

DIVERSITY AT MSU

2015 - 2016 Student and Workforce Data Report



Valuing Differences



DATA REPORT

Introduction:

The 2015-16 data report is a **ten-year comparison of students** and the workforce during 2006 and 2016. Data categories include race/ethnicity, gender, self-identified veterans, and people with disabilities in the workforce. Workforce data highlights all employment categories including academic and support staff. It is important to note that **new federal guidelines for collecting and reporting data on race and ethnicity became effective in 2010**. The changes included the separation of “Asian/Pacific Islander” category into two new categories: “Asian” and “Native Hawaiian or Other Pacific Islander.” This is also the first time individuals had the opportunity to identify as belonging to more than one race. These changes are in the report. **We extend thanks to units that contributed to the report:** Office of Planning and Budgets, Admissions Office, The Graduate School, Associate Provost for Undergraduate Education, Associate Provost and Associate Vice President for Academic Human Resources, the Associate Vice President for Human Resources, the Resource Center for Persons with Disabilities, and University Services.

Overall, **data shows progress in several areas**, particularly among Hispanic student populations and Hispanic tenure system faculty. For students, recent efforts through the Neighborhood Student Success Collaborative are beginning to show positive results. **Although some challenges remain** in terms of the graduation rates, specifically among Black/African American students, MSU observed fewer Black/African American students on academic probation after their first semester in 2016. Similarly, while Native American/American Indian student enrollment numbers have dropped in the past 10 years, their graduation rates have increased and probation rates have decreased. Despite the strong commitment from campus to diversify the faculty, we continue to face hiring and retention challenges, not only with recruiting underrepresented faculty, particularly within STEM fields, but also ensuring their retention over the long term. During the same review period, the declining number of Black/African American tenure system faculty is of concern. **New initiatives launched in fall 2016 to support faculty** includes efforts of the Academic Advancement Network (www.aan.msu.edu) and the Diversity Research Network (www.inclusion.msu.edu). Both provide strategic opportunities to thrive in academe, which is intended to increase the retention rate of all faculty, in particular women and faculty of color, at MSU.

Federal Guidelines and Definitions of Terms Used

- **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.
- **Black or African American.** A person having origins in any of the black racial groups of Africa. Terms such as “Haitian” or “Negro” can be used in addition to “Black or African American.”
- **Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, “Spanish origin,” can be used in addition to “Hispanic or Latino.”
- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

