



2024 COMMUNITY INDEX



CENTRAL
MICHIGAN UNIVERSITY

/ We do.

INDIGENOUS LAND ACKNOWLEDGMENT

We wish to recognize the Anishinaabe people whose traditional land we are gathered upon today and the land on which the Saginaw Chippewa Indian Tribe have resided on for over 200 years. To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial (existing since beyond the reach of memory). It is important to understand the long-standing history that has brought us to reside on the land, and to seek to understand our place within that history.



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*BIPOC - Black, Indigenous, and People of Color



DIVISION OF
**UNIVERSITY
ENGAGEMENT &
STUDENT AFFAIRS**

CENTRAL MICHIGAN UNIVERSITY

A Message from the Vice President

for University Engagement and Student Affairs



At Central Michigan University, we are committed to our mission, vision, and our founding values of wisdom, virtue, and friendship. As we make considerations for what it means to inspire student and scholarly success while seeking to enhance CMU's organizational culture, we continue to examine demographic information related to the recruitment, retention, and enrollment of our students, faculty, and staff. Our students are most successful when they are guaranteed opportunities to grow and develop with a supportive, holistic learning environment. Therefore, we continue to examine demographic trends to ensure we are adequately reaching our goal of providing quality, holistic educational experiences.

Ensuring data is widely available to our community enhances the ability for faculty and staff to institute a data-driven approach to our collective work. As such, the Division for University Engagement and Student Affairs partners annually with Academic Planning and Analysis—in addition to other units across-campus to compile CMU's Annual Community Index. The guiding principles supporting each community index includes:

1. The core values of integrity, respect, compassion, inclusiveness, equity, social responsibility, excellence and innovation.
2. Fostering an academic enterprise that is embedded with culturally significant assessment and evaluation practices.
3. Encouraging the use of data-informed practice in pedagogy, policy development, research, and programmatic implementation.
4. Building upon a culture of institutionalized accountability and goal completion.

The statistics outlined in this pamphlet benchmark our progress and areas of growth across various data points, including enrollment, degree completion, faculty/staff retention, and allegations reported to the Office of Civil Rights and Institutional



» Shawna Patterson-Stephens, Ph.D.

Vice President of University Engagement and Student Affairs

Equity. Readers are encouraged to review reports from previous years to compare data published as early as 2021–2022 to track themes emerging from their respective areas. We also encourage community members to utilize this index to support the implementation of annual goals as we collectively work to advance each of CMU's strategic plans.

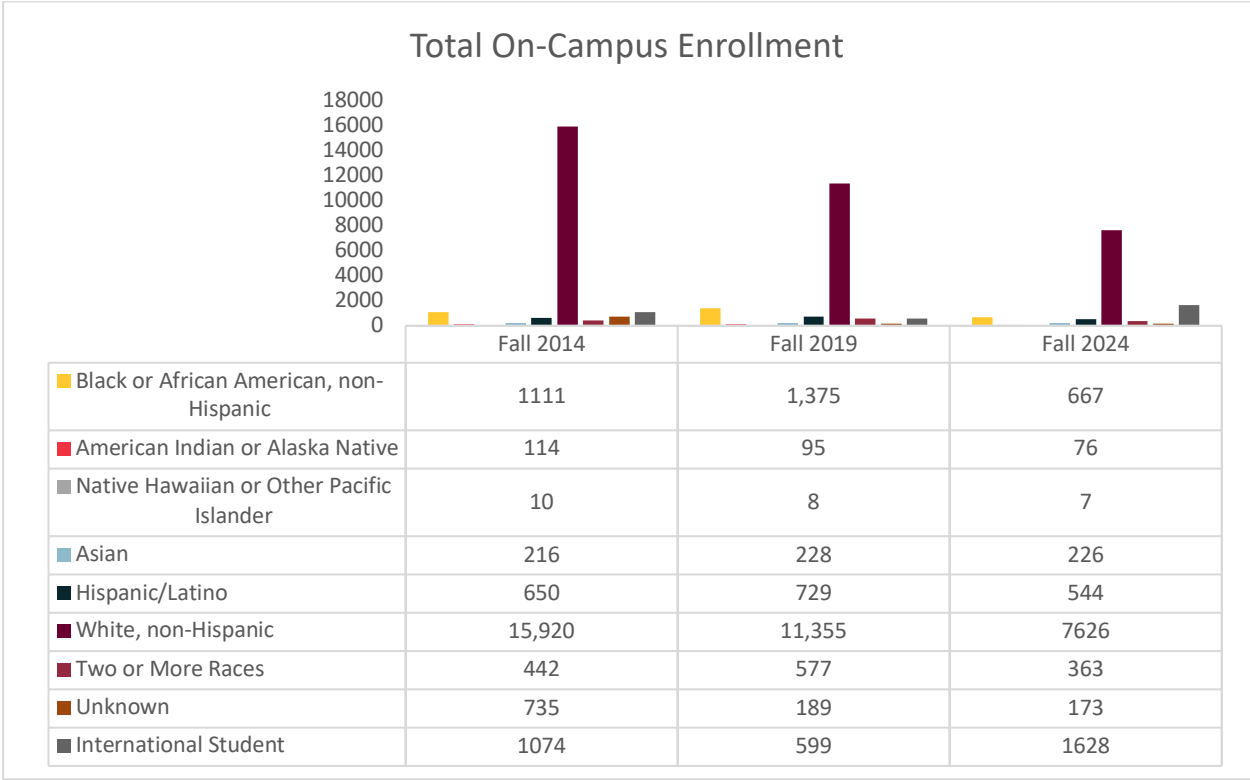
Further, faculty and staff can utilize UESA's collaboration with the Office of Curriculum and Instructional Support to expand their exploration and assessment of unit-based community imperatives using the inclusive excellence module within CMU's Watermark subscription. As we continue to cultivate a learning environment that is informed by empathy, intuition, and data, it is our hope that projects like the Community Index will help our campus feel at ease as we seek to establish analysis in day-to-day activities across campus.

