

Diversity at MSU

2019-20
Annual Student and
Workforce Data Report



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Displays average diverse supplier payment by a group as listed above.

Definitions

RACE/ETHNICITY

Federal Guidelines and Definitions

Race/ethnicity data in this document are reported following federal [Integrated Postsecondary Education Data System \(IPEDS\) guidelines](#). 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](#). The IPEDS race/ethnicity categories were [updated in 2010](#).

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 that have been identified by MSU's PCard operator as being minority-owned or small disadvantaged businesses.

GENDER: DEFINITIONS AND CONSIDERATIONS

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

**On July 1, 2021, the LGBT Resource Center was renamed The Gender and Sexuality Campus Center.*

Gender Definitions

- *Gender* is a social construct. This term is often understood as binary, however historically and presently, gender is expansive and dynamic. Gender is framed by a society's understanding of masculinity and femininity as related to roles, behaviors, expectations, activities, identities and attributes. The key elements of an individual's gender are gender identity, gender attribution and gender expression.
- *Gender identity* is a person's individual understanding of their gender and the language they use to describe this understanding. This is distinct from birth-assigned sex. When a person's birth-assigned sex aligns with their gender identity, a person is considered to be cisgender.
- *Legal gender* refers to the gender marker on a person's legal documents (such as a birth certificate or personal identification). This is frequently but not always the same as their birth-assigned sex. Most transgender, nonbinary and genderqueer people do not have legal documents that match their gender identity.
- *Birth-assigned sex* is related to but distinct from gender and gender identity. This term refers to the sex a person is assigned at birth typically by a medical professional. Birth-assigned sex terms include male, female and intersex.
- *Gender on record* is the gender recorded by an organization in their internal records and should align with gender identity.

Gender and the Workforce

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

Gender and Students

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

Limitations of Gender Data Presented in this Report

(For further understanding of the information provided below, we direct readers’ attention to [The Gender and Sexuality Campus Center at MSU.](#))

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

DISABILITIES: CONSIDERATIONS AND DEFINITIONS

MSU’s Disability and Reasonable Accommodation Policy defines a disability as “a physical or mental impairment that substantially limits one or more major life activities.” MSU students and employees with disabilities that substantially limit major life activities may register with RCPD 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](#).

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 (VEVRAA), which requires Government contractors to take affirmative action to employ and advance in employment: (1) disabled veterans, (2) recently separated veterans, (3) active duty wartime or campaign badge veterans and (4) Armed Forces service medal veterans.

Questions about how MSU 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](#).

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 students 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 (UN) and Ag Tech (AT) students who started at MSU in the summer or fall of the previous year and returned to MSU for their second fall semester at MSU.

First-Time-in-Any-College or FTIAC students. Undergraduate students who have no prior postsecondary experience after high school prior to enrolling at MSU.

Acknowledgments

We extend thanks to individuals and units that contributed to the report: the Associate Provost and Associate Vice President for Academic Human Resources, Associate Vice President for Human Resources, Associate Provost for Undergraduate Education, The Gender and Sexuality Resource Center, Resource Center for Persons with Disabilities, University Services, and the Career Services Network in the Division of Student Affairs and Services. We especially thank Institutional Research in the Office of Planning and Budgets who provided data and organized the report.

DATA SOURCES

- Academic Human Resources
- Career Services Network
- Human Resources
- Office of Planning and Budgets
- RCPD
- Student Achievement Measure (SAM)
- University Procurement and Logistics

CREDITS

Michigan State University, Office for Inclusion and Intercultural Initiatives
Diversity at MSU: 2019-20 Annual Student and Workforce Data Report May 2021.

DATA DESIGN AND LAYOUT

Institutional Research, Office of Planning and Budgets

Introduction and Summary of Student and Workforce Data

INTRODUCTION

For more than 50 years, MSU has sought to provide central support for the recruitment, retention and advancement of students, faculty and staff who are members of underrepresented groups.

Over time, these efforts have been led by multiple individuals who reported to various leaders across the institution and were organized administratively in the following ways: Equal Opportunity Programs (1968–1973), Human Relations Department (1973–1992), Affirmative Action Compliance and Monitoring (1992–2007) and the Office for Inclusion and Intercultural Initiatives (2007–Present).

While the work initially focused on meeting federal, state and local compliance regulations, it has evolved to address the following institutional priorities: increase diversity, ensure equity, promote inclusion, and enhance outreach and engagement.

Now, in its 41st year, the 2019-20 Annual Student and Workforce Data Report provides an overview of the compositional diversity of MSU students, faculty and staff. This report is a compilation of data and brief descriptive narratives organized by race/ethnicity, gender, and disability status among student and employee populations. In addition, data related to MSU's supplier diversity efforts are included and show the annual spending with woman-owned and minority-owned businesses.

With a focus on data, this report does not represent the full scope of efforts MSU undertakes to support the recruitment, retention, advancement and success of members of underrepresented groups.



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SUMMARY OF STUDENT AND WORKFORCE DATA

The 2019-20 annual data report provides a fall 2019 to fall 2020, one-year comparison of student enrollment by race/ethnicity demographics, as well as a 10-year comparison of enrollment, persistence, and success rates between 2010 and 2020. Workforce data is a fall 2019 to fall 2020 one-year comparison of employee demographic data by race/ethnicity, legal sex, self-identified veterans and a section on disability type. Workforce data highlights all employment categories including faculty and academic staff, tenure system 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 FY15-16 and FY19-20 of supplier diversity spending.

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

Overall, student data shows changes in several areas. Between fall 2019 and fall 2020, the total enrollment of students of color increased by 6.8% while international student enrollment declined 19.8% (primarily among first-time and undergraduate students). First-time students entering class increased for students of color by 4.3% despite a decline in African American/Black students by 1.5%. The largest increases in first-time students were among American Indian/Alaska Native at 21.4% and Asian at 12.7%. Additionally, 81% of all students who entered MSU in 2013 graduated within six years, compared to 70% of students of color. The number of students who registered with the RCPD with permanent disabilities increased by 9.8% with a 32.2% increase in registration for the deaf/hard of hearing disability type.

Workforce data shows a 6.9% increase in employees reporting two or more races compared to 2019. The number of women employees in the workforce decreased 0.5% from fall 2019 to fall 2020. The number of African American/Black faculty and women faculty in the tenure system increased respectively by 8.0% and 2.3% in fall 2020. People of color comprise 17.2% of support staff with 6.8% African American/Black, 5.8% Hispanic/Latino/a (of any race) and 3.4% Asian. Registrations of employees in RCPD with permanent disabilities increased by 35.3% across individual disability types.

A total of \$46.8 million was spent in FY19-20 with diverse suppliers. Of this, 54.5% was spent with woman-owned suppliers, which is a 10.6% decrease from FY15-16. In the same five-year comparison, supplier spending with a person of color-owned businesses increased by 14.2%, while supplier spending lowered 1.2% 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 was compiled and published virtually during the COVID-19 pandemic reflects who our community members are but not their experiences during such a turbulent and unprecedented academic year. MSU remains dedicated to nurturing the success of all Spartans, especially those who may have been adversely and disproportionately impacted over the past year as faculty, staff and students continue to demonstrate their commitment to our institutional values and community standards in pursuit of inclusive excellence.

