



Coast Guard Academy Diversity

Report to Congress
July 31, 2023



U.S. Coast Guard

Foreword

July 31, 2023

I am pleased to present the following report, “Coast Guard Academy Diversity,” as prepared by the U.S. Coast Guard.

Section 5111 of Title 14, U.S. Code, directs the submission of an annual report on diversity at the Coast Guard Academy.

Pursuant to Congressional requirements, this report is provided to the following members of Congress:

The Honorable Maria Cantwell
Chair, Senate Committee on Commerce, Science, and Transportation

The Honorable Ted Cruz
Ranking Member, Senate Committee on Commerce, Science, and Transportation

The Honorable Sam Graves
Chairman, House Committee on Transportation and Infrastructure

The Honorable Rick Larsen
Ranking Member, House Committee on Transportation and Infrastructure.

I am pleased to answer any questions you may have, or your staff may contact my Senate Liaison Office at (202) 224-2913 or House Liaison Office at (202) 225-4775.

Sincerely,



Linda L. Fagan
Admiral, U.S. Coast Guard
Commandant





Coast Guard Academy Diversity

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I. Legislative Language

This report responds to requirements set forth in Section 5111 of Title 14, U.S. Code, which reads:

TITLE 14 U.S.C. § 5111: REPORT ON DIVERSITY AT COAST GUARD ACADEMY

- (a) IN GENERAL.—Not later than January 15, 2021, and annually thereafter, the Commandant shall submit a report on diversity at the Coast Guard Academy to the Committee on Transportation and Infrastructure of the House of Representatives and the Committee on Commerce, Science, and Transportation of the Senate.
- (b) CONTENTS.—The report required under subsection (a) shall include—
- (1) the status of the implementation of the plan required under section 8272 of the Elijah E. Cummings Coast Guard Authorization Act of 2020;
 - (2) specific information on outreach and recruitment activities for the preceding year, including the effectiveness of the Coast Guard Academy minority outreach team program described under section 1905 and of outreach and recruitment activities in the territories and other possessions of the United States;
 - (3) enrollment information about the incoming class, including the gender, race, ethnicity, religion, socioeconomic background, and State of residence of Coast Guard Academy cadets;
 - (4) information on class retention, outcomes, and graduation rates, including the race, gender, ethnicity, religion, socioeconomic background, and State of residence of Coast Guard Academy cadets;
 - (5) information on efforts to retain diverse cadets, including through professional development and professional advancement programs for staff and faculty; and
 - (6) a summary of reported allegations of discrimination on the basis of race, color, national origin, sex, gender, or religion for the preceding 5 years.

II. Report

The Coast Guard continues to build and sustain an organizational climate in which people of diverse backgrounds, cultures, races, religions, genders, and ethnicities are fully included, valued, and respected. We continue to make progress toward meeting the strategic goal of a workforce that reflects our Nation's diversity. We endeavor to foster an environment in which every individual can thrive and contribute to Coast Guard missions.

Assessment of the Cultural Competence of the Coast Guard Academy

The Coast Guard will provide a summary of the National Academy of Public Administration's assessment required by Section 8272 of the Elijah E. Cummings Coast Guard Authorization Act of 2020 in the next annual report submission.

Outreach and Recruitment Activities

The Coast Guard Academy (CGA or Academy) maintains a comprehensive catalogue of Admissions outreach and recruitment activities, connecting prospective applicants to CGA with a goal to build a talented and diverse student body. Table 1 provides a breakdown of specific CGA recruiting activities throughout the 2020-2021 admissions season. Under normal circumstances, recruitment and outreach events occur in-person and span all 50 states as well as major territories. However, COVID-19 precautions required many of these events to shift to virtual formats. To support virtual recruitment efforts and to enhance virtual outreach to underrepresented groups, the Admissions team temporarily hired four junior Coast Guard officers from the Coast Guard Reserves to provide focused outreach to under-represented minority, first-generation college bound, and female applicants. In addition, CGA Admissions employed the dedicated volunteer network of the Academy Minority Outreach Team (AMOT) to assist with many of these events. The effectiveness of the Academy Minority Outreach Program is shown later in this report as part of Table 9 and Table 10.

Due to the impact of COVID-19, CGA's campus programs and most other external events shifted to a virtual format in March 2020. In 2020, CGA attracted over 1,200 visitors to the Academy (virtual and in-person) while also reaching thousands of other students, parents, and education professionals through external events. These efforts resulted in 2,070 completed applications for the Academy Class of 2025. The comprehensive efforts throughout this challenging process yielded the most diverse applicant pool in the history of CGA.

**Table 1: Coast Guard Academy Outreach and Recruitment Activities
for the Class of 2025 (2020-21 recruiting cycle)**

Event Type	Number of Events
Academy-Run Recruitment/Outreach Programs	686 59 in-person 627 virtual
Congressional Sponsored Events	154 12 in-person 142 virtual
Joint Service Academy Workshops	5 4 in-person 1 virtual
National Association for College Admissions Counseling (NACAC) Fairs/Events	14 4 in-person 10 virtual
Other College Fairs/Events	353 150 in-person 203 virtual
TOTAL	1212 229 in-person 983 virtual

Academy-Run Recruitment/Outreach Programs:

Virtual Recruiting Events:

CGA Admissions carried out 983 virtual events (as outlined in Table 1). This marked a massive increase in the number of outreach events previously conducted. Virtual formats allowed the CGA to hold at least three virtual recruiting programs per week, at different times throughout the day, on various days of the week. This effort highlighted the resourcefulness and flexibility of the CGA Admissions staff to meet wide ranging needs of interested students from all parts of the country/world, in all time zones.

Virtual programs providing broad overviews of the CGA often attracted 150 plus students per session. Programs tailored to smaller groups (per academic major interest or athletic interests) brought in closer to 20 to 50 students per virtual session. The goal was to continue offering opportunities to students to learn about the Academy and the Service on their time and their terms, and the results paid off significantly. When travel restrictions were reduced, CGA Admissions started conducting off campus in-person events as well as on campus events, while maintaining regular virtual presentation offerings. Traditional recruiting events which were reflective in the virtual offerings are described below.

Off Campus Events

- **Information Session:** An information session includes a presentation from Admissions staff and a panel of cadets and/or Coast Guard officers intended to provide information and generate interest in the Academy among students in grades 8-12. These events are hosted locally by traveling Admissions staff or partners or through virtual platforms.

- Workshops: A workshop is an immersive event conducted at, or in conjunction with, an operational Coast Guard unit. Events include a presentation from CGA's Admissions staff, a Coast Guard officer panel, attendance by an AMOT member, and a unit tour or demonstration intended to inform and generate interest about CGA among students in grades 8-12. These events are hosted locally by traveling Admissions staff or through virtual platforms.
- High School Visits: A high school visit can include anything from setting up a booth at a school to targeted interactions with students and/or educators to provide information and generate interest in the Academy. Admissions staff members typically conduct high school visits in conjunction with travel or through virtual platforms.

