



Diversity at MSU

2016-17 Student and Workforce Data Report

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Compiled by: The MSU Office for Inclusion and Intercultural Initiatives

Data Sources

Academic Human Resources (AHR)
Human Resources (HR)
Neighborhood Student Success Collaborative
Office of Planning and Budgets (OPB)
Residential and Hospitality Services (RHS)
Resource Center for Persons with Disabilities (RCPD)
Student Achievement Measure (SAM). (2018). Retrieved from: <http://www.studentachievementmeasure.org/participants/171100>
University Services

Credits

Diversity at MSU: 2016-17 Student and Workforce Data Report
Design and layout: Institutional Studies, Office of Planning and Budgets
March/April 2018

Introduction

The 2016-17 data report is a ten-year comparison of student success and counts during 2007 and 2017, and workforce data is a fall 2017 snapshot. 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 reflected in the report.

Fall 2017 shows progress in representation among student populations, specifically Asian, African American/Black and Hispanic/Latino/a. Compared to 2016 fall enrollment, the total number of students of color enrolled fall 2017 increased 3.3% to 9,754. The Neighborhood Student Success Collaborative continued to show progress in the number of students of color utilizing resources and services offered in the Neighborhoods. African American/Black students continued to use services, at least once, more than their peers did. The number of international students utilizing Neighborhood resources was very low, almost non-existent. The six-year graduation rate for full-time, first-time undergraduates overall continues to be a challenge. The 2017 data (2011 entering cohort) shows a steady increase among all racial/ethnic groups except American Indian/Alaska Native. In fall, 2017 the probation rate for first-time undergraduate students who identify as African American and Hispanic/Latino/a dropped significantly compared to 2007.

Although comparative data is not shown in the report for faculty and staff, it is important to note that, despite the strong commitment from campus to diversify the faculty, we continue to face hiring and retention challenges, particularly among African Americans/Blacks whose numbers have declined significantly over the past several years among tenure system faculty. At the same time, the number of Asian and Hispanic/Latino/a faculty in the tenure system has increased, while American Indian/Alaska Natives has remained virtually the same. New initiatives launched in 2016 to support faculty through efforts of the Academic Advancement Network (www.aan.msu.edu) and the Diversity Research Network (www.inclusion.msu.edu) continued during 2017. Both units provide strategic opportunities for faculty to thrive in academe and increase the retention rate of all faculty, in particular women and faculty of color, at MSU.

Federal Guidelines and Definitions of Terms Used

- African American or Black. 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.”
- 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.
- Hawaiian or Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- 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.”
- White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

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

Acknowledgments

We extend thanks to units that contributed to the report: the Graduate School, Associate Provost for Undergraduate Education, Associate Provost and Associate Vice President for Academic Human Resources, Associate Vice President for Human Resources, Resource Center for Persons with Disabilities, University Services, Division of Student Affairs and Services, the Division of Residential and Hospitality Services. We especially thank Institutional Studies in the Office of Planning and Budgets who provided data and also designed the report.

