

The U. S. Coast Guard Academy

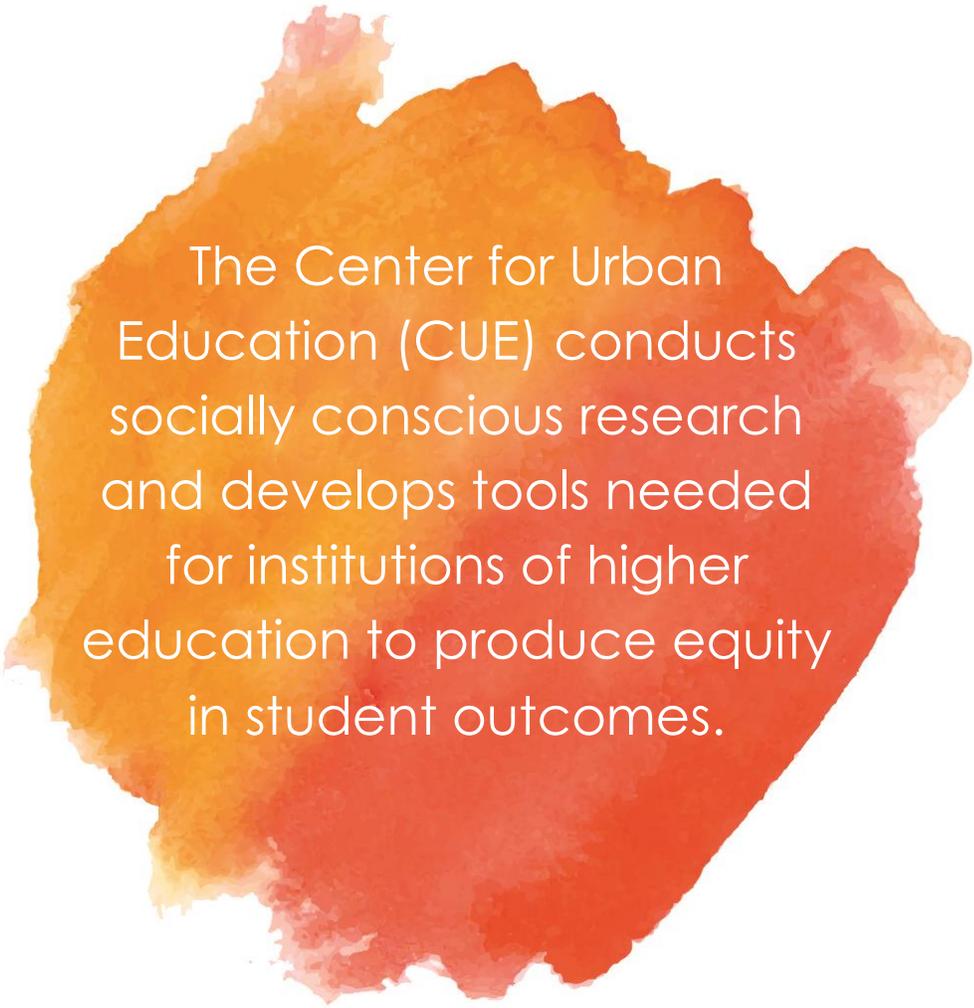
2017 Vital Signs Report

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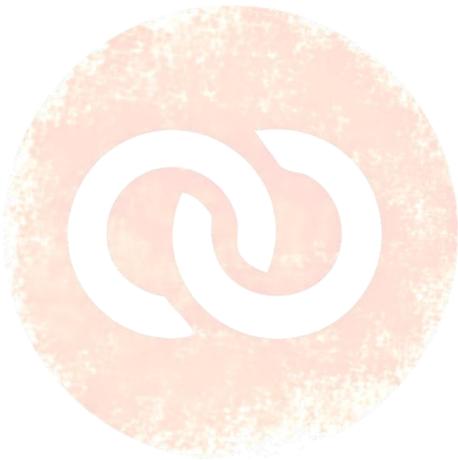
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The Center for Urban Education (CUE) conducts socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes.

Since its founding, the Center for Urban Education's agenda has been to create tools that enable practitioners and institutions to become equity-minded. Our focus has always been on producing the know-how to bring about equity for racial and ethnic populations who have been historically minoritized. Our theory of change is based on the belief that faculty, staff, and leaders want to do the "good" for students but that "doing the good" to achieve equity requires an understanding of the structural roots of inequality and how inequality is produced in commonplace practices, language, customs, and gestures. Dismantling inequality requires new knowledge as well as a self-conscious examination of how we can use the power inherent in our positions to chip away at these practices, including beliefs and attitudes within our own spheres of responsibility and influence. We have great faith that the cumulative effect of small equity-focused actions can have very big consequences.

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HOW TO CITE

Hanson, D. & Bensimon, E. M. (2017). The U. S. Coast Guard Academy 2017 Vital Signs Report. Los Angeles, CA: The Center for Urban Education, Rossier School of Education, University of Southern California

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The Center for Urban Education is grateful for the editorial and research assistance provided by Dr. Gregory Steirer, Assistant Professor of English and Film Studies at Dickinson College.



5300

MAR 26 2018

MEMORANDUM

From: J. E. Rendón, RADM
CG ACADEMY (s)

A handwritten signature in blue ink, appearing to read "J. E. Rendón", written over the "From:" line.

To: Distribution

Subj: 2017 EQUITY SCORECARD LETTER OF PROMULGATION

1. I am presenting the Coast Guard Academy's Vital Signs Report from the Equity Scorecard project, which was an initiative of the Academy's 2013-2018 Strategic Plan and endorsed by our Board of Trustees. This report began in March 2017 after a year of work with the Center for Urban Education (CUE) at the University of Southern California to adapt their process for the specialized needs of the Academy, which is the first federal service academy to use this process.
2. The Equity Scorecard is a process developed by CUE to identify barriers to equity in educational outcomes among students of different racial, ethnic and gender groups.
3. The Academy has an ongoing commitment to using a variety of assessment tools to examine educational outcomes and formulate improvement strategies. These include reviews by accrediting bodies, work conducted by the Superintendent's Council on Institutional Effectiveness, the annual DEOMI Organizational Climate Survey, the annual Gender Relations Survey, and now this report. These broad efforts allow us to examine policies, practices and culture to maintain world class programs and meet our mission of graduating leaders of character for our Coast Guard and the Nation while ensuring fair and respectful treatment of all who attend our great institution.
4. The data presented in this report correlates with trends observed throughout higher education related to disparate outcomes experienced by different groups of students. Determining causation is a much more complex challenge, requiring that we not make unfounded assumptions or jump to conclusions that, at best, do not address the true causes, or worse, perpetuate harmful stereotypes and hinder progress toward improvement. Instead we must build upon the success we have achieved in diversifying and strengthening our Corps of Cadets and our programs to graduate leaders of character. Toward this end we must continue, in alignment with our organizational strategy, to review policies, systems, and culture so we may implement sound improvements to our enrollment, academic, military and athletic training programs to support equity in cadet success. I thank you for your positive contributions to this work.

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Coast Guard Academy Vital Signs Executive Summary

Over a six-month period beginning in March of 2017, the Center for Urban Education (CUE) collaborated with the Coast Guard Academy (CGA) to undertake a comprehensive examination of educational outcomes among cadets of different racial, ethnic, and gender groups at CGA. This collaboration reflects a commitment by CGA leadership to undertake a systematic internal examination of practices and policies that impact cadet success, as well as the recognition that equity in educational outcomes is vital to the mission of the Academy and the Coast Guard. CGA is one of many public and private two-year and four-year institutions that have worked with CUE to examine and improve equity in cadet outcomes, but it is the first Federal Service Academy to do so. CGA's leadership should be applauded for taking this important step towards ensuring the success of the diverse cadets who are drawn to CGA's quality education and service to the nation.

THE EQUITY SCORECARD PROCESS

The examination undertaken with CUE, tailored to the unique educational and service opportunities at CGA, was organized via the framework of CUE's *Equity Scorecard*. The Equity Scorecard is designed to function as the first step in a multistage process aimed at developing CGA's capacity both to identify and to reduce race- and ethnicity-based inequities that may occur within the institution. More specifically, the Scorecard seeks to train administrators, faculty¹, and staff to investigate—via collaborative, data-driven inquiry and evaluation—the impact of an institution's own policies and practices on the educational and training experiences of historically marginalized racial/ethnic and gender groups.

CUE distinguishes this emphasis on the effects of an institution's own policies and practices—what CUE calls *equity-mindedness*—from approaches that attribute gaps in educational outcomes to the intrinsic preferences, cultures, or capabilities of specific racial and ethnic groups. By providing CGA administrators and faculty with the tools to reflect upon and assess the racial and ethnic impacts of CGA's own policies and practices, the Scorecard process seeks to help foster at CGA a *culture of inquiry*, wherein equity-mindedness takes a primary role in both organizing data analysis and driving policy reform.

In the first step of the Scorecard process, a team of administrators and faculty identify a wide range of *equity indicators*: key measures of cadet success, which, when disaggregated by race and ethnicity, provide a comprehensive portrait of equity at the team's institution. As data for each indicator are collected, they are organized to highlight disparities among the different races and ethnicities that make up the cadet body—what CUE calls *equity gaps*. Organized in this fashion, the data provide a detailed but accessible picture of equity at the institution. Because they serve as a rough measure of an institution's "health" with respect to equity, CUE calls these indicators *Vital Signs*.

As part of a set of tools designed to foster a culture of inquiry, the Vital Signs are intended to function as a starting point for diagnosing and assessing disparities in cadet outcomes. They do not provide statistically

¹ Faculty includes academic, professional health, and physical education faculty who teach courses for credit within the curriculum.

complex data, nor do they reveal by themselves the actual causes of the disparities they highlight. The Vital Signs provide instead general and easily accessible measures of an institution's current performance with respect to equity, thereby enabling administrators and faculty to begin considering which programs, policies, and practices may be in need of additional inquiry or reform.

CGA'S VITAL SIGNS

For CGA's Vital Signs, CUE and a CGA team consisting of administrators from the Offices of Diversity, Institutional Research, Admissions, and Academic Affairs, as well as a STEM faculty member, worked with CGA offices to collect data from the past three to five academic years pertaining to four broad areas of cadet success: **Admissions, Military and C/Division, Academics, and Athletics**. Although CUE's Scorecard process does not usually include a separate analysis of gender equity, CUE has, at CGA's request, included in CGA's Vital Signs representations of the same data disaggregated separately by gender. This executive summary provides an overview of significant findings from CGA's Vital Signs in each of the four areas examined, followed by three high-level recommendations generated by the CGA team.

Admissions

Compared to the demographics of like institutions, both military and civilian, the Coast Guard Academy shows similar admissions outcomes in African-American, Latinx², and female representation. However, when compared to national demographics, African-American, Latinx, and female cadets have for many years been disproportionately underrepresented among the CGA cadet body. The Vital Signs suggests that underrepresentation of these cadets at CGA is likely not the result of inequitable practices or policies governing how applications are reviewed and offers made. Although the CGA team identified as a cause for concern the disproportionate share of early appointment offers received by white cadets, the team did not observe consistent disparities for any cadet group with respect to total appointment offers, appointment acceptances, or Swearing In Day representation. The CGA team hypothesized that the apparent fairness and equity of most admissions processes reflect both the holistic nature of the appointment process—which involves administrators and faculty from across the campus—as well as the intentional efforts by the Office of Admissions to increase the racial, ethnic, and gender diversity of overall cadet enrollment.

That marginalized racial/ethnic groups and women are nevertheless underrepresented at CGA appears to stem from the comparatively small numbers of these groups who apply. In recent years, the Office of Admissions has sought to address diversity in its recruitment efforts through specially designed programs such as Prep School and AIM. Though the data the team collected with respect to these programs did not allow firm conclusions to be drawn as to their efficacy, the programs appear to be useful tools in recruiting Asian, Black/African American, and Female cadets as their number at the Academy has increased over the years. They also further demonstrate the intentionality of admissions with respect to equity.

Military and C/Division The Military and C/Division Vital Signs examine equity across three different indicators of cadet success: persistence through Swab Summer, assignment of disciplinary sanction, and recognition via Silver Stars and leadership assignments. For the first of these, the CGA team found no consistent equity gaps for any racial or ethnic group. In some years, underrepresented racial or ethnic

² this is term used to signify gender neutral or gender non-conforming

groups were, in fact, even more likely than other groups to successfully complete Swab Summer. Disparities do appear, however, with respect to gender: female cadets from the Classes of 2018 and 2019 were slightly less likely to complete Swab Summer than male cadets, with resignations serving as the main source of their increased share of departures.

For the other two indicators of cadet success examined by the CGA team, the Vital Signs revealed disparities that warrant subsequent attention. Of particular urgency is Black/African-American cadets' disproportionately high share of disciplinary sanctions: this cadet group was overrepresented in both Class I and Class II Offenses for all three of the years measured and in Suitability Probation placements for two of these years. Asian, Black/African-American, Latinx, and multi-racial cadets were also underrepresented—sometimes considerably so—in the distribution of Silver Star awards.

Academics

The CGA team examined academic outcomes by comparing disaggregated pass rates for five “core” courses taken by first-year cadets at the Academy between Fall 2014 and Spring 2017: Calculus 1, Physics 1, Chemistry 1, Fundamentals of Navigation, and Macroeconomic Principles. For all of these courses except Physics, CGA's performance with Black/African-American cadets is producing lower-than-average pass rates. In Calculus 1 and Chemistry 1, Asian and Latino cadets also experienced lower pass rates. Additionally, no Black/African-American cadet received a grade of “honors” in any of the five courses, and Black/African-American, Asian, Latino, and multi-racial cadets were consistently less likely to receive Gold Stars recognizing high overall GPAs. Taken together, these disparities in academic achievement signal a clear opportunity for academic departments and divisions to help strengthen equity at CGA by assessing the effectiveness and accessibility of core academic support offerings and by engaging faculty in strategies to improve course outcomes for cadets from marginalized racial/ethnic groups.

To help in the development and assessment of such strategies, the CGA team took an initial look at two existing programs that—although not targeted to specific cadet groups—are intended to help cadets achieve passing grades in core courses: the preparatory Foundations for Calculus course and the 4/c Cadet Academic Support Program (4CASP). For the years examined, Black/African-American cadets were substantially overrepresented in both programs, while Latinx cadets were overrepresented in 4CASP. African-American cadets were also disproportionately more likely to be enrolled in 4CASP for more than one course and less likely to receive a passing grade in Foundations for Calculus. The CGA team believes that these programs are likely serving to help improve academic outcomes in core courses for these and other cadet groups. At the same time, however, the data suggest that these programs may be inadvertently contributing to other kinds of inequity; for example, by the additional burdens they place on cadets' schedules. The Vital Signs for Academics demonstrate that CGA, similar to other institutions of higher education, consistently performs poorly for Black/African American cadets compared to other demographic groups. Therefore, there is a need to examine CGA's operations to determine the causes of the outcomes noted, particularly those that are vulnerable to subjective judgments and implicit bias.

Athletics

The Vital Signs measured equity with respect to athletics by way of a single, important indicator: the distribution of Bronze Stars based on a bi-annual fitness test. The data reveal that women are more likely

to receive these stars than men. Black/African-American, Asian, and Latinx cadets have been consistently less likely than other cadets to receive these awards.

Overall Outcomes

Not all racial and ethnic groups experienced equity gaps for every indicator the team examined. Cumulative disparities across the four previous areas of cadet success (Admissions, Military and C/Division, Academics, and Athletics), however, suggest that ample opportunities exist for CGA to improve both the outcomes and overall academic experiences of cadets from marginalized racial/ethnic groups. Addressing and reducing these disparities would also likely help lead to greater parity in graduation rates, which have been substantially lower for Black/African-American cadets than for others during two of the three most recent academic years. Though the Vital Signs suggest that female cadets as a group are, by contrast, achieving considerable success at CGA, the existence of occasional disparities and a gap in overall graduation rates along gender lines speaks to the need for continued assessment so as to ensure that such disparities do not persist or become more prevalent.

Cumulative Results

The report is organized into five domains of racial equity and 27 unique indicators. As shown in Table 1, Black/African American cadets experienced inequitable outcomes for 16 of the 27 indicators. This represents inequity for 59.3% of all measured indicators. Asian Americans rank second highest in racial inequity among the measured indicators: 12 out of 27 or 44.4%. With respect to Academics in particular, Black/African Americans experienced a substantially higher number of inequitable outcomes—7 out of 9 or 77.7%—than any other group. In fact, in the first academic year Black/African Americans experienced lower pass rates for all course courses except Physics. As the Coast Guard Academy moves forward with its review of the Vital Signs data all variables that may impact cadet success should be considered particularly those that may contribute to the unequal outcomes of Black/African American cadets. CGA should also seek to understand more about how the faculty, academic advisors, and staff’s pedagogical and personal relational practices with cadets may be impacting Black/African American cadets’ educational outcomes.

Equity Report Domain	Admissions	Military and C Division	Academics	Athletics	Overall	Total
# of Cadet Indicators	7	7	9	1	3	27
Amer. Indian / Alaska Native	0	0	0	0	1	1
Asian	2	3	4	1	2	12
Black/ African American	3	2	7	1	3	16
Latinx	3	1	3	1	0	8
Nat. Hawaiian/Pac. Islander	0	0	0	0	0	0
Two or More Races	0	1	2	0	1	4
White	0	0	0	0	0	0
Not Reported / Other	0	0	0	0	0	0
Female	1	2	2	0	2	7
Male	0	1	0	1	0	2

As previously noted, not all racial and ethnic groups experienced equity gaps for every indicator the team examined. Since Whites are the largest group, their results drive the mean rate of success and they thus experience no inequities. Employing a more ambitious comparison point, such as the outcomes for the highest-performing group, would produce a greater number of equity gaps. Doing so would also indicate an expectation that that CGA serve all racial/ethnic groups at the *highest* standard, and not merely the all-student average.

RECOMMENDATIONS

The Vital Signs are intended as the first step in a comprehensive process of institutional assessment and reform. They point to areas where further inquiry is needed and additional action required in order for CGA to achieve more equitable educational outcomes. The kind of inquiry and action needed will in each case vary according to the aspect of cadet success being addressed and the specific policies and practices that bear on it. The Vital Signs do not thus by themselves provide immediate solutions for addressing inequities. CUE and the CGA team did, however, identify four general practices that we recommend CGA institutionalize so as to facilitate the kind of specific, targeted reforms that are necessary for ensuring equitable outcomes.

Recommendation 1: Strengthen Data Collection Capacity

CGA's ability to assess and improve equity on campus is highly dependent upon the availability of institutional data that both measure relevant outcomes and disaggregate these outcomes with respect to race, ethnicity, and gender. When such data are not available, administrators and faculty will struggle to recognize problems, identify solutions, and measure the effectiveness of reforms. In order to strengthen the institution's ability to make sustained and measurable improvements in outcomes for all cadets, CGA should seek to routinize the disaggregation of data by race, ethnicity, and gender. It should also identify important aspects of cadet success where more detailed data could be collected and then develop processes for collecting them.

Example: The Office of Admissions had regularly collected data for each admission year tracking which components of CGA's application were missing when applications were begun but not completed. The Office had not, however, preserved these data to enable year-by-year comparisons; nor were the data collected in such a way that they could be disaggregated by race. After a review of the Vital Signs, the Office of Admissions observed that such data would be useful in developing strategies to reduce African-American cadets' disproportionately high share of incomplete applications. Starting in 2017-18, the Office will now regularly retain and review this information from year-to-year.

Recommendation 2: Study Institutional Policy Implementation to Ensure Equitable Impact

Studying institutional policies—especially those directly impacting cadets—can be a valuable tool for helping ensure equitable outcomes on campus. CGA should review the implementation and outcome of its policies to determine if the same actions led to equivalent or disparate outcomes across racial/ethnic lines. If inequitable applications of policies are identified, new policy language with more specific guidelines should be devised. This will help ensure that outcomes are not influenced by implicit or explicit biases, while also lending greater transparency to the policies themselves.

Example: Although Class I, Class II, and Class III offenses have a substantial impact on the cadets who are assigned them, the decisions regarding which transgressions lead to discipline are allowed flexibility in CGA's Cadet Regulations. Since the likelihood of receiving these assignments varies by race and ethnicity—with African-American cadets, for example, more likely to receive Class I offenses than other groups, and white cadets less likely—conducting a study to understand which transgressions led to which sanctions, by race/ethnicity, would help ensure that CGA's disciplinary policies are being equitably applied.

Recommendation 3: Review Indicators Collaboratively and Holistically

In order to help produce a culture of inquiry necessary to deepen and sustain institutional improvements over time, data pertaining to key equity indicators should be shared regularly across campus, with groups of administrators and faculty from different institutional locations working together to examine relevant policies and practices. Such holistic inquiry will help develop new working relationships, which can be leveraged to help address persistent disparities in cadet achievement. Inquiry of this kind will also help ensure that efforts to close equity gaps for one indicator do not inadvertently produce them in others.

Example: When examining 4CASP participation rates alongside Bronze Star recipient data, the CGA team observed that 4CASP has been scheduled in such a way as to cause participants in the program to miss at least an hour of athletics each day. African-American and Latino cadets' disproportionately high participation in 4CASP may thus be inadvertently contributing to the disproportionately low number of athletic awards (Bronze Stars) cadets in these groups receive.

Recommendation 4: Create an Academic and Social Environment that supports Black/African American cadets

As noted above, Black/African American cadets experienced a greater number of inequitable outcomes than any other racial or ethnic group. The high number of disparities in outcomes for Black/African American cadets suggests the need for a broad ranging exploration into possible causes (areas to start this exploration are shared below). When undertaking this inquiry, CGA should guard against racially biased interpretations that question the “academic and cultural” fit of African Americans and other marginalized groups through, for example, the characterization of a group as “deficient” or lacking in effort and another as “well-prepared.” The Center for Urban Education instead encourages CGA to view the difference in educational outcomes as evidence of an academic and social environment that is not meeting the needs of certain cadets.

When exploring how to create an Academic and Social Environment that supports Black/African American cadets, CUE recommends that CGA:

- Evaluate any of its processes that may be vulnerable to implicit bias (*see example 1 below*).
- Consider removing symbols of a past that is not reflective of its commitment and investment to become an inclusive academy (*see example 2 below*).
- Deliberately add symbols from its past and present that support inclusivity.

To achieve inclusivity it is important to increase the number of Black, Latinx, Native American, and Asian cadets and faculty and it is equally important to create an environment that communicates a sense of belonging.

Example 1: The Cadet Conduct and Discipline system, which delegates authority to first, second, and third class cadets “to place any other cadet on report (whether senior, same class, or junior) for Class II and III infractions of the regulations” is particularly vulnerable to racial profiling and bias if cadets have not undergone training to exercise their authority in accordance with the principles and practices of equity-mindedness.

Example: Two historic murals that adorn the Henriques Room in Hamilton Hall, “Building First Rev. Cutter Massachusetts at Newbury Port” and “Attacking a Seminole Indian Stronghold” (Photos of the murals are in Appendix A) may, without intention, elicit negative interpretations and feelings, particularly among some Black/African American and Native Americans, that undermine CGA’s goals for greater racial inclusivity. One of the murals depicts two Black laborers, alongside a white laborer, who may or may not have been slaves, but nevertheless can be a painful reminder that this country’s major institutions were built by slaves. A second mural titled “Attacking a Seminole Indian Stronghold” is symbolic of the systematic decimation of Native Americans. Regardless of their accuracy, these two murals can symbolize, particularly for Black/African Americans and Native Americans, the violence wrought by racism and are not reflective of CGA’s great efforts to be fairer, more inclusive and just. If these murals are accurate representations of the history of the Coast Guard, they should be housed in a museum where they can be explained accurately.

NEXT STEPS

Establishing an Equity Task Force. Having completed the initial phase of the Equity Scorecard process, CGA now has the opportunity to build on the findings and recommendations of the Vital Signs report by continuing to develop the internal capacity to assess, monitor, and revise institutional policies and practices so as to close equity gaps on campus. In order to facilitate such capacity building, CGA should consider creating an *Equity Task Force*—or charging its existing *Inclusive Excellence Council*—to oversee institutional efforts to ensure equitable outcomes at CGA across the five domains of cadet success examined here. In addition to fostering a culture of inquiry by supporting administrators and faculty in their efforts to close equity gaps, this Task Force (or the IEC) could produce yearly reports collecting data pertaining to important equity indicators, such as those represented by the Vital Signs. These reports would provide a consistent source of information to assist Academy leadership, administrators, and faculty, as they work together to ensure successful outcomes for all of CGA’s cadets. Furthermore, this Task Force (or IEC) should be charged with the following responsibilities:

- Identifying additional Vital Signs indicators for future versions of the CGA Vital Signs so as to provide a more comprehensive look at the Academy’s state of equity. The identification of these additional indicators should be informed by important Academy practices and policies that are not currently included in this report, such as cadet adaptive skill assessments, Class III Offense assignments, and the racial/ethnic and gender representation of CGA staff.
- Identifying additional data that would provide a more fine-grained understanding of the current Vital Signs Report’s indicators. For example, this report’s current indicator *Cadets Placed in Key Leadership Positions* could be broken down further to (1) Cadets who apply for Key Leadership Positions and (2) Cadets Placed in Key Leadership Positions by race/ethnicity and gender.
- Identifying policies that can have a disproportionate impact on marginalized cadets. For example, through a lens of racial equity, investigate the regulations for Cadet Conduct and Discipline to ensure that this system is not subject to racial bias.

How to Use This Report

The data in this report has been organized in such a way as to enable individual departments and offices to review the indicators relevant to them and to begin developing strategies to improve outcomes with respect to racial/ethnic and gender equity. We thus recommend that the different sections of the report, along with the report's Introduction, be distributed to relevant departments and offices, and that small groups of faculty and staff from these departments and offices work with members of the CGA Equity Scorecard Team to examine the Vital Signs data and continue the Equity Scorecard Process.

