



Coast Guard Academy Diversity (2021-2022)

Report to Congress
June 24, 2024



U.S. Coast Guard

Foreword

June 24, 2024

I am pleased to present the following report, “Coast Guard Academy Diversity (2021-2022),” 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.

The Coast Guard must provide an environment where members of all backgrounds, cultures, races, religions, genders, and ethnicities receive the positive experience we all expect and deserve and the Coast Guard Academy is vital in this effort. The climate established at the Coast Guard Academy is foundational to the climate of the Service. Graduating cadets make up half of each year’s new officers. Initiatives outlined in this report highlight progress the Coast Guard Academy made in attracting a workforce that is representative of the Nation and preparing culturally competent leaders for the future. Beyond the Academy, we are equally committed to strengthening Service culture every day. This work is never done.



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.

Should you require any additional assistance, please do not hesitate to contact my Senate Liaison Office at (202) 224-2913 or House Liaison Office at (202) 225-4775.

Sincerely,

A handwritten signature in blue ink that reads "L L Fagan".

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



Coast Guard Academy Diversity (2021-2022)

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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 U.S. Coast Guard (USCG) 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 recruiting and retaining 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 USCG and the Coast Guard Academy (CGA or Academy) carefully reviewed each recommendation provided by the National Academy of Public Administration (NAPA) in their Assessment of Cultural Competence at the CGA.¹ The USCG and the CGA are committed to maintaining a culturally competent, inclusive, and representative learning and working environment for all cadets, officers, enlisted, faculty, staff, and coaches.

Outreach and Recruitment Activities

The CGA maintains a comprehensive catalogue of admissions outreach and recruitment activities, connecting prospective applicants to CGA with the goal of building a talented and diverse student body. Table 1 provides a breakdown of specific CGA recruiting activities throughout the 2021-2022 admissions season. Under normal circumstances, recruitment and outreach events occur in-person at the Academy campus and across each of the 50 states and major territories. In addition, CGA Admissions employ a dedicated volunteer network on the Academy Minority Outreach Team (AMOT) to assist with many of these events. AMOT effectiveness is captured in this report as part of Table 9 and Table 10.

In 2021, leading into 2022, the Academy attracted over 7,000 visitors (in person) while also reaching thousands of other students, parents/guardians, and education professionals through external events outlined in Table 1. During the recruitment season for the Class of 2026, the Academy met its recruitment goals and assembled a robust, highly diverse, and impressive applicant pool of talented young Americans, resulting in 1,749 completed applications.

¹ National Academy of Public Administration, *An Assessment of Cultural Competence at the United States Coast Guard Academy*, February 2022.

**Table 1: Coast Guard Academy Outreach and Recruitment Activities
for the Class of 2026 (2021-22 recruiting cycle)**

Event Type	Number of Events
Academy-Run Recruitment/Outreach Programs	786 295 in-person 491 virtual
Congressional Sponsored Events	142 31 in-person 111 virtual
Joint Service Academy Workshops	2 00 in-person 02 virtual
National Association for College Admissions Counseling (NACAC) Fairs/Events	24 06 in-person 18 virtual
Other College Fairs/Events	563 416 in-person 147 virtual
TOTAL	1517 748 in-person 769 virtual

Academy-Run Recruitment/Outreach Programs

Virtual Recruiting Events:

Following the 2020-2021 recruiting cycle, CGA Admissions staff adjusted planning and shifted resources to carry out a total of 769 virtual events (as outlined in Table 1) in addition to the 748 in-person events (off campus and on campus). Virtual programs provided influential overviews of CGA and often attracted more than 150 students per session. Employment of virtual programs matured from the previous year and CGA Admissions staff further tailored specific programs to smaller interest groups to cover academic majors and athletic interests. These specific virtual programs brought in 20 to 50 students per session with the goal of providing an opportunity to learn about the Academy and the Service on the prospective students' terms. CGA Admissions continued conducting off-campus in-person events and on-campus events while maintaining regular virtual presentation offerings. Examples of these recruiting events 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 in the 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 particular recruiting class was conducted through two weeks of traditional in-person AIM and one week of virtual AIM. These accommodations were made to ensure the maximum number of students could benefit regardless of their COVID vaccination status. A total of 800 students participated in this hybrid AIM offering during the summer of 2021 (400 students attended virtually and 400 students attended in-person), making this the largest overall 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 (STEP): This one-day program is designed to provide potential female, first generation, and underrepresented minority applicants an opportunity to experience science, technology, and engineering programs 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 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) eligible to apply for admission to the Academy and receive 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 AIM for high school juniors.

- **Academy Experience Program:** This multi-day or multi-session program for students with conditional or full appointments provides 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 and our leader development program and to help identify and recommend high quality candidates.
- **Other Campus Programs:** The CGA Admissions Office also hosts events such as Coast Guard career fairs, academic and 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, which are intended to give students in Member states and districts, information regarding all service academies. During this recruiting period, these events were held virtually by Congressional staff organizers.

Joint Service Academy Workshops: All of the service academies coordinate workshops throughout the year, which provide 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 across the United States. Nearly all 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. Although a good portion of the college fairs and events were held virtually during this recruitment season due to concerns related to COVID-19, CGA personnel and admissions partners attended in-person whenever possible.

Academic Program Year Enrollment

The mission of our Admissions staff is to attract diverse young men and women to serve as future Coast Guard officers through the four-year program at the Academy. Striving to maximize annual applicant pool numbers, significant support is provided to every student seeking additional information regarding the Academy, with hopes that it leads to a final application submission. Although large applicant pools are desired, a quality applicant pool remains the focus of the Academy Admissions staff. The CGA Admissions team seeks to generate a quality and diverse applicant pool that reflects the following characteristics:

- Applicants possessing a strong desire to serve the United States as a member of the Coast Guard.
- Applicants from diverse geographic, ethnic, and socio-economic backgrounds representing each of the 50 states, U.S. citizens living abroad, and the U.S. territories.
- Academically competitive high school/home schooled seniors, preparatory school, college, and enlisted applicants seeking an undergraduate education in one of the nine academic majors offered.

- Athletically competitive students seeking to participate in one (or more) of the intercollegiate and/or club sports offered.
- Gifted and talented students seeking to participate in other offered activities, including instrumental musical groups, vocal groups, theatrical groups, and the numerous Clubs on campus which enhance the scope of culture within the Coast Guard.
- Students with 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 Academy, the Coast Guard, and our nation when they submit a finished application to compete for an appointment.

The Academy Admissions team reviewed 1,749 final applications to make the most appropriate decisions to meet the immediate needs of the CGA and the long-term needs of the Coast Guard.

Appointed Student Information: A total of 446 appointments were offered to selected applicants. 181 (41 percent) of the appointed applicants were female, and 183 (41 percent) of the appointed applicants were students of color or a marginalized population. Of the 50 U.S. states, 45 were represented in these appointments. Appointments were also offered to applicants from Guam, Puerto Rico, Northern Mariana Islands, and U.S. citizens living abroad in Germany and Japan.

Accepted Student Information: A total of 293 appointees accepted and enrolled into the Class of 2026 on June 27, 2022. Within that group, 127 (43 percent) of the students were female and 110 (38 percent) were students of color or a marginalized population. Students that accepted their appointments represented 43 of the 50 U.S. States. Appointments were also accepted by students from Northern Mariana Islands, Puerto Rico, and U.S. citizens living abroad in Germany and Japan.

Additional statistical information regarding appointed applicants and appointed applicants who accepted is 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 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 2021-2022 is shown in Tables 2 and 3.

