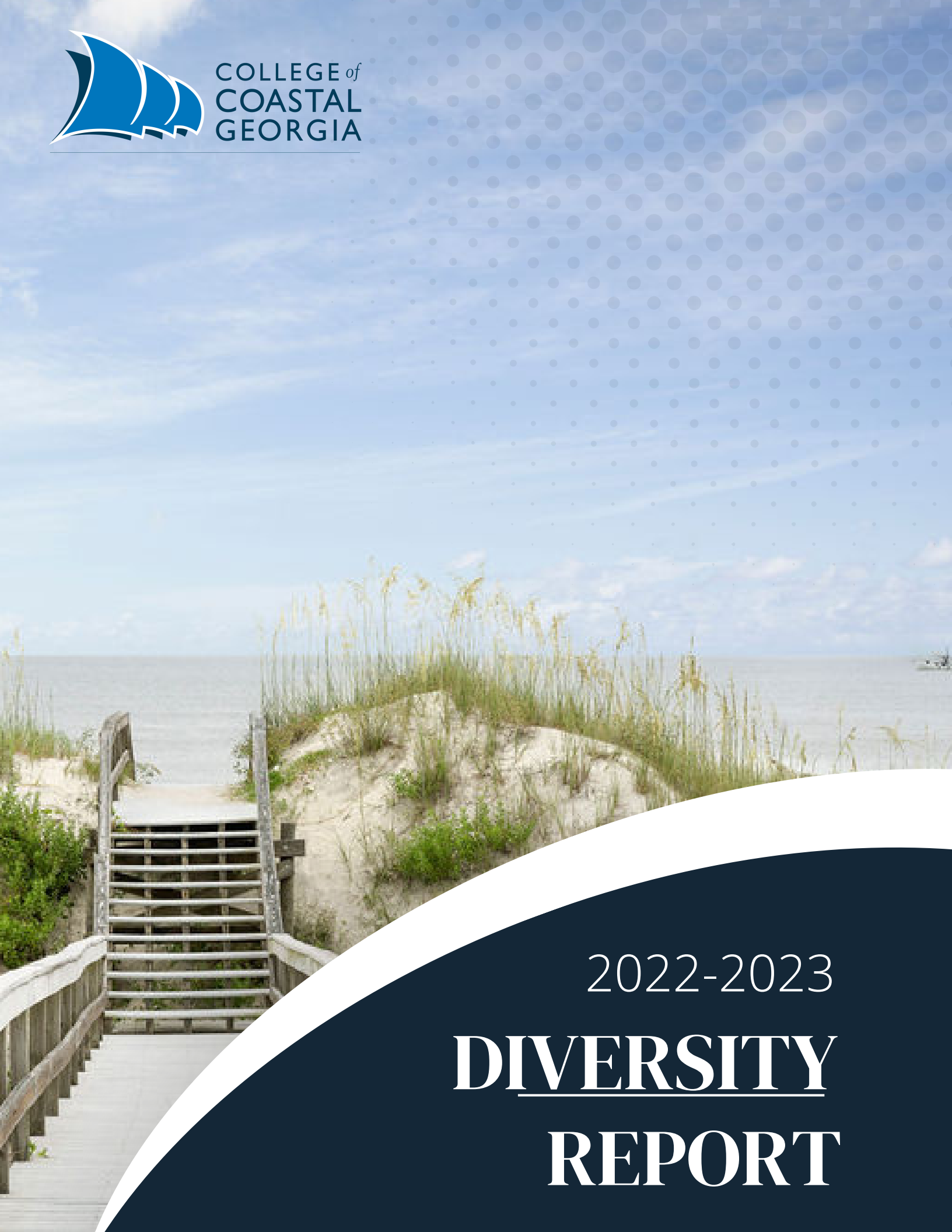




COLLEGE of
COASTAL
GEORGIA



2022-2023
DIVERSITY
REPORT



THE COLLEGE OF COASTAL GEORGIA IS A MODEL FOR DIVERSITY, INCLUSION & BELONGING

College campuses are very special places where we come together from different backgrounds, perspectives, experiences, and heritages to learn and grow. I am incredibly grateful for the efforts described in this report that foster a deep sense of belonging among our students, employees, and the broader community.

As you will see on the pages that follow, the commitment to diversity and inclusion is a living, breathing part of our culture. Together, we have created inspiring initiatives, engaged in genuine conversations, and shared a dedication to making the College of Coastal Georgia a space where everyone feels seen, heard, and respected. Our success depends upon continuous progress on all of these fronts. I look forward to sharing these reports each year as clear evidence that the College of Coastal Georgia is THE model for diversity, inclusion, and belonging. Let's keep up the good and important work!

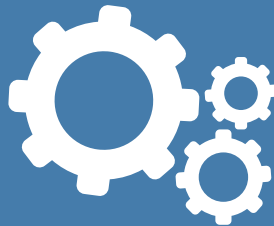
Dr. Michelle Johnston, President

PRESIDENT'S COMMISSION ON DIVERSITY & INCLUSION

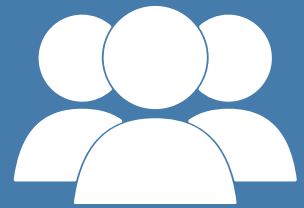
The President's Commission on Diversity & Inclusion is divided into 3 sub-committees focused on the following



Policy



Practice



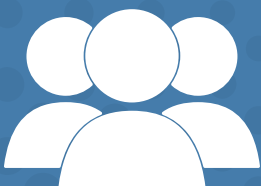
People



Policy: This sub-committee is tasked to review current College policies and make recommendations that support diversity & inclusion across the college



Practice: This sub-committee is tasked to review and recommend best practices to support diversity & inclusion in College programs, services, and initiatives