On Campus Events

- Academy Introduction Mission (AIM): A one-week summer recruiting program for rising high school seniors to experience life as a fourth class cadet (freshman) at the Academy. This program is the single largest recruiting program in the organization, with the vast majority of attendees submitting applications to the Academy the following fall. Students apply for the program during February and March of their junior year in high school. AIM for this recruiting class, was conducted entirely virtually during the summer of 2020, due to COVID-19. CGA was the only Federal Service Academy to maintain focus on providing a summer program offering and the first to conduct the program virtually. A total of 696 students participated in the AIM summer of 2020 virtual program, making this the largest group of students to attend the program in CGA's history.
- Admissions Brief and Campus Tour: This program typically runs at least once per week and includes a presentation from Admissions staff and a cadet led campus tour. This event is intended to provide information and generate interest in the Academy among students in grades 8-12.
- Cadet for a Day: A multi-day or multi-session program designed to expose prospective applicants to the Academy experience, specifically academics, military instruction, athletics, and cadet life. The goal of this program is to generate applications from high school seniors by immersing them in Academy life.
- Genesis Invitational: This is a multi-day or multi-session program designed to encourage a diverse population of underrepresented minority and first-generation college students to strongly consider applying to CGA. The Genesis Invitational exposes prospective applicants and parents to the full Academy experience. The goal of this program is to generate applications from first generation and underrepresented minority high school seniors.
- Science Technology Engineering Program: This one-day program is designed to provide potential female, first generation, and underrepresented minority applicants a chance to experience the science, technology, and engineering opportunities at CGA. The goal of this program is to increase the number of female and underrepresented minority applications for CGA Science, Technology, Engineering, and Mathematics (STEM) programs.
- Academy Enlisted Selection Opportunity Program (AESOP): Integrated into multiple Cadet for a Day offerings, AESOP is a two-day overnight event for junior enlisted members (formerly known as the Guardian Challenge) who are eligible to apply for admission to the Academy and have received a recommendation from their command.

- Bears Day: This multi-day or multi-session program is designed to expose potential applicants to the Academy experience, specifically academics, military instruction, and cadet life through an admissions brief, campus tour, cadet lunch engagement, and a class visit. The goal of Bears Day is to generate CGA interest among grades 9-11 and build interest in the AIM for high school juniors.
- Academy Experience Program: This is a multi-day or multi-session program for students with conditional or full appointments intended to provide a fully immersive cadet experience to help them make an informed decision on accepting their appointment to CGA.
- Educator and Influencer Summit: This program is specifically designed to help educators and community leaders from around the country learn about CGA our leader development program and identify and recommend high quality candidates.
- Other Campus Programs: The CGA Admissions Office also hosts events such as Coast Guard career fairs, academic or athletic highlight events, and events targeting specific regions of the country, territories, possessions, and abroad to ensure full recruiting coverage.

Congressional Sponsored Events: Congressional offices sponsor Service Academy Days throughout the year intended to give students in a congressperson's state/district information regarding all of the service academies. During this recruiting period, these events were held virtually by the Congressional staff organizers.

Joint Service Academy Workshops: Throughout the year, all of the service academies coordinate these events, which are intended to give interested students information regarding the service academies, including hearing directly from each academy's Director of Admissions.

National Association for College Admissions Counseling (NACAC) Fairs/Events: NACAC holds major national college fairs throughout the year that reach a wide audience of students throughout the United States. Nearly all of these events were conducted virtually during this recruitment season.

Other College Fairs/Events: CGA Admissions Staff attend a wide variety of other college fairs and events to garner interest and applications from a diverse, talented pool of applicants from around the United States and abroad. A good portion of all college fairs and events were held virtually during this recruitment season.

Academic Program Year Enrollment

The mission of the Admissions Staff is to attract diverse young men and women to serve as future officers within the Coast Guard by attending the four-year program at the CGA. Striving to maximize annual applicant pool numbers, significant support is provided to every student seeking additional knowledge on the CGA with hopes it leads to a final application. Although large applicant pools are desired, a quality applicant pool remains the focus of the CGA Admissions Staff. The CGA Admissions team continues to generate a quality and diverse applicant pool reflecting the following characteristics:

- Applicants possessing a strong desire to serve the United States through service in the Coast Guard.
- Applicants from diverse geographic regions, ethnic and socio-economic backgrounds representing each of the 50 states, U.S. citizens living abroad and applicants within U.S. territories. Ultimately, the CGA strives to collect a widely diverse applicant pool to properly reflect the population it serves.
- Academically competitive high school/home schooled seniors, prep school, college, and enlisted applicants, all seeking an undergraduate education in one of the nine academic majors offered.
- Athletically competitive students seeking to participate in one (or more) of the female and male intercollegiate and/or club sports offered.
- Gifted and talented students seeking to participate in offered activities to include instrumental musical groups, vocal groups, theatrical groups and the numerous Clubs offered, which enhance the scope of culture within the Coast Guard.
- Students with additional language skills (beyond English) and diverse backgrounds to enhance the cultural competence and operational effectiveness of the Coast Guard.
- Informed applicants who are aware of the tremendous commitment they are making to themselves, the CGA, the Coast Guard, and our Nation when they submit a finished application to compete for an appointment.

During the recruitment season for the Class of 2025, CGA Admissions met its recruitment goals and assembled a robust, highly diverse, and impressive applicant pool. The Academy Admissions team reviewed 2,070 final applications to make the most appropriate decisions in order to meet the long-term needs of the Coast Guard and the immediate needs of the CGA.

Appointed Student Information: A total of 452 appointments were offered to selected applicants. 199 (or 44 percent) of the appointed applicants were Female. There were 185 (or 41 percent) appointed applicants that were under-represented minority students. 47 states were represented in these appointments. In addition, appointments were earned by applicants from American Samoa, Puerto Rico, and U.S. citizens living abroad in Cuba, Egypt, Singapore, and the United Kingdom.

Accepted Student Information: A total of 283 appointed applicants accepted their appointments and were enrolled into the Class of 2025 on 28 June 2021. Within that group, 114 (or 40 percent) of the students who accepted their appointments were females and 103 (or 36 percent) were under-represented minority students. Students that accepted their appointments represented 42 states. Appointments were also accepted by appointed students from American Samoa, Puerto Rico and U.S. citizens living abroad in Cuba, Egypt, Singapore, and the United Kingdom.

Additional statistical information regarding appointed applicants and appointed applicants who accepted their appointments shown in Table 2.

Coast Guard Academy Scholars (CGAS): The annual CGA applicant pool is also utilized to select up to 70 applicants to attend a one-year Coast Guard sponsored preparatory school through a program known as the CGAS program. During the application review process, the Admissions Committee identifies applicants who possess many of the desired attributes of future

cadets/commissioned officers but require additional academic preparation to succeed in the course of study at CGA. In these cases, applicants may be offered an appointment to the CGAS program. Upon successful completion of the 10-month course of instruction, CGAS students are appointed to the next CGA class.

Statistical information of the entire admissions process for 2020-2021 is shown in Table 2 and 3.

