

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

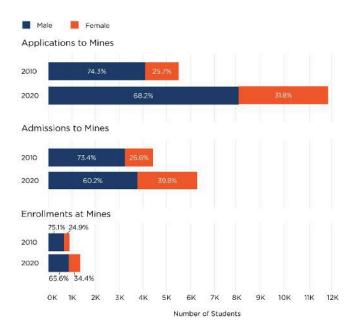
Mines has seen an overall increase in undergraduate recruitment outcomes over the past decade, demonstrating substantial progress made toward our DI&A goals. Since 2010, there has been a 115 percent increase in the number of first-year UG applicants to Mines, a 42 percent increase in admitted students 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.

165% increase in female first-year

applicants to Mines since 2010

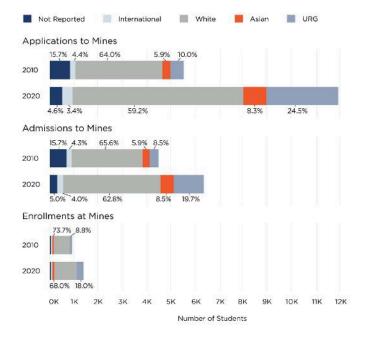
112% increase in female first-year admitted

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



students to Mines since 2010

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.

427% increase in URG first-vear applicants to Mines since 2010 228%

increase in URG first-year admitted students to Mines since 2010

205% increase in URG first-year enrolled students at Mines since 2010

106%

increase in female first-year enrolled

students at Mines since 2010

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





		- 0	COLORA EARTH • I
		• Recrui	tment Tre
5	3%		35%
classified sta	rative faculty and Iff applicants from Jentified as female	applican	academic facu ts from 2016- tified as Asia
Minos' rotant	ion of both undergr	aduata stur	• F
In 2019, Mine retention rat students goi	es overall UG retentiones sources than male studen ng into year four rel ain at 97 percent.	on was 92 p its from the	percent. Cons eir freshman t
turnover was	o 2019, Mines experies nine percent for bo istrative faculty have	oth female a	and male emp
			• Cultur
10+	administrative or a implicit bias learnii opportunities to th	ng and dev	elopment
500+	Mines community DI&A-related even workshops or towr	ts in 2020,	
30%	growth over the pa students who appl services, more that registered student	ied for disa n doubling	bility support the number c
			• Shared
20+	academic and admir integrating DI&A int evaluations in their i	o performa	ince
16	representatives acro certified as DI&A Ar learning and develo	nbassadors	to lead
		cates lead	ing the way
5	Mines men are advo to gender equity by how to be allies.		

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mines.edu/diversity

ADOSCHOOLOFMINES. ENERGY • ENVIRONMENT

ends of Mines Employees •

40%

ulty -2020 an

of all academic faculty hires from 2016-2020 were female job seekers

16%

of applications and offers accepted for administrative faculty and classified staff positions were from URGs

Retention

ployees is exceedingly high, contributing to our institution's success.

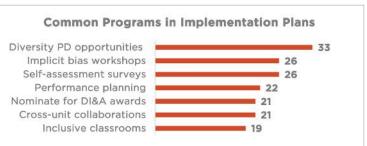
sistently for the past 10 years, female students have notably higher to sophomore years. Excluding international students, **female** rrepresented female students retain at 95 percent and white female

nover of underrepresented academic faculty. Administrative faculty oloyees, showing no significant difference. Underrepresented and nover rates, 10 percent and nine percent respectively.

re of Inclusion •



d Responsibility



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