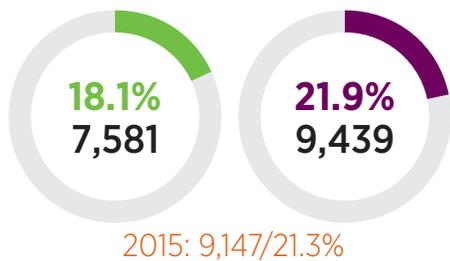
TOTAL STUDENT ENROLLMENT

2006 █ 2016 █

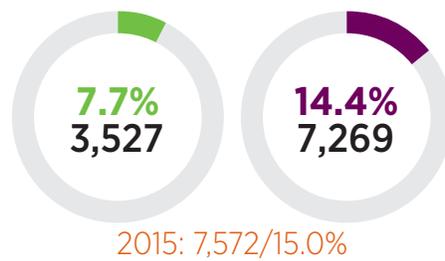
Number of Students Enrolled



Total Minority Students



Total International Students



Total Students by Gender

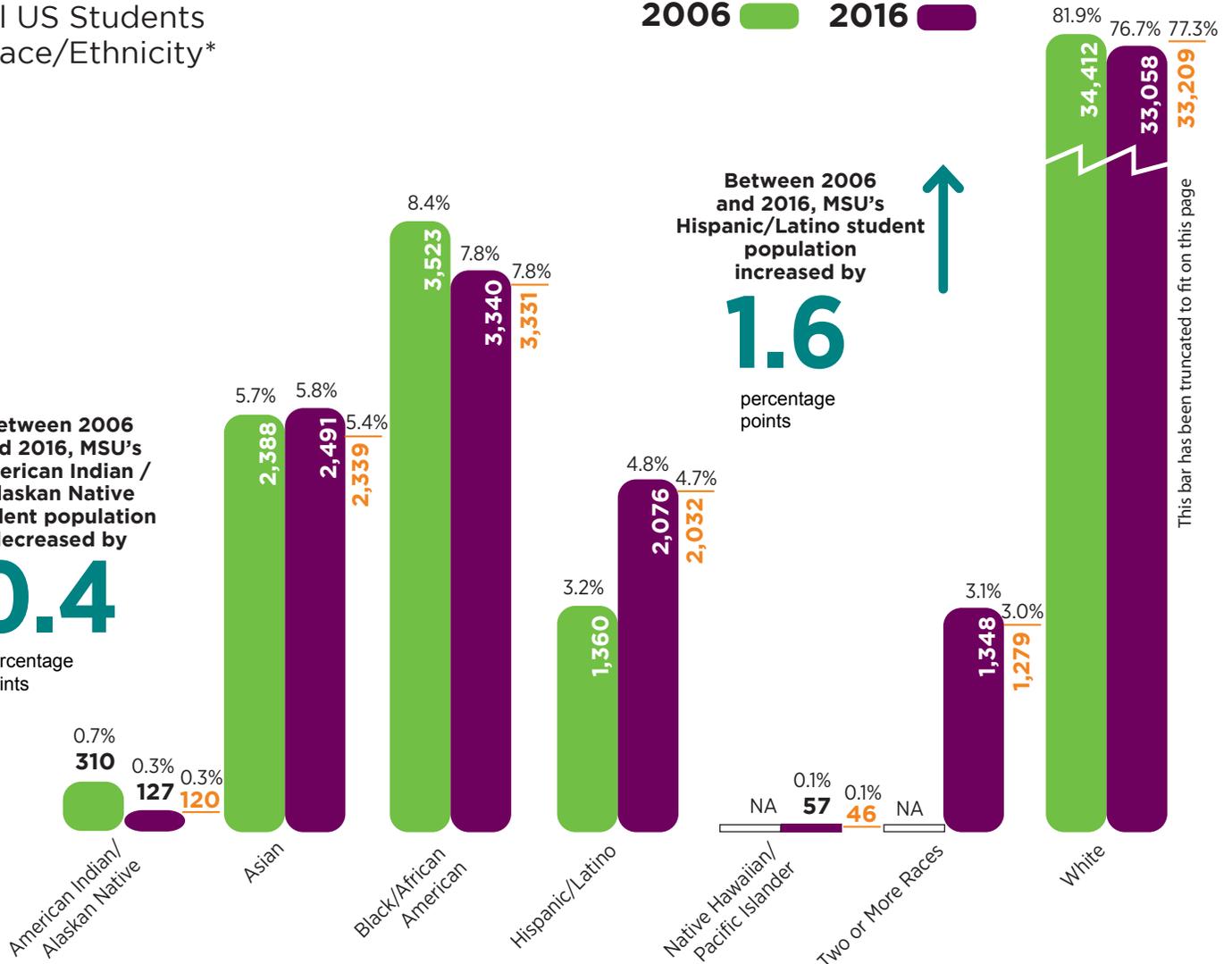
	2006	2015	2016
Women	24,825 54.5%	26,067 51.6%	26,039 51.7%
Men	20,695 45.5%	24,476 48.4%	24,305 48.3%

Total US Students by Race/Ethnicity*

2006 █ 2016 █

Between 2006 and 2016, MSU's American Indian / Alaskan Native student population decreased by **0.4** percentage points

Between 2006 and 2016, MSU's Hispanic/Latino student population increased by **1.6** percentage points



* NA: Prior to 2010, federal guidelines for collecting and reporting of data on race and ethnicity did not include the separation of "Asian/Pacific Islander", the addition of "Native Hawaiian or Pacific Islander", and belonging to more than one race. Percentages are out of domestic total. Blank or no response answers not represented in totals.

UNDERGRADUATE ENROLLMENT

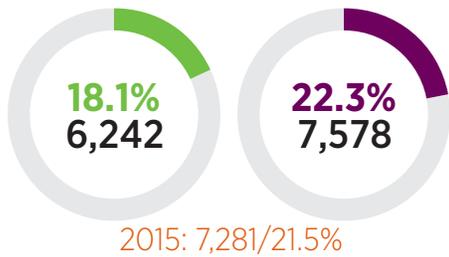
2006 ■ 2016 ■

Number of Undergraduate Students Enrolled

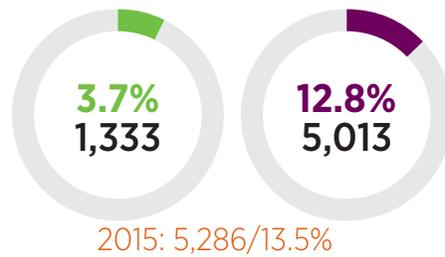


Between 2006 and 2016, MSU's Undergraduate student population increased by **9.1%**

