

A REPORT TO

*The New England
Commission of
Higher Education*

JANUARY 2023

INTRODUCTION

This mid-cycle review arrives at a time of great challenge and great possibility, as our campus community emerges from the most disruptive period in the history of U.S. higher education and grapples with new imperatives stemming from an ongoing global public health crisis and the movement for racial justice. And yet, there is cause for optimism, with milestone achievements in fundraising, student enrollments, athletics, and capital projects that bode well for Connecticut College's future. Since our 2018 report, our senior administrative team has undergone significant renewal, bringing a powerful diversity of perspectives and experience to campus leadership. And the College has raised nearly \$250 million in new gifts and commitments in its *Defy Boundaries* campaign, including the largest gifts in its history to support the many exciting initiatives detailed below.

Our traditions of shared governance and cross-divisional collaboration have allowed the College not just to navigate but also to innovate in uncertain times. And shared governance has played a role in the preparation of this report. Many members of the community contributed at different stages—from the NECHE workshop attended by senior leadership in February 2022; to the work plan created by staff in the president's office and institutional research; to the survey of key accomplishments by members of administration; to the work done by faculty and administration in an AAC&U Institute on General Education and Assessment. The essay on academic effectiveness included in this report was prepared collectively by the dean of the faculty, the dean of the college, and the faculty, student, and staff members of our Educational Planning Committee.

A first draft was completed in late October and reviewed by the president, senior leadership, and key faculty committees, including the Faculty Steering and Conference Committee, the Educational Planning Committee, and the Priorities, Planning, and Budget Committee. Data First forms were compiled by the Office of Institutional Research and Planning, with assistance from a number of other data stewards on campus. Feedback from all of these constituencies was incorporated into the later drafts, reviewed by members of our Staff Council and Student Government Association, along with leaders on the Board of Trustees and the President.

We are grateful for this opportunity to reflect on our progress at Connecticut College over the past five years, and we thank the Commission for engaging us in a valuable review process.

INSTITUTIONAL OVERVIEW

Connecticut College is a highly selective, private, residential college offering a distinctive education in the liberal arts and sciences. Our mission of putting the liberal arts into action is evident across our academic majors, minors, interdisciplinary centers, and programs as well our signature program of integrative education, Connections, launched in 2016. With a reputation for rigorous, interdisciplinary inquiry, the College's programs are anchored in a progressive vision of higher learning oriented toward developing the intellectual, creative, civic, and professional capacities of every student. Moreover, our long history of community-engaged education and global

learning as well as our newly expanded career development program offer students opportunities to activate their classroom learning in deep and meaningful ways.

Our residential campus in New London is maintained as a level-III accredited arboretum that offers the campus community an unparalleled living and working environment as well as a unique asset for teaching and research. The Arboretum's ecologically diverse 750 acres include the landscaped grounds of the College campus as well as the surrounding native plant collections, the Thames River waterfront, natural areas, and managed landscapes. These resources all support the College's mission of preparing the next generation of citizen-leaders, whose critical responsibilities will include crafting a sustainable relationship with the natural world.

From the very beginning, equity and inclusion have been part of our historical legacy and moral framework. Chartered in 1911, the College opened for instruction in 1915 as the first institution in Connecticut created solely for the higher education of women. The College embraced coeducation in 1969, and has welcomed men for almost half of its 112-year history. A small graduate program was established in the late 1950s, providing master's programs in select disciplines together with an accredited Master of Arts in Teaching, although graduate education has not been a focus for the last decade. Connecticut College currently enrolls approximately 1,900 undergraduate students from 40 states and over 45 countries around the world. The College's commitment to expanding access for the worthiest students has endured as a foundational value: partnerships with the Posse Foundation and United World Colleges, along with homegrown initiatives like our Science Leaders program, have strengthened our capacity to reach, recruit, and retain students from historically marginalized communities. The College now dedicates 35% of our annual operating budget to financial aid, thus ensuring our ongoing ability to enroll qualified candidates with limited resources from the United States and other parts of the world.

Connecticut College offers a wide array of majors and minors, including certified majors in Chemistry and Biochemistry; robust study abroad opportunities; an exceptional co-curricular internship program, guaranteeing paid opportunities for every student; and unique interdisciplinary certificate programs in museum studies, race and ethnicity, international education, public policy, arts and technology, and the environment. With the launch of our signature core curriculum, Connections, in 2016, the integrative-learning framework of the certificate programs has been expanded so that all students now have the opportunity to make connections across their coursework, research, internships, and professional experiences on campus and in communities around the world. The College held its fourth annual All-College symposium in November 2022. This event, the culmination of Connections, showcased the power of integrative learning through presentations and performances by hundreds of seniors. Just as Connections was conceived through a highly participatory process involving faculty, staff, and students, its institutionalization over the past seven years has been supported in the same way. As we will detail in this report, the implementation and assessment of Connections has also given focus to ongoing curricular planning, staffing priorities, instruction, and financial decision-making related to the academic program. The essay on academic effectiveness seeks to apprise the Commission of what we have learned since 2018 about student learning outcomes related to Connections.

One area that has seen development through Connections is our program in career and professional development. At the time of our 2018 report to the Commission, we were preparing to enhance the centrality of that program by moving the career center to the heart of our campus. The move, made possible through the philanthropy of Karen and Rob Hale '88, was designed to highlight our vision of a holistic, experiential, and integrated approach to the liberal arts. After considering a few locations, we ultimately chose to renovate the first floor of Fanning Hall, our main administration building and the first that you see as you enter the campus. Formally dedicated in October 2019, the 3,135 square feet of new space includes the offices of the Hale Center for Career Development, “smart” conference rooms, interview spaces, and a welcoming environment for visiting employers. The renovation also included the creation of three new classrooms and the installation of a new elevator, making all four floors of Fanning Hall accessible for the first time in its 90-year history. Importantly, the east entrance to the building, sealed off for decades, is open once again, effectively making the career center the front door to campus and physically embodying our mission of educating students to put the liberal arts *into action*.

In 2018 we shared with the Commission our plans to carry out an historically informed renovation and expansion of our art deco Palmer Auditorium into a site that would not only inspire cutting-edge performance and research but also situate the arts fully in the context of a liberal arts mission focused on equity and justice. We are pleased to report that this renovation was completed last spring, when on April 29, 2022, a large gathering of current and former trustees, alumni, faculty, staff and students witnessed the formal rededication of the space as the Athey Center for Performance and Research at Palmer Auditorium. This renovation is the first major capital project of our *Defy Boundaries* campaign, and its completion during a global pandemic highlights the College’s ongoing capacity for planning, financing, and executing large-scale innovation. Our arts facilities are now being further enhanced through a generous gift by the Stark Foundation to create a new home for film studies in Hillyer Hall. Our students, faculty, and staff will benefit from a state-of-the-art editing lab, seminar room, teaching, and production space. The project is nearing substantial completion and is slated to be ready for use in the spring 2023 semester. A final transformative project that has been completed since our decennial review is the revitalization of the Thames River waterfront to support marine science as well as rowing, sailing, and outdoor recreation.

Reflecting on our work over the past five years, we are reminded of how the global COVID pandemic affected every aspect of our operations. While we carried on the work of the College with existing governing processes and structures and endeavored to continue implementing key institutional plans, “business as usual” obviously ceased to exist, particularly during the most intensive phase of the pandemic in the second half of the spring 2020 semester and during 2020-21. In mid-March 2020, Connecticut College students were just beginning their two-week spring break when Connecticut Governor Ned Lamont declared the emerging COVID-19 pandemic a state of emergency. In anticipation of the governor’s suspension of in-person instruction in the state (which was announced on March 15, 2020), we announced on March 11 to students, faculty, and staff that we would “suspend residential instruction and transition to remote modes of teaching until at least April 30.” What followed was a rapid transition by our entire faculty to a remote-teaching modality, aided

by a substantial number of individual and group training sessions by our instructional technology team, other library staff, and our Center for Teaching & Learning to prepare faculty members to teach remotely. Classes resumed on March 25, and instruction was conducted remotely for the remainder of the semester. Faculty and staff development on remote and hybrid pedagogies was offered through summer 2020 and more specialized training was offered throughout the 2020-2021 academic year. For their outstanding work, our Instructional Technology Team received the College's 2020 Team Service Excellence Award, presented each year to the staff team that demonstrates distinction in the conduct of their responsibilities at the College.

Throughout this period, campus leaders engaged in daily deliberations about how to preserve as much of our residential, high-touch academic experience as possible while being responsive to well-founded concerns about the health and safety of our faculty, staff and students. Many admitted students chose to defer acceptance for a year and enrolled students opted for semester- or year-long personal leaves, reducing overall enrollment and creating revenue challenges at a time when institutional expenditures on COVID testing, mental health services, classroom reconfigurations, and instructional technology increased. Yet the College remained open. Hybrid in-person and remote teaching and learning in 2020-21 gave way to fully on-campus, in-person teaching and learning in 2021-22 as we resumed study away programs, campus visits, cultural events, and intercollegiate athletics. In fact, in fall 2021 the College won its first ever NCAA Division III national championship in men's soccer. All these accomplishments were enabled by the herculean efforts of our staff in admission, academic support, and especially student life, who on top of normal work, created and ran a full-scale on-campus testing facility in partnership with Hartford HealthCare. The efforts paid off. In fall 2022, we welcomed a record-setting 630 incoming students to Connecticut College—one of the most diverse and selective classes in our history—and redoubled our efforts to offer our outstanding academic opportunities to students intent on embarking on a world-class residential liberal arts college experience.

As we continue implementing our strategic plan and amplifying our work with the enthusiasm and financial resources generated by *Defy Boundaries*, we do so with the full awareness of the increasingly challenging national landscape of higher education. But we move forward with the same conviction that motivated our forebears when they undertook to create a modern college with an educational mission responsive to the needs of its time. Again, we welcome this opportunity to apprise the Commission of our work over the past five years. We know that the insights we gain during these processes of institutional reflection and self-assessment illuminate both the progress we have made thus far and the important work that lies before us.

AREAS OF EMPHASIS

In its [December 20, 2018 letter](#) to Connecticut College President Katherine Bergeron, the Commission reaffirmed our accreditation and asked that our spring 2023 interim report give emphasis to our successes in:

1. Implementing its strategic plan with emphasis on aligning initiatives related to enrollment, staffing levels, and the capital campaign with the mission of the institution and ensuring that the Board is well-informed about the financial health of the institution;
2. Developing a comprehensive approach to assessing the Connections program with attention to demonstrating that all departments are appropriately engaged in the assessment of the Connections General Education initiative;
3. Evaluating the effectiveness of changes to the College's shared governance processes.

In addition, following up on our August 2021 report to the Commission regarding our first year of offering distance education, we will provide an update regarding our success in:

4. Offering courses via distance education.

We will address the first and third of these in this section and the assessment of Connections in our reflective essay on educational effectiveness under Standard Eight (see pp. 35-56). Our distance education offerings are discussed under Standard Four (see pp. 18-19).

1. Strategic plan implementation

Our current strategic plan, [*Building on Strength*](#), was formally adopted in fall 2016 and outlines goals and actions to enhance state-of-the-art teaching and research and offer new opportunities for student engagement in order to create the conditions for equitable and sustainable communities in future generations—both on campus and in the world beyond.

Building on Strength called for additional planning processes to establish concrete action steps for several key areas. Three years of intensive and inclusive planning resulted in the following:

- A [*Campus Master Plan*](#), launched in 2018;
- A [*Campus Sustainability Plan*](#), launched in 2018;
- An [*Equity and Inclusion Action Plan*](#), completed in 2018-2019;
- An [*Action Plan for Competitive Success in Athletics*](#), completed in 2019;
- And a comprehensive campaign, [*Defy Boundaries*](#), created to support the objectives of all these plans. The campaign was launched silently in July 2017 and went public in October 2021.

We conceived *Building on Strength* with a 10-year horizon and have made great progress on its implementation in the six years since its adoption—progress that is perhaps all the more notable given the challenges the world has faced since March 2020. Our work has been detailed in [*annual progress reports*](#) since 2016 as well as a comprehensive [*fifth-year progress report*](#) in February 2021 that provides a broader view of all that we have accomplished and what remains to be done.