We also recommend that the Vital Signs in their entirety be made easily available to all faculty and staff at CGA. Doing so will help promote a culture of inquiry necessary to deepen and sustain institutional improvements with respect to equity over time. Sharing the report widely may also lead to new working relationships, as faculty and staff from across the campus are made increasingly aware of equity gaps and develop new collaborative practices to help close them.

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The U.S. Coast Guard Academy's Vital Signs Report

This report presents U.S. Coast Guard Academy (CGA) cadet outcome data disaggregated by race, ethnicity, and gender. The Center for Urban Education (CUE) believes that such data can make a marked difference in the educational outcomes of student groups who have been historically subject to inequity by enabling administrators, faculty, and staff to engage in the following five-step reform process:

- 1) Review institutional data, disaggregated by race, ethnicity, and gender, from an equity-minded perspective.
- 2) Identify the areas in which institutional inequities occur.
- 3) Use the data as a prompt for examining how the institution's own policies and practices are producing these inequities.
- 4) Take action to change these policies and practices so that they better support equity.
- 5) Continue to collect data, disaggregated by race, ethnicity, and gender, in order to assess the revised policies and practices, and, if necessary, revise them further in order to ensure equitable outcomes.

These steps reflect CUE's Equity Scorecard process, a multistage process aimed at developing an institution's capacity both to identify and to reduce race- and ethnicity-based inequities that may occur within the institution. More specifically, the Scorecard process seeks to train administrators, faculty, and staff, to investigate—via collaborative, data-driven inquiry and evaluation—the impact of an institution's own policies and practices on the educational experiences of people from minoritized racial/ethnic groups.

The following annotated example demonstrates how data disaggregated by race and ethnicity can help practitioners achieve equity in student outcomes via CUE's Equity Scorecard Process.

Disaggregated data at Anywhere College reveals that no African American students are participating in the college's honors program. Through additional data collection, a team of faculty and staff discover that although many African American honors-program applicants have excellent high-school GPAs (3.8 to 4.0), these GPAs are still lower than those of white applicants. To better understand the factors contributing to the gap between black and white students' GPAs, honors program staff examine which high schools African American applicants attended. They discover that these applicants predominantly attended high schools that primarily serve African American and Latinx students—a product of historical and ongoing racial/ethnic segregation in housing and schooling—and that these particular schools do not offer advanced placement courses, which enable students who do well in them to boost their GPAs above 4.0. Turning to white student' high school backgrounds, the staff discover that white applicants often attended better-resourced high schools, which offer many AP courses. Students at these schools are thus capable of achieving GPAs that are higher than are possible at the schools most African American applicants attend. The Honors program staff then look at their program's admissions selection criteria and realize that it places a significant weight on GPA scores. Looking at all the data together, the Staff understand that their own criteria

Practitioners disaggregate student outcome data (honors program representation) by race/ethnicity and find evidence of inequity: African American students are not being accepted into the College's honors program.

Adopting an equity-minded perspective, the practitioners accept institutional responsibility for the success of African American students and engage in critical reflection on their institution's own policies and practices. Practitioners do not solely blame students for their lack of success (a deficit-minded approach), nor do they dismiss inequitable outcomes by making race-based assumptions about student groups (for example, by claiming that African American students do not care about their absence from the honors program).

The practitioners recognize that historical patterns of racism have informed present-day institutional structures (such as the segregation of high schools and lack of universal access to AP courses). The practitioners use equity-minded inquiry to uncover factors contributing to the inequities revealed in their own institutional data.

Recognizing that their institution's existing policy (the selection criteria for the honors program) is contributing to inequitable outcomes, the practitioners revise the policy. This requires re-evaluating a taken-for-granted practice (the prioritization of GPAs) and identifying new strategies (holistic measures) that are more responsive to the backgrounds, needs, and experiences of students from all racial/ethnic groups.

has been unintentionally contributing to the disproportionately high selection of white applicants, since white applicants often receive an advantage simply because they attend better-resourced high schools. To address this inequity, the honors program staff revised their admission selection criteria to de-emphasize GPA scores while also placing greater emphasis on other, more holistic measures of student success. Soon after implementing these changes, the honors program offers admission to a more diverse group of students.

The practitioners continue to collect disaggregated student outcome data (honors program representation) to monitor if their revised policy is leading to greater equity – and to see if new equity gaps emerge elsewhere.

As highlighted in this example, an important first step in addressing inequities is to review disaggregated institutional data to identify where inequities exist. This report seeks to help support CGA in its effort to achieve equitable outcomes by providing such disaggregated data, organized so as to clearly indicate existing disparities in cadet success among the different races, ethnicities, and genders that make up CGA’s cadet body. We refer to these disparities as *equity gaps* and we refer to the data as a whole, which provides a rough measure of the institution’s “health” with respect to equity, as CGA’s *Vital Signs*.

As part of a set of tools designed to foster a culture of inquiry, the Vital Signs are intended to function as a starting point. They do not provide statistically complex data, nor do they reveal by themselves the actual causes of the disparities they highlight. The Vital Signs provide instead general and easily accessible measures of CGA’s current performance with respect to equity, thereby enabling administrators and faculty to begin considering which programs, policies, and practices may be in need of additional inquiry and/or reform.

After reviewing the Vital Signs, campus practitioners should engage in deeper inquiry and reflection regarding the equity gaps revealed by the data. To aid in this reflection, each Vital Signs indicator is followed by prompts that are intended to encourage CGA’s practitioners to further “unpack” how the institution’s policies and practices may be contributing to these gaps and also to help practitioners generate additional questions, inquiry plans, and ideas for policy reform. Through ongoing data collection and thoughtful experimentation, practitioners can leverage their practices to better serve historically underserved cadets and achieve equity.

WHAT DOES EQUITY LOOK LIKE?

The concept of equity can be used in different ways. Some practitioners talk about closing the achievement gap (a deficit-minded lens because the term “achievement” attributes the inequity to a student deficiency). Others talk about increasing access for minoritized groups. For the purposes of CUE’s Equity Scorecard process, a numerically distinct definition of equity—parity in *representation* and *outcomes* for each minoritized racial and ethnic cadet group as well as for females (who have been historically underrepresented at CGA)—will be used. **Representational equity** means proportional participation in all levels of an institution including high status special programs, high-demand majors, and in the distribution of grades. **Outcome equity** means parity in such educational outcomes as graduation rates.

CREATING A “CULTURE OF INQUIRY”

Institutions are accustomed to compiling data for accreditation studies, state reports, and federal funding. The resulting data warehouse is typical of a “culture of evidence,” wherein data is collected and analyzed inside the Institutional Research Office and then communicated via regularly produced reports required (often by external agencies) for various forms of assessment. Though faculty and staff may sometimes see these reports, they remain removed from the raw data on which the reports are based. A major shortcoming of a “culture of evidence” is thus that it places too much trust in the idea that data can speak for themselves.

CUE helps institutions change from a “culture of evidence” to a “**culture of inquiry**,” in which disaggregated data are used to generate inquiry questions about the racialized impact of policies and practices. Such equity-minded inquiry questions seek to:

- Clarify and unpack institutional processes and structures
- Identify institutional actors and their roles
- Identify additional disaggregated data to collect so as to understand impact
- Understand existing data practices and how they can be leveraged to serve equity
- Understand what institutional and practitioner factors contribute to some racial/ethnic groups being better served than others
- Unpack institutional values and beliefs and their equity implications

A culture of inquiry helps faculty and staff better understand the impacts of institutional policy on racial equity, thereby enabling them to develop reform strategies that are custom-made to their institution’s own unique context. Because a culture of inquiry takes time to develop, we encourage CGA to collect routinely the Vital Signs data shared in this report and share it with administrators, faculty, and staff from across the Academy. We also recommend that CGA form teams of administrators, faculty, and staff who will review the data and engage in the five-stop Equity Scorecard process described above. Finally, we recommend that CGA develop a self-education

program on racial history, and research on racial identity (including whiteness), and institutionalized racism. As an initial step in this self-education program we encourage CGA's Office of Inclusion and Diversity to establish a reading and discussion program. Recommended readings include the following books and articles:

Coates, T. (2015). The case for reparations. *The Atlantic*, June 2014. Available at: <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Dowd, A. C., & Bensimon, E. M. (2015). *Engaging the "race question": Accountability and equity in US higher education*. Teachers College Press.

Kendi, I. X. (2017). *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. New York: Nation's Books.

Tatum, B. D. (2017). *Why are all the Black Kids Sitting Together in the Cafeteria?: And Other Conversations about Race*. New York: Basic Books.

Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, 2007(120), 7-24.

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. Available at: <https://www.csusm.edu/sjs/documents/UnpackingTheKnapsack.pdf>

Rendon, L. I. (1994). Validating culturally diverse students: Toward a new model of learning and student development. *Innovative higher education*, 19(1), 33-51.

A NOTE ABOUT SAMPLE SIZE

In a culture of inquiry, faculty and staff regularly collect disaggregated data to unpack how policies and practices, as currently deployed, are supporting racial/ethnic equity. In research terms, this translates to narrowly defined research questions that require data that are "close to practice"³ and only include cadet outcomes that are connected to the particular policies or practices being investigated. This means that the relevant disaggregated student outcome data may contain small numbers. For example, if we were seeking to understand how well racial/ethnic equity is being served in an honors program that has existed for three years, the relevant data may only include

³ Dowd, A.C., Witham, K., Hanson, D., Ching, C.D, Liera R., & Castro, M. F. (in press). Bringing accountability to life: How savvy data users find the "actionable N" to improve equity and sustainability in higher education. Washington, D. C.: American Council on Education, the Pennsylvania State University Center for the Study of Higher Education, and the University of Southern California Center for Urban Education.

sixty cadets who were admitted to the program and two hundred applicants over its three-year history. Disaggregated further, such small numbers might show no African American or Latinx cadets among program members and less than ten African American or Latinx cadets who initially applied. This is not a large number of African American and Latinx cadets, but these numbers encompass the entire population of cadets who have participated or applied to participate in the Honors program (e.g. it is not a sample that would need to be tested for statistical validity). This data may not allow us to “prove” anything about the state of equity in the honors program, but it is an invaluable tool when seeking to understand who, by race/ethnicity, is participating in an educational opportunity and, when relevant, experiencing success. It can also support the creation of additional questions that can be explored through qualitative inquiry methods like interviews, observations, or document reviews.

EQUITY-MINDED PRACTITIONERS

The Vital Signs report provides CGA with an opportunity to develop new strategies for realizing long-term racial, ethnic, and gender equity. In fact, CGA’s Vital Signs are already leading to new, specific actions to better support the success of Black/African American, Native American, and Latinx cadets at the Academy. These actions were undertaken by a group of CGA practitioners willing to engage in a culture of inquiry and respond to the gaps revealed in the Vital Signs from an **equity-minded** perspective.

What does it mean to be equity-minded? CUE uses the term **equity-mindedness**⁴ to refer to the mode of thinking exhibited by practitioners who are willing to take responsibility for the success of historically underserved and minoritized student groups and to critically assess their own practices as educators and/or administrators. Equity-minded practitioners do not solely blame cadets for their lack of success (a deficit-minded approach), nor do they rely on racial stereotypes or biases to justify or disregard inequitable outcomes. More specifically, equity-minded practitioners exhibit the following characteristics: (<http://cue.usc.edu/equity/equity-mindedness/>)

They Are Race-Conscious In an “Affirmative” Sense

A race-conscious practitioner recognizes patterns of inequitable educational outcomes among minoritized and underserved cadet groups, and contextualizes these outcomes by situating them within histories of exclusion, discrimination, and educational apartheid.

⁴ Bensimon, E. M. (2007). The underestimated significance of practitioner knowledge in the scholarship of student success. *Review of Higher Education, 30*(4), 441-469; Dowd, A. C. & Bensimon, E. M. (2015). *Engaging the “Race Question”: Accountability and Equity in U.S. Higher Education*. New York: Teachers College Press.; Bensimon, E. M., & Malcom, L. E. (Eds.) (2012). *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Sterling, VA: Stylus Publishing.

Example: The Math Department Chair at Anywhere College notices that a large number of Black/African American and Latinx students who are placed in the department's Basic Skills math course do not proceed after it to credit-level math courses. She rejects the explanation that such students are simply not interested in math. She also recognizes that instructors may not be aware of these patterns of enrollment and may not be trained in culturally inclusive pedagogic practices. To build awareness and to provide training to math faculty, the Chair begins holding monthly brown-bag lunch gatherings to discuss articles and book chapters relating to race and math education. Once her faculty are more comfortable talking about race, the Math Department Chair plans on having individual meetings with each instructor, during which she will share disaggregated course success rates and discuss self-assessment strategies so as to help instructors better understand what aspects of their pedagogy might be changed to help ensure equitable outcomes.

They Are Aware of Racially-bounded Beliefs, Expectations, and Practices

Equity-minded practitioners understand that presumptions about cultural predispositions, capacities, abilities, and ambitions are often incomplete or inaccurate. Such practitioners are thus careful not to employ such presumptions when examining inequities in educational outcomes.

Example: A philosophy instructor at Anywhere College notices that his Latinx students rarely speak up in class. He wonders if it is because they have been socialized by their families to be more submissive. The instructor generally focuses on canonized Western authors, but decides to devote a class day to the work of Chicana scholar Gloria Anzaldúa. The animated response her work generates among the Latinx students amazes him. He experiments with incorporating other diverse authors in the curriculum and finds that the class responds positively when exposed to a spectrum of perspectives. The philosophy instructor realizes, in the course of this experimentation, that he almost allowed an inaccurate stereotype about Latinx students to justify his use of ineffective classroom practices.

They Are Able to Practice 'Authentic Caring' for Students

Higher education scholar Angela Valenzuela (1999) defines "authentic caring" as a commitment by faculty and staff to reach out proactively to students so as to give them the tools they need to succeed.⁵ Authentic care encompasses substantial help-giving actions and should not be confused with being understanding or sympathetic. While understanding and sympathy may provide the motivation for help-giving actions, they are not sufficient in themselves to make a difference in minority students' lives.

Example: English Instructors at Anywhere College take the time and trouble to equip ESL Asian and Latinx students with the tools they need to succeed in college by showing them, among other

⁵ Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

things, how to research and format a paper, outline their class notes and reading assignments, and study effectively for exams.

They Assume Responsibility for the Elimination of Inequality

Rather than viewing inequities in cadet achievement as unfortunate but expected outcomes, equity-minded practitioners ask themselves: ‘In what ways might my practices, inadequate knowledge, and lack of cultural know-how be contributing to racial inequality?’ Equity-minded leaders ask themselves: ‘In what ways might the structures and policies we have put in place create racial inequality?’

Example: Academic advisors at Anywhere College notice that incoming students who take the campus placement test for ESL lack information on how this placement exam affects their abilities to take college-level English courses. The advisors find that students take ESL courses but lack the knowledge or resources to understand how to interpret the placement exam results and to choose courses that would satisfy transfer requirements. They develop an outreach strategy to educate incoming students about the interpretation of placement test results and proper course placement. As a result of this strategy, the advisors notice an increase in the number of students who take ESL courses and then enroll in English transfer level course work.

They Are Data-oriented for Assessment

Equity-minded practitioners define the cause of unequal student outcomes in ways that make them observable, manageable, and measurable. They also monitor outcomes by race and ethnicity, and set benchmarks by which to measure progress.

Example: As part of an effort to improve transfer rates, practitioners at Anywhere College disaggregate attrition rates by race and ethnicity and assess the impact of targeted interventions (e.g. counseling, mentoring, and learning communities) over time. They focus their attention on barriers to transfer that the College can actually control (e.g. lack of institutional support, no guidance from peers or mentors) instead of barriers beyond its control (e.g. socioeconomic status, high school preparation). They also determine the size of transfer equity gaps in recent years using CUE’s percentage-point gap methodology (for more information on the percentage point gap methodology see Appendix A) and set benchmarks for future classes.

READING THE VITAL SIGNS

Each Vital Signs indicator provides most, if not all, of the following information:

Application Completions
 This page shares Application Completion Trends: student application completion rates from the classes of 2019, 2020, and 2021, disaggregated by race/ethnicity and gender.

Black/African American students and students experienced consistently lower application completion rates for the classes of 2019, 2020, and 2021.

Application Completion Rates (by Race/Ethnicity)

	Class of 2019			Class of 2020			Class of 2021		
	Started Appls. 0500	Completed Appls. 0500	Application Completion Rate	Started Appls. 0500	Completed Appls. 0500	Application Completion Rate	Started Appls. 0500	Completed Appls. 0500	Application Completion Rate
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	14	13	92.9%	10	10	100.0%	5	4	80.0%
Asian	105	92	87.6%	120	113	94.2%	131	112	85.5%
Black/ African American	112	93	83.0%	99	82	82.8%	96	67	69.8%
Hispanic	270	218	80.7%	242	227	93.8%	288	238	82.6%
Nat. Hawaiian/Pacific Islander	10	8	80.0%	4	3	75.0%	9	7	77.8%
Two or More Races	148	120	81.1%	160	146	91.3%	164	144	87.8%
Not Reported	53	45	84.9%	48	41	85.4%	32	24	75.0%
White	1502	1359	90.5%	1525	1404	92.1%	1589	1425	89.7%
All Students (Comparison)	2214	1948	88.0%	2208	2026	91.8%	2314	2021	87.3%

Application Completion Rates (by Gender)

	Class of 2019			Class of 2020			Class of 2021		
	Started Appls. 0500	Completed Appls. 0500	Application Completion Rate	Started Appls. 0500	Completed Appls. 0500	Application Completion Rate	Started Appls. 0500	Completed Appls. 0500	Application Completion Rate
	#	#	%	#	#	%	#	#	%
Female	533	470	88.2%	584	550	94.2%	637	562	88.2%
Male	1681	1478	87.9%	1624	1476	90.9%	1677	1459	87.0%

Application Completion Snapshot (Class of 2021)

Student Group	# Started Application	# Completed Application	% Completed Application	Gap	# of additional students who, had they completed their application, would have closed the gap
Black/ African American	96	67	69.8%	-17.5	+17
Nat. Hawaiian/Pac. Islander	9	7	77.8%	-9.5	+1
Hispanic	288	238	82.6%	-4.7	+14
All Students	2314	2021	87.3%	Comparison	

The **title** of the Vital Signs indicator.

A description of the data provided for each indicator.

Call out boxes describing key information the tables share about the state of equity.

Trend data comparing changes in student outcomes over academic years (*i.e.* 2014-2015) or cadet classes (*i.e.* the class of 2017 through to the class of 2019), separated by race/ethnicity and gender.

Snapshot data that calculates equity gaps using the **Percentage Point Gap methodology** and the number of additional students by race/ethnicity that, had they succeeded, would have closed the gap. For more information on the Percentage Point Gap methodology see Appendix B.

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- What are the different components of the CGA application that applicants must submit? What application components are Black/African American students missing?
- What is the process for tracking and responding to application completion? Do faculty and/or staff reach out to students when components of the application are missing?
- Do the faculty and/or staff who participate in the application process regularly see data on application completion by race/ethnicity and gender?

Prompts that are intended to 1) encourage practitioners to further unpack how their policies and practices could be contributing to gaps and 2) continue inquiry question generation.

A NOTE ABOUT THE DATA SHARED IN THIS REPORT

The data in this report was compiled and provided by multiple CGA offices—namely Admissions, The Leadership Development Center, Academic Affairs, and the Office of Institutional Research. Much of the data had not been previously disaggregated by race/ethnicity and gender or combined into one report. This means that standard office-to-office practices on the collection and definition of data—and specifically data disaggregated by race/ethnicity—were not shared from one office to the next prior to the creation of this report.

Hence, in the course of data analysis, data variations between indicators were discovered and prompted the identification of the following factors that contributed to these variations. These data variability factors are listed below, along with actions that CGA might take in order to better support standardization for future Vital Signs reports.

These variabilities do not undermine the utility of the data in this report. No data is perfect, and some of the factors contributing to variability do not have feasible solutions. It is important, however, that CGA faculty and staff become familiar with the factors that cause variability and account for them accordingly when reviewing data disaggregated by race/ethnicity.

DATA VARIABILITY FACTOR #1: Databases are updated at different times and at different frequencies. For example, the "official numbers" in CGA's Office of Institutional Research change instantaneously as they are updated to account for faculty and cadet departures and additions. Other databases (for example, tracking the number of cadets who participated in a particular program) are collected once and represent one point in time. If a cadet who is counted in a one-point-in-time program later leaves CGA, that cadet will appear in the previously mentioned data set but not the current "official numbers." In future Vital Signs reports it would be worthwhile to designate an "as of" date to support more consistency across the indicators (i.e. cadets enrolled or faculty employed as of January 5th, 2016).

DATA VARIABILITY FACTOR #2: The "official numbers" can change if a cadet does not progress at the same pace as her original entering class. This means that small differentiations can appear in persistence data as a cadet is removed from one class and added to another.

DATA VARIABILITY FACTOR #3: Some of the Vital Signs indicators include international cadets while others do not. Also, some indicators were disaggregated by gender as well as race/ethnicity, while others were not. The reasons for this variation were not identified while writing this report but could be sought out for the next version.

A NOTE ABOUT EQUITY GAPS

This report focuses on equity for historically minoritized racial ethnic groups which include Black/African American, Latinx, American Indian / Alaskan Natives, some Asian cadet groups, and female cadets. This means that this report will focus exclusively on these groups even if, on rare occasion, groups historically advantaged by higher education experience gaps as well. This isn't to say that these gaps don't matter, but this report is intentional in defining its focus on historically minoritized groups and the historical practices that excluded these groups from institutions of higher education. Some of these exclusionary practices or their effects live on today and this report seeks to highlight gaps, as informed by data, where structures and practices need re-examination and intervention in order to meet the goal of equity.

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Overview of Vital Signs Report Data

The following data, disaggregated by race/ethnicity and gender, are shared in this report:

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Admissions Vital Signs Data

OVERVIEW

The Admissions Vital Signs examine equity across an array of different indicators of cadet success: cadet body representation, application completions, appointment offers and acceptances, early appointment offers and acceptances, Swearing In Day representation, Prep School participation, and Academy Introduction Mission Program (AIM) participation.

For the following indicators, an 'X' indicates **recent, consecutive, multi-year equity gaps** existed for the specified cadet groups:

	Cadet Body Representation	Application Completion	Appointment Offers	Appointment Acceptances	Early Appointment Offers	Early Appointment Acceptances	Swearing In Day Representation
Amer. Indian / Alaska Native							
Asian				X		X	
Black/ African American	X	X			X		
Latinx	X				X	X	
Nat. Hawaiian/Pac. Islander							
Two or More Races							
White							
Not Reported / Other							
Female	X						
Male							

*The indicators *Coast Guard Academy Scholars Program (CGAS)* and *Academy Introduction Mission Program (AIM) Participation* are not included in this table because, as supplemental programs, the true 'equity gaps' associated with them are measured in appointments and overall institutional racial/ethnic and gender representation.

For the following indicators, although no multi-year equity gaps were identified, the data revealed **equity gaps in the most recent class of cadets** for which data was available:

- Early Appoint Acceptances: female cadets

RECOMMENDATIONS

Based on these findings, the Center for Urban Education recommends the followings actions be taken in order to close existing gaps and ensure equity for all applicants to CGA.

Cadet Enrollment Representation: A CGA Committee on Equitable Representation should be formed—and include faculty, Admissions staff and Equity committee representatives—to create an inquiry plan to better understand recruitment, implicit bias, or other conditions are causing Black/African Americans, Latinx, and Females to be underrepresented at CGA.

Application Completion: CGA Admissions staff should monitor data on missing application pieces and application holds by race/ethnicity throughout the application process. If an equity gap starts to emerge, staff should take intentional action (i.e. prioritizing outreach or providing applicants additional support in completing the applications) so as to close the gaps.

Appointment Offers: CGA Admissions staff should continue to prioritize the representation of historically underserved racial/ethnic groups and females when making final appointment decisions.

Appointment Acceptances: CGA Admissions staff should create an inquiry plan to better understand what is causing Asian applicants to be disproportionately less likely to accept appointment offers. This could include reaching out to Asian applicants who were offered but did not accept appointments to CGA.

Early Appointment Offers: CGA admissions staff should discuss how the process for making early appointment offers currently disadvantages Asian, Black/African American, and Latinx applicants. How might the process be adjusted to ensure that the advantages associated with early appointment are equitably distributed among all racial/ethnic groups? Staff should also consider how lack of access to the advantages that come with early admission might be contributing to other kinds of equity gaps at CGA.

Swearing In Day Representation: Though no equity gaps existed for this indicator, Admissions staff should continue to monitor Swearing In Day class data, disaggregated by race/ethnicity and gender, and to take action if equity gaps begin to emerge.

Coast Guard Academy Scholars Program (CGAS) Participation: Although CGAS provides CGA applicants with an additional opportunity to attend the Academy, the program is a significant time commitment for participants. Because a disproportionately large share of incoming Black/African-American cadets participate in CGAS, it would be worthwhile to better understand the equity implications of the program. CGAS faculty and staff should collect and examine data over time, disaggregated by race/ethnicity, measuring how many cadets successfully complete CGAS, how many complete CGAS and accept appointments to CGA, and how many who accessed CGA in this manner successfully graduate. If the CGAS program is not supporting equitable outcomes, what other strategies are available to help support CGAS candidates?

Academy Introduction Mission Program (AIM) Participation: AIM has the potential to be a recruiting tool that helps attract cadets from marginalized racial/ethnic and gender groups. Cadets hosting AIM participants should receive training (if they do not already) on how to be supportive and equity-minded.