Undergraduate Minority Students



Undergraduate International Students



Undergraduate Gender

	2006	2015	2016
Women	19,217 53.6%	19,728 50.4%	19,778 50.6%
Men	16,604 46.4%	19,415 49.6%	19,312 49.4%

US Undergraduate Students by Race/Ethnicity*

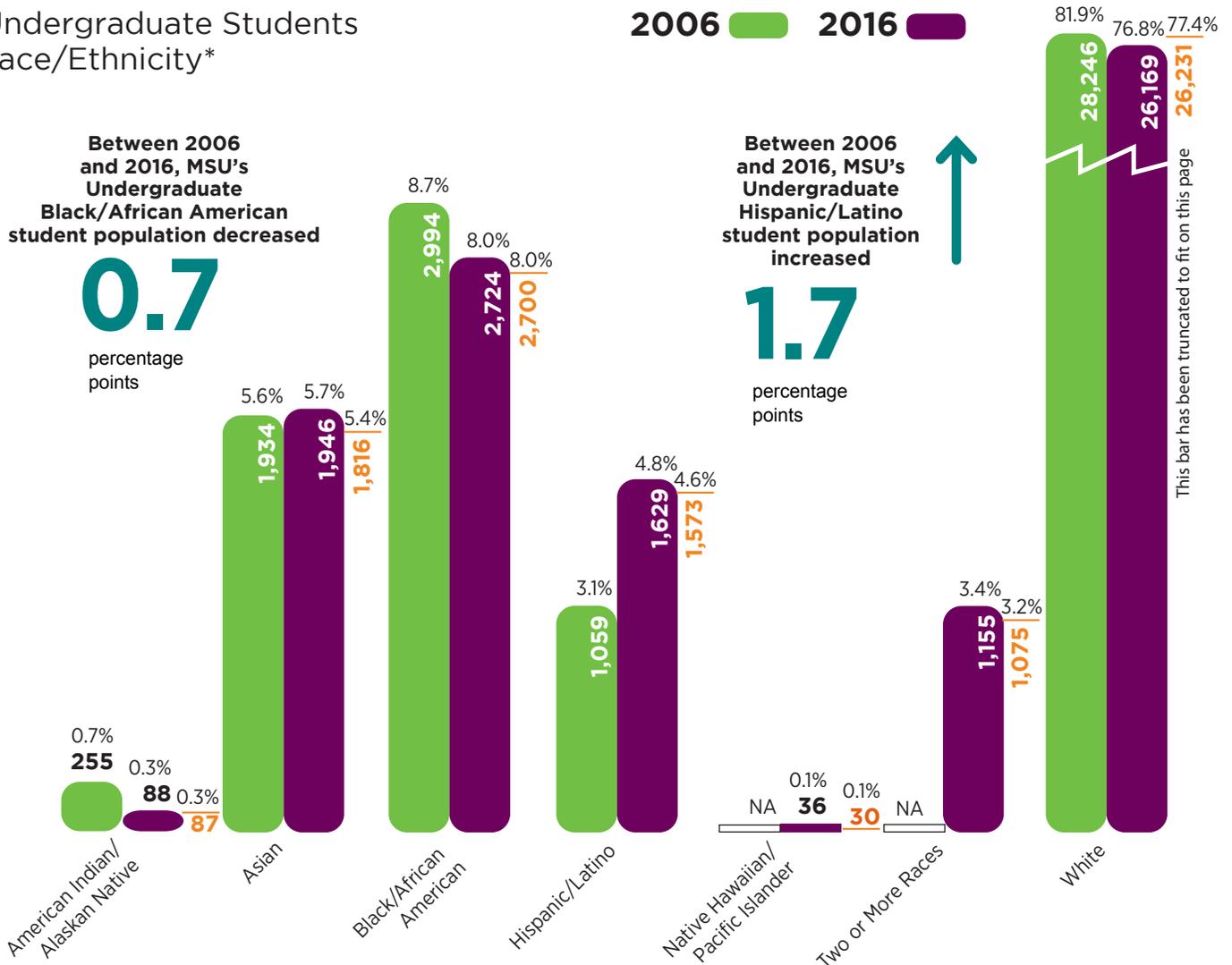
2006 ■ 2016 ■

Between 2006 and 2016, MSU's Undergraduate Black/African American student population decreased

0.7
percentage points

Between 2006 and 2016, MSU's Undergraduate Hispanic/Latino student population increased

1.7
percentage points



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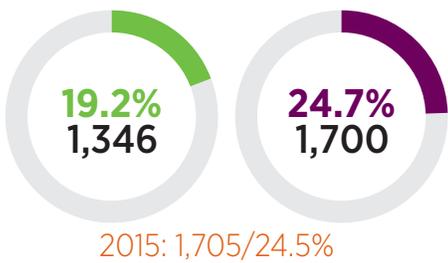
FIRST-TIME ENTERING CLASS ENROLLMENT