Fall 2020 | Student Overview and One-Year Change

Fall 2020 semester total enrollment includes 11,414 domestic students of color, a 6.8% increase from fall 2019. These students represent 25.3% of the domestic student population. Total international student enrollment declined 19.8% compared to fall 2019. Enrollment of women increased slightly, with women making up 52.6% of all students. The fall 2020 first-time entering class totals 8,228 students, which includes 2,155 students of color, a historic high. Students of color represented 26.1% of the total first-time entering student population. First-time entering class African American/Black enrollment declined 1.5% from fall 2019 with no change for Hawaiian/Pacific Islander enrollment and increases in enrollment by American Indian/Alaska Native, Asian, Hispanic/Latino/a (of any race) and those who self-identified as two or more races.

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 2019 do not include College of Law students while they were included in fall 2020.

*Percent for race/ethnicity categories is of domestic students only. Percent for residency and gender categories is of all students.

Total Student Enrollment*		Percent, Fall 2020	Percent Change from Fall 2019	Count, Fall 2020
African American/Black		7.9%	2.6%	3,572
American Indian/Alaska Native		0.3%	10.6%	125
Asian		7.2%	8.5%	3,244
Hawaiian/Pacific Islander		0.1%	-33.3%	28
Hispanic/Latino/a (of any race)		6.2%	10.3%	2,783
Two or More Races		3.7%	8.4%	1,662
Total Students of Color		25.3%	6.8%	11,414
White		73.2%	0.6%	33,051
Other/Unknown/No Response		1.5%	15.2%	690
Domestic Total		90.9%	2.3%	45,155
International		9.1%	-19.8%	4,540
University Total		100.0%	-0.2%	49,695
Men		47.4%	-1.6%	23,550
Women		52.6%	1.0%	26,145

First-Time Entering Class*		Percent, Fall 2020	Percent Change from Fall 2019	Count, Fall 2020
African American/Black		7.7%	-1.5%	601
American Indian/Alaska Native		0.2%	21.4%	17
Asian		8.7%	12.7%	685
Hawaiian/Pacific Islander		0.0%	0.0%	3
Hispanic/Latino/a (of any race)		6.7%	1.9%	525
Two or More Races		4.1%	2.2%	324
Total Students of Color		27.4%	4.3%	2,155
White		70.3%	-2.7%	5,524
Other/Unknown/No Response		2.2%	2.9%	175
Domestic Total		95.5%	-0.8%	7,854
International		4.5%	-43.0%	374
University Total		100%	-4.0%	8,228
Men		45.9%	-8.9%	3,775
Women		54.1%	0.6%	4,453

Fall 2020 | Student Overview and One-Year Change (continued)

Total enrollment of graduate students of color (including graduate and professional programs) was 2,237 comprising 24.0% of domestic post-graduate enrollment. The number of domestic graduate students of color increased by 12.7% in fall 2020 compared to the previous fall, outpacing all domestic graduate students (8.7%) and overall graduate enrollment (5.4%). The number of international graduate and professional students declined by 8.5%. As of fall 2020, international students accounted for 16.8% of total graduate and professional graduate student enrollment.

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 2019 do not include College of Law students while they are included in fall 2020.

*Percent for race/ethnicity categories is of domestic students only. Percent for residency and gender categories is of all students.

Undergraduate Enrollment*		Percent, Fall 2020	Percent Change from Fall 2019	Count, Fall 2020
African American/Black		8.2%	1.4%	2,947
American Indian/Alaska Native		0.2%	5.6%	75
Asian		7.2%	8.0%	2,577
Hawaiian/Pacific Islander		0.1%	-29.6%	19
Hispanic/Latino/a (of any race)		6.0%	7.8%	2,166
Two or More Races		3.9%	7.0%	1,393
Total Students of Color		25.6%	5.5%	9,177
White		73.1%	-1.2%	26,179
Other/Unknown/No Response		1.3%	28.4%	479
Domestic Total		93.1%	0.7%	35,835
International		6.9%	-26.2%	2,656
University Total		100.0%	-1.7%	38,491
Men		48.7%	-3.2%	18,731
Women		51.3%	-0.3%	19,760

Graduate & Professional Enrollment*		Percent, Fall 2020	Percent Change from Fall 2019	Count, Fall 2020
African American/Black		6.7%	8.3%	625
American Indian/Alaska Native		0.5%	19.0%	50
Asian		7.2%	10.2%	667
Hawaiian/Pacific Islander		0.1%	-40.0%	9
Hispanic/Latino/a (of any race)		6.6%	19.8%	617
Two or More Races		2.9%	16.5%	269
Total Students of Color		24.0%	12.7%	2,237
White		73.7%	8.0%	6,872
Other/Unknown/No Response		2.3%	-6.6%	211
Domestic Total		83.2%	8.7%	9,320
International		16.8%	-8.5%	1,884
University Total		100.0%	5.4%	11,204
Men		43.0%	5.3%	4,819
Women		57.0%	5.4%	6,385

Student Overview | 10-Year Percent Change

Among all students, the 10-year percent change for African American/Black student enrollment shows a 12.5% increase. The largest increase was among students who reported two or more races (134.1%), followed by Hispanic/Latino/a students of any race (90.9%). A percent change for American Indian/Alaska Native student enrollment that shows a 37.8% decline during the 10-year period may be due to students choosing two or more races as a category that was introduced in the 2010 federal reporting guidelines.

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 2019 do not include College of Law students while they were included in fall 2020.

Total Student Enrollment	Percent Change from Fall 2010	Count, Fall 2010	Count, Fall 2020
African American/Black	12.5%	3,175	3,572
American Indian/Alaska Native	-37.8%	201	125
Asian	56.7%	2,070	3,244
Hawaiian/Pacific Islander	7.7%	26	28
Hispanic/Latino/a (of any race)	90.9%	1,458	2,783
Two or More Races	134.1%	710	1,662
Total Students of Color	49.4%	7,640	11,414
White	-0.5%	33,220	33,051
Other/Unknown/No Response	-24.8%	917	690
Domestic Total	8.1%	41,777	45,155
International	-15.2%	5,354	4,540
University Total	5.4%	47,131	49,695
Men	5.9%	22,229	23,550
Women	5.0%	24,902	26,145

First-Time Entering Class	Percent Change from Fall 2010	Count, Fall 2010	Count, Fall 2020
African American/Black	19.2%	504	601
American Indian/Alaska Native	13.3%	15	17
Asian	117.5%	315	685
Hawaiian/Pacific Islander	50.0%	2	3
Hispanic/Latino/a (of any race)	86.8%	281	525
Two or More Races	60.4%	202	324
Total Students of Color	63.4%	1,319	2,155
White	7.0%	5,163	5,524
Other/Unknown/No Response	165.2%	66	175
Domestic Total	19.9%	6,548	7,854
International	-43.2%	658	374
University Total	14.2%	7,206	8,228
Men	12.1%	3,368	3,775
Women	16.0%	3,838	4,453

Student Overview | 10-Year Percent Change (continued)

Between fall 2010 and fall 2020, the number of African American/Black undergraduates enrolled increased by 10.6%, and the number of African American/Black graduate and professional students increased by 22.5%. Among Hispanic/Latino/a students of any race, undergraduate enrollment increased 91.2% between fall 2010 and fall 2020 while graduate and professional enrollment increased 89.8%. Among Asian students, undergraduate enrollment increased 64.6% while graduate and professional enrollment increased 32.3%. The number of international students enrolled fell by 11.3% among undergraduates and 20.2% 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 2019 do not include College of Law students while they were included in fall 2020.

