MSU DIVERSITY, EQUITY AND INCLUSION REPORT:

2022-23 Diversity at MSU Data Report

Note: The 2023-24 MSU Diversity, Equity and Inclusion Report consists of a narrative section and a 2022-23 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 MSU Office of Admissions and Office of the Registrar 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.
* MSU does not currently have a way to capture intersex identity, although very common.
* 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 the units that contributed to the report, including Faculty and Academic Staff Affairs, Human Resources, Office of the Registrar, Resource Center for Persons with Disabilities, The Gender and Sexuality Campus Center, Undergraduate Education, and 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: 2022-23 Diversity at MSU Data Report, March 2024.

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 2023-24 annual data report provides a fall 2022 to fall 2023, one-year comparison of student enrollment by race/ethnicity demographics, and a 10-year comparison of enrollment, persistence and success rates between 2013 and 2023. Workforce data compares fall 2023 to fall 2023 by race/ethnicity, legal sex, self-identified veterans and disability type. Employee diversity data includes 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 one-year percent change of disability reported for students and employees, and five-year comparison between FY2018-19 and FY2022-23 of supplier diversity spending.

This is the fourth 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 2022 and fall 2023, the total enrollment of students of color increased to 27.2% of the domestic student population, a 4.6% increase, while international students accounted for 8.7% of total students enrolled in fall 2023. African American/Black undergraduate student enrollment is 6.9%, a 1.7% increase from fall 2022. The 2023 average six-year graduation rate remains constant at 82% and is a record high, tied with the last two years. The African American/Black graduation rate is the lowest at 65%. Compared to 2013, 2023 graduation rates improved by 12% among American Indian/Alaska Native students (note the small number), by 9% among African American/Black students, by 4% among white students, and by 3% for Hispanic/Latino/a students (of any race). In addition, the number of students with permanent disabilities who registered with the RCPD increased by 8.1% to 3,762.

Workforce data shows a 9.2% increase in employees of color compared to 2022, bringing the total percentage up to 24%. The number of women employees in the workforce increased 7.1%, making up 55.3% of all employees. The number of African American/Black faculty in the tenure system increased by 7.0%, while tenured faculty of two or more races increased by 12.5%. Staff of color make up 19.5% of support staff, with 7.7% African American/Black, 6.4% Hispanic/Latino/a (of any race), and 4.0% Asian. Registrations of employees with permanent disabilities in RCPD increased by 8.9% from the previous year to 491.

A total of $45 million was spent with diverse vendor suppliers, making up 3.35% of total supplier spending in FY2022-23 ($1.3 billion). Of this, 63.76% was spent with women-owned businesses, 28.42% with person-of-color-owned businesses, and 6.77% with veteran-owned businesses. The most notable five-year percent change in dollars spent (non-inflation adjusted) was among disability-owned suppliers, which increased by 822.5%; and Hub Zone spending, which increased by 352.0%. The total diverse spending average was $2,715.92 per payment for 16,657 payments.

Conclusion

Promoting diversity, equity and inclusion within higher education and at MSU demands deliberate and consistent action alongside a commitment to accountability. While this report offers insight into the demographics of our community, it does not fully capture the diverse range of experiences within it. MSU remains steadfast in its mission to support the success of all Spartans, particularly those who may encounter disparities not adequately represented by existing federal categories.

## Fall 2023 | Student Overview and One-Year Change

Fall 2023 semester total enrollment includes 12,726 domestic students of color, a 4.6% increase from fall 2022. These students represent 27.2% of the domestic student population. Total international student enrollment increased 2.5% compared to fall 2022. Enrollment of women increased by 2.1% with women making up 52.6% of all students

The fall 2023 first-time entering undergraduate class totaled 9,371 students, which includes 2,537 students of color. Students of color represented 28.8% of the total first-time entering student population. First-time entering class African American/Black enrollment increased 11.5% from fall 2022. American Indian/Alaskan Native enrollment decreased 10.3% and those who self-identified as two or more races decreased by 10.7% compared to the fall 2022 first-time entering class.

*Notes on the data*

The following table illustrates the percent of the domestic student body population (i.e., 46,830 students) for each race category. The proportion of the student body reported for international students is based on the university total (i.e., 51,305 students).