**Table 2: U.S. Coast Guard Academy Class of 2026
Appointment and Enrollment Information**

	Appointments Offered	Accepted/Reported aboard 27 June 2022
Students	446 Appointed	293 Enrolled
Female	181 (41%)	127 (43%)
Male	265 (59%)	166 (57%)
States/Countries	45 States represented (no KS, ND, SD, VT, or WY) as well as Northern Mariana Islands, Guam, Puerto Rico, and U.S. citizens living in Germany & Japan.	43 States represented (no AR, KS, LA, SC, ND, SD, or WY) as well as Northern Mariana Islands, Puerto Rico, and U.S. Citizens living in Germany and Japan.
Students of Color and/or a Marginalized Population	183 (41%)	110 (38%)
African American or Black (all)	47 (11%) total	26 (9%) total
Asian American (all)	78 (17%) total	48 (16%) total
Hispanic American (White or declined to answer)	40 (9%) total	24 (8%) total
Native American or Alaska Native (all)	8 (2%) total	3 (1%) total
Hawaiian Islander/Pacific Islander (all)	6 (1%) total	4 (1%) total
Declined to answer	5 (1%) total	4 (1%) total
Recruited Athletes	222 (50%)	138 (47%)
Recruited Performing Artists	36 (8%)	33 (11%)
Intended STEM Major	341 total (76%) 41 Civil Engineering 48 Cyber Systems 26 Electrical Engineering 85 Mechanical Engineering 64 Marine and Environmental Science 56 Naval Architecture and Marine Engineering 21 Operations Research and Computer Analysis	205 total (70%) 27 Civil Engineering 34 Cyber Systems 17 Electrical Engineering 48 Mechanical Engineering 39 Marine and Environmental Science 27 Naval Architecture and Marine Engineering 13 Operations Research and Computer Analysis
Intended non-STEM Major	105 total (24%) 55 Government 50 Management	88 total (30%) 47 Government 41 Management

Table 3: CGAS Program Class of 2023 Appointment and Enrollment Information

	Appointments Offered	Accepted/Reported aboard 11 July 2022
Students	91 Appointed	71 Enrolled
Female	34 (37%)	24 (34%)
Male	57 (63%)	47 (66%)
States/Countries	27 States represented as well as Puerto Rico, Guam, & American Samoa, & U.S. citizens living in Hong Kong & the Philippines.	23 States represented as well as Puerto Rico, & American Samoa, & a U.S. Citizen living in Hong Kong.
Students of Color and/or a Marginalized Population	58 (64%)	36 (51%)
African American or Black (all)	26 (29%) total	14 (20%) total
Asian American (all)	13 (14%) total	6 (8%) total
Hispanic American (White or declined to answer)	12 (13%) total	12 (17%) total
Native American or Alaska Native (all)	4 (4%) total	3 (4%) total
Hawaiian Islander/Pacific Islander (all)	2 (2%) total	1 (1%) total
Declined to answer	0 total	0 total
Recruited Athletes	43 (47%)	39 (56%)
Recruited Performing Artists	9 (10%)	6 (8%)
Intended STEM Major	66 (73%) total 13 Civil Engineering 11 Cyber Systems 07 Electrical Engineering 08 Mechanical Engineering 17 Marine and Environmental Science 07 Naval Architecture & Marine Engineering 03 Operations Research & Computer Analysis	46 (65%) total 09 Civil Engineering 08 Cyber Systems 03 Electrical Engineering 05 Mechanical Engineering 13 Marine & Environmental Science 07 Naval Architecture & Marine Engineering 01 Operations Research and Computer Analysis
Intended non-STEM Major	25 (27%) total 10 Government 15 Management	25 (35%) total 09 Government 16 Management

Note: The CGAS Program is a one-year preparatory school program for selected applicants. Applicants are selected from the same applicant pool as direct appointments and attend a year of preparatory school prior to attending the CGA.

Class Retention, Outcomes, and Graduation Rates

The following tables capture retention, outcome, and graduation information for Academy cadets from the classes of 2018-2026 broken down by race/ethnicity, gender, parental income, religion, and state/country of residence (Tables 4 through 8). Statistical information on graduation and retention information for minority cadets with and without AMOT advisors is captured in Tables 9 and 10.

Table 4: Graduation/Retention by Race/Ethnicity

Ethnicity	Status	Prior Classes		Current Classes									
		2018 - 2022		2023		2024		2025		2026			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
American Indian/ Alaskan Native	Still a cadet			1	100.0%					1	50.0%		
	No longer attending	1	25.0%							1	50.0%		
	Graduated	3	75.0%										
Asian	Still a cadet			23	92.0%	18	81.8%	15	93.8%	20	95.2%		
	No longer attending	18	17.6%	2	8.0%	4	18.2%	1	6.3%	1	4.8%		
	Graduated	84	82.4%										
Black	Still a cadet			9	90.0%	4	57.1%	10	76.9%	9	100.0%		
	No longer attending	19	20.4%	1	10.0%	3	42.9%	3	23.1%				
	Graduated	74	79.6%										
Hispanic	Still a cadet	2	1.3%	21	75.0%	28	87.5%	32	97.0%	36	87.8%		
	No longer attending	26	17.3%	7	25.0%	4	12.5%	1	3.0%	5	12.2%		
	Graduated	122	81.3%										
Native Hawaiian/ Pacific Islander	Still a cadet			1	100.0%					2	100.0%		
	No longer attending	1	25.0%										
	Graduated	3	75.0%										
Two or More	Still a cadet	3	2.4%	28	93.3%	26	89.7%	37	97.4%	31	96.9%		
	No longer attending	12	9.5%	2	6.7%	3	10.3%	1	2.6%	1	3.1%		
	Graduated	111	88.1%										
White	Still a cadet	9	1.0%	160	89.9%	146	83.9%	169	94.9%	178	97.3%		
	No longer attending	139	15.1%	18	10.1%	28	16.1%	9	5.1%	5	2.7%		
	Graduated	771	83.9%										
Decline to Answer	Still a cadet			3	75.0%	1	100.0%	2	100.0%	4	80.0%		
	No longer attending	3	18.8%	1	25.0%					1	20.0%		
	Graduated	13	81.3%										
International Cadet	Still a cadet			4	80.0%	5	83.3%	8	100.0%	9	100.0%		
	No longer attending	8	20.0%	1	20.0%	1	16.7%						
	Graduated	32	80.0%										
Grand Total			1,454	100.0%	282	100.0%	271	100.0%	290	100.0%	302	100.0%	

Table 5: Graduation/Retention by Gender²

Gender	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	Still a cadet	8	1.5%	101	92.7%	94	88.7%	105	90.5%	125	95.4%
	No longer attending	75	14.2%	8	7.3%	12	11.3%	11	9.5%	6	4.6%
	Graduated	446	84.3%								
	Total	529	100.0%	109	100.0%	106	100.0%	116	100.0%	131	100.0%
Male	Still a cadet	6	0.6%	149	86.1%	134	81.2%	169	97.1%	164	95.9%
	No longer attending	152	16.4%	24	13.9%	31	18.8%	5	2.9%	7	4.1%
	Graduated	767	82.9%								
	Total	925	100.0%	173	100.0%	165	100.0%	174	100.0%	171	100.0%
Grand Total		1,454	100.0%	282	100.0%	271	100.0%	290	100.0%	302	100.0%

