MSU DIVERSITY, EQUITY AND INCLUSION REPORT:

2021-22 Diversity at MSU Data Report

Note: The 2022-23 MSU Diversity, Equity and Inclusion Report consists of a narrative section and a 2021-22 data section. Both sections are included in the PDF version of the report. In the PDF version, data is presented in chart format.

This Word document contains only the data section. In this Word version, data is presented in table format.

Definitions

Race/Ethnicity

*FEDERAL GUIDELINES AND DEFINITIONS*

Race/ethnicity data in this document are reported following federal [Integrated Postsecondary Education Data System, or 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 Central 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 been identified by MSU’s PCard operator as being minority-owned or small disadvantaged businesses.

Gender Definitions

*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.)

*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 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** is a person’s deep-seated, internal sense of who they are as a gendered being, specifically: woman, man, cisgender, transgender, nonbinary, genderqueer, gender nonconforming, agender and two-spirit individuals. Some legal documents now allow for a person’s gender to match their gender presentation.
* **Legal sex** 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 should not be confused with gender. This is the sex marker on a person’s birth certificate – typically, intersex, female or male. 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.

(For further understanding of the information provided below, we direct readers’ attention to [The Gender and Sexuality Campus Center](https://gscc.msu.edu/) and the [Name Pronoun and Gender Data Policy](https://inclusion.msu.edu/_assets/images/about/Name%20Pronoun%20and%20Gender%20-%20Data%20Policy%202021.pdf).)

 Limitations of Gender Data Presented in this Report

* The binary way in which 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 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, birth-assigned sex and legal sex 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 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; (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.

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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; University Procurement and Logistics. We especially thank Institutional Research in the Office of the Provost who organized and provided data.

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: 2021-22 Diversity at MSU Data Report, March 2023.

Data Presentation

Institutional Research

Description, Design and Layout

Office for Institutional Diversity and Inclusion

Summary of Diversity Data

Michigan State University

Student and Workforce Data

The 2021-22 annual data report provides a fall 2021 to fall 2022, one-year comparison of student enrollment by race/ethnicity demographics, as well as a 10-year comparison of enrollment, persistence and success rates between 2011 and 2021. Workforce data is a fall 2021 to fall 2022 one-year comparison of employee demographic data by race/ethnicity, legal sex, self-identified veterans and 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 FY2017-18 and FY2021-22 of supplier diversity spending.

This is the third report where the 10-year comparison will only include the 2010 updated IPEDS race/ethnicity categories, in which “Asian” and “Native Hawaiian or other Pacific Islander” are separated and the option for selecting two or more races is included. 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, 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 2021 and fall 2022, the total enrollment of students of color increased to 26.6% of the domestic student population, while international students accounted for 8.7% of total students enrolled in fall 2022. The increase in the number of international students enrolled compared to the previous year was 6.3% (primarily among graduate students). The 2022 average six-year graduation rate of 82% is a record high, tied with last year, compared to 73% of students of color. Graduation rates for Hispanic/Latino/a students of any race and international students increased by 11 percentage points or higher between 2012 and 2022. Rates improved by 8 points among American Indian/Alaska Native students, by 5 points among African American/Black students and by 2.9 points among white students. The number of students who registered with the RCPD with permanent disabilities increased by 25% to 3,478.

Workforce data shows a 4% increase in employees of color compared to 2021, bringing the total percentage up to 23.2%. The number of women employees in the workforce increased 1.4% from fall 2021 to fall 2022, making up 54.5% of all employees. The number of African American/Black faculty in the tenure system increased by 2%, while tenured faculty of two or more races decreased by 20% in fall 2022. Staff of color make up 18.6% of support staff, with 7.3% African American/Black, 6.2% Hispanic/Latino/a (of any race) and 3.7% Asian. Registrations of employees with permanent disabilities in RCPD increased by 30% from the previous year to 451.

A total of $48 million was spent with diverse vendor suppliers, making up 4.55% of total supplier spending in FY2021-22. Of this, 56.7% was spent with women-owned suppliers, which is a 3% increase from FY2017-18. In the same five-year comparison, supplier spending with a person-of-color-owned businesses decreased by 1%, while supplier spending increased 3.2% 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. MSU remains dedicated to nurturing the success of all Spartans, especially those who may have been adversely and disproportionately impacted over the past three years as faculty, staff and students continue to demonstrate their commitment to our institutional values and community standards in pursuit of inclusive excellence.