\*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 2023 | Percent Change within Category from Fall 2022 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 7.0% | 1.0% | 3,260 |
| American Indian/Alaska Native | 0.3% | 10.8% | 144 |
| Asian | 8.5% | 5.9% | 4,001 |
| Hawaiian/Pacific Islander | 0.1% | 0.0% | 30 |
| Hispanic/Latino/a (of any race) | 6.9% | 5.9% | 3,240 |
| Two or More Races | 4.4% | 6.0% | 2,051 |
| **Total Students of Color** | **27.2%** | **4.6%** | **12,726** |
| White | 70.6% | 1.9% | 33,060 |
| Other/Unknown/No Response | 2.2% | 0.9% | 1,044 |
| **Domestic Total** | **91.3%** | **2.6%** | **46,830** |
| International | 8.7% | 2.5% | 4,475 |
| **University Total** | **100.0%** | **2.6%** | **51,305** |
| Men | 47.4% | 3.2% | 24,293 |
| Women | 52.6% | 2.1% | 27,012 |

| First-Time Entering Class\* | Percent,  Fall 2023 | Percent Change within Category from Fall 2022 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 6.9% | 11.5% | 612 |
| American Indian/Alaska Native | 0.3% | -10.3% | 26 |
| Asian | 9.2% | -1.9% | 810 |
| Hawaiian/Pacific Islander | 0.1% | -50.0% | 6 |
| Hispanic/Latino/a (of any race) | 7.4% | 9.3% | 656 |
| Two or More Races | 4.8% | -10.7% | 427 |
| **Total Students of Color** | **28.8%** | **2.1%** | **2,537** |
| White | 70.1% | -2.6% | 6,182 |
| Other/Unknown/No Response | 1.1% | -29.0% | 98 |
| **Domestic Total** | **94.1%** | **-1.7%** | **8,817** |
| International | 5.9% | -21.1% | 554 |
| **University Total** | **100%** | **-3.2%** | **9,371** |
| Men | 48.0% | -3.1% | 4,497 |
| Women | 52.0% | -3.2% | 4,874 |

## Fall 2023 | Student Overview and One-Year Change (continued)

The total enrollment of undergraduate students of color was 10,285 under domestic enrollment, a 6% increase compared to fall 2022. African/American/Black undergraduate enrollment is 6.9% of enrollment, a 1.7% increase from fall 2022, followed by Hispanic/Latino/a (of any race) students at 6.6% (a 7.0% increase) and students of two or more races at 4.6% (a 10.2% increase).

Total graduate students of color decreased slightly from fall 2022 and is 28.2% of total graduate enrollment or 2,441 students. In addition, 2,178 international graduate and professional students were enrolled in fall 2023 an increase of 7.6% from the previous fall. As of fall 2023, international students accounted for 20.1% 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 2023 | Percent Change from Fall 2022 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 6.9% | 1.7% | 2,633 |
| American Indian/Alaska Native | 0.3% | 17.2% | 109 |
| Asian | 8.5% | 6.4% | 3,239 |
| Hawaiian/Pacific Islander | 0.1% | -3.8% | 25 |
| Hispanic/Latino/a (of any race) | 6.6% | 7.0% | 2,523 |
| Two or More Races | 4.6% | 10.2% | 1,756 |
| **Total Students of Color** | **26.9%** | **6.0%** | **10,285** |
| White | 70.9% | 3.0% | 27,082 |
| Other/Unknown/No Response | 2.1% | -4.4% | 819 |
| **Domestic Total** | **94.3%** | **3.6%** | **38,186** |
| International | 5.7% | -1.8% | 2,297 |
| **University Total** | **100.0%** | **3.3%** | **40,483** |
| Men | 48.6% | 3.9% | 19,689 |
| Women | 51.4% | 2.7% | 20,794 |

| Graduate and Professional Enrollment\* | Percent,  Fall 2023 | Percent Change from Fall 2022 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 7.3% | -1.7% | 627 |
| American Indian/Alaska Native | 0.4% | -5.4% | 35 |
| Asian | 8.8% | 3.8% | 762 |
| Hawaiian/Pacific Islander | 0.1% | 25.0% | 5 |
| Hispanic/Latino/a (of any race) | 8.3% | 2.1% | 717 |
| Two or More Races | 3.4% | -13.7% | 295 |
| **Total Students of Color** | **28.2%** | **-0.7%** | **2,441** |
| White | 69.2% | -2.7% | 5,978 |
| Other/Unknown/No Response | 2.6% | 26.4% | 225 |
| **Domestic Total** | **79.9%** | **-1.6%** | **8,644** |
| International | 20.1% | 7.6% | 2,178 |
| **University Total** | **100.0%** | **0.1%** | **10,822** |
| Men | 42.5% | 0.2% | 4,604 |
| Women | 57.5% | 0.1% | 6,218 |

## Student Overview | 10-Year Percent Change

Among all students, the 10-year percent change for African American/Black student enrollment showed a 5.5% increase. The largest increase was among students who reported two or more races (92.4%), followed by Hispanic/Latino/a students of any race (88.4%). The number of international students enrolled at MSU, on the other hand, was 37.5% lower in fall 2023 compared with ten years previous. Among entering first-time undergraduates, 68.8% more domestic students of color enrolled in fall 2023 than in fall 2013. Over the same period, the number of entering first-time Asian undergraduates increased by 113.2%.