Undergraduate Enrollment		Percent Change from Fall 2010	Count, Fall 2010	Count, Fall 2020
African American/Black		10.6%	2,665	2,947
American Indian/Alaska Native		-51.0%	153	75
Asian		64.6%	1,566	2,577
Hawaiian/Pacific Islander		-9.5%	21	19
Hispanic/Latino/a (of any race)		91.2%	1,133	2,166
Two or More Races		144.0%	571	1,393
Total Students of Color		50.2%	6,109	9,177
White		-0.8%	26,382	26,179
Other/Unknown/No Response		-16.4%	573	479
Domestic Total		8.4%	33,064	35,835
International		-11.3%	2,994	2,656
University Total		6.7%	36,058	38,491
Men		8.0%	17,350	18,731
Women		5.6%	18,708	19,760

Graduate & Professional Enrollment		Percent Change from Fall 2010	Count, Fall 2010	Count, Fall 2020
African American/Black		22.5%	510	625
American Indian/Alaska Native		4.2%	48	50
Asian		32.3%	504	667
Hawaiian/Pacific Islander		80.0%	5	9
Hispanic/Latino/a (of any race)		89.8%	325	617
Two or More Races		93.5%	139	269
Total Students of Color		46.1%	1,531	2,237
White		0.5%	6,838	6,872
Other/Unknown/No Response		-38.7%	344	211
Domestic Total		7.0%	8,713	9,320
International		-20.2%	2,360	1,884
University Total		1.2%	11,073	11,204
Men		-1.2%	4,879	4,819
Women		3.1%	6,194	6,385

Student Success

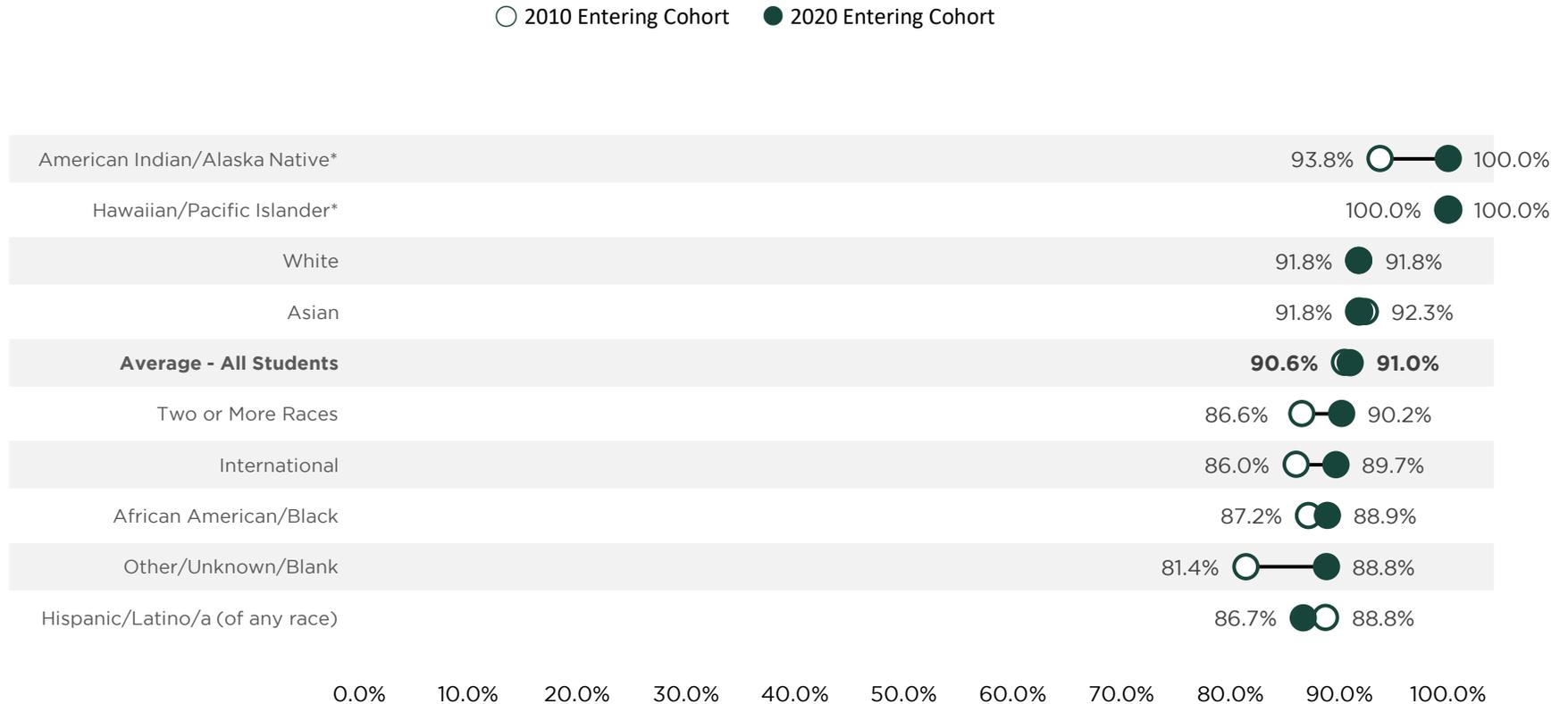
FIRST RETURNING FALL PERSISTENCE, 2010 VS 2019 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

The rate at which first-time undergraduate students entering MSU in 2019 returned to MSU for their first subsequent fall semester (fall 2020) was 91.0%, which is a slight increase from students entering in fall 2010 when the rate was 90.6%.

Persistence increased by 9.1 percentage points among students whose race/ethnicity group was reported to MSU as “other” or was not reported at all. Persistence increased by 4.3 percentage points among international students, by 4.2 percentage points among students reporting two or more races and by 1.9 percentage points among African American/Black students. While the number of students is very small, the rate also increased among American Indian/Alaska Native students.

Rates remained steady for White students and decreased slightly among Asian students. While the number of students is very small, rates also remained steady among Hawaiian/Pacific Islander students.