## Fall 2022 | Student Overview and One-Year Change

Fall 2022 semester total enrollment includes 12,161 domestic students of color, a 3.2% increase from fall 2021. These students represent 26.6% of the domestic student population. Total international student enrollment increased 6.3% compared to fall 2021. Enrollment of women increased by 0.7%, with women making up 52.9% of all students.

The fall 2022 first-time entering undergraduate class totaled 9,676 students, which includes 2,486 students of color — a historic high. Students of color represented 27.7% of the total first-time entering student population. First-time entering class African American/Black enrollment declined 3.9% from fall 2021. The number of American Indian/Alaska Native students in the fall 2022 entering class was higher compared to the previous year by 107.1%. Those who self-identified as two or more races increased by 46.6% compared to the fall 2021 first-time 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 2022 | Percent Change from Fall 2021 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 7.1% | -6.1% | 3,228 |
| American Indian/Alaska Native | 0.3% | 15.0% | 130 |
| Asian | 8.3% | 6.8% | 3,778 |
| Hawaiian/Pacific Islander | 0.1% | 7.1% | 30 |
| Hispanic/Latino/a (of any race) | 6.7% | 2.5% | 3,060 |
| Two or More Races | 4.2% | 15.0% | 1,935 |
| **Total Students of Color** | **26.6%** | **3.2%** | **12,161** |
| White | 71.1% | -1.0% | 32,447 |
| Other/Unknown/No Response | 2.3% | 2.5% | 1,035 |
| **Domestic Total** | **91.3%** | **0.2%** | **45,643** |
| International | 8.7% | 6.3% | 4,364 |
| **University Total** | **100.0%** | **0.7%** | **50,007** |
| Men | 47.1% | 0.7% | 23,538 |
| Women | 52.9% | 0.7% | 26,469 |

| First-Time Entering Class\* | Percent,  Fall 2022 | Percent Change from Fall 2021 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 6.1% | -3.9% | 549 |
| American Indian/Alaska Native | 0.3% | 107.1% | 29 |
| Asian | 9.2% | 2.0% | 826 |
| Hawaiian/Pacific Islander | 0.0% | -42.9% | 4 |
| Hispanic/Latino/a (of any race) | 6.7% | 0.0% | 600 |
| Two or More Races | 5.3% | 46.6% | 478 |
| **Total Students of Color** | **27.7%** | **6.8%** | **2,486** |
| White | 70.8% | 6.8% | 6,350 |
| Other/Unknown/No Response | 1.5% | -62.5% | 138 |
| **Domestic Total** | **92.7%** | **3.9%** | **8,974** |
| International | 7.3% | 65.6% | 702 |
| **University Total** | **100%** | **6.8%** | **9,676** |
| Men | 48.0% | 10.2% | 4,640 |
| Women | 52.0% | 3.8% | 5,036 |

## Fall 2022 | Student Overview and One-Year Change (continued)

Total enrollment of undergraduate students of color (including graduate and professional programs) was 9,704, comprising 26.3% of domestic postgraduate enrollment. The number of domestic graduate students of color increased by 6.6% in fall 2022 compared to the previous fall, even as overall domestic graduate student enrollment decreased by 4.5% and overall graduate enrollment, including both domestic and international students, decreased by 2.5%. In addition, 2,024 international graduate and professional students were enrolled in fall 2022 an increase of 7.3% from the previous fall. As of fall 2022, international students accounted for 18.7% 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 2022 | Percent Change from Fall 2021 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 7.0% | -7.6% | 2,590 |
| American Indian/Alaska Native | 0.3% | 38.8% | 93 |
| Asian | 8.3% | 8.0% | 3,044 |
| Hawaiian/Pacific Islander | 0.1% | 13.0% | 26 |
| Hispanic/Latino/a (of any race) | 6.4% | 0.3% | 2,358 |
| Two or More Races | 4.3% | 12.4% | 1,593 |
| **Total Students of Color** | **26.3%** | **2.4%** | **9,704** |
| White | 71.3% | 0.9% | 26,300 |
| Other/Unknown/No Response | 2.3% | 7.5% | 857 |
| **Domestic Total** | **94.0%** | **1.4%** | **36,861** |
| International | 6.0% | 5.4% | 2,340 |
| **University Total** | **100.0%** | **1.6%** | **39,201** |
| Men | 48.3% | 1.5% | 18,944 |
| Women | 51.7% | 1.8% | 20,257 |