KEY TO CHART HIGHLIGHTING

Yellow highlights represent percentage-point gaps between -3.0 and -10.0 in size relative to the relevant comparison point for the given indicator. **Pink highlights** represent negative percentage-point gaps greater than -10.0. **Black highlights** represent percentage-point gaps of +3.0 or higher, thus indicating that the group was proportionately over-represented. Except where otherwise indicated, comparison points are as follows:

- For the charts representing disaggregated data by race/ethnicity, the comparison point is the **all-cadet average**. Racial/ethnic groups with less than 5 cadets in the sample are not highlighted, nor is the “no response” group.
- For the charts representing disaggregated data by gender, the comparison point is the measure for the **opposite gender**.

Cadet Enrollment Representation for the Class of 2021

This page shares **Cadet Enrollment Representation Data for the Class of 2021**: the racial/ethnic and gender makeup of the Class of 2021 on Swearing In Day in 2017. Note that three comparison points are provided, each in its own vertical column: (1) the racial/ethnic and gender makeup of youth, ages 17-24, eligible to serve in the military without a waiver, (2) the racial/ethnic and gender makeup of U.S. undergraduates enrolled in full-time, degree-granting programs in Fall of 2015, and (2) the racial/ethnic and gender makeup of high school graduates in 2015 (projected).

Compared to military-eligible 17-24 year olds, U.S. undergraduates in full-time degree-granting programs, and high school graduates, Black/African Americans and Latinxs are underrepresented at CGA while Whites are overrepresented. Asians are also underrepresented at CGA when compared to military service eligibility among 17-24 year olds.

Table 3. Cadet / Student Enrollment Representation for the Class of 2021 (by Race/Ethnicity)

	CGA Cadets Present at Swearing In Day in 2017 (Class of 2021)		Number of Youth, Ages 17–24, Eligible to Serve in the Military without a Waiver* (Comparison 1)	U.S. Undergraduates in Full-time, Degree-granting Programs, Fall 2015** (Comparison 2)	High School Graduates, 2015, Projected*** (Comparison 3)
	#	% of pop.	% of pop.	% of pop.	% of pop.
Asian	18	6.1%	9.6%	6.0%	5.9%
Black/ African American	17	5.8%	10.4%	12.2%	14.8%
Latinx	37	12.6%	18.9%	15.6%	21.5%
White	188	63.9%	60.6%	53.5%	49.4%
Amer. Indian / Alaska Native	2	0.7%	0.5% OPA JAMR Reported all other racial/ethnic groups as 'other'	0.6%	1.0%
Nat. Hawaiian/Pac. Islander	1	0.3%		0.3%	N/A
Two or More Races	29	9.9%		3.4%	N/A
Not Reported / Other	2	0.7%		9.1%	7.4%
All Cadets / Students	294	100.0%	100.0%	100.0%	100.0%

*SOURCE: OPA JAMRS Totals and Eligibility by Race, Ethnicity & Gender of 30 Oct 17

**SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS 2015 Fall Enrollment by Race: Undergraduate Degree-Seeking Total

***SOURCE: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016, www.wiche.edu/knocking.

Cadet Enrollment Representation for the Class of 2021 (continued)

Compared to military service eligibility for 17-24 year olds, U.S. undergraduates in full-time degree-granting programs, and high school graduates, females are notably underrepresented at CGA while males are overrepresented.

Table 4. Cadet / Student Enrollment Representation for the Class of 2021 (by Gender)

	CGA Cadets Present at Swearing In Day in 2017 (Class of 2021)		Number of Youth, Ages 17–24, Eligible to Serve in the Military without a Waiver* (Comparison 1)	U.S. Undergraduates in Full-time, Degree-granting Programs, Fall 2015** (Comparison 2)	High School Graduates, 2015, Projected*** (Comparison 3)
	#	% of pop.	#	% of pop.	% of pop.
Female	98	33.3%	50.8%	55.5%	50.6%
Male	196	66.7%	49.2%	44.5%	49.4%

*SOURCE: OPA JAMRS Totals and Eligibility by Race, Ethnicity & Gender of 30 Oct 17

**SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS 2015 Fall Enrollment by Race: Undergraduate Degree-Seeking Total

***SOURCE: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016,

www.wiche.edu/knocking.

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- What outreach strategies does CGA deploy to attract potential applicants?
- What are the CGA recruitment strategies that specifically focus on Black/African American and Latinx cadets?
- In what ways are CGA’s recruitment strategies advantaging white male applicants?
- Among the potential applicants who are included in each outreach strategy’s audience, what is their representation, by race/ethnicity? How might this information be used to more strategically target Black/African American, Latinx, Asian, and Female applicants?
- Drawing on the CUE’s concept of [equity-mindedness](#), in what ways do these outreach strategies perform the following functions:
 - **Welcoming** applicants and showing they are cared for,
 - **Demystifying** institutional policies and processes,
 - **Validating** each cadet’s ability to be successful,
 - **Representing** a range of racial/ethnic and gender experiences/backgrounds,
 - **Deconstructing** the presentation of White and male cadets as the ‘norm’, and
 - **Promising a partnership** in which U.S. Coast Guard faculty/staff and cadets work together to ensure success?

Application Completions

This page shares **Application Completion Trends**: application completion rates from the classes of 2019, 2020, and 2021, disaggregated by race/ethnicity and gender.

Black/African American applicants experienced consistently lower application completion rates for the classes of 2019, 2020, and 2021.

Table 5. Application Completion Rates (by Race/Ethnicity)

	Class of 2019			Class of 2020			Class of 2021		
	Started Applications	Completed Applications	Application Completion Rate	Started Applications	Completed Applications	Application Completion Rate	Started Applications	Completed Applications	Application Completion Rate
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	14	13	92.9%	10	10	100.0%	5	4	80.0%
Asian	105	92	87.6%	120	113	94.2%	131	112	85.5%
Black/ African American	112	93	83.0%	99	82	82.8%	96	67	69.8%
Latinx	270	218	80.7%	242	227	93.8%	288	238	82.6%
Nat. Hawaiian/Pacific Islander	10	8	80.0%	4	3	75.0%	9	7	77.8%
Two or More Races	148	120	81.1%	160	146	91.3%	164	144	87.8%
Not Reported	53	45	84.9%	48	41	85.4%	32	24	75.0%
White	1502	1359	90.5%	1525	1404	92.1%	1589	1425	89.7%
All Applicants (Comparison)	2214	1948	88.0%	2208	2026	91.8%	2314	2021	87.3%

Table 6. Application Completion Rates (by Gender)

	Class of 2019			Class of 2020			Class of 2021		
	Started Applications	Completed Applications	Application Completion Rate	Started Applications	Completed Applications	Application Completion Rate	Started Applications	Completed Applications	Application Completion Rate
	#	#	%	#	#	%	#	#	%
Female	533	470	88.2%	584	550	94.2%	637	562	88.2%
Male	1681	1478	87.9%	1624	1476	90.9%	1677	1459	87.0%

Table 7. Application Completion Snapshot (Class of 2021)

Applicant Group	# Started Application	# Completed Application	% Completed Application	Gap	# of additional applicants who, had they completed their application, would have closed the gap
Black/ African American	96	67	69.8%	-17.5	+17
Nat. Hawaiian/Pac. Islander	9	7	77.8%	-9.5	+1
Latinx	288	238	82.6%	-4.7	+14
All Applicants	2314	2021	87.3%	Comparison	

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- What are the different components of the CGA application that applicants must submit? What application components are Black/African American, Nat. Hawaiian/Pac. Islander, and Latinx cadets missing?
- What is the process for tracking and responding to application completion? Do faculty and/or staff reach out to applicants when components of the application are missing?
- Do the faculty and/or staff who participate in the application process regularly see data on application completion by race/ethnicity and gender?

Appointment Offers

This page shares **Appointment Offer Trends**: the percentage of applicants who received appointment offers for the classes of 2019, 2020, and 2021, disaggregated by race/ethnicity and gender.

Asian and Black/African American applicants, as well as applicants reporting two or more races, experienced admission rates higher than the all-applicant average for the classes of 2019, 2020, and 2021.

Table 8. Appointment Offer Rates (by Race/Ethnicity)

	Class of 2019			Class of 2020			Class of 2021		
	Completed Applications	Offered Appointments	Appointment Offer Rate	Completed Applications	Offered Appointments	Appointment Offer Rate	Completed Applications	Offered Appointments	Appointment Offer Rate
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	13	1	7.7%	10	3	30.0%	4	3	75.0%
Asian	92	33	35.9%	113	36	31.9%	112	38	33.9%
Black/ African American	93	20	21.5%	82	27	32.9%	67	27	40.3%
Latinx	218	40	18.4%	227	44	19.4%	238	60	25.2%
Nat. Hawaiian/Pacific Islander	8	1	12.5%	3	0	0.0%	7	2	28.6%
Two or More Races	120	37	30.8%	146	45	30.8%	144	53	36.8%
Not Reported	45	3	6.7%	41	6	14.6%	24	4	16.7%
White	1359	274	20.2%	1404	312	22.2%	1425	310	21.8%
All Applicants (Comparison)	1948	409	21.0%	2026	473	23.3%	2021	497	24.6%

Female applicants experienced admission rates higher than male applicants for the classes of 2019, 2020, and 2021.

Table 9. Appointment Offer Rates (by Gender)

	Class of 2019			Class of 2020			Class of 2021		
	Completed Applications	Offered Appointments	Appointment Offer Rate	Completed Applications	Offered Appointments	Appointment Offer Rate	Completed Applications	Offered Appointments	Appointment Offer Rate
	#	#	%	#	#	%	#	#	%
Female	470	133	30.6%	550	156	28.5%	562	180	32.0%
Male	1478	277	18.7%	1476	311	21.1%	1459	317	21.7%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- Admission/appointment criteria reflect an institution's values. What are CGA's appointment criteria for selecting who receives admission? What "weight" is each criterion given when making final appointment determinations?

- Do the faculty and/or staff contributing to admission decisions regularly see data on the impact of their appointment criteria by race/ethnicity and gender?

Appointment Acceptance

This page shares **Appointment Acceptance Trends**: the percentage of applicants who accepted appointments for the classes of 2019, 2020, and 2021, disaggregated by race/ethnicity and gender.

Asian applicants were less likely to accept appointment offers than the all-applicant average in 2020 and 2021. Applicants of two or more races were less likely to accept them in 2019 and 2021.

Table 10. Appointment Acceptance Rates (by Race/Ethnicity)

	Class of 2019			Class of 2020			Class of 2021		
	Appoint-ments Offered	Appoint-ments Accepted	Appointments Accepted	Appoint-ments Offered	Appoint-ments Accepted	Appointments Accepted	Appoint-ments Offered	Appoint-ments Accepted	Appointments Accepted
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	1	1	100.0%	3	0	0.0%	3	2	66.7%
Asian	35	24	68.6%	36	18	50.0%	38	18	47.4%
Black/ African American	24	16	66.7%	30	23	76.7%	27	17	63.0%
Latinx	44	27	61.4%	50	26	52.0%	60	37	61.7%
Nat. Hawaiian/Pacific Islander	1	1	100.0%	0	0	N/A	2	1	50.0%
Two or More Races	39	25	64.1%	52	32	61.5%	53	30	56.6%
Not Reported	3	2	66.7%	6	2	33.3%	4	2	50.0%
White	274	191	69.7%	312	203	65.1%	310	189	61.0%
All Applicants (Comparison)	421	287	68.2%	489	304	62.2%	497	296	59.6%

Table 11. Appointment Acceptance Rates (by Gender)

	Class of 2019			Class of 2020			Class of 2021		
	Appoint-ments Offered	Appoint-ments Accepted	Appointments Accepted	Appoint-ments Offered	Appoint-ments Accepted	Appointments Accepted	Appoint-ments Offered	Appoint-ments Accepted	Appointments Accepted
	#	#	%	#	#	%	#	#	%
Female	144	101	70.1%	178	115	64.6%	180	100	55.6%
Male	277	186	67.1%	311	189	60.8%	317	196	61.8%

Table 12. Appointment Acceptance Snapshot by Race/Ethnicity (Class of 2021)

Applicant Group	# Offered appointments	# Accepting Appointments	% Accepting appointments	Gap	# of additional applicants who, had they accepted appointments, would have closed the gap
Asian	38	18	47.4%	-12.2	+5
Two or More Races	53	30	56.6%	-3.0	+2
All Applicants	497	296	59.6%	Comparison	

Table 13. Appointment Acceptance Snapshot by Gender (Class of 2021)

Applicant Group	# Offered appointments	# Accepting Appointments	% Accepting appointments	Gap	# of additional applicants who, had they accepted appointments, would have closed the gap
Female	180	100	55.6%	-6.2	+12
Males	317	196	61.8%	Comparison	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- How are applicants informed that they have received an appointment to CGA? Drawing on the CUE’s concept of equity-mindedness, in what ways do these documents/interactions/etc. perform the following functions:
 - **Welcoming** applicants and showing they are cared for,
 - **Demystifying** institutional policies and processes,
 - **Validating** each cadet’s ability to be successful,
 - **Representing** a range of racial/ethnic and gender experiences/backgrounds,
 - **Deconstructing** the presentation of White and male cadets as the ‘norm’, and
 - **Promising a partnership** in which U.S. Coast Guard faculty/staff and cadets work together to ensure success?

Early Appointment Offers

This page shares **Early Appointment Offer Trends**: the percentage of admitted applicants who were offered early appointment for the classes of 2019, 2020, and 2021, disaggregated by race/ethnicity and gender.

For the past three years, Black/African American applicants have been less likely to receive early appointment offers. During this same time period, White applicants have been more likely to receive them.

Table 14. Early Appointment Offers (by Race/Ethnicity)

	Class of 2019			Class of 2020			Class of 2021		
	Offered Appointments	Offered Early Appointments	% of Offered appointments that are early appointments	Offered Appointments	Offered Early Appointments	% of Offered appointments that are early appointments	Offered Appointments	Offered Early Appointments	% of Offered appointments that are early appointments
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	1	0	0.0%	3	1	33.3%	3	0	0.0%
Asian	35	8	22.9%	36	9	25.0%	38	17	44.7%
Black/ African American	24	0	NA	30	5	16.7%	27	4	14.8%
Latinx	44	17	38.6%	50	18	36.0%	60	15	25.0%
Nat. Hawaiian/Pacific Islander	1	1	100.0%	0	0	N/A	2	0	0.0%
Two or More Races	39	16	41.0%	52	24	46.2%	53	18	34.0%
White	274	129	47.1%	312	137	43.9%	310	138	44.5%
Not Reported	3	1	33.3%	6	2	33.3%	4	0	0.0%
All Applicants (Comparison)	418	172	41.1%	483	196	40.6%	493	192	38.9%

Table 15. Early Appointment Offers (by Gender)

	Class of 2019			Class of 2020			Class of 2021		
	Offered Appointments	Offered Early Appointments	% of Offered appointments that are early appointments	Offered Appointments	Offered Early Appointments	% of Offered appointments that are early appointments	Offered Appointments	Offered Early Appointments	% of Offered appointments that are early appointments
	#	#	%	#	#	%	#	#	%
Female	144	50	34.7%	178	84	47.2%	180	75	41.7%
Male	277	122	44.0%	311	112	36.0%	317	117	36.9%

Table 16. Early Appointment Offer Snapshot (Class of 2021)

Applicant Group	# Offered Appointments	# Offered Early Appointment	% of Offered appointments that are early appointments	Gap	# of additional applicants who, had they received an early appointment, would have closed the gap
Black / African American	27	4	14.8%	-24.1	+7
Latinx	60	15	21.6%	-17.3	+9
Two or More Races	53	18	34.0%	-4.9	+3
All Applicants	493	192	38.9%	Comparison	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- As a practice, early appointment offers are consistently providing a successful entry point to CGA for White applicants, but not their Black/African American and, increasingly, Latinx peers. What actions can be taken to better ensure early appointment offers are serving all racial/ethnic groups equally?

Early Appointment Acceptance

This page shares **Early Appointment Acceptance Trends**: the percentage of cadets who accepted early appointment offers for the classes of 2019, 2020, and 2021, disaggregated by race/ethnicity and gender.

For the past three years, Asian applicants have been less likely to accept early appointment offers than the all-student average. Over the last two years, White applicants have been more likely to accept them.

Table 17. Early Appointment Acceptance Rates (by Race/Ethnicity)

	Class of 2019			Class of 2020			Class of 2021		
	Early Appointments Offered	Early Appointments Accepted	% of Early Appointments Accepted	Early Appointments Offered	Early Appointments Accepted	% of Early Appointments Accepted	Early Appointments Offered	Early Appointments Accepted	% of Early Appointments Accepted
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	0	0	N/A	1	0	0.0%	0	0	N/A
Asian	8	4	50.0%	9	1	11.1%	17	4	23.5%
Black/ African American	0	0	N/A	5	4	80.0%	4	2	50.0%
Latinx	17	11	64.7%	18	9	50.0%	15	8	53.3%
Nat. Hawaiian/Pacific Islander	1	1	100.0%	0	0	N/A	0	0	N/A
Two or More Races	16	7	43.8%	24	12	50.0%	18	12	66.7%
White	129	79	61.2%	137	81	59.1%	138	84	60.9%
Not Reported	1	0	0.0%	2	0	0.0%	0	0	N/A
All Applicants (Comparison)	172	102	59.3%	196	107	54.6%	192	110	57.3%

Table 18. Early Appointment Acceptance Rates (by Gender)

	Class of 2019			Class of 2020			Class of 2021		
	Early Appointments Offered	Early Appointments Accepted	% of Early Appointments Accepted	Early Appointments Offered	Early Appointments Accepted	% of Early Appointments Accepted	Early Appointments Offered	Early Appointments Accepted	% of Early Appointments Accepted
	#	#	%	#	#	%	#	#	%
Female	50	32	64.0%	84	47	56.0%	75	38	50.7%
Male	122	70	57.4%	112	60	53.6%	117	72	61.5%

Table 19. Early Appointment Acceptance Snapshot by Race/Ethnicity (Class of 2021)

Applicant Group	# receiving early appointment offers	# accepting early appointment offers	% accepting early appointment offers	Gap	# of additional applicants who, had they accepted an early appointment, would have closed the gap
Asian	17	4	23.5%	-33.8	+3
Latinx	15	8	53.3%	-4.0	+1
All Applicants	192	110	57.3%	Comparison	

Table 20. Early Appointment Acceptance Snapshot by Gender (Class of 2021)

Applicant Group	# receiving early appointment offers	# accepting early appointment offers	% accepting early appointment offers	Gap	# of additional applicants who, had they accepted an early appointment, would have closed the gap
Female	75	38	50.7%	-10.8	+9
Male	117	72	61.5%	Comparison	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- Admission/appointment criteria reflect an institution’s values. What are CGA’s criteria for selecting who receives early appointment offers? What “weight” is each criterion given when making final appointment determinations?
- What might contribute to Asian, Latinx, and Female applicants being less likely to accept CGA’s early appointment offers? How might CGA staff reach out to Asians, Latinx, and Females with early appointment offers to learn more?

Swearing In Day Representation

This page shares **Swearing In Day Representation Trends**: The percentage of cadets who, after accepting appointment offers, were present subsequently at Swearing In Day for the classes of 2019, 2020, and 2021, disaggregated by race/ethnicity and gender.

For the past three years, no group has experienced significant equity gaps compared to the all cadet average in Swearing In Day representation.

Table 21. Swearing In Day Representation Rates (by Race/Ethnicity)

	Class of 2019			Class of 2020			Class of 2021		
	Appoint-ments Accepted	Present on Swearing In Day	% Present	Appoint-ments Accepted	Present on Swearing In Day	% Present	Appoint-ments Accepted	Present on Swearing In Day	% Present
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	1	1	100.0%	0	0	N/A	2	2	100.0%
Asian	24	24	100.0%	18	18	100.0%	18	18	100.0%
Black/ African American	16	15	93.8%	23	23	100.0%	17	17	100.0%
Latinx	27	26	96.3%	26	26	100.0%	37	37	100.0%
Nat. Hawaiian/Pacific Islander	1	1	100.0%	0	0	N/A	1	1	100.0%
Two or More Races	25	24	96.0%	32	32	100.0%	30	29	96.7%
Not Reported	2	2	100.0%	2	2	100.0%	2	2	100.0%
White	191	188	98.4%	203	203	100.0%	189	188	99.5%
All Cadets (Comparison)	287	281	97.9%	304	304	100.0%	296	294	99.3%

Table 22. Swearing In Day Representation Rates (by Gender)

	Class of 2019			Class of 2020			Class of 2021		
	Appoint-ments Accepted	Present on Swearing In Day	% Present	Appoint-ments Accepted	Present on Swearing In Day	% Present	Appoint-ments Accepted	Present on Swearing In Day	% Present
	#	#	%	#	#	%	#	#	%
Female	101	100	99.0%	115	115	100.0%	100	98	98.0%
Male	186	181	97.3%	189	189	100.0%	196	196	100.0%

Coast Guard Academy Scholars Program (CGAS)

The Coast Guard Academy Scholars Program (CGAS) is a year-long program offered to select CGA applicants whose applications are not initially viewed by admissions staff as competitive, usually because these applicants lack strong backgrounds in STEM fields. While enrolled in CGAS, participants take courses in chemistry, composition, math, and physics, as well as Army ROTC subjects, while also participating in physical training sessions. Cadets who successfully complete the program are guaranteed admission to CGA.

This page shares trends in the **Proportion of Incoming Cadets Who Participated in CGAS**: the percentage of cadets present on Swearing In Day who had participated in CGAS for the 2017, 2018, 2019, and 2020 cohorts, disaggregated by race/ethnicity and gender.

For the past four years, Black/African American cadets present on Reporting day have been more likely to have participated in CGAS than the all-cadet average.

Table 23. Proportion of Incoming Cadets Who Participated in CGAS (by Race/Ethnicity)

	Class of 2017			Class of 2018			Class of 2019			Class of 2020		
	Present on Swearing In Day	CGAS Participants Present on Swearing In Day	% of Present Cadets Who Participated in CGAS	Present on Swearing In Day	CGAS Participants Present on Swearing In Day	% of Present Cadets Who Participated in CGAS	Present on Swearing In Day	CGAS Participants Present on Swearing In Day	% of Present Cadets Who Participated in CGAS	Present on Swearing In Day	CGAS Participants Present on Swearing In Day	% of Present Cadets Who Participated in CGAS
	#	#	%	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	1	1	100.0%	1	1	100.0%	1	0	0.0%	0	0	N/A
Asian	14	7	50.0%	19	3	15.8%	24	5	20.8%	18	3	16.7%
Black/ African American	4	1	25.0%	23	4	17.4%	15	8	53.3%	23	12	52.2%
Latinx	23	8	34.8%	24	3	12.5%	26	4	15.4%	26	3	11.5%
Nat. Hawaiian/Pacific Islander	0	0	N/A	0	0	N/A	1	0	0.0%	0	0	N/A
Two or More Races	22	4	18.2%	18	3	16.7%	24	3	12.5%	32	2	6.3%
White	163	17	10.4%	167	7	4.2%	188	17	9.0%	203	25	12.3%
Not Reported	2	1	50.0%	4	2	50.0%	2	0	0.0%	2	0	0.0%
All Cadets (Comparison)	229	39	17.0%	256	23	9.0%	281	37	13.2%	304	45	14.8%

Coast Guard Academy Scholars Program (CGAS, Continued)

For the last three years, female cadets present on Reporting Day have been more likely than male cadets to have participated in CGAS.

Table 24. Proportion of Incoming Cadets Who Participated in CGAS (by Gender)

	Class of 2017			Class of 2018			Class of 2019			Class of 2020		
	Present on Swearing In Day	CGAS Participants Present on Swearing In Day	% of Present Cadets Who Participated in CGAS	Present on Swearing In Day	CGAS Participants Present on Swearing In Day	% of Present Cadets Who Participated in CGAS	Present on Swearing In Day	CGAS Participants Present on Swearing In Day	% of Present Cadets Who Participated in CGAS	Present on Swearing In Day	CGAS Participants Present on Swearing In Day	% of Present Cadets Who Participated in CGAS
	#	#	%	#	#	%	#	#	%	#	#	%
Female	83	12	14.5%	93	11	11.8%	100	21	21.0%	115	23	20.0%
Male	146	27	18.5%	163	12	7.4%	181	16	8.8%	189	22	11.6%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- How are cadets identified to participate in CGAS?
- How are cadets notified that they have been identified for CGAS?
- What benefits and/or opportunities (beyond offers of admission) do cadets participating in CGAS receive? (For example, additional resources, access to tutors, etc.). What challenges do cadets participating in CGAS face and what benefits or opportunities do they forgo?
- Looking at CGAS completion rates, disaggregated by race/ethnicity and gender, are there equity gaps? If yes, what more can available data help us understand about these gaps? For example, when and why are cadets lost?
- Do all cadets who complete CGAS subsequently enroll in CGA? If not, are certain racial/ethnic or gender groups more likely than others to forgo enrollment?
- Why, of cadets present on Swearing In Day, are Black/African American cadets and, more recently, female cadets more likely to have participated in CGAS? What is it about their applications that result in them being identified for CGAS more often—and how does this compare to the applications from cadets who were not identified for CGAS?
- How do CGAS participants perform on the first year compared to non-CGAS? In other words, what is the equity-value of CGAS participation?

Academy Introduction Mission Program (AIM) Participation

AIM is a recruitment program that brings high school juniors to CGA so as to introduce them to the institution and the day-to-day experience of a cadet. Participants are hosted by current cadets and, upon completion of the program, receive reports written by their hosts evaluating their performance as a potential cadet.

This page shares trends in the **Proportion of Incoming Cadets Who Participated in AIM**: the percentage of cadets present on Swearing In Day who had participated in AIM for the 2017, 2018, 2019, and 2020 cohorts, disaggregated by race/ethnicity and gender.

For the past two years, cadets reporting two or more races present on Swearing In Day have been more likely to have participated in AIM than the all-cadet average. Black/African-American cadets from the Class of 2020 were more likely to have participated in AIM; in previous classes, however, they had been less likely.