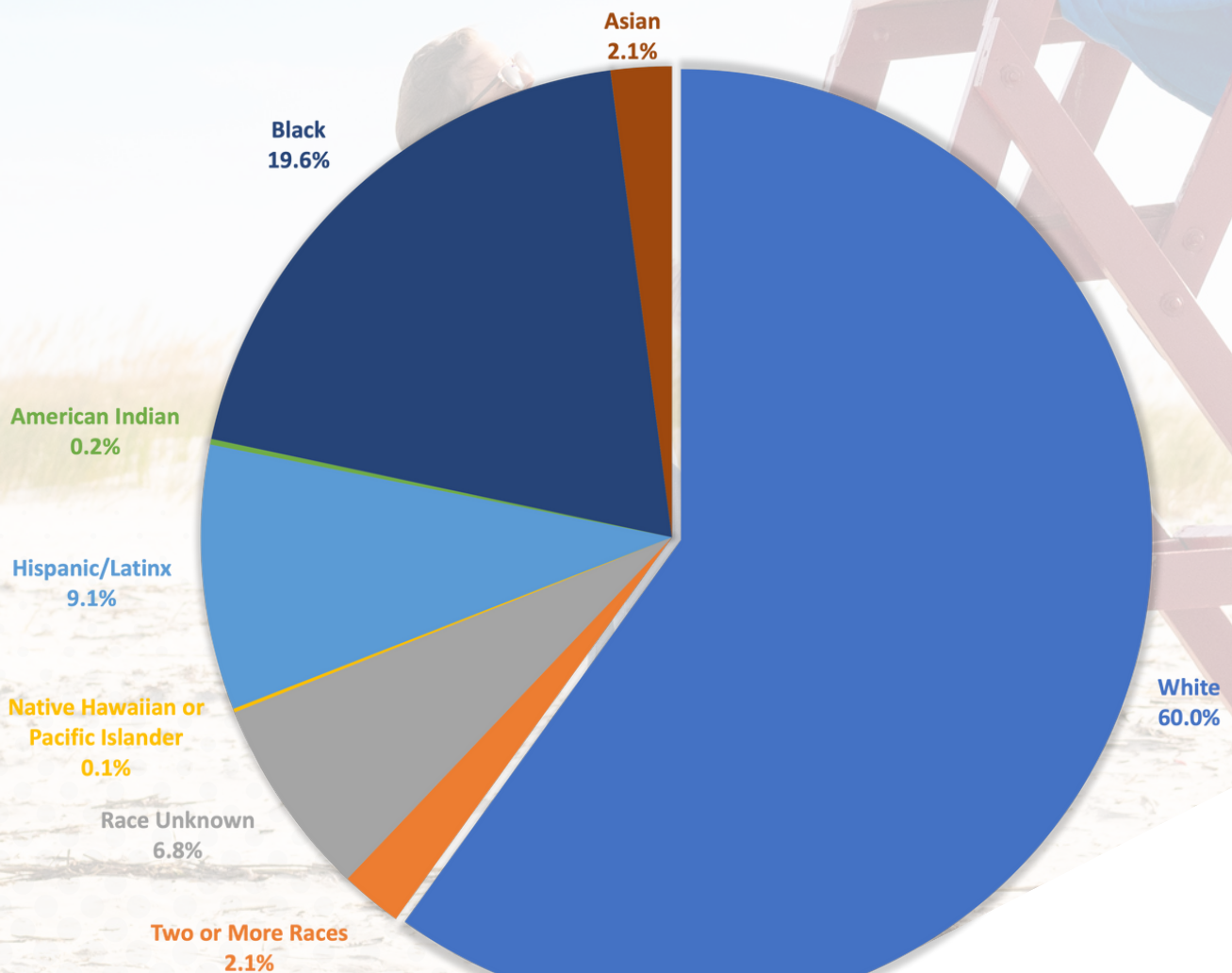


People: This sub-committee is tasked to review and recommend strategies to increase campus diversity and foster College's partnership with surrounding communities

DIVERSITY STRATEGIC GOALS

- Design and implement a comprehensive enrollment management and recruitment plan to attract diverse student populations.
- Streamline the enrollment process as seamless, equity-minded, and student-focused.
- Create culturally responsive retention and student success strategies that target institutional performance gaps and address the specific needs of diverse student groups.
- Develop programs to provide students with the workforce skills needed to thrive as global citizens.
- Enhance and sustain an infrastructure that supports and promotes diversity, equity, and inclusion.
- Expand professional and leadership development opportunities for faculty, staff, and administrators that contribute to a culture of care, support, and inclusion.
- Create a climate where internal stakeholders feel included, valued, empowered, and seen.
- Expand and diversify institutional outreach and market base.
- Promote and maintain institutional policies that support a culture of equity, diversity, and inclusion.