2006 ■ 2016 ■

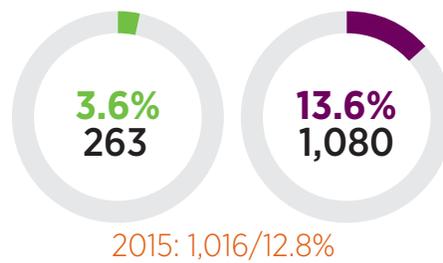
Number of First-Time Entering Class Students Enrolled



First-Time Entering Class Minority Students



First-Time Entering Class International Students



First-Time Entering Class Gender

	2006	2015	2016
Women	4,107 56.6%	4,265 53.5%	4,179 52.6%
Men	3,149 43.4%	3,702 46.5%	3,771 47.4%

US First-Time Entering Class Students by Race/Ethnicity*

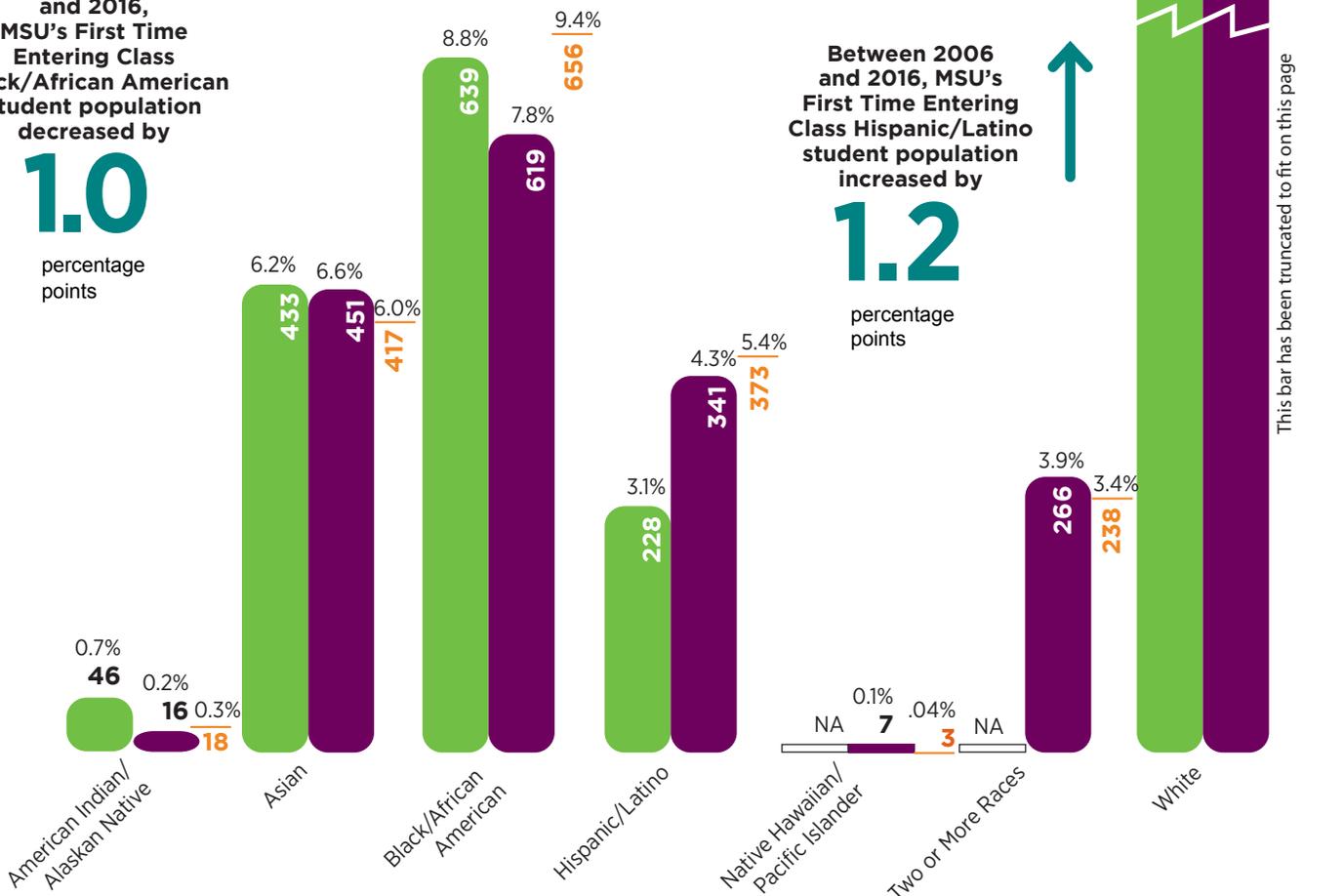
2006 ■ 2016 ■

Between 2006 and 2016, MSU's First Time Entering Class Black/African American student population decreased by