To prepare the strategic plan's fifth-year progress report, we invited the community to reflect on both the achievements of the first five years and the direction for the next. Progress reports from 2017-2020 were distilled and shared as a single document to provide context for that discussion. We then administered a survey of students, faculty, and staff and conducted smaller focus groups with leaders

of these constituencies to give individuals the chance to offer their views of the greatest achievements in the plan's first five years and those areas that require still more work. The 160 student, staff, faculty, and trustee participants saw important advances in educational excellence, full participation, and career development. They were encouraged by the momentum around fundraising and endowment growth, as well as efforts to improve the student residential experience, but they also saw these as areas needing greater focus in the coming years, along with sustainability, athletics, research, and the arts.

The fifth-year *Building on Strength* report summarizes the observations. The plan's first goal, "to become a recognized leader in integrative education," cites our general education program, Connections, as a primary objective in achieving academic distinction. In the first five years of the plan, Connections has come to represent what is most unique about a Connecticut College education. In fact, when respondents spoke about notable achievements of the past five years, Connections was the initiative mentioned most frequently. Comments about the program's distinctiveness and impact were remarkably consistent across constituencies. Deepening faculty and student engagement off campus and around the world, a key component of Connections, was also noted as an important advance, chiefly through the opening of the Walter Commons for Global Study and Engagement in January 2018. In the same vein, participants cited the Academic Resource Center as an "incredible student resource" and its expanded range of programming as a significant educational achievement in the last five years.

Establishing an environment where all people can thrive, achieve their full potential, and contribute to the flourishing of others lies at the center of all three of *Building on Strength's* interconnected priorities. This is what we mean by "full participation," the next most frequently noted accomplishment in the survey responses. Many participants remarked on the progress that the College has made through the Equity and Inclusion Action Plan, with its specific actions aimed at enhancing faculty, student, and staff diversity; strengthening learning around social difference with a newly adopted Social Difference and Power graduation requirement; and enhancing campus resources towards reducing bias.

Creating future leaders relates to a third goal mentioned frequently by respondents, making Conn the leading liberal arts career program in the country. There was broad consensus that the opening of the Hale Center for Career Development in Fanning Hall represents an important achievement of the plan's first five years, not merely for the renovation itself but also for the way it makes visible the central role career preparation can and must play in a student's four-year journey at Conn.

Many other areas of accomplishment cited by respondents were also tempered by comments emphasizing the need for even greater progress. Financial strength was a case in point. Improving the College's financial position through fundraising, financial aid, and enrollment was noted as a significant achievement. Understandably, financial strength was also called out as an area needing continued focus, because, as one respondent noted, "financial sustainability will be key to the College continuing to exist as a pre-eminent institution." Specific comments pointed to the need for continued

endowment growth, strengthened admissions marketing, and new summer and winter programs to establish alternative revenue streams.

The same kind of two-sided response could be seen in discussions of campus life goals. The planned renovation of the College Center at Crozier-Williams (known on campus as “Cro”) was identified by many respondents as an important strategy, along with the improvements already made to the first-year residence halls. At the same time, the overall state of residential spaces was also noted as an area for continued attention and improvement.

Two salient themes emerged from the campus-wide feedback that will inform the final years of the strategic plan. The first has to do with a desire to continue building on the progress already made. This is true not simply for the goals of financial strength and campus life, noted above, but also, overwhelmingly, for the gains made through the launch of our new curriculum and through our ongoing work on equity, inclusion, and full participation. The second theme has to do with other areas of the plan—namely, sustainability, athletics, research, and the arts—where good progress has been made but even greater opportunities await.

With respect to Connections, many faculty members commented on the need to “finish the work” by clarifying structures and expectations, institutionalizing funding and staffing, and even making completion of a Pathway or Center certificate a requirement for graduation rather than just a curricular option. Some respondents emphasized the need for the College to continue developing its offerings to bring them into greater alignment with what students today want to study. Others were explicit about the importance of developing programs to build on our popular minor in finance and pathway in entrepreneurship. More than a few mentioned the potential for a business major or minor, not just to stay competitive with peer competitors who offer it but, more importantly, to embrace business fully as a 21st-century liberal arts competency. In the area of full participation, given the current national climate and increased sense of urgency around racial justice, many participants expressed the need for even greater institutional support, recruitment, and mentoring of BIPOC (Black, Indigenous, and People of Color) faculty and staff, as well as for programming, curricula, facilities, departments, and spaces devoted to “addressing head-on the racial issues and inequalities on our campus and in the world.” The general sentiment of the feedback was that the College must accelerate the excellent work that has already begun on our Equity and Inclusion Action Plan. As a faculty member concluded, “Rethinking how we recruit and support students, how we work to retain faculty of color, and how we rebuild a sense of community after the COVID crisis all deserve our serious attention.”

The notable advances in the College’s sustainability efforts—the establishment of a presidential council on sustainability, the publication of a sustainability action plan, and, as one person put it, “the recent award of a coveted STARS rating”—were held up as achievements of the first five years of the *Building on Strength*, but sustainability also emerged as a critical area of “work still to be done.” Comments emphasized the need for the College to operate more sustainably by improving its utility

infrastructure, and lifting up the physical and natural assets of the campus, including the waterfront area of campus and the Arboretum. One staff member commented, “reducing our reliance on fossil fuels to meet our campus goals and the targets set by the Intergovernmental Panel on Climate Change is an increasingly urgent imperative and will become only more important to students as we approach the ‘deadline’ of 2030.” We note that in the 18 months since this campus-wide survey, the College publicly announced a goal of zeroing out its carbon footprint by 2030.

Athletics came up repeatedly as an area where accelerated progress would produce important gains for the College. The creation of an [Action Plan for Competitive Success](#) in fall 2019 was noted as a major step forward, giving focus to many of the themes expressed in the feedback, including the importance of renovated facilities, adequate budgets for staffing and recruitment, the role of athletics in enrollment, and “developing a culture of excellence in all that Conn does.” As one faculty member put it, “Connecticut College cannot build on strength if we don't embrace athletics....Our NESCAC affiliation has brought us prestige and kept us competitive for 40 years, now we have to invest like a NESCAC college.” Others spoke to the opportunity athletics provided the College to bolster enrollments through growing the size of teams we already have, something that could be an important strategy in an increasingly competitive admissions environment. Active fundraising to complete the facilities goals of the Athletics master plan was also seen as essential. As one faculty member reasoned, “Not only will this increase the visual appeal of the College and make us more attractive to prospective students, these facilities will impact ALL students by enhancing their experience while they matriculate their four years.” The recent completion of the Thames River waterfront renovation is a brilliant case in point.

Two areas that received less pointed feedback were the arts and research, reflecting perhaps the slightly less developed nature of these goals in the plan itself. As one faculty member put it, “Elevate the arts! We have amazing arts programs which are not advertised enough,” a call that was answered by the opening of the Nancy Athey '72 and Preston Athey Center at Palmer Auditorium in April 2022. Faculty research has been supported by over \$3.5 million in federal and foundation dollars since 2016, owing in part to new College policies on sponsored projects. These were praised along with smaller student-centered programs, such as the sophomore summer research program funded by Susan Eckert Lynch '62. Areas where more progress is desired include endowing professorships, bolstering library collections, and renovating research spaces.

Overall, the collective campus discussion showed the value of our strategic priorities and goals for focusing the work of the campus, embodying the Commission's expectation in Standard 2.1 that “[p]lanning and evaluation are systematic, comprehensive, broad-based, integrative, and appropriate to the institution.” The responses by members of the community revealed strong consensus around the areas of greatest achievement in the past five years: in the launch of Connections as a distinctive approach to integrative education, the opening of the Walter Commons to enhance global engagement opportunities, and the expansion of our Academic Resource Center to support student success; in the creation of the Agnes Gund '60 Dialogue Project and the advances of our Equity and

Inclusion Action plan; and in the opening of the new Hale Center for Career Development and the enrichment of our integrated career program. In every case, these successes have been enabled by a combination of strong leadership, philanthropic support, and years of focused effort by faculty, staff, students, administration, and trustees. Progress on other strategic goals over the remaining years of the plan—in raising endowment, enhancing campus living and social spaces, especially the renovation of Cro, strengthening athletics, and advancing our sustainability goals—will require the same integrated approach.

The broad purpose of our strategic plan is to grow strength from strength—to make Connecticut College an even more vital institution by increasing our competitiveness; attracting and retaining stronger students, faculty, and staff; and producing 21st-century global leaders and change-makers capable of putting the liberal arts into action. External validation of this aim can be seen in the success of faculty winning ever more competitive external grants; in the many invitations received by staff, faculty, and deans to speak about the College’s distinctive approach to integrative education, intergroup dialogue, global learning and career education; in the invitation by the Watson Foundation for Conn to join their competitive post-baccalaureate international fellowship program; in our consistent ranking as a top producer of Fulbright Fellows (with nine awards in 2021-22); in the significant number of Conn alums named to the Forbes 30 under 30 list in the past several years; and in producing the first Marshall Scholar in the College’s history.

Even more important, perhaps, was the internal validation we saw in recent years, as we faced the unfathomable economic, public health, and social challenges of an unplanned pandemic, a context in which our plan’s value became even clearer. As COVID disrupted every aspect of our residential operation, our strategic priorities continued to guide us, allowing us to advance curricular innovation, even while adapting to virtual modalities; improve the health, safety, and connection of the campus; advance our competitive success in athletics; develop new initiatives for anti-racist education; and lay the groundwork for post-COVID stability. These same priorities will ground the coming years, as we build greater academic strength, a more vibrant student experience, and the just community that will define the future success of Connecticut College.

In sum, we conducted a thorough, systematic, and candid review of our progress to date on our strategic plan that mirrored its creation in terms of involvement of all constituencies of the College community. In the review, we took a retrospective look at the plan’s first five years and a prospective look at the work that remains to be done. The key priorities of our *Defy Boundaries* campaign flow directly from our strategic plan, and reaching the campaign’s \$300 million goal by June 30, 2024 will provide resources needed to achieve the plan’s ambitious goals. By the end of 2022, we had raised nearly \$250 million.

2. Comprehensive approach to assessing the Connections general education program

See Reflective Essay on Educational Effectiveness under Standard Eight, pages 35-56.

3. Effectiveness of changes to our shared governance processes

Based on [the final report](#) of the 2018 NECHE visiting team (p. 7), the question about our processes of shared governance centered around proposed legislation at the time of their site visit regarding changes to the faculty meeting. Historically, our monthly faculty meetings were convened and led by the president and attended by faculty members as well as key academic staff and senior administrators. The aim of the new legislation was to bolster the culture and practice of shared governance at the College by creating a space where faculty alone could deliberate fully and candidly on faculty matters. The motion was approved, and the reconfigured monthly faculty meeting (which took effect September 5, 2018) is now open to voting faculty, library staff as noted in the legislation, the college registrar and the Dean of the Faculty. Other members of college leadership attend when invited to offer their feedback or expertise on a particular agenda item and have access to the agenda, minutes, and relevant documents through the faculty listserv. Both the Dean of the Faculty and members of the Faculty Steering and Conference Committee brief the president on faculty deliberations and decisions before and after the meetings.

This reconfiguration of the faculty meeting prompted a welcome innovation, perhaps unique in higher education: a monthly staff-and-faculty meeting as a forum to discuss important College business. These all-college meetings, jointly convened by the chair of Staff Council, the chair of the Faculty Steering and Conference Committee, and the president, proved vital during the first months of the pandemic, when many of the critical decisions being made required campus feedback. Because of this already scheduled monthly meeting, there was no need for additional “town halls” to bring the campus together. Of particular note in this new structure is the elevated voice of staff leadership. Policy change was also adopted so that the twice-yearly report from our Priorities, Planning, and Budget Committee was moved to the staff and faculty meeting so that all constituencies are able to learn of and respond to the information and plans set forth in those reports.