| Graduate and Professional Enrollment\* | Percent,  Fall 2022 | Percent Change from Fall 2021 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 7.3% | 0.3% | 638 |
| American Indian/Alaska Native | 0.4% | -19.6% | 37 |
| Asian | 8.4% | 1.9% | 734 |
| Hawaiian/Pacific Islander | 0.0% | -20.0% | 4 |
| Hispanic/Latino/a (of any race) | 8.0% | 10.9% | 702 |
| Two or More Races | 3.9% | 29.1% | 342 |
| **Total Students of Color** | **28.0%** | **6.6%** | **2,457** |
| White | 70.0% | -8.0% | 6,147 |
| Other/Unknown/No Response | 2.0% | -16.4% | 178 |
| **Domestic Total** | **81.3%** | **-4.5%** | **8,782** |
| International | 18.7% | 7.3% | 2,024 |
| **University Total** | **100.0%** | **-2.5%** | **10,806** |
| Men | 42.5% | -2.2% | 4,594 |
| Women | 57.5% | -2.7% | 6,212 |

## Student Overview | 10-Year Percent Change

Among all students, the 10-year percent change for African American/Black student enrollment showed a 6.3% increase. The largest increase was among students who reported two or more races (108.5%), followed by Hispanic/Latino/a students of any race (82.4%). The number of international students enrolled at MSU, on the other hand, was 33.9% lower in fall 2022 compared with ten years previous. Among entering first-time undergraduates, 83.5% more domestic students of color enrolled in fall 2022 than in fall 2012. Over the same period, the number of entering first-time Asian undergraduates increased by 146.6%.

*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 2012 do not include College of Law students, while they are included in fall 2022.

| Total Student Enrollment | Percent Change from Fall 2012 | Count,  Fall 2012 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 6.3% | 3,037 | 3,228 |
| American Indian/Alaska Native | -4.4% | 136 | 130 |
| Asian | 81.6% | 2,080 | 3,778 |
| Hawaiian/Pacific Islander | -6.3% | 32 | 30 |
| Hispanic/Latino/a (of any race) | 82.4% | 1,678 | 3,060 |
| Two or More Races | 108.5% | 928 | 1,935 |
| **Total Students of Color** | **54.1%** | **7,891** | **12,161** |
| White | -3.4% | 33,584 | 32,447 |
| Other/Unknown/No Response | 24.4% | 832 | 1,035 |
| **Domestic Total** | **7.9%** | **42,307** | **45,643** |
| International | -33.9% | 6,599 | 4,364 |
| **University Total** | **2.3%** | **48,906** | **50,007** |
| Men | -0.7% | 23,692 | 23,538 |
| Women | 5.0% | 25,214 | 26,469 |

| First-Time Entering Class | Percent Change from Fall 2012 | Count,  Fall 2012 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 7.4% | 511 | 549 |
| American Indian/Alaska Native | 141.7% | 12 | 29 |
| Asian | 146.6% | 335 | 826 |
| Hawaiian/Pacific Islander | -50.0% | 8 | 4 |
| Hispanic/Latino/a (of any race) | 106.9% | 290 | 600 |
| Two or More Races | 140.2% | 199 | 478 |
| **Total Students of Color** | **83.5%** | **1,355** | **2,486** |
| White | 15.3% | 5,509 | 6,350 |
| Other/Unknown/No Response | 55.1% | 89 | 138 |
| **Domestic Total** | **29.1%** | **6,953** | **8,974** |
| International | -43.8% | 1,248 | 702 |
| **University Total** | **18.0%** | **8,201** | **9,676** |
| Men | 17.0% | 3,965 | 4,640 |
| Women | 18.9% | 4,236 | 5,036 |

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

Between fall 2012 and fall 2022, the number of African American/Black undergraduates enrolled increased by 3%, and the number of African American/Black graduate and professional students increased by 22%. Among Hispanic/Latino/a students of any race, undergraduate enrollment increased 78.8% between fall 2012 and fall 2022, while graduate and professional enrollment increased by 95.5%. Among Asian students, undergraduate enrollment increased 96.3%, while graduate and professional enrollment increased by 38.8%. The number of international students enrolled fell by 45% among undergraduates and 13.7% 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 2012 do not include College of Law students, while they are included in fall 2022.