Table 25. Proportion of Incoming Cadets Who Participated in AIM (by Race/Ethnicity)

	Class of 2017			Class of 2018			Class of 2019			Class of 2020		
	Present on Swearing In Day	AIM Participants Present on Swearing In Day	Appointments Accepted	Present on Swearing In Day	AIM Participants Present on Swearing In Day	Appointments Accepted	Present on Swearing In Day	AIM Participants Present on Swearing In Day	Appointments Accepted	Present on Swearing In Day	AIM Participants Present on Swearing In Day	Appointments Accepted
	#	#	%	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	1	0	0.0%	1	0	0.0%	1	0	0.0%	0	0	N/A
Asian	14	8	57.1%	19	11	57.9%	24	9	37.5%	18	6	33.3%
Black/ African American	4	1	25.0%	23	3	13.0%	15	5	33.3%	23	11	47.8%
Latinx	23	11	47.8%	24	8	33.3%	26	10	38.5%	26	9	34.6%
Nat. Hawaiian/Pacific Islander	0	0	N/A	0	0	N/A	1	0	0.0%	0	0	N/A
Two or More Races	22	7	31.8%	18	5	27.8%	24	11	45.8%	32	17	53.1%
White	163	51	31.3%	167	49	29.3%	188	72	38.3%	203	78	38.4%
Not Reported	2	0	0.0%	4	1	25.0%	2	0	0.0%	2	0	0.0%
All Cadets (Comparison)	229	78	34.1%	256	77	30.1%	281	107	38.1%	304	121	39.8%

Academy Introduction Mission Program (AIM) Participation (Continued)

For the last four years, incoming female cadets have been more likely to have participated in AIM than incoming male cadets.

Table 26. Proportion of Incoming Cadets Who Participated in AIM (by Gender)

	Class of 2017			Class of 2018			Class of 2019			Class of 2020		
	Present on Reporting Day	AIM Participants Present on Swearing In Day	Appointments Accepted	Present on Reporting Day	AIM Participants Present on Swearing In Day	Appointments Accepted	Present on Reporting Day	AIM Participants Present on Swearing In Day	Appointments Accepted	Present on Reporting Day	AIM Participants Present on Swearing In Day	Appointments Accepted
	#	#	%	#	#	%	#	#	%	#	#	%
Female	83	33	39.8%	93	30	32.3%	100	47	47.0%	115	61	53.0%
Male	146	45	30.8%	163	47	28.8%	181	60	33.1%	189	60	31.7%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- How are cadets identified to participate in AIM?
- How are cadets notified that they have been identified to participate AIM?
- What benefits and/or opportunities do cadets participating in AIM receive? (For example, additional resources, contact with admissions staff, etc.). What challenges do cadets participating in AIM face and what benefits or opportunities do they forgo?
- Looking at AIM application and participation rates, disaggregated by race/ethnicity and gender, are there equity gaps? If yes, what more can available data help us understand about these gaps?
- What are the conversion rates for AIM participants (i.e., what percentage of AIM participants later apply to and/or accept offers to attend CGA), disaggregated by race/ethnicity and gender? If equity gaps appear here, what might account for their appearance?
- Why, of cadets present on Reporting Day, are female cadets, cadets reporting two or more races, and, more recently, Black/African-American cadets, more likely to have participated in AIM than the all-cadet average? More specifically, how are these groups learning about AIM? What is CGA faculty and staff doing to attract and ensure these groups are participating in the program?

Student Body Representation at Top-10 Engineering Colleges (Benchmark Comparison #1)

This page shares **Student Body Representation at Top-10 Engineering Colleges**: The racial/ethnic and gender makeup of U.S. undergraduate students from the Class of 2021 in all U.S. degree-granting programs compared to the racial/ethnic and gender makeup of 1) the U.S. Coast Guard Academy and 2) comparable Top-10 non-military Engineering colleges. Top-10 Engineering Colleges include the seven *non-military* schools named among the top ten engineering schools by U.S. News and World Reports: Bucknell University, California Polytechnic State University, Cooper Union, Franklin W Olin College of Engineering, Harvey Mudd College, Milwaukee School of Engineering, and the Rose-Hulman Institute of Technology.

Black/African American cadets are underrepresented at CGA and at all Top-10 Engineering comparison colleges to varying degrees. Latinx cadets are also underrepresented at CGA and at five of the seven Top-10 Engineering comparison colleges (the exceptions being California Polytechnic State and Harvey Mudd College). In contrast, White cadets are overrepresented at CGA and at five of the seven Top-10 Engineering comparison colleges (the exceptions again being California Polytechnic State and Harvey Mudd College). Asian cadets and cadets reporting two or more races are also overrepresented at multiple comparison colleges. This data emphasizes the need for 1) immediate action to address inequitable access for African Americans—in particular—and Latinx cadets across higher education and 2) how important it is for individual institutions to look at their own disaggregated data and identify the groups they specifically need to support to achieve equitable access and the magnitude of their gaps. This data shows that while the representation of Black/African American cadets at CGA is the highest among the comparison Top-10 Engineering colleges, there is still work to be done to reach equitable representation. Also, while CGA doesn't have the greatest gap in Latinx cadet representation, this data points to opportunities to learn more about practices underway at institutions *without* Latinx access gaps (specifically California Polytechnic State and Harvey Mudd College) that CGA could experiment with in their efforts to achieve equitable Latinx representation.

Table 27. Student Body Representation at Comparison Top-10 Engineering Colleges by Race/Ethnicity

	U.S. Undergraduates in Degree-granting Programs, Fall 2015 (Comparison)*		United States Coast Guard Academy, Fall 2015		Bucknell University, Fall 2015		California Polytechnic State University, Fall 2015		Cooper Union, Fall 2015		Franklin W Olin College of Engineering, Fall 2015		Harvey Mudd College, Fall 2015		Milwaukee School of Engineering, Fall 2015		Rose-Hulman Institute of Technology, Fall 2015	
	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Amer. Indian / Alaska Native	62,811	0.6%	3	0.3%	1	0.0%	27	0.1%	-	0.0%	1	0.3%	4	0.6%	7	0.3%	2	0.1%
Asian	621,791	6.0%	60	6.8%	154	4.6%	2,372	12.5%	155	21.2%	54	17.7%	166	23.4%	91	4.2%	91	4.7%
Black/ African American	1,258,793	12.2%	38	4.3%	120	3.6%	154	0.8%	28	3.8%	1	0.3%	18	2.5%	52	2.4%	51	2.6%
Latinx	1,609,560	15.6%	90	10.3%	217	6.5%	3,039	16.1%	80	11.0%	15	4.9%	104	14.7%	126	5.8%	76	3.9%
Nat. Hawaiian/ Pacific Islander	30,419	0.3%	2	0.2%	-	0.0%	29	0.2%	-	0.0%	-	0.0%	1	0.1%	9	0.4%	2	0.1%
Two or More Races	353,331	3.4%	70	8.0%	124	3.7%	1,337	7.1%	79	10.8%	24	7.9%	66	9.3%	48	2.2%	92	4.7%
White	5,515,151	53.5%	598	68.3%	2,696	81.2%	11,032	58.4%	279	38.2%	175	57.4%	311	43.9%	1,658	75.7%	1,637	83.7%
Unknown	861,438	8.4%	15	1.7%	8	0.2%	914	4.8%	109	14.9%	35	11.5%	39	5.5%	199	9.1%	4	0.2%
All Cadets	10,313,294	100.0%	876	100.0%	3,320	100.0%	18,904	100.0%	730	100.0%	305	100.0%	709	100.0%	2,190	100.0%	1,955	100.0%

*SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS 2015 Enrollment by Race: Selected Institutions

Student Body Representation at Top-10 Engineering Colleges (Benchmark Comparison #1 Cont.)

Female cadets are underrepresented at CGA and at all Top-10 Engineering comparison colleges although to varying degrees. This data emphasizes the need for 1) immediate action to address inequitable access for females across higher education and 2) how important it is for individual institutions to look at their own disaggregated data and identify the magnitude of any gaps. While CGA doesn't have the greatest gap in female cadet representation, this data points to opportunities to learn more about practices underway at institutions with smaller gaps that CGA could experiment with in their efforts to achieve equitable female representation (specifically from Bucknell University, Franklin W Olin College of Engineering, California Polytechnic State and Harvey Mudd College).

Table 28. Student Body Representation at Comparison Top-10 Engineering Colleges by Gender

	U.S. Undergraduates in Degree-granting Programs, Fall 2015 (Comparison)*		United States Coast Guard Academy, Fall 2015		Bucknell University, Fall 2015		California Polytechnic State University, Fall 2015		Cooper Union, Fall 2015		Franklin W Olin College of Engineering, Fall 2015		Harvey Mudd College, Fall 2015		Milwaukee School of Engineering, Fall 2015		Rose-Hulman Institute of Technology, Fall 2015	
	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Female	5,726,266	55.5%	313	34.9%	1,835	52.2%	9,044	47.0%	286	32.9%	161	48.5%	380	46.8%	656	26.1%	491	22.1%
Male	4,587,028	44.5%	585	65.1%	1,678	47.8%	10,203	53.0%	584	67.1%	171	51.5%	432	53.2%	1,859	73.9%	1,726	77.9%

*SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS 2015 Enrollment by Race: Selected Institutions

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- What initiatives are underway at California Polytechnic State and Harvey Mudd College to support and achieve equitable Latinx representation? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by race/ethnicity and gender?)
- What initiatives are underway at Bucknell University, Franklin W. Olin College of Engineering, California Polytechnic State and Harvey Mudd College to support and achieve equitable female representation? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by race/ethnicity and gender?)

Student Body Representation at Maritime Academies (Benchmark Comparison #2)

This page shares **Student Body Representation at Maritime Academies**: The racial/ethnic and gender makeup of U.S. undergraduate students from the Class of 2021 in all U.S. degree-granting programs compared to the racial/ethnic and gender makeup of 1) the U.S. Coast Guard Academy and 2) comparable Maritime Academies. Maritime Academies include the Maine Maritime Academy, Massachusetts Maritime Academy, SUNY Maritime College, and the California Maritime Academy.

Black/African American cadets are underrepresented at CGA and at all Maritime Academy comparison colleges to varying degrees. Latinx cadets are also underrepresented at CGA and three of the four Maritime Academy comparison colleges (the exceptions being The California Maritime Academy). Asian cadets also experience representation gaps at two of the comparison Maritime Academy comparison colleges but not at CGA. In contrast, White cadets are overrepresented at CGA and at three of the four Maritime Academy comparison colleges (the exceptions again being The California Maritime Academy). This data emphasizes the need for 1) immediate action to address inequitable access for African Americans—in particular—and Latinx and Asian cadets across higher education and 2) how important it is for individual institutions to look at their own disaggregated data and identify the groups they specifically need to support to achieve equitable access and the magnitude of those gaps. While the representation of Black/African American cadets at CGA is the highest among the comparison Maritime Academies, there is still work to be done to reach equitable representation. Also, while CGA doesn't have the greatest gap in Latinx cadet representation, this data points to opportunities to learn more about practices underway at institutions *without* Latinx access gaps (specifically The California Maritime Academy) that CGA could experiment with in their efforts to achieve equitable Latinx representation.

Table 29. Student Body Representation at Comparison Maritime Academies by Race/Ethnicity

	U.S. Undergraduates in Degree-granting Programs, Fall 2015 (Comparison)*		United States Coast Guard Academy, Fall 2015		Maine Maritime Academy, Fall 2015		Massachusetts Maritime Academy, Fall 2015		SUNY Maritime College, Fall 2015		The California Maritime Academy, Fall 2015	
	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Amer. Indian / Alaska Native	62,811	0.6%	3	0.3%	5	0.5%	4	0.3%	2	0.1%	2	0.2%
Asian	621,791	6.0%	60	6.8%	11	1.1%	19	1.3%	75	4.7%	101	9.8%
Black/ African American	1,258,793	12.2%	38	4.3%	10	1.0%	15	1.0%	57	3.6%	20	1.9%
Latinx	1,609,560	15.6%	90	10.3%	13	1.3%	54	3.6%	172	10.9%	179	17.4%
Nat. Hawaiian/ Pacific Islander	30,419	0.3%	2	0.2%	4	0.4%	-	0.0%	1	0.1%	1	0.1%
Two or More Races	353,331	3.4%	70	8.0%	-	0.0%	44	2.9%	29	1.8%	108	10.5%
White	5,515,151	53.5%	598	68.3%	881	91.0%	1,311	87.5%	1,167	73.9%	552	53.8%
Unknown	861,438	8.4%	15	1.7%	44	4.5%	51	3.4%	76	4.8%	63	6.1%
All Cadets	10,313,294	100.0%	876	100.0%	968	100.0%	1,498	100.0%	1,579	100.0%	1,026	100.0%

*SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS 2015 Enrollment by Race: Selected Institutions

Student Body Representation at Maritime Academies (Benchmark Comparison #2 Cont.)

Female cadets are underrepresented at CGA and at all comparison Maritime Academies. This data emphasizes the need for 1) immediate action to address inequitable access for females across higher education and 2) how important it is for individual institutions to look at their own disaggregated data and identify the magnitude of any gaps. While CGA doesn't have the greatest gap in female cadet representation, there is still work to be done to reach equitable representation.

Table 30. Student Body Representation at Comparison Maritime Academies by Gender

	U.S. Undergraduates in Degree-granting Programs, Fall 2015 (Comparison)*		United States Coast Guard Academy, Fall 2015		Maine Maritime Academy, Fall 2015		Massachusetts Maritime Academy, Fall 2015		SUNY Maritime College, Fall 2015		The California Maritime Academy, Fall 2015	
	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Female	5,726,266	55.5%	313	34.9%	136	14.0%	181	12.0%	170	10.5%	155	15.0%
Male	4,587,028	44.5%	585	65.1%	832	86.0%	1,325	88.0%	1,451	89.5%	880	85.0%

*SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS 2015 Enrollment by Race: Selected Institutions

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- What initiatives are underway at The California Maritime Academy to support and achieve equitable Latinx representation? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by race/ethnicity and gender?)

Student Body Representation at Service Academies (Benchmark Comparison #3)

This page shares **Student Body Representation at Service Academies**: The racial/ethnic and gender makeup of U.S. undergraduate students from the Class of 2021 in all U.S. degree-granting programs compared to the racial/ethnic and gender makeup of 1) the U.S. Coast Guard Academy and 2) comparable Service Academies. Comparison Service Academies include the United States Air Force Academy, the United State Merchant Marine Academy, the United States Military Academy, and the United States Naval Academy.

Black/African American cadets are underrepresented at CGA and at three of the four Service Academy comparison colleges (the exception being the United States Military Academy). Latinx cadets are underrepresented at CGA and at all four Service Academy comparison colleges. In contrast, White cadets are overrepresented at CGA and at all four Service Academy comparison colleges. This data emphasizes the need for 1) immediate action to address inequitable access for African Americans and Latinx cadets in particular across higher education and 2) how important it is for individual institutions to look at their own disaggregated data and identify the groups they specifically need to support to achieve equitable access and the magnitude of those gaps. While CGA doesn't have the greatest gap in African American cadet representation, this data points to opportunities to learn more about practices underway at institutions *without* African American access gaps (specifically the United States Military Academy) that CGA could experiment with in their efforts to achieve equitable African American representation.

Table 31. Student Body Representation at Comparison Service Academies by Race/Ethnicity

	U.S. Undergraduates in Degree-granting Programs, Fall 2015 (Comparison)*		United States Coast Guard Academy, Fall 2015		United States Air Force Academy, Fall 2015		United States Merchant Marine Academy, Fall 2015		United States Military Academy, Fall 2015		United States Naval Academy, Fall 2015	
	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Amer. Indian / Alaska Native	62,811	0.6%	3	0.3%	16	0.4%	16	1.8%	45	1.0%	14	0.3%
Asian	621,791	6.0%	60	6.8%	196	4.8%	67	7.5%	251	5.8%	319	7.1%
Black/ African American	1,258,793	12.2%	38	4.3%	232	5.7%	25	2.8%	419	9.8%	311	7.0%
Latinx	1,609,560	15.6%	90	10.3%	429	10.6%	91	10.2%	503	11.7%	512	11.5%
Nat. Hawaiian/ Pacific Islander	30,419	0.3%	2	0.2%	24	0.6%	-	0.0%	27	0.6%	23	0.5%
Two or More Races	353,331	3.4%	70	8.0%	291	7.2%	-	0.0%	137	3.2%	350	7.8%
White	5,515,151	53.5%	598	68.3%	2,575	63.5%	676	75.4%	2,870	66.9%	2,883	64.6%
Unknown	861,438	8.4%	15	1.7%	292	7.2%	21	2.3%	40	0.9%	54	1.2%
All Cadets	10,313,294	100.0%	876	100.0%	4,055	100.0%	896	100.0%	4,292	100.0%	4,466	100.0%

*SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS 2015 Enrollment by Race: Selected Institutions

Student Body Representation at Service Academies (Benchmark Comparison #3 Cont.)

Female cadets are underrepresented at CGA and at all comparison Service Academies. This data emphasizes the need for 1) immediate action to address inequitable access for females across higher education and 2) how important it is for individual institutions to look at their own disaggregated data and identify the magnitude of any gaps. While CGA doesn't have the greatest gap in female cadet representation, there is still work to be done to reach equitable representation.

Table 32. Student Body Representation at Comparison Service Academies by Gender

	U.S. Undergraduates in Degree-granting Programs, Fall 2015 (Comparison)*		United States Coast Guard Academy, Fall 2015		United States Air Force Academy, Fall 2015		United States Merchant Marine Academy, Fall 2015		United States Military Academy, Fall 2015		United States Naval Academy, Fall 2015	
	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Female	5,726,266	55.5%	313	34.9%	966	23.5%	155	17.1%	824	19.0%	1,134	25.1%
Male	4,587,028	44.5%	585	65.1%	3,145	76.5%	749	82.9%	3,524	81.0%	3,391	74.9%

*SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS 2015 Enrollment by Race: Selected Institutions

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- What initiatives are underway at the United States Military Academy to support and achieve equitable African American representation? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by race/ethnicity and gender?)

Military and C/Division Vital Signs Data

OVERVIEW

The Military and C/Division Vital Signs examine equity across three different categories of cadet success: persistence through Swab Summer, assignment of disciplinary sanction (in the form of Suitability Probation, Class I Offenses, and Class II Offenses), and recognition of cadet achievement (via Silver Star awards and leadership assignments).

For the following indicators, an 'X' indicates **recent, consecutive, multi-year equity gaps** existed for the specified cadet groups:

	Persistence through Swab Summer	Swab Summer Departures	Suitability Probation	Class I Offenses	Class II Offenses	Silver Star Awards	Leadership Assignments
Amer. Indian / Alaska Native							
Asian					X	X	X
Black/ African American				X	X		
Latinx						X	
Nat. Hawaiian/Pac. Islander							
Two or More Races							X
White							
Not Reported / Other							
Female	X	X					
Male						X	

For the following indicator, although no multi-year equity gaps were identified, the data revealed **equity gaps in the most recent academic year**:

- Swab Summer Persistence: Black/African American and Latinx cadets

RECOMMENDATIONS

Based on these findings, the Center for Urban Education recommends the followings actions be taken in order to close existing gaps and ensure equity for all cadets at CGA.

Swab Summer: CGA faculty and staff who play a role in Swab Summer should create an inquiry plan to better understand what is causing female cadets to experience lower persistence rates than male cadets—and use this information to create targeted support interventions. Faculty and staff should also continue to monitor persistence rates by race/ethnicity to ensure that the gaps in persistence for Black/African American and Latinx cadets from the Class of 2019 have not continued for subsequent classes.

Suitability Probation: CGA faculty and staff who play a role in the assignment of Suitability Probation should continue to collect and monitor assignment data, disaggregated by race/ethnicity. Specifically, there should be an analysis of the causes for Suitability Probation by race and ethnicity in order to assess implicit bias.

Class I and II Offenses: CGA faculty and staff who play a role in the assignment of Class I and Class II Offenses should review documentation from the past three years to assess whether implicit or explicit bias has been a factor in Black/African American and Asian cadets being assigned a disproportionately high share of Offenses. If possible, the review procedure should examine (a) cases that resulted in the assignment of an Offense and (b) cases where no Offense ended up assigned in order to see if Black/African American and Asian cadets were more likely to be assigned Offenses for reported transgressions than other racial and ethnic groups for the same transgressions.

Class III Offenses: At the time of this study, data pertaining to Class III Offenses did not exist. CGA should develop and implement a process for collecting and monitoring such data, disaggregated by race/ethnicity.

Silver Star Recipients: CGA faculty and staff who play a role in the award of Silver Stars should create an inquiry plan to better understand what is causing Asian, Black/African American, and Latinx cadets races to be disproportionately less likely to be assigned them.

Key Leadership Positions: CGA faculty and staff who play a role in the application for and assignment of key leadership positions should create an inquiry plan to better understand what is causing Asian cadets and cadets reporting two or more races to be underrepresented in such positions.

KEY TO CHART HIGHLIGHTING

Yellow highlights represent percentage-point gaps between -3.0 and -10.0 in size relative to the relevant comparison point for the given indicator. **Pink highlights** represent negative percentage-point gaps greater than -10.0. **Black highlights** represent percentage-point gaps of +3.0 or higher, thus indicating that the group was proportionately over-represented. Except where otherwise indicated, comparison points are as follows:

- For the charts representing disaggregated data by race/ethnicity, the comparison point is the **all-cadet average**. Racial/ethnic groups with less than 5 cadets in the sample are not highlighted, nor is the “no response” group.
- For the charts representing disaggregated data by gender, the comparison point is the measure for the **opposite gender**.

Note: Data disaggregated by gender was not available for Class I and Class II Offenses.

Persistence Through End of Swab Summer

Swab Summer is a seven-week orientation named for the Fourth Class (freshmen) cadets, informally known as Swabs. The orientation consists of placement testing, physical fitness training, military preparation, drills, indoctrination, and a seamanship experience aboard a U.S. Coast Guard ship. It marks the beginning of a cadet's education at the Academy.

This page shares **Swab Summer Persistence Trends**: the percentage of cadets present at Reporting Day who subsequently completed Swab Summer for the classes of 2017, 2018, and 2019 classes, disaggregated by race/ethnicity and gender.

No racial/ethnic group has been consistently less likely to persist through Swab Summer than the all-cadet average. Data for the most recent cohort available, however, reveals disproportionately lower persistence rates for Black/African American and Latinx cadet.

Table 34. Swab Summer Persistence Rates (by Race/Ethnicity)

	Class of 2017			Class of 2018			Class of 2019		
	Reporting Day Strength	End of Swab Summer	Persistence Rate	Reporting Day Strength	End of Swab Summer	Persistence Rate	Reporting Day Strength	End of Swab Summer	Persistence Rate
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	1	1	100.0%	1	1	100.0%	1	0	0.0%
Asian	14	11	78.6%	19	19	100.0%	24	24	100.0%
Black/ African American	4	4	100.0%	23	22	95.7%	15	13	86.7%
Latinx	23	22	95.7%	24	23	95.8%	26	22	84.6%
Nat. Hawaiian/Pacific Islander	0	0	N/A	0	0	N/A	1	1	100.0%
Two or More Races	22	18	81.8%	18	17	94.4%	24	24	100.0%
White	163	149	91.4%	167	159	95.2%	188	172	91.5%
No Response	2	2	100.0%	4	4	100.0%	2	2	100.0%
All Cadets (Comparison)	229	207	90.4%	256	245	95.7%	281	258	91.8%

Female cadets from the classes of 2018 and 2019 were less likely to persist through Swab summer than male cadets.

Table 35. Swab Summer Persistence Rates (by Gender)

	Class of 2017			Class of 2018			Class of 2019		
	Reporting Day Strength	End of Swab Summer	Persistence Rate	Reporting Day Strength	End of Swab Summer	Persistence Rate	Reporting Day Strength	End of Swab Summer	Persistence Rate
	#	#	%	#	#	%	#	#	%
Female	83	74	89.2%	93	87	93.5%	100	89	89.0%
Male	146	133	91.1%	163	158	96.9%	181	169	93.4%

Persistence Through End of Swab Summer (continued)

Table 36. Swab Summer Persistence Snapshot for Race/Ethnicity (Class of 2019)

Cadet Group	# Present on Reporting Day	# Present at End of Swab Summer	% Persisted to End of Swab Summer	Gap	# of additional cadets who, had they persisted to the end of Swab Summer, would have closed the gap
Black/African Am.	15	13	86.7%	-5.1	+1
Latinx	26	22	84.6%	-7.2	+2
All Cadets	281	258	91.8%	Comparison	

Table 37. Swab Summer Persistence Snapshot for Gender (Class of 2019)

Cadet Group	# Present on Reporting Day	# Present at End of Swab Summer	% Persisted to End of Swab Summer	Gap	# of additional cadets who, had they persisted to the end of Swab Summer, would have closed the gap
Female	100	89	89.0%	-4.4	+5
Male	181	169	93.4%	Comparison	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- Is there a point during the course of Swab Summer when Female, Black/African American, and Latinx cadets are more likely to leave? If yes, how might CGA faculty and staff intentionally intervene prior to this point?

Swab Summer Departures

This page shares **Swab Summer Departure Trends**: the percentage of cadets who departed Swab Summer, disaggregated by race/ethnicity and gender, through disenrollment-regular, disenrollment-medical, or resignation for the combined classes of 2017, 2018, and 2019.

For the combined classes of 2017, 2018, and 2019, no racial/ethnic group was more likely than the all-cadet average to depart during Swab Summer for any reason.