1.0
percentage points

Between 2006 and 2016, MSU's First Time Entering Class Hispanic/Latino student population increased by

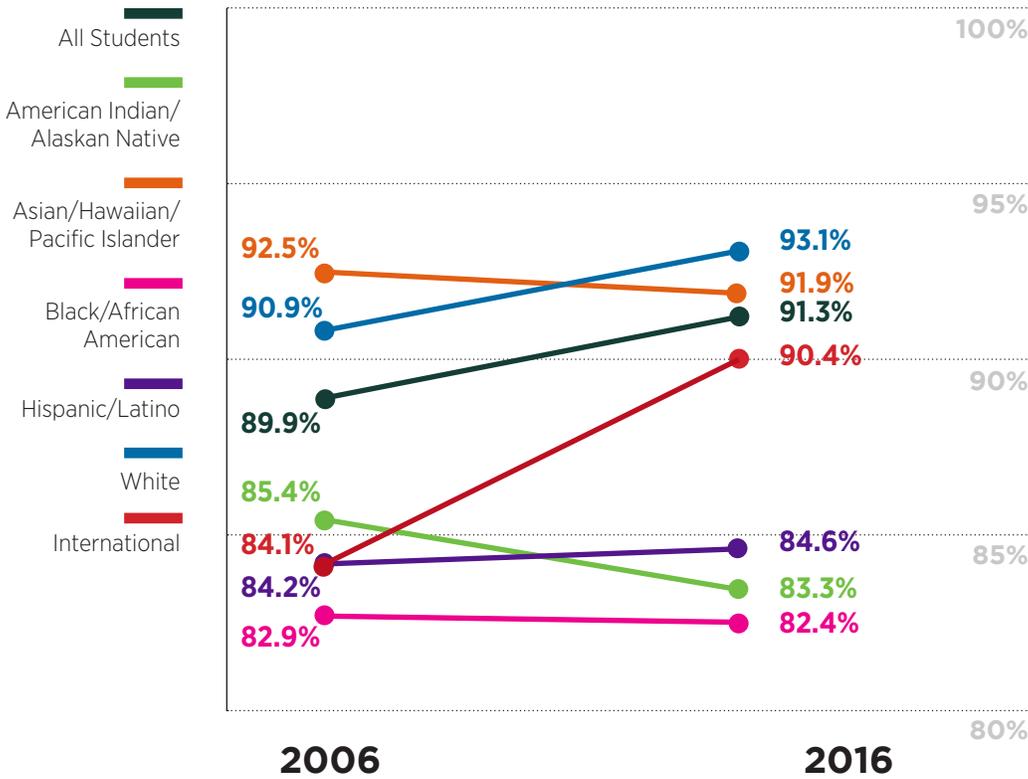
1.2
percentage points



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PERSISTENCE AND GRADUATION RATES FOR UNDERGRADUATES

First-Year Persistence Rate *

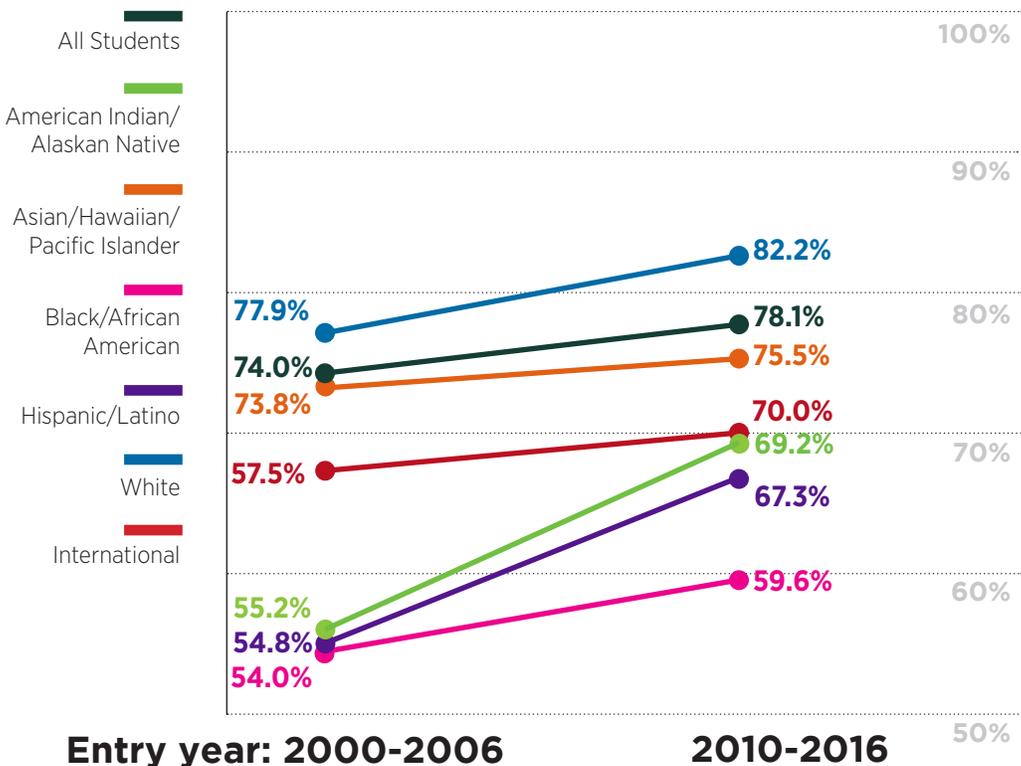


Between 2006 and 2016, MSU's undergraduate persistence rate for all students increased

1.4
percentage points

Students who are more successful during their first semester are far more likely to graduate from college than are their peers who struggle in those first few months.

Six-Year Graduation Rate *



Between 2006 and 2016, MSU's total graduation rate for all students increased

4.1
percentage points

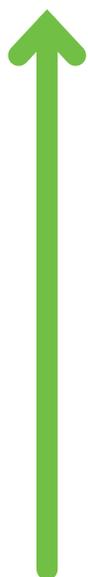
Between 2006 and 2016, MSU's Hispanic/Latino graduation rate increased by

12.5
percentage points

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STUDENT SUCCESS

Increase Use of Academic Services



71%

Hispanic / Latino Students
Use at least one academic resource

81%

Black/African American Students
Use at least one academic resource