Fall 2017 - Student Overview and 1 Year Change

	Percentage	Percent Change from Fall 2016	Count-Fall 2017
Total Student Enrollment*			
African American/Black	7.9%	2.2%	3,414
American Indian/Alaska Native	0.3%	-8.7%	116
Asian	6.0%	3.7%	2,582
Hawaiian/Pacific Islander	0.1%	-5.3%	54
Hispanic/Latino/a (of any race)	5.0%	4.6%	2,172
Two or More Races	3.3%	5.0%	1,416
Total Students of Color	22.6%	3.3%	9,754
White	76.1%	-0.6%	32,870
Other/Unknown/No Response	1.3%	-5.7%	545
Domestic Total	86.3%	0.2%	43,169
International	13.7%	-5.8%	6,850
University Total		-0.6%	50,019
Male	48.4%	-0.5%	24,193
Female	51.6%	-0.8%	25,826
First-Time Entering Class			
African American/Black	8.9%	2.4%	634
American Indian/Alaska Native	0.2%	-31.3%	11
Asian	6.3%	0.0%	451
Hawaiian/Pacific Islander	0.1%	-42.9%	4
Hispanic/Latino/a (of any race)	5.6%	17.0%	399
Two or More Races	3.5%	-5.3%	252
Total Students of Color	24.6%	3.0%	1,751
White	75.0%	4.2%	5,344
Other/Unknown/No Response	0.4%	-20.0%	32
Domestic Total	87.9%	3.7%	7,127
International	12.1%	-9.2%	981
University Total		2.0%	8,108
Male	51.7%	0.4%	4,195
Female	48.3%	3.8%	3,913
Undergraduate Enrollment			
African American/Black	8.3%	4.3%	2,841
American Indian/Alaska Native	0.2%	-14.8%	75
Asian	5.9%	4.8%	2,040
Hawaiian/Pacific Islander	0.1%	-11.1%	32
Hispanic/Latino/a (of any race)	5.0%	4.6%	1,704
Two or More Races	3.5%	4.2%	1,203
Total Students of Color	23.0%	4.2%	7,895
White	76.2%	0.1%	26,201
Other/Unknown/No Response	0.8%	-13.9%	284
Domestic Total	88.2%	0.9%	34,380
International	11.8%	-7.9%	4,616
University Total		-0.2%	38,996
Male	49.5%	-0.1%	19,292
Female	50.5%	-0.4%	19,704
Graduate & Professional Enrollment			
African American/Black	6.5%	-7.0%	573
American Indian/Alaska Native	0.5%	5.1%	41
Asian	6.2%	-0.6%	542
Hawaiian/Pacific Islander	0.3%	4.8%	22
Hispanic/Latino/a (of any race)	5.3%	4.7%	468
Two or More Races	2.4%	10.4%	213
Total Students of Color	21.2%	-0.1%	1,859
White	75.9%	-3.2%	6,669
Other/Unknown/No Response	3.0%	5.2%	261
Domestic Total	79.7%	-2.3%	8,789
International	20.3%	-1.0%	2,234
University Total		-2.1%	11,023
Male	44.5%	-1.8%	4,901
Female	55.5%	-2.2%	6,122

*Percentages are out of the domestic total.

Student Overview - 10 Year Percent Change

	Percent Change from Fall 2007	Count - Fall 2007	Count - Fall 2017
Total Student Enrollment			
African American/Black	0.2%	3,408	3,414
American Indian/Alaska Native	-64.7%	329	116
Asian*			2,582
Asian/Pacific Islander*		2,368	
Hawaiian/Pacific Islander*			54
Hispanic/Latinx (of any race)	65.9%	1,309	2,172
Two or More Races*			1,416
Total Students of Color	31.6%	7,414	9,754
White	-3.4%	34,018	32,870
Other/Unknown/No Response	-26.7%	744	545
Domestic Total	2.4%	42,176	43,169
International	77.0%	3,869	6,850
University Total	8.6%	46,045	50,019
Men	14.2%	21,189	24,193
Women	3.9%	24,856	25,826
First-Time Entering Class			
African American/Black	2.6%	618	634
American Indian/Alaska Native	-78.8%	52	11
Asian*			451
Asian/Pacific Islander*		350	
Hawaiian/Pacific Islander*			4
Hispanic/Latinx (of any race)	75.0%	228	399
Two or More Races*			252
Total Students of Color	40.3%	1,248	1,751
White	-4.7%	5,609	5,344
Other/Unknown/No Response	-76.8%	138	32
Domestic Total	1.9%	6,995	7,127
International	159.5%	378	981
University Total	10.0%	7,373	8,108
Men	20.0%	3,262	3,913
Women	2.0%	4,111	4,195
Undergraduate Enrollment			
African American/Black	-2.0%	2,899	2,841
American Indian/Alaska Native	-70.7%	256	75
Asian*			2,040
Asian/Pacific Islander*		1,858	
Hawaiian/Pacific Islander*			32
Hispanic/Latinx (of any race)	64.2%	1,038	1,704
Two or More Races*			1,203
Total Students of Color	30.5%	6,051	7,895
White	-6.1%	27,914	26,201
Other/Unknown/No Response	-40.6%	478	284
Domestic Total	-0.2%	34,443	34,380
International	183.4%	1,629	4,616
University Total	8.1%	36,072	38,996
Men	14.4%	16,867	19,292
Women	2.6%	19,205	19,704
Graduate & Professional Enrollment			
African American/Black	12.6%	509	573
American Indian/Alaska Native	-43.8%	73	41
Asian*			542
Asian/Pacific Islander*		510	
Hawaiian/Pacific Islander*			22
Hispanic/Latinx (of any race)	72.7%	271	468
Two or More Races*			213
Total Students of Color	36.4%	1,363	1,859
White	9.3%	6,104	6,669
Other/Unknown/No Response	-1.9%	266	261
Domestic Total	13.7%	7,733	8,789
International	-0.3%	2,240	2,234
University Total	10.5%	9,973	11,023
Men	13.4%	4,322	4,901
Women	8.3%	5,651	6,122