Table 6: Graduation/Retention by Parental Income

Parental Income (group)	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than \$60,000	Still a cadet			8	72.7%	11	91.7%	5	100.0%		
	No longer attending	12	15.0%	3	27.3%	1	8.3%				
	Graduated	68	85.0%								
\$60,000 to \$74,999	Still a cadet	1	1.3%	12	70.6%	7	63.6%	9	100.0%		
	No longer attending	21	26.3%	5	29.4%	4	36.4%				
	Graduated	58	72.5%								
\$75,000 to \$99,999	Still a cadet	2	1.4%	19	100.0%	16	80.0%	24	100.0%		
	No longer attending	16	10.9%			4	20.0%				
	Graduated	129	87.8%								
\$100,000 to \$149,999	Still a cadet	5	1.5%	69	92.0%	53	82.8%	68	97.1%		
	No longer attending	45	13.2%	6	8.0%	11	17.2%	2	2.9%		
	Graduated	291	85.3%								
\$150,000 to \$199,999	Still a cadet	2	1.0%	29	93.5%	30	88.2%	33	94.3%		
	No longer attending	22	10.8%	2	6.5%	4	11.8%	2	5.7%		
	Graduated	180	88.2%								

² Includes international cadets

Parental Income (group)	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
\$200,000 to \$249,999	Still a cadet	1	0.8%	23	88.5%	25	86.2%	24	92.3%		
	No longer attending	16	13.0%	3	11.5%	4	13.8%	2	7.7%		
	Graduated	106	86.2%								
\$250,000 or more	Still a cadet			27	90.0%	28	96.6%	18	94.7%		
	No longer attending	27	19.7%	3	10.0%	1	3.4%	1	5.3%		
	Graduated	110	80.3%								
Unknown	Still a cadet	3	0.9%	63	86.3%	58	80.6%	93	91.2%	289	95.7%
	No longer attending	68	19.9%	10	13.7%	14	19.4%	9	8.8%	13	4.3%
	Graduated	271	79.2%								
Grand Total		1,454	100.0%	282	100.0%	271	100.0%	290	100.0%	302	100.0%

Table 7: Graduation/Retention by Cadet Religion

Student's religion (group)	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agnostic	Still a cadet	1	1.5%	12	92.3%	13	86.7%	13	100.0%		
	No longer attending	17	26.2%	1	7.7%	2	13.3%				
	Graduated	47	72.3%								
Atheist	Still a cadet			14	82.4%	12	75.0%	11	100.0%		
	No longer attending	8	20.5%	3	17.6%	4	25.0%				
	Graduated	31	79.5%								
Baptist	Still a cadet	1	1.1%	18	90.0%	7	63.6%	12	80.0%		
	No longer attending	13	14.8%	2	10.0%	4	36.4%	3	20.0%		
	Graduated	74	84.1%								
Buddhist	Still a cadet			1	100.0%			1	100.0%		
	No longer attending										
	Graduated	5	100.0%								
Church of Christ	Still a cadet			7	87.5%	8	100.0%	6	100.0%		
	No longer attending			1	12.5%						
	Graduated										
Congregational (UCC)	Still a cadet	1	5.6%	1	100.0%	2	66.7%	1	100.0%		
	No longer attending	4	22.2%			1	33.3%				
	Graduated	13	72.2%								

Student's religion (group)	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Eastern Orthodox	Still a cadet			1	100.0%			2	100.0%		
	No longer attending										
	Graduated										
Episcopalian	Still a cadet			3	60.0%	2	100.0%	6	100.0%		
	No longer attending	2	7.1%	2	40.0%						
	Graduated	26	92.9%								
Hindu	Still a cadet					1	100.0%				
	No longer attending										
	Graduated	1	100.0%								
Jewish	Still a cadet	1	8.3%	1	100.0%	3	100.0%	1	100.0%		
	No longer attending	2	16.7%								
	Graduated	9	75.0%								
Latter Day Saints (Mormon)	Still a cadet	1	20.0%			2	100.0%				
	No longer attending	1	20.0%								
	Graduated	3	60.0%								
Lutheran	Still a cadet			4	100.0%	7	100.0%	9	100.0%		
	No longer attending	3	8.3%								
	Graduated	33	91.7%								
Methodist	Still a cadet	1	1.4%	11	100.0%	12	100.0%	9	100.0%		
	No longer attending	11	15.1%								
	Graduated	61	83.6%								
Muslim	Still a cadet										
	No longer attending	3	100.0%								
	Graduated										
None	Still a cadet	1	0.8%	12	85.7%	21	87.5%	25	96.2%		
	No longer attending	23	17.8%	2	14.3%	3	12.5%	1	3.8%		
	Graduated	105	81.4%								
Other Christian	Still a cadet	1	0.6%	31	86.1%	15	78.9%	26	96.3%		
	No longer attending	26	14.4%	5	13.9%	4	21.1%	1	3.7%		
	Graduated	153	85.0%								

Student's religion (group)	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Other religion	Still a cadet			3	100%	4	100%	3	100%		
	No longer attending	2	14.3%								
	Graduated	12	85.7%								
Presbyterian	Still a cadet			4	100.0%	9	90.0%	3	100.0%		
	No longer attending	9	16.4%			1	10.0%				
	Graduated	46	83.6%								
Quaker (Society of Friends)	Still a cadet										
	No longer attending										
	Graduated	3	100.0%								
Roman Catholic	Still a cadet	4	1.1%	64	91.4%	55	88.7%	50	96.2%		
	No longer attending	37	9.9%	6	8.6%	7	11.3%	2	3.8%		
	Graduated	333	89.0%								
Seventh Day Adventist	Still a cadet			1	100.0%						
	No longer attending										
	Graduated	3	100.0%								
Unknown	Still a cadet	2	0.6%	62	86.1%	56	77.8%	96	91.4%	289	95.7%
	No longer attending	66	20.9%	10	13.9%	16	22.2%	9	8.6%	13	4.3%
	Graduated	248	78.5%								
Grand Total		1,454	100.0%	282	100.0%	271	100.0%	290	100.0%	302	100.0%

Table 8: Graduation/Retention by State/Country

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AK	Still a cadet			2	100.0%			2	66.7%	1	100.0%
	No longer attending	4	50.0%					1	33.3%		
	Graduated	4	50.0%								

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AL	Still a cadet			4	100.0%	2	100.0%	5	100.0%	3	100.0%
	No longer attending	1	7.7%								
	Graduated	12	92.3%								
AR	Still a cadet					1	33.3%				
	No longer attending	2	50.0%			2	66.7%				
	Graduated	2	50.0%								
AZ	Still a cadet			1	100.0%	3	75.0%	4	100.0%	4	80.0%
	No longer attending					1	25.0%			1	20.0%
	Graduated	12	100.0%								
CA	Still a cadet			17	85.0%	19	95.0%	16	100.0%	19	90.5%
	No longer attending	14	13.6%	3	15.0%	1	5.0%			2	9.5%
	Graduated	89	86.4%								
CO	Still a cadet			4	66.7%	1	50.0%	7	100.0%	4	100.0%
	No longer attending	5	17.2%	2	33.3%	1	50.0%				
	Graduated	24	82.8%								
CT	Still a cadet			14	93.3%	12	92.3%	17	94.4%	20	95.2%
	No longer attending	12	15.8%	1	6.7%	1	7.7%	1	5.6%	1	4.8%
	Graduated	64	84.2%								
DC	Still a cadet										
	No longer attending	2	28.6%								
	Graduated	5	71.4%								
DE	Still a cadet			2	66.7%	1	100.0%	1	100.0%	1	100.0%
	No longer attending	4	33.3%	1	33.3%						
	Graduated	8	66.7%								
FL	Still a cadet			18	90.0%	13	68.4%	14	77.8%	21	84.0%
	No longer attending	23	19.7%	2	10.0%	6	31.6%	4	22.2%	4	16.0%
	Graduated	94	80.3%								