*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 2013 do not include College of Law students, while they are included in fall 2023.

| Total Student Enrollment | Percent Change from Fall 2013 | Count,  Fall 2013 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 5.5% | 3,091 | 3,260 |
| American Indian/Alaska Native | 9.9% | 131 | 144 |
| Asian | 86.2% | 2,149 | 4,001 |
| Hawaiian/Pacific Islander | 25.0% | 24 | 30 |
| Hispanic/Latino/a (of any race) | 88.4% | 1,720 | 3,240 |
| Two or More Races | 92.4% | 1,066 | 2,051 |
| **Total Students of Color** | **55.6%** | **8,181** | **12,726** |
| White | -0.7% | 33,280 | 33,060 |
| Other/Unknown/No Response | 45.2% | 719 | 1,044 |
| **Domestic Total** | **11.0%** | **42,180** | **46,830** |
| International | -37.5% | 7,163 | 4,475 |
| **University Total** | **4.0%** | **49,343** | **51,305** |
| Men | 1.7% | 23,890 | 24,293 |
| Women | 6.1% | 25,453 | 27,012 |

| First-Time Entering Class | Percent Change from Fall 2013 | Count,  Fall 2013 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 3.7% | 590 | 612 |
| American Indian/Alaska Native | 100.0% | 13 | 26 |
| Asian | 113.2% | 380 | 810 |
| Hawaiian/Pacific Islander | 100.0% | 3 | 6 |
| Hispanic/Latino/a (of any race) | 115.8% | 304 | 656 |
| Two or More Races | 100.5% | 213 | 427 |
| **Total Students of Color** | **68.8%** | **1,503** | **2,537** |
| White | 23.1% | 5,022 | 6,182 |
| Other/Unknown/No Response | 69.0% | 58 | 98 |
| **Domestic Total** | **33.9%** | **6,583** | **8,817** |
| International | -57.5% | 1,304 | 554 |
| **University Total** | **18.8%** | **7,887** | **9,371** |
| Men | 18.2% | 3,805 | 4,497 |
| Women | 19.4% | 4,082 | 4,874 |

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

Between fall 2013 and fall 2023, the number of African American/Black undergraduates enrolled increased by 3.7%, and the number of African American/Black graduate and professional students increased by 13.4%. Among Hispanic/Latino/a students of any race, undergraduate enrollment increased 85.9% between fall 2013 and fall 2023, while graduate and professional enrollment increased by 97.5%. Among Asian students, undergraduate enrollment increased 101.7%, while graduate and professional enrollment increased by 40.3%. The number of international students enrolled fell by 52.1% among undergraduates and 7.9% 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 2013 do not include College of Law students, while they are included in fall 2023.

| Undergraduate Enrollment | Percent Change from Fall 2013 | Count,  Fall 2013 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 3.7% | 2,538 | 2,633 |
| American Indian/Alaska Native | 31.3% | 83 | 109 |
| Asian | 101.7% | 1,606 | 3,239 |
| Hawaiian/Pacific Islander | 13.6% | 22 | 25 |
| Hispanic/Latino/a (of any race) | 85.9% | 1,357 | 2,523 |
| Two or More Races | 94.2% | 904 | 1,756 |
| **Total Students of Color** | **58.0%** | **6,510** | **10,285** |
| White | 3.1% | 26,262 | 27,082 |
| Other/Unknown/No Response | 95.9% | 418 | 819 |
| **Domestic Total** | **15.1%** | **33,190** | **38,186** |
| International | -52.1% | 4,798 | 2,297 |
| **University Total** | **6.6%** | **37,988** | **40,483** |
| Men | 4.0% | 18,924 | 19,689 |
| Women | 9.1% | 19,064 | 20,794 |