| Undergraduate Enrollment | Percent Change from Fall 2012 | Count,  Fall 2012 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 3.0% | 2,514 | 2,590 |
| American Indian/Alaska Native | -7.0% | 100 | 93 |
| Asian | 96.3% | 1,551 | 3,044 |
| Hawaiian/Pacific Islander | 0.0% | 26 | 26 |
| Hispanic/Latino/a (of any race) | 78.8% | 1,319 | 2,358 |
| Two or More Races | 105.0% | 777 | 1,593 |
| **Total Students of Color** | **54.4%** | **6,287** | **9,704** |
| White | -0.5% | 26,437 | 26,300 |
| Other/Unknown/No Response | 80.0% | 476 | 857 |
| **Domestic Total** | **11.0%** | **33,200** | **36,861** |
| International | -45.0% | 4,254 | 2,340 |
| **University Total** | **4.7%** | **37,454** | **39,201** |
| Men | 1.4% | 18,691 | 18,944 |
| Women | 8.0% | 18,763 | 20,257 |

| Graduate and Professional Enrollment | Percent Change from Fall 2012 | Count,  Fall 2012 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 22.0% | 523 | 638 |
| American Indian/Alaska Native | 2.8% | 36 | 37 |
| Asian | 38.8% | 529 | 734 |
| Hawaiian/Pacific Islander | -33.3% | 6 | 4 |
| Hispanic/Latino/a (of any race) | 95.5% | 359 | 702 |
| Two or More Races | 126.5% | 151 | 342 |
| **Total Students of Color** | **53.2%** | **1,604** | **2,457** |
| White | -14.0% | 7,147 | 6,147 |
| Other/Unknown/No Response | -50.0% | 356 | 178 |
| **Domestic Total** | **-3.6%** | **9,107** | **8,782** |
| International | -13.7% | 2,345 | 2,024 |
| **University Total** | **-5.6%** | **11,452** | **10,806** |
| Men | -8.1% | 5,001 | 4,594 |
| Women | -3.7% | 6,451 | 6,212 |

## Student Success

### FIRST RETURNING FALL PERSISTENCE, 2011 VS. 2021 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

The rate at which first-time undergraduate students entering MSU in 2021 returned to MSU for their first subsequent fall semester (fall 2022) was 89.2%, which is a slight decrease compared with the rate for students entering in fall 2011, 90.3% of whom returned to MSU the following fall.

Persistence increased by 7.2 percentage points among students whose race/ethnicity group was reported to MSU as “other” or was not reported at all. Persistence increased by 2 percentage points among international students and by 4.2 percentage points among students reporting two or more races, and declined by 1.0 point among Asian students, by 1.6 points among white students and by 2.7 points among African American/Black students.

Rates remained steady for Hispanic/Latino/a students of any race. The persistence rate for American Indian/Alaska Native students was 14.3 points higher for the 2021 entering cohort compared to the 2011 cohort, but this change should be interpreted with great caution given the small number of individuals comprising this population. The 2021 persistence rate was lower than the average among Hispanic/Latino/a students of any race and African American/Black students.

\*Small number of students

| Race/Ethnicity | 2011 Entering Cohort Persistence Rate | 2021 Entering Cohort Persistence Rate | Percentage Point Change from 2011 to 2021 cohort |
| --- | --- | --- | --- |
| Hawaiian/Pacific Islander\* | 80.0% | 100.0% | 20.0% |
| American Indian/Alaska Native\* | 78.6% | 92.9% | 14.3% |
| International | 90.1% | 92.1% | 2.0% |
| Other/Unknown/Blank | 83.8% | 91.0% | 7.2% |
| Asian | 90.7% | 90.6% | -0.1% |
| Two or More Races | 86.1% | 90.3% | 4.2% |
| White | 91.4% | 89.8% | -1.6% |
| **Average — All Students** | 90.3% | 89.2% | -1.1% |
| African American/Black | 86.9% | 84.2% | -2.7% |
| Hispanic/Latino/a (of any race) | 83.6% | 82.7% | -0.9% |

## Student Success (continued)

### FIRST FALL PROBATION RATES, 2012 VS. 2022 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 [Academic Standing of Undergraduate Students web page](https://reg.msu.edu/AcademicPrograms/Print.aspx?Section=270).)

The overall first fall probation rate for first-time undergraduates was 1% lower at the close of fall 2022 compared to fall 2012. Compared to 2012 rates, 2022 probation rates were lower (a good thing) among all race/ethnicity groups: American Indian/Alaska Native (11.1% point decrease, though data should be interpreted with caution due to the small number of students); Hawaiian/Pacific Islander (12.5% 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 (1.8 percentage point decrease); Hispanic/Latino/a students of any race (0.1% decrease); African American/Black students (2.2% decrease). Asian student’s probation rate was the only group to increase by 1% point. 2022 probation rates were lower than they were in 2012 for white students (0.5% point decrease), students of two or more races (6.7% point decrease) and international students (2.9% point decrease).