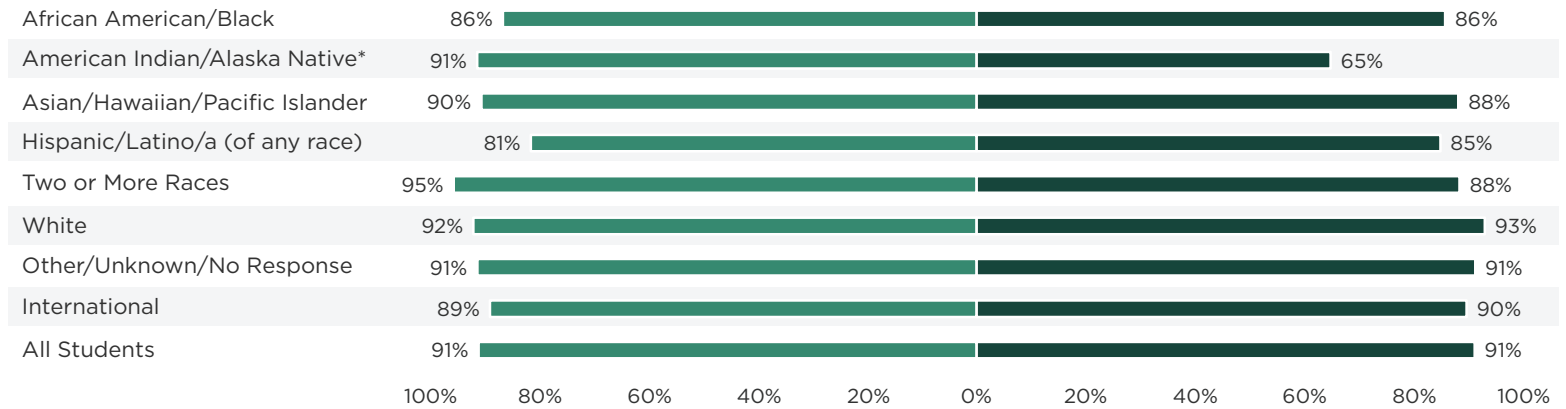
Axis is -200% to 200%.

* N/A: 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 "Hawaiian or Pacific Islander", or belonging to more than one race. Percentages are out of the domestic total.

Student Success

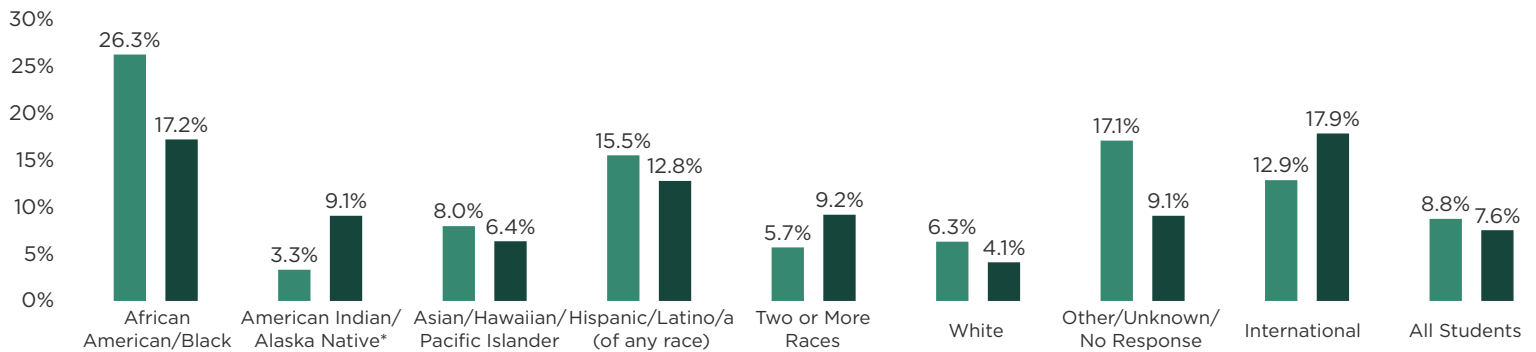
First Returning Fall Persistence, 2006 vs 2016 First-Time Undergraduate Entering Cohort

The rate at which first-time undergraduate students return to MSU for their first returning fall semester, when compared to the 2006 entering class, remains relatively unchanged. For the 2006 entering class, the overall persistence rate was 90.9%. For the 2016 entering class, it is 91%.