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
GA	Still a cadet	1	1.8%	7	100.0%	4	80.0%	11	91.7%	7	100.0%
	No longer attending	8	14.5%			1	20.0%	1	8.3%		
	Graduated	46	83.6%								
HI	Still a cadet			2	100.0%			2	100.0%	2	100.0%
	No longer attending										
	Graduated	12	100.0%								
IA	Still a cadet					1	100.0%	1	100.0%	1	100.0%
	No longer attending										
	Graduated	6	100.0%								
ID	Still a cadet			2	100.0%	2	66.7%	2	100.0%		
	No longer attending	1	9.1%			1	33.3%				
	Graduated	10	90.9%								
IL	Still a cadet			2	100.0%	3	100.0%	6	100.0%	2	100.0%
	No longer attending	9	25.7%								
	Graduated	26	74.3%								
IN	Still a cadet			2	100.0%	4	100.0%	2	66.7%	2	66.7%
	No longer attending	1	14.3%					1	33.3%	1	33.3%
	Graduated	6	85.7%								
KS	Still a cadet			2	100.0%	1	100.0%				
	No longer attending	1	20.0%								
	Graduated	4	80.0%								
KY	Still a cadet					2	100.0%	1	100.0%	1	100.0%
	No longer attending	3	21.4%								
	Graduated	11	78.6%								
LA	Still a cadet			1	100.0%	1	33.3%	2	100.0%		
	No longer attending	3	50.0%			2	66.7%				
	Graduated	3	50.0%								
MA	Still a cadet			7	70.0%	6	85.7%	5	100.0%	8	100.0%
	No longer attending	7	10.6%	3	30.0%	1	14.3%				
	Graduated	59	89.4%								

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
MD	Still a cadet			20	95.2%	15	75.0%	22	95.7%	18	100.0%
	No longer attending	11	11.0%	1	4.8%	5	25.0%	1	4.3%		
	Graduated	89	89.0%								
ME	Still a cadet					1	33.3%	2	66.7%	6	100.0%
	No longer attending					2	66.7%	1	33.3%		
	Graduated	14	100.0%								
MI	Still a cadet	1	3.8%	3	100.0%	2	66.7%	7	87.5%	4	100.0%
	No longer attending	4	15.4%			1	33.3%	1	12.5%		
	Graduated	21	80.8%								
MN	Still a cadet			2	50.0%	1	100.0%	2	100.0%	3	100.0%
	No longer attending	1	10.0%	2	50.0%						
	Graduated	9	90.0%								
MO	Still a cadet			3	100.0%	2	100.0%	2	66.7%	4	100.0%
	No longer attending	1	12.5%					1	33.3%		
	Graduated	7	87.5%								
MS	Still a cadet									2	100.0%
	No longer attending	2	33.3%								
	Graduated	4	66.7%								
MT	Still a cadet			2	66.7%			2	100.0%	2	100.0%
	No longer attending	1	20.0%	1	33.3%						
	Graduated	4	80.0%								
NC	Still a cadet	2	5.6%	13	92.9%	9	90.0%	8	100.0%	12	92.3%
	No longer attending	3	8.3%	1	7.1%	1	10.0%			1	7.7%
	Graduated	31	86.1%								
ND	Still a cadet					1	100.0%				
	No longer attending										
	Graduated	2	100.0%								
NE	Still a cadet			1	100.0%	1	50.0%			2	100.0%
	No longer attending	1	14.3%			1	50.0%				
	Graduated	6	85.7%								

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
NH	Still a cadet			4	100.0%	4	100.0%	2	100.0%	4	100.0%
	No longer attending	2	8.7%								
	Graduated	21	91.3%								
NJ	Still a cadet			21	100.0%	14	93.3%	16	88.9%	12	100.0%
	No longer attending	8	15.1%			1	6.7%	2	11.1%		
	Graduated	45	84.9%								
NM	Still a cadet			1	100.0%	2	100.0%	1	100.0%	1	100.0%
	No longer attending	2	28.6%	1	100.0%	1	50.0%				
	Graduated	5	71.4%								
NV	Still a cadet					1	50.0%	1	100.0%	3	100.0%
	No longer attending	2	28.6%	1	100.0%	1	50.0%				
	Graduated	5	71.4%								
NY	Still a cadet			15	93.8%	12	85.7%	11	100.0%	13	86.7%
	No longer attending	11	15.5%	1	6.3%	2	14.3%			2	13.3%
	Graduated	60	84.5%								
OH	Still a cadet			2	100.0%	5	83.3%	5	83.3%	7	100.0%
	No longer attending	2	11.8%			1	16.7%	1	16.7%		
	Graduated	15	88.2%								
OK	Still a cadet			2	66.7%	2	66.7%	3	75.0%	2	100.0%
	No longer attending	1	20.0%	1	33.3%	1	33.3%	1	25.0%		
	Graduated	4	80.0%								
OR	Still a cadet			4	100.0%	3	100.0%	1	100.0%	6	100.0%
	No longer attending	2	20.0%								
	Graduated	8	80.0%								
PA	Still a cadet			10	83.3%	8	100.0%	19	100.0%	12	100.0%
	No longer attending	13	17.8%	2	16.7%						
	Graduated	60	82.2%								

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
RI	Still a cadet			1	50.0%	3	75.0%			1	100.0%
	No longer attending	2	28.6%	1	50.0%	1	25.0%				
	Graduated	5	71.4%								
SC	Still a cadet					2	100.0%	6	100.0%		
	No longer attending	3	23.1%								
	Graduated	10	76.9%								
SD	Still a cadet										
	No longer attending										
	Graduated	4	100.0%								
TN	Still a cadet	1	5.6%	1	100.0%	4	80.0%	3	100.0%	2	100.0%
	No longer attending	5	27.8%			1	20.0%				
	Graduated	12	66.7%								
TX	Still a cadet	2	2.9%	13	86.7%	13	86.7%	13	100.0%	14	93.3%
	No longer attending	14	20.3%	2	13.3%	2	13.3%			1	6.7%
	Graduated	53	76.8%								
UT	Still a cadet			1	100.0%	2	100.0%			2	100.0%
	No longer attending	1	16.7%								
	Graduated	5	83.3%								
VA	Still a cadet	1	0.7%	26	83.9%	24	92.3%	25	92.6%	30	96.8%
	No longer attending	16	11.0%	5	16.1%	2	7.7%	2	7.4%	1	3.2%
	Graduated	129	88.4%								
VT	Still a cadet			1	100.0%			2	100.0%	1	100.0%
	No longer attending	2	28.6%								
	Graduated	5	71.4%								
WA	Still a cadet	1	3.8%	4	80.0%	7	87.5%	6	100.0%	7	100.0%
	No longer attending	5	19.2%	1	20.0%	1	12.5%				
	Graduated	20	76.9%								
WI	Still a cadet			1	100.0%	2	50.0%	2	100.0%	3	75.0%
	No longer attending					2	50.0%			1	25.0%
	Graduated	6	100.0%								