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, international, American Indian/Alaska Native, and other/unknown/no response were higher than the average for all students in 2022, while probation rates among white students and Asian students were lower than the average in both 2012 and 2022.

\*Small number of students

| Race/Ethnicity | 2012 1st Fall Probation | 2022 1st Fall Probation | Percentage Point Change 2012 to 2022 |
| --- | --- | --- | --- |
| Hawaiian/Pacific Islander\* | 12.5% | 0.0% | -12.5% |
| White | 6.5% | 6.0% | -0.5% |
| Asian | 5.9% | 6.9% | 1.0% |
| Two or More Races | 14.0% | 7.3% | -6.7% |
| **All Students** | 9.1% | 7.9% | -1.2% |
| Other/Unknown/No Response | 9.8% | 8.0% | -1.8% |
| American Indian/Alaska Native\* | 21.4% | 10.3% | -11.1% |
| International | 14.2% | 11.3% | -2.9% |
| Hispanic/Latino/a (of any race) | 14.8% | 14.7% | -0.1% |
| African American/Black | 21.1% | 18.9% | -2.2% |

## Student Success (continued)

### SIX-YEAR GRADUATION RATE, 2012 VS. 2022 FULL-TIME, FIRST-TIME UNDERGRADUATES

The 2022 average six-year graduation rate (2016 entering cohort) of 82% is a 2.9% percentage point increase from the 2012 (2006 entering cohort) rate of 79% and is a record high tied with last year. The graduation rate also increased for all race/ethnicity groups except for Asian students (decrease of 0.4 percentage points), students of two or more races (4.8 percentage point decrease), and Other/Unknown/Blank students (decrease of 14.1 percentage points). Graduation rates for Hispanic/Latino/a students of any race and international students all increased by 11 percentage points or higher between 2012 and 2022. Rates improved by 8 points among American Indian/Alaska Native students, by 5 points among African American/Black students and by 2.9 points among white students. However, even after these increases, as of 2021 graduation rates among all race/ethnicity groups, other than white and Hawaiian/Pacific Islander (note the small number) students, remained below the all-student average.

*Notes on the data*

The 2012 six-year graduation rate reflects students entering in 2006, and students were asked to identify, after admission, if they identified as being of two or more races after federal 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

| Race/Ethnicity | 2012 Graduation Rate | 2022 Graduation Rate | Percentage Point Change 2012 to 2022 |
| --- | --- | --- | --- |
| Hawaiian/Pacific Islander\* | 100% | 100% | 0.0% |
| White | 83% | 86% | 3.3% |
| **Average — All Students** | 79% | 82% | 2.9% |
| Asian | 80% | 80% | -0.4% |
| International | 68% | 79% | 11.0% |
| Two or More Races | 82% | 77% | -4.8% |
| Hispanic/Latino/a (of any race) | 55% | 67% | 11.8% |
| Other/Unknown/Blank | 81% | 67% | -14.1% |
| African American/Black | 60% | 65% | 5.1% |
| American Indian/Alaska Native\* | 53% | 61% | 8.2% |

## Student Success (continued)

### TIME-TO-DEGREE, 2011-12 VS. 2021-22 FIRST-TIME UNDERGRADUATES, GRADUATING COHORTS

The average time-to-degree (TTD) for all students for the 2021-22 graduating cohort was 3.96 calendar years, approximately 4 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 2021-22 graduating cohort completed their degrees 1.31 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 (0.88 years, equivalent to about eleven months or over two semesters), followed by African American/Black students (0.72 years, equivalent to nearly nine months) and Asian students (0.46 years, equivalent to about six months). White students and students of two or more races from the 2021-22 graduating cohort completed their degrees on average about three months faster than 2011-12 graduates from these groups.

Despite these improvements, among the 2021-22 graduating cohort African American/Black students still took on average nearly eight months longer to graduate than the average for all students, and Hispanic/Latino/a students of any race took about one month longer to graduate than the average for all students.