First Fall Probation Rates, 2007 vs 2017 First-Time Undergraduate Entering Cohort

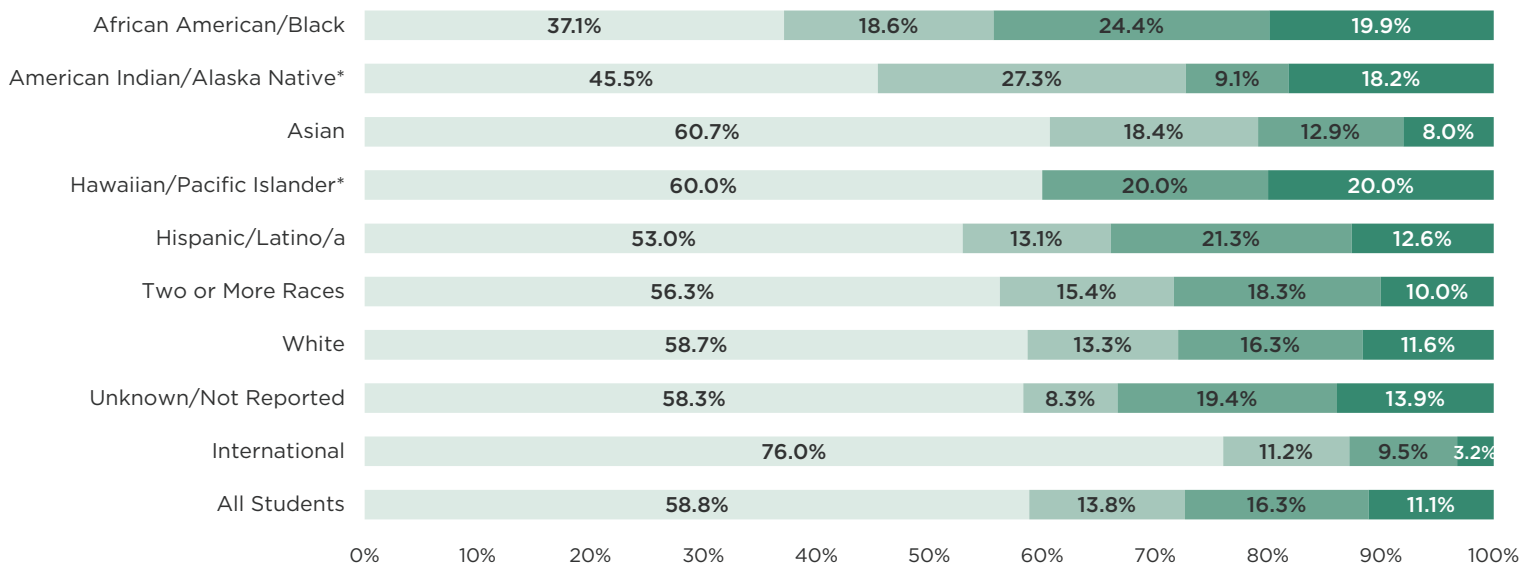
The probation rate for all first-time undergraduate students in the fall 2017 entering cohort is 7.6% which is a decline of 1.2 percentage points from the fall 2007 first-time undergraduate entering cohort. The rate dropped for students who identify as African American/Black from 26.3% to 17.2% and for students who identify as Hispanic/Latino/a from 15.5% to 12.8%. However, the rate increased for International students from 12.9% to 17.9%.



Use of Neighborhood Resources¹

Just over 4 in every 10 undergraduate and Ag Tech students utilized neighborhood resources in fall 2017. African American students utilized services more than their peers with 63% having used a service at least once. However, International students utilized services far less often with more than three-fourths not ever utilizing any services.

