS. 2021 FULL-TIME, FIRST-TIME UNDERGRADUATES

The 2021 six-year graduation rate (2015 entering cohort) of 82% is a 5 percentage point increase from the 2011 (2005 entering cohort) rate of 77% and is a record high. The graduation rate also increased for all race/ethnicity groups except for students of two or more races (6 percentage point decrease) and American Indian/Alaska Native students (decrease of 2 percentage points — but note that there is a very small number of students in this group). Graduation rates for African American/Black students, Hispanic/Latino/a students of any race, and international students all increased by 10 percentage points between 2011 and 2021. Rates improved by 7 points among Asian students, by 5 points among White students, and by 4 points among students who did not report their race/ethnicity to MSU. However, even after these increases, as of 2021 graduation rates among all race/ethnicity groups other than Asian and White students remained below the average for all students.

Notes on the data:

Due to changes made in federal reporting guidelines in 2010 to the collecting and reporting of race/ethnicity data, 10-year comparisons are not available for all groups, so, for consistency, the comparison is made between 2011 and 2021 for all groups. The 2011 six-year graduation rate reflects students entering in 2005 and students were asked to identify, after admission, if they identified as being of two or more races after categories changed in 2010. Therefore, data regarding students of two or more races who applied to MSU before 2010 should be interpreted with care.

\*Small number of students

\*\*In accordance with federal reporting guidelines in effect at the time the 2011 graduation rates were reported, Hawaiian/Pacific Islander students were not categorized separately, but rather counted in the same group as Asian students.

| Race/Ethnicity | 2011 Graduation Rate | 2021 Graduation Rate | Percentage Point Change 2011 to 2021 |
| --- | --- | --- | --- |
| White | 81.0% | 86.0% | 5.0% |
| Asian | 78.0% | 85.0% | 7.0% |
| **Average — All Students** | **77.0%** | **82.0%** | **5.0%** |
| Other/Unknown/Blank | 76.0% | 80.0% | 4.0% |
| International | 69.0% | 79.0% | 10.0% |
| Two or More Races | 83.0% | 77.0% | -6.0% |
| Hispanic/Latino/a (of any race) | 62.0% | 72.0% | 10.0% |
| Hawaiian/Pacific Islander\*, \*\* | N/A | 67.0% | N/A |
| American Indian/Alaska Native\* | 67.0% | 65.0% | -2.0% |
| African American/Black | 55.0% | 65.0% | 10.0% |

## Student Success (continued)

### TIME-TO-DEGREE, 2011-12 VS. 2020-21 FIRST-TIME UNDERGRADUATES, GRADUATING COHORTS

The average time-to-degree (TTD) for all students for the 2020-21 graduating cohort was 4.03 calendar years, approximately 3 months faster than for the 2011-12 cohort average of 4.27 years.

Among race/ethnicity groups, the largest improvement in TTD over this period was among American Indian/Alaska Native students. On average, students in this group from the 2019-20 graduating cohort completed their degrees 1.32 calendar years (about one year and four months) faster than students in the same group from the 2011-12 graduating cohort. Among groups with at least 30 graduates, the greatest improvement in TTD was among Hispanic/Latino/a students of any race (0.62 years, equivalent to about seven months or nearly two semesters), followed by African American/Black students (0.48 years, equivalent to nearly six months) and Asian students (0.43 years, equivalent to about five months). White students and students of two or more races from the 2020-21 graduating cohort completed their degrees on average about three months faster than 2011-12 graduates from these groups.

Despite these improvements, among the 2020-21 graduating cohort African American/Black students still took on average nearly nine months longer to graduate than the average for all students, and Hispanic/Latino/a students of any race took about three months longer to graduate than the average for all students.

Notes on the data:

Due to changes made in federal reporting guidelines in 2010 to the collecting and reporting of race/ethnicity data, 10-year comparisons are not available for all groups, so for consistency, the comparison is made between 2011-12 and 2020-21 for all groups. The amount of time considered to complete a four-year degree is 3.7 calendar years. (A typical four-year degree program involves starting in a fall term and ending in a spring term, which adds up to fewer than four full calendar years.)