*Notes on the data*

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,  2011-12 Graduating Cohort | Avg TTD,  2021-22 Graduating Cohort | Change in Years,  2011-12  to 2021-22 | \*\*Change in Months,  2011-12  to 2021-22 |
| --- | --- | --- | --- | --- |
| Asian | 4.31 | 3.85 | -0.46 | -5 |
| Hawaiian/Pacific Islander\* | 3.76 | 3.88 | 0.12 | 1 |
| White | 4.16 | 3.89 | -0.27 | -3 |
| **All Students** | 4.27 | 3.96 | -0.31 | -4 |
| Two or More Races | 4.24 | 3.96 | -0.28 | -3 |
| International | 4.07 | 3.97 | -0.10 | -1 |
| Hispanic/Latino/a (of any race) | 4.93 | 4.05 | -0.88 | -11 |
| American Indian/Alaska Native\* | 5.37 | 4.06 | -1.31 | -16 |
| Other/Unknown/Blank | 4.16 | 4.29 | 0.13 | 2 |
| African American/Black | 5.31 | 4.59 | -0.72 | -9 |

## Student Success (continued)

### SIX-YEAR STUDENT OUTCOMES, 2015 ENTERING CLASS

According to the Student Achievement Measure (SAM) initiative, 82% of all first-time-in-any-college students who entered MSU in 2015 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, 6% of all students and 6% of students of color graduated from another institution, and 2% of all students and 4% of students of color enrolled at another institution.

Six years after entering MSU, 14% 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 8%.

*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 2015 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).

| 2021 Graduates (2015 Entering Cohort) | All Students | Students of Color |
| --- | --- | --- |
| Graduated from MSU | 82% | 73% |
| Graduated from another institution | 6% | 6% |
| Remain enrolled at MSU | 2% | 3% |
| Enrolled elsewhere | 2% | 4% |
| No further enrollments found | 8% | 14% |

## Faculty and Staff

### EMPLOYEE DIVERSITY, 2021-22: ALL EMPLOYEES; SUPPORT STAFF

The total number of employees at MSU increased by 1.6%; the number of employees who are men increased by 1.8%, while the number of women employees increased by 1.4%. The number of MSU employees of color also increased by 4.0% from fall 2021-22, and the number of African American/Black employees increased by 6.2%. The number of employees who are veterans made up 1.5% of all MSU employees in fall 2022, with the overall number of veterans declining by 4.5% compared to fall 2021. People of color comprise 23.2% of support staff, with 7.2% being African American/Black and 8.8% being Asian and 5.8% Hispanic/Latino/a (of any race).

*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 2022 | Percent Change from Fall 2021 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 7.2% | 6.2% | 941 |
| American Indian/Alaska Native | 0.5% | 0.0% | 62 |
| Asian | 8.8% | 1.4% | 1,139 |
| Hawaiian/Pacific Islander | 0.1% | 6.7% | 16 |
| Hispanic/Latino/a (of any race) | 5.8% | 5.7% | 757 |
| Two or More Races | 0.8% | 3.0% | 103 |
| **Total Employees of Color** | 23.2% | 4.0% | 3,018 |
| White | 76.8% | 0.9% | 9,978 |
| **University Total** |  | 1.6% | 12,996 |
| Men\*\* | 45.5% | 1.8% | 5,910 |
| Women\*\* | 54.5% | 1.4% | 7,084 |
| Veteran\*\*\* | 1.5% | -4.5% | 192 |

| Support Staff\* | Percent,  Fall 2022 | Percent Change from Fall 2021 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 7.3% | 6.2% | 534 |
| American Indian/Alaska Native | 0.5% | 6.1% | 35 |
| Asian | 3.7% | 7.6% | 268 |
| Hawaiian/Pacific Islander | 0.1% | 20.0% | 6 |
| Hispanic/Latino/a (of any race) | 6.2% | 8.1% | 455 |
| Two or More Races | 0.8% | 7.5% | 57 |
| **Total Support Staff of Color** | 18.6% | 7.2% | 1,355 |
| White | 81.4% | 1.6% | 5,945 |
| **University Total** |  | 2.6% | 7,300 |
| Men\*\* | 40.4% | 4.8% | 2,949 |
| Women\*\* | 59.6% | 1.2% | 4,350 |

## Faculty and Staff (continued)

### EMPLOYEE DIVERSITY, 2021-22: FACULTY AND ACADEMIC STAFF; TENURE SYSTEM FACULTY

While the overall number of faculty and academic staff went up slightly by 0.4% from fall 2021-22, the number of African American/Black faculty and academic staff increased by 6.3%. There were also slight changes in the number of faculty and academic staff who were Hispanic/Latino/a (2.4% increase), American Indian/Alaska Native (-6.9%), and two or more races (-2.1%).

The overall number of tenure system faculty decreased by 1.9% from fall 2021-22. However, the number of tenure system faculty who were African American/Black increased by 2.0%, and the number of Asian tenure system faculty increased by 4.6%, with the largest decrease among two or more races (-20.0%). Tenured faculty who are men decreased by 3.3% and remain the majority at 61.0%, with women representing 39% of faculty.

