

2020 Campus Diversity, Inclusion & Access Snapshot

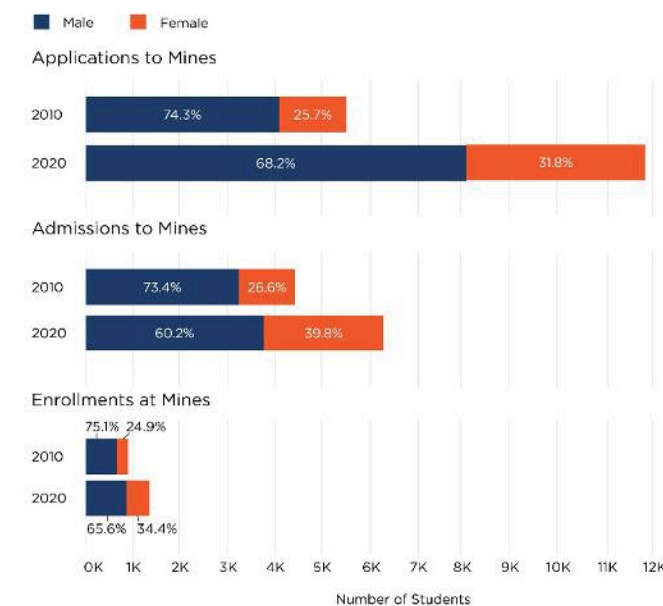
Diversity, inclusion and access (DI&A) is a central component of the MINES@150 strategic plan. The 2020 DI&A Snapshot includes data dating as far back as 10 years to provide baseline context of our progress over the past decade. Highlights of undergraduate (UG) and employee recruitment and retention trends are shown. Some trends are broken down by gender and race/ethnicity (underrepresented groups = URGs). Advancements made on promoting a culture of inclusion and how we climb together as a community to share the responsibility to achieve DI&A goals are featured.

Recruitment and Enrollment Trends Undergraduate Students

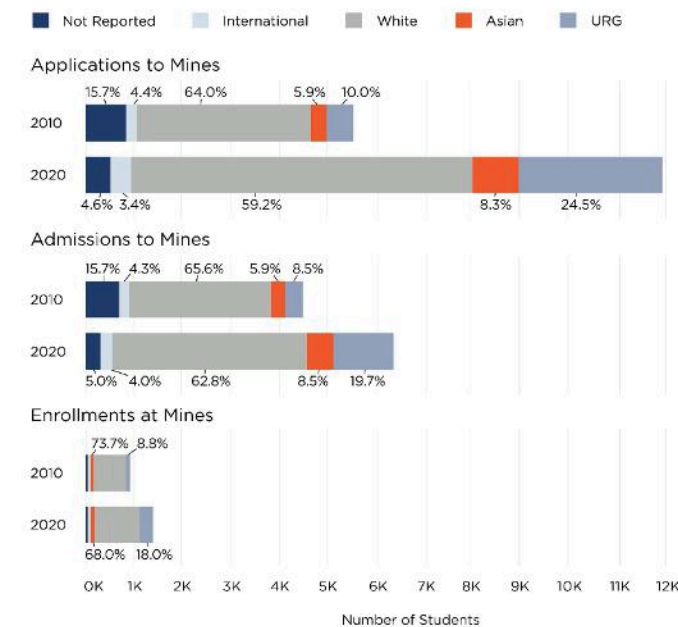
Mines has seen an overall increase in undergraduate recruitment outcomes over the past decade, demonstrating substantial progress made toward our DI&A goals. Since 2010, there has been a **115 percent increase in the number of first-year UG applicants** to Mines, a **42 percent increase in admitted students** and a **50 percent increase in enrolled students** in that same group. In 2020, the yield for all UG students was **26.9 percent**, up from 26.5 percent in 2010.



Applications to enrollments trends of Mines first-year, non-transfer students, 2010 and 2020 by gender



Applications to enrollments trends of Mines first-year, non-transfer students, 2010 and 2020 by race/ethnicity



These graphs show the applications to enrollments funnel for first-year, non-transfer undergraduate students. Data are snapshot comparisons of 2010 and 2020 trends between gender and race/ethnicity.



URGs = American Indian/Alaskan Native, Black/African American, Hispanic, Multiple Races and Native Hawaiian/Pacific Islander.

