



# CONNECTICUT COLLEGE

## ACADEMIC FACT SHEET, Academic Year 2019-20

### STUDENT BODY AND FACULTY

In Fall 2019, Connecticut College enrolled 1,861 students (1,819 full-time and 42 part-time undergraduates). The proportions of female and male full-time students are 62% and 38%, respectively. Using the federal government's race/ethnicity categories, Connecticut College's Fall 2019 full-time undergraduate population was 67% White, 22% U.S. students of color (including multiracial individuals), 9% international students (of any race), and 2% race unreported. Together, U.S. students of color and foreign students of color constitute 28% of our full-time undergraduates.

Based on home addresses on file with the College, the most common home states of our full-time U.S. students are Massachusetts (30% of our U.S. students), Connecticut (17%), New York (13%), New Jersey and California (5% each), and Maine (4%). Based on home address, the most common home countries of our full-time international students are Vietnam (26 students), China (21), the United Kingdom (8), India and Pakistan (7 each), and Canada and Ethiopia (6 each).

The College continues to have a 9-to-1 student-faculty ratio, based on 183 full-time and 56 part-time faculty members (193 FTEs). By gender, 54% of full-time faculty members are female and 46% are male. Using the federal race/ethnicity categories, our Fall 2019 full-time faculty is 67% White, 22% U.S. persons of color, and 11% foreign citizens (of any race). Together, U.S. faculty of color and foreign faculty of color constitute 28% of full-time faculty members. In terms of academic training, 95% of full-time faculty members hold a PhD or other terminal degree (such as an MFA). Of this fall's 183 full-time faculty members, 117 (64%) are tenured, 31 (17%) are untenured, and 35 (19%) are not on the tenure track (e.g., lecturers and visitors). Women account for about 50%, 68%, and 54% of tenured, untenured, and non-tenure-track faculty members, respectively.

### FINANCIAL AID

Beginning with the Fall 2017 entering first-year class, many students were awarded merit-based financial aid for the first time. For Fall 2019, the average need-based grant for the Class of 2023 was \$46,581, and 59% of all first-year students received need-based financial aid. Altogether, 97% of this year's incoming class received institutional grant funding in the form of need-based and/or merit awards.

### COURSEWORK

In AY 2018-19, 760 "regular courses" were offered, with total enrollments of 13,084 (this figure excludes independent studies, honors work, 1-credit courses, and the like). Of these courses, 66% were General Education courses (i.e., they fulfilled an area or Mode of Inquiry requirement), 30% were Writing (W) courses, and 14% were taught in a language other than English. The average class size for regular courses was about 17 students, although this varied greatly by course level and by discipline. For example, 100-level courses in academic year 2018-19 averaged 22 students, while 400-level courses averaged 10 students. There were also 111 laboratory sections (most in the natural sciences), with an average enrollment of about 13 students.

### MAJORS AND MINORS

Connecticut College students can currently choose from 42 majors and 44 minors and, with faculty approval, may design their own major or minor. Members of the Class of 2019 graduated with 41 different majors; 19 of these were completed by 10 or more graduates, and 9 majors had 20 or more graduates. The most common majors were Psychology (52 graduates), Economics (51); Government (35), Biological Sciences (29), International Relations (26), English (25), Computer Science (24), Environmental Studies (21), History (20), and Behavioral Neuroscience and Human Development (each with 18). Among the Class of 2019, 28% of graduates double or triple majored, and one student self-designed a major. In addition, 210 members of the Class of 2019 (52%) graduated with one or more minors in addition to their major(s) – 153 students with one minor and 57 students with two minors. The most common minors were Psychology (27 graduates), Economics (19), English (15), Applied Statistics (13), and Art, Classics, East Asian Studies, Government, and Mathematics (each with 11). Thirty-eight students in the Class of 2019 (9%) wrote theses and graduated with honors.

## **CERTIFICATE PROGRAMS AND PATHWAYS**

In addition to their majors and minors, students can apply to one of the four certificate programs run by our interdisciplinary academic centers or declare one of the Integrative Pathways faculty members have developed. Among the Class of 2019, 66 students (16%) earned center certificates (24 from the Toor Cummings Center for International Studies and the Liberal Arts, 24 from the Holleran Center for Community Action and Public Policy, 9 from the Goodwin-Niering Center for the Environment, and 9 from the Ammerman Center for Arts & Technology). Since they were first awarded in 1992, 1,449 graduates have earned center certificates. In Spring 2019, sophomores signed up for Interdisciplinary Pathways for the second time, with 163 students declaring one of the 11 Pathways that existed at that time (there are now 13, with several others under development). Connecticut College students can also earn certificates in Connecticut teacher certification or in museum studies. Among the Class of 2019, 5 students earned teacher certification and 11 earned museum studies certificates.

## **STUDENT-FACULTY RESEARCH AND OTHER INTERACTION OUTSIDE THE CLASSROOM**

Student-faculty research opportunities such as the Keck, ConnSSHARP, Science Leaders, and Mellon Undergraduate Research programs promote faculty-student creative work, research, and fieldwork that often lead to conference presentations or publications. Upon graduating, 92% of Class of 2019 members reported that they had done some form of capstone project; 41% reported completing an individual study with a professor, 29% reported making a public presentation of research, and 17% reported giving a public performance or exhibition while at Connecticut College.

## **INTERNSHIPS**

In summer 2019, 335 members of the Class of 2020 (76%) completed internships funded through the Office of Career and Professional Development or an interdisciplinary center. About 12% of these were completed outside the United States. Overall, 98% of Class of 2019 graduates reported on the Senior Survey that they had held a position that gave them résumé-building work experience, enhanced their career prospects, and/or contributed positively to their professional development – an internship, on- or off-campus employment, job shadowing, etc.

## **STUDY ABROAD**

About half of our graduates in recent years have studied off campus, either individually on a study abroad program or with a group on a faculty-led Study Away Teach Away (SATA) program. Among graduates in the Class of 2019, 188 students (47%) studied away in a total of 31 different countries. Of these 188 students, 174 participated in study abroad programs and 14 participated in SATA programs. Across both types of study away, the most common locations were Denmark (25), the United Kingdom (24), Italy (22), Spain (18), Australia (11), and Ireland, New Zealand, Austria, France, and Vietnam (each with 7).

## **FIRST-TO-SECOND-YEAR RETENTION AND GRADUATION RATES**

Retention rates and graduation rates are calculated by tracking each fall's cohort of incoming first-time, full-time students to see what percentage of them persists into their sophomore year and what percentage graduates in 4 or 6 years. (Students who transfer into the College are not included in these calculations.) Our first-year-to-sophomore retention rate has averaged around 90% for many years and was 90.4% for the Fall 2018 entering cohort. Our 6-year graduation rates have been in the low-to-mid-80% in recent years. For the Class of 2017 (the most recent cohort for which we can calculate a 6-year graduation rate), the rate was 84%.

## **AFTER GRADUATION**

Gathering thorough, accurate data on our students' post-graduation activities is challenging. We combine alumni responses to the annual "one-year-out" survey with additional data from the National Student Clearinghouse, LinkedIn, and other online sources. (We extend these searches out to about 16 months post-graduation to capture graduate school enrollments in the second academic year following students' graduation.) In this way, we've created snapshots in time that include data on about 85% of the members of the Classes of 2013 to 2018, consistently finding that between 92% and 95% are employed, in graduate school, completing a fellowship, or working in public service programs such as AmeriCorps VISTA. The most common graduate degree completed by our students is the nonterminal master's degree (i.e., a master's degree other than an MBA or MFA).