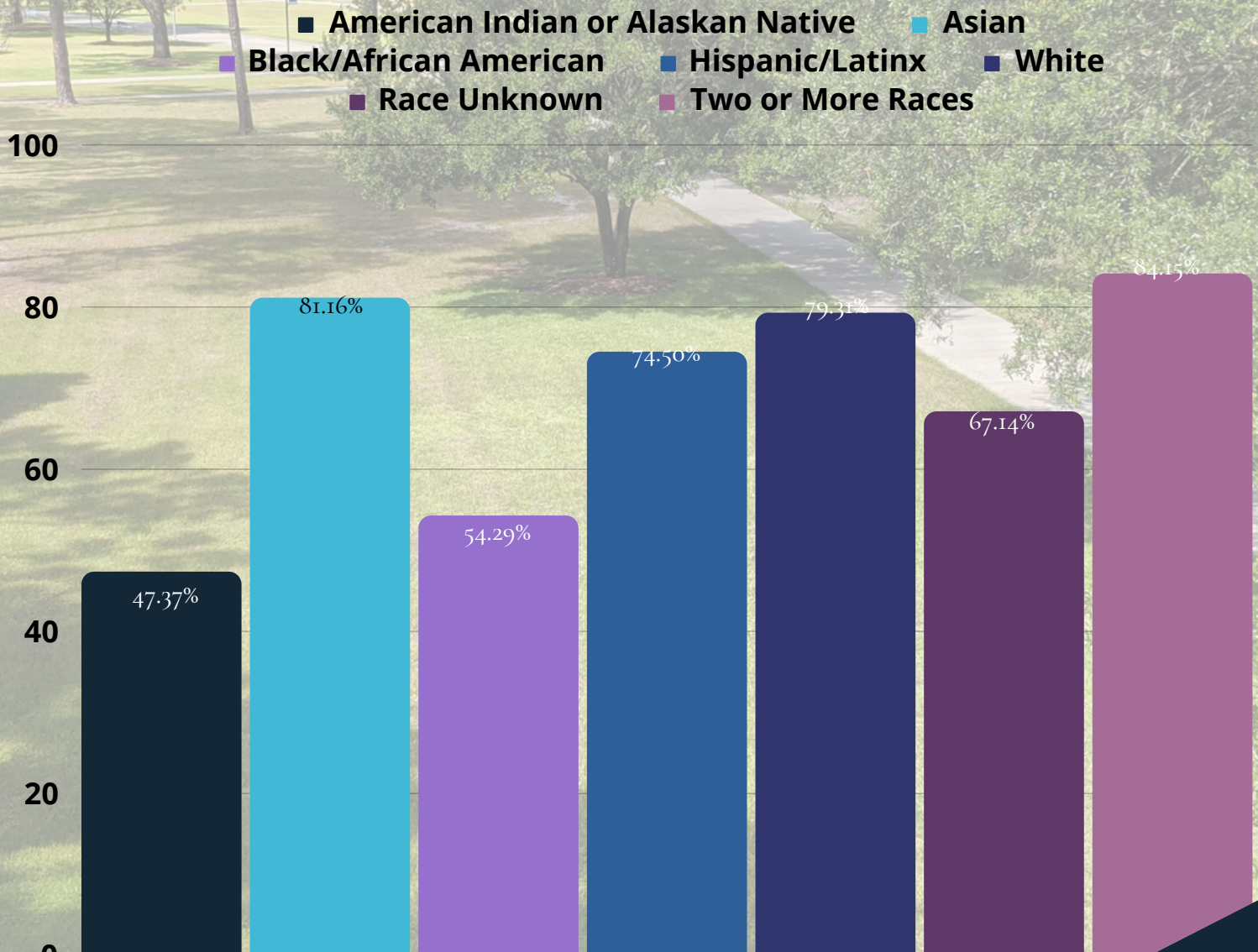
2022-2023 STUDENT DEMOGRAPHICS



STUDENT SUCCESS

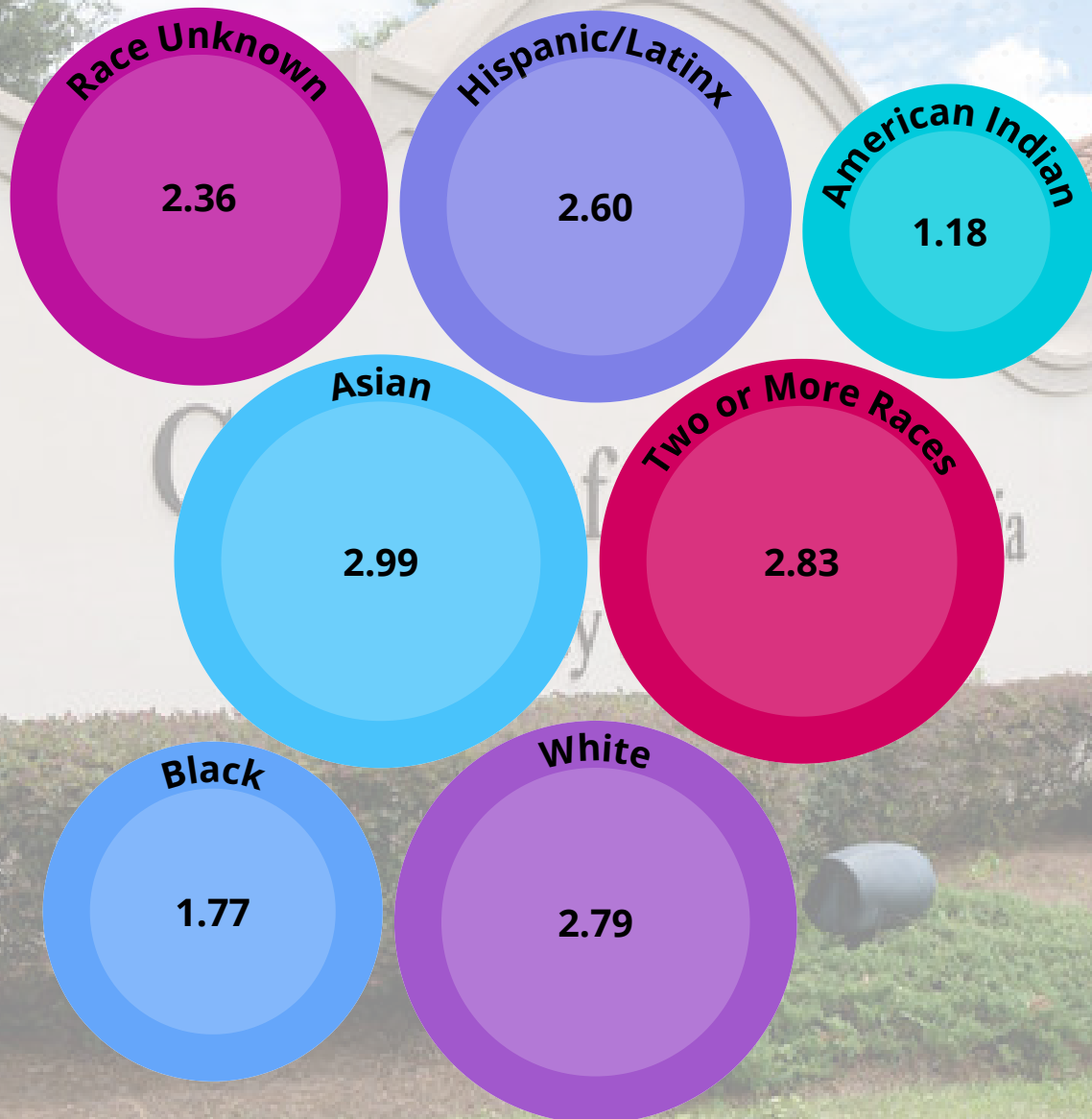
ABCS RATES

FALL 2022



This reflects all First-time, Full-time, degree-seeking students, from Fall 2022 to Spring 2023. A,B,C,S rates are the percentage of students that earn A,B,C and/or S in their courses.