Recruitment Trends of Mines Employees



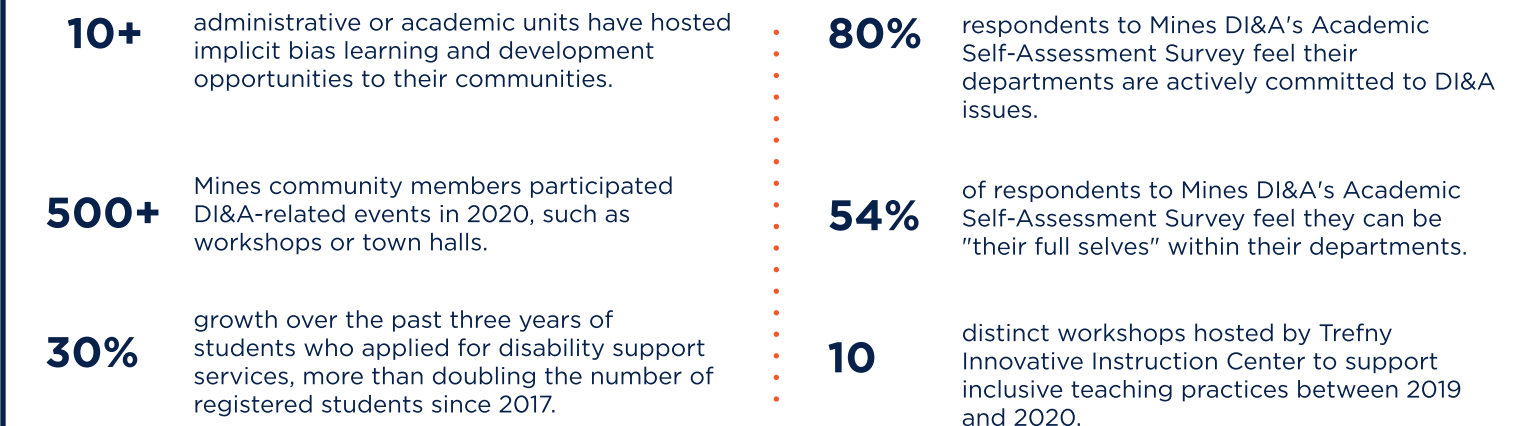
Retention

Mines' retention of both undergraduate students and employees is exceedingly high, contributing to our institution's success.

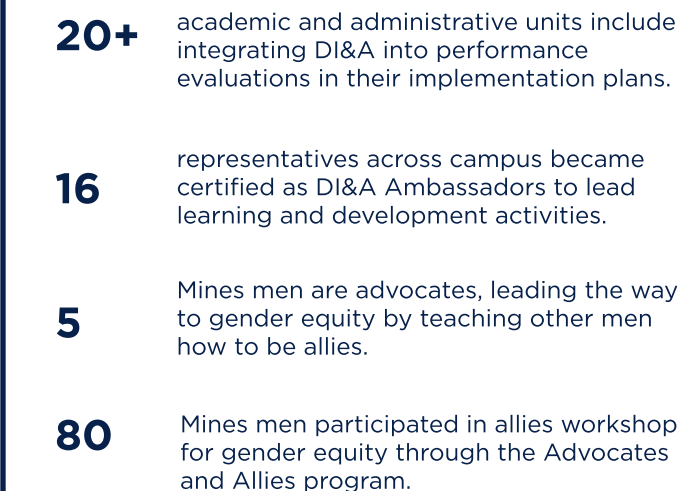
In 2019, Mines overall UG retention was 92 percent. Consistently for the past 10 years, **female students have notably higher retention rates** than male students from their freshman to sophomore years. Excluding international students, **female students going into year four retain at 97 percent, underrepresented female students retain at 95 percent and white female students retain at 97 percent.**

From 2015 to 2019, Mines experienced **zero percent turnover of underrepresented academic faculty.** Administrative faculty turnover was nine percent for both female and male employees, showing no significant difference. Underrepresented and white administrative faculty have comparable yearly turnover rates, 10 percent and nine percent respectively.

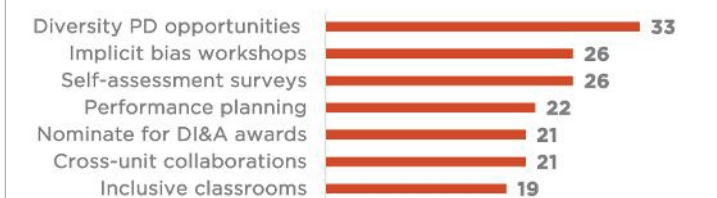
Culture of Inclusion



Shared Responsibility



Common Programs in Implementation Plans



These seven activities are most commonly cited in unit implementation plans. Thirty-seven units submitted plan reports in 2020, including all academic departments. In fact, all academic departments incorporated inclusive classroom best practices in their plans.

"Our campus community has really risen to the challenge. It is so uplifting and critical to see fellow Orediggers dive in and commit to an inclusive campus."

-Dr. Amy E. Landis, Presidential Faculty Fellow for Access, Attainment and Diversity