Both the monthly faculty-only meeting and the monthly faculty-and-staff meeting were held online starting in late spring 2020. This format had the effect of increasing attendance, since, in particular, faculty members who live some distance away and are not on campus every day may attend and participate easily, using the Zoom portal to which everyone has become accustomed. Attendance at the faculty/staff monthly meetings before the pandemic numbered around 200-250 people (out of a total employee count of about 700). For the Zoom-based faculty/staff monthly meetings, the attendance during critical times reached well 350 or more, and average attendance has increased to around 290.

After the first two years of experience with the new faculty-meeting format, the faculty president made a formal written report to the faculty in which he offered his own reflections on the effectiveness of the format. He concluded that the new format had served the faculty well and thanked President Bergeron for her willingness to try the new approach. He commented as well that the format was particularly helpful in allowing the faculty to quickly move their meetings online in March 2020, noting:

the faculty responded to the coronavirus pandemic with efficiency, agility, and clarity. Having a faculty meeting that is managed entirely by the faculty has made it much easier for us to adapt to pandemic conditions and to do business rapidly and remotely while also adhering strictly to our parliamentary procedures. In a time of so much uncertainty and upheaval, it is easy to forget that some experiments work out really well, and I think we owe a large debt of gratitude to the 2017-18 FSCC [our Faculty Steering and Conference Committee, which proposed the change].

The pandemic necessitated additional faculty meetings, as faculty deliberated on various proposals related to options for teaching in person, remotely, or through a hybrid approach. The challenges of making important decisions quickly and nimbly exposed some limitations in existing procedures and rules of order for the faculty meeting, and options for making it easier to introduce legislation for immediate consideration are being explored, as are options for using an alternative to Robert's Rules of Order.

In late fall 2021, the faculty considered a motion to invite the new dean of the College and dean of institutional equity and inclusion to attend the monthly meetings. The vote functioned as a referendum of sorts on the decision to create a separate, faculty-only meeting, and in the end the faculty voted to retain the format they had adopted in 2018.

In fall 2022, our Faculty Steering and Conference Committee (FSCC) administered a survey of faculty members regarding preferences for the format of faculty meetings in the spring semester – online or in person. The questions asked how well each format promoted features like efficiency, community, inclusion, and participation, and open-ended questions allowed faculty members to provide feedback to the FSCC on the successes and drawbacks of the modality of the meetings as well as the nature of the monthly, faculty-only meeting approach itself. Faculty voted to retain the online meeting format for the remainder of the 2022-23 academic year.

From the standpoint of staff members, the faculty/staff monthly meeting has been a success. The 2021-22 chair of the Staff Council said the following regarding the new meeting format:

Staff love the joint meetings, as we finally hear major college news and information at the same time that faculty does. In the past, we often heard things only through the grapevine. I will say that this joint meeting laid the foundation for increased communication between staff and faculty (FSCC and Staff Council) in regards to the planning of the meeting, and also opened the door to at least one joint FSCC and Staff Council meeting a semester (this is now part of regular structure written into each side) to discuss issues, policies and more, with additional meetings between the executive committees of each, and even more additional touch bases between the chairs. This year [2021-22], we also included the Student Government Association in a three-way joint meeting once each semester, and moving forward it is part of regular operations for all and written into the various constitutions/by-laws. So, I would say, [in response to the question], did the joint meeting benefit the notion of Shared Governance, a resounding YES.

The role of staff employees in shared governance has been enhanced in another important way as well. In fall 2021, we increased staff representation on our Policies, Priorities, and Budget Committee (PPBC)—one of our most important college committees—from two positions to three, giving them additional voice in key campus conversations around the allocation of financial resources. The PPBC works closely with members of the senior administration to provide input during the annual establishment of the College’s budget parameters (our comprehensive fee, the across-the-board compensation increase, the endowment spend rule, and the financial aid budget) and then to consult with the College’s financial planners as a budget for the following fiscal year is developed. One of the key roles of the committee is to serve as a vital source of communication between members of the senior administration and the broader campus community concerning the College’s finances. This role was enhanced in spring 2021 when the venue of the PPBC’s biannual financial report was moved from the monthly faculty meeting to the monthly all-College meeting, allowing staff and faculty to receive the information at the same time and share a forum for discussion.

Staff contributions to the College’s shared governance process were also on display during the development of a new “FlexWork” policy in 2021-22, giving staff employees new flexibility with respect to their work location (“FlexPlace”) and the start and end times of their daily work hours (“FlexTime”). The new policy was developed in an inclusive and transparent process that included frequent communications from the FlexWork Committee (chaired by the chair of staff council and comprised of staff representatives from all divisions of the College and two ex officio senior administrators) as the policy development process unfolded; a survey of staff to elicit interest, suggestions, and concerns; and open meetings and training sessions for staff and supervisors. The committee first developed a set of guiding principles, followed by a detailed and fully specified policy and supporting materials to guide employees and supervisors through its implementation, which began in early summer 2022.

Students of course play a vital role within shared governance at the College, and we witnessed impressive participation of student leaders in committees that helped navigate through the pandemic. Building on this heightened engagement, in 2021-22, our Student Government Association (SGA) took the initiative to undertake a review of the College’s 20-year-old Principles on Shared Governance to reflect new expectations and practices, culminating in the signing of a revised covenant at a ceremony during the Board of Trustees meeting in April 2022. At our fall 2022 Convocation exercises, the chair of the Board of Trustees, the new president of SGA, the new chair of the Faculty Steering and Conference Committee, the new chair of Staff Council, and President Bergeron signed the covenant again to signal our continued collective commitment. And during the fall semester, a new commission on shared governance, as outlined in the covenant, was convened to begin the process of assessing the effectiveness of our current systems and making recommendations for improvement.

In spring 2021, we administered the Higher Education Data Sharing (HEDS) Consortium’s diversity and equity campus climate survey to students, faculty, and staff. Response rates were good: 37% of students ($n=610$), 61% of faculty ($n=160$), and 49% of staff/administrators ($n=236$). The survey’s

questions cover campus climate, institutional policies and practices for diversity and equity, and respondents' experiences with discrimination and harassment, and we took advantage of the opportunity to add some of our own questions to the HEDS survey in order to learn more about our campus culture around decision making. With regard to shared governance, the survey asked respondents about the extent to which they feel respected by members of other constituencies (the administration, faculty, staff, and students), the extent to which their ideas are valued within the Conn community, the extent to which they understand how decisions are made and the extent to which they feel good about how decisions are made at Connecticut College. Regarding decision making at the College, 66% of faculty, 64% of staff, and 45% of students agreed or strongly agreed with the statement "I understand how decisions are made at Conn;" and 41% of faculty, 44% of staff, and 39% of students agreed or strongly agreed with the statement "I feel good about how decisions are made at Conn."

These and other results from the survey have been presented to faculty, staff, and students in various forums and formats, with the goal of prompting data-informed discussions about next steps the College can take in terms of communication, policies, procedures, and programming to make the Connecticut College community an ever more welcoming place to its members. We plan to use the results of the survey to inform additional information gathering and sharing that will provide updated snapshots of the experiences of our faculty and staff.

STANDARDS NARRATIVE

Standard 1: Mission and Purposes

"Connecticut College educates students to put the liberal arts into action as citizens in a global society." This mission, along with six accompanying [value statements](#), crystallizes the ethos and direction of our work as an institution. That ethos is prominent in distinctive elements of the education we provide. Our nationally recognized internship program connects a student's academic program to real-world experience. Our longstanding centers for interdisciplinary scholarship foster active student engagement in public policy, the arts and technology, the study of race and ethnicity, and international and environmental issues. And, most importantly, our general education curriculum, Connections, enables all students to synthesize diverse interests and experiences, and learn for life beyond college, through interdisciplinary pathways, relevant internships and other experiential learning off campus, a world language, and a team of advisers who encourage their charges to put their education into action in unique ways. We think of Connections as the ultimate expression of our mission for the 21st century.

Connections served as a catalyst for *Building on Strength*, the strategic plan that we discussed at length above in the Areas of Emphasis section, embodying the Commission's expectation in Standard 1.1 that "[t]he institution's mission provides the basis upon which the institution identifies its priorities, plans its future, and evaluates its endeavors." The effectiveness of our mission and values as a guiding force is readily apparent in the plan's promise to deliver an exceptional academic

program; a distinctive residential experience; a community nourished by tolerance, understanding, and respect; and a stable financial future that will allow the College to flourish for another hundred years. The specific goals and actions of the plan, in keeping with our values, call for a renewed commitment to a connected and worldly education that provides for research, career learning, global and civic engagement, student life and leadership, athletic success, and environmental and financial sustainability.

Connecticut College's mission guided us well as we reinvented and implemented our curriculum for the 21st century. In our 2018 self-study for the Commission, we wrote "We must now ensure the success of Connections as it continues to develop with the inaugural Class of 2020 and beyond" and that we "will use the occasion of our five-year review of *Building on Strength* to see if the College's existing statements of mission and values statements continue to reflect the lived experience at the College, and, working with relevant committees, take any necessary steps to revise as appropriate."

We know today that the new curriculum is indeed fulfilling its promise as a way of structuring our educational program to enact our mission for all of our students, thus fulfilling the Commission's expectation in Standard 1.4 that our mission and purposes "provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed."

Standard 2: Planning and Evaluation

Planning

The College's size, governance structures, and shared governance traditions allow us to conduct planning in an integrated, participatory manner that cuts across the divisions of the College. Our planning and evaluation take many forms both on an annual basis and on an episodic basis as events warrant. *Ad hoc* committees and working groups are also periodically formed to investigate, plan, and/or evaluate a particular aspect of the College's work. For example, in summer 2020, we convened three working groups composed of administrators, faculty, staff, and students: the Academic Continuity Working Group, the Campus Life Continuity Working Group, and the Business Continuity Working Group. These working groups were constituted in accordance with our shared governance practices to provide inclusive forums for deliberation and decision making on key questions regarding how to safely conduct the College's operations and academic programs as we sought to resume in-person instruction in fall 2020 (having moved to fully online instruction for the second half of the spring 2020 semester). Among other things, the Academic Continuity Group worked on our application to the Commission for general approval for distance education. The deliberations of these working groups were shared with the College community as a whole at the monthly staff-and-faculty meetings that we described above.

The involvement of faculty, staff, and students on many of our committees and task forces provides a range of internal perspectives on the opportunities and challenges we face. Additional perspective comes from data gathering, analysis, benchmarking, and reporting by the College's Office of Institutional Research and Planning and by a number of other data managers on campus—particularly

the Banner “functional leads” in each division who, along with staff from Enterprise and Technology Systems (ETS), oversee data collection, storage, and reporting for that division. Collaboration among these data managers and ETS amounts to an embedded institutional research capacity spread across campus that we use to monitor and promote institutional effectiveness.

As described above under our first Area of Emphasis, our 2016 strategic plan *Building on Strength* called for carrying out four additional major planning processes to develop a campus master plan, an equity and inclusion action plan, a sustainability action plan, and an action plan for athletics. Each of these plans was completed and, as they are implemented, collectively constitute the mechanisms by which we ensure steady progress towards achieving key components of *Building on Strength*.

Evaluation

As noted on p. 5 above, overall progress on *Building on Strength* is gauged through annual progress reports that appear on our website, as well as a five-year interim report on the plan that was prepared for the campus community and the Board of Trustees.

Progress on the Equity and Inclusion Action Plan is recorded via updates to a [website](#) maintained by the Division of Institutional Equity and Inclusion. The administration of a campus climate survey of faculty, staff, and students in spring 2021 provided important new evidence of progress and remaining challenges in many areas covered by the plan. Results of that survey have been analyzed collectively by faculty and staff in the time since its administration, with the results being shared in a number of forums to all constituencies (including the Board of Trustees). In 2022-23, we continued to use the results from faculty members to inform the work of our Director of Faculty Equity, Inclusion, and Belonging (a newly created position within the dean of the faculty division) and the work of our dean of institutional equity and inclusion with Staff Council and the Faculty Steering and Conference Committee.

Progress on the Sustainability Action plan is gauged through annual reports of the Office of Sustainability that includes detailed accounts of the year’s work and a frank assessment of work that remains to be done. It is also evident in the College’s ranking by the Association for Sustainability in Higher Education, which awarded Connection College a silver medal in 2018 and a gold in 2021.