**Table 2: U.S. Coast Guard Academy Class of 2025
Appointment and Enrollment Information**

U.S. Coast Guard Academy Class of 2025		
	Appointments Offered	Accepted/Reported aboard 28 June 2021
Students	452 Appointed	283 Enrolled
Female	199 (44%)	114 (40%)
Male	253 (56%)	169 (60%)
States/Countries	47 States Represented (no ND, SD, or WY) as well as American Samoa, District of Columbia, Puerto Rico, and U.S. citizens living in Cuba, Europe and Asia.	41 States Represented (no AR, KS, MS, ND, NE, RI, SD, UT, or WY) as well as American Samoa, Puerto Rico, and U.S. citizens living in Cuba and Europe
Under-Represented Minorities	185 (41%)	103 (36%)
African American or Black (All)	55 (12%) total	28 (10%) total
Asian American / Pacific Islander (All)Islander	90 (20%) total	43 (15%) total
Hispanic (white or declined to answer)	28 (6%) total (race listed as white or declined to answer)	26 (9%) total (race listed as white or declined to answer)
Native American or Alaska Native	12 (3%) total	6 (2%) total
Recruited Athletes	188 (47%)	151 (53%)
Recruited Performing Artists	20 (5%)	17 (6%)
Intended STEM Major	351 total (78%) 45 Civil Engineering 46 Cyber Systems 31 Electrical Engineering 85 Mechanical Engineering 60 Marine and Environmental Science 68 Naval Architecture and Marine Engineering 16 Operations Research and Computer Analysis	229 total (80%) 32 Civil Engineering 32 Cyber Systems 23 Electrical Engineering 39 Mechanical Engineering 35 Marine and Environmental Science 58 Naval Architecture and Marine Engineering 10 Operations Research and Computer Analysis
Intended non-STEM Major	101 total (22%) 51 Government 50 Management	55 total (20%) 30 Government 25 Management

Table 3: U.S. Coast Guard Academy Scholars Program Class of 2022 Appointment and Enrollment Information

U.S. Coast Guard Academy Scholars Class of 2022		
	Appointments Offered	Accepted/Reported aboard 13 July 2020
Students	97 Appointed	64 Enrolled
Female	38 (39%)	23 (36%)
Male	59 (61%)	41 (64%)
States/Countries	32 States Represented as well as Puerto Rico, Northern Mariana Islands, and a U.S. citizen living in Senegal.	25 States Represented as well as Puerto Rico, Northern Mariana Islands, and a U.S. citizen living in Senegal.
Under-Represented Minorities	63 (65%)	37 (58%)
African American or Black (All)	28 (29%) total	14 (22%) total
Asian American / Pacific Islander (All)	22 (23%) total	18 (28%) total
Hispanic (white or declined to answer)	8 (8%) total	3 (5%) total
Native American or Alaska Native (All)	5 (5%) total	2 (3%) total
Recruited Athletes	51 (53%)	34 (50%)
Recruited Performing Artists	3(3%)	3 (4%)
Intended STEM Major	58 total (60%) 8 Civil Engineering 9 Cyber Systems 4 Electrical Engineering 15 Mechanical Engineering 10 Marine and Environmental Science 10 Naval Architecture & Marine Engineering 2 Operations Research & Computer Analysis	43 total (68%) 5 Civil Engineering 7 Cyber Systems 2 Electrical Engineering 12 Mechanical Engineering 7 Marine &Environmental Science 9 Naval Architecture &Marine Engineering 1 Operations Research and Computer Analysis
Intended non-STEM Major	39 total (40%) 18 Government 21 Management	21 total (32%) 11 Government 10 Management

Note: The U.S. Coast Guard Academy Scholars Program is a one-year preparatory school program for selected applicants. Applicants are taken from the same applicant pool as direct appointments, and they attend a year of preparatory school prior to attending the Coast Guard Academy

Class retention, outcomes, and graduation rates

The below tables convey retention, outcome, and graduation information for CGA cadets from the classes of 2017-2025 broken down by race/ethnicity, gender, parental income, religion, and state/country of residence (Table 4, Table 5, Table 6, Table, 7, Table 8). Statistical information on graduation and retention information for minority cadets with and without AMOT advisors is captured in Table 9 and Table 10.

Table 4: Graduation/Retention by Race/Ethnicity

Ethnicity	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	Still a cadet					1	100%			2	100%
	No longer attending	1	20.00%								
	Graduated	4	80.00%								
Asian	Still a cadet			22	95.65%	24	96.00%	18	81.82%	15	93.75%
	No longer attending	23	24.73%	1	4.35%	1	4.00%	4	18.18%	1	6.25%
	Graduated	70	75.27%								
Black	Still a cadet			15	100%	9	90.00%	5	71.43%	13	100%
	No longer attending	20	24.39%			1	10.00%	2	28.57%		
	Graduated	62	75.61%								
Hispanic	Still a cadet			33	89.19%	24	85.71%	29	90.63%	33	100%
	No longer attending	26	19.12%	4	10.81%	4	14.29%	3	9.38%		
	Graduated	110	80.88%								
Native Hawaiian/Pacific Islander	Still a cadet			1	50.00%	1	100%				
	No longer attending			1	50.00%						
	Graduated	2	100%								
Two or More	Still a cadet	1	0.80%	21	91.30%	28	93.33%	26	89.66%	38	100%
	No longer attending	18	14.40%	2	8.70%	2	6.67%	3	10.34%		
	Graduated	106	84.80%								
White	Still a cadet	9	0.99%	152	87.86%	161	90.45%	154	88.51%	171	96.07%
	No longer attending	144	15.84%	21	12.14%	17	9.55%	20	11.49%	7	3.93%
	Graduated	756	83.17%								
Decline to Answer	Still a cadet			6	100%	3	75.00%	1	100%	2	100%
	No longer attending	3	25.00%			1	25.00%				
	Graduated	9	75.00%								
International Cadet	Still a cadet			9	81.82%	5	100%	5	83.33%	8	100%
	No longer attending	8	21.62%	2	18.18%			1	16.67%		
	Graduated	29	78.38%								
Grand Total		1,401	100%	290	100%	282	100%	271	100%	290	100%

Table 5: Graduation/Retention by Gender¹

Gender	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	Still a cadet	1	0.20%	105	90.52%	104	95.41%	96	90.57%	112	96.55%
	No longer attending	82	16.43%	11	9.48%	5	4.59%	10	9.43%	4	3.45%
	Graduated	416	83.37%								
	Total	499	100%	116	100%	109	100%	106	100%	116	100%
Male	Still a cadet	9	1.00%	154	88.51%	152	87.86%	142	86.06%	170	97.70%
	No longer attending	161	17.85%	20	11.49%	21	12.14%	23	13.94%	4	2.30%
	Graduated	732	81.15%								
	Total	902	100%	174	100%	173	100%	165	100%	174	100%
Grand Total		1,401	100%	290	100%	282	100%	271	100%	290	100%

Table 6: Graduation/Retention by Parental Income

Parental Income (group)	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than \$60,000	Still a cadet			5	100%	8	72.73%	11	91.67%		
	No longer attending	12	17.14%			3	27.27%	1	8.33%		
	Graduated	58	82.86%								
\$60,000 to \$74,999	Still a cadet			11	84.62%	12	70.59%	7	63.64%		
	No longer attending	9	16.07%	2	15.38%	5	29.41%	4	36.36%		
	Graduated	47	83.93%								
\$75,000 to \$99,999	Still a cadet	2	1.53%	23	92.00%	19	100%	18	90.00%		
	No longer attending	20	15.27%	2	8.00%			2	10.00%		
	Graduated	109	83.21%								
\$100,000 to \$149,999	Still a cadet	4	1.44%	51	83.61%	70	93.33%	57	89.06%		
	No longer attending	41	14.80%	10	16.39%	5	6.67%	7	10.94%		
	Graduated	232	83.75%								
\$150,000 to \$199,999	Still a cadet	1	0.64%	40	93.02%	31	100%	31	91.18%		
	No longer attending	23	14.65%	3	6.98%			3	8.82%		
	Graduated	133	84.71%								
\$200,000 to \$249,999	Still a cadet	1	1.01%	17	94.44%	23	88.46%	25	86.21%	1	100%
	No longer attending	12	12.12%	1	5.56%	3	11.54%	4	13.79%		
	Graduated	86	86.87%								
\$250,000 or more	Still a cadet			26	89.66%	27	90.00%	28	96.55%		