■ None ■ Once ■ 2-5 times ■ 6 or more times



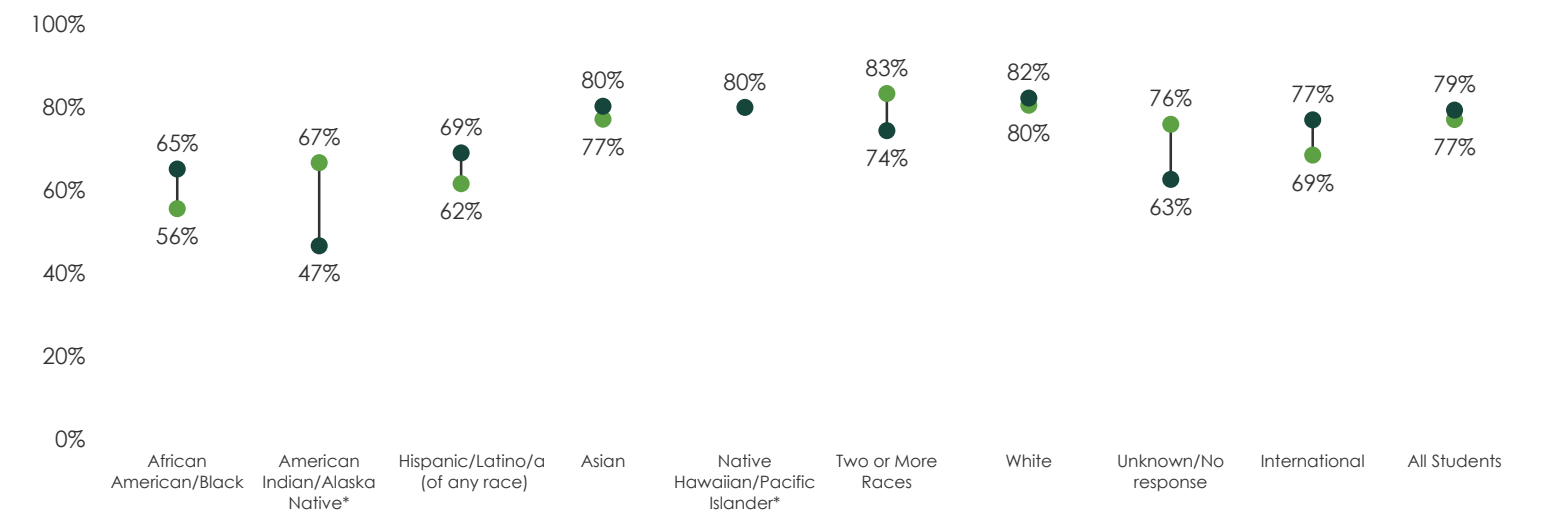
* Small N

¹Due to changes in where tutoring services are offered, fall 2017 neighborhood resource usage data should not be compared to previous years.

Student Success

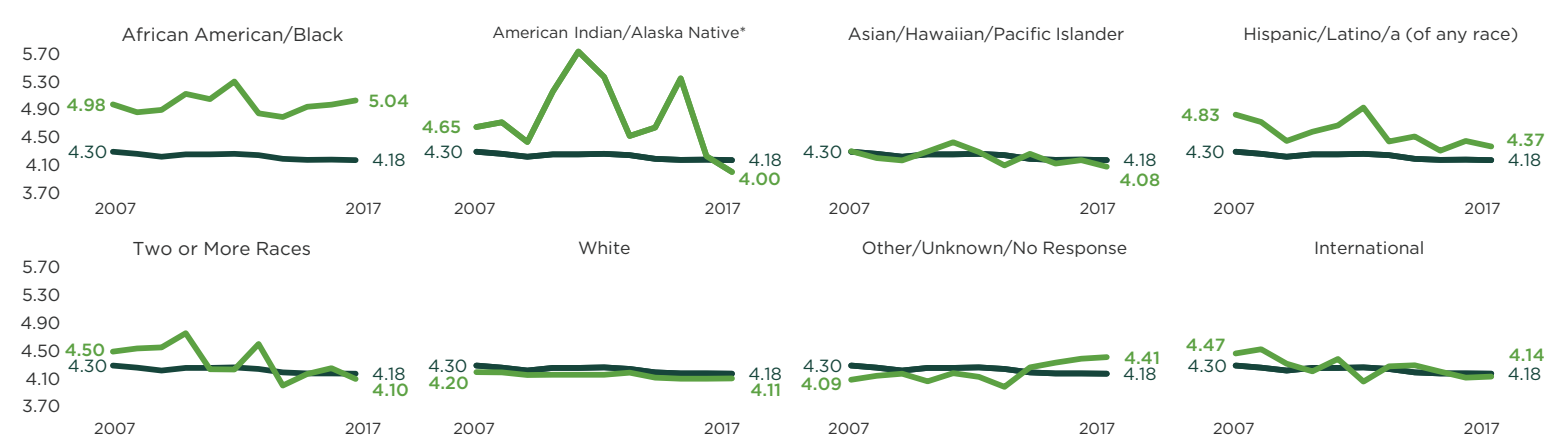
2011 vs 2017 Six Year Graduation Rate for Full-Time, First-Time Undergraduates¹