\*Small number of students

\*\*Rounded to the nearest month

| Race/Ethnicity | Avg TTD,  2011-2012 Graduating Cohort | Avg TTD,  2020-2021 Graduating Cohort | Change in Years,  2011-2012  to 2020-2021 | \*\*Change in Months,  2011-2012  to 2020-2021 |
| --- | --- | --- | --- | --- |
| Asian | 4.31 | 3.88 | -0.43 | -5 |
| Hawaiian/Pacific Islander\* | 3.76 | 3.90 | 0.14 | 2 |
| White | 4.16 | 3.94 | -0.22 | -3 |
| International | 4.07 | 4.01 | -0.06 | -1 |
| Two or More Races | 4.24 | 4.03 | -0.21 | -3 |
| **All Students** | **4.27** | **4.03** | **-0.24** | **-3** |
| American Indian/Alaska Native\* | 5.37 | 4.05 | -1.32 | -16 |
| Hispanic/Latino/a (of any race) | 4.93 | 4.31 | -0.62 | -7 |
| African American/Black | 5.31 | 4.83 | -0.48 | -6 |
| Other/Unknown/Blank | 4.16 | 5.00 | 0.84 | 10 |

## Student Success (continued)

### SIX-YEAR STUDENT OUTCOMES, 2014 ENTERING CLASS

According to the Student Achievement Measure (SAM) initiative, 82% of all first-time-in-any-college students who entered MSU in 2014 graduated from MSU within six years compared to 73% of students of color.

Six years after entering MSU, 2% of all students and 3% of students of color remained enrolled at MSU, 5% of all students and 5% of students of color had graduated from another institution, and 2% of all students and 4% of students of color were enrolled at another institution.

Six years after entering MSU, 15% of students of color had not graduated from MSU or another institution, nor could researchers confirm they were enrolled at any institution of higher education. In contrast, the rate among the overall student body was 9%.

Notes on the data:

SAM is an initiative supported by numerous higher education coalitions, foundations and data systems with data on over 600 institutions of higher education. SAM tracks students across postsecondary institutions, thus helping to create a more complete picture of undergraduate student outcomes even as students transition between institutions.

As of the time this report was released, information on the 2014 first-time, full-time undergraduate entering cohort was the most recent data available through SAM.

Further information is available on the [SAM website](https://www.studentachievementmeasure.org/participants/171100).

| 2020 Graduates (2014 Entering Cohort) | All Students | Students of Color |
| --- | --- | --- |
| Graduated from MSU | 82% | 73% |
| Graduated from another institution | 5% | 5% |
| Remain enrolled at MSU | 2% | 3% |
| Enrolled elsewhere | 2% | 4% |
| No further enrollments found | 9% | 15% |

## Faculty and Staff

### EMPLOYEE DIVERSITY, 2020-21: ALL EMPLOYEES; SUPPORT STAFF

The total number of employees at MSU decreased by 1.8%; the number of male employees decreased by 1.7% while the number of female employees decreased by 1.8%. Despite this overall decrease, the number of MSU employees of color increased by 1.8% from fall 2020 to fall 2021, and the number of employees reporting two or more races increased by 7.5%. The number of employees who are veterans made up 1.6% of all MSU employees in fall 2021, and the overall number of veterans declined 5.6% compared to fall 2020. People of color comprise 17.8% of support staff, with 7.1% being African American/Black, 5.9% Hispanic/Latino/a (of any race), and 3.5% Asian.

Notes on the data:

\*There are no separate counts for international employees, as they are counted under the race/ethnicity categories by which they identify. Unknown or not reported is not an option. The data does not include graduate assistants, student employees or temporary/on-call staff.

\*\*Does not include data on those who selected neither of the legal sex categories.