¹ Includes international cadets

Parental Income (group)	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Unknown	No longer attending	21	21.43%	3	10.34%	3	10.00%	1	3.45%		
	Graduated	77	78.57%								
	Still a cadet	2	0.39%	86	89.58%	66	90.41%	61	84.72%	281	97.23%
	No longer attending	105	20.47%	10	10.42%	7	9.59%	11	15.28%	8	2.77%
	Graduated	406	79.14%								
Grand Total		1,401	100%	290	100%	282	100%	271	100%	290	100%

Table 7: Graduation/Retention by Cadet Religion

Student's religion (group)	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agnostic	Still a cadet			11	91.67%	12	92.31%	13	86.67%		
	No longer attending	15	28.30%	1	8.33%	1	7.69%	2	13.33%		
	Graduated	38	71.70%								
Atheist	Still a cadet	1	3.13%	5	71.43%	15	88.24%	13	81.25%		
	No longer attending	6	18.75%	2	28.57%	2	11.76%	3	18.75%		
	Graduated	25	78.13%								
Baptist	Still a cadet	1	1.35%	8	100%	18	90.00%	8	72.73%		
	No longer attending	12	16.22%			2	10.00%	3	27.27%		
	Graduated	61	82.43%								
Buddhist	Still a cadet			2	100%	1	100%				
	Graduated	3	100%								
Church of Christ	Still a cadet					7	87.50%	8	100%		
	No longer attending					1	12.50%				
Congregational (UCC)	Still a cadet			6	75.00%	1	100%	2	66.67%		
	No longer attending	3	37.50%	2	25.00%			1	33.33%		
	Graduated	5	62.50%								
Eastern Orthodox	Still a cadet					1	100%				
	Graduated	8	100%								
Episcopalian	Still a cadet	1	5.00%	5	83.33%	3	60.00%	2	100%		
	No longer attending	1	5.00%	1	16.67%	2	40.00%				
	Graduated	18	90.00%								
Hindu	No longer attending							1	100%		
	Graduated	1	100%								
Jewish	Still a cadet			2	100%	1	100%	3	100%		
	No longer attending										
	Graduated	8	100%								
Latter Day Saints (Mormon)	Still a cadet	1	33.33%					2	100%		
	No longer attending	1	33.33%	1	100%						
	Graduated	1	33.33%								
Lutheran	Still a cadet			8	100%	4	100%	7	100%		
	No longer attending	5	17.24%								

Student's religion (group)	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Methodist	Graduated	24	82.76%								
	Still a cadet			12	80.00%	11	100%	12	100%		
	No longer attending	9	16.98%	3	20.00%						
	Graduated	44	83.02%								
Muslim	Still a cadet										
	No longer attending	1	100%								
	Graduated										
None	Still a cadet			17	77.27%	14	100%	22	91.67%		
	No longer attending	20	17.70%	5	22.73%			2	8.33%		
	Graduated	93	82.30%								
Other Christian	Still a cadet			31	93.94%	31	86.11%	16	84.21%		
	No longer attending	19	13.57%	2	6.06%	5	13.89%	3	15.79%		
	Graduated	121	86.43%								
Other religion	Still a cadet			3	100%	3	100%	4	100%		
	No longer attending	2	28.57%								
	Graduated	5	71.43%								
Presbyterian	Still a cadet			13	92.86%	4	100%	9	90.00%	1	100%
	No longer attending	10	25.00%	1	7.14%			1	10.00%		
	Graduated	30	75.00%								
Quaker (Society of Friends)	Still a cadet			1	100%						
	No longer attending										
	Graduated	1	100%								
Roman Catholic	Still a cadet	4	1.28%	56	94.92%	64	91.43%	57	91.94%		
	No longer attending	37	11.82%	3	5.08%	6	8.57%	5	8.06%		
	Graduated	272	86.90%								
Seventh Day Adventist	Still a cadet					1	100%				
	No longer attending										
	Graduated	2	100%								
Unknown	Still a cadet	2	0.41%	79	88.76%	65	90.28%	60	83.33%	281	97.23%
	No longer attending	102	20.73%	10	11.24%	7	9.72%	12	16.67%	8	2.77%
	Graduated	388	78.86%								
Grand Total		1,401	100%	290	100%	282	100%	271	100%	290	100%

Table 8: Graduation/Retention by State/Country

State/Country	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AK	Still a cadet					2	100%			3	100%
	No longer attending	4	40.00%	1	100%						
	Graduated	6	60.00%								
AL	Still a cadet			2	100%	4	100%	2	100%	5	100%
	No longer attending	1	7.69%								
	Graduated	12	92.31%								
AR	Still a cadet							1	33.33%		
	No longer attending	2	50.00%	1	100%			2	66.67%		
	Graduated	2	50.00%								
AZ	Still a cadet			1	100%	1	100%	3	75.00%	4	100%
	No longer attending	1	6.67%					1	25.00%		
	Graduated	14	93.33%								
CA	Still a cadet			18	90.00%	19	95.00%	19	95.00%	16	100%
	No longer attending	15	15.46%	2	10.00%	1	5.00%	1	5.00%		
	Graduated	82	84.54%								
CO	Still a cadet			6	75.00%	4	66.67%	2	100%	7	100%
	No longer attending	4	16.67%	2	25.00%	2	33.33%				
	Graduated	20	83.33%								
CT	Still a cadet	2	2.56%	13	92.86%	14	93.33%	13	100%	18	100%
	No longer attending	12	15.38%	1	7.14%	1	6.67%				
	Graduated	64	82.05%								
DC	Still a cadet			1	100%						
	No longer attending	2	33.33%								
	Graduated	4	66.67%								
DE	Still a cadet			1	100%	2	66.67%	1	100%	1	100%
	No longer attending	4	30.77%			1	33.33%				
	Graduated	9	69.23%								
FL	Still a cadet	1	0.85%	15	88.24%	19	95.00%	15	78.95%	16	88.89%
	No longer attending	23	19.49%	2	11.76%	1	5.00%	4	21.05%	2	11.11%
	Graduated	94	79.66%								
GA	Still a cadet			11	91.67%	7	100%	4	80.00%	11	91.67%
	No longer attending	8	16.67%	1	8.33%			1	20.00%	1	8.33%
	Graduated	40	83.33%								
HI	Still a cadet			1	100%	2	100%			2	100%
	No longer attending										
	Graduated	14	100%								
IA	Still a cadet			3	100%			1	100%	1	100%
	No longer attending	1	25.00%								
	Graduated	3	75.00%								
ID	Still a cadet			1	100%	2	100%	3	100%	2	100%
	No longer attending	2	18.18%								
	Graduated	9	81.82%								