*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 Faculty and Academic Staff\* | Percent,  Fall 2022 | Percent Change from Fall 2021 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 7.1% | 6.3% | 407 |
| American Indian/Alaska Native | 0.5% | -6.9% | 27 |
| Asian | 15.3% | -0.3% | 871 |
| Hawaiian/Pacific Islander | 0.2% | 0.0% | 10 |
| Hispanic/Latino/a (of any race) | 5.3% | 2.4% | 302 |
| Two or More Races | 0.8% | -2.1% | 46 |
| **Total Faculty and Academic Staff of Color** | 29.2% | 1.5% | 1,663 |
| White | 70.8% | 0.0% | 4,033 |
| **University Total** |  | 0.4% | 5,696 |
| Men\*\* | 52.0% | -0.9% | 2961 |
| Women\*\* | 48.0% | 1.9% | 2,734 |

| Tenure System Faculty\* | Percent,  Fall 2022 | Percent Change from Fall 2021 | Count,  Fall 2022 |
| --- | --- | --- | --- |
| African American/Black | 5.3% | 2.0% | 100 |
| American Indian/Alaska Native | 0.6% | -7.7% | 12 |
| Asian | 19.2% | 4.6% | 365 |
| Hawaiian/Pacific Islander | 0.3% | 0.0% | 5 |
| Hispanic/Latino/a (of any race) | 5.2% | -6.6% | 99 |
| Two or More Races | 0.4% | -20.0% | 8 |
| **Total Tenure System Faculty of Color** | 31.0% | 1.4% | 589 |
| White | 69.0% | -3.3% | 1,309 |
| **University Total** |  | -1.9% | 1,898 |
| Men\*\* | 61.0% | -3.3% | 1,157 |
| Women\*\* | 39.0% | 0.1% | 740 |

## Disability

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

In the 2021-22 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 psychiatric and chronic health disabilities being the most frequently registered among employees.

RCPD served 3,478 students with permanent disabilities between May 2021 and May 2022. This is a 25% increase from the previous year. Additionally, 451 employees with active permanent disabilities registered with RCPD over the same period, which represents a 30% increase from the previous year.

*Notes on the data*

Statistics 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 2021-22 reporting year were psychiatric (37.1%), learning (37%) and multiple disabilities (23.9%). Together, these three categories accounted for most of all disabilities registered with RCPD. 14.2% of registrants reported chronic health disabilities.

| Disability Type | Students Reporting this Disability Type, as Percent of All Students Reporting a Disability |
| --- | --- |
| Psychiatric | 37.1% |
| Learning Disability | 37.0% |
| Chronic Health | 14.2% |
| Mobility | 3.8% |
| Autism Spectrum | 3.1% |
| Brain Injury | 1.8% |
| Blindness/Visual Impairment | 1.6% |
| Other | 1.4% |
| Deaf/Hard of Hearing | 1.4% |
| Multiple | 23.9% |
|  |  |

#### Employees

For employees in the 2021-22 reporting year, chronic health (25.5%), psychiatric (23.4%) and mobility disabilities (21.2%) account for the majority of all disabilities registered with RCPD. 14.0% of registrants reported multiple disabilities.

| Disability Type | Employees Reporting this Disability Type, as Percent of All Employees Reporting a Disability |
| --- | --- |
| Chronic Health | 25.5% |
| Psychiatric | 23.4% |
| Mobility | 21.2% |
| Learning Disability | 12.8% |
| Deaf/Hard of Hearing | 7.0% |
| Brain Injury | 3.6% |
| Blindness/Visual Impairment | 3.5% |
| Other | 2.6% |
| Autism Spectrum | 0.4% |
| Multiple | 16.1% |

## 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*

In 2021-22, students reported a higher number of disabilities to RCPD for every category except deaf/hard of hearing. The most notable increases were among autism spectrum, blindness/visual impairment and multiple disabilities, compared to the previous year.

| Disability Type | Percent Change in Number of Students Reporting Disability, Compared to Previous Year |
| --- | --- |
| Autism Spectrum | 51.5% |
| Blindness/Visual Impairment | 39.0% |
| Other | 34.0% |
| Psychiatric | 33.8% |
| Learning Disability | 30.5% |
| Brain Injury | 23.5% |
| Mobility | 22.0% |
| Chronic Health | 16.2% |
| Deaf/Hard of Hearing | -7.0% |
| Multiple | 37.8% |