In Service,

"Success is a collection of problems solved." -- Ieoh Ming Pei

Total On-Campus Enrollment						
	Fall 2014		Fall 2019		Fall 2024	
Black or African American, non-Hispanic	1,111	5.5%	1,375	9.1%	667	5.9%
American Indian or Alaska Native	114	0.6%	95	0.6%	76	0.7%
Native Hawaiian or Other Pacific Islander	10	0.0%	8	0.1%	7	0.1%
Asian	216	1.1%	228	1.5%	226	2.0%
Hispanic/Latino	650	3.2%	729	4.8%	544	4.8%
White, non-Hispanic	15,920	78.5%	11,355	74.9%	7,626	67.4%
Two or More Races	442	2.2%	577	3.8%	363	3.2%
Unknown	735	3.6%	189	1.2%	173	1.5%
International Student	1,074	5.3%	599	4.0%	1,628	14.4%
Totals	20,272	100.0%	15,155	100.0%	11,310	100.0%

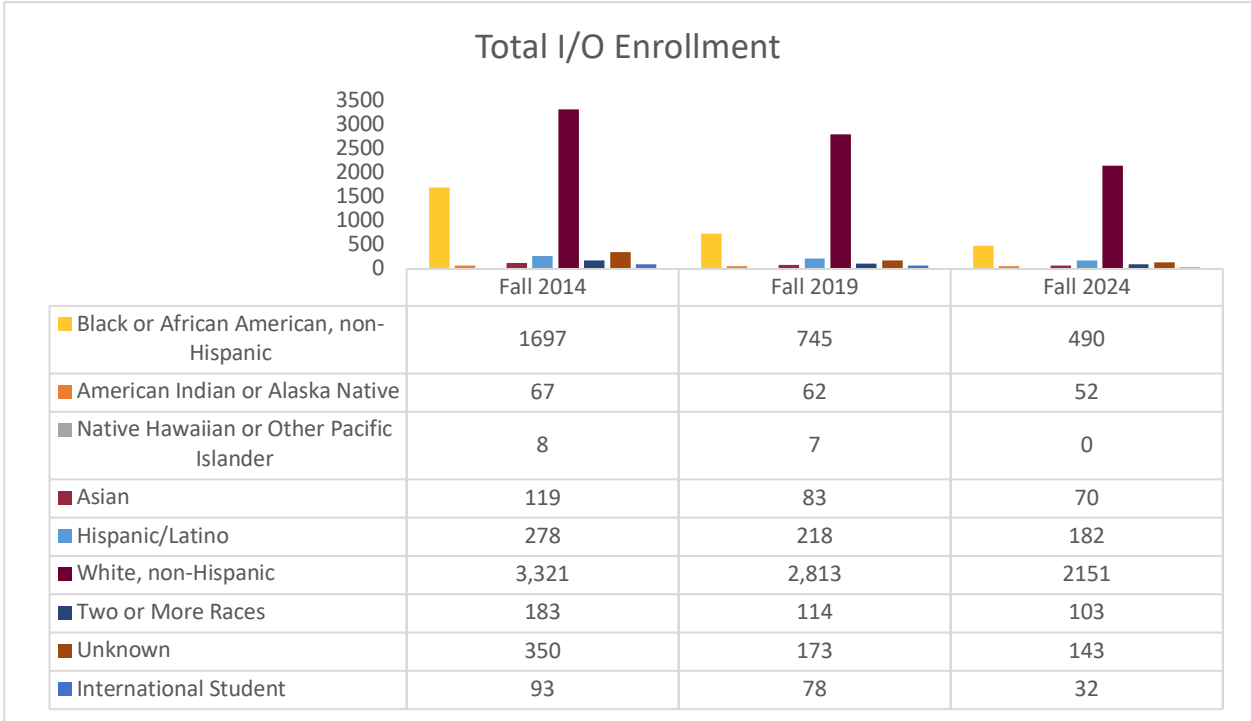
- In the past five years there has been an increase in the proportion of students who define themselves as American Indian or Alaska Native, Asian, or an international student
- There were a larger percentage of students with unknown Race/Ethnicity in 2014 (3.6%) compared to 2019 (1.2%) and 2024 (1.5%)