State/Country	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
IL	Still a cadet			2	100%	2	100%	3	100%	6	100%
	No longer attending	11	28.95%								
	Graduated	27	71.05%								
IN	Still a cadet			1	100%	2	100%	4	100%	2	66.67%
	No longer attending	1	14.29%							1	33.33%
	Graduated	6	85.71%								
KS	Still a cadet			1	100%	2	100%	1	100%		
	No longer attending	1	20.00%								
	Graduated	4	80.00%								
KY	Still a cadet							2	100%	1	100%
	No longer attending	2	14.29%	1	100%						
	Graduated	12	85.71%								
LA	Still a cadet			3	100%	1	100%	1	33.33%	2	100%
	No longer attending	2	66.67%					2	66.67%		
	Graduated	1	33.33%								
MA	Still a cadet	1	1.52%	8	88.89%	7	70.00%	6	85.71%	5	100%
	No longer attending	9	13.64%	1	11.11%	3	30.00%	1	14.29%		
	Graduated	56	84.85%								
MD	Still a cadet			21	100%	20	95.24%	16	80.00%	23	100%
	No longer attending	15	16.67%			1	4.76%	4	20.00%		
	Graduated	75	83.33%								
ME	Still a cadet	1	7.14%	2	100%			1	33.33%	2	66.67%
	No longer attending							2	66.67%	1	33.33%
	Graduated	13	92.86%								
MI	Still a cadet	2	9.09%	6	100%	3	100%	2	66.67%	7	87.50%
	No longer attending	4	18.18%					1	33.33%	1	12.50%
	Graduated	16	72.73%								
MN	Still a cadet			3	100%	3	75.00%	1	100%	2	100%
	No longer attending	2	22.22%			1	25.00%				
	Graduated	7	77.78%								
MO	Still a cadet			2	100%	3	100%	2	100%	3	100%
	No longer attending	1	12.50%								
	Graduated	7	87.50%								
MS	Still a cadet			1	100%						
	No longer attending	2	33.33%								
	Graduated	4	66.67%								
MT	Still a cadet			1	100%	2	66.67%			2	100%
	No longer attending	1	20.00%			1	33.33%				
	Graduated	4	80.00%								
NC	Still a cadet			10	90.91%	13	92.86%	9	90.00%	8	100%
	No longer attending	3	9.38%	1	9.09%	1	7.14%	1	10.00%		
	Graduated	29	90.63%								
ND	Still a cadet			1	100%			1	100%		
	No longer attending										
	Graduated	1	100%								

State/Country	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
NE	Still a cadet	1	11.11%			1	100%	1	50.00%		
	No longer attending	2	22.22%					1	50.00%		
	Graduated	6	66.67%								
NH	Still a cadet			6	100%	4	100%	4	100%	2	100%
	No longer attending	2	10.53%								
	Graduated	17	89.47%								
NJ	Still a cadet			13	92.86%	21	100%	15	100%	17	94.44%
	No longer attending	8	15.69%	1	7.14%					1	5.56%
	Graduated	43	84.31%								
NM	Still a cadet			3	100%	1	100%	2	100%	1	100%
	No longer attending	2	28.57%								
	Graduated	5	71.43%								
NV	Still a cadet			1	100%			1	50.00%	1	100%
	No longer attending	3	33.33%			1	100%	1	50.00%		
	Graduated	6	66.67%								
NY	Still a cadet			13	92.86%	15	93.75%	12	85.71%	11	100%
	No longer attending	10	14.71%	1	7.14%	1	6.25%	2	14.29%		
	Graduated	58	85.29%								
OH	Still a cadet			4	100%	2	100%	5	83.33%	5	83.33%
	No longer attending	2	13.33%					1	16.67%	1	16.67%
	Graduated	13	86.67%								
OK	Still a cadet			2	100%	2	66.67%	2	66.67%	4	100%
	No longer attending	2	40.00%			1	33.33%	1	33.33%		
	Graduated	3	60.00%								
OR	Still a cadet			3	100%	4	100%	3	100%	1	100%
	No longer attending	2	18.18%								
	Graduated	9	81.82%								
PA	Still a cadet			7	77.78%	10	83.33%	8	100%	19	100%
	No longer attending	13	17.57%	2	22.22%	2	16.67%				
	Graduated	61	82.43%								
RI	Still a cadet					1	50.00%	4	100%		
	No longer attending	3	25.00%			1	50.00%				
	Graduated	9	75.00%								
SC	Still a cadet			2	100%			2	100%	6	100%
	No longer attending	3	25.00%								
	Graduated	9	75.00%								
SD	Still a cadet			2	100%						
	No longer attending										
	Graduated	2	100%								
TN	Still a cadet	1	5.00%	4	100%	1	100%	4	80.00%	3	100%
	No longer attending	7	35.00%					1	20.00%		
	Graduated	12	60.00%								
TX	Still a cadet			12	75.00%	14	93.33%	13	86.67%	13	100%
	No longer attending	15	23.08%	4	25.00%	1	6.67%	2	13.33%		
	Graduated	50	76.92%								

State/Country	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UT	Still a cadet	1	20.00%	1	100%	1	100%	2	100%		
	No longer attending	1	20.00%								
	Graduated	3	60.00%								
VA	Still a cadet			30	85.71%	26	83.87%	26	100%	27	100%
	No longer attending	15	11.36%	5	14.29%	5	16.13%				
	Graduated	117	88.64%								
VT	Still a cadet			1	100%	1	100%			2	100%
	No longer attending	2	33.33%								
	Graduated	4	66.67%								
WA	Still a cadet			5	71.43%	4	80.00%	7	87.50%	6	100%
	No longer attending	6	21.43%	2	28.57%	1	20.00%	1	12.50%		
	Graduated	22	78.57%								
WI	Still a cadet					1	100%	2	50.00%	2	100%
	No longer attending							2	50.00%		
	Graduated	9	100%								
WV	Still a cadet			1	50.00%	2	100%	1	100%	1	100%
	No longer attending	1	16.67%	1	50.00%						
	Graduated	5	83.33%								
WY	Still a cadet			1	100%	2	100%				
	No longer attending										
	Graduated	1	100%								
AE	Still a cadet			2	100%			1	100%	1	100%
	No longer attending	1	14.29%								
	Graduated	6	85.71%								
AP	Still a cadet					1	100%				
	No longer attending	1	20.00%								
	Graduated	4	80.00%								
GU	Still a cadet			1	100%	1	100%				
	No longer attending										
	Graduated	2	100%								
MP	Still a cadet										
	No longer attending							1	100%		
	Graduated										
PR	Still a cadet										
	No longer attending			1	100%	1	100%	1	100%	1	100%
	Graduated	2	100%								
VI	Still a cadet					1	100%				
	No longer attending										
	Graduated	4	100%								
Bahamas	Still a cadet										
	No longer attending										
	Graduated	1	100%								
Belize	Still a cadet										
	No longer attending			1	100%						
	Graduated										

State/Country	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Cambodia	Still a cadet										
	No longer attending			1	100%						
	Graduated										
Costa Rica	Still a cadet					1	100%				
	No longer attending										
	Graduated										
Dominican Republic	Still a cadet					1	100%	1	100%	1	100%
	No longer attending										
	Graduated										
Federated States of Micronesia	Still a cadet										
	No longer attending	1	50.00%					1	100%		
	Graduated	1	50.00%								
Gabon	Still a cadet										
	No longer attending										
	Graduated	2	100%								
Georgia	Still a cadet										
	No longer attending	1	16.67%								
	Graduated	5	83.33%								
Guyana	Still a cadet							1	100%		
	No longer attending										
	Graduated										
Haiti	Still a cadet										
	No longer attending										
	Graduated	2	100%								
Honduras	Still a cadet							1	100%		
	No longer attending	1	25.00%								
	Graduated	3	75.00%								
Iceland	Still a cadet			1	100%						
	No longer attending										
	Graduated										
Jordan	Still a cadet			1	100%			1	100%		
	No longer attending										
	Graduated										
Kazakhstan	Still a cadet										
	No longer attending			1	100%						
	Graduated										
Madagascar	Still a cadet			1	100%						
	No longer attending										
	Graduated										
Malaysia	Still a cadet										
	No longer attending										
	Graduated	1	100%								