\*\*\*Due to the small number of veterans within various employee types, breakouts by employee type are not displayed.

| All Employees\* | Percent,  Fall 2021 | Percent Change from Fall 2020 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 6.9% | 3.9% | 886 |
| American Indian/Alaska Native | 0.5% | 8.8% | 62 |
| Asian | 8.8% | -0.2% | 1,123 |
| Hawaiian/Pacific Islander | 0.1% | -6.3% | 15 |
| Hispanic/Latino/a (of any race) | 5.6% | 1.4% | 716 |
| Two or More Races | 0.8% | 7.5% | 100 |
| **Total Employees of Color** | **22.7%** | **1.8%** | **2,902** |
| White | 77.3% | -2.8% | 9,885 |
| **University Total** | **100.0%** | **-1.8%** | **12,787** |
| Men\*\* | 45.4% | -1.7% | 5,803 |
| Women\*\* | 54.6% | -1.9% | 6,984 |
| Veteran\*\*\* | 1.6% | -5.6% | 201 |

| Support Staff\* | Percentage,  Fall 2021 | Percent Change from Fall 2020 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 7.1% | 1.6% | 503 |
| American Indian/Alaska Native | 0.5% | 13.8% | 33 |
| Asian | 3.5% | -0.4% | 249 |
| Hawaiian/Pacific Islander | 0.1% | 25.0% | 5 |
| Hispanic/Latino/a (of any race) | 5.9% | -0.2% | 421 |
| Two or More Races | 0.7% | 3.9% | 53 |
| **Total Support Staff of Color** | **17.8%** | **1.0%** | **1,264** |
| White | 82.2% | -2.9% | 5,851 |
| **University Total** | **100.0%** | **-2.2%** | **7,115** |
| Men\*\* | 39.6% | -1.5% | 2,815 |
| Women\*\* | 60.4% | -2.6% | 4,300 |

## Faculty and Staff (continued)

### EMPLOYEE DIVERSITY, 2020-21: FACULTY AND ACADEMIC STAFF; TENURE SYSTEM FACULTY

While the overall number of faculty and academic staff decreased by 1.3% from fall 2020 to fall 2021, the number of African American/Black faculty and academic staff increased by 7%. There were also increases in the number of faculty and academic staff who were Hispanic/Latino/a (3.9% increase), American Indian/Alaska Native (3.6%), and two or more races (11.9%).

The overall number of tenure system faculty decreased by 3.1% from fall 2020 to fall 2021. However, the number of tenure system faculty who were African American/Black increased by 3.2%, and the number of Asian tenure system faculty increased by 0.9%.

Notes on the data:

\*There are no separate counts for international employees as they are counted under the race/ethnicity categories by which they identify. Unknown or not reported is not an option. The data does not include graduate assistants, student employees or temporary/on-call staff.

\*\*Does not include data on those who selected neither of the legal sex categories.

| All Faculty and Academic Staff\* | Percent,  Fall 2021 | Percent Change from Fall 2020 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 6.8% | 7.0% | 383 |
| American Indian/Alaska Native | 0.5% | 3.6% | 29 |
| Asian | 15.4% | -0.1% | 874 |
| Hawaiian/Pacific Islander | 0.2% | -16.7% | 10 |
| Hispanic/Latino/a (of any race) | 5.2% | 3.9% | 295 |
| Two or More Races | 0.8% | 11.9% | 47 |
| **Total Faculty and Academic Staff of Color** | **28.9%** | **2.4%** | **1,638** |
| White | 71.1% | -2.7% | 4,034 |
| **University Total** | **100.0%** | **-1.3%** | **5,672** |
| Men\*\* | 52.7% | -1.9% | 2,988 |
| Women\*\* | 47.3% | -0.6% | 2,684 |

| Tenure System Faculty\* | Percentage,  Fall 2021 | Percent Change from Fall 2020 | Count,  Fall 2021 |
| --- | --- | --- | --- |
| African American/Black | 5.1% | 3.2% | 98 |
| American Indian/Alaska Native | 0.7% | 0.0% | 13 |
| Asian | 18.0% | 0.9% | 349 |
| Hawaiian/Pacific Islander | 0.3% | 0.0% | 5 |
| Hispanic/Latino/a (of any race) | 5.5% | 0.0% | 106 |
| Two or More Races | 0.5% | 0.0% | 10 |
| **Total Tenure System Faculty of Color** | **30.0%** | **1.0%** | **581** |
| White | 70.0% | -4.7% | 1,354 |
| **University Total** | **100.0%** | **-3.1%** | **1,935** |
| Men\*\* | 61.8% | -3.6% | 1,196 |
| Women\*\* | 38.2% | -2.1% | 739 |

## Disability

### TYPES OF DISABILITY BY MAJOR CHARACTERISTIC AND ONE-YEAR PERCENT CHANGE

In the 2020-21 reporting year, various types of permanent disabilities were represented throughout campus with learning and psychiatric disabilities being the most frequently registered with the Resource Center for Persons with Disabilities, or RCPD, among students, and mobility-related and chronic health disabilities being the most frequently registered among employees.