Table 38. Swab Summer Departure Rates (by Race/Ethnicity)

Swab Summer Departures: Classes of 2017-2019 Combined									
	Reporting Day Strength (2017-2019 combined)	Swab Summer Departures (All)		Disenrolled – Regular		Disenrolled – Medical		Resigned	
	#	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Amer. Indian / Alaska Native	3	1	33.3%	0	0.0%	0	0.0%	1	33.3%
Asian	57	3	5.3%	1	1.8%	0	0.0%	2	3.5%
Black/ African American	42	3	7.1%	2	4.8%	0	0.0%	1	2.4%
Latinx	73	6	8.2%	2	2.7%	1	1.4%	3	4.1%
Nat. Hawaiian/Pacific Islander	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More Races	64	5	7.8%	1	1.6%	0	0.0%	4	6.3%
White	518	38	7.3%	10	1.9%	3	0.6%	25	4.8%
No Response	8	0	0.0%	0	0.0%	0	0.0%	0	0.0%
All Cadets (Comparison)	766	56	7.3%	16	2.1%	4	0.5%	36	4.7%

For the combined classes of 2017, 2018, and 2019, female cadets were slightly more likely to depart during Swab Summer than men.

Table 39. Swab Summer Departure Rates (by Race/Ethnicity)

Swab Summer Departures: Classes of 2017-2019 Combined									
	Reporting Day Strength (2017-2019 combined)	Swab Summer Departures (All)		Disenrolled – Regular		Disenrolled – Medical		Resigned	
	#	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Female	276	26	9.4%	7	2.5%	1	0.4%	18	6.5%
Male	490	30	6.1%	9	1.8%	3	0.6%	18	3.7%

Cadets Placed on Suitability for Service Probation

Cadets are placed on Suitability for Service Probation by company officers as a result of deficiencies in military performance, adaptive skills, conduct, or weight control. The consequences of Suitability Probation are serious and can lead to dismissal or delays in graduation, since a cadet on Suitability Probation cannot graduate. In order to be removed from Probation, cadets are assigned tasks such as writing papers or meeting with faculty or staff to discuss what led to their Suitability probation status.

This page shares **Suitability Probation Representation Trends**: the percentage of cadets who were placed on Suitability Probation in the 2014-15, 2015-16, and 2016-17 academic years, disaggregated by race/ethnicity and gender.

Table 40. Cadets Placed on Suitability Probation (by Race/Ethnicity)

	2014-15			2015-16			2016-17		
	Total Enrollment at Swearing in, Fall 2014	Cadets Placed on Suitability	Suitability Placement Rate	Total Enrollment at Swearing in, Fall 2015	Cadets Placed on Suitability	Suitability Placement Rate	Total Enrollment at Swearing in, Fall 2016	Cadets Placed on Suitability	Suitability Placement Rate
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	7	1	14.3%	4	0	0.0%	2	0	0.0%
Asian	54	5	9.3%	66	5	7.6%	64	3	4.7%
Black/ African American	37	5	13.5%	47	11	23.4%	56	1	1.8%
Latinx	113	5	4.4%	100	8	8.0%	86	4	4.7%
Nat. Hawaiian/Pacific Islander	1	0	0.0%	2	0	0.0%	1	0	0.0%
Two or More Races	68	0	0.0%	79	2	2.5%	89	3	3.4%
White	599	11	1.8%	635	45	7.1%	666	33	5.0%
No Response	12	0	0.0%	12	0	0.0%	11	0	0.0%
All Cadets (Comparison)	891	28	3.1%	945	71	7.5%	975	44	4.5%

Table 41. Cadets Placed on Suitability Probation (by Gender)

	2014-15			2015-16			2016-17		
	Total Enrollment at Swearing in, Fall 2014	Cadets Placed on Suitability	Suitability Placement Rate	Total Enrollment at Swearing in, Fall 2015	Cadets Placed on Suitability	Suitability Placement Rate	Total Enrollment at Swearing in, Fall 2016	Cadets Placed on Suitability	Suitability Placement Rate
	#	#	%	#	#	%	#	#	%
Female	314	9	2.9%	332	22	6.6%	351	14	4.0%
Male	577	19	3.3%	613	49	8.0%	624	30	4.8%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What criteria are used to determine if a cadet is placed on Suitability Probation? Are all of these criteria equitably designed? Does each criterion affect all racial/ethnic and gender groups equally?
- What factors contributed to Suitability Probation for Black/African Americans and White cadets?
- How does CGA collect data to monitor which cadets are placed on Suitability Probation, who made the final decision to make the Suitability Probation placement, and the reason it was made?
- Does CGA monitor consistency between cadets who are brought up for Suitability Probation and subsequently placed on it and those cadets who are brought up for it but subsequently *not* placed on it? What is consistent or inconsistent between these two groups?

Cadets Assigned Class I Offenses

Class I offenses are considered the most severe violations of the CGA’s regulations, and may formally call into question a cadet’s suitability for commissioned service. Examples of Class I offenses include sexual harrasment, unauthorized possession of firearms, and violations of the “Honor Concept.” Potential Class One offenses are initiated by written reports handed to a Company’s Officer or Chief. This triggers a formal investigation conducted by Cadets or Officers and adjudicated by the Commandant of Cadets or the Assistant Commandant of Cadets.

This page shares **Class I Offense Assignment Trends**: The proportion of Class I offenses assigned to cadets, disaggregated by race/ethnicity, for the 2013-2014, 2014-15, and 2015-16 academic years. Each groups’ proportion of assigned Class I offenses is then compared to their proportion of the total cadet enrollment that year to determine disproportionate impact. Here’s an example of how this table can be read: 21 of the 129 Class I offenses assigned in 2015-2016, or 16.4%, went to Black/ African American cadets. This is almost four times larger than the proportion of all Black / African American cadets enrolled at CGA that year, which was 4.4% (40 / 904). This data therefore shows that Black / African American cadets are experiencing disproportionate impact in Class I offense assignments.

It is also important to note that this table looks at *the total number of Class I offenses assigned* by CGA rather than *the number of cadets receiving Class I offenses*. This means that it was possible for a single cadet to be assigned more than one Class I offense for a given incident or in a given academic year. The table counts the number of Class I offenses assigned overall—not the number of cadets receiving Class I offenses or the number of incidents —as its purpose is to understand CGA’s equity impact when assigning and distributing Class I offenses.

Table 42. Cadets Assigned Class I Offenses (by Race/Ethnicity)

	2013-14				2014-15				2015-16			
	Total Enrollment, 2013-14		Class One Offenses Assigned in 2013-14		Total Enrollment, 2014-15		Class One Offenses Assigned in 2014-15		Total Enrollment, 2015-16		Class One Offenses Assigned in 2015-16	
	#	% of pop	#	% of pop	#	% of pop	#	% of pop	#	% of pop	#	% of pop
International	24	2.6%	3	2.0%	26	2.9%	2	3.3%	22	2.4%	6	4.6%
Amer. Indian / Alaska Native	8	0.9%	0	0.0%	9	1.0%	1	1.7%	3	0.3%	0	0.0%
Asian	48	5.3%	10	6.7%	59	6.6%	4	6.6%	61	6.7%	12	9.4%
Black/ African American	27	3.0%	14	9.3%	38	4.2%	7	11.6%	40	4.4%	21	16.4%
Latinx	117	12.8%	18	12.0%	109	12.1%	11	18.3%	91	10.1%	13	10.0%
Nat. Hawaiian/Pac. Islander	6	0.7%	2	1.3%	1	0.1%	0	0.0%	2	0.2%	0	0.0%
Two or More Races	54	5.9%	3	2.0%	59	6.6%	6	9.7%	71	7.9%	2	1.5%
White	624	68.4%	98	65.3%	592	65.9%	30	48.9%	606	67.0%	75	58.1%
No Response	4	0.4%	2	1.3%	6	0.7%	0	0.0%	8	0.9%	0	0.0%
Total	912	100%	150	100%	899	100%	60	100%	904	100%	129	100%

Black/African American cadets have been consistently more likely to be assigned Class I Offenses than their share of the total cadet body population warrants. White cadets have been consistently less likely to be assigned Class I Offenses.

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What criteria are used to determine if a cadet is assigned a Class I Offense? Are all of these criteria equitably designed? Does each criterion affect all racial/ethnic and gender groups equally?
- What kinds of infractions contributed to African Americans receiving Class I Offenses?
- How does CGA collect data to monitor which cadets are assigned a Class I Offense, who made the final decision to assign the Class I Offense, and the reason it was made?
- Does CGA monitor consistency between cadets who are brought up for Class I Offenses and subsequently assigned them and those cadets who are brought up for them but subsequently *not* assigned them? What is consistent or inconsistent between these two groups?
- Is racial harassment treated as a Class I Offense? How many of the Class I Offenses committed by White cadets represent racial harassment?

Cadets Assigned Class II Offenses

Class II Offenses are minor infractions of the CGA’s regulations, such as unauthorized absence from class or wearing inappropriate clothing. They are less serious than Class I Offenses and do not normally call a cadet’s suitability for service into question. They may result in a combination of demerits, marching tours, and work hours.

This page shares **Class II Offense Assignment Trends**: The proportion of Class II offenses assigned to cadets, disaggregated by race/ethnicity, for the 2013-2014, 2014-15, and 2015-16 academic years. Each groups’ proportion of assigned Class II offenses is then compared to their proportion of the total cadet enrollment that year to determine disproportionate impact. Here’s an example of how this table can be read: 37 of the 264 Class II offenses assigned in 2015-2016, or 14.0%, went to Asian cadets. This is more than double the proportion of Asian cadets enrolled at CGA that year, which was 6.7% (61 / 904). This data therefore shows that Asian cadets experience disproportionate impact in Class II offense assignments.

It is also important to note that this table looks at *the total number of Class II offenses assigned* by CGA rather than *the number of cadets receiving Class II offenses* or the number of incidents. This means that it was possible for a single cadet to be assigned more than one Class II offense for a given incident and for a given academic year. The table counts the number of Class I offense assigned overall—not the number of cadets receiving Class II offenses—as its purpose is to understand CGA’s equity impact when assigning and distributing Class II offenses.

Table 43. Cadets Assigned Class II Offenses (by Race/Ethnicity)

	2013-14				2014-15				2015-16			
	Total Enrollment, 2013-14		Class Two Offenses Assigned in 2013-14		Total Enrollment, 2014-15		Class Two Offenses Assigned in 2014-15		Total Enrollment, 2015-16		Class Two Offenses Assigned in 2015-16	
	#	% of pop	#	% of pop	#	% of pop	#	% of pop	#	% of pop	#	% of pop
International	24	2.6%	23	5.3%	26	2.9%	13	4.1%	22	2.4%	11	4.2%
Amer. Indian / Alaska Native	8	0.9%	1	0.2%	9	1.0%	4	1.3%	3	0.3%	0	0.0%
Asian	48	5.3%	37	8.6%	59	6.6%	34	10.7%	61	6.7%	37	14.0%
Black/ African American	27	3.0%	27	6.3%	38	4.2%	36	11.3%	40	4.4%	20	7.6%
Latinx	117	12.8%	50	11.6%	109	12.1%	40	12.6%	91	10.1%	30	11.4%
Nat. Hawaiian/Pac. Islander	6	0.7%	2	0.5%	1	0.1%	0	0.0%	2	0.2%	1	0.4%
Two or More	54	5.9%	34	7.9%	59	6.6%	27	8.5%	71	7.9%	22	8.3%
White	624	68.4%	257	59.6%	592	65.9%	162	50.9%	606	67.0%	143	54.2%
No Response	4	0.4%	0	0.0%	6	0.7%	2	0.6%	8	0.9%	0	0.0%
Total	912	100%	431	100%	899	100%	319	100%	904	100%	264	100%

Asian and Black/African American cadets have been consistently more likely to be assigned Class II Offenses than their shares of the total cadet body population warrant. White cadets have been consistently less likely to be assigned Class II Offenses.

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What criteria are used to determine if a cadet is assigned a Class II Offense? Are all of these criteria equitably designed? Does each criterion affect all racial/ethnic and gender groups equally?
- How does CGA collect data to monitor which cadets are assigned a Class II Offense, who made the final decision to assign the Class II Offense, and the reason it was made?
- Does CGA monitor consistency between cadets who are brought up for Class II Offenses and subsequently assigned them and those cadets who are brought up for them but subsequently *not* assigned them? What is consistent or inconsistent between these two groups?

Silver Star Recipients

Silver stars are awarded each semester to cadets who have been placed on the Commandant of Cadets' List as a result of receiving a high score in the Military Precedence Index (MPI). The MPI evaluates performance in the cadet regiment, aptitude for developing military character, ability to adhere to rules of conduct, and general contribution to the Academy environment.

The following pages share **Silver Star Recipient Trends**: the percentage of cadets awarded Silver Stars each semester between Fall 2014 and Spring 2017, disaggregated by race/ethnicity and gender. Note that the data available contained errors for Fall 2014 through Spring 2016, resulting in slightly inaccurate data for the category of "No Response" with respect to race and gender. We have thus not computed percentages for that category.

Table 44. Silver Star Recipients for Fall 2014 and Spring 2015 (by Race/Ethnicity)

	CGA Total Enrollment Fall 2014 Swearing In*	Fall 2014 Silver Star Recipients**		Spring 2015 Silver Star Recipients	
		#	%	#	%
Amer. Indian / Alaska Native	7	1	14.3%	0	0.0%
Asian	54	4	7.4%	9	16.7%
Black/ African American	37	6	16.2%	5	13.5%
Latinx	113	21	18.6%	20	17.7%
Nat. Hawaiian/Pacific Islander	1	0	0.0%	0	0.0%
Two or More Races	68	10	14.7%	12	17.6%
White	599	132	22.0%	160	26.7%
No Response	12	15	N/A	37	N/A
All Cadets (Comparison)	891	189	21.2%	243	27.3%

*Data from p. 13 of the 2014-15 Statistical Almanac

**Two companies were omitted from the Fall 2014 data because their rosters did not designate who received Silver Stars.

Table 45. Silver Star Recipients for Fall 2015 and Spring 2016 (by Race/Ethnicity)

	CGA Total Enrollment Fall 2015 Swearing In***	Fall 2015 Silver Star Recipients		Spring 2016 Silver Star Recipients	
		#	%	#	%
Amer. Indian / Alaska Native	4	1	25.0%	1	25.0%
Asian	66	13	19.7%	14	21.2%
Black/ African American	47	8	17.0%	10	21.3%
Latinx	100	12	12.0%	15	15.0%
Nat. Hawaiian/Pacific Islander	2	1	50.0%	1	50.0%
Two or More Races	79	18	22.8%	18	22.8%
White	635	174	27.4%	174	27.4%
No Response	12	20	N/A	19	N/A
All Cadets (Comparison)	945	247	26.1%	252	26.7%

***Data from p. 12 of the 2015-16 Statistical Almanac

Silver Star Recipients (continued)

Table 46. Silver Star Recipients for Fall 2016 and Spring 2017 (by Race/Ethnicity)

	CGA Total Enrollment Fall 2016 Swearing In****	Fall 2016 Silver Star Recipients		Spring 2017 Silver Star Recipients	
		#	%	#	%
Amer. Indian / Alaska Native	2	0	0.0%	0	0.0%
Asian	64	11	17.2%	13	20.3%
Black/ African American	56	16	28.6%	14	25.0%
Latinx	86	16	18.6%	12	14.0%
Nat. Hawaiian/Pacific Islander	1	0	0.0%	0	0.0%
Two or More Races	89	23	25.8%	30	33.7%
White	666	167	25.1%	193	29.0%
No Response	11	2	18.2%	4	36.4%
All Cadets (Comparison)	975	235	24.1%	266	27.3%

****Data from p. 8 of the 2020 Admission Statistics Book

Asian and Latinx cadets have been consistently less likely to receive Silver Stars compared to the all cadet average, although this gap has decreased over time. Also, Black/African American cadets were less likely to receive Silver Stars in 2014-15 and 2015-16, but this trend reversed in Fall 2016 and the Spring of 2017.

Table 47. Silver Star Recipients for Fall 2014 and Spring 2015 (by Gender)

	CGA Total Enrollment Fall 2014 Swearing In*	Fall 2014 Silver Star Recipients**		Spring 2015 Silver Star Recipients	
		#	%	#	%
Female	314	76	24.2%	87	27.7%
Male	577	100	17.3%	125	21.7%
No Response	0	13	NA	32	NA

*Data from p. 13 of the 2014-15 Statistical Almanac

**Two companies were omitted from the Fall 2014 data because their rosters did not designate who received Silver Stars.

Silver Star Recipients (continued)

Table 48. Silver Star Recipients for Fall 2015 and Spring 2016 (by Gender)

	CGA Total Enrollment Fall 2015 Swearing In***	Fall 2015 Silver Star Recipients		Spring 2016 Silver Star Recipients	
		#	%	#	%
Female	332	99	29.8%	97	29.2%
Male	613	134	21.9%	145	23.7%
No Response	0	17	NA	14	NA

***Data from p. 12 of the 2015-16 Statistical Almanac

Table 49. Silver Star Recipients for Fall 2016 and Spring 2017 (by Gender)

	CGA Total Enrollment Fall 2016 Swearing In***	Fall 2016 Silver Star Recipients		Spring 2017 Silver Star Recipients	
		#	%	#	%
Female	351	120	34.2%	125	35.6%
Male	624	119	19.1%	147	23.6%

****Data from p. 8 of the 2020 Admission Statistics Book

Female cadets have been consistently more likely to receive Silver Stars than male cadets.

Table 50. Silver Star Recipients Snapshot (Spring 2017)

Cadet Group	# Total Enrollment, Fall 2016	# Awarded Silver Stars	% Awarded Silver Stars	Gap	# of additional cadets who, had they received Silver Stars, would have closed the gap
Latinx	86	12	14.0%	-13.3%	+12
Asian	64	13	20.3%	-7.0%	+5
All Cadets	975	266	27.3%	Comparison	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- Are the criteria for awarding Silver Stars equitably designed? Does each criterion affect all racial/ethnic and gender groups equally? What are the specific criteria that Black/African American, Latinx, and Asian cadets have been less likely to meet?
- What benefits and/or opportunities do cadets with Silver Stars receive? What benefits and/or opportunities do cadets with Silver Stars forgo?

Cadets Placed in Key Leadership Positions

These key leadership positions include Regimental Staff (first class), Battalion Staff (first class), Company Commander (first class), Company Executive Officer (first class), and Guidon (second class).

This page shares **Leadership Representation Trends**: The percentage of cadets who were identified for regimental or company leadership positions during the 2014-15, 2015-16, and 2016-17 academic years, disaggregated by race/ethnicity and gender. Future versions of this report would benefit from a finer-grained analysis of 1) who applied for key leadership positions and 2) who was placed in these positions by race/ethnicity and gender.

For the last three years, Asian cadets and cadets reporting two or more races have consistently been less likely to be placed in a key leadership position than the all-cadet average.

Table 51. Cadets Placed in Key Leadership Positions (by Race/Ethnicity)

	2014-15			2015-16			2016-17		
	Total Enrollment at Swearing in, Fall 2014	Cadets Placed in Key Leadership Positions	Key Leadership Placement Rate	Total Enrollment at Swearing in, Fall 2015	Cadets Placed in Key Leadership Positions	Key Leadership Placement Rate	Total Enrollment at Swearing in, Fall 2016	Cadets Placed in Key Leadership Positions	Key Leadership Placement Rate
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	7	0	0.0%	4	0	0.0%	2	0	0.0%
Asian	54	2	3.7%	66	2	3.0%	64	1	1.6%
Black/ African American	37	4	10.8%	47	0	0.0%	56	5	8.9%
Latinx	113	8	7.1%	100	7	7.0%	86	2	2.3%
Nat. Hawaiian/Pacific Islander	1	0	0.0%	2	0	0.0%	1	0	0.0%
Two or More Races	68	0	0.0%	79	1	1.3%	89	3	3.4%
White	599	46	7.7%	635	48	7.6%	666	49	7.4%
No response	12	9	75%	12	8	66.7%	11	5	45.5%
International Cadets	12	1	8.3%	23	0	0.0%	25	1	4.0%
All Cadets (Comparison)	891	70	7.9%	945	66	7.0%	975	66	6.8%

Table 52. Cadets Placed in Key Leadership Positions (by Gender)

	2014-15			2015-16			2016-17		
	Total Enrollment at Swearing in, Fall 2014	Cadets Placed in Key Leadership Positions	Key Leadership Placement Rate	Total Enrollment at Swearing in, Fall 2014	Cadets Placed in Key Leadership Positions	Key Leadership Placement Rate	Total Enrollment at Swearing in, Fall 2014	Cadets Placed in Key Leadership Positions	Key Leadership Placement Rate
	#	#	%	#	#	%	#	#	%
Female	314	22	7.0%	332	21	6.3%	351	26	7.4%
Male	577	39	6.8%	613	40	6.5%	624	35	5.6%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What is the racial/ethnic representation of cadets who apply for these leadership positions and how does that compare with 1) the racial/ethnic representation of all CGA cadets and 2) the racial/ethnic representation of the cadets who are selected for these leadership positions?
- Are the criteria for selecting these leadership positions equitably designed? Does each criterion affect all racial/ethnic and gender groups equally? Are there specific criteria that Asian cadets and cadets reporting two or more races have been less likely to meet?
- What benefits and/or opportunities do cadets with Leadership Positions receive? What benefits and/or opportunities do cadets with Leadership Positions forgo?

Academic Vital Signs Data

OVERVIEW

The Academic Vital Signs examine equity across an array of different indicators of cadet success: persistence through the first academic year, pass rates and honors assignments for five “core” courses taken by first-year cadets at CGA (Calculus 1, Physics 1, Chemistry 1, Fundamentals of Navigation, and Macroeconomic Principles), pass rates for Foundations for Calculus, participation in the 4/c Cadet Academic Support Program (4CASP), Gold Star recipients, and faculty representation.

For the following indicators, an ‘X’ indicates **recent, consecutive, multi-year equity gaps** existed for the specified cadet groups:

	Persistence from the End of Swab Summer to 3/C	Calculus 1 Pass Rates	Physics 1 Pass Rates	Chemistry 1 Pass Rates	Fundamentals of Navigation Pass Rates	Macroeconomics Principles Pass Rates	Honors Designations in a first-year course (course named)	Foundations for Calculus Pass Rates	Gold Star Recipients
Amer. Indian / Alaska Native									
Asian		X	X	X					X
Black/ African American		X		X	X	X	Physics & Macro	X	X
Latinx		X		X			Physics		
Nat. Hawaiian/Pac. Islander									
Two or More Races								X	X
White									
Not Reported / Other									
Female		X					Chemistry		
Male									

For the following indicators, although equity gaps of more than three percentage points were not observed, the data raised concerns among CUE and the CGA team:

- Honors (for all core courses): Not a single Black/African American cadet received honors during any of the six semesters examined
- Fundamentals of Navigation Honors: The only cadets to receive honors over the six semesters examined were White cadets
- 4CASP Participation: Though participation may be providing a benefit to participants, Black/African American and Latinx cadets are over-represented within the program

For the following indicator, which focused on CGA faculty and not cadets, showed gaps that raised concerns among CUE and the CGA team:

- Compared to full-time faculty in degree-granting postsecondary institutions, Asian faculty are underrepresented at CGA.
- Compared to the 2010 Census, Black / African American and Latinx faculty are underrepresented at CGA.
- Compared to both full-time faculty in degree-granting postsecondary institutions and the 2010 Census, White faculty are overrepresented at CGA.

RECOMMENDATIONS

Based on these findings, the Center for Urban Education recommends the followings actions be taken in order to close existing gaps and ensure equity for all applicants to CGA.

Persistence through the First Academic Year: Relevant CGA faculty and staff should continue to monitor persistence through the first academic year to check for, and respond to, equity gaps if they emerge.

First-year Course Pass Rates: First-year course faculty and their respective department chairs should regularly review their course outcomes, disaggregated by race/ethnicity and gender, at both course and instructor levels, so as to identify equity gaps and subsequently develop strategies for closing them. These strategies may include ensuring that courses incorporate culturally inclusive pedagogic practices.

Honors: First-year course faculty and their respective department chairs should develop and implement an inquiry plan to better understand what is causing equity gaps with respect to grades of Honors. Departments should also create standard criteria for assigning honors, if such criteria do not already exist.

4CASP Participation: Because 4CASP plays an important role in the experiences of many Black/African American and Latinx cadets, the instructional content should be evaluated to ensure that it is supporting the success of these cadets. This evaluation should include assessment of how effectively the program incorporates culturally inclusive pedagogic practices, as well as an assessment of the implications for cadets when they are enrolled for more than one course.

Gold Star Recipients: CGA faculty and department chairs should regularly review their course outcomes, disaggregated by race/ethnicity and gender, at both course and instructor levels, so as to identify equity gaps and subsequently develop strategies for closing them. These strategies may include ensuring that courses incorporate culturally inclusive pedagogic practices. Additionally:

Faculty Representation: CGA leadership and Human Resources staff should develop and implement strategies for recruiting and retaining Black/African American and Latinx faculty.

- **Faculty Development:** Faculty should participate in an educational program to develop expertise in equity-minded and culturally-responsive practices starting with their initial orientation and continuing throughout their employment at the Academy. This program should be guided by a syllabus that draws upon on the recommendations made throughout this report and supplemented by materials provided by the Center for Urban Education, including the list of readings on p. 19.
- **Faculty Evaluation:** Faculty evaluation processes should include equity-minded indicators of performance. For example, participation in professional training that is relevant to racial equity; evidence of changes in practices such as in the syllabus, improved student outcomes.

KEY TO CHART HIGHLIGHTING

Yellow highlights represent percentage-point gaps between -3.0 and -10.0 in size relative to the relevant comparison point for the given indicator. **Pink highlights** represent negative percentage-point gaps greater than -10.0. **Black highlights** represent percentage-point gaps of +3.0 or higher, thus indicating that the group was proportionately over-represented. Except where otherwise indicated, comparison points are as follows:

- For the charts representing disaggregated data by race/ethnicity, the comparison point is the **all-cadet average**. Racial/ethnic groups with less than 5 cadets in the sample are not highlighted, nor is the “no response” group.
- For the charts representing disaggregated data by gender, the comparison point is the measure for the **opposite gender**.