| Graduate and Professional Enrollment | Percent Change from Fall 2013 | Count,  Fall 2013 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 13.4% | 553 | 627 |
| American Indian/Alaska Native | -27.1% | 48 | 35 |
| Asian | 40.3% | 543 | 762 |
| Hawaiian/Pacific Islander | 150.0% | 2 | 5 |
| Hispanic/Latino/a (of any race) | 97.5% | 363 | 717 |
| Two or More Races | 82.1% | 162 | 295 |
| **Total Students of Color** | **46.1%** | **1,671** | **2,441** |
| White | -14.8% | 7,018 | 5,978 |
| Other/Unknown/No Response | -25.2% | 301 | 225 |
| **Domestic Total** | **-3.8%** | **8,990** | **8,644** |
| International | -7.9% | 2,365 | 2,178 |
| **University Total** | **-4.7%** | **11,355** | **10,822** |
| Men | -7.3% | 4,699 | 4,604 |
| Women | -2.7% | 6,389 | 6,218 |

## Student Success

### FIRST RETURNING FALL PERSISTENCE, 2012 VS. 2022 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

The rate at which first-time undergraduate students entering MSU in 2022 returned to MSU for their first subsequent fall semester (fall 2023) was 91.4%, which is a slight increase compared with the rate for students entering in fall 2012, 90.3% of whom returned to MSU the following fall.

Persistence rates remained lower than the average for all students except white students and Hawaiian/Pacific Islander students\*. The ten-year persistence rate decreased by 2.0% among Asian students and by 6.7% among American Indian/Alaska Native students\*. Compared to 2012, persistence rates increased by 2.6% for African American/Black students, 3.2% for Hispanic/Latino/a (of any race) students, and 3.9% for students with two or more races.

The 2022 persistence rate for students of color ranged from 100% for Hawaiian/Pacific Islander students\* to 86.2% for American Indian/Alaska Native students\*, 86.7% for Hispanic/Latino/a (of any race) students, 88.1% for African American/Black students, 89.3% for students of two or more races, 89.8% for other/unknown/blank students, 90.9% for international students, and 91.2% for Asian students.

\*Small number of students

| Race/Ethnicity | 2012 Entering Cohort Persistence Rate | 2022 Entering Cohort Persistence Rate | Percentage Point Change from 2012 to 2022 cohort |
| --- | --- | --- | --- |
| Hawaiian/Pacific Islander\* | 93.2% | 100.0% | 6.8% |
| White | 91.1% | 92.4% | 1.3% |
| **Average — All Students** | **90.3%** | **91.4%** | **1.1%** |
| Asian | 93.2% | 91.2% | -2.0% |
| International | 90.8% | 90.9% | 0.1% |
| Other/Unknown/Blank | 87.1% | 89.8% | 2.7% |
| Two or More Races | 85.4% | 89.3% | 3.9% |
| African American/Black | 85.5% | 88.1% | 2.6% |
| Hispanic/Latino/a (of any race) | 83.5% | 86.7% | 3.2% |
| American Indian/Alaska Native\* | 92.9% | 86.2% | -6.7% |

## Student Success (continued)

### FIRST FALL PROBATION RATES, 2013 VS. 2023 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 fall probation rate for first-time undergraduates was 1.9% lower at the close of fall 2023 compared to fall 2013 at 7.8%. Compared to 2013, 2023 probation rates were lower among Hispanic/Latino/a students (of any race) by 2.7%, Asian students by 3.0%, African American/Black students by 4.1%, and international students by 9.9%. The ten-year probation rate increased for Hawaiian/Pacific Islander students\* by 16.7%, American Indian/Alaska Native students\* by 12%, students who did not report race/ethnicity data to MSU by 2.4%, students of two or more races by 1.2%, and white students by 0.5%.

Gaps among several groups were narrowed over the last decade. However, probation rates among students who were African American/Black, Hawaiian/Pacific Islander, American Indian/Alaska Native, two or more races, other/unknown/no response, Hispanic/Latino/a (of any race), and international were higher than the average for all students in 2023, while probation rates among white students and Asian students were lower than the average in both 2013 and 2023.