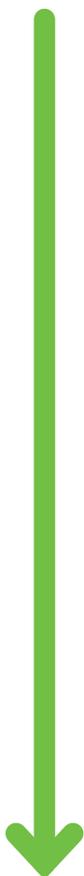
19%

Overall increase in use
since NSSC started
tracking in 2013



The Neighborhood Student Success Collaborative (NSSC) tracks the use of resources including participation in academic advising, tutoring, study skills workshops, fitness classes, University Activities Board events, and Multi-racial Unity Living Experience discussions in the residence halls.

Academic Probation Status Of First-Time Freshmen



72
Fewer

All Students

44
Fewer

Black/African American Students

15
Fewer

International Students

6
Fewer

Hispanic/Latino Students



Decreasing the likelihood of academic probation after the first semester, increases the likelihood of graduation from MSU.

Over the last five years, the number of freshman on academic probation at the end of their first semester in college has dropped from the historic average of approximately 10 percent to 7 percent.

GRADUATE AND GRADUATE PROFESSIONAL ENROLLMENT

2006 █ 2016 █

Number of Graduate and Graduate Professional Students Enrolled

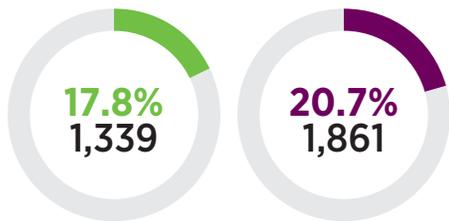


2015: 11,400

Between 2006 and 2016, MSU's graduate and graduate professional student population increased by