* Small number of students



Student Success (continued)

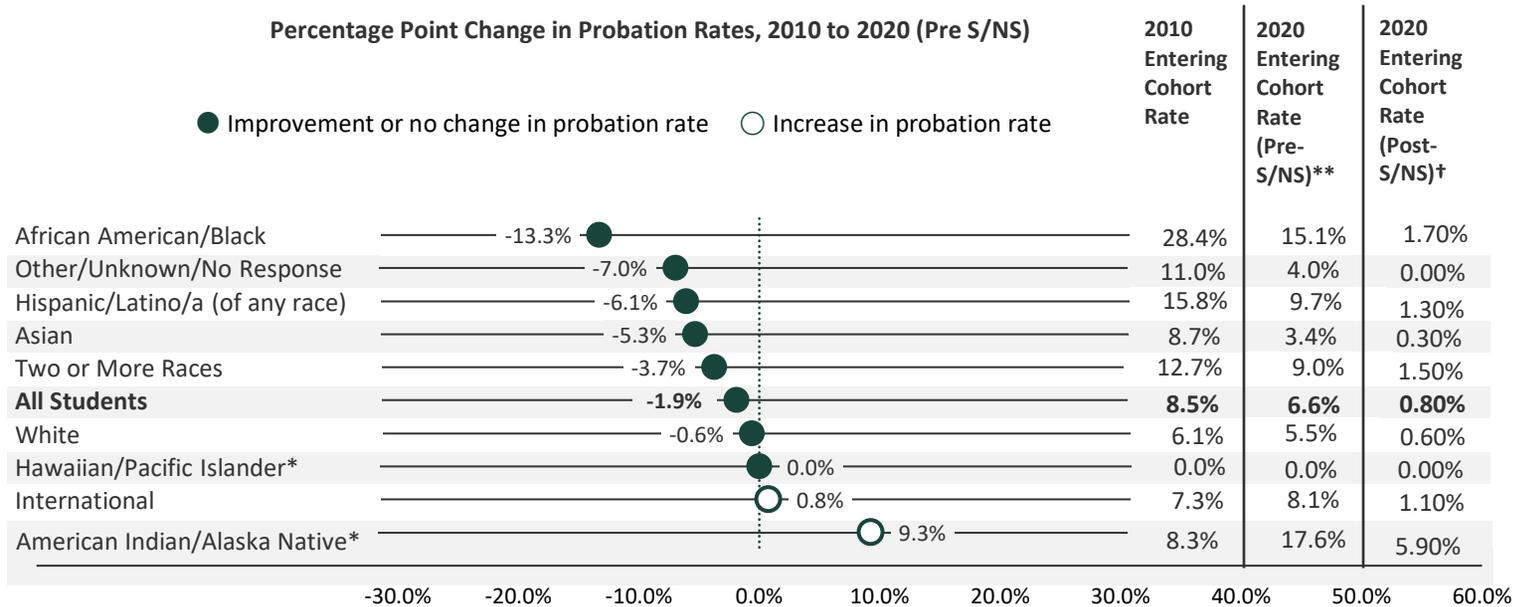
FIRST FALL PROBATION RATES, 2010 VS 2020 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

Undergraduate students are placed on academic probation if their cumulative grade point average or GPA falls below 2.0. According to the Office of the Registrar, “the term ‘probation’ is the functional equivalent of an academic warning.” (More information on undergraduate academic standing can be found on the Registrar's [ASUS web page](#).) In fall 2020, due to the COVID-19 pandemic, undergraduate students were provided with numeric course grades but then given the option to change their grade to Satisfactory if the grade in the course was 1.0 or above. Additionally, all 0.0 grades were automatically converted to Not Satisfactory. (More information is available on MSU's [S/NS web page](#).)

Because many low grades were converted to S/NS and thus excluded from cumulative GPA calculations, only 0.8% of the 2020 first-time undergraduate entering cohort were placed on academic probation at the close of fall 2020—a historic low.

When comparing what rates *would have been* without the S/NS grading option, these rates were lower among the 2020 entering cohort than for the 2010 cohort for African American/Black students (13.3 percentage point decrease), students who reported their race as “other” or who did not report a race/ethnicity to MSU (7.0 percentage point decrease), Hispanic/Latino/a students of any race (6.1 percentage point decrease), Asian students (5.3 percentage point decrease), students who reported two or more races (3.7 percentage point decrease) and White students (0.6 percentage point decrease). Nevertheless, in fall 2020 African American/Black students, students of two or more races, and Hispanic/Latino/a students of any race had higher probation rates than the average for all students both before and after accounting for S/NS grade.

Compared to the probation rate for the 2010 cohort, the pre-S/NS probation rate was slightly higher for international students (0.8 percentage point increase). While the number of students is very small, the rate for Hawaiian/Pacific Islander students remained steady, while the rate for American Indian/Alaska Native students increased by 9.3 percentage points. Fall 2020 probation rates for international and American Indian/Alaska Native students were higher than the average both before and after accounting for S/NS grades.



*Small number of students

**Percent of students who would have been placed on academic probation based on having a cumulative GPA below 2.0 and based on numeric grades issued before requests to change grades to S/NS were processed.

†Percent of students who were placed on academic probation after grades were converted from numeric to S/NS.

Student Success (continued)