Total Innovation & Online Enrollment						
	Fall 2014		Fall 2019		Fall 2024	
Black or African American, non-Hispanic	1,697	27.7%	745	17.4%	490	15.2%
American Indian or Alaska Native	67	1.1%	62	1.4%	52	1.6%
Native Hawaiian or Other Pacific Islander	8	0.1%	7	0.2%	0	0.0%
Asian	119	1.9%	83	1.9%	70	2.2%
Hispanic/Latino	278	4.5%	218	5.1%	182	5.6%
White, non-Hispanic	3,321	54.3%	2,813	65.5%	2,151	66.7%
Two or More Races	183	3.0%	114	2.7%	103	3.2%
Unknown	350	5.7%	173	4.0%	143	4.4%
International Student	93	1.5%	78	1.8%	32	1.0%
Totals	6,116	100.0%	4,293	100.0%	3,223	100.0%

***Source:** Academic Planning & Analysis

- In the past five years there has been an increase in students who define themselves as White, American Indian or Alaska Native, Asian, Hispanic/Latino, and two or more races
- There were a larger percentage of students with unknown Race/Ethnicity in 2014 (5.7%) compared to 2019 (4.0%) and 2024 (4.4%)



Applied, Admitted, Enrolled by Race/Ethnicity										
	Applicants N		Admitted N		Enrolled N		Proportion of Applicants who were Admitted		Proportion of Admitted who Enrolled	
	2022	2024	2022	2024	2022	2024	2022	2024	2022	2024
Black or African American, non-Hispanic	3,605	4,367	2,276	2,741	226	161	63%	63%	10%	6%
American Indian or Alaska Native	111	123	80	78	20	19	72%	63%	25%	24%
Native Hawaiian or Other Pacific Islander	15	15	11	9	2	2	73%	60%	18%	22%
Asian	740	795	593	602	34	32	80%	76%	6%	5%
Hispanic/Latino	1,559	2,208	1,231	1,659	99	136	79%	75%	8%	8%
White, non-Hispanic	11,625	13,676	10,099	10,926	1,499	1,675	87%	80%	15%	15%
Two or more races	886	1,083	689	770	71	90	78%	71%	10%	12%
Unknown	173	205	104	142	13	23	60%	69%	13%	16%
International Student	1,167	2,737	624	1,144	55	84	53%	42%	9%	7%
Total	19,384	25,209	15,707	18,071	2,019	2,222	81%	72%	13%	12%

*Source: Data Warehouse and Academic Planning & Analysis

- The proportion of admitted who enrolled decreased from 2022 to 2024 for those who identified as Black or African American, American Indian or Alaska Native, Asian, and international students
- The proportion of admitted who enrolled increased from 2022 to 2024 for those who identified as Native Hawaiian or Other Pacific Islander, two or more races, and unknown race/ethnicity