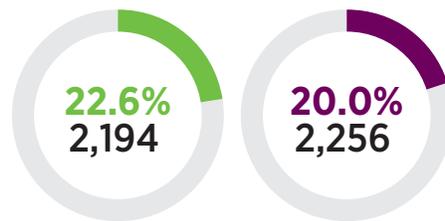
16.0%

Graduate and Graduate Professional Minority Students



2015: 1,866/20.5%

Graduate and Graduate Professional International Students



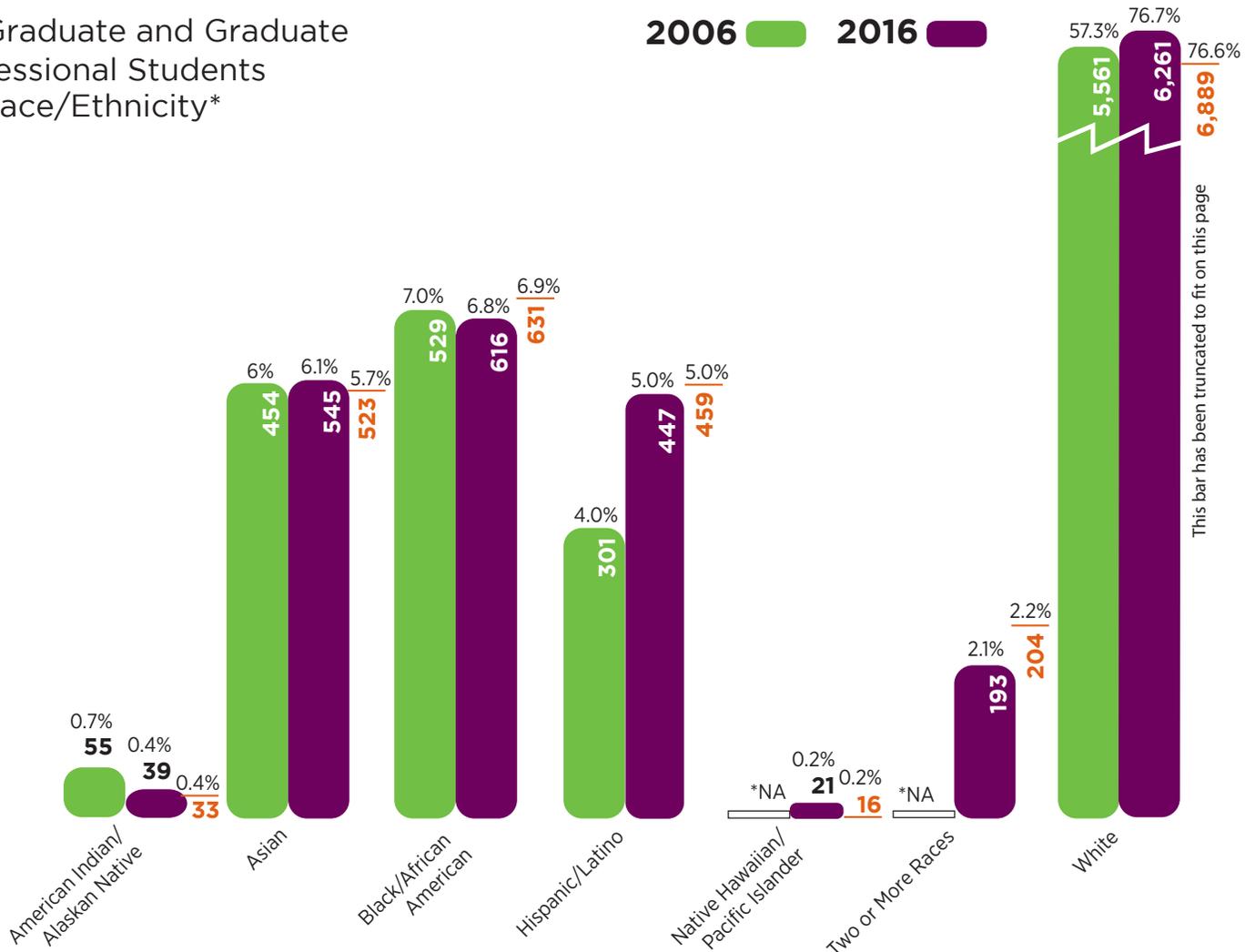
2015: 2,304/20.2%

Graduate and Graduate Professional Gender

	2006	2015	2016
Women	5,561	6,339	6,261
	57.3%	55.6%	55.6%
Men	4,138	5,061	4,993
	42.7%	44.4%	44.4%

US Graduate and Graduate Professional Students by Race/Ethnicity*

2006 █ 2016 █



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TOTAL FACULTY AND STAFF

2006 ■ 2016 ■

Number of Faculty and Academic Staff



Number of Tenure System Faculty



Number of Support Staff



Between 2006 and 2016

- Asian faculty and academic staff increased by **3.6%**
- Black/African American tenure system faculty decreased by **1.1%**
- Hispanic/Latino tenure system faculty increased by **2.2%**