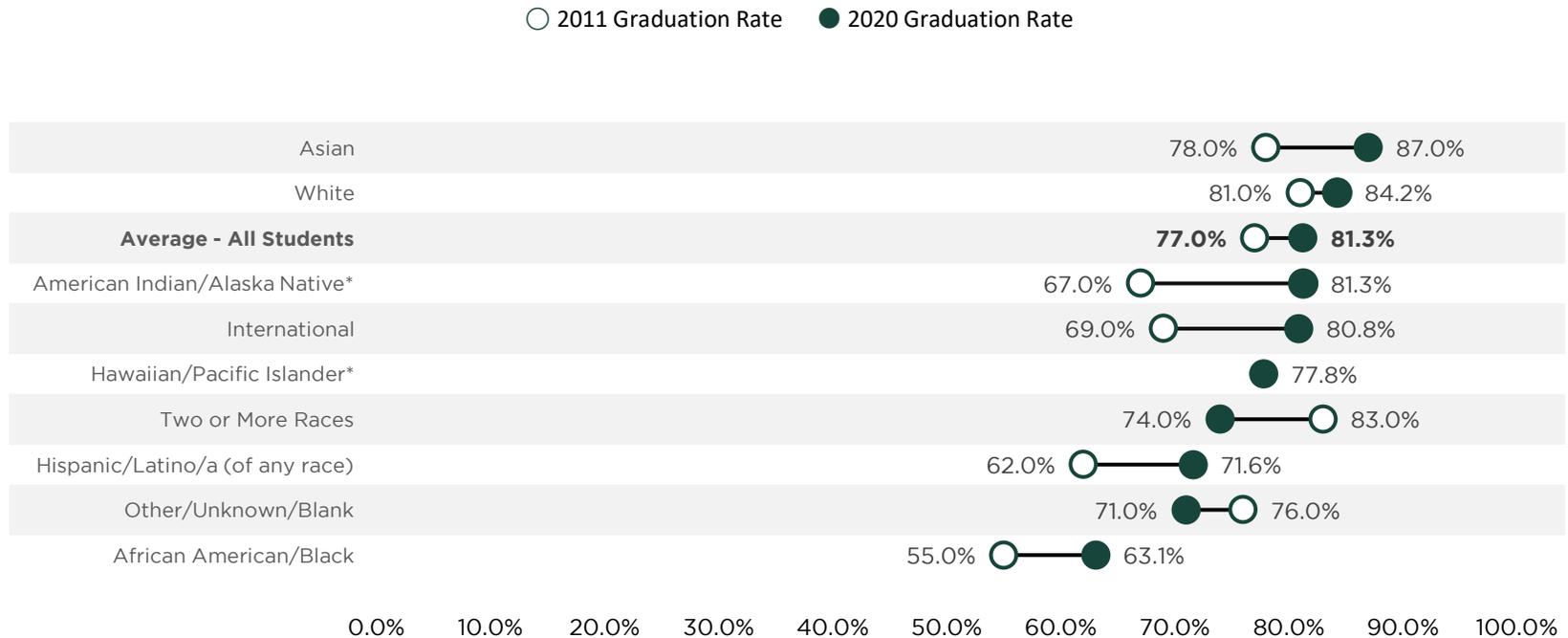
SIX-YEAR GRADUATION RATE, 2011 VS 2020 FULL-TIME, FIRST-TIME UNDERGRADUATES

The 2020 six-year graduation rate (2014 entering cohort) of 81% is a 4 percentage point increase from the 2011 (2005 entering cohort) rate of 77% and is a record high. When comparing these two years, the graduation rate increased for all groups except for students of two or more races (9 percentage point decrease), and students who reported their race as “other” or did not report a race/ethnicity to MSU (decrease of 9 percentage points—but note that there is a very small number of students in this group). The largest increase was among American Indian/Alaska Native students (14 percentage points—though it should be noted there is a very small number of students in this group). This was followed by international students who had a 12 percentage point increase in the graduation rate between 2011 and 2020, Hispanic/Latino/a students of any race (10 percentage point increase), Asian students (9 percentage point increase), African American/Black students (8 percentage point increase) and White students (3 percentage point increase). However, even after these increases, graduation rates among all race/ethnicity groups other than Asian and White students were below the average for all students.

Notes on the data

Due to changes made in federal reporting guidelines in 2010 to the collecting and reporting of race/ethnicity data, 10-year comparisons are not available for all groups, so, for consistency, the comparison is made between 2011 and 2020 for all groups. The 2011 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 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



Student Success (continued)

TIME-TO-DEGREE, 2011-12 VS 2019-20 FIRST-TIME UNDERGRADUATES, GRADUATING COHORTS

The average time-to-degree (TTD) for all students for the 2019-20 graduating cohort was 4.02 calendar years, approximately 3 months faster than for the 2011-12 cohort average of 4.27 years.

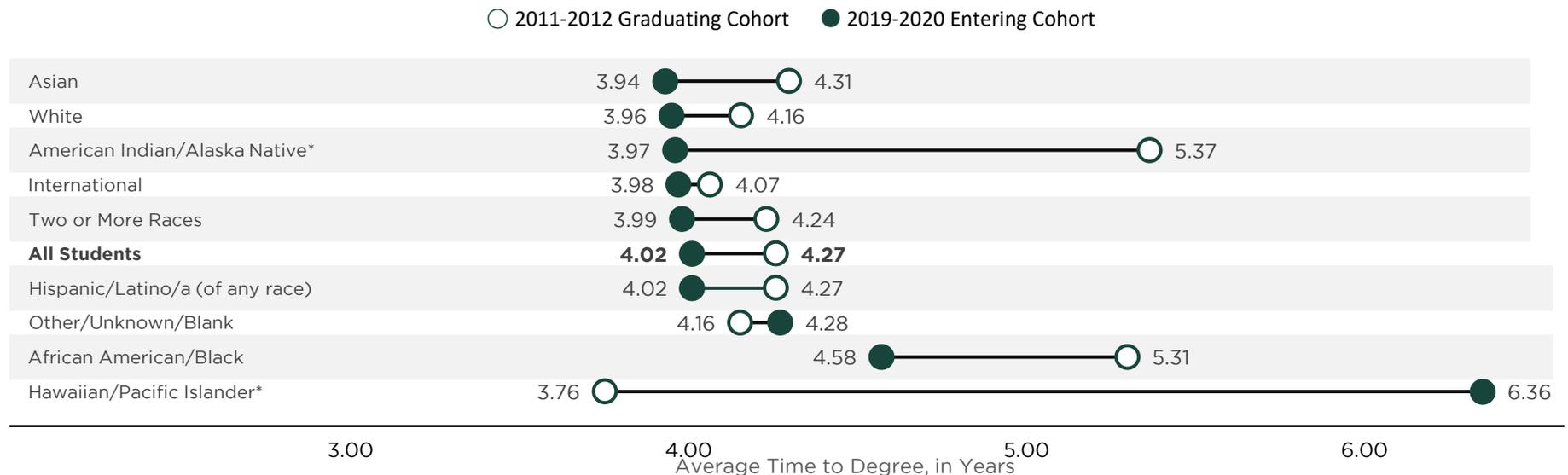
Among race/ethnicity groups, the largest improvement in TTD over this period was among American Indian/Alaska Native students. On average, students in this group from the 2019-20 graduating cohort completed their degrees 1.40 calendar years (about one year and five months) faster than students in the same group from the 2011-12 graduating cohort. Among groups with at least 30 graduates, the greatest improvement in TTD was among African American/Black students (0.73 years, equivalent to nearly nine months or over two semesters), followed by Hispanic/Latino/a students of any race (0.65 years, equivalent to nearly eight months or nearly two semesters). Despite these improvements, among the 2019-20 graduating cohort African American/Black students still took on average nearly seven months longer to graduate than the average for all students and Hispanic/Latino/a students of any race took about three months longer to graduate than the average for all students.

On average, Asian students, students of two or more races, White students and international students from the 2019-20 graduating cohort also completed their degrees more quickly than students from the same groups in the 2011-12 cohort. TTD increased for students who reported their race as “other” or who did not report a race/ethnicity to MSU and for Hawaiian/Pacific Islander students.

Notes on the data

Due to changes made in federal reporting guidelines in 2010 to the collecting and reporting of race/ethnicity data, 10-year comparisons are not available for all groups, so for consistency, the comparison is made between 2011-12 and 2019-20 for all groups. 3.7 calendar years is the amount of time considered to complete a four-year degree. (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



Student Success (continued)

SIX-YEAR STUDENT OUTCOMES, 2013 ENTERING CLASS

According to SAM, 81% of all first-time-in-any-college students who entered MSU in 2013 graduated from MSU within six years compared to 70% of students of color.