RCPD served 2,778 students with permanent disabilities between May 2020 and May 2021. This is a 3.6% increase from the previous year. Additionally, 346 employees with active permanent disabilities registered with RCPD over the same period, which represents a 3.3% increase from the previous year.

Notes on the data:

Statics presented in this report represent only individuals with permanent disabilities who voluntarily registered as such with RCPD. To preserve confidentiality given the very small number of individuals reporting certain types of disabilities, breakouts by disability type are presented in this report only as percentages of the total.

### Disability by type

#### Students

Among students, the most frequently reported disabilities in the 2020-21 reporting year were learning disabilities (36.1%), psychiatric disabilities (35.3%) and chronic health disabilities (15.5%). Together, these three categories accounted for 86.9% of all disabilities registered with RCPD. 22.1% of registrants reported multiple disabilities.

| Disability Type | Percentage |
| --- | --- |
| Learning Disability | 36.1% |
| Psychiatric | 35.3% |
| Chronic Health | 15.5% |
| Mobility | 4.0% |
| Autism Spectrum | 2.6% |
| Deaf/Hard of Hearing | 1.9% |
| Brain Injury | 1.8% |
| Blindness/Visual Impairment | 1.4% |
| Other | 1.3% |
| Multiple | 22.1% |

#### Employees

For employees in the 2020-21 reporting year, mobility disabilities (25.2%), chronic health disabilities (23.3%) and psychiatric disabilities (22.1%) account for more than 70% of all disabilities registered with RCPD. 14.0% of registrants reported multiple disabilities.

| Disability Type | Percentage |
| --- | --- |
| Mobility | 25.2% |
| Chronic Health | 23.3% |
| Psychiatric | 22.1% |
| Learning Disability | 9.6% |
| Deaf/Hard of Hearing | 8.3% |
| Blindness/Visual Impairment | 4.4% |
| Brain Injury | 3.3% |
| Other | 3.1% |
| Autism Spectrum | 0.6% |
| Multiple | 14.0% |

## Disability (continued)

### One-Year Percent Change in Type of Disability Reported

Notes on the data:

Statistics presented in this report represent only individuals with permanent disabilities who voluntarily registered with RCPD. To preserve confidentiality given the very small number of individuals reporting certain types of disabilities, breakouts by disability type are presented in this report only as percentages of the total.

#### Students

Students reported a higher number of learning, autism spectrum, chronic health, and psychiatric disabilities to RCPD in 2020-21 compared to the previous year, while fewer reported brain injuries, mobility-related disabilities, blindness/visual impairment, deafness/hard of hearing, and other types of disabilities.

| Disability Type | Percentage |
| --- | --- |
| Learning Disability | 11.0% |
| Autism Spectrum | 10.2% |
| Chronic Health | 6.6% |
| Psychiatric | 4.7% |
| Brain Injury | -4.2% |
| Mobility | -4.5% |
| Blindness/Visual Impairment | -6.9% |
| Deaf/Hard of Hearing | -9.0% |
| Other | -10.7% |
| Multiple | 14.3% |
|  |  |

#### Employees

Employees registered a higher number of learning, autism spectrum, psychiatric, and mobility-related disabilities to RCPD in 2020-21 compared to the previous year, while the number of employees reporting deafness/hardness of hearing remained constant and the number reporting blindness, brain injury, and other types of disabilities decreased.

| Disability Type | Percentage |
| --- | --- |
| Learning Disability | 53.3% |
| Autism Spectrum | 50.0% |
| Psychiatric | 7.1% |
| Mobility | 3.4% |
| Deaf/Hard of Hearing | 0.0% |
| Chronic Health | -4.3% |
| Blindness/Visual Impairment | -19.2% |
| Other | -21.1% |
| Brain Injury | -36.0% |
| Multiple | -4.3% |

## Disability (continued)

### MAXIMIZING ABILITY AND OPPORTUNITY FOR THE MSU COMMUNITY

#### New Registrations (permanent disabilities)

In the 2020-21 reporting year, 703 new students registered with RCPD at the New Student Orientation (NSO) and through ongoing self-identification activities. There were 45 new employee registrations for a net increase of 11 employees compared with the previous year after accounting for retirements and separations.