The 2017 6-year graduation rate (2011 entering cohort) of 79% is an increase from the 2011 (2005 entering cohort) rate of 77%. However, the rate remains short of the 2020 82% six year graduation rate goal across all groups except students who identify as being of Two or More Races or White.

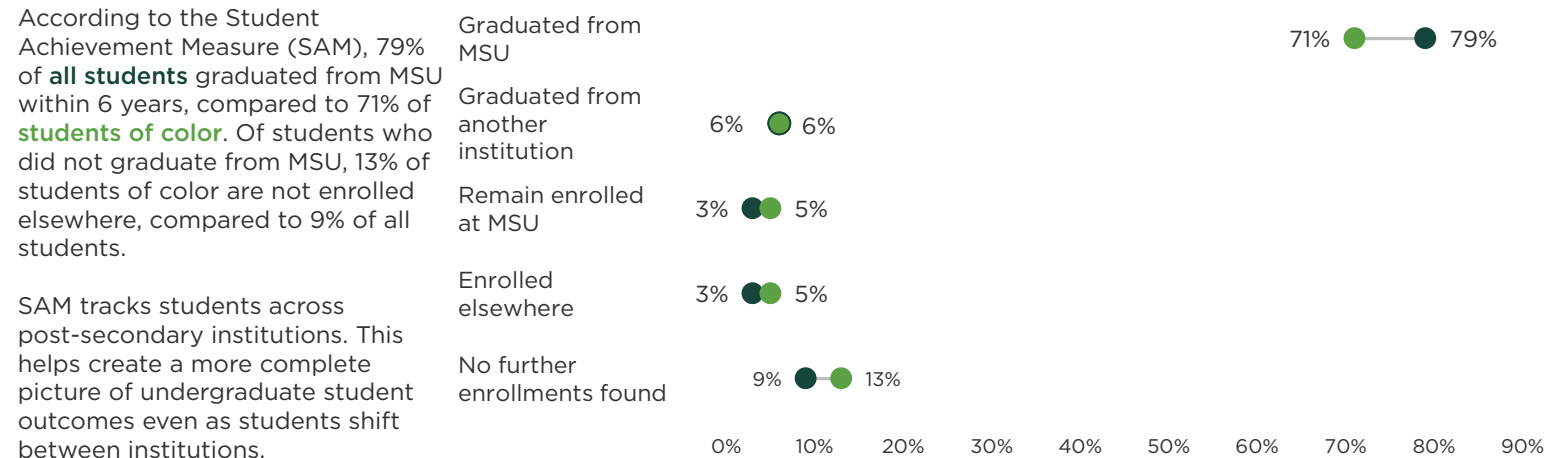


2007 vs 2017 Time-to-Degree for First-Time Undergraduates²

The average time-to-degree (TTD) the 2007 graduating cohort was 4.30 calendar years for **all students** and 4.7 calendar years for all **students of color**. By 2017, the average TTD decreased slightly to 4.18 for all students and to 4.48 for all students of color. However, when broken out by race/ethnicity, differences remain in the time it takes to earn a degree. For students who identify as African American/Black, it takes just over 5 calendar years to earn a bachelor's degree.



2011 Entering Class Six-Year Student Outcomes



* Small N
¹ Due to changes made in federal reporting guidelines in 2010 to the collecting and reporting of race/ethnicity data, 10 year comparisons are not available for all groups, therefore, the comparison is made between 2011 and 2017.
² 3.7 calendar years is considered a four year degree.