STUDENT SUCCESS GRADE POINT AVERAGE

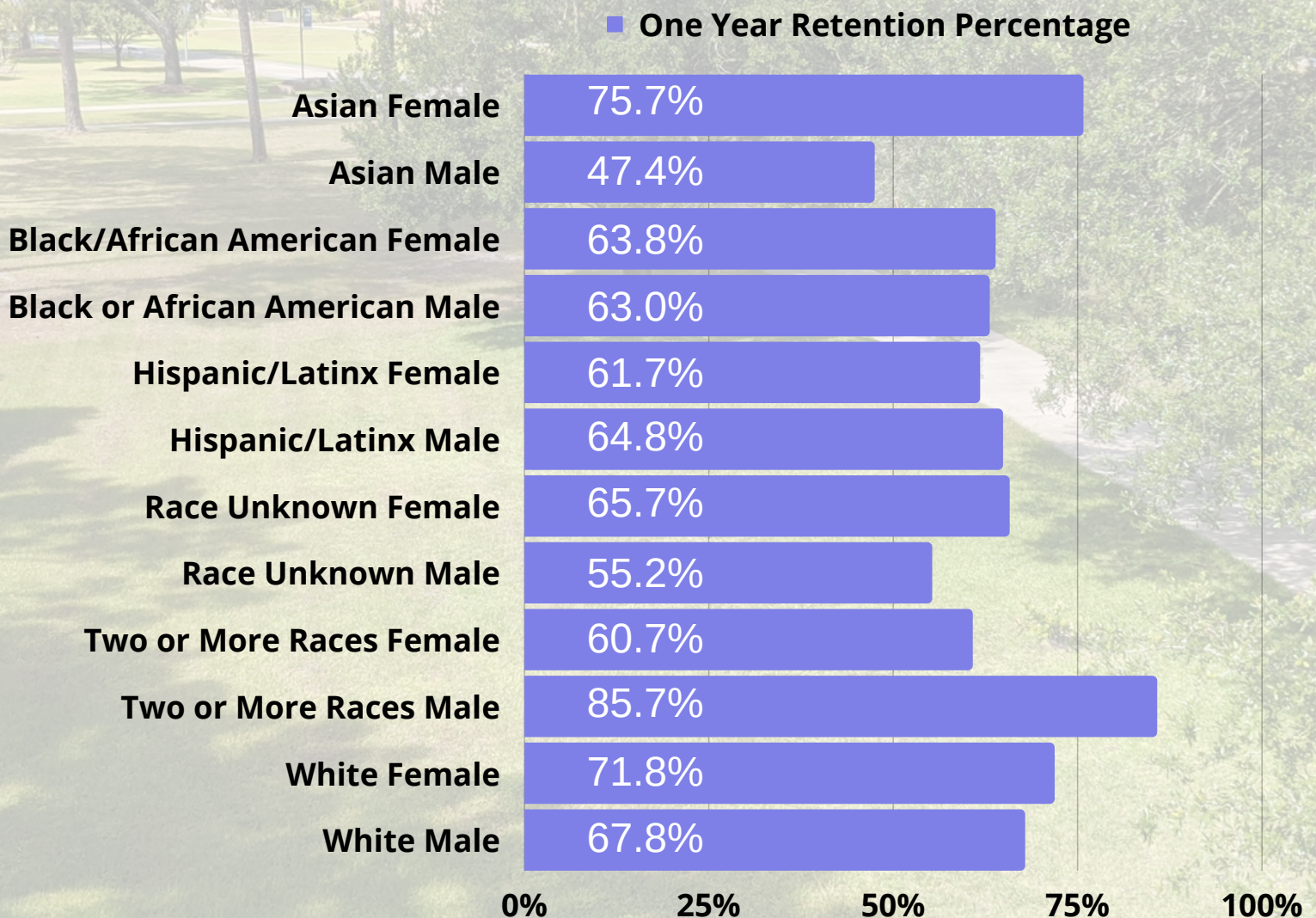


This reflects the cumulative grade point average for all First-time, Full-time, Degree-Seeking students, from Fall 2022 to Spring 2023.