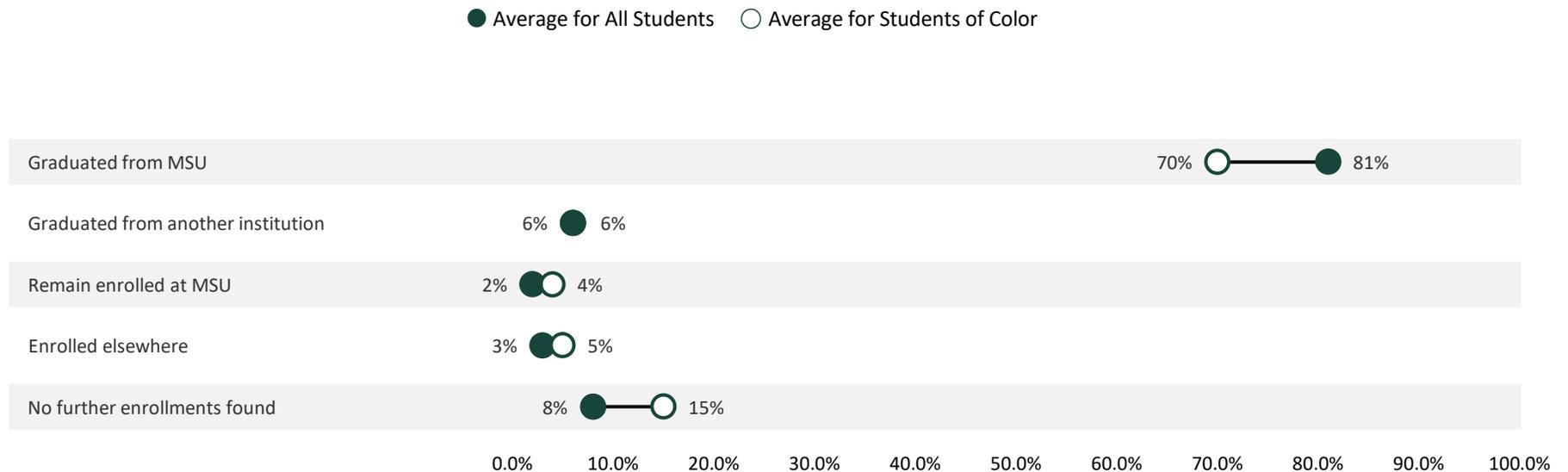
Six years after entering MSU, 2% of all students and 4% of students of color remained enrolled at MSU, 6% of all students and 6% of students of color had graduated from another institution, and 3% of all students and 5% of students of color were enrolled at another institution.

Six years after entering MSU, 15% of students of color had not graduated from MSU or another institution, nor could researchers confirm they were enrolled at any institution of higher education. This was nearly twice the rate of 8% among all students who entered MSU in 2013.

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 2013 first-time, full-time undergraduate entering cohort was the most recent data available through SAM. Further information is available on the [SAM website](#).



Student Success (continued)

CAREER OUTCOMES, SPRING AND SUMMER 2020 GRADUATES

Among students who graduated in spring and summer 2020 and provided information about their post-graduation pursuits, 56% were employed (full-time, part-time, starting their own business or in the military), an additional 30% were continuing their education and 1% were volunteering. This results in an overall career outcome rate of 87%.

For 2020 spring and summer graduates, among race/ethnicity groups with more than 30 graduates*, African American/Black graduates had the highest rate of employment at 63%, followed by White graduates at 58% and Hispanic/Latino/a students of any race at 55%. The highest rates of continuing education were among students who reported their race as “other” or who did not report a race/ethnicity to MSU (41%), Asian graduates (35%), and graduates of two or more races (35%). The career outcome rate for students who identified as African American/Black, White, two or more races, and “other” or who did not report a race/ethnicity to MSU was higher than the average career outcome rate among all graduates.

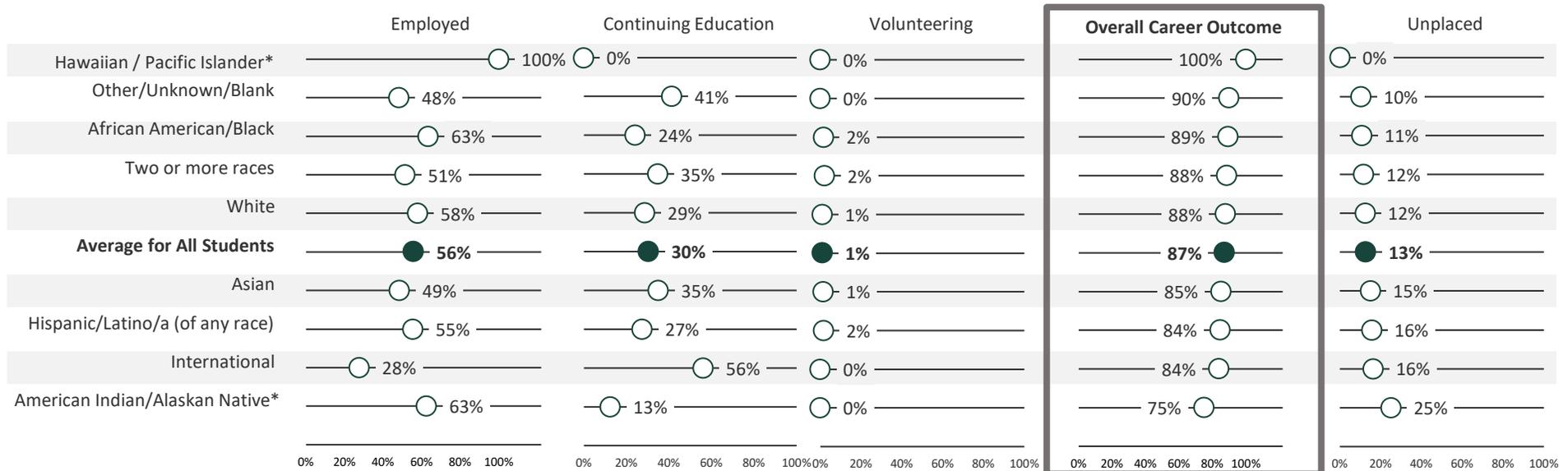
Notes on the data

The overall career outcome rate represents the sum of graduates employed (full-time, part-time, starting their own business or in military service), continuing education or volunteering. Note that due to rounding, the sum of these three columns may not be exactly equal to the value shown in the overall career outcome rate column.

Data collection for international students is often more challenging due to international graduates leaving the country after graduation and not being present in other US data sources. International student outcome data should be interpreted with caution.

Additional career outcomes data can be viewed on the [MSU's Career Outcomes web page](#). Questions about data collection and methods may be directed to MSU Career Services Network.

*Sample sizes fewer than 30 students are not reliably comparable to groups that have a larger sample size.



Faculty and Staff

EMPLOYEE DIVERSITY, 2019-20: ALL EMPLOYEES; SUPPORT STAFF

The number of all MSU personnel who were employees of color increased by 0.7% from fall 2019 to fall 2020. The number of employees reporting two or more races increased by 6.9% over the same period. The number of women employees decreased by 0.5% from fall 2019 to fall 2020. The number of employees who are veterans made up 1.6% of all MSU employees in fall 2020, and the overall number of veterans declined 7.4% compared to fall 2019.

People of color comprise 17.2% of support staff with 6.8% being African American/Black, 5.8% Hispanic/Latino/a (of any race) and Asian at 3.4%. From 2019 to 2020, the total number of support staff decreased. Among race/ethnicity categories, only the number of Asian support staff increased by 0.8% compared to 2019. Among support staff, women represent 60.7% of the total.

Notes on the data

In fall 2020 the MSU College of Law was fully integrated into the university. College of Law personnel are included in fall 2020 faculty and staff counts, but not in fall 2019 counts.

*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.