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
WV	Still a cadet			2	100.0%	1	100.0%	1	100.0%	2	100.0%
	No longer attending	2	25.0%								
	Graduated	6	75.0%								
WY	Still a cadet			2	100.0%						
	No longer attending										
	Graduated	2	100.0%								
AE	Still a cadet					1	100.0%	1	100.0%		
	No longer attending	1	12.5%								
	Graduated	7	87.5%								
AP	Still a cadet			1	100.0%					1	100.0%
	No longer attending	1	20.0%								
	Graduated	4	80.0%								
AS	Still a cadet							1	100.0%		
	No longer attending										
	Graduated										
GU	Still a cadet			1	100.0%						
	No longer attending										
	Graduated	3	100.0%								
MP	Still a cadet					1	100.0%			4	100.0%
	No longer attending										
	Graduated										
PR	Still a cadet			1	100.0%	1	100.0%	1	100.0%	1	100.0%
	No longer attending										
	Graduated	2	100.0%								
VI	Still a cadet			1	100.0%						
	No longer attending										
	Graduated	3	100.0%								
Bahamas	Still a cadet										
	No longer attending										
	Graduated	1	100.0%								

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Belize	Still a cadet										
	No longer attending	1	100.0%								
	Graduated										
Cambodia ³	Still a cadet										
	No longer attending										
	Graduated	1	100.0%								
Costa Rica	Still a cadet			1	100.0%						
	No longer attending										
	Graduated										
Dominican Republic	Still a cadet			1	100.0%	1	100.0%	1	100.0%	1	100.0%
	No longer attending										
	Graduated										
Federated States of Micronesia	Still a cadet										
	No longer attending	1	50.0%			1	100.0%				
	Graduated	1	50.0%								
Gabon	Still a cadet										
	No longer attending										
	Graduated	2	100.0%								
Georgia	Still a cadet										
	No longer attending										
	Graduated	4	100.0%								
Guyana	Still a cadet					1	100.0%			1	100.0%
	No longer attending										
	Graduated										
Haiti	Still a cadet										
	No longer attending										
	Graduated	2	100.0%								

³ Cambodian cadet graduated in May, 2022. An error was made in the 2020-2021 report inaccurately stating this cadet no longer attended CGA.

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Honduras	Still a cadet					1	100.0%			1	100.0%
	No longer attending										
	Graduated	2	100.0%								
Iceland	Still a cadet										
	No longer attending										
	Graduated	1	100.0%								
Jamaica	Still a cadet							2	100.0%		
	No longer attending										
	Graduated										
Jordan	Still a cadet					1	100.0%				
	No longer attending										
	Graduated	1	100.0%								
Kazakhstan	Still a cadet										
	No longer attending	1	100.0%								
	Graduated										
Madagascar	Still a cadet										
	No longer attending										
	Graduated	1	100.0%								
Malaysia	Still a cadet										
	No longer attending										
	Graduated	1	100.0%								
Mauritius	Still a cadet			1	100.0%						
	No longer attending										
	Graduated										
Mexico	Still a cadet										
	No longer attending	3	50.0%								
	Graduated	3	50.0%								
Palau	Still a cadet									1	100.0%
	No longer attending										
	Graduated	1	100.0%								

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Panama	Still a cadet										
	No longer attending										
	Graduated	2	100.0%								
Philippines	Still a cadet			1	100.0%	1	100.0%	2	100.0%	3	100.0%
	No longer attending										
	Graduated	5	100.0%								
Republic of the Marshall Islands	Still a cadet										
	No longer attending	1	100.0%								
	Graduated										
Rwanda	Still a cadet							1	100.0%		
	No longer attending			1	100.0%						
	Graduated	1	100.0%								
Sri Lanka	Still a cadet							1	100.0%		
	No longer attending										
	Graduated	1	100.0%								
Taiwan	Still a cadet							1	100.0%	1	100.0%
	No longer attending										
	Graduated										
Thailand	Still a cadet										
	No longer attending										
	Graduated	1	100.0%								
Turkey	Still a cadet										
	No longer attending	1	100.0%								
	Graduated										
Ukraine	Still a cadet										
	No longer attending										
	Graduated	1	100.0%								
Vietnam	Still a cadet									1	100.0%
	No longer attending										
	Graduated										

State / Country	Status	Prior Classes		Current Classes							
		2018 - 2022		2023		2024		2025		2026	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Unknown Admissions Address	Still a cadet					3	100.0%	1	100.0%	1	100.0%
	No longer attending	1	33.3%								
	Graduated	2	66.7%								
Totals		1,454	100.0%	282	100.0%	271	100.0%	290	100.0%	302	100.0%

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

Ethnicity	AMOT Advisor (Yes/No)	Prior Classes			Current Classes											
		2018 - 2022			2023			2024			2025			2026		
		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	4	3	75.0%	1	1	100.0%				2	1	50.0%			
Asian	Yes	7	7	100.0%	22	22	100.0%	22	18	81.8%						
	No	95	77	81.1%	3	1	33.3%				16	15	93.8%	21	20	95.2%
Black	Yes	61	56	91.8%	7	7	100.0%	5	2	40.0%						
	No	32	18	56.3%	3	2	66.7%	2	2	100.0%	13	10	76.9%	9	9	100.0%
Hispanic	Yes	10	7	70.0%	2	2	100.0%									
	No	140	117	83.6%	26	19	73.1%	32	28	87.5%	33	32	97.0%	41	36	87.8%
Native Hawaiian/ Pacific Islander	Yes				1	1	100.0%									
	No	4	3	75.0%										2	2	100.0%
Two or More	Yes	22	20	90.9%	27	25	92.6%	20	17	85.0%						
	No	104	94	90.4%	3	3	100.0%	9	9	100.0%	38	37	97.4%	32	31	96.9%

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

AMOT Advisor (Yes/No)	Prior Classes			Current Classes											
	2018 - 2022			2023			2024			2025 ⁴			2026		
	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	100	90	90.0%	59	57	96.6%	47	37	78.7%						
No	379	312	82.3%	36	26	72.2%	43	39	90.7% ⁵	102	95	93.1%	105	98	93.3%
Grand Total	479	402	83.9%	95	83	87.4%	90	76	84.4%	102	95	93.1%	105	98	93.3%

⁴ Currently refining the system for tracking AMOT mentorship engagements therefore data for the class of 2025 and 2026 is not available currently. The next report to Congress should include this information.

⁵ This data point appears to be an outlier. One possible explanation is that this class arrived at the Academy during the height of COVID-19 and thus did not experience a typical SWAB Summer program.

Efforts to Retain Diverse Cadets, Faculty, and Staff

Cadet Life and Belonging

Admissions Committee Reviews: Representatives from the Office of Inclusion and Diversity (OID) and other divisions across campus participate in Admissions Committee meetings, review candidate packets, and discuss applicant suitability. Keeping accession and future retention of diverse cadets in mind, committee members deliberate on more than just accepting or waitlisting candidates; they also consider whether the qualified individual might struggle to navigate the civilian-to-military transition and to take on the added rigors of cadet life. Therefore, the committee deliberates on offering candidates appointments to the CGAS program to empower and enable them with the tools needed for success. The Scholars Program is one year of preparation designed to help students with high potential develop the necessary foundation for success as a cadet.