State/Country	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Mauritius	Still a cadet					1	100%				
	No longer attending										
	Graduated										
Mexico	Still a cadet			1	100%						
	No longer attending	3	37.50%								
	Graduated	5	62.50%								
Palau	Still a cadet			1	100%						
	No longer attending										
	Graduated										
Panama	Still a cadet			1	100%						
	No longer attending										
	Graduated	1	100%								
Philippines	Still a cadet					1	100%	1	100%	2	100%
	No longer attending										
	Graduated	5	100%								
Republic of the Marshall Islands	Still a cadet										
	No longer attending	1	50.00%								
	Graduated	1	50.00%								
Rwanda	Still a cadet			1	100%	1	100%			1	100%
	No longer attending										
	Graduated										
Sri Lanka	Still a cadet									1	100%
	No longer attending										
	Graduated	1	100%								
Thailand	Still a cadet										
	No longer attending										
	Graduated	1	100%								
Turkey	Still a cadet										
	No longer attending	1	100%								
	Graduated										
Ukraine	Still a cadet			1	100%						
	No longer attending										
	Graduated										
America Samoa	Still a cadet									1	100%
	No longer attending										
	Graduated										
Jamaica	Still a cadet									2	100%
	No longer attending										
	Graduated										
Taiwan	Still a cadet									1	100%
	No longer attending										
	Graduated										

State/Country	Status	Prior Classes		Current Classes							
		2017 - 2021		2022		2023		2024		2025	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Address Not Listed	Still a cadet							3	100%	1	100%
	No longer attending	1	33.33%								
	Graduated	2	66.67%								
Totals		1,401	100%	290	100%	282	100%	271	100%	290	100%

Table 9: Minority Cadet Graduation Rate - by AMOT Status, Race/Ethnicity, and Year Group

Ethnicity	AMOT (Yes/ No)	Prior Classes			Current Classes											
		2017 - 2021			2022			2023			2024			2025		
		Swore-in	Graduated/ Retained	Graduated/ Retained rate	Swore-in	Graduated/ Retained	Graduated/ Retained rate	Swore-in	Graduated/ Retained	Graduated/ Retained rate	Swore-in	Graduated/ Retained	Graduated/ Retained rate	Swore-in	Graduated/ Retained	Graduated/ Retained rate
American Indian/ Alaskan Native	No	5	4	80.0%				1	1	100.0%				2	2	100.0%
Asian	Yes	6	6	100.0%	1	1	100.0%	22	22	100.0%	22	18	81.8%			
	No	87	64	73.6%	22	21	95.5%	3	2	66.7%				16	15	93.8%
Black	Yes	46	41	89.1%	15	15	100.0%	7	7	100.0%	5	3	60.0%			
	No	36	21	58.3%				3	2	66.7%	2	2	100.0%	13	13	100.0%
Hispanic	Yes	6	4	66.7%	4	3	75.0%	2	2	100.0%						
	No	130	106	81.5%	33	30	90.9%	26	22	84.6%	32	29	90.6%	33	33	100.0%
Native Hawaiian/ Pacific Islander	Yes							1	1	100.0%						
	No	2	2	100.0%	2	1	50.0%									
Two or More	Yes	14	13	92.9%	8	6	75.0%	27	25	92.6%	20	17	85.0%			
	No	111	94	84.7%	15	15	100.0%	3	3	100.0%	9	9	100.0%	38	38	100.0%
Totals		443	355	80.1%	100	92	92.0%	95	87	91.6%	90	78	86.7%	102	101	99.0%

Table 10: Minority Cadet Graduation Rate - by AMOT Status, and Year Group

AMOT (Yes/ No)	Prior Classes			Current Classes											
	2017 - 2021			2022			2023			2024			2025		
	Swore-in	Graduated/ Retained	Graduated/ Retained rate	Swore-in	Graduated/ Retained	Graduated/ Retained rate	Swore-in	Graduated/ Retained	Graduated/ Retained rate	Swore-in	Graduated/ Retained	Graduated/ Retained rate	Swore-in	Graduated/ Retained	Graduated/ Retained rate
Yes	72	64	88.9%	28	25	89.3%	59	57	96.6%	47	38	80.9%			
No	371	291	78.4%	72	67	93.1%	36	30	83.3%	43	40	93.0%	102	101	99.0%
Grand Total	443	355	80.1%	100	92	92.0%	95	87	91.6%	90	78	86.7%	102	101	99.0%

Efforts to Retain Diverse Cadets, Faculty, and Staff

Professional Development and Professional Advancement Programs:

The Leadership Diversity and Advisory Council: This team solicits and evaluates leadership concerns that impact command climate, evaluates results of the Defense Organizational Climate Survey, reports issues at the unit, gathers information from the various Academy divisions, and advises and makes recommendations to Academy leadership.

Superintendent's Office Hours: The Superintendent holds monthly open office hours. These office hours provide the Academy community opportunities to engage with the Superintendent and voice concerns that may impact the student body and workforce.

Leadership Transparency Panels: These open forum panels are designed to focus on specific issues but provide the entire Academy community an opportunity to pose questions to senior leadership on any topics.

Seeking Educational Equity and Diversity (SEED) Seminars and training: During the summer of 2018, the Office of Inclusion and Diversity (OID) sent the commandant of cadets, dean of academics, and the assistant director of athletics to a SEED seminar. This week-long total immersion program focused on being equity-minded, fostered reflective professional development, and enabled participants to promote change from within an organization. Introspection and interpersonal dialogue were components of this program. The participants offered twenty-seven hours of SEED-like training to faculty, staff, and cadets in 2019-2020.

Equity-Minded Seminars (based on SEED Model): These seminars are available for cadets, faculty, and staff and offer interpersonal dialogue among participants that focuses on individual experiences while opening professional exchange regarding identity, privilege, oppression, and promoting change within an organization.

Eclipse: This annual diversity, equity and inclusion focused event is the Academy's premier opportunity for service-wide fellowship and learning by uniting alumni, faculty, staff, officer candidates, and cadets. In addition to promoting camaraderie and esprit de corps, Eclipse also supports the Academy's strategic goals of retaining top talent, recruiting future cadets, and inspiring a climate of inclusion.

Faculty "In Service" Days (professional development): Convened at least twice per year, Faculty "In Service" Days provide a forum for faculty development, community dialog, and cross-departmental collaboration. All academic faculty and professional coaches participate in these sessions with Company Officers and Company Chiefs also invited. Often, In Service periods include a presentation made by either an internal or external speaker followed by periods of group work or discussions. Topics include workshops of inclusive syllabus design, equity-minded pedagogical practices, critical race theory in the educational environment, and review of internal academic equity data.

Center for Inclusive Learning and Teaching: This Center coordinates and facilitates the educationally focused, professional development programs for faculty and staff at the CGA. Like Centers for Teaching at many institutions of higher education, CGA's Center provides teaching

resources for faculty and staff to include lunchtime brown bag professional development seminars. Topics include equity-minded and inclusive teaching practices, syllabus design, Course-Based Undergraduate Research Experiences, and Universal Design for Learning.

Cadet Academic Advisory Board: This organization provides a forum for cadets to discuss their educational experiences across disciplines and engage with leaders in the Academic Division. The board elects a chair from among its members who serves as a regular communication outlet with the Vice Provost for Academic Affairs. The board can meet with the Provost and/or Vice Provost upon request, which should occur at least twice per semester.

Cadet Affinity Groups and the Superintendent's Cadet Affinity Group Council (CAGC): Cadet affinity groups seek to improve cultural awareness and shared appreciation for the uniqueness of individuals throughout the Academy community. These groups include the Asian Pacific American Council, Campañeros, Tribal Council, Genesis Club, Hillel, International Council Club, Spectrum Council, Women's Leadership Council, and the Diversity Peer Educators. CAGC connects these groups with the Superintendent and the senior leadership team to provide a channel for communication regarding policy and resources that may impact equity issues.