#### Services Provided

In terms of specific services provided, in the 2020-21 reporting year RCPD provided more than 2,111 hours of course-related interpreting/real-time writing for deaf students, which was lower than usual due to pandemic-mandated remote classes, increased use of auto captioning and central IT efforts to caption videos. RCPD delivered 3,010 books/course packs/other course materials in alternative formats to students with print-related disabilities.

#### Number of Contacts (direct service and consultation)

In 2019-20, over 138,777 student contacts and 2,872 employee contacts took place.

#### Contact Hours

In the 2020-21 reporting year, RCPD recorded 14,721.0 service hours with students and 617.4 hours with employees.

## Supplier Diversity

Notes on the data:

* Person-of-color-owned businesses include federally designated small disadvantaged businesses or 8(a) businesses.
* Veteran-owned businesses include those owned by disabled veterans.
* The Historically Underutilized Business Zones or HUBZone is a program created by the U.S. Small Business Administration to help small businesses located in rural and urban communities gain preferential access to various opportunities.

### PERCENT SHARE OF DIVERSE SUPPLIER SPENDING BY GROUP, FY2016-17 VS. FY2020-21

Nearly $26.1 million was spent in FY2020-21 with diverse suppliers. Without adjusting for inflation, this is 42.1% less than was spent in FY2016-17. In FY2016-17, over half of the diversity spend went to women-owned businesses, while just over a third went to person-of-color-owned businesses. In FY2020-21, these proportions evened out with 45.8% going to businesses owned by women and 44.5% going to businesses owned by persons of color.

| Group | FY 2020-21 Percent of Diverse Spending | FY 2016-17 Percent of Diverse Spending |
| --- | --- | --- |
| Woman Owned | 45.8% | 53.0% |
| Person of Color Owned | 44.5% | 34.4% |
| Veteran Owned | 9.6% | 10.3% |
| Hub Zone | 0.0% | 2.1% |
|  |  |  |

### NON-INFLATION ADJUSTED PERCENT CHANGE IN DIVERSE SUPPLIER SPENDING, FY2016-17 VS. FY2020-21

Total non-inflation adjusted spending with diverse suppliers was 42.1% lower in FY2020-21 compared to FY2016-17. Spending decreased in all categories. Compared to five years previously, the dollar amount going to person-of-color-owned businesses decreased by 25.1%; to veteran-owned businesses, by 45.7%; to woman-owned businesses, by 50.0%; to businesses owned by persons with disabilities, by 69.1%; and no purchases were made from HubZone businesses.

| Group | Five-Year Percent Change in Non-Inflation Adjusted Dollars Spent, Based on FY16-17 Levels |
| --- | --- |
| Person of Color Owned | -25.1% |
| Total Diverse Spending | -42.1% |
| Veteran Owned | -45.7% |
| Woman Owned Percent | -50.0% |
| Owned by Person with a Disability | -69.1% |
| Hub Zone | -100.0% |

### AVERAGE DIVERSE SUPPLIER PAYMENT, FY2020-21

The average amount paid to diverse suppliers was $4,223. The average amount paid to suppliers owned by a person with a disability was $7,570, though there were very few suppliers in this group. Average payments to person-of-color-owned businesses and veteran-owned businesses ranged up to more than $1,500 above the overall average, while the average payment to women-owned businesses was about $1,000 lower than the overall average payment.

| Group | Average Payment Amount, FY2020-21 | Number of Payments, FY2020-21 |
| --- | --- | --- |
| Owned by Person with a Disability | $7,570 | 5 |
| Person of Color Owned | $5,870 | 1,976 |
| Veteran Owned | $5,443 | 461 |
| Total Diverse Spending | $4,223 | 6,176 |
| Woman Owned | $3,196 | 3,734 |
| Hub Zone | (No purchases in this category) | 0 |