STUDENT SUCCESS

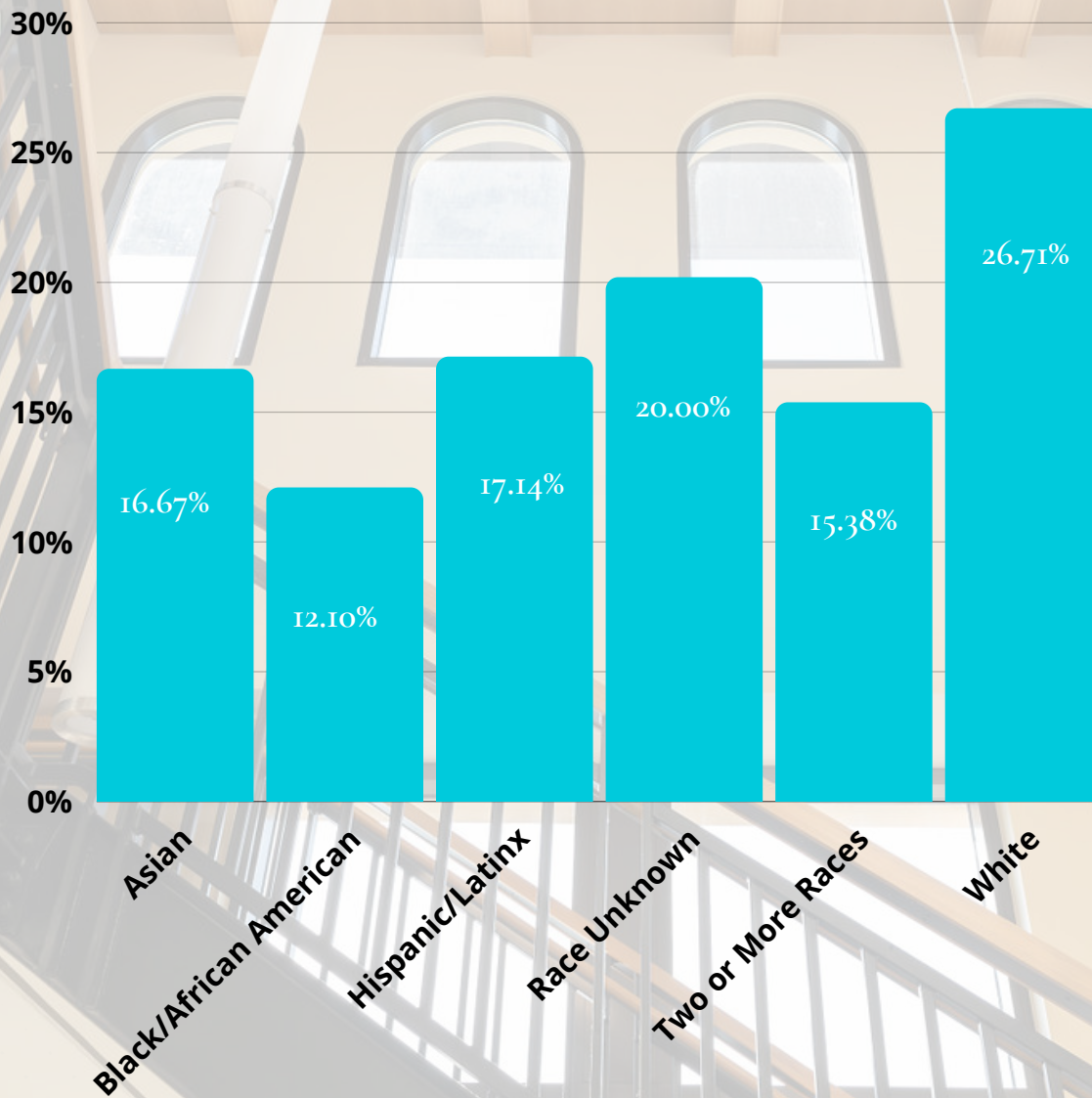
1-YEAR RETENTION

FALL 2022



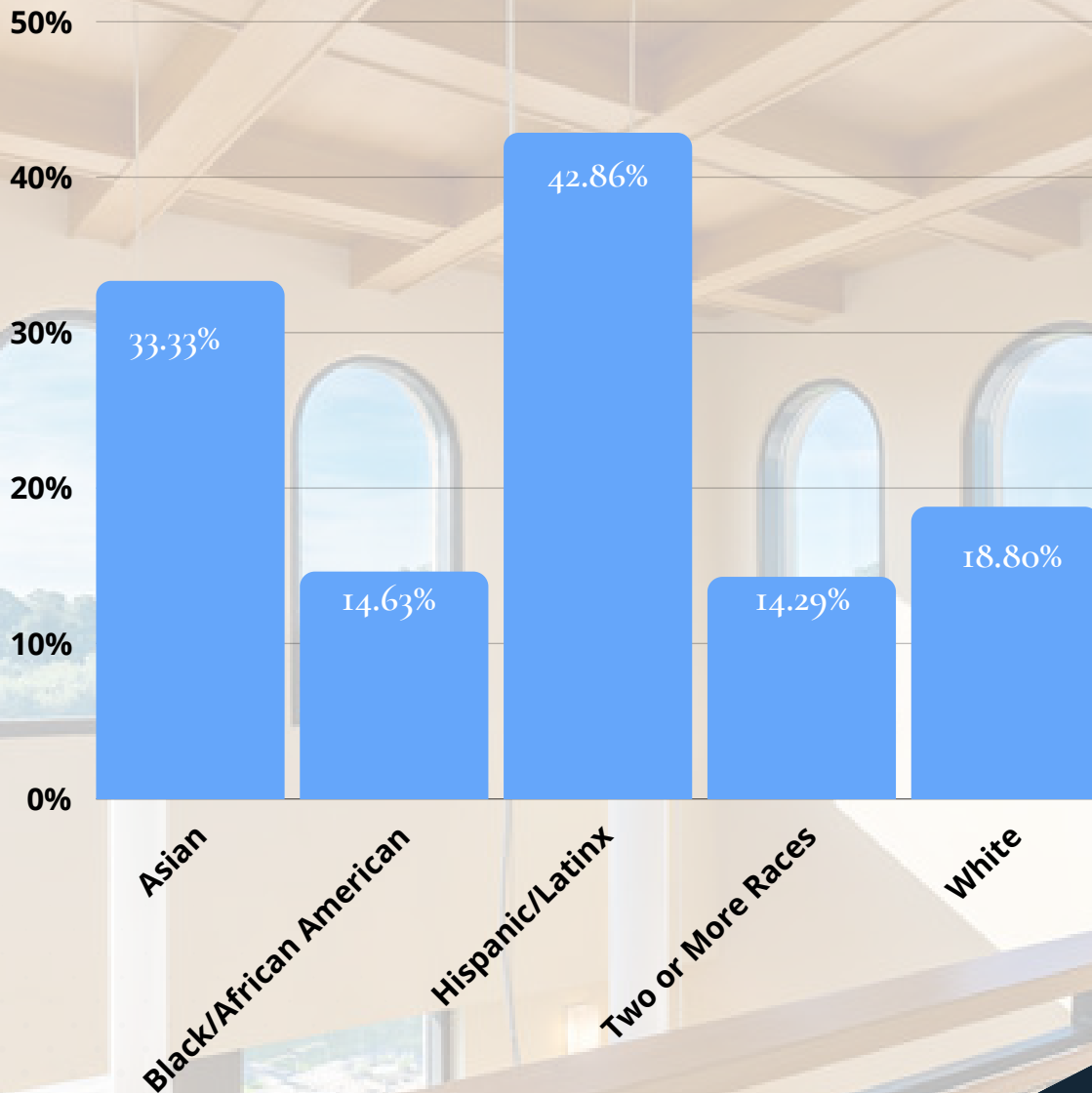
This reflects the one-year retention rate for all First-time, Full-time, degree-seeking students, from Fall 2021 to Fall 2022