\*Small number of students

| Race/Ethnicity | 2013 1st Fall Probation | 2023 1st Fall Probation | Percentage Point Change 2013 to 2023 |
| --- | --- | --- | --- |
| African American/Black | 23.7% | 19.6% | -4.1% |
| Hawaiian/Pacific Islander\* | 0.0% | 16.7% | 16.7% |
| American Indian/Alaska Native\* | 0.0% | 12.0% | 12.0% |
| Two or More Races | 10.4% | 11.6% | 1.2% |
| Other/Unknown/No Response | 8.8% | 11.2% | 2.4% |
| Hispanic/Latino/a (of any race) | 13.6% | 10.9% | -2.7% |
| International | 18.8% | 8.9% | -9.9% |
| **All Students** | **9.7%** | **7.8%** | **-1.9%** |
| Asian | 9.4% | 6.4% | -3.0% |
| White | 5.6% | 6.1% | 0.5% |

## Student Success (continued)

### SIX-YEAR GRADUATION RATE, 2013 VS. 2023 FULL-TIME, FIRST-TIME UNDERGRADUATES

The 2023 average six-year graduation rate (2017 entering cohort) of 82% is a 5.0% percentage point increase from the 2013 (2007 entering cohort) rate of 77% and is a record high tied with the last two years. The graduation rate also increased for all race/ethnicity groups except decreases for Hawaiian/Pacific Islander students\* by 20% and students of two or more races by 2.0%. Notably, graduation rates increased by 21% for other/unknown/blank and 17% for international students. Compared to 2013, 2023 graduation rates improved by 12% among American Indian/Alaska Native\* students, by 9% among African American/Black students, by 4% among white students, and by 3% for Hispanic/Latino/a students (of any race). However, even after these increases, 2023 graduation rates among all race/ethnicity groups, other than American Indian/Alaska Native\*, Asian, white and other/unknown/blank students, remained below the all-student average.

*Notes on the data*

The 2013 six-year graduation rate reflects students entering in 2007, 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 | 2013 Graduation Rate | 2023 Graduation Rate | Percentage Point Change 2013 to 2023 |
| --- | --- | --- | --- |
| Other/Unknown/Blank | 65.0% | 86.0% | 21.0% |
| White | 81.0% | 85.0% | 4.0% |
| Asian | 77.0% | 85.0% | 8.0% |
| American Indian/Alaska Native\* | 71.0% | 83.0% | 12.0% |
| **Average — All Students** | **77.0%** | **82.0%** | **5.0%** |
| Two or More Races | 83.0% | 81.0% | -2.0% |
| Hawaiian/Pacific Islander\* | 100.0% | 80.0% | -20.0% |
| International | 62.0% | 79.0% | 17.0% |
| Hispanic/Latino/a (of any race) | 66.0% | 69.0% | 3.0% |
| African American/Black | 56.0% | 65.0% | 9.0% |

## Student Success (continued)

### TIME-TO-DEGREE, 2012-13 VS. 2022-23 FIRST-TIME UNDERGRADUATES, GRADUATING COHORTS

The average time-to-degree, or TTD, for all students for the 2022-23 graduating cohort was 3.96 calendar years, as compared to 4.25 years for the 2012-13 cohort. On average, this is approximately 4 months faster than students graduating a decade ago.

Among race/ethnicity groups, the largest improvement in TTD was among Hawaiian/Pacific Islander\* students and students across two or more races. For the 2022-23 graduating cohorts, Hawaiian/Pacific Islander students earned their degree on average about 8 months faster than the 2012-13 graduating cohort. For students who are two or more races, degrees were also earned about 8 months faster than a decade ago while remaining slightly below the overall average for the most recent cohort. Among groups with at least 30 graduates, the greatest improvement in TTD was among students of two or more races (8 months) and African American/Black students (6 months), followed by Hispanic/Latino/a (of any race) students (5 months). Asian students were the only group that increased TTD (3 months).

Despite these improvements, among the 2022-23 graduating cohort, African American/Black students took on average nearly 5 months longer to graduate than the average for all students, and Hispanic/Latino/a students (of any race) took about 0.5 months longer to graduate than the average for all students. White students, Hawaiian/Pacific Islander students\* and other/unknown/blank students were the only groups graduating faster than the 3.96 calendar year average.