Cadet Affinity Councils and the Superintendent's Cadet Affinity Group Council (CAGC): Eight cadet Affinity Councils seek to improve cultural awareness, create safe spaces of belonging, and develop shared appreciation for the uniqueness of individuals throughout the Academy community. These groups include the Asian Pacific American Council, Compañeros, Tribal Council, Genesis Council, International Council, Spectrum, Women's Leadership Council, and the Diversity Peer Educators. Similar to student/employee resource groups at other universities, colleges, and organizations, the Cadet Affinity Councils plan, coordinate, and hold educational and fellowship-focused meetings, events, and socials within the community. The Academy relies on these councils' support for various cross-campus programs and provides opportunities for them to speak with different audiences on multiple platforms. Cadet Affinity Councils are a critical part of events like the Genesis Invitational, Respect and Inclusion Summer Experience (RISE), Swab Summer Affinity Council Time, heritage month celebrations, and Eclipse (descriptions forthcoming in this Cadet Life and Belonging section). They also share their activities on social media, connecting with prospective candidates, families, alumni, Coast Guard members, and other communities online. Their leaders meet with distinguished guests to discuss diversity, equity, and inclusion (DEI) at the Academy, in the Coast Guard, and throughout society from the cadet perspective. On a monthly basis during the academic year, the CAGC connects Affinity Council leadership with the Superintendent and other senior leaders to provide a channel for communication regarding policies, procedures, and resources that may impact equity issues (Superintendent's Instruction (SUPTINST) 1710).

Respect and Inclusion Summer Experience (RISE): Considered one of the top three most effective mechanisms in the effort to retain diverse cadets, incoming freshmen ("swabs" during their indoctrination phase) are invited to the Academy three days prior to the mandatory report day. During this period, attendees participate in team building and rapport-strengthening activities to help develop strong bonds with classmates. Engagements with key Academy figures such as the Provost, Commandant of Cadets, Athletics Director, senior cadet leadership, and Cadet Affinity Council members foster a deeper understanding of the Academy. During this program, parents/guardians also meet with Academy leadership and are briefed on a wide range of subjects and support services offered at the Academy. RISE equates to increased retention during the Swab Summer evolution and into fourth-class year.

Swab Summer Affinity Council Time: Affinity Councils facilitate informational sessions with cadets during Swab Summer. By design, the Swab Summer evolution indoctrinates some of our Nation's brightest and strongest young people into the United States Coast Guard. This is the first step to prepare them to lead a diverse workforce to accomplish complex missions domestically and around the globe. Cadet Affinity Councils connect and build relationships with swabs in this very early stage of their development. This experience offers an opportunity for swabs and cadets to connect within the context of an affinity group. It also shows swabs that the Coast Guard values their identity and bolsters the idea that a diverse group with a common goal, where authenticity is encouraged and embraced, can lead to better outcomes and mission success.

Affinity Council Mentorship and Conference Engagements: Considered one of the top three most effective mechanisms in the effort to retain diverse cadets, DEI trips that cadets take with their Affinity Councils have a significant impact on their sense of belonging at the Academy and in the Coast Guard. Affinity Council leaders drive these endeavors, conducting the planning, coordination, and execution necessary to maximize professional and personal development. Through in-person engagements with like-minded DEI champions and thought leaders, undergraduate students who empathize with the struggles of belonging and college life, members of the Coast Guard and/or other services who have similar identities and lived experiences, and mentors who care deeply about their wellbeing and success, cadets connect, learn, and grow in ways that no other Academy program provides. The investments that the Academy and Coast Guard pour into cadets through these professional and personal development opportunities demonstrates the level of commitment the institution has towards diversity, equity, and inclusion.

Eclipse: Considered one of the most effective mechanisms in the effort to retain diverse cadets, this annual DEI-focused conference is the Coast Guard's premier opportunity for service-wide mentorship, fellowship, and growth that unites alumni, faculty, staff, Coast Guard members, 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. A typical Eclipse conference includes keynote speakers from academia and the federal government, cadet affinity group-led sessions, an awards event, and a talent show. During the Eclipse Awards dinner, which typically features the Coast Guard Commandant, the Academy distributes letters of assurance to our incoming Scholars. Additionally, this past year's Eclipse featured the first ever Inter-Academy Affinity Council Summit attended by cadets and midshipmen from the other Federal Service Academies. These future military officers shared success stories and lessons learned from their inclusion efforts. This near fifty-year tradition is rooted in mentorship, solidarity, and fellowship. It is of great importance to the Academy and the Coast Guard.

Heritage Month Celebrations: The Academy honors 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, OI collaborates with the Affinity Councils to offer programming for the entire community. The celebrations include cadet bulletin board contests, poetry slams, dancing, and making crafts, all of which promote education and expression. In addition, these celebrations also include fellowship events, socials, meals, speaker presentations, hot topic discussions, and engagements with local partners which increase solidarity and build community.

Diversity Peer Educators (DPE): These are cadets who volunteer to serve as emerging subject matter specialists for knowledge-sharing and support on sensitive DEI topics such as race, gender, sexual orientation, and gender identity. Currently, the Academy has 42 DPEs who are formally trained to foster positive and supportive climates that allow for meaningful and productive DEI conversations. They also serve as mentors in the Corps of Cadets and help alert leadership to potential issues in the barracks. DPEs are identifiable by a small gold torch pin they wear on their uniforms (SUPTINST 5350).

Cadets Against Sexual Assault (CASA): CASA is a student-led club whose volunteer members are trained as peer-level resources for victims of sexual assault within the corps. 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 engage the Corps of Cadets in conversations about sexual assault, harassment, and the types of climates that enable such behaviors.

Need To Know Newsletter: Impacted by COVID-19 social distancing and isolation and driven to act following by the killing of George Floyd, a group of Academy cadets produced a cadet-driven newsletter called Need To Know. This newsletter was designed to inspire deeper level conversations about an array of topics including social justice and human rights. Cadets have produced the newsletter monthly during the academic year for the past three years.

U.S. Coast Guard Academy Transgender Service: The Coast Guard established a service-wide policy and set standards for transgender members, including cadets, to both join the Coast Guard and to change their gender marker in the Defense Enrollment Eligibility Reporting System while in the Coast Guard. This Coast Guard policy directed the Academy to create its own policy in support of the overarching effort. The Academy policy provides greater clarity for trans members who wish to apply to the Academy, be successful as a cadet, and commission into the Coast Guard after graduation (SUPTINST 1000.13).

Academy Minority Outreach Team (AMOT): AMOT is comprised of minority officers, primarily Academy Alumni, focused on recruiting and retention programs for minority cadets. The recently revised AMOT Instruction offers greater support for retention efforts. OID serves as the central developer for campus-wide DEI initiatives and is responsible for the review of equitable practices across divisional lines. The Academy's Chief Diversity Officer is primarily responsible for collaborating with the AMOT Coordinators on the latest retention efforts and providing equity and inclusion updates regularly to the AMOT Coordinators. OID staff members liaise with the AMOT Coordinators and mentors on an as-needed basis regarding the cadets. AMOT mentors are most often Coast Guard active-duty members who volunteer to support cadets with a similar identity while at the Academy.

Guide to Officer Leadership Development (GOLD): Our GOLD Team is an early warning system that alerts key individuals to a cadet's academic struggles as early as two weeks into the semester. This electronic system notifies members of the cadet's GOLD Team (Academic Advisor, Company Officer and/or Company Chief, Coach, and mentors) of faculty concerns regarding academic performance and achievement in their courses. Often this system leads to a

“GOLD Team Meeting” where the members meet with the cadet to discuss the difficulties and determine holistic solutions moving forward. Where appropriate, these meetings also include members from OID and AMOT mentors.

Academic Review Board (ARB): At the conclusion of the fall and spring semesters, each cadet’s academic record is reviewed by the cadet’s respective faculty advisor. Any cadet who is at risk of not graduating on time or who has a significant event affecting their academic progress will be referred to the Academic Review Board (ARB). Chaired by the Vice Provost for Academic Affairs and supported by the College Deans, the ARB is designed to conduct a holistic review of each cadet’s record, connect the cadet with needed support, and determine follow-up actions to promote student success. The Commandant of Cadets, Director of Admissions, Director of Athletics, Chief Diversity Officer, and the Registrar also attend the ARB.