Institutional Scholarship Support			
2023-2024			
	Dollars	Percent of Total Award	Percent of Enrolled Students
Black or African American, non-Hispanic	\$3,950,208.00	8.5%	9.5%
American Indian or Alaska Native	\$246,333.00	0.5%	0.9%
Hawaiian or Other Pacific Islander	\$62,087.00	0.1%	0.1%
Asian	\$989,772.00	2.1%	2.0%
Hispanic/Latino	\$2,445,491.00	5.3%	4.6%
White, non-Hispanic	\$34,852,078.00	75.2%	67.9%
Two or more races	\$1,675,915.00	3.6%	3.1%
Unknown	\$853,907.00	1.8%	2.8%
International Student	\$1,271,809.00	2.7%	9.1%
Total	\$46,347,600.00	99.78%	100.0%

***Source:** Office of Scholarships and Financial Aid. Institutional Scholarship Support includes scholarships awarded based on merit (academic, talent, skill, leadership, etc.) and does not include institutional grants, tuition waivers, or assistantships and fellowships.

- The percent of total aid awarded by Race/Ethnicity is similar to the percent of enrolled students by the same category

First-Year to Second-Year Retention			
	FTIAC Count, Fall 2023	% Retained into Fall 2024	3-Year Average
Black or African American, non-Hispanic	173	58.4%	52.8%
American Indian or Alaska Native	14	71.4%	64.1%
Native Hawaiian or Other Pacific Islander	0	-	50.0%
Asian	26	84.6%	77.2%
Hispanic/Latino	119	68.9%	64.4%
White, non-Hispanic	1,522	77.7%	76.9%
Two or More Races	86	75.6%	69.5%
Unknown	13	53.8%	79.6%
International Student	91	63.7%	64.2%
Totals	2,044	74.7%	73.0%

***Source:** Academic Planning & Analysis

- American Indian or Alaska Native, Asian, and unknown categories all have low enrollment counts and the retention rates should be interpreted with caution



Six-Year Graduation by Entering Class	FTIAC Entering Class, Fall 2018	% Graduated within Six Years	3-Year Average
Black or African American, non-Hispanic	339	39.5%	44.8%
American Indian or Alaska Native	16	37.5%	29.8%
Native Hawaiian or Other Pacific Islander	2	100.0%	41.7%
Asian	27	59.3%	65.2%
Hispanic/Latino	155	56.1%	54.8%
White non-Hispanic	2,053	62.5%	63.9%
Two or More Races	104	44.2%	47.5%
Unknown	11	63.6%	68.6%
International Student	25	56.0%	63.9%
Total	2,732	58.4%	60.4%

*Source: Academic Planning & Analysis

- American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Asian, International Student, and Unknown categories all have low enrollment counts and the graduation rates should be interpreted with caution



2023-2024 Percentage of Degrees Earned by On-Campus Students						
	Undergraduate Certificate	Bachelors	Masters	Doctoral	Specialists	Graduate Certificate
Black or African American, non-Hispanic	8.5%	6.6%	2.2%	7.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.5%	0.4%	0.4%	0.0%	16.7%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%
Asian	1.1%	1.2%	0.8%	7.3%	0.0%	16.7%
Hispanic/Latino	5.3%	4.9%	1.5%	3.4%	0.0%	0.0%
White, non-Hispanic	78.7%	80.5%	23.3%	63.2%	20.0%	66.7%
Two or More Races	3.2%	3.5%	1.2%	2.6%	0.0%	0.0%
Unknown	2.1%	0.8%	1.1%	8.5%	0.0%	0.0%
International Student	1.1%	1.9%	69.5%	6.8%	0.0%	0.0%
Totals	94	2,033	857	201	2	6

*Source: Academic Planning & Analysis

- Among Masters degree recipients, International Students comprise a larger proportion of graduates than in other degree levels



2023-2024 Percentage of Degrees Earned by Innovation & Online (I/O) Students						
	Undergraduate Certificate	Bachelors	Masters	Doctoral	Specialists	Graduate Certificate
Black or African American, non-Hispanic	0.0%	11.5%	11.4%	24.2%	25.0%	33.3%
American Indian or Alaska Native	0.0%	2.1%	1.6%	3.0%	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	1.4%	3.5%	6.1%	0.0%	0.0%
Hispanic/Latino	25.0%	5.6%	4.6%	3.0%	0.0%	6.7%
White, non-Hispanic	50.0%	73.2%	70.0%	51.5%	75.0%	46.7%
Two or More Races	25.0%	3.1%	1.8%	6.1%	0.0%	6.7%
Unknown	0.0%	2.4%	4.3%	3.0%	0.0%	6.7%
International Student	0.0%	0.7%	2.8%	3.0%	0.0%	0.0%
Totals	4	287	607	33	8	30