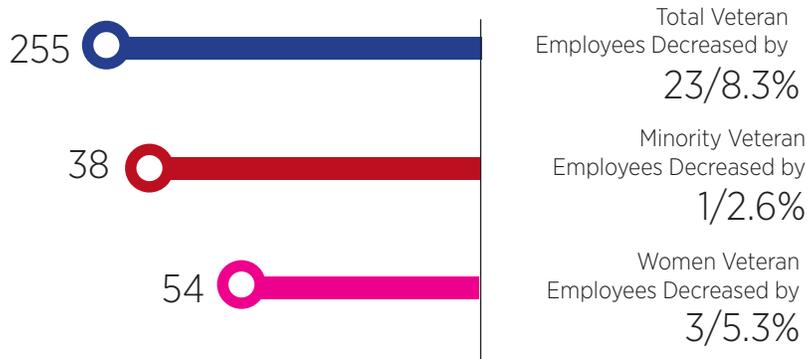
Faculty and Staff by Race/Ethnicity

Race/Ethnicity	Faculty and Academic Staff			Tenure System Faculty			Support Staff		
	2006	2015	2016	2006	2015	2016	2006	2015	2016
American Indian/Alaskan Native	31	26	26	16	15	14	43	29	29
Asian	547	813	833	194	281	299	128	186	181
Black/African American	284	317	323	105	88	86	437	417	438
Hispanic/Latino	141	206	231	56	96	101	308	372	376
Native Hawaiian/Pacific Islander	NA*	11	11	NA*	3	4	NA*	1	1
Two or More Races	NA*	26	24	NA*	11	7	NA*	44	46
Total Minorities	1,003	1,399	1,447	374	494	511	916	1,049	1,071
White	3,782	3,954	4,109	1,587	1,451	1,477	4,978	5,681	5,781
Women	2,037	2,414	2,540	616	669	709	3,845	4,136	4,192

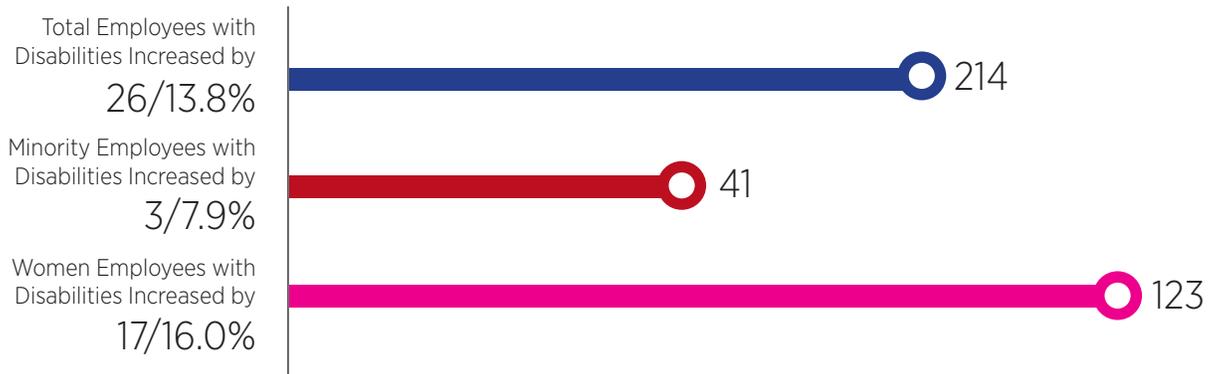
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2015-2016 1-YEAR REVIEW: VETERANS, PERSONS WITH DISABILITIES, SERVICES OFFERED AND SUPPLIER DIVERSITY

Self-Identified Veteran Employees



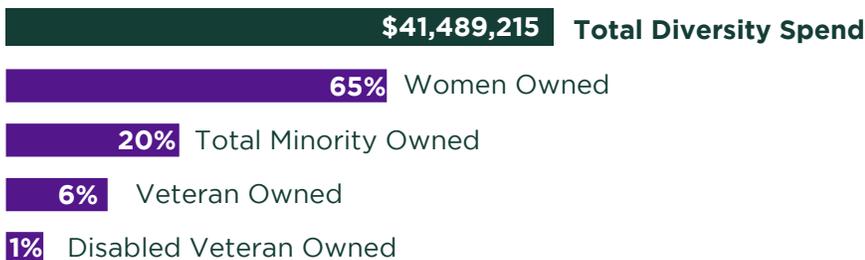
Self-Identified Employees with Disabilities



Resource Center for Persons with Disabilities Services Offered

	2015-2016	% Increase	Newly Registered	Contact Hours
RPCD Registered Students	1785	12	512	23,329
Employees	191	17	42	724

Supplier Diversity





 The Michigan State University Supplier Diversity Program encourages business opportunities for minority business enterprises (MBE), woman-owned business enterprises (WBE), small businesses and other disadvantaged businesses ~10~