Professional Development of Staff & Faculty

New Staff & Faculty Orientation: Each year all new and incoming faculty are required to attend a New Faculty Orientation. This orientation is conducted over several days and designed to prepare new faculty hires to teach cadets effectively. Each year OID has a two-hour block in the New Faculty Orientation schedule. The Office uses this time to bolster the Academy’s efforts to be equitable and inclusive, to share information about implicit bias, equity-mindedness, and micro aggressions, and to make sure new faculty are aware of key Coast Guard and CGA policies.

Faculty “In-Service” Days: 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. Often, In Service periods include a presentation made by either an internal or external speaker followed by periods of group work or discussions. Recent activities included workshops on inclusive syllabus design, equity-minded pedagogical practices, critical race theory in the educational environment, and a review of internal academic equity data.

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

Academy Engineering Dean’s Diversity Initiative: The Engineering Department Head signed the American Society for Engineering Education’s Diversity Pledge, committing “through specific action to provide increased opportunity to pursue meaningful engineering careers to women and other underrepresented demographic groups.” From this pledge, Engineering and other STEM educators and students at the Academy have organized into two Action Teams: 1) Culture and Climate; and 2) Access and Equity. These teams work towards the goals of creating a climate where psychological safety remains at the core of all decisions, policies, and culture; fostering sustainable diversity, equity, and inclusion; recruiting, admitting, retaining, and developing diverse and culturally competent cadets/faculty; and embedding equitable practices in classroom management, institutional practices, and social-emotional learning to intervene against racism and all forms of oppression.

Center for Advanced Studies: This Center hosts the Lunchtime Scholarship Seminar Series, which provides a venue for professors and instructors to present their peer-reviewed academic research to a broader audience at the Academy. Oftentimes, the research has a DEI nexus, such as the latest topics of understanding race and studying the sociomaterial relationship between law enforcement and firearms. These opportunities enable professionals from across the community to engage in dialogue on important issues and consider how they may impact the Corps of Cadets.

Seeking Educational Equity and Diversity (SEED) Seminars and Training: During the summer of 2018, OID first sent the Commandant of Cadets, Dean of Academics, and the Assistant Director of Athletics to a SEED seminar. This week-long total immersion program focuses on being equity-minded, fosters reflective professional development, and enables participants to promote change from within their organizations. Introspection and interpersonal dialogue are critical components of this program. Upon their return, Academy participants offered twenty-seven hours of SEED-like training, known locally as Equity-Minded Seminars (EMS) to faculty, staff, and cadets. Since the summer of 2018, the Academy has sent six more people to be SEED trained.

Training and Education

Swab Summer Respect Training: Each summer, OID provides Respect training to all swabs, preparing them with a baseline understanding of what it means to “respect” one another and the American public. This program teaches swabs the meaning of the Coast Guard’s Core Value of Respect and explores identity, implicit bias, micro aggressions, cultural fluency, and more.

Respect Module: OID later provides more material on Respect to the fourth-class (4/c) cadets (freshmen). This booster course is designed to infuse the role of “Respect” as a Coast Guard core value into the 4/c cadets and emphasize the importance of building character. This program provides OID with early contact in a cadet’s journey to help build positive relationships and to begin conversations about how to be culturally sensitive and aware of others in a diverse community.

Culturally Competent Leadership in a Diverse Coast Guard: The Chief Diversity Officer developed and teaches a 3-credit elective course titled “Culturally Competent Leadership in a Diverse Coast Guard.” This course is a critical analysis of de jure and de facto discrimination in the United States and is designed for future Coast Guard Officers who aspire to become equity-minded leaders of diverse teams. The course examines prejudice and discrimination primarily on the basis of race, class, affectional orientation, religion, gender, and gender identity.

Office of Inclusion and Diversity (OID) Lecture Series: In support of the strategic vision to produce leaders of character, OID, along with the Superintendent, created a series of optional lectures that provides the Academy community the option to learn about diversity and its impacts through the direct experiences of others.

Equity-Minded Seminars (EMS): These seminars are based on the SEED model mentioned previously in the Professional Development of Staff & Faculty section and are available for cadets, faculty, and staff. They offer interpersonal dialogue among participants that focuses on

individual experiences while creating opportunities for professional exchanges on identity, privilege, oppression, and promoting change within an organization. This past summer, OID sent the Chief Diversity Officer and a member of the faculty to be SEED trained. Since both have returned, they delivered four full EMS to two cohorts of cadets, Company Officers, and a group of faculty and staff.

Military System and Structure

Cadet Conduct and Discipline System: This administrative system trains cadets in the administration of discipline while instilling in cadets the standards of conduct expected of them as cadets and future officers. Revisions were made to the Cadet Conduct and Discipline System (SUPTINST M5215.3A) signed August 19, 2022. The revisions included more inclusive and person-first language, supportive language for transgender cadets, and the removal of several potential barriers to access and participation for cadets. This instruction is subject to additional updates as necessary.

Cadet Workplace Climate Officers: A DPE-qualified cadet is selected in each of the eight companies to serve as Assistant Workplace Climate Officers. These cadets work in concert with the Regimental Workplace Climate Officer, a cadet leader 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 who have wellness, mental health, and interpersonal issues to appropriate resources for support.

Opportunities to Be Heard

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.

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

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

Cadet Academic Advisory Board: This organization provides a forum for cadets to discuss their educational experience 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 typically occurs at least twice per semester.

Campus Improvements

Alumni Gym: In 2022, the Academy changed the name of Merriman Gym to Alumni Gym. The Academy made the decision and acted after the revelation that in 1934, the former Academy Athletic Director, John S. Merriman, refused to allow a University of Connecticut (UConn) basketball player to take the court because he was African American. After the details surfaced, the current Superintendent sent a letter to the son of the late UConn basketball player, Mr. Brooks Fitch, and invited him to the Academy to meet cadets, speak with Academy leaders, and apologize for the injustice his father experienced.

Merle J. Smith Consolidated Club: In June 2021, the Coast Guard and the Academy lost a hero, Commander (CDR) Merle J. Smith. CDR Smith was an accomplished officer, a successful lawyer, and the first African American graduate of the Academy. He was also a mentor and role model for hundreds of cadets, in particular cadets of color. In 2021, to honor his memory and legacy, the Academy renamed its Officer Club the CDR Merle J. Smith Consolidated Club.

Emlen Tunnell Strength & Conditioning Center: The Athletics Division provided greater access to our strength and conditioning facilities for all cadets. In 2020, the Academy completed a new strength & conditioning center and named it after Emlen Tunnell, a celebrated African American football legend and Coast Guard hero.

Dr. Hallie Gregory Fieldhouse: In 2018, the Academy named its fieldhouse after Dr. Hallie Gregory, a professor and coach from 1971 to 1989 who became the Academy's first African American head coach when he started leading the track team in 1980.

Strategic Efforts and Equity-Minded Policies

Diversity and Inclusion Action Plan (DIAP): On August 15, 2022, the Superintendent signed the Diversity and Inclusion Action Plan (DIAP) into policy (SUPTINST 5350). The DIAP is a one-year renewable plan which contains four lines of effort and fifteen action steps. The Academy DIAP was carefully designed to align with the Coast Guard DIAP and the Coast Guard's Strategic Vision for the CGA, both of which were signed in 2019.