***Source:** Academic Planning & Analysis

- I/O Black or African American students earn a larger proportion of Doctoral degrees (24.2%) compared to on-campus Black or African American Doctoral recipients (7.3%)

NSSE (National Survey of Student Engagement) Data							
	First Year Students				Senior Students		
	2017	2019	2023		2017	2019	2023
	(686)	(404)	(409)		(757)	(468)	(467)
During the current school year, about how often have you done the following? ¹							
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.5	2.6	2.5		2.6	2.5	2.6
During the current school year, about how often have you had discussions with people from the following groups? ¹							
People of a race or ethnicity other than your own	3.0	3.0	2.9		2.9	2.9	2.9
People from an economic background other than your own	3.1	3.0	2.9		3.0	3.0	2.9
People with religious beliefs other than your own	3.0	2.9	2.7		2.9	2.9	2.8
People with political views other than your own	3.1	2.9	2.8		3.0	2.9	2.8
How much has your institution emphasized the following? ²							
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.8	2.7	2.6		2.5	2.4	2.6
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? ²							
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.8	2.8	2.7		2.8	2.8	2.9
*Source: Academic Planning & Analysis							
*NSSE will be conducted again in 2025							
¹ 1 = Never; 2 = Sometimes; 3 = Often; 4 = Very Often							
² 1 = Very Little; 2 = Some; 3 = Quite a Bit; 4 = Very Much							

% BIPOC among Staff and Faculty						
	November 2014		November 2019		November 2024	
Employee Group	N	%	N	%	N	%
Broadcasting	0	0.0%	0	0	1	4.2%
Fixed Term Faculty	46	10.1%	33	8.5%	38	12.0%
Graduate Assistant	187	29.5%	204	34.3%	141	42.0%
Medical	5	15.6%	4	13.8%	56	34.6%
Office Professional	6	1.9%	10	3.5%	7	3.4%
Police	2	10.5%	2	11.1%	3	10.7%
Post-Doctoral Researcher	2	50.0%	6	50.0%	7	63.6%
Professional and Administrative	74	8.4%	87	10.2%	108	13.8%
Regular Faculty	148	21.9%	149	23.7%	136	25.9%
Senior Officer	4	10.3%	1	2.6%	4	9.1%
Service Maintenance	6	3.3%	7	3.7%	9	5.6%
Supervisory/Technical	4	3.3%	4	3.4%	5	5.8%
Temporary Faculty	1	14.3%	88	20.0%	48	18.8%
Total	485	14.3%	595	16.5%	563	19.2%

***Source:** Human Resources.

***BIPOC Includes:** Black or African American, American Indian or Alaskan Native, Hispanic/Latino, Asian, Native Hawaiian or Other Pacific Islander

- Over the past ten years there has been an increase in the percentage of BIPOC faculty and staff among every employee group, with the exception of senior officers
- Many Employee Groups have few BIPOC staff and faculty, and percentages should be interpreted with caution



Staff Turnover Rates, BIPOC Only						
Employee Group	2018			2023		
	N	N of Terminations	Turnover Rate	N	N of Terminations	Turnover Rate
Broadcast	0	0	0.0%	0	0	0.0%
Office Professional	12	3	25.0%	7	6	85.7%
Professional and Administrative	83	11	13.3%	102	10	9.8%
Police	2	1	20.0%	3	0	0.0%
Service Maintenance	6	0	0.0%	9	3	33.3%
Supervisory/Technical	5	1	20.0%	3	1	33.3%
Senior Officer	3	0	0.0%	4	0	0.0%
Turnover Rate	111	16	14.4%	128	20	15.6%

Source: Number of Employees taken from the August Staff Population Report

Note: Termination is defined as any break in service including resignations, position eliminations, layoffs, retirement, and deceased, it does not include internal promotions and/or transfers.

BIPOC Includes: Black or African American, American Indian or Alaska Native, Hispanic/Latino, Asian, Native Hawaiian or Other Pacific Islander



Regular Faculty Turnover, Promotion and Tenure Rates								
		Number Experiencing Event			Total Number of Regular Faculty			3-Year Average %
		2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	
Turnover	BIPOC	9	7	8	132	125	125	6.3%
	Non-BIPOC	27	14	16	402	387	373	4.9%
Promotion	BIPOC	21	13	18	132	125	125	13.6%
	Non-BIPOC	69	51	53	402	387	373	14.9%
Tenure	BIPOC	6	1	3	22	20	20	16.1%
	Non-BIPOC	11	12	7	55	49	46	20.0%

Source: Faculty Personnel Services. BIPOC defined as Black or African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Asian.