Note: Data disaggregated by gender was not provided for faculty representation.

Persistence through the End of the First Academic Year

After completing Swab Summer, Cadets begin their first year of formal course-work at the Academy as Fourth-class Cadets (4/c). At the completion of this year, cadets are elevated to the rank of Third-class Cadets (3/c).

This page shares **4/c Persistence Rate Trends**: the percentage of those cadets from the classes of 2017, 2018, and 2019 (disaggregated by race/ethnicity and gender), who, after completing Swab Summer, subsequently completed the first academic year and were promoted to 3/c. Note that Summer Swab Persistence Rates are provided in the Military and C/Division section of the Report (page number 51).

No racial/ethnic group has consistently experienced gaps when persisting to 3/c after completing Swab Summer.

Table 54. 4/c Persistence Rates (by Race/Ethnicity)

	Class of 2017			Class of 2018			Class of 2019		
	Enrolled at end of Swab Summer	Persisted to 3/C	Persistence Rate	Enrolled at end of Swab Summer	Persisted to 3/C	Persistence Rate	Enrolled at end of Swab Summer	Persisted to 3/C	Persistence Rate
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	1	1	100.0%	1	1	100.0%	0	0	0.0%
Asian	11	11	100.0%	19	16	84.2%	24	24	100.0%
Black/ African American	4	3	75.0%	22	19	86.4%	13	13	100.0%
Latinx	22	22	100.0%	23	21	91.3%	22	21	95.5%
Nat. Hawaiian/Pacific Islander	0	0	0.0%	0	0	0.0%	1	1	100.0%
Two or More Races	18	19	105.6%	17	16	94.1%	24	24	100.0%
White	149	148	99.3%	159	158	99.4%	172	169	98.3%
No Response	2	2	100.0%	4	4	100.0%	3	2	66.7%
All Cadets (Comparison)	207	206	99.5%	245	235	95.9%	259	254	98.1%

Table 55. 4/c Persistence Rates (by Race/Ethnicity)

	Class of 2017			Class of 2018			Class of 2019		
	Enrolled at end of Swab Summer	Persisted to 3/C	Persistence Rate	Enrolled at end of Swab Summer	Persisted to 3/C	Persistence Rate	Enrolled at end of Swab Summer	Persisted to 3/C	Persistence Rate
	#	#	%	#	#	%	#	#	%
Female	74	73	98.6%	87	85	97.7%	89	86	96.6%
Male	133	133	100.0%	158	150	94.9%	169	168	99.4%

Calculus 1 (CALC 1) Pass/Fail/Withdraw Rates

This page shares **CALC 1 Pass/Fail/Withdraw Rates**: the percentages of cadets who passed, failed, and withdrew from CALC 1 between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

Table 56. CALC 1 Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets Enrolled in CALC 1 in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Amer. Indian / Alaska Native	1	1	100%	0	0.0%	0	0.0%	
Asian	46	34	73.9%	9	19.6%	3	6.5%	
Black/ African American	61	44	72.1%	14	23.0%	3	4.9%	
Latinx	61	45	73.8%	14	23.0%	2	3.3%	
Nat. Hawaiian/Pac. Islander	1	1	100%	0	0.0%	0	0.0%	
Two or More Races	61	52	85.2%	9	14.8%	1	1.6%	
White	430	355	82.6%	67	15.6%	8	1.9%	
International	4	2	50.0%	2	50.0%	0	0.0%	
No Response	21	19	90.5%	2	9.5%	0	0.0%	
All Cadets (Comparison)	686	552	80.5%	117	17.1%	17	2.5%	

CALC 1 did not produce equitable success for Asian, Black/African American, and Latinx cadets compared to the all-cadet average. Asian cadets were also more likely to withdraw.

Table 57. CALC 1 Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in CALC 1 in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Female	264	207	78.4%	53	20.1%	4	1.5%	
Male	419	343	81.8%	63	15.0%	13	3.1%	

CALC 1 did not produce equitable success for female cadets compared to male cadets.

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- For which aspects of CALC 1's curriculum do Latinx, Asian, and Black/African American cadets fall behind in course point accumulation (i.e. attendance, tests, homework, course participation,

etc.)? What interventions are deployed when cadets begin to fall behind in one of these particular course aspects?

- Are there differences in racial patterns of success by instructor?
- How do cadets learn about CGA's course withdrawal process? The data hints that Asian cadets may better understand how to use this institutional policy to their advantage to avoid the negative consequences of having a failing grade on their academic records.

Calculus 1 (CALC 1) Honors

This page shares **CALC 1 Honors Rates**: the percentages of cadets who received a grade of Honors for CALC 1 between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

Table 58. CALC 1 Honors Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets who Enrolled in CALC 1 in Fall 2014-Spring 2017		Cadets who received Honors	
	#		#	% of pop.
Amer. Indian / Alaska Native	1		0	0.0%
Asian	46		2	4.3%
Black/ African American	61		0	0.0%
Latinx	61		3	4.9%
Nat. Hawaiian/Pac. Islander	1		0	0.0%
Two or More Races	61		1	1.6%
White	430		12	2.8%
International	4		0	0.0%
No Response	21		1	4.8%
All Cadets (Comparison)	686		19	2.8%

Over the course of the six semesters, no Black/African American cadet received a grade of Honors in CALC 1, while student groups consisting of as many or fewer cadets did.

Table 59. CALC 1 Honors Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in CALC 1 in Fall 2014-Spring 2017		Cadets who received an 'H'	
	#		#	% of pop.
Female	264		5	1.9%
Male	419		14	3.3%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What are the criteria used to award cadets a grade of “Honors” in CALC 1 and does this vary from one faculty member to the next? Are there specific criteria (i.e. attendance, tests, homework, course participation, etc.) that Black/African American cadets are more or less likely to meet?

Physics 1 Pass/Fail/Withdraw Rates

This page shares **Physics 1 Pass/Fail/Withdraw Rates**: the percentages of cadets who passed, failed, and withdrew from Physics 1 between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

Table 60. Physics 1 Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets Enrolled in Physics 1 in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Amer. Indian / Alaska Native	2	2	100%	0	0.0%	0	0.0%	
Asian	58	53	91.4%	4	6.9%	1	1.7%	
Black/ African American	53	51	96.2%	2	3.8%	0	0.0%	
Latinx	84	81	96.5%	2	2.4%	1	1.2%	
Nat. Hawaiian/Pac. Islander	1	1	100%	0	0.0%	0	0.0%	
Two or More Races	90	87	96.6%	2	2.2%	1	1.1%	
White	616	597	96.9%	13	2.1	6	1.0%	
International	3	3	100%	0	0.0%	0	0.0%	
No Response	23	22	95.7%	1	4.3%	0	0.0%	
All Cadets (Comparison)	931	898	96.5%	24	2.6%	9	1.0%	

Physics 1 did not produce equitable success for Asian cadets compared to the all- cadet average.

Table 61. Physics 1 Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in Physics 1 in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Female	340	333	98.0%	24	2.6%	9	1.0%	
Male	589	563	95.6%	19	3.2%	7	1.2%	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- For which aspects of Physics 1's curriculum do Asian cadets fall behind in course point accumulation (i.e. attendance, tests, homework, course participation, etc.)? What interventions are deployed when cadets begin to fall behind in one of these particular course aspects?
- Are there pedagogical or classroom climate practices that can be extracted from Physics 1 and MACRO 1 and reproduced in CALC 1 to produce more equitable outcomes for Black/African Americans?

Physics 1 Honors

This page shares **Physics 1 Honors Rates**: the percentages of cadets who received a grade of Honors for Physics 1 between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

Table 62. Physics 1 Honors Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets who Enrolled in Physics 1 in Fall 2014-Spring 2017	Cadets who received Honors	
	#	#	% of pop.
Amer. Indian / Alaska Native	2	0	0.0%
Asian	58	3	5.2%
Black/ African American	53	0	0.0%
Latinx	84	3	3.6%
Nat. Hawaiian/Pac. Islander	1	0	0.0%
Two or More Races	90	4	4.4%
White	616	50	8.1%
International	3	0	0.0%
No Response	23	1	4.3%
All Cadets (Comparison)	931	61	6.6%

Black/African American and Latinx cadets were less likely to receive a grade of Honors in Physics 1 than the all-cadet average.

Table 63. Physics 1 Honors Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in Physics 1 in Fall 2014-Spring 2017	Cadets who received an 'H'	
	#	#	% of pop.
Female	340	20	5.9%
Male	589	41	7.0%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What are the criteria used to award cadets a grade of “Honors” in PHYSICS 1 and does this vary from one faculty member to the next? Are there specific criteria (i.e. attendance, tests, homework, course participation, etc.) that Black/African American cadets are more or less likely to meet?

Chemistry 1 (CHEM 1) Pass/Fail/Withdraw Rates

This page shares **CHEM 1 Pass/Fail/Withdraw Rates**: the percentages of cadets who passed, failed, and withdrew from CHEM 1 between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

Table 64. CHEM 1 Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets Enrolled in CHEM 1 in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Amer. Indian / Alaska Native	1	1	100%	0	0.0%	0	0.0%	
Asian	54	49	87.5%	4	7.1%	3	5.4%	
Black/ African American	64	49	76.6%	13	20.3%	2	3.1%	
Latinx	65	56	86.1%	8	12.3%	1	1.5%	
Nat. Hawaiian/Pac. Islander	1	1	100%	0	0.0%	0	0.0%	
Two or More Races	73	65	89.1%	7	9.6%	1	1.4%	
White	502	473	94.2%	25	5.0%	4	0.8%	
International	5	3	60.0%	2	40.0%	0	0.0%	
No Response	22	20	91.0%	1	4.5%	1	4.5%	
All Cadets (Comparison)	789	717	90.8%	60	7.6%	12	1.5%	

Chemistry 1 did not produce equitable success for Asian, Black/African American, and Latinx cadets compared to the all-cadet average. In contrast, Chemistry 1 did produce equitable success for White cadets. Asian cadets were also more likely to withdraw.

Table 65. CHEM 1 Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in CHEM 1 in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Female	282	262	92.9%	18	6.4%	2	0.7%	
Male	504	453	89.9%	42	8.3%	9	1.8%	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- For which aspects of CHEM 1's curriculum do Asian, Black/African American, and Latinx cadets fall behind in course point accumulation (i.e. attendance, tests, homework, course participation, etc.)? What interventions are deployed when cadets begin to fall behind in one of these particular course aspects?

Study the pedagogical and classroom climate practices in CHEM 1 to determine what may be failing Black/African American Cadets.

- How do cadets learn about CGA's course withdraw process? The data hints that Asian cadets may better understand how to use this institutional policy to their advantage to avoid the negative consequence of having a failing grade on their academic record.

CHEM 1 Honors

This page shares **CHEM 1 Honors Rates**: the percentages of cadets who received a grade of Honors for CHEM 1 between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

Table 66. CHEM 1 Honors Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets who Enrolled in CHEM 1 in Fall 2014-Spring 2017		Cadets who received Honors	
	#	#	#	% of pop.
Amer. Indian / Alaska Native	1	0	0	0.0%
Asian	54	1	1	1.8%
Black/ African American	64	0	0	0.0%
Latinx	65	3	3	4.6%
Nat. Hawaiian/Pac. Islander	1	0	0	0.0%
Two or More Races	73	1	1	1.4%
White	502	11	11	2.2%
International	5	0	0	0.0%
No Response	22	0	0	0.0%
All Cadets (Comparison)	789	16	16	2.0%

Over the course of the six semesters, no Black/African American cadet received a grade of Honors in CHEM 1, while cadet groups consisting of as many or fewer cadets did.

Table 67. CHEM 1 Honors Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in CHEM 1 in Fall 2014-Spring 2017		Cadets who received an 'H'	
	#	#	#	% of pop.
Female	282	0	0	0.0%
Male	504	16	16	3.2%

Over the course of the six semesters, no female cadet received a grade of Honors in CHEM 1.

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What are the criteria used to award cadets a grade of “Honors” in CHEM 1 and does this vary from one faculty member to the next? Are there specific criteria (i.e. attendance, tests, homework, course participation, etc.) that Black/African American cadets are more or less likely to meet?

Fundamentals of Navigation (NAV) Pass/Fail/Withdraw Rates

This page shares **NAV Pass/Fail/Withdraw Rates**: the percentages of cadets who passed, failed, and withdrew from NAV between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

NAV did not produce equitable success for Black/African American cadets compared to the all-cadet average.

Table 68. NAV Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets Enrolled in NAV in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Amer. Indian / Alaska Native	1	1	100%	0	0.0%	0	0.0%	
Asian	57	55	96.5%	1	1.8%	1	1.8%	
Black/ African American	61	54	88.5%	5	8.2%	2	3.3%	
Latinx	69	65	94.2%	3	4.3%	1	1.4%	
Nat. Hawaiian/Pac. Islander	1	1	100%	0	0.0%	0	0.0%	
Two or More Races	76	72	94.7%	2	2.6%	2	2.6%	
White	518	511	98.6%	0	0.0%	7	1.4%	
International	4	4	100%	0	0.0%	0	0.0%	
No Response	22	22	100%	0	0.0%	0	0.0%	
All Cadets (Comparison)	809	785	97.0%	11	1.4%	13	1.6%	

Table 69. NAV Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in NAV in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Female	294	284	96.6%	4	1.4%	6	2.0%	
Male	513	499	97.3%	7	1.4%	7	1.4%	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- For which aspects of NAV's curriculum do Black/African American cadets fall behind in course point accumulation (i.e. attendance, tests, homework, course participation, etc.)? What interventions are deployed when cadets begin to fall behind in one of these particular course aspects?
- In what ways might White and Asian cadets be advantaged to succeed in NAV? Are there aspects of NAV requirements that advantage White and Asian cadets? Do White and Asian cadets come with prior NAV experience that put them in a more advantageous position?

NAV Honors

This page shares **NAV Honors Rates**: the percentages of cadets who received a grade of Honors for NAV between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

Table 70. NAV Honors Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets who Enrolled in NAV in Fall 2014-Spring 2017		Cadets who received Honors	
	#	#	#	% of pop.
Amer. Indian / Alaska Native	1	0	0	0.0%
Asian	57	0	0	0.0%
Black/ African American	61	0	0	0.0%
Latinx	69	0	0	0.0%
Nat. Hawaiian/Pac. Islander	1	0	0	0.0%
Two or More Races	76	0	0	0.0%
White	518	8	8	1.5%
International	4	0	0	0.0%
No Response	22	0	0	0.0%
All Cadets (Comparison)	809	8	8	1.0%

Over the last six semesters, only White cadets received a grade of Honors in NAV.

Table 71. NAV Honors Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in NAV in Fall 2014-Spring 2017		Cadets who received Honors	
	#	#	#	% of pop.
Female	294	1	1	0.3%
Male	513	7	7	1.4%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What are the criteria used to award cadets a grade of “Honors” in NAV and does this vary from one faculty member to the next? Are there specific criteria (i.e. attendance, tests, homework, course participation, etc.) that Black/African American cadets are more or less likely to meet? Why are white, male cadets receiving Honors in NAV to the near-total exclusion of all other cadet groups?

Macroeconomic Principles (MACRO) Pass/Fail/Withdraw Rates

This page shares **MACRO Pass/Fail/Withdraw Rates**: the percentages of cadets who passed, failed, and withdrew from MACRO between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

MACRO did not produce equitable success for Black/African American cadets compared to the all-cadet average.

Table 72. MACRO Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets Enrolled in MACRO in Fall 2014- Spring 2017	Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.
Amer. Indian / Alaska Native	1	1	100%	0	0.0%	0	0.0%
Asian	56	54	96.5%	2	3.6%	0	0.0%
Black/ African American	51	47	92.2%	2	3.9%	2	3.9%
Latinx	69	69	100%	0	0.0%	0	0.0%
Nat. Hawaiian/Pac. Islander	1	1	100%	0	0.0%	0	0.0%
Two or More Races	76	75	98.7%	0	NA	1	1.3%
White	521	511	98.0%	3	0.6%	7	1.3%
International	4	4	100%	0	0.0%	0	0.0%
No Response	23	23	100%	0	0.0%	0	0.0%
All Cadets (Comparison)	802	785	97.9%	7	0.9%	10	1.2%

Table 73. MACRO Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in MACRO in Fall 2014- Spring 2017	Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.
Female	293	285	97.3%	3	1.0%	5	1.7%
Male	506	496	98.3%	4	0.8%	5	1.0%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- For which aspects of MACRO's curriculum do Black/African American cadets fall behind in course point accumulation (i.e. attendance, tests, homework, course participation, etc.)? What interventions are deployed when cadets begin to fall behind in one of these particular course aspects?

MACRO Honors

This page shares **MACRO Honors Rates**: The percentages of cadets who received a grade of Honors for MACRO between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

Table 74. MACRO Honors Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets who Enrolled in MACRO in Fall 2014- Spring 2017	Cadets who received Honors	
	#	#	% of pop.
Amer. Indian / Alaska Native	1	0	0.0%
Asian	56	2	3.6%
Black/ African American	51	0	0.0%
Latinx	69	2	2.9%
Nat. Hawaiian/Pac. Islander	1	0	0.0%
Two or More Races	76	4	5.3%
White	521	19	3.6%
International	4	0	0.0%
No Response	23	0	0.0%
All Cadets (Comparison)	802	27	3.4%

Black/African American cadets were less likely to receive a grade of Honors in MACRO than the all-cadet average.

Table 75. MACRO Honors Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in MACRO in Fall 2014- Spring 2017	Cadets who received Honors	
	#	#	% of pop.
Female	293	9	3.1%
Male	506	18	3.6%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What are the criteria used to award cadets a grade of “Honors” in MACRO and does this vary from one faculty member to the next? Are there specific criteria (i.e. attendance, tests, homework, course participation, etc.) that Black/African American cadets are more or less likely to meet?

Foundations for Calculus (FOUNDATIONS) Pass/Fail/Withdraw Rates

This page shares **FOUNDATIONS Pass/Fail/Withdraw Rates**: the percentages of cadets who passed, failed, and withdrew from FOUNDATIONS between Fall 2014 and the end of Spring 2017 (six semesters), disaggregated by race/ethnicity and gender.

Table 76. FOUNDATIONS Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Race/Ethnicity)

	Cadets Enrolled in FOUNDATIONS in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade (D or F)		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Amer. Indian / Alaska Native	0	0	N/A	0	N/A	0	N/A	
Asian	6	6	100%	0	0.0%	0	0.0%	
Black/ African American	26	23	88.5%	3	11.5%	0	0.0%	
Latinx	14	14	100%	0	0.0%	2	3.3%	
Nat. Hawaiian/Pac. Islander	0	0	N/A	0	N/A	0	N/A	
Two or More Races	9	6	66.7%	2	22.2%	1	11.1%	
White	46	44	95.7%	2	4.3%	0	0.0%	
International	3	2	66.7%	1	33.3%	0	0.0%	
No Response	10	10	100%	0	0.0%	0	0.0%	
All Cadets (Comparison)	114	105	92.1%	8	7.0%	1	0.9%	

FOUNDATIONS did not produce equitable success for Black/African American cadets and cadets reporting two or more races compared to the all-cadet average.

FOUNDATIONS did not produce equitable success for Female cadets compared to male cadets.

Table 77. FOUNDATIONS Pass/Fail/Withdraw Rates, Fall 2014-Spring 2017 (by Gender)

	Cadets who Enrolled in FOUNDATIONS in Fall 2014-Spring 2017		Cadets who received a passing grade (A, B, C, or H)		Cadets who received a failing grade (D or F)		Cadets who withdrew	
	#	#	% of pop.	#	% of pop.	#	% of pop.	
Female	45	44	97.8%	1	2.2%	0	0.0%	
Male	69	61	88.4%	7	10.1%	1	1.4%	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- For which aspects of FOUNDATION's curriculum do Black/African American cadets, cadets reporting two or more races, and female cadets fall behind in course point accumulation (i.e. attendance, tests, homework, course participation, etc.)? What interventions are deployed when cadets begin to fall behind in one of these particular course aspects?

4/C Cadet Academic Support Program (4CASP) Participation

4CASP is an academic support program providing mandatory supplementary instruction in selected subject areas to 4/C cadets who are identified, usually through exam grades, as requiring additional support.

This page shares **4CASP Participation Rate Trends**: the percentage of Cadets from the Classes of 2019 and 2020 who were identified to participate in 4CASP during their first year at CGA, disaggregated by race/ethnicity and gender. For the Class of 2019, the base measure is representation at the end of Swab Summer; for the Class of 2020, the base measure is representation at Swearing-in Day. Note that the data contained slight errors with respect to the category of “No Response” for race/ethnicity. We have thus not computed percentages for that category.

Table 78. 4CASP Participation Rates (by Race/Ethnicity)

	Class of 2019			Class of 2020		
	Representation at the end of Swab Summer	4CASP participation	4CASP Participation Rate	Representation at Swearing-in Day	4CASP participation	4CASP Participation Rate
	#	#	%	#	#	#
Amer. Indian / Alaska Native	1	0	0.0%	0	0	N/A
Asian	24	6	25.0%	16	5	31.3%
Black/ African American	13	9	69.2%	23	17	73.9%
Latinx	21	8	38.1%	25	14	56.0%
Nat. Hawaiian/Pac. Islander	1	1	100.0%	0	0	N/A
Two or More Races	24	10	41.7%	32	4	12.5%
White	171	46	26.9%	193	66	34.2%
No Response	2	6	N/A	2	4	N/A
All Cadets (Comparison)	257	86	33.5%	291	110	37.8%

Black/African American and Latinx cadets from the Classes of 2019 and 2020 were more likely to be identified to participate in 4CASP than the all-cadet average. Asian and White cadets were less likely to be identified to participate.

Table 79. 4CASP Participation Rates (by Gender)

	Class of 2019			Class of 2020		
	Representation at the end of Swab Summer	4CASP participation	4CASP Participation Rate	Representation at Swearing-in Day	4CASP participation	4CASP Participation Rate
	#	#	%	#	#	#
Female	88	34	38.6%	110	41	37.3%
Male	169	52	30.8%	181	69	38.1%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- How are cadets identified to participate in 4CASP? More specifically, what's the quantifiable difference between the test scores, GPAs, attendance, etc. of Black/African American and Latinx cadets identified for 4CASP and their peers who were not identified to participate in 4CASP?
- How are cadets notified that they've been identified for 4CASP?
- What benefits and/or opportunities do cadets participating in 4CASP receive (e.g. additional resources, access to tutors)? What challenges do cadets participating in 4CASP face or what benefits and/or opportunities do they forego (e.g. cadets attend class longer, have more homework)?

4CASP Multiple Course Enrollment

This page shares 4CASP Multiple Course Enrollment Trends: The percentage of Cadets from the Classes of 2019 and 2020 who were identified to participate in 4CASP for more than one course during their first year at CGA, disaggregated by race/ethnicity and gender. For the Class of 2019, the base measure is representation at the end of Swab Summer; for the Class of 2020, the base measure is representation at Swearing-in Day. Note that the data contained slight errors with respect to the category of “No Response” for race/ethnicity. We have thus not computed percentages for that category.

Table 80. 4CASP Multiple Course Enrollment Rates (by Race/Ethnicity)

	Class of 2019			Class of 2020		
	Representation at the end of Swab Summer	4CASP participation for more than one course	4CASP Participation Rate	Representation at Swearing-in Day	4CASP participation for more than one course	4CASP Participation Rate
	#	#	%	#	#	#
Amer. Indian / Alaska Native	1	0	0.0%	0	0	N/A
Asian	24	4	16.7%	16	4	25.0%
Black/ African American	13	4	30.8%	23	8	34.8%
Latino/a	21	3	14.3%	25	5	20.0%
Nat. Hawaiian/Pac. Islander	1	1	100.0%	0	0	N/A
Two or More Races	24	2	8.3%	32	3	9.4%
White	171	19	11.1%	193	30	15.5%
No Response	2	3	N/A	2	3	N/A
All Cadets (Comparison)	257	36	14.0%	291	53	18.2%

Black/African American cadets from the Classes of 2019 and 2020 were more likely to be identified to participate in 4CASP for multiple courses than the all-cadet average.

Table 81. 4CASP Multiple Course Enrollment Rates (by Gender)

	Class of 2019			Class of 2020		
	Representation at the end of Swab Summer	4CASP participation for more than one course	4CASP Participation Rate	Representation at Swearing-in Day	4CASP participation for more than one course	4CASP Participation Rate
	#	#	%	#	#	#
Female	88	15	17.0%	110	18	16.4%
Male	169	21	12.4%	181	35	19.3%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What benefits and/or opportunities do cadets participating in more than one 4CASP course receive (e.g. additional resources, access to tutors)? What challenges do cadets participating in more than one 4CASP course face or what benefits and/or opportunities do they forego? (e.g. cadets attend class longer, have more homework)?

- Do faculty and staff working with 4CASP cadets see data on which cadets are enrolled in more than one 4CASP course by race/ethnicity and gender?

Average 4CASP Enrollment Length (# of Days Enrolled, Duplicated)

This page shares **Average 4CASP Enrollment Length Trends**: The table below shows the average number of days cadets from the Classes of 2019 and 2020 were enrolled in 4CASP, disaggregated by race/ethnicity and gender. Note that the counts of “Total number of days enrolled” used to compute the averages may contain duplicated data (if a cadet is enrolled in multiple 4CASP classes, all of their participation time across these courses is included).

Asian cadets appear to be enrolled in 4CASP for a significantly greater length of time than the all-cadet average.