All of these planning episodes in turn informed the planning and launching of a comprehensive fundraising campaign, *Defy Boundaries*, in support of the strategic plan. Launched silently in 2017, the campaign went public in October 2021. The campaign’s goals and timelines are aligned with our general financial planning processes, which are spearheaded by our Vice President for Finance and Administration in consultation with the Priorities, Planning, and Budget Committee. Budgetary analysis and planning take place on a multi-year basis using continuously updated enrollment projections that are used, in consultation with admissions and financial aid staff and other members of our Enrollment Planning and Analysis Team to project net tuition revenue within a five-year time frame.

In summer and fall 2022, our senior administrative team began work on a five-year plan for financial resilience. A comprehensive model for the College that aligns with the goals of both our strategic plan and comprehensive campaign, the plan focuses on key drivers of revenue and expenditures, offers several interconnected fiscal strategies, and recommends strategic investments as integral to long-term financial strength. Throughout fall 2022, the team sought input on the preliminary draft from the executive committee of the Board of Trustees as well as campus governance groups such as the Planning, Priorities and Budgeting Committee, the Faculty Steering and Conference Committee, Staff Council, and the Student Government Association, and the senior directors. An overview of the plan was shared with the wider campus community at the December faculty and staff meeting. The draft will be the focus of the full Board of Trustees meeting in February 2023. (This speaks to the Commission’s desire in the first Area of Emphasis above that we “ensur[e] that the Board is well-informed about the financial health of the institution.”) The plan outlines six financial strategies related to: enhancing student enrollment and financial aid; improving student retention and persistence; supporting a strong faculty and an effective curriculum; increasing the College’s endowment; establishing new revenue streams; and maximizing existing financial resources and pursuing creative efficiencies. Each strategy identifies one or more members of the senior leadership team as the leader and lists year-by-year targets over the next five fiscal years in order to track progress.

Overall, we believe the outcomes of our planning efforts constitute a demonstrable record of success in implementing the results of our planning and that they embody the Commission’s expectation that “[t]he institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. The results of strategic planning are implemented in all units of the institution through financial, academic, enrollment, and other supporting plans” (Standard 2.3). The past five years have been marked by substantial progress on strategic goals such as putting our innovative core curriculum on a solid footing, improving the student experience, completing a number of major facilities renovations and improvements, and bolstering the College’s overall financial resources.

Standard 3: Organization and Governance

In the discussion of our third Area of Emphasis above, we described and appraised changes to our shared governance processes that the Commission asked specifically to address. Looking more generally at how our system of governance facilitates the accomplishment of our mission and purposes and supports institutional effectiveness and integrity, our governing board’s structure and processes remain essentially the same as when we described them in our 2018 self-study, and our internal governance processes do as well.

Governing Board

Connecticut College has a 30-member board of trustees whose members are notable for their love of the College, wide-ranging talents, and diversity. Our board includes three Young Alumni Trustees

who are elected by their peers to three-year terms at the end of their senior years, and they add valuable recent-student perspectives to board deliberations. Our trustees' wide range of professional experience in fields like law, the arts, finance and economic development, sustainability, higher education, medicine, and nonprofit management equip them well to exercise broad oversight of our academic program, our career program, our marketing efforts, and financial and facilities planning.

As outlined in its charge and statement of responsibilities, our Board of Trustees' primary functions are policy oversight and stewardship of the financial, physical, and human resources of the College. All new board members attend a day-long formal orientation and provide learning modules on each division in the OnBoard portal in advance. This training covers the fiduciary responsibilities of trustees including their duty to act in good faith, exercising integrity, diligence, competence, and objectivity. Members of the Committee on Trustees are assigned as mentors to all new trustees, checking in with them throughout the year, especially around the time of meetings. Mentors also perform end-of-first-year conversations and report back to the Committee on Trustees. Periodically, we perform full-board self-assessment surveys in the spring semester.

Through three plenary meetings of the board each year as well as additional conference calls, committee meetings, and electronic communications, along with access to the financial and other dashboards housed on our board web portal, the board exercises appropriate fiduciary oversight of the institution while leaving managerial and operational decisions to the College's senior leadership. During the first months of the pandemic, the board met weekly via Zoom with senior management. In summer 2022, the senior leadership team began to meet monthly with the board's executive committee to discuss their work on the multi-year plan for financial sustainability. The president holds a weekly call with the chair and vice-chair of the Board.

Internal Governance

As noted above, in summer 2020, to guide the College's response to the COVID pandemic, we convened three working groups composed of administrators, faculty, staff, and students: the Academic Continuity Working Group, the Campus Life Continuity Working Group, and the Business Continuity Working Group. These temporary governing structures were populated largely by individuals with experience serving on our permanent governing bodies, and they were intended mainly to provide forums for deliberation and decision-making during the summer, when institutional governance processes are typically paused. The Academic Continuity Working Group reconstituted itself in summer and fall 2022 to ensure that we were prepared to welcome students back in the fall in the context of a still-persistent COVID pandemic, with the added necessity of planning the College's response to possible monkeypox cases as well.

If anything, the conditions under which we have been operating since 2020 have led to even more communication and consultation between senior leadership and faculty, students, other administrators, and staff (Standard 3.13). Frequent email communications from senior leaders outlined new or revised COVID protocols and their rationales, logistics, and timelines. Open meetings gave faculty and staff the opportunity to hear from our Dean of Students and Hartford HealthCare partners about ways to safely resume on-campus and in-person

activities. Faculty members retained primary responsibility for the content, quality, and effectiveness of the curriculum (Standard 3.15), with substantial time and resources being devoted to training faculty members for effective remote and hybrid teaching and appropriate attentiveness to student mental health concerns. Faculty devised and approved an academic schedule for 2020-21 that permitted either in-person or online teaching, and which afforded students opportunities for either semester-long or half-semester intensive courses (modeled on the example of Beloit College, which developed the format on the premise that stressed students might prefer taking two intensive half-semester courses at a time rather than juggling online arrangements for four online courses all at once). Our shared governance traditions continued to give students an opportunity to provide input into campus deliberative processes (Standard 3.16), on both the permanent and the ad hoc decision-making bodies, as well as through a number of surveys of students to elicit their feedback on the practices that best met their needs during a challenging time.

Looking forward, we will continue to monitor the effectiveness of our approach to monthly faculty meetings and monthly faculty and staff meetings, as described in the Areas of Emphasis section above (pp. 10-13).

Standard 4: The Academic Program

Assuring Academic Quality

A set of committees populated by faculty, staff, administrators, and students – primarily our Academic and Administrative Procedures Committee (AAPC), Educational Planning Committee (EPC) and Committee on Academic Standing – continues to function as an “effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered” (Standard 4.5). During the implementation period of our general education program, Connections, we enlisted additional faculty members to serve on bodies to perform work such as developing and approving new Pathways. Over the past two years, we have been transitioning the work of these ad hoc bodies back to the permanent standing committees that do the ongoing work of reviewing and approving curricular changes.

Per our faculty bylaws, the AAPC reviews and approves minor curricular changes; major curricular decisions are discussed by the AAPC and voted on by the faculty as a whole. Our Board of Trustees’ Committee on Academic Affairs provides oversight of curricular developments, faculty hiring and promotion, and departments’ self-studies and visiting committee reports.

Like other colleges and universities, we shifted to online instruction during the second half of spring 2020, and offered a small number of online courses during summer 2020 to help keep students engaged and connected to the College and to allow them to earn additional credits towards graduation. Ten courses were offered, with total enrollments of about 135. These courses gave some of our faculty a chance to design and offer a course that would be fully online and gave our staff

an opportunity to develop and pilot training materials, new instructional technology approaches, and workshops for instructors of summer courses. These supports were subsequently offered to nearly 100 additional faculty members. While the U.S. Department of Education in March 2020 [gave](#) “broad approval to institutions to use online technologies to accommodate students on a temporary basis,” that approval was set to expire at the end of 2020 and our decision to offer such summer instructional opportunities on an ongoing basis led us to seek general approval for distance education from NECHE (per Standard 4.8). We received NECHE approval in August 2020 and submitted our one-year report in August 2021 to apprise the Commission of our experiences with remote education and our approach to ensuring academic quality for these courses, which has included an end-of-term surveys of students in summer online courses as well as faculty members who teach them, asking specific questions about the effectiveness of the instructor’s pedagogies and any particular challenges students faced, so that we may work to minimize them. On the summer 2022 end-of-term course evaluations, 91% of students said the pacing of their courses was “just about right,” 91% reported that the level of academic challenge in their summer course was the same as or greater than their courses taken during the academic year, and 100% of respondents said that they would probably or definitely recommend an online summer course to other Connecticut College students.

General Education

Our discussion of general education appears below in our Reflective Essay on Educational Effectiveness (pp. 35-56).

The Major or Concentration

Since our 2018 decennial report to the Commission, our faculty has designed and approved several new majors (Quantitative Economics and Econometrics, Statistics and Data Science, and Educational Studies) and minors (Finance, Jewish Studies, Statistics and Data Science). The robust numbers of students who have declared these majors and minors indicates our ability to identify and respond to student interest through new program development. While it is often easier to continue adding programs without ever taking anything away, in 2021 the faculty voted to discontinue our languishing Religious Studies major and relocate the one remaining faculty member into another department where she continues to offer religion courses to our students. Similarly, in 2020, faculty approved the discontinuation of our teacher certification program in order to refocus the department’s energy and resources on the new Educational Studies major and minor. As of spring 2022, the major had 40 declared majors and 10 declared minors.

As alluded to in our Area of Emphasis discussion of strategic planning, we have been investigating the possibility of creating a business major or minor that would complement our existing Finance minor, our Integrative Pathway on entrepreneurship, and our new major and minor in Quantitative Economics and Econometrics. In summer 2021, we convened a Summer Working Group on Business led by the dean of the faculty and the dean of the college and consisting of faculty and staff to weigh different approaches that would be true to our liberal arts foundations. In fall 2022, a group of faculty

members submitted a planning grant proposal that would create a business program with a strong interdisciplinary focus between the social sciences and the humanities.

Based on the working group's analyses of the enrollment information, survey data, peer institution comparisons, and the College's available resources for any imminent expansion in business education, the group concluded that the introduction of a business minor would be the most prudent and advantageous step at this time. At the moment it is an open question about which department will host the minor, but it is expected that an interdisciplinary committee of faculty and staff from across the College's academic departments and offices will help oversee it. Launching this minor successfully will require the appointment of a visiting faculty position to teach its core courses and administer its course offerings, staffing, and resources. This visitor might also facilitate a faculty development seminar that would help faculty envision business-related courses that correspond to the social justice and sustainability principles that are core to the mission of the College. Faculty lines that are likely to open in related departments, as determined by departmental interest, should also help to support the course profile for the minor.

As part of the process of assessing learning outcomes in our majors (as will be discussed below under Standard 8), our departments have continued to review their majors' learning outcomes and published updated versions in our College catalogue as appropriate. Some of these revisions have taken place as a result of the departments' decennial process of conducting a self-study and inviting a visiting committee to campus to review the department's curriculum, staffing, and student outcomes. Our Department of Biology, for example, substantially revamped its gateway course upon completing a self-study and external review and now teaches its introductory courses to small numbers of students in each section in a studio format that breaks down the traditional division of lecture sessions and laboratory sessions. The Department of Music refashioned its core curriculum following a similar process.

Transfer Credit

The College has a clear set of guidelines and procedures for awarding transfer credit. Students planning to take courses elsewhere for transfer toward the Connecticut College degree must complete the Transfer Credit Application Form. Pre-approval of all transfer credit is required. Courses must be offered at accredited institutions of higher education, and the form must be signed by the student's adviser and the class dean. Students planning on transferring courses that are offered online or those that will count toward general education Modes of Inquiry or for the major or minor must also seek the approval of the appropriate department or program.