STUDENT SUCCESS GRADUATION 6-YEAR RATE - BACHELOR DEGREE SEEKING 2022-2023



This reflects the First-Time, Full-Time, who enrolled in 2016 and graduated with a bachelor's degree within 6 years.

STUDENT SUCCESS GRADUATION 3-YEAR RATE - ASSOCIATE 2022-2023



This reflects the First-Time, Full-Time, who enrolled in 2016 and graduated with an associate's degree within 3 years.

COMMUNITY PARTNERSHIPS

72%
Women



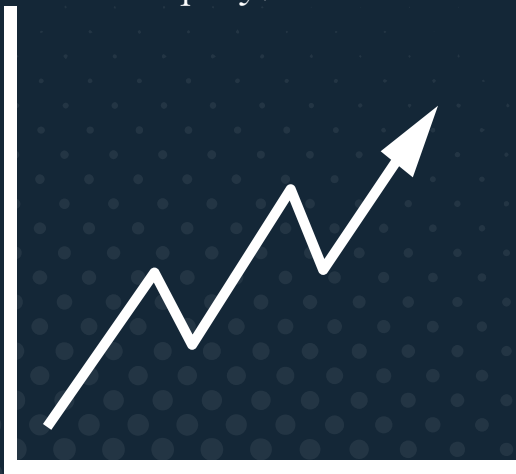
67%
People of
Color

LUCAS CENTER FOR ENTREPRENEURSHIP PARTNERSHIPS

In 2022-2023 academic year, 72% percent of individuals helped by the Lucas Center were women. While 67% of individuals partnering with the center were people of color.

\$179,400

In federal grant dollars to support diversity, equity, and inclusion initiatives.



Over \$430,000
Spent with
Minority & Small
Businesses

\$40,210

Foundation Dollars Raised to Support
Diversity Initiatives On Campus

STUDENT ENGAGEMENT


Student Organizations hosted over 20 unique programs dedicated to diversity and inclusion.

**Black
Student
Union**

**Gender &
Sexuality
Alliance**

**La Casa
Costera**

STUDENT ENGAGEMENT



The College of Coastal
Georgia Community hosted
47
diversity programs with over
1,000
total attendees

DIVERSITY IN ACADEMICS



ZDIV Course Code

In alignment with AAC&U designated High Impact Practice, a new course code **ZDIV** will be added to courses to better highlight courses with a unique focus on diversity and global learning.

These courses encourage students to explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.

DIVERSITY IN ACADEMICS

2,164

Fall 2022

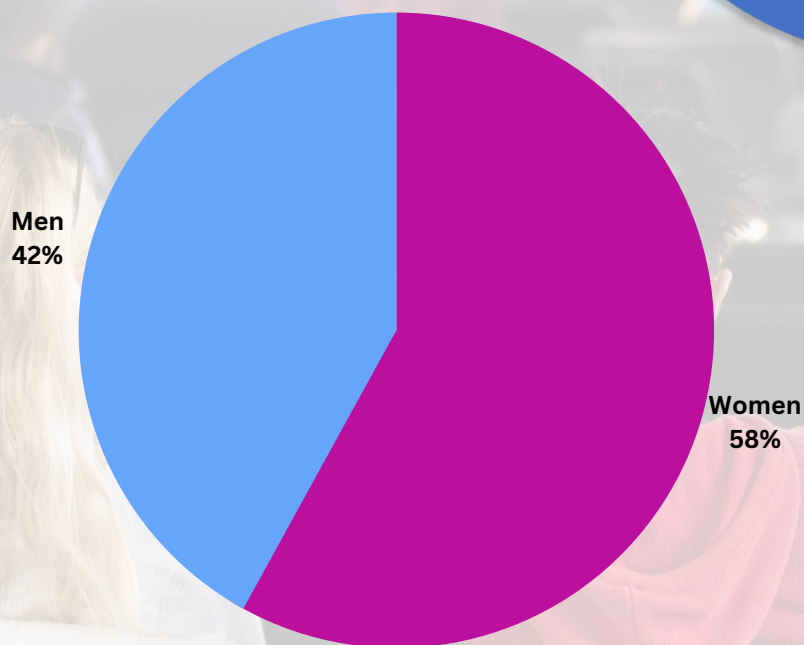
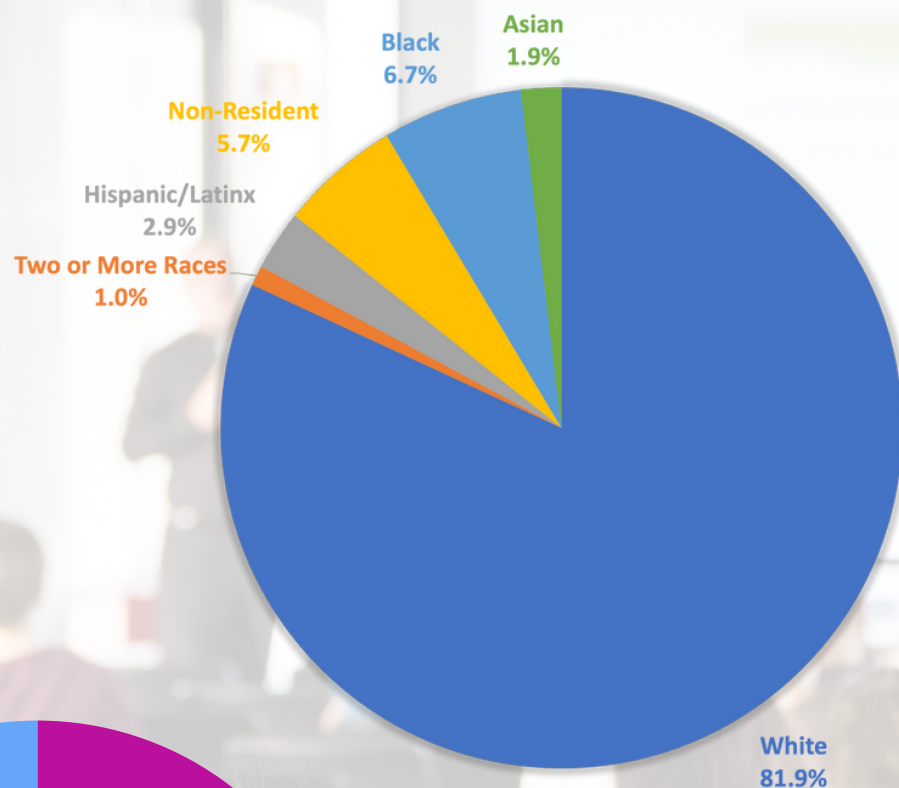
2,216