Table 82. Average 4CASP Enrollment Length (By Race/Ethnicity)

	Class of 2019			Class of 2020		
	4CASP participation in the first year (Unduplicated)	Total # of days enrolled (Duplicated)	Average # of days enrolled per cadet	4CASP participation in the first year (Unduplicated)	Total # of days enrolled (Duplicated)	Average # of days enrolled per cadet
	#	#	#	#	#	#
Amer. Indian / Alaska Native	0	0	N/A	0	0	N/A
Asian	6	1325	220.8	5	785	157.0
Black/ African American	9	1921	213.4	17	1695	99.7
Latinx	8	1164	145.5	14	1214	86.7
Nat. Hawaiian/Pac. Islander	1	65	65	0	0	NA
Two or More	10	1445	144.5	4	479	119.8
White	46	5720	130.0*	66	6650	100.8
No Response	6	1174	195.7	4	694	173.5
All Cadets (Comparison)	86	12785	152	110	11517	104.7

*Two White cadets were not included in the ‘average # of days enrolled’ calculation because end-dates for their 4CASP participation were unavailable.

Table 83. Average 4CASP Enrollment Length (By Gender)

	Class of 2019			Class of 2020		
	4CASP participation in the first year (Unduplicated)	Total # of days enrolled (Duplicated)	Average # of days enrolled per cadet	4CASP participation in the first year (Unduplicated)	Total # of days enrolled (Duplicated)	Average # of days enrolled per cadet
	#	#	#	#	#	#
Female	34	5085	158.9*	41	4219	102.9
Male	52	7699	148	69	7298	105.8

*Two female cadets were not included in the ‘average # of days enrolled’ calculation because end-dates for their 4CASP participation were unavailable.

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- Do 4CASP faculty and staff have access to data showing how long each cadet is enrolled in a 4CASP course by race/ethnicity and gender?
- Are there processes in place where faculty and staff are prompted to take action once a cadet has been enrolled in 4CASP for a designated period of time?
- Is there a 4CASP course in particular (CHEM, SED, or CALC) that contributes to Asian and Black/African American cadets longer periods of 4CASP enrollment?

Gold Star Recipients

Gold stars are assigned each semester to cadets who have been named to the Dean's List for having a GPA of 3.15 or higher and receiving no grades of D or F while taking at least five academic courses.

The following pages shares **Gold Star Recipient Trends**: the percentage of cadets awarded gold stars each semester between Fall 2014 and Spring 2017, disaggregated by race/ethnicity and gender. Note that the data contained slight errors with respect to the category of "No Response" for race/ethnicity for 2015-16 and 2016-17. We have thus not computed percentages for that category for those years.

Table 84. Gold Star Recipients for Fall 2014 and Spring 2015 (by Race/Ethnicity)

	CGA Total Enrollment Fall 2014 Swearing In*	Fall 2014 Gold Star Recipients		Spring 2015 Gold Star Recipients	
		#	%	#	%
Amer. Indian / Alaska Native	7	4	57.1%	5	71.4%
Asian	54	16	29.6%	12	22.2%
Black/ African American	37	6	16.2%	7	18.9%
Latinx	113	42	37.2%	44	38.9%
Nat. Hawaiian/Pacific Islander	1	1	100.0%	0	N/A
Two or More Races	68	25	36.8%	23	33.8%
White	599	315	52.6%	308	51.4%
No Response	12	12	100.0%	5	41.7%
All Cadets (Comparison)	891	421	47.3%	404	45.3%

*Data from p. 13 of the 2014-15 Statistical Almanac

Table 85. Gold Star Recipients for Fall 2015 and Spring 2016 (by Race/Ethnicity)

	CGA Total Enrollment Fall 2015 Swearing In**	Fall 2015 Gold Star Recipients		Spring 2016 Gold Star Recipients	
		#	%	#	%
Amer. Indian / Alaska Native	4	2	50.0%	2	50.0%
Asian	66	21	31.8%	22	33.3%
Black/ African American	47	4	8.5%	11	23.4%
Latinx	100	38	38.0%	44	44.0%
Nat. Hawaiian/Pacific Islander	2	1	50.0%	1	50.0%
Two or More Races	79	30	38.0%	29	36.7%
White	635	313	49.3%	322	50.7%
No Response	12	18	N/A	5	N/A
All Cadets (Comparison)	945	434	45.9%	440	46.6%

**Data from p. 12 of the 2015-16 Statistical Almanac

Gold Star Recipients (continued)

Table 86. Gold Star Recipients for Fall 2016 and Spring 2017 (by Race/Ethnicity)

	CGA Total Enrollment Fall 2016 Swearing In***	Fall 2016 Gold Star Recipients		Spring 2017 Gold Star Recipients	
		#	%	#	%
Amer. Indian / Alaska Native	2	1	50.0%	1	50.0%
Asian	64	26	40.6%	30	46.9%
Black/ African American	56	14	25.0%	11	19.6%
Latinx	86	36	41.9%	37	43.0%
Nat. Hawaiian/Pacific Islander	1	0	0.0%	0	0.0%
Two or More Races	89	38	42.7%	45	50.6%
White	666	367	55.1%	384	57.7%
No Response	11	16	N/A	6	N/A
All Cadets (Comparison)	975	498	51.1%	514	52.7%

***Data from p. 8 of the 2020 Admission Statistics Book

Asian, Black/African American, and Latinx cadets, as well as cadets reporting two or more races, have been consistently less likely to receive Gold Stars (compared to the all cadet average), although this gap has been closing. White cadets have also been consistently more likely to receive Gold Stars.

Table 87. Gold Star Recipients for Fall 2014 and Spring 2015 (by Gender)

	CGA Total Enrollment Fall 2014 Swearing In*	Fall 2014 Gold Star Recipients		Spring 2015 Gold Star Recipients	
		#	%	#	%
Female	314	155	49.4%	157	50.0%
Male	577	273	47.3%	256	44.4%

*Data from p. 13 of the 2014-15 Statistical Almanac

Table 88. Gold Star Recipients for Fall 2015 and Spring 2016 (by Gender)

	CGA Total Enrollment Fall 2015 Swearing In**	Fall 2015 Gold Star Recipients		Spring 2016 Gold Star Recipients	
		#	%	#	%
Female	332	155	49.4%	164	49.4%
Male	613	273	47.3%	279	45.5%

**Data from p. 12 of the 2015-16 Statistical Almanac

Gold Star Recipients (continued)

Table 89. Gold Star Recipients for Fall 2016 and Spring 2017 (by Gender)

	CGA Total Enrollment Fall 2016 Swearing In***	Fall 2016 Gold Star Recipients		Spring 2017 Gold Star Recipients	
		#	%	#	%
Female	351	194	55.3%	200	57.0%
Male	624	309	49.5%	324	51.9%

***Data from p. 8 of the 2020 Admission Statistics Book

Female cadets have been consistently more likely to receive Gold Stars than male cadets.

Table 90. Gold Star Recipients Snapshot (Spring 2017)

Cadet Group	# Total Enrollment, Fall 2016	# Awarded Gold Stars	% Awarded Gold Stars	Gap	# of additional cadets who, had they received Gold Stars, would have closed the gap
Black/African Am.	56	11	19.6%	-33.1	+19
Latinx	86	37	43.0%	-9.7	+9
Asian	64	30	46.9%	-5.8	+4
All Cadets	975	514	52.7%	Comparison	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- Analyze the criteria used to award Gold Stars and ask are there specific criteria that Black/African American, Latinx, and Asian cadets, as well as cadets reporting two or more races, are less likely to meet?
- Are there particular courses that Black/African American, Latinx, and Asian cadets, as well as cadets reporting two or more races, are less likely to pass with high marks – thus contributing to their lower likelihood of meeting the Gold Star’s GPA requirements?
- What benefits and/or opportunities do cadets with Gold Stars receive? What benefits and/or opportunities do cadets with Gold Stars forgo?

Faculty Representation

This page shares **Faculty Representation Data**: the racial/ethnic makeup of CGA faculty during the academic year of 2016-17, expressed as percentages of the total faculty body. Note that two comparison points are provided, each in its own vertical column: (1) the racial/ethnic makeup of all full-time faculty in degree-granting-postsecondary institutions in Fall of 2013, and (2) the racial/ethnic makeup of the U.S. population in 2010, according to 2010 Census data.

Compared to full-time faculty in degree-granting postsecondary institutions, Asian faculty are underrepresented at CGA. Compared to the 2010 Census, Black/African American and Latinx faculty are underrepresented at CGA. White faculty are overrepresented at CGA according to both comparison points. In fact, only 20 faculty at CGA in 2016-2017 were not white.

Table 91. Faculty Representation in 2016-17 (by Race/Ethnicity)

	All CGA Faculty in 2016-2017		full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, Fall 2013* (Comparison 1)		2010 Census Quick Facts** (Comparison 2)
	#	% of pop.	#	% of pop.	% of pop.
Amer. Indian / Alaska Native	0	0.0%	3,538	0.4%	0.9%
Asian	3	1.9%****	71,038	9.0%	4.8%
Black/ African American	6	3.7%*****	43,188	5.5%	12.6%
Latinx	7	4.3%*****	33,217	4.2%	16.3%
Nat. Hawaiian/Pac. Islander	0	0.0%	1,208	0.2%	0.2%
Two or More Races	0	0.0%	5,291	0.7%	2.9%
White	141	87.6%	575,491	72.7%	63.7%
International	0	0.0%	38,407	4.9%	N/A
Unknown	4	2.5%	20,013	2.5%	N/A
All Faculty	161	100.0%	791,391	100.0%	101.4%***

*SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2009-10 and Winter 2011-12, Human Resources component, Fall Staff section; and IPEDS Spring 2014, Human Resources component, Fall Staff section. (This table was prepared March 2015 and is available at https://nces.ed.gov/programs/digest/d15/tables/dt15_315.20.asp?current=yes)

**Data access from: <https://www.census.gov/quickfacts/>

***That the total is higher than 100% is likely due to the fact that the Latinx and Two or More Races categories allowed respondents to select additional identifiers.

****Asian Faculty at CGA are experiencing equity gaps in comparison to full-time faculty in degree-granting postsecondary institutions (Comparison 1).

*****Black / African American and Latinx Faculty at CGA are experiencing equity gaps in comparison to 2010 Census representation (Comparison 2).

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- How are applicants selected and appointed to CGA's faculty? What are the steps? At which point do Asian, Black/African American, and Latinx candidates start to experience lesser representation and white candidates experience more representation?
- Have hiring practices been reviewed to assess implicit bias?
- Over the last 10 years, how many faculty members by race and ethnicity have been lost? What were the reasons?
- What is the distribution of faculty at the assistant, associate, and full professor levels by race and ethnicity?

Faculty Representation by Job Classification

This page shares **Faculty Representation by Job Classification Data**: the racial/ethnic makeup of Civilian Faculty, Permanent Commissioned Teaching Staff, Rotating Military Faculty, and Civilian Contract Faculty during the year of 2016-17, each expressed as percentages of the total number of faculty with each job classification. Note that the comparison point is the racial/ethnic makeup of all CGA faculty during the 2016-17 year.

Table 92. Faculty Representation by Job Classification in 2016-17 (by Race/Ethnicity)

	All CGA Faculty in 2016-2017 (Comparison)		Civilian Faculty		Permanent Commissioned Teaching Staff		Rotating Military Faculty		Civilian Contract Faculty	
	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Amer. Indian / Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	3	1.9%	3	3.5%	0	0.0%	0	0.0%	0	0.0%
Black/ African American	6	3.7%	3	3.5%	3	13.0%	0	0.0%	0	0.0%
Latino/a	7	4.3%	4	4.7%	0	0.0%	3	5.8%	0	0.0%
Nat. Hawaiian/Pac. Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	141	87.6%	76	88.4%	19	82.6%	46	88.5%	0	0.0%
No Response/ Declined	4	2.5%	0	0.0%	1	4.3%	3	5.8%	0	0.0%
All Faculty	161	100.0%	86	100.0%	23	100.0%	52	100.0%	0	0.0%

Black/African American faculty are overrepresented among Permanent Commissioned Teaching Staff and underrepresented among Rotating Military Faculty.

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- Are there any differences between the application and selection process to become a civilian faculty, permanent commissioned teaching staff, or rotating military faculty? If yes, what are these differences?
- What applicant selection criteria are contributing to Black/African American faculty being overrepresented and Latinx faculty being underrepresented (in relative terms) among CGA's permanent commissioned teaching staff? What benefits and/or opportunities do permanent commissioned teaching staff receive compared to other faculty designations? What benefits or opportunities do they forgo?
- What applicant and selection criteria are contributing to African American faculty being underrepresented (in relative terms) among CGA's rotating military faculty? What benefits and/or opportunities do rotating military faculty receive compared to other faculty designations? What benefits or opportunities do they forgo?

Faculty Representation Compared to Cadet Representation

This page shares **Faculty Representation Compared to Cadet Representation Data**: the racial/ethnic makeup of CGA faculty during the academic year of 2016-17, expressed as percentages of the total faculty body compared to the racial/ethnic makeup of CGA Cadets present at Swearing In Day in 2017 (Class of 2021).

Compared to CGA Cadets, Asian, Latinx, and faculty reporting two or more races are underrepresented at CGA. In contrast, White faculty are overrepresented at CGA.

Table 93: Faculty Representation in 2016-17 compared to Cadet Representation (by Race/Ethnicity)

	All CGA Faculty in 2016-2017		CGA Cadets Present at Swearing In Day in 2017 (Class of 2021)	
	#	% of pop.	#	% of pop.
Amer. Indian / Alaska Native	0	0.0%	2	0.7%
Asian	3	1.9%	18	6.1%
Black/ African American	6	3.7%	17	5.8%
Latinx	7	4.3%	37	12.6%
Nat. Hawaiian/Pac. Islander	0	0.0%	1	0.3%
Two or More Races	0	0.0%	29	9.9%
White	141	87.6%	188	63.9%
Unknown	4	2.5%	2	0.7%
All Faculty	161	100.0%	294	100.0%

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- How are applicants recruited, selected and appointed to CGA's faculty? What are the steps? At which point do candidates from marginalized racial/ethnic groups experience inequitable representation?
- In what ways does CGA prepare search committee members on the essential practices of obtaining faculty diversity?
- Do hiring committees regularly see data on applicant progression through the hiring process by race/ethnicity and gender?

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Athletics Vital Signs Data

OVERVIEW

The Athletics Vital Signs examine equity by way of a single, important indicator of cadet success: the distribution of Bronze Stars.

Although there were variations from semester to semester, **significant equity gaps repeatedly occurred** for the following cadet groups: Asian, Black/African American, and Latinx cadets.

RECOMMENDATIONS

Based on these findings, the Center for Urban Education recommends the following actions be taken in order to close existing gaps and ensure equity for all cadets at CGA.

Bronze Stars: CGA faculty and staff who play a role in the assignment of Bronze Stars should create an inquiry plan to better understand what is causing Asian, Black/African American, and Latinx cadets to be disproportionately less likely to be assigned them. They should also consider whether participation in the 4/c Cadet Academic Support Program is inadvertently contributing to these gaps (see the 4CASP Participation Rates indicator, provided on page 82 of this report).

KEY TO CHART HIGHLIGHTING

Yellow highlights represent percentage-point gaps between -3.0 and -10.0 in size relative to the relevant comparison point for the given indicator. **Pink highlights** represent negative percentage-point gaps greater than -10.0. **Black highlights** represent percentage-point gaps of +3.0 or higher, thus indicating that the group was proportionately over-represented. Except where otherwise indicated, comparison points are as follows:

- For the charts representing disaggregated data by race/ethnicity, the comparison point is the **all-cadet average**. Racial/ethnic groups with less than 5 cadets in the sample are not highlighted, nor is the “no response” group.
- For the charts representing disaggregated data by gender, the comparison point is the measure for the **opposite gender**.

Bronze Star Recipients

Bronze Stars are awarded to cadets who receive one of the top three grades (A, H, or MAX) on the Physical Fitness Examination (PFE).

The following pages share **Bronze Star Recipient Trends**: the percentage of cadets awarded Bronze Stars each semester between Fall 2014 and Spring 2017, disaggregated by race/ethnicity and gender.

Table 94. Bronze Star Recipients for Fall 2014 and Spring 2015 (by Race/Ethnicity)

	CGA Total Enrollment Fall 2014 Swearing In*	Fall 2014 Bronze Star Recipients		Spring 2015 Bronze Star Recipients	
		#	%	#	%
Amer. Indian / Alaska Native	7	1	14.3%	1	14.3%
Asian	54	10	18.5%	7	13.0%
Black/ African American	37	3	8.1%	1	2.7%
Latinx	113	17	15.0%	15	13.3%
Nat. Hawaiian/Pacific Islander	1	0	0.0%	0	0.0%
Two or More Races	68	13	19.1%	13	19.1%
White	599	109	18.2%	102	17.0%
No Response	12	12	100.0%	12	100.0%
All Cadets (Comparison)	891	165	18.5%	151	16.9%

*Data from p. 13 of the 2014-15 Statistical Almanac

Table 95. Bronze Star Recipients for Fall 2015 and Spring 2016 (by Race/Ethnicity)

	CGA Total Enrollment Fall 2015 Swearing In**	Fall 2015 Bronze Star Recipients		Spring 2016 Bronze Star Recipients	
		#	%	#	%
Amer. Indian / Alaska Native	4	1	25.0%	1	25.0%
Asian	66	6	9.1%	8	12.1%
Black/ African American	47	5	10.6%	3	6.4%
Latinx	100	13	13.0%	13	13.0%
Nat. Hawaiian/Pacific Islander	2	1	50.0%	1	50.0%
Two or More Races	79	14	17.7%	9	11.4%
White	635	111	17.5%	104	16.4%
No Response	12	5	41.7%	5	41.7%
All Cadets (Comparison)	945	156	16.5%	144	15.2%

**Data from p. 12 of the 2015-16 Statistical Almanac

Bronze Star Recipients (continued)

Table 96. Bronze Star Recipients for Fall 2016 and Spring 2017 (by Race/Ethnicity)

	CGA Total Enrollment Fall 2016 Swearing In***	Fall 2016 Bronze Star Recipients		Spring 2017 Bronze Star Recipients	
		#	%	#	%
Amer. Indian / Alaska Native	2	1	50.0%	1	50.0%
Asian	64	7	10.9%	7	10.9%
Black/ African American	56	10	17.9%	7	12.5%
Latinx	86	12	14.0%	11	12.8%
Nat. Hawaiian/Pacific Islander	1	1	100.0%	1	100.0%
Two or More Races	89	18	20.2%	19	21.3%
White	666	119	17.9%	150	22.5%
No Response	11	5	45.5%	5	45.5%
All Cadets (Comparison)	975	173	17.7%	201	20.6%

***Data from p. 8 of the 2020 Admission Statistics Book

Although there were variations from semester to semester, Asian, Black/African American, and Latinx cadets have been consistently less likely to receive Bronze Stars (compared to the all-cadet average).

Table 97. Bronze Star Recipients for Fall 2014 and Spring 2015 (by Gender)

	CGA Total Enrollment Fall 2014 Swearing In*	Fall 2014 Bronze Star Recipients		Spring 2015 Bronze Star Recipients	
		#	%	#	%
Female	314	58	18.5%	65	20.7%
Male	577	105	18.2%	80	13.9%

*Data from p. 13 of the 2014-15 Statistical Almanac

Table 98. Bronze Star Recipients for Fall 2015 and Spring 2016 (by Gender)

	CGA Total Enrollment Fall 2015 Swearing In**	Fall 2015 Bronze Star Recipients		Spring 2016 Bronze Star Recipients	
		#	%	#	%
Female	332	67	20.2%	61	18.4%
Male	613	91	14.8%	85	13.9%

**Data from p. 12 of the 2015-16 Statistical Almanac

Bronze Star Recipients (continued)

Table 99. Bronze Star Recipients for Fall 2016 and Spring 2017 (by Gender)

	CGA Total Enrollment Fall 2016 Swearing In***	Fall 2016 Bronze Star Recipients		Spring 2017 Bronze Star Recipients	
		#	%	#	%
Female	351	72	20.5%	85	24.2%
Male	624	103	16.5%	112	17.9%

***Data from p. 8 of the 2020 Admission Statistics Book

Female cadets have been consistently more likely than male cadets to receive Bronze Stars.

Table 100. Bronze Star Recipients Snapshot (Spring 2017)

Cadet Group	# Total Enrollment, Spring 2017	# Awarded Bronze Stars	% Awarded Bronze Stars	Gap	# of additional cadets who, had they received Bronze Stars, would have closed the gap
Asian	64	7	10.9%	-9.7	+7
Black/ African American	56	7	12.5%	-8.1	+5
Latinx	86	11	12.8%	-7.8	+7
All Cadets	975	201	20.6%	Comparison	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- Of the criteria used to award Bronze Stars, which includes a bi-annual test of push-ups, sit-ups, and a metered run, are there specific criteria that Asian, Black/African American, and Latinx cadets are more or less likely to meet? Who selected these criteria and why?
- Note: In Fall 2016, the same proportion, 17.9 percent, of Black/African American and White cadets received Bronze stars. Why was parity achieved in this particular semester and not in other semesters?
- What benefits and/or opportunities do cadets with Bronze Stars receive? What benefits and/or opportunities do cadets with Bronze Stars forgo?

Overall Outcomes Vital Signs Data

OVERVIEW

The Overall Vital Signs examine equity via graduation rates, resignation rates, disenrollment rates, and academic departure rates.

For the following indicators, an 'X' indicates *recent, consecutive, multi-year equity gaps* existed for the specified cadet groups:

Table 101. Overall Indicators			
	Graduation Rates	Disenrollment Rates	Resignation Rates
Amer. Indian / Alaska Native		X	
Asian		X	X
Black/ African American	X	X	X
Latinx			
Nat. Hawaiian/Pac. Islander			
Two or More Races	X		
White			
Not Reported / Other			
Female	X	X	
Male			

RECOMMENDATIONS

Based on these specific findings, as well as the rest of the findings presented in this report, the Center for Urban Education recommends that CGA create an *Equity Task Force* or use the Inclusive Equity Council—charged with overseeing institutional efforts to ensure equitable outcomes at CGA across all areas of cadet success. In addition to fostering a culture of inquiry by supporting administrators and faculty in their efforts to close equity gaps, this Task Force could produce yearly reports collecting data pertaining to important equity indicators, such as those represented by the Vital Signs. These reports would provide a consistent source of information to assist Academy leadership, administrators, and faculty, as they work together to ensure successful outcomes for all of CGA’s cadets. The Equity Task Force should determine and address the factors that contribute to CGA’s consistent unequal performance with Black/African American cadets when compared to other groups. The White-Black/African American divide is striking and while these outcomes are not uncommon in American higher education this does not relieve CGA from investing the needed time and resources into finding solutions to these gaps.

KEY TO CHART HIGHLIGHTING

Yellow highlights represent percentage-point gaps between -3.0 and -10.0 in size relative to the relevant comparison point for the given indicator. **Pink highlights** represent negative percentage-point gaps greater than -10.0. **Black highlights** represent percentage-point gaps of +3.0 or higher, thus indicating that the group was proportionately over-represented. Except where otherwise indicated, comparison points are as follows:

- For the charts representing disaggregated data by race/ethnicity, the comparison point is the **all-cadet average**. Racial/ethnic groups with less than 5 cadets in the sample are not highlighted, nor is the “no response” group.
- For the charts representing disaggregated data by gender, the comparison point is the measure for the **opposite gender**.

Graduation Rates

This page shares **Graduation Rate Trends**: The percentages of cadets who graduated from the Classes of 2015, 2016, and 2017 within four years of entering the Academy, disaggregated by race/ethnicity and gender.

Black/African American cadets have been consistently less likely to graduate than the all-cadet average (Note: The Black/African American graduation rate for the class of 2017 (75.0%) is at least 3 percentage points lower than the all-cadet average in 2017 (79.9%), but groups with less than 5 cadets in the sample fall short of the 'equity gap' designation). Asian cadets and cadets reporting two or more races were also less likely to graduate than the all-cadet average in two of the last three years.

Table 102. Graduation Rates (by Race/Ethnicity)

	Class of 2015			Class of 2016			Class of 2017		
	Entering Class	Graduates	Graduation Rate	Entering Class	Graduates	Graduation Rate	Entering Class	Graduates	Graduation Rate
	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	7	5	71.4%	1	1	100.0%	1	1	100.0%
Asian	21	13	61.9%	17	12	70.6%	14	8	57.1%
Black/ African American	19	9	47.4%	14	2	14.3%	4	3	75.0%
Latinx	43	35	81.4%	36	26	72.2%	23	19	82.6%
Nat. Hawaiian/Pacific Islander	1	0	0.0%	2	1	50.0%	0	0	0.0%
Two or More Races	10	9	90.0%	20	14	70.0%	22	15	68.2%
White	188	148	78.7%	155	123	79.4%	163	135	82.8%
No Response	2	0	0.0%	6	5	83.3%	2	2	100.0%
All Cadets (Comparison)	291	219	75.3%	251	184	73.3%	229	183	79.9%

Female cadets experienced graduation equity gaps in the two most recent of the last three graduating classes.

Table 103. Graduation Rates (by Gender)

	Class of 2015			Class of 2016			Class of 2017		
	Entering Class	Graduates	Graduation Rate	Entering Class	Graduates	Graduation Rate	Entering Class	Graduates	Graduation Rate
	#	#	%	#	#	%	#	#	%
Female	100	77	77.0%	92	63	68.5%	83	64	77.1%
Male	191	142	74.3%	159	121	76.1%	146	119	81.5%

Graduation Rates (continued)

Table 104. Graduation Snapshot by Race/Ethnicity (Class of 2017)

Cadet Group	# 2017 Entering Class	# Graduated	% Graduated	Gap	# of additional cadets who, had they graduated, would have closed the gap
Asian	14	8	57.1%	-22.8	+3
Two or More Races	22	15	68.2%	-11.7	+3
All Cadets	229	183	79.9%	Comparison	

Table 105. Graduation Snapshot by Gender (Class of 2017)

Cadet Group	# 2017 Entering Class	# Graduated	% Graduated	Gap	# of additional cadets who, had they graduated, would have closed the gap
Female	83	64	77.1%	-4.4	+4
All Cadets	146	119	81.5%	Comparison	

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- Where along the way are Black/African American, Asian, and female cadets lost between entering CGA and graduating?