*Notes on the data*

The amount of time considered to complete a four-year degree is 3.96 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,  2012-13 Graduating Cohort | Avg TTD,  2022-23 Graduating Cohort | Change in Years,  2012-13  to 2022-23 | \*\*Change in Months,  2012-13  to 2022-23 |
| --- | --- | --- | --- | --- |
| Asian | 4.09 | 4.35 | 0.26 | 3 |
| Hawaiian/Pacific Islander\* | 4.14 | 3.49 | -0.65 | -8 |
| White | 4.20 | 3.92 | -0.28 | -3 |
| **All Students** | **4.25** | **3.96** | **-0.29** | **-4** |
| Two or More Races | 4.65 | 4.00 | -0.65 | -8 |
| International | 4.31 | 4.02 | -0.29 | -4 |
| Hispanic/Latino/a (of any race) | 4.45 | 4.00 | -0.45 | -5 |
| American Indian/Alaska Native\* | 4.65 | 4.35 | -0.30 | -4 |
| Other/Unknown/Blank | 3.99 | 3.62 | -0.37 | -4 |
| African American/Black | 4.85 | 4.35 | -0.50 | -6 |

## 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 2016 graduated from MSU within six years compared to 72% 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 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, 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 more than 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 2017 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).

| 2023 Graduates (2017 Entering Cohort) | All Students | Students of Color |
| --- | --- | --- |
| Graduated from MSU | 82% | 72% |
| Graduated from another institution | 5% | 6% |
| Remain enrolled at MSU | 2% | 3% |
| Enrolled elsewhere | 2% | 4% |
| No further enrollments found | 9% | 15% |

## Faculty and Staff

### EMPLOYEE DIVERSITY, 2022-23: ALL EMPLOYEES; SUPPORT STAFF

The number of MSU employees of color increased by 9.2% from fall 2022, as did the number of African American/Black employees. The total number of employees at MSU increased to 44.7% for men, which is a 3.8% increase, and 55.3% for women, which is a 7.1% increase. The number of employees who are veterans made up 1.5% of all MSU employees in fall 2023, with the overall number of veterans increasing by 7.8% compared to fall 2022. Employees of color account for 19.5% of support staff, with 7.7% being African American/Black, 4% Asian, and 6.4% 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 2023 | Percent Change from Fall 2022 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 7.5% | 9.2% | 1,028 |
| American Indian/Alaska Native | 0.5% | 14.5% | 71 |
| Asian | 9.2% | 10.4% | 1,257 |
| Hawaiian/Pacific Islander | 0.1% | -6.3% | 15 |
| Hispanic/Latino/a (of any race) | 5.9% | 7.4% | 813 |
| Two or More Races | 0.8% | 9.7% | 113 |
| **Total Employees of Color** | **24.0%** | **9.2%** | **3,297** |
| White | 76.0% | 4.4% | 10,422 |
| **University Total** | **100.0%** | **5.6%** | **13,719** |
| Men\*\* | 44.7% | 3.8% | 6,133 |
| Women\*\* | 55.3% | 7.1% | 7,586 |
| Veteran\*\*\* | 1.5% | 7.8% | 207 |

| Support Staff\* | Percent,  Fall 2023 | Percent Change from Fall 2022 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 7.7% | 12.0% | 598 |
| American Indian/Alaska Native | 0.5% | 11.4% | 39 |
| Asian | 4.0% | 16.8% | 313 |
| Hawaiian/Pacific Islander | 0.1% | 0.0% | 6 |
| Hispanic/Latino/a (of any race) | 6.4% | 8.6% | 494 |
| Two or More Races | 0.8% | 7.0% | 61 |
| **Total Support Staff of Color** | **19.5%** | **11.5%** | **1,511** |
| White | 80.5% | 5.0% | 6,243 |
| **University Total** | **100.0%** | **6.2%** | **7,754** |
| Men\*\* | 40.2% | 5.8% | 3,120 |
| Women\*\* | 59.8% | 6.5% | 4,634 |

## Faculty and Staff (continued)

### EMPLOYEE DIVERSITY, 2022-23: FACULTY AND ACADEMIC STAFF; TENURE SYSTEM FACULTY

The overall number of faculty and academic staff increased slightly by 4.7% from fall 2022-23 and the number of African American/Black faculty and academic staff increased by 5.7%. There were also increases in the number of faculty and academic staff who were Hispanic/Latino/a (5.6%), American Indian/Alaska Native (18.5%), and two or more races (13.0%).