Spring 2023

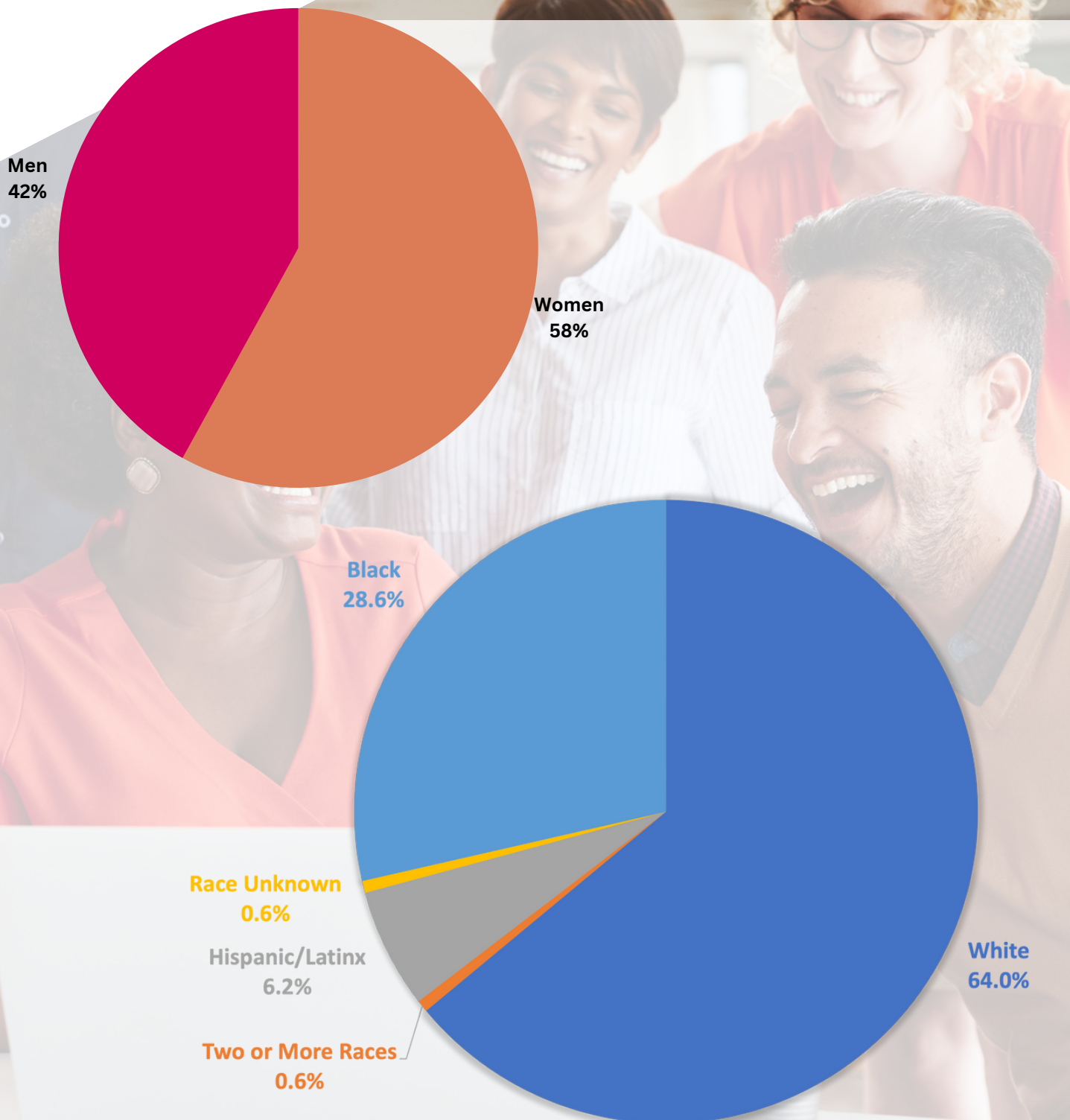
In the fall and spring semesters, 2,164 and 2,216 students were enrolled in courses that encourage students to explore cultures, life experiences, and worldviews different from their own.

In the fall of 2022, the College launched a minor in Diversity and Inclusion. In the first year, it was the 10th most popular minor of the 24 total minors available.