Resignation, Disenrollment, and Academic Departure Rates

This page share **Resignation, Disenrollment, and Academic Departure Rates**: the percentages of cadets from the combined Classes of 2015, 2016, and 2017 who resigned, dis-enrolled, or left on academic departure, disaggregated by race/ethnicity and gender.

Asian, Black/African American, and American Indian / Alaska Native cadets have higher disenrollment rates than the all-cadet average. Asian and Black/African Americans also have lower graduation rates and higher resignation rates than the all-cadet average. In contrast, White cadets have higher graduation rates and lower disenrollment rates.

Table 106. Disenrollment, Graduation, and Resignation Rates (by Race/Ethnicity)

Classes of 2015, 2016, & 2017, combined											
	Cadets Present at Swearing In Day (2015, 2016, 2017 combined)	Disenrolled		Graduated		Resigned		Still Attending		Unknown	
		#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Asian	52	12	23.1%	33	63.5%	6	11.5%	1	1.9%	0	0.0%
Black/ African American	37	16	43.2%	14	37.8%	6	16.2%	1	2.7%	0	0.0%
Nat. Hawaiian/Pacific Islander	3	1	33.3%	1	33.3%	1	33.3%	0	0.0%	0	0.0%
Latinx	102	16	15.7%	79	77.5%	5	4.9%	0	0.0%	2	2.0%
Amer. Indian / Alaska Native	9	2	22.2%	7	77.8%	0	0.0%	0	0.0%	0	0.0%
No Response	10	2	20.0%	7	70.0%	1	10.0%	0	0.0%	0	0.0%
Two or More Races	52	7	13.5%	38	73.1%	5	9.6%	1	1.9%	1	1.9%
White	506	57	11.3%	406	80.2%	42	8.3%	0	0.0%	1	0.2%
All Cadets (Comparison)	771	113	14.7%	585	75.9%	66	8.6%	3	0.4%	4	0.5%

Female cadets have higher resignation rates and lower graduation rates than male cadets.

Table 107. Disenrollment, Graduation, and Resignation Rates (by Gender)

Classes of 2015, 2016, & 2017, combined											
	Cadets Present at Swearing In Day (2015, 2016, 2017 combined)	Disenrolled		Graduated		Resigned		Still Attending		Unknown	
		#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
Female	275	36	13.1%	203	73.8%	32	11.6%	1	0.4%	3	1.1%
Male	496	77	15.5%	382	77.0%	34	6.9%	2	0.4%	1	0.2%

EQUITY-MINDED CONSIDERATIONS FOR FURTHER DISCUSSION AND INQUIRY

- What does resigning entail? Do we know why Black /African American, Asian, and Female cadets resign? Are there trends in when or why these cadets resign?
- What does disenrolling entail? We know that 10 of the 12 Asian, 15 of the 16 Black/African American, and 2 of the 2 American Indian / Alaska Native cadets who disenrolled between 2015-2017 left under a general disenrollment rather than an academic, alcohol, or medical related disenrollment. What more can CGA learn about why and when these cadets disenrolled?
- Out of the 37 Black/African American cadets in the combined classes of 2015-2017, CGA lost 22 which means that CGA is successful with just one-third (or 37.8%) of the Black/African American cadets in these classes. In contrast, CGA's success rate with White cadets was 80.2%.
- This data includes 2016, which was an historic low over the past ten year graduation rate of 61%, CGA should further analyze why the 2016 graduation rate was so low.

Graduation Rates at Top-10 Engineering Colleges (Benchmark Comparison #1)

This page shares **Graduation Rates at Top-10 Engineering Colleges**: The graduation rates in 2012-2014 combined, by race/ethnicity and gender, at the U.S. Coast Guard Academy and comparable Top-10 non-military Engineering colleges. Top-10 Engineering Colleges include the seven *non-military* schools named among the top ten engineering schools by U.S. News and World Reports: Bucknell University, California Polytechnic State University, Cooper Union, Franklin W Olin College of Engineering, Harvey Mudd College, Milwaukee School of Engineering, and the Rose-Hulman Institute of Technology.

Overall, the combined three-year graduation rates at the Top-10 comparison Engineering Colleges range from 76.8% (California Polytechnic State University) to 91.7% (Harvey Mudd College). Here we focus on whether or not each college is ensuring that all racial/ethnic groups are achieving parity in graduation rates. With this emphasis, and specifically looking at groups under-served and well-served at CGA we can see that: Asian cadets are experiencing graduation gaps at two of the seven comparison institutions but not CGA; Black/African American cadets are experiencing graduation gaps at CGA and five of the seven comparison institutions (the exception being Bucknell University. Note that Franklin W Olin College of Engineering's 100% Black / African American success rate is not noted as the entering number of students is less than 5); Latinx cadets are experiencing graduation gaps at CGA and six of the seven comparison institutions (the exception being Franklin W Olin College of Engineering); and White cadets are not experiencing graduation gaps at CGA or any of the seven comparison institutions. This data emphasizes the need for 1) immediate action to address inequitable graduation for African American and Latinx cadets, and in some instances Asian cadets, across higher education and 2) how important it is for individual institutions to look at their own disaggregated data and identify the groups they specifically need to support to achieve equitable access and the magnitude of their gaps. This data points to opportunities to learn more about practices underway at institutions *without* African American gaps (specifically Bucknell University) and Latinx gaps (specifically the Franklin W Olin College of Engineering) that CGA could experiment with in their efforts to achieve equitable graduation rates.

Table 108. Graduation Rates at Comparison Top-10 Engineering Colleges by Race/Ethnicity

	United States Coast Guard Academy			Bucknell University			California Polytechnic State University			Cooper Union			Franklin W Olin College of Engineering			Harvey Mudd College			Milwaukee School of Engineering			Rose-Hulman Institute of Technology		
	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	2	2	100.0%	1	1	100.0%	53	35	66.0%	4	4	100.0%	0	0		5	5	100.0%	6	2	33.3%	4	2	50.0%
Asian	29	25	86.2%	88	78	88.6%	1133	836	73.8%	118	105	89.0%	43	40	93.0%	123	114	92.7%	44	24	54.5%	54	44	81.5%
Black/ African American	21	13	61.9%	81	70	86.4%	85	53	62.4%	38	27	71.1%	2	2	100.0%	6	4	66.7%	42	10	23.8%	37	27	73.0%
Latinx	66	51	77.3%	111	92	82.9%	1280	865	67.6%	54	41	75.9%	9	8	88.9%	44	36	81.8%	63	32	50.8%	45	32	71.1%
Nat. Hawaiian/ Pacific Islander	8	6	75.0%	0	0		30	23	76.7%	2	2	100.0%	0	0		0	0		0	0		4	3	75.0%
Two or More Races	11	11	100.0%	66	61	92.4%	244	192	78.7%	29	24	82.8%	13	13	100.0%	22	21	95.5%	30	19	63.3%	57	40	70.2%
White	661	555	84.0%	2295	2052	89.4%	7004	5562	79.4%	255	220	86.3%	142	131	92.3%	357	331	92.7%	1391	867	62.3%	1219	984	80.7%
Unknown	10	9	90.0%	45	35	77.8%	881	669	75.9%	52	44	84.6%	25	17	68.0%	14	13	92.9%	34	26	76.5%	6	2	33.3%
Non-Resident	15	12	80.0%	118	104	88.1%	74	47	63.5%	76	61	80.3%	16	16	100.0%	32	29	90.6%	20	12	60.0%	68	51	75.0%
All Cadets (comparison)	823	684	83.1%	2805	2493	88.9%	10784	8282	76.8%	628	528	84.1%	250	227	90.8%	603	553	91.7%	1630	992	60.9%	1494	1185	79.3%

Graduation Rates at Top-10 Engineering Colleges (Benchmark Comparison #1 Cont.)

Female cadets are experiencing graduation gaps at one of the seven comparison institutions but not CGA. Male cadets are experiencing slight graduation gaps at CGA and much more noticeable gaps at four of the seven comparison institutions. Two institutions (Bucknell University and Cooper Union) are experiencing parity in gender graduation rates. This data emphasizes how important it is for individual institutions to look at their own disaggregated data and identify the groups they specifically need to support to achieve equitable access and the magnitude of their gaps. This data points to opportunities to learn more about practices underway at institutions achieving gender equity in graduation rates, namely Bucknell University and Cooper Union.

Table 109. Graduation Rates at Comparison Top-10 Engineering Colleges by Gender

	United States Coast Guard Academy			Bucknell University			California Polytechnic State University			Cooper Union			Franklin W Olin College of Engineering			Harvey Mudd College			Milwaukee School of Engineering			Rose-Hulman Institute of Technology		
	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
Female	239	204	85.4%	1486	1327	89.3%	4998	4141	82.9%	231	198	85.7%	114	107	93.9%	253	227	89.7%	282	190	67.4%	296	244	82.4%
Male	584	480	82.2%	1319	1166	88.4%	5786	4141	71.6%	397	330	83.1%	136	120	88.2%	350	326	93.1%	1348	802	59.5%	1198	941	78.5%

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- What initiatives are underway at Bucknell University to support equity in Black/African American graduation rates? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by race/ethnicity?)
- What initiatives are underway at the Franklin W. Olin College to support equity in Latinx graduation rates? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by race/ethnicity?)
- What initiatives are underway at Bucknell University and Cooper Union to support gender equity in graduation rates? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by gender?)

Graduation Rates at Maritime Academies (Benchmark Comparison #2)

This page shares **Graduation Rates at Maritime Academies**: The graduation rates in 2012-2014 combined, by race/ethnicity and gender, at the U.S. Coast Guard Academy and comparable Maritime Academies. Maritime Academies include the Maine Maritime Academy, Massachusetts Maritime Academy, SUNY Maritime College, and the California Maritime Academy.

Overall, the combined three-year graduation rates at comparable Maritime Academies range from 53.0% (The California Maritime Academy) to 72.4% (SUNY Maritime College). CGA's graduation rates are higher than all three at 83.1%. Yet, here we focus on whether or not each college is ensuring that all racial/ethnic groups are achieving parity in graduation rates. With this emphasis, and specifically looking at groups under-served and well-served at CGA we can see that: Asian cadets are experiencing graduation gaps at one of the four comparison institutions but not CGA; Black/African American cadets are experiencing graduation gaps at CGA and two of the four comparison institutions (the exception being Maine Maritime Academy and Massachusetts Maritime Academy); and Latinx cadets are experiencing graduation gaps at CGA and all four comparison institutions. This data emphasizes the need for 1) immediate action to address inequitable graduation for African American and Latinx cadets (as well as Native Hawaiian / Pacific Islander cadets although they didn't have comparison points among other Maritime Academies), and 2) how important it is for individual institutions to look at their own disaggregated data and identify the groups they specifically need to support to achieve equitable access and the magnitude of their gaps. This data points to opportunities to learn more about practices underway at institutions *without* African American gaps (specifically Maine Maritime Academy and Massachusetts Maritime Academy) that CGA could experiment with in their efforts to achieve equitable graduation rates.

Table 110. Graduation Rates at Comparison Maritime Academies by Race/Ethnicity

	United States Coast Guard Academy			Maine Maritime Academy			Massachusetts Maritime Academy			SUNY Maritime College			The California Maritime Academy		
	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	2	2	100.0%	1	0	0.0%	1	0	0.0%	5	2	40.0%	5	0	0.0%
Asian	29	25	86.2%	30	14	46.7%	1	1	100.0%	9	7	77.8%	42	25	59.5%
Black/ African American	21	13	61.9%	8	5	62.5%	7	5	71.4%	10	5	50.0%	65	25	38.5%
Latinx	66	51	77.3%	60	32	53.3%	5	3	60.0%	15	8	53.3%	103	39	37.9%
Nat. Hawaiian/ Pacific Islander	8	6	75.0%	4	2	50.0%	0	0		2	2	100.0%	0	0	
Two or More Races	11	11	100.0%	14	9	64.3%	0	0		1	1	100.0%	0	0	
White	661	555	84.0%	299	181	60.5%	702	444	63.2%	780	565	72.4%	829	464	56.0%
Unknown	10	9	90.0%	40	23	57.5%	33	20	60.6%	46	38	82.6%	40	20	50.0%
Non-Resident	15	12	80.0%	4	1	25.0%	0	0		2	2	100.0%	22	13	59.1%
All Cadets (comparison)	823	684	83.1%	460	267	58.0%	749	473	63.2%	870	630	72.4%	1106	586	53.0%

Graduation Rates at Maritime Academies (Benchmark Comparison #2 Cont.)

Female cadets are experiencing graduation gaps at one of the four comparison institutions but not CGA. Male cadets are experiencing slight graduation gaps at CGA and more noticeable gaps at three of the four comparison institutions. One institutions, the California Maritime Academy, is experiencing parity in gender graduation rates. This data emphasizes how important it is for individual institutions to look at their own disaggregated data and identify the groups they specifically need to support to achieve equitable access and the magnitude of their gaps. This data also points to opportunities for CGA to learn more about practices underway at institutions achieving gender equity in graduation rates, namely the California Maritime Academy.

Table 111. Graduation Rates at Comparison Maritime Academies by Gender

	United States Coast Guard Academy			Maine Maritime Academy			Massachusetts Maritime Academy			SUNY Maritime College			The California Maritime Academy		
	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
Female	239	204	85.4%	53	29	54.7%	116	80	69.0%	88	67	76.1%	90	50	55.6%
Male	584	480	82.2%	407	238	58.5%	633	393	62.1%	782	563	72.0%	1016	536	52.8%

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- What initiatives are underway at the Maine Maritime Academy and the Massachusetts Maritime Academy to support equity in Black/African American graduation rates? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by race/ethnicity?)
- What initiatives are underway at the California Maritime Academy to support gender equity in graduation rates? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by gender?)

Graduation Rates at Service Academies (Benchmark Comparison #3)

This page shares **Graduation Rates at Service Academies**: The graduation rates in 2012-2014 combined, by race/ethnicity and gender, at the U.S. Coast Guard Academy and comparable Service Academies. Comparison Service Academies include the United States Air Force Academy, the United State Merchant Marine Academy, the United States Military Academy, and the United States Naval Academy.

Overall, the combined three-year graduation rates at comparable Service Academies range from 72.4% (The United States Merchant Marine Academy) to 87.4% (the United States Naval Academy). Yet, here we focus on whether or not each college is ensuring that all racial/ethnic groups are achieving parity in graduation rates. With this emphasis, and specifically looking at groups under-served and well-served at CGA we can see that: Asian cadets are well-served in graduation outcomes at CGA and at three of the four comparison institutions; Black/African American cadets are experiencing graduation gaps at CGA and all four comparison institutions; and Latinx cadets are experiencing graduation gaps at CGA and at three of the four comparison institutions (the exception being the United States Military Academy). This data emphasizes the need for 1) immediate action to address inequitable graduation for African American and Latinx cadets 2) how important it is for individual institutions to look at their own disaggregated data and identify the groups they specifically need to support to achieve equitable access and the magnitude of their gaps. This data points to opportunities to learn more about practices underway at institutions *without* Latinx graduation gaps (specifically the United States Military Academy) that CGA could experiment with in their efforts to achieve equitable graduation rates.

Table 112. Graduation Rates at Comparison Service Academies by Race/Ethnicity

	United States Coast Guard Academy			United States Air Force Academy			United States Merchant Marine Academy			United States Military Academy			United States Naval Academy		
	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
Amer. Indian / Alaska Native	2	2	100.0%	10	9	90.0%	7	3	42.9%	28	21	75.0%	10	8	80.0%
Asian	29	25	86.2%	154	136	88.3%	27	21	77.8%	190	168	88.4%	102	90	88.2%
Black/ African American	21	13	61.9%	164	111	67.7%	28	11	39.3%	254	176	69.3%	160	119	74.4%
Latinx	66	51	77.3%	349	267	76.5%	42	26	61.9%	368	307	83.4%	309	257	83.2%
Nat. Hawaiian/ Pacific Islander	8	6	75.0%	20	16	80.0%	0	0		8	8	100.0%	13	11	84.6%
Two or More Races	11	11	100.0%	211	175	82.9%	0	0		111	86	77.5%	174	143	82.2%
White	661	555	84.0%	2737	2275	83.1%	729	538	73.8%	2756	2327	84.4%	1662	1492	89.8%
Unknown	10	9	90.0%	70	59	84.3%	4	2	50.0%	40	31	77.5%	23	21	91.3%
Non-Resident	15	12	80.0%	44	39	88.6%	24	22	91.7%	42	38	90.5%	32	31	96.9%
All Cadets (comparison)	823	684	83.1%	3759	3087	82.1%	861	623	72.4%	3797	3162	83.3%	2485	2172	87.4%

Graduation Rates at Service Academies (Benchmark Comparison #3 Cont.)

Female cadets are not experiencing graduation gaps at CGA or at any of the four comparison Service Academies. Male cadets are experiencing slight graduation gaps at CGA and more noticeable gaps at one of the four comparison institutions, the United States Merchant Marine Academy. Three comparison institutions (the United States Air Force Academy, the United States Military Academy, and the United States Naval Academy) are experiencing parity in gender graduation rates. This data emphasizes how important it is for individual institutions to look at their own disaggregated data and identify the groups they specifically need to support to achieve equitable access and the magnitude of their gaps. This data also points to opportunities for CGA to learn more about practices underway at institutions achieving gender equity in graduation rates, namely the United States Air Force Academy, the United States Military Academy, and the United States Naval Academy.

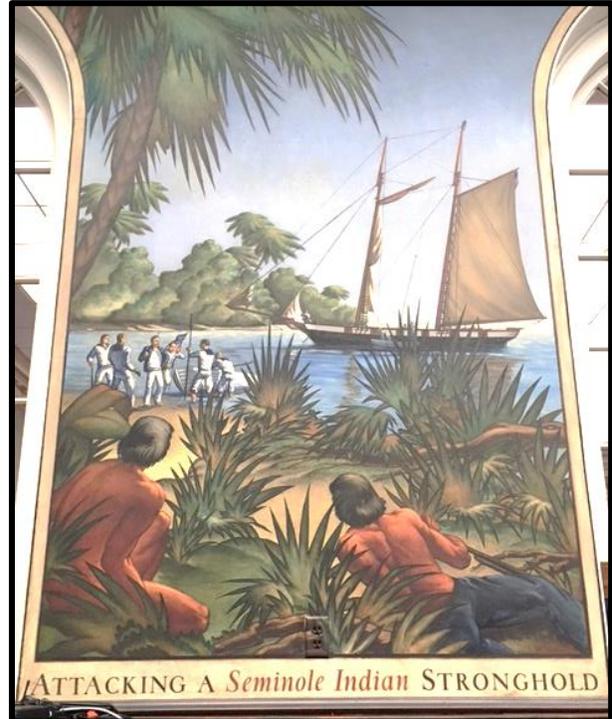
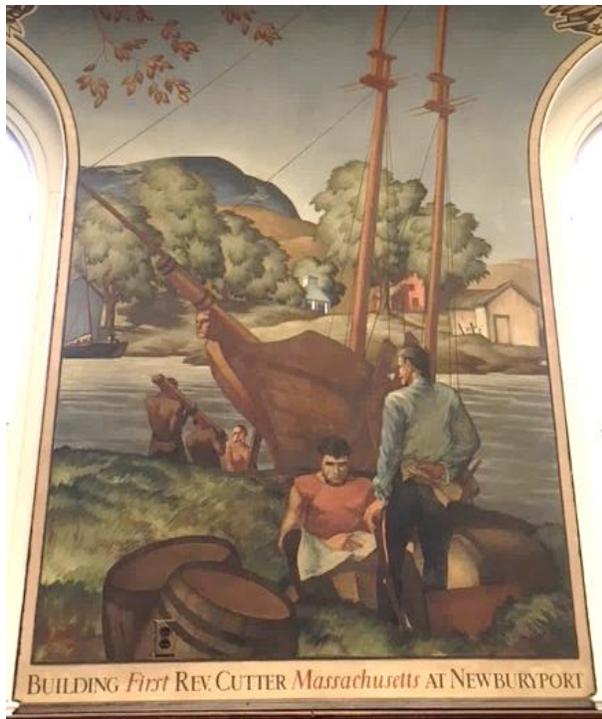
Table 113. Graduation Rates at Comparison Service Academies by Gender

	United States Coast Guard Academy			United States Air Force Academy			United States Merchant Marine Academy			United States Military Academy			United States Naval Academy		
	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate	Entering Classes	Graduates	Graduation Rate
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
Female	239	204	85.4%	810	681	84.1%	100	83	83.0%	592	487	82.3%	504	436	86.5%
Male	584	480	82.2%	2949	2406	81.6%	761	540	71.0%	3205	2675	83.5%	1981	1736	87.6%

EQUITY-MINDED PROMPTS FOR FURTHER INQUIRY AND DISCUSSION

- What initiatives are underway at the United States Military Academy to support equity in Latinx graduation rates? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by race/ethnicity?)
- What initiatives are underway at the United States Air Force Academy, the United States Military Academy, and the United States Naval Academy to support gender equity in graduation rates? What opportunities exist for CGA to learn about these initiatives and their impact (as measured by outcome data disaggregated by gender?)

APPENDIX A: Murals displayed in the Henriques Room of Hamilton Hall



APPENDIXA: Percentage Point Gap Methodology

The percentage point gap methodology compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students⁶ who succeed in the same outcome. Percentage point gap measurements are calculated by subtracting the all-student average success rate (%) from the success rate (%) of a disaggregated subgroup in the same outcome. The resulting “percentage point gap” will have a -/+ designation that signals whether or not the disaggregated subgroup is experiencing a rate that is lower (-) or higher (+) than the all-student average. (*Note: The All-student group rate is subtracted from the disaggregated subgroup to avoid outcomes in which positive values represent a gap and negative values represent equal or higher success*).

According to this methodology, a -3 percentage-point gap or greater is evidence of a disproportionate impact. Although this is an arbitrary designation, it serves as a reasonable strategy for identifying unequal outcomes that would benefit from further discussion, which should include the following considerations:

- ***The number of students impacted:*** a campus may prioritize a smaller percentage point equity gap that is calculated for a student group with more than 100 students over a larger percentage point equity gap calculated for a student group with fewer than 10 students. This is because rates calculated using smaller numbers will be subject to greater variability; it thus may make sense to prioritize a gap that impacts a greater number of students.
- ***The disaggregated subgroup’s proportion of the total population:*** The larger the proportion a subgroup represents of the total population, the more similar their success rate will be to the all student average. In this instance, campuses should consider using another comparison, such as the highest-performing group in the measure.

The percentage point gap methodology is demonstrated below using graduation-rate data disaggregated by ethnicity. Other percentage point gap calculations are performed similarly with the counts of subgroups in the cohort and outcome groups.

Table One presents the results of a percentage point gap analysis. In the table, the counts in the column “Graduation Count” are the numbers of students who transferred to a four-year institution anytime within those six years. Filipino counts are counted within the “Asian” ethnicity category.

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome (i.e., graduation percentage) is calculated by dividing the graduation frequency into the cohort frequency (Table One). The second step of the methodology compares the graduation percentage of each non-reference disaggregated subgroup to the graduation percentage of all students.

⁶ Or, as appropriate, another comparison, such as the highest-performing group or a measure tied to a strategic campus goal.

Table 1. Graduation Rate Disaggregated by Racial/Ethnic Subgroup

Ethnicity	Cohort Count	Graduation Count	Graduation Percentage
African-American	7,490	2,566	34%
American Indian/Alaskan Native	1,079	314	29%
Asian	21,674	10,765	50%
Latinx	43,329	12,662	29%
Multi-Ethnicity	29	12	41%
Pacific Islander	1,303	452	35%
Unknown	15,185	6,034	40%
White	48,671	19,828	41%
Total	138,760	52,633	38%

The “Percentage Point Gap” column is calculated by subtracting the graduation rate for all students (38%) from the graduation rate of each disaggregated subgroup. For example, the percentage point gap for Asians is calculated by subtracting 38 from 50, which equals +12. This indicates that Asians experience graduation rates that are 12 percentage points above the overall graduation rate for all students. In this example, African-Americans, American Indians/Alaskan Natives, Latinxs, and Pacific Islanders experience gaps that are 3 percentage points or more below the overall graduation rate for all students, indicating that there are disparities in this area.

Table 2. Graduation Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Graduation Count	Graduation Percentage	Percentage Point Gap
African-American	7,490	2,566	34%	-4
American Indian/Alaskan Native	1,079	314	29%	-9
Asian	21,674	10,765	50%	+12
Latinx	43,329	12,662	29%	-9
Two or More Races	29	12	41%	+3
Pacific Islander	1,303	452	35%	-3
Unknown	15,185	6,034	40%	+2
White	48,671	19,828	41%	+3
Total	138,760	52,633	38%	

A strength of the percentage point gap measurement is that it allows practitioners to calculate and communicate the number of students “lost” relative to the all-student (or another group’s) average. This is accomplished by 1) multiplying the cohort count of a group experiencing a gap by the graduation rate for all students (the comparison) and then 2) subtracting the group’s ‘graduation count’ to produce the number of students ‘lost’. Using this calculation, percentage point gap measurements can be translated to, “this gap would not have existed if 281 additional African American students had graduated.” This

statement makes it easier for the average person to immediately comprehend the magnitude of the gap. It is important to note that the former language should not be misunderstood as a quota or goal, as it is neither. Instead, this language is a description of past data that measures the size of the gap in terms of number of students rather than rates. In others words, the same gap is being described by the use of a different measurement—an action similar to describing a quantity of liquid using liters instead of ounces.