Integrity in the Award of Academic Credit

Connecticut College requires the completion of 128 credit hours of coursework for the award of the bachelor's degree, which is completed in four years by about 80% of our students and within six years by about 84% on average (see Data First Form 8 - Educational Effectiveness). Students typically complete about forty credit hours of general education coursework under our Connections program, with the remainder taken up by electives and coursework in the major or minor. Students

may fulfill the Connections requirement with either a pathway or a certificate from one of our interdisciplinary centers. (In addition to our five interdisciplinary center certificate programs, we also offer a certificate in museum studies administered by our Department of Art History.) Our students must complete 64 of the 128 required credit hours at Connecticut College (Standard 4.40). The College's course offerings appear in our online catalogue on an ongoing basis and in semester-by-semester class schedules on the registrar's website. The move to an exclusively online catalogue ensures that the catalogue is definitive and that no potentially out-of-date print versions are in circulation. Departments and programs begin developing their course schedules a year in advance, taking into consideration both the number of majors and minors "in the pipeline" and departmental contributions to Connections. The class schedules are made available online in advance of student preregistration and are updated on a regular basis.

Connecticut College does not offer any competency-based programs (Standard 4.34) or joint, dual, or concurrent degrees (Standard 4.36); nor do we award credit based on prior experiential or non-collegiate sponsored learning, articulation agreements, credit recommendation services, or other extra-institutional arrangements (Standards 4.39 and 4.41). Our small number of summer online courses are taught by continuing Connecticut College faculty members and are governed by the same academic regulations as our regular courses (Standard 4.45). A minimum grade of C or better is required for all pre-matriculation college-level work for which credits transfer, the work must have been completed on a college campus and in a class with matriculated college students, and the coursework cannot have been used to satisfy high school graduation requirements. Students using Advanced Placement credit must have received a score of 4 or above. Our transfer policies are available on the [registrar's website](#), which can be accessed via our admission website, and in the College catalogue. Our remote and online courses have all been synchronous, meaning that the students are visible to the faculty members and thus their attendance and identity can be confirmed. Our courses are generally small – the average enrollment in 2019-20 was 17 students – and so in a typical Zoom-based course, all students are visible to the instructor (and one another) on a single screen. We believe this allows us to meet Standard 4.48 to the extent that it allows the instructor to see that the student who is participating in each course is the person who registered for it. Additionally, the Connecticut College honor code governs our online courses and requires students to complete all academic work with integrity and honesty.

Oversight of the College's academic program is clearly spelled out in IFF, our faculty bylaws. The selection, approval, professional development, and evaluation of faculty is carried out by the dean of the faculty in conjunction with academic departments and, during the course of tenure and promotion reviews, the Committee on Appointments, Promotion, and Tenure as well as the board of trustees Committee on Academic Affairs. Most germane to Standards 4.36 to 4.38, oversight of course content begins with the review of individual faculty members' course proposals by the AAPC to confirm the nature of the course, appropriate credit value, course content, College requirements it fulfills, etc.

Since our last report to the Commission, in spring 2018, our faculty approved a clear statement of our policy regarding credit hours, in alignment with the Commission's [Policy on Credits and Degrees](#):

A semester course is normally equivalent to four credit hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

In sum, while the past two years have presented unique challenges to the offering of our academic program, we have worked hard to preserve the quality of our curriculum while safeguarding the health and safety of faculty, students, and staff. Looking forward, we expect to continue to implement Connections and assess student learning in our general education program and in their majors, while also exploring new opportunities to expand our educational offerings to meet student and faculty interest. Any such developments would proceed consistent with our internal, faculty-led governance processes for new-program approval.

Standard 5: Students

Admissions

Through our admissions process, we aim to recruit and enroll an excellent and diverse student body that will thrive at our institution and take advantage of the range of curricular and co-curricular opportunities we offer on our residential campus. Over the past five years, U.S. BIPOC students have constituted between 21.7% and 23.1% of our full-time students, and the number climbs to around 28% when international BIPOC students are included.

At the time of our 2018 report, we were in the midst of implementing a new merit aid program for incoming students. This strategy aimed to sustain our enrollments by remaining competitive in the admissions market and continuing to attract outstanding students to the College (per Standard 7.10). We first awarded merit aid during the fall 2017 admission cycle to a select number of the incoming 2021 cohort, and the merit program was fully developed and publicized the following year. Connecticut College now offers merit scholarships to enrolling students who have demonstrated both the highest levels of achievement during high school as well as the promise of continued achievement at Conn, at levels ranging from \$15,000 to \$34,000. Scholarship recipients are selected by the Admission Committee during the admission process, and applicants do not need to apply for financial aid to be considered for a merit scholarship, nor is there a separate application. In keeping with Standard 7.10, we regularly assess the effectiveness of our overall financial aid program as a means of advancing our mission and helping ensure that we enroll and support the student body we seek to serve. For example, financial aid modeling has been an important part of the five-year financial planning we have undertaken this year, as described above under Standard Two.

Student Services and Co-Curricular Experiences

Standard 5.8 calls on institutions to systematically identify the characteristics and needs of their student population and make provision for responding to them. Without question, our most notable work in this regard since our 2018 report has been aimed at keeping our students physically and mentally healthy, engaged in their college education, on track to graduate, and participating in the co-curricular activities that our mission statement describes as part of the “education of the entire person.” After transitioning to remote learning for the second half of the spring 2020 semester, a summer of intensive conversations among campus leaders led to the decision to recommence in-person, on-campus instruction in 2020-21, while also allowing students and faculty the option of remote instruction. To ensure student, faculty, and staff safety, we instituted a twice-weekly COVID-19 testing policy for those learning, teaching, and working on campus. Our Dean of Students Office staff worked with Hartford HealthCare’s public health experts and followed the guidance of the Connecticut Department of Public Health and the Centers for Disease Control and Prevention as they monitored our campus COVID-positivity rates and developed and refined our campus protocols and policies regarding masking, classroom expectations, dining practices, social gatherings, etc.

Consistent with the Commission’s expectations of transparency outlined in Standard 9, campus communications from our president and dean of students appeared on our public website called “The Path Forward,” along with a dashboard with campus testing results that was updated several times per week. (Archived communications are available [here](#) and archived dashboards are [here](#).) From fall 2020 to the end of the spring 2022 semester, a vaccine requirement and frequent testing coupled with contact tracing, isolation, and quarantining allowed us to maintain on-campus, in-person teaching and learning. The College also sponsored four on-campus booster clinics. Our planning has evolved each year based on circumstances with the virus and the tools available to support our health (e.g. testing, vaccines, treatments). Our protocols for 2022-23 move us closer to more normal operations on our campus but with tools also available to respond to COVID-19 as needed.

Another student-services milestone since our 2018 report was the relocation of our career office to the center of our campus. As described above in the Institutional Overview, we used a portion of a generous \$20 million gift from Rob’88 and Karen Hale to fully renovate the first floor of Fanning Hall in order to relocate our career office there. Evidence regarding the effectiveness of our career services office is presented below in our Reflective Essay on Educational Effectiveness.

Now in its tenth year of operation, our Academic Resource Center (ARC) serves as our centralized location for a variety of academic support services for all students so they may reach their maximum academic potential. Although the primary goal is to assist students in becoming more efficient and effective learners, the ARC is available to all who wish to improve their academic skills and capacity for learning. The center houses, organizes, and administers our tutoring and other learning-skills programs and our Roth Writing Center. ARC staff work collaboratively with other offices on a wide

range of programming each year including recruitment of students for fellowships and guidance through application process; the Genesis Summer Institute for incoming BIPOC and first-generation students; the Fast Forward program (a program held during semester breaks in which students collaborate with alumni and fellow students from various disciplines to develop analytical, presentation, and interviewing skills by working closely in groups to address real business challenges); development of Career-Informed Learning courses; and a wide range of work with faculty and their students around writing, research skills, communications, and conflict-resolution. An anonymous gift of \$10 million in 2019 is enabling the College to further advance these programs.

The ARC assesses the effectiveness of its work in a variety of ways. It collects data annually on student use of its services and advertises its services widely to students, including during new-student orientation and in First-Year Seminars, when students are learning about the full array of resources and opportunities available to them. In spring 2022, the Office of Accessibility Services conducted a survey of its users to learn about their experiences with the office's services and is now using the results to adjust and improve their efforts. In 2022-23, the Roth Writing Center is working with our Academic and Administrative Procedures Committee on a survey of faculty members regarding the College's Writing Across the Curriculum requirement. Over the next five years, the work of the ARC will be guided by its 2021-2024 strategic plan and includes the hiring a director of quantitative reasoning to implement new initiatives and programming around quantitative skills.

First opened in fall 2017, the Otto and Fran Walter Commons for Global Study and Engagement houses the wide array of programs and programming designed to advance students' global competencies. This includes our robust study away program that has historically served approximately 50% of our junior class each year (these rates declined during the pandemic but are on pace to return to their normal levels this year). A comprehensive mandatory reentry survey was launched in fall 2017 and has been administered to study away students each semester since, data from which has already greatly improved our collective understanding of the outcomes of study abroad, the quality of programs our students choose, and areas where further improvement may still be needed in the work we do with students on campus and during pre-departure programming.

Standard 6: Teaching, Learning, and Scholarship

Faculty and Academic Staff

Connecticut College recruits promising faculty members and provides them ample support to facilitate their success as scholars and teachers. Our faculty categories are clearly described in a 2015 document "Overview of Faculty Ranks," specifying how we distinguish faculty members on the basis of full- or part-time status, highest degree attained, teaching load, and benefits eligibility. Faculty responsibilities in terms of teaching, scholarship and creative work, and service are spelled out in our faculty manual, *Policies and Procedures: Information for Faculty, Administrators, and Trustees* (IFF). To ensure transparency and fealty to our faculty bylaws regarding faculty appointments, faculty governance committees review the text of the job-offer template used by the dean of the faculty when offering job candidates a contract for employment.

Consistent with Standard 6.1's expectation that "all faculty are appropriately integrated into the department/division and institution and have appropriate opportunities for professional development," each year, incoming tenure-track and visiting faculty members attend new-faculty orientation sessions to be formally onboarded to the College, its policies and practices, and resources available to them as members of the faculty. We introduced a revised mentoring program for new faculty in 2020 and additional professional development for new faculty with the National Center for Faculty Development and Diversity. Departments offer additional formal and informal mentoring to their new hires to set them up for successful transitions to Connecticut College, and new hires in tenure-track positions enjoy a 2-2 teaching load in the first year, a research fund in the first two years, and a semester's sabbatical at full salary after a successful third-year review. Since our last report in 2018, our Office of the Dean of the Faculty's "Easy Chairing" workshop series has offered an expanded range of resources and training for department chairs to help them develop effective mentoring skills, and sessions of the monthly chair's and director's meetings have often been devoted to mentoring issues. The president also makes a point of having informal meetings over coffee with all new faculty.

To build on the progress we have made in recent years to make Connecticut College a more equitable and inclusive campus, in 2021-22, a Faculty Fellows Program was started by the dean of the faculty. Two faculty members were appointed as mentoring fellows and one was appointed as the diversity fellow, working with the dean of the faculty and dean of institutional equity and inclusion divisions to support equity work for faculty. In August 2022, the new dean of the faculty expanded and transformed the diversity faculty fellow role into a formal position, director of faculty equity, inclusion, and belonging. The director is a member of the dean of faculty's staff collaborating with the dean and associate dean of the faculty to continue and deepen work on equity and full participation and to develop policies, practices, and interventions, which reflect and intentionally promote best practices in creating inclusive communities that aim to improve the sense of belonging of faculty from minoritized identities and/or cultures. The main focus of the director of faculty, equity, inclusion, and belonging is to study and address equity, access, and inclusion in the culture and practices of the division of academic affairs—most specifically in classrooms and departments, and faculty committees.

In spring 2022, the mentoring fellows surveyed current faculty members to determine the levels of interest in being mentored and in serving as a mentor to new faculty members. In fall 2022, the results of this survey were implemented, as new faculty members were connected with one or two mentors and given additional resources for meeting together over meals to get to know one another.