Fall 2017 - Faculty and Staff

All Employees*	Percentage	Count-Fall 2017
African American/Black	6.0%	761
American Indian/Alaska Native	0.4%	55
Asian	8.4%	1065
Hawaiian/Pacific Islander	0.1%	12
Hispanic/Latino/a (of any race)	4.9%	630
Two or More Races	0.7%	83
Total Employees of Color	20.5%	2,606
White	79.5%	10,130
University Total		12,736
Men	46.1%	5,869
Women	53.9%	6,867
All Faculty and Academic Staff		
African American/Black	5.4%	309
American Indian/Alaska Native	0.4%	25
Asian	15.5%	879
Hawaiian/Pacific Islander	0.2%	10
Hispanic/Latino/a (of any race)	4.2%	236
Two or More Races	0.5%	26
Total Faculty and Academic Staff of Color	26.2%	1,485
White	73.8%	4,190
University Total		5,675
Men	54.0%	3,065
Women	46.0%	2,610
Tenure System		
African American/Black	4.2%	85
American Indian/Alaska Native	0.7%	14
Asian	16.4%	329
Hawaiian/Pacific Islander	0.2%	4
Hispanic/Latino/a (of any race)	5.2%	104
Two or More Races	0.4%	8
Total Tenure System Employees of Color	27.1%	544
White	72.9%	1,465
University Total		2,009
Men	64.0%	1,286
Women	36.0%	723
Support Staff		
African American/Black	6.4%	452
American Indian/Alaska Native	0.4%	30
Asian	2.6%	186
Hawaiian/Pacific Islander	0.0%	2
Hispanic/Latino/a (of any race)	5.6%	394
Two or More Races	0.8%	57
Total Support Staff of Color	15.9%	1,121
White	84.1%	5,940
University Total		7,061
Men	39.7%	2,804
Women	60.3%	4,257

*There are no separate counts for International employees as they are counted under the race/ethnicity categories which they identify. Unknown or not reported is not an option. Does not include Graduate Assistants, student employees, or temporary/on-call staff.

Ability

Employees with Disabilities*

	Percentage	Count - Fall 2017
Employees of Color with Disabilities		21% 51
White		79% 188
Total Employees with Disabilities		239
Men		42% 101
Women		58% 138

Maximizing Ability and Opportunity for the MSU Community

The Resource Center for Persons with Disabilities (RCPD) served 2,056 students with permanent disabilities between May 2016 and May 2017. This is a 15% increase from the previous year. In terms of specific services provided:

- More than 3,580 hours of course-related interpreting/real-time writing for deaf students;
- 373 books/course packs/other course materials delivered in alternative formats to students with print-related disabilities; and
- Facilitated 1,055 alternative tests for 220 students by way of readers, scribes, or quiet rooms.



New Registrations
(permanent disabilities)

657

via the Academic
Orientation Program (AOP)
and ongoing
self-identification activities.



One Year Percent
Change

28%

For context, total
student enrollment
declined .4% over the
same time period.



Number of Contacts
(direct service and consultation)

128,204



Contact Hours

18,965



Students



Employees

60

new registrations for a net
increase of 49 employees
after staff separation from
MSU are considered. There
are a total of 240 employees
with active permanent
disabilities registered with
RCPD.

26%

net increase

3,847

1,096

Types of Disability by Major Characteristic and One Year Percent Change

Various types of permanent disabilities are represented throughout campus with learning disabilities being the most frequently registered with RCPD among students and mobility related disabilities being the most frequently registered among employees. As displayed in the graph below, the prevalence of reported permanent disability types increased when compared to last year across most areas, excluding Autism Spectrum and other disabilities, which have remained flat for employees.

Disability Type**	One Year Percent Change	
	Students	Employees
Deaf/Hard of Hearing	8.3%	14.8%
Blindness/Visual Impairment	3.8%	5.9%
Mobility	7.7%	7.0%
Brain Injury	13.9%	46.2%
Learning Disability	7.5%	33.3%
Psychiatric	29.8%	48.6%
Chronic Health	5.2%	33.9%
Autism Spectrum	11.1%	0.0%
Other	7.5%	0.0%
Multiple	13.1%	12.5%

*As self-identified. Counts are from MSU Human Resources and may vary from data from the Resource Center for Persons with Disabilities (RCPD) as individuals may choose to identify with HR and not register with RCPD or vice versa. Due to small Ns, race/ethnicity breakouts are not displayed.