2022-2023 FACULTY DEMOGRAPHICS



2022-2023 STAFF DEMOGRAPHICS



CLIMATE SURVEY RESULTS

EXECUTIVE SUMMARY

Understanding our campus culture is essential to the future viability of the College of Coastal Georgia for students, faculty, staff, and the communities we serve. Central to that understanding is assessing whether students, faculty, and staff from traditionally marginalized identities are fully included and provided equitable opportunity for growth; and whether those whose identities are well-represented in higher education value diversity and feel empowered to support equity and inclusion efforts.

CONTEXT

The President's Commission on Diversity and Inclusion requested the development and distribution of a climate survey to understand better how faculty and staff perceive diversity and inclusion on campus. Given the complexity of intersecting identities and the societal context of diversity, the Commission also attempted to compare the perceptions of various demographic groups, social identities, and other diversity indicators. As a facilitator for dialogue and thought and as a contributor to the planning for initiatives, policies, and practices that will promote an inclusive environment, the Commission sought to establish a baseline against which improvement could be measured.

The primary goals of the climate survey are to assess the campus climate with candor and rigor and to monitor its evolution over time. If the institution wishes to perceive and enhance the campus climate, it must be truthful. The results will guide strategic planning and implementation of diversity, engagement, and inclusion initiatives, including campus policies, priorities, and resource allocation.

AREAS OF STRENGTH FACULTY & STAFF

COMMON PURPOSE Common Purpose - the perceived contribution of one's work to the overall institutional mission and core values. 92.2% of faculty and staff believe their work supports the institutional mission and core values.

APPRECIATION Appreciation of Individual Attributes – the degree to which individuals perceive that they are valued and can "successfully navigate the organizational structure in their expressed group identity." 83% of respondents agreed that their individual attributes were valued.

ACCESS Access to Opportunity – the ability to "find and utilize professional development and advancement support." 82% said they were able to find assistance to further their professional development.

RESPECT Respect – the perceived "culture of civility and positive regard for diverse perspectives and ways of knowing." An average of 80% agreed with the three components of this domain.



When asked about the overall climate at the College regarding inclusivity, 82% of respondents noted that the College offers a "Very Inclusive" or "Somewhat Inclusive" environment. Additionally, 76.6% of faculty and staff characterize the College as "Very" or "Moderately" diverse.

AREAS FOR DEVELOPMENT

FACULTY & STAFF

BELONGING
79.8%

Sense of Belonging – the degree to which respondents agreed that their "social group identity [is] connected and accepted in the College. 79.8% of respondents indicated that their social group is accepted.

TRUST
72.3%

Trust – "confidence that the policies, practices, and procedures of the organization will allow [individuals] to bring their best and full self to work." Overall, the average level of agreement with the three items in this factor was 72.3%

RECOGNITION
53.2%

Equitable Reward and Recognition – the perception of "the organization as having equitable compensation practices and non-financial incentives." Campuswide agreement with these three items averaged 53.2%, the lowest scoring factor.

CULTURAL DIVERSITY AWARENESS AND KNOWLEDGE

In addition to assessing workforce climate, the survey measured attitudes and behaviors regarding cultural diversity awareness and knowledge. On a 4-point scale, faculty and staff received average scores of 3.4 and 3.6, respectively.

- A higher percentage indicates that faculty and staff are acutely aware of prejudice and bias, as well as the impact of their behavior on others. Individuals with a high score value diversity in their relationships with others.
- A lower percentage suggests ignorance of prejudice and bias and a lack of awareness of how their biased behavior affects others. Low-scoring individuals communicate with others in a manner that does not value diversity.



AREAS OF STRENGTH STUDENTS

TREATMENT
84.9% Equitable Treatment – the level of fair and equitable treatment viewed through the lens of personal identity. Overall, 84.9% of respondents agreed that they were treated equitably.

COMMITMENT
82.7% Institutional commitment – the degree to which the College is committed to diversity, equity, and inclusion (DEI) and provides programs and resources to support this commitment. Overall, 82.7% of respondents agreed that the institution is committed to DEI.

AREAS OF DEVELOPMENT STUDENTS

BELONGING
63.0% Valued and belonging – the degree to which respondents feel valued as individuals and belong at the College. Overall, 63.0% agreed that they feel valued and belong.

THRIVING
61.4% Thriving and Growing – the first of the two items in this domain measures whether respondents feel they must work harder to be valued the same as those with different identities (reverse scored, where "strongly agree" is scored lowest rather than highest). The second captures the degree to which respondents feel that the campus environment positively affects their personal and academic development. Overall, 61.4% of respondents agree that the College promotes their thriving and growth.

INTERACTIONS
61.0% Interaction with Diverse Others – the frequency respondents meaningfully interact with individuals unlike themselves, measured on a scale of "Never" to "Very Often." Overall, 61.0% of respondents reported that they often had such interactions.

The response rate for the student survey did not meet the threshold for generalization. However, responses by participants can provide potential insight into the student experience and areas for further research exploration to understand the nuances of the student experience as it relates to diversity and personal identity.

THE COLLEGE OF COASTAL GEORGIA

With locations in Brunswick and Kingsland, the College of Coastal Georgia is an undergraduate college within the University System of Georgia. The College provides an affordable and interactive education nestled in the natural beauty and abundant sunshine of Georgia's Golden Isles – an area noted for world-class golf courses and resorts, as well as an amazing diversity of maritime habitats, wildlife, and sea creatures.

CONTACT US



912.279.5700



diversity@ccga.edu

The College of Coastal Georgia Vision Statement:

The College of Coastal Georgia is a leader in higher education, transforming lives through engaged learning – every student, every time.

The College of Coastal Georgia Strategic Pillars:

To achieve Coastal Georgia's vision for the future, the institution will pursue meaningful and measurable progress in six strategic focus areas supported by three thematic pillars – **Grow & Thrive, Excel & Lead, and Engage & Connect** – reflecting the characteristics the College sees in itself and attributes it will continue to enhance.