As seen in the Data First forms, as of fall 2022, the College has a 10-to-1 student-faculty ratio, based on 179 full-time and 64 part-time faculty members (200.3 FTEs). By gender, 53% of full-time faculty members are women and 47% are men. Using the federal race/ethnicity categories, our fall 2022 full-time faculty is 72% white, 20% U.S. persons of color, and 8% foreign citizens (of any race). Together, U.S. faculty of color and foreign faculty of color constitute 25% of full-time faculty

members. In terms of academic training, 93% of our full-time faculty members hold a PhD or other terminal degree (such as an MFA). Of the 179 fall 2022 full-time faculty members, 109 (61%) are tenured, 41 (23%) are untenured, and 29 (19%) are not on the tenure track (e.g., lecturers and visitors). Women account for about 50%, 56%, and 62% of tenured, untenured, and non-tenure-track full-time faculty members, respectively. With respect to Standard 6.5, we pursue our goals for the achievement of diversity, equity, and inclusion among our faculty in a variety of ways. In 2022-23, for example, we adopted a new approach for creating diverse pools of candidates for our faculty searches—using IPEDS doctoral completions data to identify institutions that have awarded the largest numbers of doctorates in recent years in the particular CIP codes that our departments are searching for faculty specialists, and then contacting graduate directors at those institutions so they can inform their advanced doctoral students and recent completers about our position. Three of our departments used this approach this year and we will make it a permanent part of our hiring process.

With this faculty, our average class size for regular courses in academic year 2021-22 was about 18 students, although this varied greatly by course level and by discipline. For example, 100-level courses averaged 21 students, while 400-level courses averaged 11 students. There were also 103 laboratory sections (most in the natural sciences), with an average enrollment of about 13 students. Our tenure-track faculty members teach five courses per year, a contractual teaching load designed to permit the assigning and evaluating of rigorous coursework as well as additional advising and mentoring (of individual study and honors theses, for example), the production of scholarly and creative work, and participation in institutional governance. In recent years, a growing number of tenure-track faculty teach fewer than five courses annually, often because of other service duties they perform for the College. This trend is currently being analyzed as part of our work on long-term financial sustainability. About 70% of our regular courses are taught by full-time, continuing faculty members—tenured, tenure-track, and permanent non-tenure-track faculty members (e.g., lecturers and senior lecturers).

In keeping with Standards 6.1 and 6.2, we continuously appraise whether “the composition of the faculty reflects the institution’s mission, programs and student body” and whether “there are an adequate number of faculty and academic staff...for the fulfillment of institutional mission and purposes.” Since our 2018 report to the Commission, we have been attentive to the size of our faculty and the extent to which our faculty is appropriately sized to do the teaching, curricular work and service to the College that we hope for, and for the financial resources that we have available. In spring 2018, just as our site visit was occurring, we made a one-time voluntary retirement offer to complement existing incentive programs for faculty members. (Staff members were also included.) Ultimately, five faculty members took the offer, freeing up additional institutional resources to redeploy towards new faculty members.

In September 2019, the FSCC convened a Task Force on Faculty Resources to propose options for reducing the faculty salary budget by \$1 million by the end of AY 2021-22 and to suggest strategies

for ensuring the long-term financial sustainability of the College. The task force's primary recommendation was

to reduce the size of the faculty by combining two approaches: not replacing tenure lines through retirements and departures over the next three years, and reducing the overall number of adjunct and visitor faculty. This course of action will provide the College with savings towards a more sustainable and fiscally responsible future. The Task Force understands that a reduction in faculty will have an impact on programs; however, the capacity to deliver the curriculum can be maintained through a reduction of course remissions. The Task Force recommends that course remissions for department chairs be reduced, along with other course remissions for service and participation in Connections.

Ultimately, a \$750,000 permanent cut to the faculty salary budget was made that year. An additional report from the FSCC in spring 2022 assessed the ability of our faculty to fill all of the service roles connected with faculty committees and curricular work. Its report offered a snapshot of faculty service at Connecticut College in AY 2021-22 with the aim of documenting the number of service roles, relative to the faculty available to fill them:

The analysis makes clear that we have a “warm body” problem, with too many service roles, relative to the size of the faculty. There are >243 service roles to be filled, but only (averaging the fall & spring semesters) 165 faculty warm bodies available to fill them. That means we have just under 1.5 service roles per available faculty member.

Our new dean of the faculty began work in July 2022 and has initiated a self-study of the Dean of the Faculty division to generate long-term solutions to these phenomena.

We have also been attentive to faculty retention in recent years. In the absence of established definitions, metrics, or formulas for calculating faculty retention (like the ones used to measure student retention), we calculate faculty retention into the fourth year (i.e., those who successfully complete a third-year review) and retention into the seventh year (i.e., those who earn tenure). These data are parsed to look for variation by gender, race/ethnicity, and academic discipline, and the results were important in informing the creation of the director of faculty, equity, inclusion, and belonging position that was described above, and has led that director to begin a study of departmental climate aimed at improving the experiences of all of our faculty members, and particularly BIPOC faculty, who have somewhat higher levels of departure than majority faculty.

Teaching and Learning

The COVID-19 pandemic, again, presented fundamental challenges to our established approaches to teaching and learning. As a residential liberal arts institution with an academic program based on substantial student-faculty and student-staff engagement, the move to online platforms in March 2020 interrupted everyone's routines and practices. Our Instructional Technology team performed

heroically to get our faculty and staff members up to speed on the technologies and best-practice pedagogies for online learning, and our Center for Teaching & Learning offered a range of programming to get faculty through the end of the semester. Our Instructional Technology Team won the 2020 Team Service Excellence Award, presented to the staff team that demonstrates distinction in the conduct of their responsibilities at the College. The award committee wrote in part:

In March, when the College transitioned to remote instruction in the midst of a global pandemic, the team leapt to the challenge. For most faculty, remote teaching was completely unfamiliar territory, and the team was there to help. With just days to prepare, the team devised a comprehensive plan to train faculty in the latest digital technologies so they could move their teaching online. It was a herculean effort, and it made all the difference for Conn's students.

We surveyed students to learn about their experiences with remote courses so we could improve subsequent efforts. In a May 2020 survey of students regarding the spring 2020 semester, we asked students about a variety of technological aspects of their learning experiences (e.g., access to reliable Internet service, access to specialized software, and familiarity with required technology or applications) and the degree to which any of these had been a challenge. Relatively small numbers of students reported experiencing major problems with technology, leading us to believe that those problems could be managed and addressed. We also showed survey respondents a list of 12 types of academic work and asked "For each of the types of work you did, please indicate how easy or difficult it has been for you to do them online/remotely since March 25, compared to how easy or difficult they would have been for you to do in a face-to-face or in-person learning environment." Responses to this question allowed us to pinpoint the specific kinds of coursework that merited the most attention and creative thinking from our faculty and instructional technology staff.

Using this feedback, summer 2020 was used for additional training of faculty members and installation of additional technologies to facilitate online learning in the coming academic year for faculty members who opted for it. In terms of technology, our Media Services staff installed external microphones and webcams in at least 30 classrooms to provide access to courses being taught on campus for students attending remotely. Media Services offered training workshops as well as individual meetings with faculty members in their classrooms, introducing the uses of video conferencing to bring students in remotely to in-person classes; how to record and share Zoom class sessions; and how to record lectures from personal laptops with Kaltura Capture. Media Services operated on an extended schedule to support evening and weekend classes (necessitated by students connecting remotely from multiple time zones around the world. For faculty wishing to pre-record demonstrations or experiments, Media Services also offered consultations and equipment loans, such as video cameras and microphones.

In terms of pedagogy, faculty members selected to teach in our initial round of online summer courses participated in a three-week series of workshops with instructional technology staff and Center for Teaching & Learning staff to convert existing courses into online courses. These

workshops were informed in part by the results of the survey of students and were subsequently offered to the rest of the faculty during the remainder of the summer through workshops and CTL sessions. The nine workshops offered to faculty one or more times in July and August included Focus, Simplify, and Scaffold: Rethinking Your Course's Learning Goals & Design; Principles for Teaching this Fall: Community, Flexibility, Equity; Learning from the Spring: Remote Teaching Experiences & Evidence; Engaging Students Synchronously While Teaching Remotely; Strategies for Teaching with Dependents: A Roundtable for Parents & Other Caregivers; and Agile Teaching During a Time of Uncertainty.

Consistent with the Commission's expectation in Standard 6.20 regarding support for faculty scholarship, research, and creative activities, we offer our faculty members a range of support for scholarship, creative achievement in the arts, professional development, and teaching. For example, the R.F. Johnson Faculty Development Fund provides support for faculty members' travel to conferences and to conduct research and for supplies or services related to a specific research or art project. There are two rounds of funding every year. Eligible faculty include tenured and tenure-track faculty, lecturers, and continuing part-time faculty; visiting members of the faculty are normally eligible for awards once per year. All new full-time permanent faculty receive start-up funds for the first three years of service. Also available are a limited number of term endowed chairs, or named professorships, that carry funding for professional development costs. The Susan Eckert Lynch '62 Faculty Research Fund offers stipends to all newly hired tenure-track faculty in their first, second, and third years of teaching. Elizabeth McGuire and Anthony T. Enders Endowed Fund fellowships, carrying two years of support, are available to up to three faculty in the Humanities upon successful completion of the third-year review. Details of all funding opportunities are available to faculty members on the dean of the faculty's Moodle page and new initiatives and opportunities and reminders about application deadlines are frequently announced via email during the year. To further support faculty work, in 2023, our Information Services team will launch an integrated program to support faculty scholarship throughout the research and publication lifecycle, Scholarship Support Services.

After successful completion of the third-year review, tenure-track faculty receive a one-semester professional leave at 100% of their salary. This may be extended to a full year if combined with an unpaid leave or external grant for one semester. Immediately after tenure, faculty are typically eligible for a year's sabbatical at 80% or a one-semester sabbatical at 100%. Thereafter, tenured faculty are eligible for a one-semester sabbatical at 80% after six semesters of service or a full year sabbatical at 80% after 12 semesters. (Tenured faculty may also opt to take a one semester sabbatical at 100% of their salary after 12 semesters.) Following a positive sixth year review, continuing part-time faculty and lecturers are eligible for a one-year professional development leave at 80% of their salary. Thereafter, following successful three-year reviews, they are eligible for one semester at 80% of their salary upon completion of six semesters of uninterrupted service.

A revival of our 13-member Classroom Renovation Committee in spring and summer 2022 resulted in a \$1.1-million renovation of 31 of our classrooms – in many cases, substantial renovations involving the installation of new audiovisual equipment; new tables, chairs, and desks; new carpeting; new lighting; new paint; and/or new blackboards. This work was informed by a survey of students and faculty in spring 2022 that asked about their preferred configurations for the classrooms in which they had taken classes or taught.

As part of an accelerated period of campus renewal, work was also completed on a number of other important academic spaces in summer and fall 2022, including the improvement of departmental teaching spaces in Bolles House, home to the departments of Human Development and Education; the repurposing of our Gallows Lane facility to support faculty in biology, botany, environmental studies and the Arboretum; and, as mentioned earlier in this report, the creation of the Stark Center for the Moving Image in Hillyer Hall to support the teaching and creative work of faculty in the Department of Film Studies.

Standard 7: Institutional Resources

Human Resources

The arrival of a new vice president of human resources in spring 2022 has ushered in a new vision for rebuilding our human resources office and its culture, with a new emphasis on making the College community of care and a focus on people, culture, systems, and space. Key initiatives in this work include conducting a review of compensation, enhancing our recruiting practices to fill open positions promptly, integrating the Growth Mindset framework into the office’s work with faculty and staff, and enhancing its technological infrastructure. We aim to recruit and retain a diverse staff and have begun to analyze variation between our overall percentage of BIPOC staff (25%) and the percentages within different occupational areas. The recent renewal of the senior leadership team has increased the diversity of the cabinet by 100%. Prior to 2022, there were two BIPOC members of the cabinet. Currently, there are four. This represents 40% of the senior team.

As mentioned above, in spring 2018, we made an incentivized voluntary retirement offer to faculty and staff to give them a new option for thinking about their careers at the College. Ultimately 5 faculty members and 60 staff members elected to take this offer, which has resulted in annual savings of approximately \$3 million.