Respect and Inclusion Summer Experience: Newly appointed cadets who have accepted their appointments are invited to the Academy four days prior to the mandatory day of report. During this period, attendees engage in team building and rapport-strengthening activities to help develop bonds with classmates. Engagements with key Academy figures such as the Provost, Commandant of Cadets, Athletic Director, and senior cadet leadership allow for a deeper understanding of the Academy program. During this program, parents also meet with leadership and are briefed on a wide range of subjects and support mechanisms offered at the Academy.

Academic Review Board: At the conclusion of each semester each cadet's academic record is reviewed by the cadet's respective faculty advisor. Any cadet who is not on track for on-time graduation, or who has another significant event affecting their academic progress will be referred to the Academic Review Board (ARB). Chaired by the Superintendent and moderated by the Provost and Vice Provost for Academic Affairs, the senior leaders sitting on this board perform a holistic review of each cadet record and determine follow-up actions to promote student success.

Respect Modules: The OID provides the fourth-class (4/c) Skill Course designed to infuse the role of "Respect" of the Coast Guard core values and the importance of building character. This program provides early contact with cadets to help build positive relationships with the OID staff and to begin conversations about how to be culturally sensitive and aware of others in a diverse community. Moving ahead, the OID will also include information in support of the CGA's transgender Superintendent Instruction (SUPTINST).

Foundations for Math and Communications Course: The OID offers a study skills course to provide additional support for cadets who place into both the Foundation for Calculus and Introduction to College Communications. The course is taught collaboratively with the director for academic affairs and is designed to provide early interventions to set students up for success.

Diversity Peer Educators (DPE): Cadets who volunteer to serve in the corps of cadets as emerging "subject matter specialists" for information and support on sensitive topics such as race, gender, sexual orientation, and gender identity. The DPE cadets are formally trained to

foster positive and supportive climates that allow for meaningful and productive conversations about diversity. They also serve as mentors in the Corps of Cadets to help alert leadership to potential issues.

Office of Inclusion and Diversity (OID) Lecture Series: In support of the CGA Strategic Vision to produce leaders of character, the OID, along with the Superintendent, has created a series of lectures to provide the Academy community the opportunity to learn more about diversity and its impacts through the direct experiences of others. Past speakers include: Dr. Ibram X. Kendi, Dr. Estella Bensimon, LCDR Hale Allegretti, Dr. Derald Wing Sue, Dr. Eddie Glaude, and Dr. Kwame Anthony Appiah.

Heritage Month Celebrations: The CGA Community observes federal observances including Dr. Martin Luther King, Jr. Day, Black History Month, Asian Pacific Island Heritage Month, Women's History Month, and more. For each of the celebrations OID collaborates with the relevant Affinity Council to offer programming for cadets, faculty, staff, and coaches.

Cadet Workplace Climate Officers: A DPE-qualified cadet is selected in each of the eight companies to serve as an Assistant Workplace Climate Officer. These cadets work in concert with the Regimental Workplace Climate Officer, a cadet leadership position on Regimental Staff. The Workplace Climate Officers help monitor the climate within the Corps and report to the company leadership and staff. They also connect cadets with wellness, mental health, and interpersonal issues to appropriate resources for support.

Cadets Against Sexual Assault (CASA): Student-led club whose volunteer members are trained as a peer level resource for victims of sexual assault within the corps of cadets. Thirteen CASA members are trained by the Sexual Assault Response Coordinator and are available to take restricted reports of sexual assault. CASA members are an integral part of the Academy's prevention plan, as they are called upon to engage the corps of cadets in conversations about sexual assault, harassment, and the type of climate that enables such behaviors.

Process to Select Leadership Positions for the Corps of Cadets: The commandant of cadets and staff have implemented numerous ways to diversify the leadership amongst the corps of cadets by working with advisors of affinity councils, faculty, staff, and the OID to encourage cadets to apply.

Cadet Conduct System: The commandant of cadets and assistant commandant of cadets work with the OID to ensure that the conduct system is fair and equitable throughout the corps of cadets. Data is reviewed and analyzed each semester.

Summary of Reported Allegations of Discrimination

Explanation of Policies and Actions

The Coast Guard civil rights policy distinguishes between complaints and reports of harassment and complaints of discrimination. A member or employee may file a complaint of harassment under the Coast Guard Anti-Harassment and Hate Incident (AHHI) policy. The AHHI process requires a command investigation of the complaint whether or not the harassment is alleged to be based on a protected category. A member or employee can also file a complaint of discrimination that will be resolved per the Coast Guard Civil Rights Directorate's Equal Employment

Opportunity (EEO)/Equal Opportunity (EO) Complaint Process.² Title VII of the Civil Rights Act of 1964 includes harassment, among other theories of liability such as disparate treatment and disparate impact, as a form of unlawful discrimination. Title VII standards apply to civilian employees and, by Coast Guard policy, to military members.

For the purposes of this report, the Coast Guard provided a table summary of the Academy's reported allegations for all categories of discrimination, including harassment, on the basis of race, color, national origin, sex, gender, or religion for the specified time period. In some cases, the complainant filed both an AHHI complaint and an EEO/EO complaint for the same alleged conduct. Consistent with the requirement to provide information about all Academy reports of discrimination (including harassment), some cases may count as multiple reports toward the overall number of reports.

The overall number of reports also includes those that were ultimately not substantiated³ as an AHHI case, but that reasonably implicated race, color, national origin, sex, gender, disability, or religion at time of the initial report or the complainants were not covered by the Coast Guard's civil rights policies (e.g., contract company employees). These are described as "no complaint" in the tables that follow. The tables also include a "no bases" category, which indicates situations in which an individual reported a complaint to the local CRSP or Command, but after review, the complaint did not implicate a protected status. The overall number of discrimination reports also contains reported hate incidents, which are a specific subset of harassment and also addressed using the Coast Guard's AHHI Process.

Importantly, the fact that the Academy did not substantiate a report as discrimination, harassment, or hate does not mean that no misconduct occurred. It merely means the conduct at issue did not meet the Service's definition of discrimination, harassment, or hate (e.g., in a case involving a text message exchange between cadets and an enlisted member, the command did not substantiate sexual harassment but did find that the texts were inappropriate given the military ranks of the individuals and took administrative action). Additionally, information about whether reports were substantiated or unsubstantiated was obtained by referencing the administrative record for a particular complaint rather than the Coast Guard Civil Rights Directorate Field Activity Case Tracking System (FACTS) database (i.e., the Academy referenced the original records for a particular case rather than relying on secondary sources).

Coast Guard civil rights policy also acknowledges a distinction between unlawful harassment (i.e., discrimination that violates federal law) and prohibited harassment (i.e., behavior prohibited by Coast Guard policy which includes, but is at the same time broader than, those behaviors that amount to unlawful harassment). In other words, the Service's civil rights policy prohibits a greater range of behaviors than discrimination that violates federal law (i.e., unlawful harassment). The broader definition has been applied to this report, and, as a result, the number of reports includes those with "no bases" which refers to harassment not based on a protected category. Accordingly, the number of reports is higher than if the Coast Guard were only to provide reports of unlawful harassment.

² Note that the column EO/EEO in the tables indicates those reports that complainants made directly to the local Civil Rights Service Provider (CRSP) to begin the EEO/EO process. The unsubstantiated numbers include any EEO cases that were resolved through alternative dispute resolution without determination of discrimination.