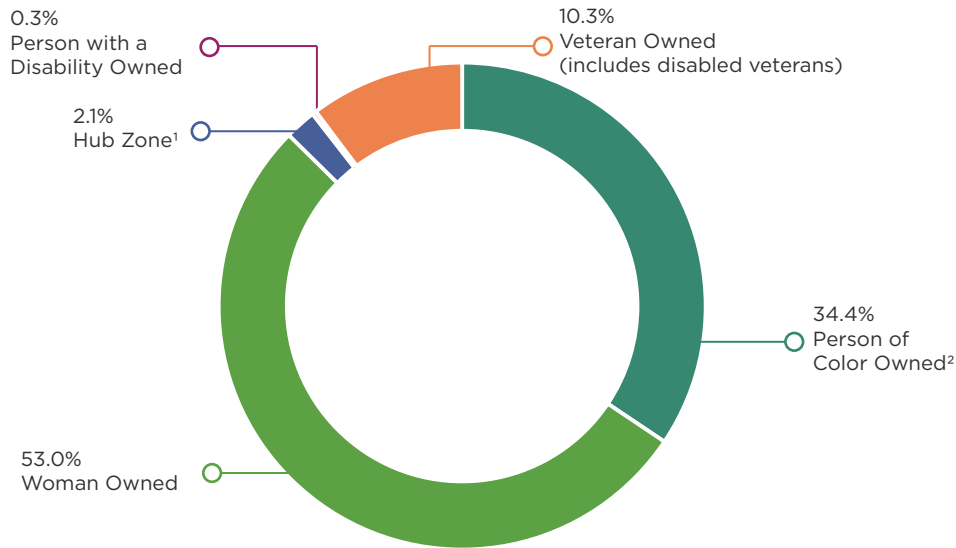
**Permanent disabilities only. Counts are not included due to small Ns.

Veterans and Supplier Diversity

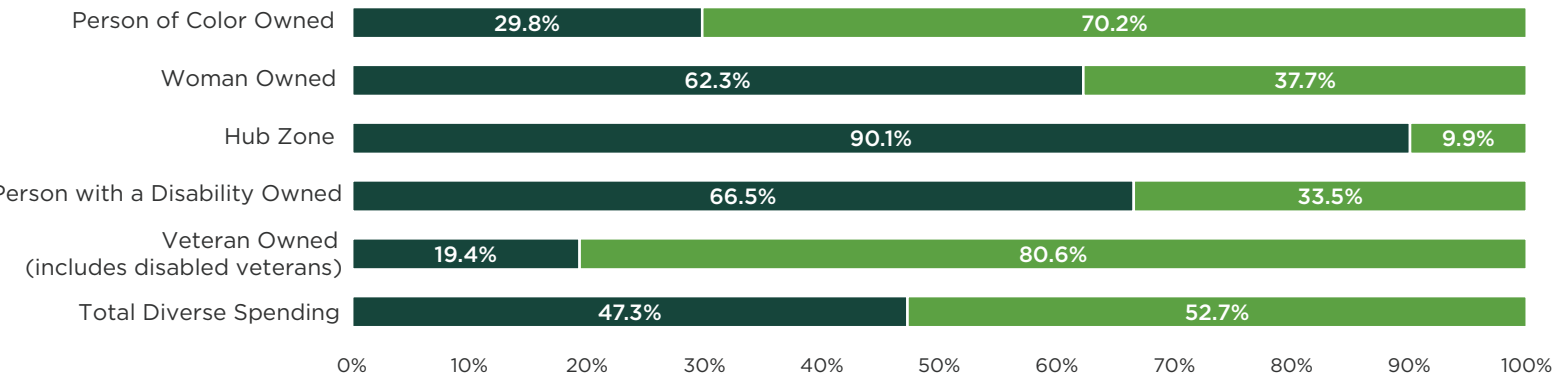
Employee Veterans		Percentage	Count - Fall 2017
Veterans of Color		16%	39
White		84%	210
Total Employee Veterans			249
Men		82%	204
Women		18%	45

Diverse Supplier Spending

A total of \$45.0 million was spent in FY 2016-17 with diverse suppliers. This is a non-inflation adjusted 8.7% increase from last year and a 5.6% increase from FY2012-13.



47.3% of all diverse supplier spending was conducted with suppliers in Michigan.



¹ The Historically Underutilized Business Zones (HUB Zone) is a program created by the U.S. Small Business Administration to help small business located in rural and urban communities gain preferential access to various opportunities.

² Includes federally designated Small Disadvantaged Businesses or 8(A) businesses.