We developed a new “FlexWork” policy in 2021-22 to give staff employees new flexibility with respect to their work location and hours. We believe this policy will be a boon to recruitment and retention of staff seeking to retain some of the flexibility they had while working from home during the height of the pandemic, and it will also have valuable side benefits such as reducing the fuel consumption of staff who commute long distances to work.

Financial Resources

As an institution that relies heavily on tuition revenue to fund our operations each year, we pay close

attention to enrollment projections, endowment growth, and new revenue sources as means of preserving and enhancing available financial resources sufficient to support our mission, and expected gifts to the College as part of our comprehensive campaign (Standards 7.4 and 7.18). In our 2018 report, we noted that “in the fall of 2015, the College received the largest single gift in its history, a gift of \$20 million from Rob Hale ’88 and his wife Karen Hale.” In 2021, the Hales broke their own giving record with an additional, transformative gift of \$30 million, which is being used to support financial aid, athletics, and campus infrastructure. The progress of the *Defy Boundaries* campaign has exceeded expectations, raising more than 80% of the \$300 million goal in just over five years. Notably, the College has received six eight-figure gifts (gifts of \$10 million or more). In our last campaign, we received just one. Since our 2018 report, we have also looked for new ways to contain costs. For example, we have implemented new purchasing procedures through our CTW portal – a purchasing consortium consisting of Connecticut College, Trinity College, and Wesleyan University – to better manage campus purchasing.

Under Standard 2 above, we detailed the work of our senior administrative team in 2022-23 to create a five-year plan for financial sustainability. This comprehensive approach exemplifies the financial management processes called for in the Commission’s standards. It aligns with the goals of both our strategic plan and comprehensive campaign (per Standard 7.14), focuses on clearly identified sources of revenue (Standard 7.6), offers several interconnected fiscal strategies (Standard 7.13), and recommends strategic investments as integral to long-term financial strength. An overview of the plan was shared with the wider campus community at the December 2022 faculty and staff meeting. The draft will be the focus of the full Board of Trustees meeting in February 2023, consistent with the Commission’s expectation that “[t]he governing board understands, reviews, and approves the institution’s financial plans based on multi-year analysis and financial forecasting” (Standard 7.7).

The plan outlines six financial strategies related to enhancing student enrollment and financial aid; improving student retention and persistence; supporting a strong faculty and an effective curriculum; increasing the College’s endowment; establishing new revenue streams (per Standard 7.15); and maximizing existing financial resources and pursuing creative efficiencies. The plan is premised on enrollment projections and discount rate targets in ways consistent with Standard 7.10 regarding financial aid policies. As noted in her December 2022 report to the campus community, the chair of our Priorities, Planning, and Budget Committee (PPBC) noted that “Doing budgetary analysis and financial planning in a five-year time frame is helpful as it allows us to see the potential growth opportunities and challenges to ensure the long-term financial health of the College. The participatory way that this plan is being shared across different divisions of the PPBC, Faculty Steering and Conference Committee, Committee on Faculty Compensation, Student Government Association, Staff Council, and Senior Directors makes the overall planning integrated.” In short, we think this approach to financial planning exemplifies the expectations contained in Standards 7.4 to 7.20 regarding good financial management practices.

Information, Physical, and Technological Resources

Ninety-nine percent of students in the fall 2022 first-year class reported on the incoming student survey that the attractiveness of our campus was a very important (72%) or a somewhat important (27%) factor in their decision to enroll here. Our College exists in a singular environment known as the Connecticut College Arboretum that offers a quality of life and a conservation classroom unique among liberal arts institutions. Our institution distinguishes itself by a long-standing commitment to conservation and supporting research and teaching in ecological and environmental studies. The symbiosis of the Environmental Studies Program, the Goodwin-Niering Center for the Environment, and the Arboretum provides an outstanding model of an ethically and environmentally sound community.

Our Arboretum was awarded Level III Accreditation through [ArbNet](#), a distinction held by just 44 arboreta in the world. Level III arboreta have at least 500 species of woody plants, employ a collections curator, sponsor substantial educational programming, collaborate with other arboreta, publicize their collections, and actively participate in tree science and conservation.

Many of the improvements to our physical plant occur during the summer, and projects during summer 2022 included renovations of the residence halls; upgrades to 31 classrooms (as described under Standard Six) and two departmental buildings; improvements to the Horizon House admission building; the creation of the new Stark Center for the Moving Image; the repurposing of our Gallows Lane building to support field research; the rebuilding of the Thames River waterfront to support marine science as well as rowing, sailing, and outdoor recreation; enhancements to Dayton Arena; and several campus energy improvements. The large first-year class also provided the impetus to invest in off-campus apartment-style living options for students, a goal of our strategic plan. Beginning in fall 2022, 63 students have taken up residence in the newly renovated Manwaring building in downtown New London. Projects anticipated for summer 2023 include critical dining and residence hall renovations as well as landscape interventions to make a greener and more pedestrian friendly campus. In fall 2022, we also began holding campus-wide discussions of conceptual designs for several projects at the heart of our campus. One is a renovation of our College Center at Crozier-Williams, a priority of our strategic plan and the *Defy Boundaries* campaign. A related project is the development of a Cro-Plex connector, which will involve the removal of the roadway and parking between Cro and the Plex residence halls to more effectively link these two buildings where our community members enter and exit every day. The final project involves converting Crozier Boulevard from a roadway/parking area into a pedestrian boulevard that provides the campus community with a continuous path from the southernmost point on our campus to the northernmost. Campus-wide discussions about these projects in fall 2022 will inform the work that needs to be done to convert the initial concepts into final designs to be implemented.

Since our 2018 report, we have done important work related to Standard 7.22 (library and information resources) in the area of Open Educational Resources, with the aim of reducing students' textbook costs. Open educational resources (OER) are educational materials distributed at no cost and that have been released under an intellectual property license that permits their free use and re-purposing by others. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and other materials. Use of open educational resources enables students to

access dynamic learning tools and rich academic experiences while easing the financial burden of attending college, encouraging full participation, and helping them thrive academically. Our Research Support & Curricular Technology team actively supports the use and creation of OER at Connecticut College through an innovative grant program. Since 2019, grants have been awarded to 31 faculty members, two of whom have produced OER textbooks.

Standard 9: Integrity, Transparency, and Public Disclosure

Integrity

Connecticut College’s mission of educating students to put the liberal arts into action is supported by a century-old honor code, to which all students pledge fidelity upon matriculation. Faculty and staff reinforce this commitment by reciting the matriculation pledge together with students at convocation each fall. Much more than a mere code of conduct, our honor code embodies the College’s commitment to integrity, transparency, and public accountability. And we routinely demonstrate integrity, transparency, and public disclosure by complying with the evolving regulations and laws that govern higher education and by publishing evidence of our legal compliance and financial accounting standards on our website.

Our Board of Trustees’ Audit Committee is governed by a charter establishing its primary responsibility in assisting the board in fulfilling its oversight responsibilities relating to the integrity of the College’s financial statements, accounting and financial reporting processes and system of internal controls regarding finance, accounting and compliance. The Audit Committee’s work is marked by free and open communication among committee members, independent auditors, and financial managers of the College and sets the overall College tone for quality financial reporting, sound institutional risk management practices, and ethical behavior. The Audit Committee also monitors the College’s code of ethics, conflict of interest, and confidential complaint policies.

Our [Student Handbook](#) contains information on reporting and handling of student complaints related to student conduct, discrimination, bias, and harassment. Employees are guided as well by policies and regulations that signal the College’s commitment to integrity and high ethical standards in its operation, management, and relationships among community members and external entities (see policies listed on Data First form 9.1 and those referenced below). The employee handbook contains our policies regarding equal employment opportunity, retaliation, harassment and discrimination, professionalism of staff relationships with students, consensual sexual relations, sexual misconduct, intimate partner violence, stalking, nondisclosure and confidentiality, conflict of interest, grievances, and personal conduct. Our faculty manual (*Policies and Procedures: Information for Faculty, Administrators, and Trustees*) additionally indicates the College’s support for academic freedom and reiterates the College’s policies and practices regarding grievances. Replacing a former model in which the College appointed separate faculty and staff ombudspersons, in 2021 we bolstered conflict resolution and ombuds services through access to a Staff Ombudsperson (the “Ombuds”) as a resource for staff and faculty. Under this new system, three Faculty Intermediaries, each appointed to

serve for a three-year term, are also available for faculty seeking an impartial source of information for Title IX cases and mediation for informal conflict resolution among faculty members.

Standard 9.2 notes the expectation that an institution has appropriate policies and procedures on a wide range of matters and that it reviews them periodically. Integrity-related developments since our 2018 report include the release of a new web privacy policy in September 2022. The [policy](#) outlines the types of information the College collects from people we and the manner of collection (including through cookies); how that information is used, shared, and protected; and how to contact the College with questions regarding data collection and use.

Transparency

Connecticut College's digital and print publications, including our website, are updated regularly to fulfill the Commission's expectations in Standards 9.11 to 9.16 regarding transparency of the provision of information to the public. Since our 2018 review, the College has adopted a new web content-management system to promote ease of updating web pages by a wider range of staff members than was previously the case. All users of our content-management system and other web contributors must complete training in adhering to level Double-A World Wide Web Consortium (W3C) Web Content Accessibility Guidelines. To further our commitment to nondiscrimination, we conduct regular tests and audits to ensure that our site conforms to these guidelines and follow best practices for ensuring assistive technology users can access the site. The guidelines also make the site more user friendly for all people.

Public Disclosure

Our continuous work of maintaining and updating our website ensures that it contains the information referenced in Standard 9.19 and elsewhere in Standard Nine (see Data First form 9.3). The online catalogue contains most of this information, and it is available in other places on the website as well. Our institutional research office's [website](#) serves as a repository for information about the student body and student outcomes, current and prior-year Common Data Set forms, and a link to our federal College Navigator profile. The site contains a page with information about our accreditation and is also a gateway to our "Consumer Information" page with content and/or links to the materials required to be disclosed to the public under the federal Higher Education Opportunity Act of 2010. We also provide institutional data to a dozen college guidebooks each year to inform prospective students and their families.

During the 2020-21 and 2021-22 academic years, we maintained an online COVID dashboard that was updated at least several times per week with new data about COVID testing and infection levels among students and employees. This was supplemented by frequent updates on our "Looking Forward" website from campus leaders, keeping members of the campus community aware of the College's COVID-related policies, protocols, and resources.

Standard 8: Educational Effectiveness

REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS

What do students gain as a result of their education at Connecticut College? What have we learned about our students' learning outcomes?

The mission of Connecticut College is to educate students to put the liberal arts into action as citizens in a global society. Our students achieve this mission by placing the depth of study in a major within the breadth offered by our integrative general education curriculum, Connections. Faculty, staff, and students developed our new general education curriculum through a wide-ranging multiyear process that began in 2013. The result was a four-year integrative design which starts in the first year with a holistic first-year seminar where students are connected with a team of faculty, staff, peer, and career advisors. Students progress through cross- and interdisciplinary exploration, a career development seminar and funded internships, increasing depth in understanding difference, diversity, and equity, and, if chosen, a curated academic pathway in which students explore an animating question of their choice.

Students can choose several different routes to completing our general education graduation requirements, but by the time they graduate, they will have gained exposure to the major domains of human knowledge and activity through coursework and off-campus curricular and co-curricular experiences. Rather than merely taking classes and amassing credit hours, the Connections program gives students a series of intentional opportunities to grow intellectually and to integrate their knowledge about the world. In short, as we say on our website, Connections guides students through a four-year journey in which they integrate their interests into a meaningful educational pathway to carry them through college and into a fulfilling, effective career and life. The Connections program is thus how we fulfill NECHE's standard 4.16 regarding general education, defined by the Commission as a program that is "coherent and substantive. It reflects the institution's mission and values and embodies the institution's definition of an educated person and prepares students for the world in which they will live." In particular, the Connections program emphasizes the final phrase of standard 4.17 – the expectation that students' general education coursework will focus on the "three primary domains of knowledge *as well as on their relationships to one another*" [emphasis added].