	Percent, Fall 2020	Percent Change from Fall 2019	Count, Fall 2020
All Employees*			
African American/Black	6.6%	2.0%	853
American Indian/Alaska Native	0.4%	3.6%	57
Asian	8.6%	-1.7%	1,125
Hawaiian/Pacific Islander	0.1%	-5.9%	16
Hispanic/Latino/a (of any race)	5.4%	2.2%	706
Two or More Races	0.7%	6.9%	93
Total Employees of Color	21.9%	0.7%	2,850
White	78.1%	-0.5%	10,171
University Total		-0.3%	13,021
Men**	45.3%	0.0%	5,905
Women**	54.7%	-0.5%	7,116
Veteran***	1.6%	-7.4%	213
Support Staff*			
African American/Black	6.8%	-0.8%	495
American Indian/Alaska Native	0.4%	0.0%	29
Asian	3.4%	0.8%	250
Hawaiian/Pacific Islander	0.1%	-20.0%	4
Hispanic/Latino/a (of any race)	5.8%	-0.2%	422
Two or More Races	0.7%	-7.3%	51
Total Support Staff of Color	17.2%	-0.6%	1,251
White	82.8%	-1.3%	6,023
University Total		-1.2%	7,274
Men**	39.3%	-0.7%	2,859
Women**	60.7%	-1.5%	4,415

Faculty and Staff (continued)

EMPLOYEE DIVERSITY, 2019-20: FACULTY AND ACADEMIC STAFF; TENURE SYSTEM FACULTY

An increase is noted among African American/Black tenure system faculty at 8.0% when compared to last year. There was also an increase among women tenure system faculty of 2.3%.

Notes on the data

In fall 2020 the MSU College of Law was fully integrated into the university. Faculty and staff counts for fall 2019 do not include College of Law employees while they were included in fall 2020.

*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.

Faculty and Academic Staff*	Percent, Fall 2020	Percent Change from Fall 2019	Count, Fall 2020
African American/Black	6.2%	6.2%	358
American Indian/Alaska Native	0.5%	7.7%	28
Asian	15.2%	-2.3%	875
Hawaiian/Pacific Islander	0.2%	0.0%	12
Hispanic/Latino/a (of any race)	4.9%	6.0%	284
Two or More Races	0.7%	31.3%	42
Total Faculty and Academic Staff of Color	27.8%	1.8%	1,599
White	72.2%	0.6%	4148
University Total		0.9%	5,747
Men**	53.0%	0.6%	3046
Women**	47.0%	1.2%	2,701

Tenure System*	Percent, Fall 2020	Percent Change from Fall 2019	Count, Fall 2020
African American/Black	4.8%	8.0%	95
American Indian/Alaska Native	0.7%	0.0%	13
Asian	17.3%	1.5%	346
Hawaiian/Pacific Islander	0.3%	25.0%	5
Hispanic/Latino/a (of any race)	5.3%	1.0%	106
Two or More Races	0.5%	11.1%	10
Total Tenure System Employees of Color	28.8%	2.7%	575
White	71.2%	0.3%	1,421
University Total		1.0%	1,996
Men**	62.2%	0.2%	1,241
Women**	37.8%	2.3%	755

Disability

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

In the 2019-20 reporting year, various types of permanent disabilities were represented throughout campus with psychiatric and learning disabilities being the most frequently registered with RCPD among students and chronic health and mobility-related disabilities being the most frequently registered among employees.

RCPD served 2,681 students with permanent disabilities between May 2019 and May 2020. This is a 9.8% increase from the previous year. Additionally, 335 employees with active permanent disabilities registered with RCPD over the same period, which represents an 18.3% increase from the previous year.

Notes on the data

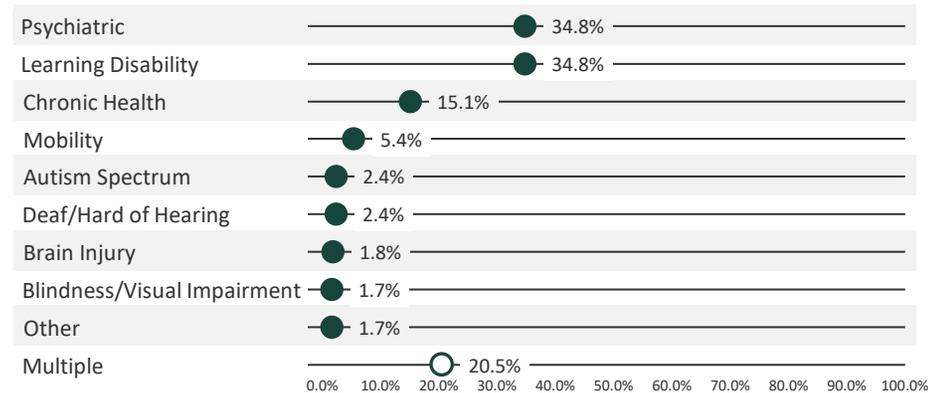
Statics presented in this report represent only individuals with permanent disabilities who voluntarily registered as such with RCPD. To preserve confidentiality given the very small number of individuals reporting certain types of disabilities, breakouts by disability type are presented in this report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

○ Indicates more than one disability.

DISABILITY BY TYPE

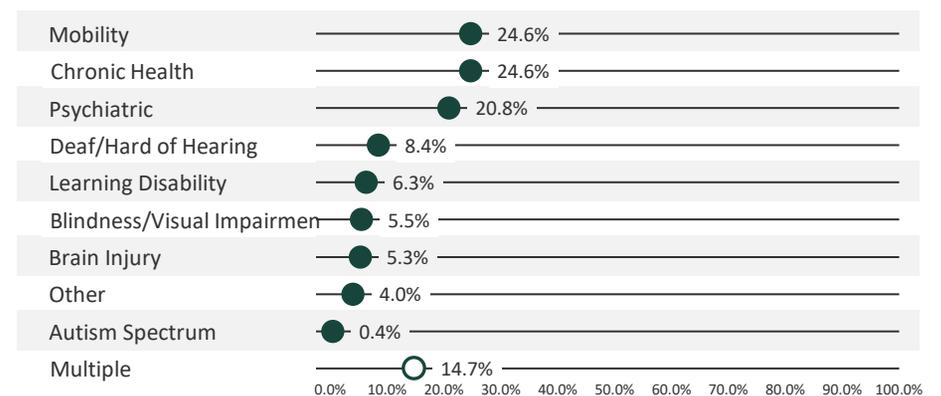
Students

Among students, the most frequently reported disabilities in the 2019-20 reporting year were psychiatric disabilities (35.8%) and learning disabilities (34.5%). The next largest reported type of disability is a chronic health disability at 15.5%. These account for over 85% of all disabilities registered with RCPD. Multiple disabilities were reported at 20.5%.



Employees

For employees in the 2019-20 reporting year, mobility disabilities (24.6%), chronic health disabilities (24.6%) and psychiatric disabilities (20.8%) account for more than 70% of all disabilities registered with RCPD. Multiple disabilities were reported at 14.7% for 2019-20.