Turnover represents those who have left the regular faculty for any reason.

Promotions include full professors receiving a professor salary supplement.

Tenure rate is calculated by a comparison to non-tenured probationary faculty (not to total number of faculty). The regular faculty population excludes the Athletic Coaches.

(FPS Source: Final FY School Base Reports for promo and tenure activity; Turnover count from SAP Query Rpt.)

**Allegations Reported to CMU's Office of Civil Rights and Institutional Equity (OCRIE)
Under CMU's Sexual and Gender-Based Misconduct Policy and/or
Equal Opportunity & Affirmative Action Protocol**

Allegations ¹ Reported to OCRIE ²	Academic Year 2020-2021 7/1/20-6/30/21	Academic Year 2021-2022 7/1/21-6/30/22	Academic Year 2022-2023 7/1/22-6/30/23	Academic Year 2023-2024 7/1/23-6/30/24
Total number of files	278	371	398	344
Basis	Number of Allegations	Number of Allegations	Number of Allegations	Number of Allegations
Age	*	*	*	*
Color	*	*	*	*
Dating Violence	11	24	19	14
Disability	5	*	13	7
Domestic Violence	10	7	12	8
Ethnicity	*	7	7	12
Gender/Sex	13	22	15	14
Gender Identity	22	36	16	11
Gender Expression	*	*	*	*
Genetic Information	*	*	*	*
Familial Status	*	*	*	*
Height	*	*	*	*
Marital Status	*	*	*	*
National Origin	*	*	5	*
Political Persuasion	6	*	*	*
Pregnancy ³	*	*	*	*
Race	41	58	79	72
Religion	*	7	*	*
Retaliation	*	*	8	*
Sex-Based Stereotypes	*	*	*	*
Sexual Assault	47	42	41	50
Sexual Exploitation	*	*	*	*
Veteran Status	*	*	*	*
Weight	*	5	*	*
Other/Misc. ⁴	40	58	86	78

¹ One allegation is counted for each basis of harassment, discrimination, or sexual misconduct per file. A file may have multiples allegations.

² Data is aggregated. Aggregated data that is fewer than five (5) is not reported as the aggregate number and instead is reported as "*."

³ Pregnancy includes childbirth or related medical conditions.

⁴ Other/Misc. mean allegations that were reported to OCRIE but do not fall under CMU's Sexual and Gender-Based Misconduct Policy or CMU's Equal Opportunity & Affirmative Action Protocol.



Sexual Assault Peer Advocates (SAPA) Contacts	
Academic Year	Total Contacts
2019-2020	177*
2020-2021	70**
2021-2022	48***
2022-2023	100
2023-2024	137

Source: SAPA

*services shutdown for the year on March 6th and were unable to resume due to the pandemic

**these numbers account for crisis line contacts only (chat and in-person services were suspended due to the pandemic and volunteer numbers). Statistically speaking, they are still on par with the average of 2 contacts/week seen in previous years.

***much like the previous year, fall semester only saw crisis line services being offered. Spring semester saw the introduction of the new texting chat service, but this was a soft opening without much advertisement as we tested it.

Campus Security Act - Annual Crime Statistics					
		On-Campus	Non-Campus	Public Property	Total
Rape	2023	5	2	0	7
	2022	5	0	0	5
	2021	6	1	1	8
Fondling	2023	5	0	0	5
	2022	3	1	0	4
	2021	2	1	1	4
Statutory Rape	2023	0	0	0	0
	2022	0	0	0	0
	2021	0	0	0	0
Hate Crimes	2023	0	0	0	0
	2022	0	0	0	0
	2021	0	0	0	0

***Source:** Annual Security & Fire Safety Report, 2024

***On-Campus:** Any building or property owned or controlled by the institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls. Also included is any building or property within the contiguous area of geography that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes.

***Non-Campus:** Any building or property owned or controlled by a student organization that is officially recognized by the institution or any building or property owned or controlled by the institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

***Public:** Property including streets and sidewalks; immediately surrounding the campus property and are adjacent to and accessible from the campus.



DIVISION OF
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& STUDENT
AFFAIRS**

**CENTRAL MICHIGAN
UNIVERSITY**

CMU is an Equal Opportunity Employer and institution. CMU does not discriminate against persons based on age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, transgender status, veteran status, or weight. 21432 MGX 50 qty (6/25)