Superintendent's Equity Advisory Council (SEAC): On August 15, 2022, the Superintendent also signed the SEAC into policy (SUPTINST 5350.1A). The SEAC serves as an advisory body to the Superintendent and to division officers. The SEAC will advise on the following six items: 1) implementation and execution of the Academy DIAP, 2) recommendations for needed resources, 3) best standards, methodologies, and processes, 4) coordination and alignment of DEI efforts across the Academy, 5) research ideas for how to best achieve stated goals, and 6) recommendations and input for the development of the next annual DIAP.

Leadership Diversity and Advisory Council (LDAC): Similar to other LDACs in the Coast Guard, this team creates and maintains a positive workplace environment where everyone is encouraged to use their unique talents and skills to achieve their full potential and maximize their contributions. Not only does the LDAC hold quarterly meetings to boost camaraderie and create safe spaces for open discussion, but it also goes above and beyond by studying command climate survey results, analyzing information from the various unit divisions, reporting on issues that

negatively affect the institution, advising and making recommendations to Academy leadership, co-chairing the SEAC, and facilitating Leadership Transparency Panels to improve unit communication and connectedness (SUPTINST 5352).

Leadership Transparency Panels: These open live-streamed panels are designed to focus on specific issues and provide the entire Academy community with an opportunity to pose questions to senior leadership on any topic. Previous panel discussions have included the new DIAP, SEAC, and the Transgender Service policy.

Establishment of the Advisory Board on Women at the Coast Guard Academy: The Advisory Board, mandated by 14 U.S.C. §1904, is composed of no fewer than 12 current Academy cadets, with a minimum of three cadets from each currently enrolled class. The Advisory Board identifies opportunities and challenges that female cadets face at the Academy, including an assessment of culture, leadership development, and access to healthcare (SUPTINST 5350.1B).

National Collegiate Athletic Association (NCAA) Diversity Designee: The Academy named its first ever NCAA Inclusion and Diversity Designee in 2019, a full year prior to the NCAA vote which mandated this position. Today the Academy's second NCAA Diversity Designee is a staff member designated by the Superintendent, who serves as the conduit for information related to national, local, and campus-level issues of diversity and inclusion. She supports DEI practices and efforts related to athletics.

Equity Assessment Report (EAR): The Vital Signs Report was delivered in March 2018 and was the first climate assessment tool the Academy ever used that relied on disaggregated data. Soon thereafter, our own Institutional Research (IR) team began to create an in-house version called the EAR. IR can now run an EAR at any time, giving senior and academic leaders immediate, real-time information about equitable outcomes for cadets.

Analysis and Use of Command Climate Assessments: The Academy gathers and analyzes information on cadet and employee perceptions of the organization through various assessment tools, particularly the Defense Organizational Climate Survey, Federal Employee Viewpoint Survey, and Organizational Assessment Survey. While the EAR provides objective, data-driven insights into the institution's processes and outcomes, it does not capture the issues affecting retention and cadet/work life holistically. These surveys enable the Academy and its leadership to understand how the institution is operating through a different, more qualitative lens. They help measure the organization's health and progress on subjective topics like the human element, connection, group culture, and interpersonal dynamics. Teams that analyze survey results report findings to the community and provide recommendations on how the institution can act on feedback and make improvements.

Summary of Reported Allegations of Discrimination

Explanation of Policies and Actions

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, such as race or sex. 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.⁶ 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 reported allegations at the Academy 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 substantiated⁷ as an AHHI case, but that reasonably implicated race, color, national origin, sex, gender, disability, or religion at time of the initial report as well as reports by complainants 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 basis" 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

⁶ 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.

⁷ "Substantiated" means that the allegations were proven by a preponderance of the evidence and violated Coast Guard civil rights policy.

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.

Reported Allegations of Discrimination for the Preceding Five Years

During the period from January 1, 2018 to December 31, 2022, the Academy received 168 reports of alleged discrimination. 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 2018 through CY 2022 at the time of collection for this report by respective year).

CY 2018					
Basis	Total Per Basis	Substantiated	Unsubstantiated	EEO/EO	Pending
No Basis	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					
Basis	Total Per Basis	Substantiated	Unsubstantiated	EEO/EO	Pending
No Basis	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					
Basis	Total Per Basis	Substantiated	Unsubstantiated	EEO/EO	Pending
No Basis	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	6

CY 2021					
Basis	Total Per Basis	Substantiated	Unsubstantiated	EEO/EO	Pending
No Basis	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

CY 2022					
Basis	Total Per Basis	Substantiated	Unsubstantiated	EEO/EO	Pending
No Basis	6	2	4	0	0
Race	4	1	2	0	1
Sex	3	2	1	0	0
National Origin	1	0	1	0	0
Sexual Orientation	0	0	0	0	0
Age	0	0	0	0	0
Reprisal	3	0	3	0	0
Mixed	6	1	3	2	0
Disability	0	0	0	0	0
Religion	7	0	3	4	0
No Complaint	0	0	0	0	0
Bullying	9	2	6	0	1
Hazing	1	1	0	0	0
TOTAL	40	9	23	6	2

The Academy notes that the total number of cases increased by nine from CY 2021 to CY 2022. The number of substantiated cases decreased by one, whereas the number of unsubstantiated cases increased by six. This may indicate an increased knowledge of and familiarity with the reporting process. The four EEO/EO complaints based on religion were COVID vaccine related.

III. Conclusion

The Coast Guard and the CGA are dedicated to building and sustaining an organizational climate in which all people of diverse backgrounds, cultures, races, ethnicities, sexual orientations, religious affiliations, genders, and gender identities feel fully included, valued, and respected. Simultaneously, as we continue to make progress toward the strategic goal of a workforce that reflects our Nation's diversity, we have increased the scale and scope of our climate and retention efforts. The work the Academy is doing is driven by disaggregated data and peer reviewed research surrounding current best practices and processed through an equity-minded lens.

This work is never done, and the Academy is committed to making advances every day. Both the Coast Guard and the Academy's leadership are committed to preparing culturally competent leaders of character for service in the Coast Guard because this work is critical to mission success.

Appendix: Abbreviations

Abbreviation	Definition
4/c	Fourth-Class
Academy	U.S. Coast Guard Academy
AESOP	Academy Enlisted Selection Opportunity Program
AHHI	Anti-Harassment and Hate Incident
AIM	Academy Introduction Mission
AMOT	Academy Minority Outreach Team
ARB	Academic Review Board
CAGC	Cadet Affinity Group Council
CASA	Cadets Against Sexual Assault
CDR	Commander
CGA	Coast Guard Academy
CGAS	Coast Guard Academy Scholars
CRSP	Civil Rights Service Provider
CY	Calendar Year
DEI	Diversity, Equity, and Inclusion
DIAP	Diversity and Inclusion Action Plan
DPE	Diversity Peer Educators
EAR	Equity Assessment Report
EEO	Equal Employment Opportunity
EMS	Equity-Minded Seminar
EO	Equal Opportunity
FACTS	Field Activity Case Tracking System
GOLD	Guide to Officer Leadership Development
IR	Institutional Research
LDAC	Leadership Diversity and Advisory Council
NACAC	National Association for College Admissions Counseling
NCAA	National Collegiate Athletic Association
OID	Office of Inclusion and Diversity
RISE	Respect and Inclusion Summer Experience
SEAC	Superintendent's Equity Advisory Council
SEED	Seeking Educational Equity and Diversity
STEM	Science, Technology, Engineering, and Mathematics
SUPTINST	Superintendent Instruction
UCC	United Church of Christ
UConn	University of Connecticut