The overall number of tenure system faculty decreased by 0.6% from fall 2022-23. However, the number of tenure system faculty who were African American/Black increased by 7.0%, and the number of Asian tenure system faculty increased by 3.8%, with the largest decrease among Hawaiian/Pacific Islander (note small number) at 20.0%. Tenured faculty who are men decreased by 1.4% and remain the majority at 60.5%, with women representing 39.4% 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 2023 | Percent Change from Fall 2022 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 7.2% | 5.7% | 430 |
| American Indian/Alaska Native | 0.5% | 18.5% | 32 |
| Asian | 15.8% | 8.4% | 944 |
| Hawaiian/Pacific Islander | 0.2% | -10.0% | 9 |
| Hispanic/Latino/a (of any race) | 5.3% | 5.6% | 319 |
| Two or More Races | 0.9% | 13.0% | 52 |
| **Total Faculty and Academic Staff of Color** | **29.9%** | **7.4%** | **1,786** |
| White | 70.1% | 3.6% | 4,179 |
| **University Total** | **100.0%** | **4.7%** | **5,965** |
| Men\*\* | 50.5% | 1.8% | 3,013 |
| Women\*\* | 49.5% | 7.9% | 2,952 |

| Tenure System Faculty\* | Percent,  Fall 2023 | Percent Change from Fall 2022 | Count,  Fall 2023 |
| --- | --- | --- | --- |
| African American/Black | 5.7% | 7.0% | 107 |
| American Indian/Alaska Native | 0.7% | 8.3% | 13 |
| Asian | 20.1% | 3.8% | 379 |
| Hawaiian/Pacific Islander | 0.2% | -20.0% | 4 |
| Hispanic/Latino/a (of any race) | 5.3% | 1.0% | 100 |
| Two or More Races | 0.5% | 12.5% | 9 |
| **Total Tenure System Faculty of Color** | **32.4%** | **3.9%** | **612** |
| White | 67.6% | -2.7% | 1,274 |
| **University Total** | **100.0%** | **-0.6%** | **1,886** |
| Men\*\* | 60.5% | -1.4% | 1,141 |
| Women\*\* | 39.4% | 0.4% | 745 |

## Disability

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

In the 2022-23 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 3,762 students with permanent disabilities between May 2022 and May 2023. This is an 8.1% increase from the previous year. Additionally, 491 employees with active permanent disabilities registered with RCPD over the same period, an 8.9% 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 2022-23 reporting year were psychiatric (48.2%), learning (46.2%) and multiple disabilities (22.9%). Together, these three categories accounted for most of all disabilities registered with RCPD. In addition, 18.4% of registrants reported chronic health disabilities.

| Disability Type | Students Reporting this Disability Type, as Percent of All Students Reporting a Disability |
| --- | --- |
| Psychiatric | 48.2% |
| Learning Disability | 46.2% |
| Chronic Health | 18.4% |
| Mobility | 3.8% |
| Autism Spectrum | 4.0% |
| Brain Injury | 1.1% |
| Blindness/Visual Impairment | 1.4% |
| Other | 1.0% |
| Deaf/Hard of Hearing | 1.6% |
| Multiple | 22.9% |
|  |  |

#### Employees

For employees in the 2022-23 reporting year, psychiatric (46.2%), chronic health (38.3%), multiple (31.4%) and mobility disabilities (27.9%) account for most of the disabilities registered with RCPD. In addition, 25.3% of registrants reported a learning disability.

| Disability Type | Employees Reporting this Disability Type, as Percent of All Employees Reporting a Disability |
| --- | --- |
| Chronic Health | 38.3% |
| Psychiatric | 46.2% |
| Mobility | 27.9% |
| Learning Disability | 25.3% |
| Deaf/Hard of Hearing | 9.8% |
| Brain Injury | 4.3% |
| Blindness/Visual Impairment | 5.3% |
| Other | 4.1% |
| Autism Spectrum | 1.6% |
| Multiple | 31.4% |

## 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 2022-23, students reported a decrease in the number of disabilities to RCPD for some categories, except for autism, psychiatric and chronic health, compared to the previous year.

| Disability Type | Percent Change in Number of Students Reporting Disability, Compared to Previous Year |
| --- | --- |
| Autism Spectrum | 1.4% |
| Blindness/Visual Impairment | -30.7% |
| Other | -41.8% |
| Psychiatric | 2.2% |
| Learning Disability | -1.8% |
| Brain Injury | -48.8% |
| Mobility | -21.9% |
| Chronic Health | 1.8% |
| Deaf/Hard of Hearing | -9.1% |
| Multiple | -24.8% |

#### Employees

Employees registered a higher number of all disabilities to RCPD in 2022-23 compared to the previous year, except for brain injury, mobility and blindness/visual impairment, which showed a decrease from the previous year. The most notable increase was a 166.7% increase in autism reports.

| Disability Type | Percent Change in Number of Employees Reporting Disability, Compared to Previous Year |
| --- | --- |
| Learning Disability | 40.9% |
| Chronic Health | 6.8% |
| Brain Injury | -16% |
| Psychiatric | 41% |
| Mobility | -6.2% |
| Deaf/Hard of Hearing | 0% |
| Other | 11.1% |
| Blindness/Visual Impairment | -8.3% |
| Autism Spectrum | 166.7% |
| Multiple | 38.7% |

## Disability (continued)

### MAXIMIZING ABILITY AND OPPORTUNITY FOR THE MSU COMMUNITY

New Registrations (permanent disabilities)

In the 2022-23 reporting year, 2,221 new students registered with RCPD at the New Student Orientation and through ongoing self-identification activities. There were 112 new employee registrations for a net increase of 40 employees compared with the previous year after accounting for retirements and transitions.