³ "Substantiated" means that the allegations were proven by a preponderance of the evidence and violated Coast Guard civil rights policy.

On October 19, 2020, the Academy promulgated a new Superintendent's Instruction (SUPTINST). The SUPTINST, mandated that Academy personnel shall notify the local CRSP when a report of misconduct is received that could reasonably relate to a protected status, including those on the bases described above.

The Coast Guard updated its civil rights policy and manual on October 21, 2020, and modified the definition of prohibited harassment, to include harassment not based on a protected status, and broadened the policy's applicability to include allegations of hazing, bullying, and other disruptive behaviors. As such, the tables for calendar year (CY) 2020 onward contain two additional rows of data: those corresponding to bullying and harassment.

Reported Allegations of Discrimination for the Preceding Five Years

During the period from January 1, 2017 to December 31, 2021, the Academy received 122 reports of discrimination on the basis of race, color, national origin, sex, gender, disability, or religion.⁴ This figure was obtained by cross-referencing the:

- Data maintained in the Coast Guard Civil Rights Directorate FACTS;
- Academy administrative records for reports investigated or that warranted a preliminary inquiry; and
- Civil rights-related submissions to both the Department of Homeland Security's Office of the Inspector General and Coast Guard congressional oversight committees and subcommittees.

Additional statistics can be found in the following five tables (CY 2017 through CY 2021).

CY 2017					
Bases	Total Per Bases	Substantiated	Unsubstantiated	EEO/EO	Pending
No Basis	0	0	0	0	0
Race	2	0	1	1	0
Sex	1	1	0	0	0
National Origin	1	0	1	0	0
Sexual Orientation	0	0	0	0	0
Age	0	0	0	0	0
Reprisal	1	0	0	1	0
Mixed	3	0	1	2	0
Disability	0	0	0	0	0
Religion	0	0	0	0	0
No Complaint	0	0	0	0	0
TOTAL	8	1	3	4	0

⁴ The list of protected bases in the Coast Guard Academy Improvement Act (CGAIA) does not include all of the bases protected by the Coast Guard civil rights policy. As such, the overall number of reports that the Coast Guard Academy (Academy) received during the reporting period includes all bases protected by Coast Guard civil rights policy to include those specified in the CGAIA and other bases not included in the CGAIA.

CY 2018					
Bases	Total Per Bases	Substantiated	Unsubstantiated	EEO/EO	Pending
No Bases	2	0	2	0	0
Race	3	0	3	0	0
Sex	5	1	4	0	0
National Origin	1	0	1	0	0
Sexual Orientation	0	0	0	0	0
Age	1	0	1	0	0
Reprisal	0	0	0	0	0
Mixed	1	0	1	0	0
Disability	0	0	0	0	0
Religion	0	0	0	0	0
No Complaint	2	0	2	0	0
TOTAL	15	1	14	0	0

CY 2019					
Bases	Total Per Bases	Substantiated	Unsubstantiated	EEO/EO	Pending
No Bases	7	0	7	0	0
Race	4	0	4	0	0
Sex	3	0	3	0	0
National Origin	0	0	0	0	0
Sexual Orientation	1	0	1	0	0
Age	1	0	1	0	0
Reprisal	1	0	1	0	0
Mixed	6	0	1	5	0
Disability	1	0	1	0	0
Religion	0	0	0	0	0
No Complaint	0	0	0	0	0
TOTAL	24	0	19	5	0

CY 2020					
Bases	Total Per Bases	Substantiated	Unsubstantiated	EEO/EO	Pending
No Bases	4	0	4	0	0
Race	13	1	9	2	1
Sex	13	2	7	1	3
National Origin	6	0	4	1	1
Sexual Orientation	0	0	0	0	0
Age	0	0	0	0	0
Reprisal	7	0	4	3	0
Mixed	5	0	0	4	0
Disability	0	0	0	0	0
Religion	1	0	1	0	0
No Complaint	8	0	8	0	0
Bullying	1	0	0	0	1
Hazing	0	0	0	0	0
TOTAL	58	3	37	11	6⁵

⁵ The case tracking system does not allow this number to be updated in subsequent years. The currently pending CY 2021 cases are flagged and should be updated in the CY 2022 report.

CY 2021					
Bases	Total Per Bases	Substantiated	Unsubstantiated	EEO/EO	Pending
No Bases	4	1	2	1	1
Race	5	2	3	1	0
Sex	10	2	6	0	2
National Origin	2	2	0	0	0
Sexual Orientation	2	2	0	0	0
Age	1	0	1	0	0
Reprisal	0	0	0	0	0
Mixed	4	1	3	0	0
Disability	1	0	1	0	0
Religion	0	0	0	0	0
No Complaint	1	0	0	1	1
Bullying	1	0	1	0	0
Hazing	0	0	0	0	0
TOTAL	31	10	17	3	4

The Academy notes that the total number of cases reduced by almost half from CY 2020 to CY 2021 and the number of substantiated cases increased. While it is too early to determine whether this is indicative of a larger trend, the Academy will continue to monitor closely in future years, as efforts to foster a diverse and inclusive total workforce are fully implemented.

III. Conclusion

The Academy has made the caring, ethical, and inclusive treatment of its people—as well as diversification of the faculty, staff, and cadet corps—central elements of the Academy Strategic Plan. These efforts were recognized by external agencies to include:

- The National Collegiate Athletic Association (NCAA) recognition as an Honorable Mention recipient for the annual NCAA Minority Opportunities Athletics Association Diversity and Inclusion award. The Academy is one of three honorable mention awardees and the only Division III institution.
- American Society for Engineering Education (ASEE) recognition with the Bronze Award for Diversity and Inclusion. The Bronze Award is the highest level of recognition provided by ASEE and was presented to 21 Colleges and Universities across the Nation.
- Accreditation by three separate entities, to include New England Commission on Higher Education accreditation, to individually validate our engineering and management majors as well as accreditation and assessment of Academy operations. The three accrediting bodies noted the Academy’s commitment to diversity and inclusion and highlighted the efforts as strengths in the final reports.

The Academy introduced meaningful structural and cultural changes to achieve these accomplishments. The Academy expects members of its community, including the board, administration, faculty, staff, and students, to act responsibly, ethically, and with integrity. Institutional leadership fosters an atmosphere to openly consider issues and concerns, and the institutional community understand and assume their responsibilities in the pursuit of integrity.

Appendix: Abbreviations

Abbreviation	Definition
Academy	U.S. Coast Guard Academy
AESOP	Academy Enlisted Selection Opportunity Program
AHHA	Anti-Harassment and Hate Incident
AIM	Academy Introduction Mission
AMOT	Academy Minority Outreach Team
ASEE	American Society for Engineering Education
CAGC	Cadet Affinity Group Council
CASA	Cadets Against Sexual Assault
CGA	Coast Guard Academy
CGAIA	Coast Guard Academy Improvement Act
CGAS	Coast Guard Academy Scholars
CRSP	Civil Rights Service Provider
CY	Calendar Year
DPE	Diversity Peer Educators
EEO	Equal Employment Opportunity
EO	Equal Opportunity
FACTS	Field Activity Case Tracking System
NACAC	National Association for College Admissions Counseling
NCAA	National Collegiate Athletic Association
OID	Office of Inclusion and Diversity
SEED	Seeking Educational Equity and Diversity
STEM	Science, Technology, Engineering, and Mathematics
SUPTINST	Superintendent Instruction