#### Employees

Employees registered a higher number of all disabilities to RCPD in 2021-22 compared to the previous year, except autism spectrum, which stayed the same.

| Disability Type | Percent Change in Number of Employees Reporting Disability, Compared to Previous Year |
| --- | --- |
| Learning Disability | 91.3% |
| Chronic Health | 57.1% |
| Brain Injury | 56.2% |
| Psychiatric | 51.9% |
| Mobility | 20.7% |
| Deaf/Hard of Hearing | 20.0% |
| Other | 20.0% |
| Blindness/Visual Impairment | 14.2% |
| Autism Spectrum | 0.0% |
| Multiple | 65.7% |

## Disability (continued)

### MAXIMIZING ABILITY AND OPPORTUNITY FOR THE MSU COMMUNITY

New Registrations (permanent disabilities)

In the 2021-22 reporting year, 2,227 new students registered with RCPD at the New Student Orientation and through ongoing self-identification activities. There were 115 new employee registrations for a net increase of 105 employees compared with the previous year after accounting for retirements and transitions.

Services Provided

In terms of specific services provided, in the 2021-22 reporting year RCPD provided more than 2,397 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 152 books/course packs/other course materials in alternative formats to students with print-related disabilities.

Number of Contacts (direct service and consultation)

In 2021-22, over 146,968 student contacts and 8,145 employee contacts took place.

Contact Hours

In the 2020-21 reporting year, RCPD recorded 14,255 service hours with students and 1,719 hours with employees.

## Supplier Diversity

Overall, MSU’s supplier spend in 2022 was down $552 million from pre-COVID spending levels and 40% lower than in fiscal year 2019. Despite the downward trend, fiscal year 2021-22 was record setting for diverse supplier spend—$48.1 million—which accounted for 4.55% of the total amount spent with all MSU suppliers. In addition, the average transaction amount for diverse suppliers has increased 10.6% since fiscal year 2019.

*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, FY2017-18 VS. FY2021-22

In FY2017-18, over half of the diversity spend went to women-owned businesses, while just over a third went to person-of-color-owned businesses. In FY2021-22, these proportions were similar with 56.7% going to businesses owned by women and 31.5% going to businesses owned by persons of color.

| Group | FY 2021-22 Percent of Diverse Spending | FY 2017-18 Percent of Diverse Spending |
| --- | --- | --- |
| Woman Owned | 56.7% | 59.7% |
| Person of Color Owned | 31.5% | 32.5% |
| Veteran Owned | 10.8% | 7.6% |
| Owned by Person with a Disability | 0.6% | 0.1% |
| Hub Zone | 0.4% | 0.1% |

### NON-INFLATION ADJUSTED PERCENT CHANGE IN DIVERSE SUPPLIER SPENDING, FY2017-18 VS. FY2021-22

Total non-inflation adjusted spending with diverse suppliers was 22.9% higher in FY2021-22 compared to FY2017-18. Spending increased in all categories. Compared to five years previously, the dollar amount going to person-of-color-owned businesses increased by 19.4%; to veteran-owned businesses, by 73.4%; to woman-owned businesses, by 16.7%; to businesses owned by persons with disabilities, by 575.9%; to HubZone businesses, by 576%.

| Group | Five-Year Percent Change in Non-Inflation Adjusted Dollars Spent, Based on FY17-18 Levels |
| --- | --- |
| Hub Zone | 576.0% |
| Owned by Person with a Disability | 575.9% |
| Veteran Owned | 73.4% |
| **Total Diverse Spending** | 22.9% |
| Person of Color Owned | 19.4% |
| Woman Owned Percent | 16.7% |

### AVERAGE DIVERSE SUPPLIER PAYMENT, FY2021-22

The average amount paid to diverse suppliers was $2,616. The average amount paid to suppliers owned by a person with a disability was $1,659. Average payment to person-of-color-owned businesses was slightly lower than the overall average payment, and the average payment to women-owned businesses was slightly higher than the overall average. The highest average transaction amounts were paid to Hub Zone businesses at $6,330 above the diverse spending average, though there were fewer suppliers in this group.

| Group | Average Payment Amount, FY2021-22 | Number of Payments, FY2021-22 |
| --- | --- | --- |
| Hub Zone | $8,946 | 22 |
| Veteran Owned | $3,074 | 1,687 |
| Woman Owned | $2,634 | 10,352 |
| **Total Diverse Spending** | $2,616 | 18,388 |
| Person of Color Owned | $2,463 | 6,156 |
| Disability Owned | $1,659 | 171 |