Disability (continued)

ONE-YEAR PERCENT CHANGE IN TYPE OF DISABILITY REPORTED

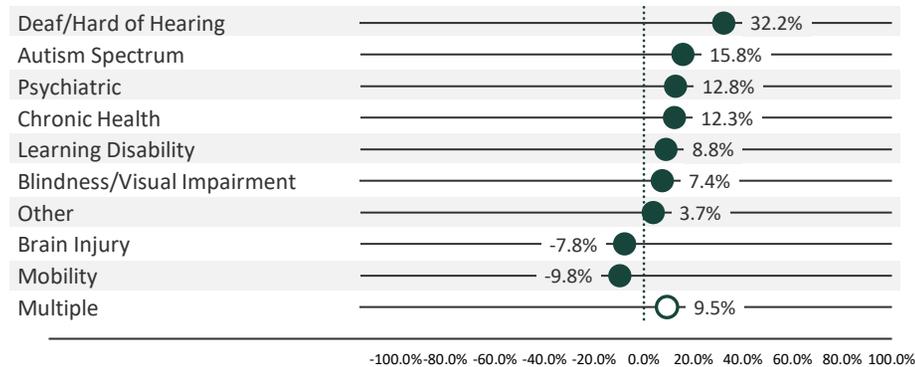
Notes on the data

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.

○ Indicates more than one disability.

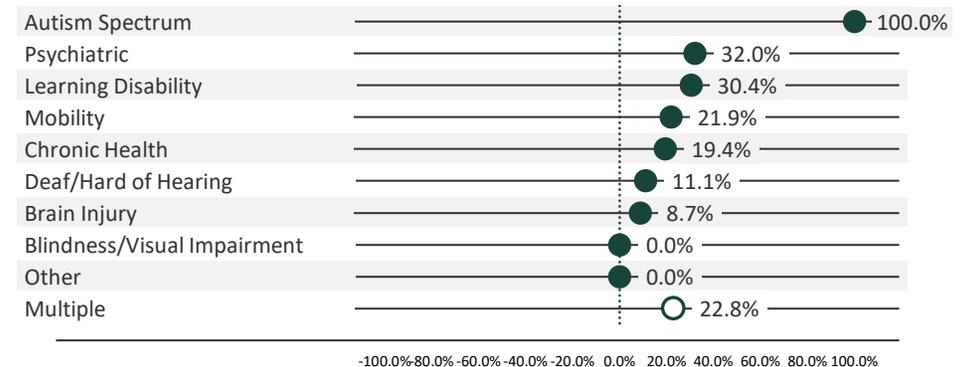
Students

When compared to the 2018-19 reporting year, the percentage of types of permanent disabilities registered to RCPD among students increased across most disability types but declined for brain injury and mobility.



Employees

Among employees, when compared to the 2018-19 reporting year the percentage of permanent disabilities registered with RCPD increased across most disability types. Registrations remained constant for blindness/visual impairment and for disabilities under the "other" category.



MAXIMIZING ABILITY AND OPPORTUNITY FOR THE MSU COMMUNITY

New Registrations (permanent disabilities)

In the 2019-20 reporting year, 773 new students registered with RCPD at the New Student Orientation (NSO) and through ongoing self-identification activities. There were 66 new employee registrations for a net increase of 52 employees compared with the previous year after accounting for retirements and separations.

Services Provided

In terms of specific services provided, in the 2019-20 reporting year RCPD provided more than 4,226 hours of course-related interpreting/real-time writing for deaf students and 157 books/course packs/other course materials were delivered in

alternative formats to students with print-related disabilities. Additionally, 654 alternative tests serving 176 students were facilitated by way of scribes, readers and quiet rooms.

Number of Contacts (direct service and consultation)

In 2019-20, over 134,684 student contacts and 3,387 employee contacts took place

Contact Hours

In the 2019-20 reporting year, RCPD recorded 18,623 service hours with students and 746 hours with employees.

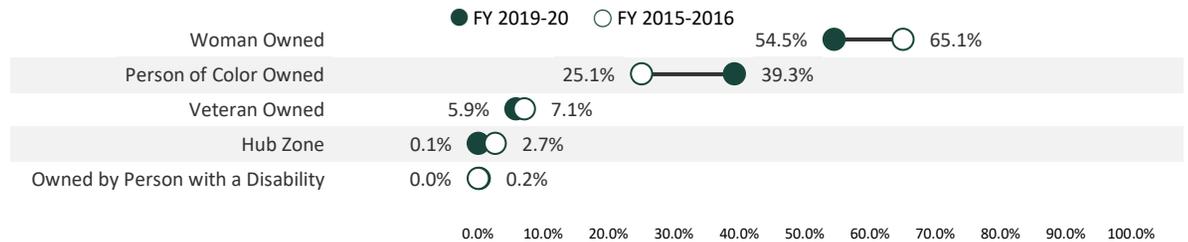
Supplier Diversity

Notes on the data

- Person of Color owned businesses include federally designated Small Disadvantaged Businesses or 8(A) businesses.
- Veteran owned businesses include those owned by disabled veterans.
- The Historically Underutilized Business Zones or HUB Zone 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.

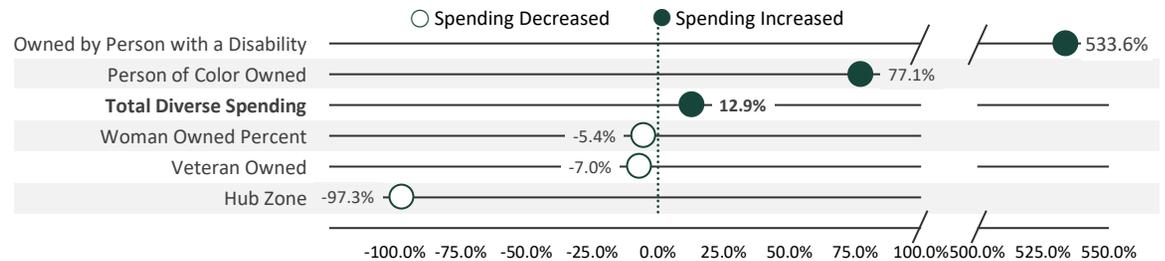
PERCENT SHARE OF DIVERSE SUPPLIER SPENDING BY GROUP, FY15-16 VS FY19-20

A total of \$46.8 million was spent in FY19-20 with diverse suppliers. This is a non-inflation-adjusted 12.9% increase from FY15-16. Of this \$46.8 million, 54.5% was spent with woman-owned suppliers, down from 65.1% five years ago. Thirty-nine percent was spent with suppliers owned by a person of color, up from 25.1% five years ago. Almost 6% was spent among veteran-owned suppliers, down from 7.1% five years ago.



NON-INFLATION ADJUSTED PERCENT CHANGE IN DIVERSE SUPPLIER SPENDING, FY15-16 VS FY19-20

Total non-inflation-adjusted spending with diverse suppliers increased 12.9% between FY15-16 and FY19-20. This overall increase was due to increases in non-inflation adjusted dollar amounts spent with suppliers owned by a person of color and a person with a disability. Fewer dollars were spent with woman-owned, veteran-owned and Hub Zone suppliers in 2019-20 compared to 2015-16.



AVERAGE DIVERSE SUPPLIER PAYMENT, FY19-20

The average amount paid to diverse suppliers was \$2,569, with the average amount paid to suppliers owned by a person with a disability at \$23,363, though there were very few suppliers in this group. The average payment for suppliers owned by a person of color was above the average, whereas the average payments for woman-owned suppliers, veteran-owned suppliers and Hub Zone suppliers were below the average.