Services Provided

In the 2022-23 reporting year, RCPD provided more than 6,228 hours of course-related interpreting/real-time writing for deaf students, representing a nearly 160% increase over last year as the campus returned to traditional in-person operations. Seventy-two Tower Guard members and 5 student employees joined RCPD staff to deliver 170 books/course packs/other course materials in alternative formats to students with print-related disabilities. In addition, 195 alternative tests for a total of 66 students were facilitated by way of readers, scribes and quiet rooms at the RCPD, MSU Testing Center and classrooms around campus.

Number of Contacts (direct service and consultation)

In 2022-23, more than 100,453 student contacts and 3,824 employee contacts took place.

Contact Hours

In the 2022-23 reporting year, RCPD recorded 18,300 service hours with students and 911 hours with employees.

## Supplier Diversity

Overall, MSU’s diverse supplier spending in 2023 was $45.2 million, making up 3.35% of the total supplier spending ($1.3 billion). This is lower than fiscal year 2021-22’s record-setting diverse supplier spend of $48.1 million, which accounted for 4.55% of the total amount spent with all MSU suppliers ($1 billion). Total spending for diverse suppliers, including Tier II spending, has increased by 7.6% since FY 2018-19. The average purchase order transaction amount for diverse suppliers has increased by 26.87% from FY 2021-22.

*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, FY2018-19 VS. FY2022-23

In FY2018-19, more than half of the diversity spend went to women-owned businesses, while just over a third went to person-of-color-owned businesses. In FY2022-23, spending with women-owned businesses increased to 63.76%, and spending with person-of-color-owned businesses decreased to 28.42%.

| Group | FY 2022-23 Percent of Diverse Spending | FY 2018-19 Percent of Diverse Spending |
| --- | --- | --- |
| Woman Owned | 63.76% | 55.1% |
| Person of Color Owned | 28.42% | 38.9% |
| Veteran Owned | 6.77% | 5.9% |
| Owned by Person with a Disability | 0.64% | 0.1% |
| Hub Zone | 0.41% | 0.1% |

### NON-INFLATION ADJUSTED PERCENT CHANGE IN DIVERSE SUPPLIER SPENDING, FY2018-19 VS. FY2022-23

Total non-inflation-adjusted spending with diverse suppliers was 7.6% higher in FY2022-23 compared to FY2018-19. Spending increased in most categories. Compared to five years previously, the dollar amount increased going to veteran-owned businesses by 24.2%, to woman-owned businesses by 24.6%, and to Hub Zone businesses by 352.0%. By comparison, the largest increase in spending was 822.5% with disability-owned businesses, and the largest decrease was 21.4% with person-of-color-owned businesses.

| Group | Five-Year Percent Change in Non-Inflation Adjusted Dollars Spent, Based on FY18-19 Levels |
| --- | --- |
| Disability Owned | 822.5% |
| Hub Zone | 352.0% |
| Women Owned | 24.6% |
| Veteran Owned | 24.2% |
| **Diverse Total** | **7.6%** |
| Person of Color Owned | -21.4% |

### AVERAGE DIVERSE SUPPLIER PAYMENT, FY2022-23

The average amount paid to diverse suppliers was $2,715.92. The average amount paid to suppliers owned by a person with a disability was $2,073.39. Average payment to person-of-color-owned businesses was 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 $4,746.81, though there were fewer suppliers in this group.

| Group | Average Payment Amount, FY2022-23 | Number of Payments, FY2022-23 |
| --- | --- | --- |
| Hub Zone | $4,746.81 | 39 |
| Woman Owned | $2,912.43 | 9,904 |
| **Total Diverse Spending** | **$2,715.92** | **16,657** |
| Person of Color Owned | $2,487.77 | 5,168 |
| Veteran Owned | $2,177.86 | 1,407 |
| Disability Owned | $2,073.39 | 139 |