In addition to their general education, our students deepen their education by exploring the paradigms, questions, theory, methods, and/or creative and performative expression in a major field of study. Students elect one or more majors and can elect up to two minors if they wish. (About a third of our students graduate with more than one major, and between 50% and 60% graduate with one or more minors.) Our students thus fulfill the aims embodied in NECHE standard 4.19 to the extent that our majors and minors "afford[] the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work or competencies."

General Education: The Connections Program's learning outcomes

Learning outcomes are well-specified for discrete components of Connections (first-year seminars, ConnCourses, the Social Difference and Power requirement, etc.) Yet even before these components were devised and legislated, the faculty had agreed on the general principles that would govern the new curriculum. In December 2013, the faculty voted by an overwhelming majority to develop a new curriculum that would “cultivate different ways of knowing through disciplinary breadth; foster intellectual curiosity, critical thinking, and imagination in conjunction with practical skills; enable students to develop a rigorous, intentional, and integrative educational plan and a reflective educational experience; promote excellence through inclusion; put the liberal arts into action by engaging global and local communities.” These are the high-level outcomes that students completing our program of general education are expected to achieve. We subsequently drafted a more detailed statement of outcomes that reflects and encapsulates the deliberations and faculty-approved legislation from the whole revision period. These 14 learning outcomes in 7 categories reflect and amplify the College’s mission and values statements as well as the more specific academic goals identified by faculty members during the revision of our GE program. The 7 broad categories are shown below; details of all 14 specific outcomes appear in section (e) below, where we present recent evidence for each.

1. Intentionality and relevance: Connection of personal interests and passion with intellectual pursuits
2. Breadth and diversity of ways of knowing and learning; liberal arts education; how knowledge is constructed
3. Development and demonstration of key skills and competencies
4. Reflection and integration of knowledge and experience between courses, disciplines (interdisciplinarity)
5. Integration of classroom learning with global and local experiences
6. Diversity, Equity, Full Participation, Inclusive Excellence
7. Responsible and ethical global citizenship

This set of goals serves as the basis for a set of questions we now ask on our Senior Survey, indirectly assessing the various goals of Connections by asking students to assess their own progress.

General Education: Assessment evidence

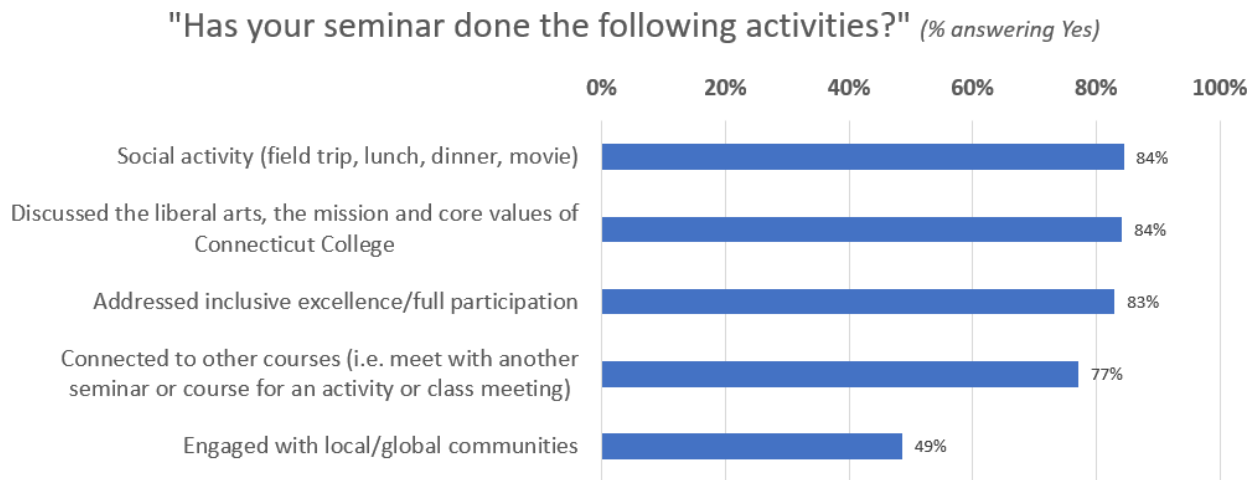
The Class of 2023 is the fourth graduating class to have gone through all four years of the Connections program, and our assessment work over the past three years has aimed to gather usable evidence on each of the learning outcomes outlined above, as well as information regarding the mechanics of the program – how coherent and well-paced students find the curriculum to be, whether the advising they receive supports the achievement of their goals, etc.

a. Evidence from First-Year Seminar course surveys

Our longstanding First-Year Seminar (FYS) program has taken on increased significance in our students’ academic lives with the development of Connections. FYS instructors now serve as pre-

major academic advisors to their students, heading up an advising team that also includes a staff member familiar with campus resources, current students who have been through the first-year experience, and career advisers. In fall 2015, we added a third FYS class session each week during which students participate in “extended orientation” workshops and modules aimed at teaching them competencies such as library research, oral presentation, writing, time management, and study skills, as well as modules with substantive content related to wellbeing, sustainability, the honor code, our sexual-violence-prevention program, and other topics. In short, the FYS program is a key mechanism by which we orient our students to campus and set them up for success by familiarizing them with the resources we offer them and the skills that will help them thrive academically and socially. This approach adds depth to the orientation experience, which too often provides students with too much information with too little time to absorb at a time of significant transition, without an opportunity to revisit.

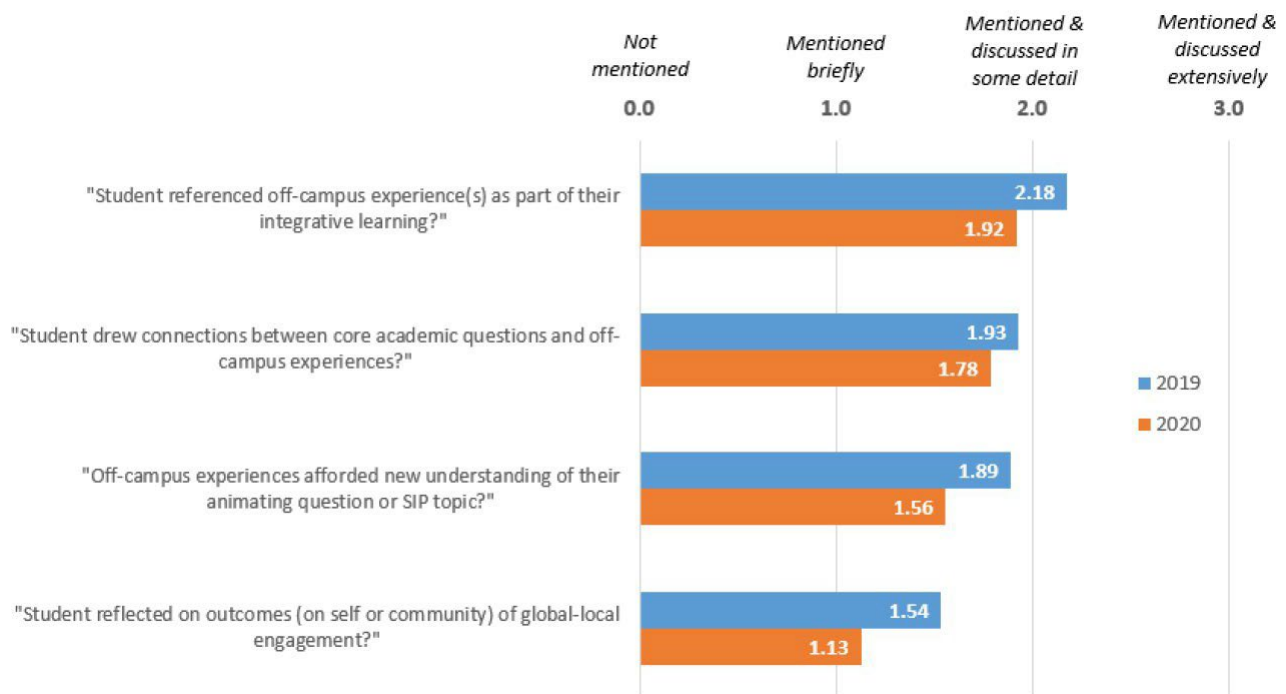
Our assessment of the FYS program is thus aimed at both the intellectual content of the courses (which are proposed and designed by faculty members to be intellectually engaging examinations of a topic in their discipline) as well as the extent to which they achieve the goals of integrating students into campus life. Results from a recent semester, for example, indicate the extent to which students reported having the experiences we expect them to have.



b. Evidence from direct assessment of the annual All-College Symposium

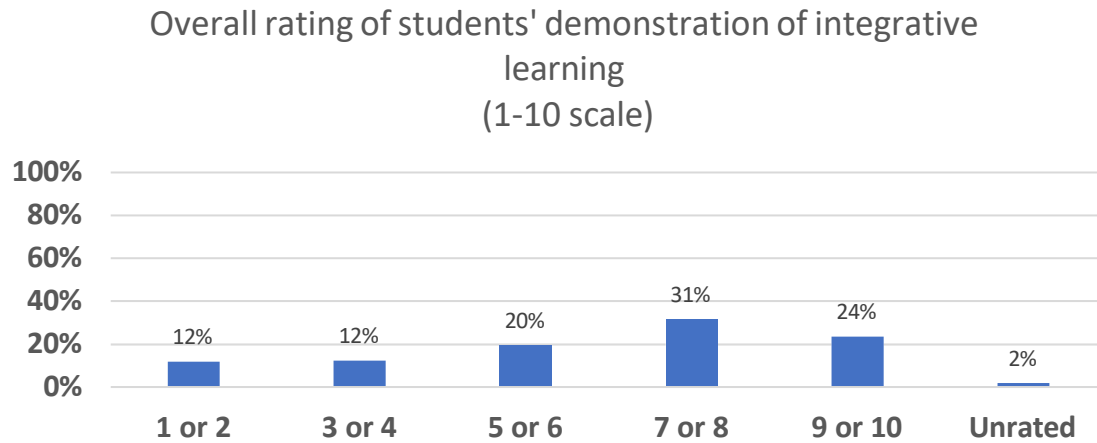
As the culminating senior-year experience of the Connections program, we hold an annual [All-College Symposium](#) (ACS). Through talks, panels, performances, and poster sessions, students who participate in the College’s Centers for interdisciplinary scholarship or the Integrative Pathways showcase the connections they have made among their academic courses and research, their jobs and internships, and their engagement in local communities and around the globe—along with the questions that animated their choices along the way. Classes are not held on this day, and the Symposium comprises instruction for the day so the whole campus community can engage in our innovative model of teaching and learning.

The ACS provides an opportunity for direct assessment of student achievement of the key Connections learning outcomes, and we’ve conducted assessment work at each symposium since the first one in fall 2019, with groups of faculty and staff using a rubric to score student presentations. In fall 2019 and fall 2020, we focused on the extent to which students highlighted their global-local experiences – study away, internships, and community learning, for example – and how these experiences had informed their thinking about their animating questions and more broadly how they had contributed to the student’s general education. On the whole the results indicated quite a bit of variation in the salience of their off-campus experiences – some students addressed these experiences extensively and others very little. This told us that we could do a better job of having students reflect on the value of those experiences and to communicate it in their presentations. (The fall 2020 ACS took place on Zoom, which may have affected the nature and content of the presentations somewhat.)



In fall 2021 and fall 2022, we broadened this work to assess students’ integrative learning – the degree to which they applied insights and knowledge from their courses and their off-campus experiences as they refined and answered their animating questions. The fall 2021 pilot of this approach yielded results with insufficient inter-rater reliability to give us confidence in the results. Learning from this experience, in fall 2022 we redesigned the ACS rubric and held more intensive training sessions to prepare assessors for its use. A team of about 20 faculty and staff evaluators rated presentations by Pathway students. We were most interested in gauging the extent to which student presenters (a) identified and drew connections among the ideas and insights from their coursework and (b) identified and drew connections among their coursework and their out-of-class experiences. On the first of these, 36% of the 221 evaluations of student presentations or posters agreed strongly or very strongly that “the student’s answer to their research question offered a synthesis or integration

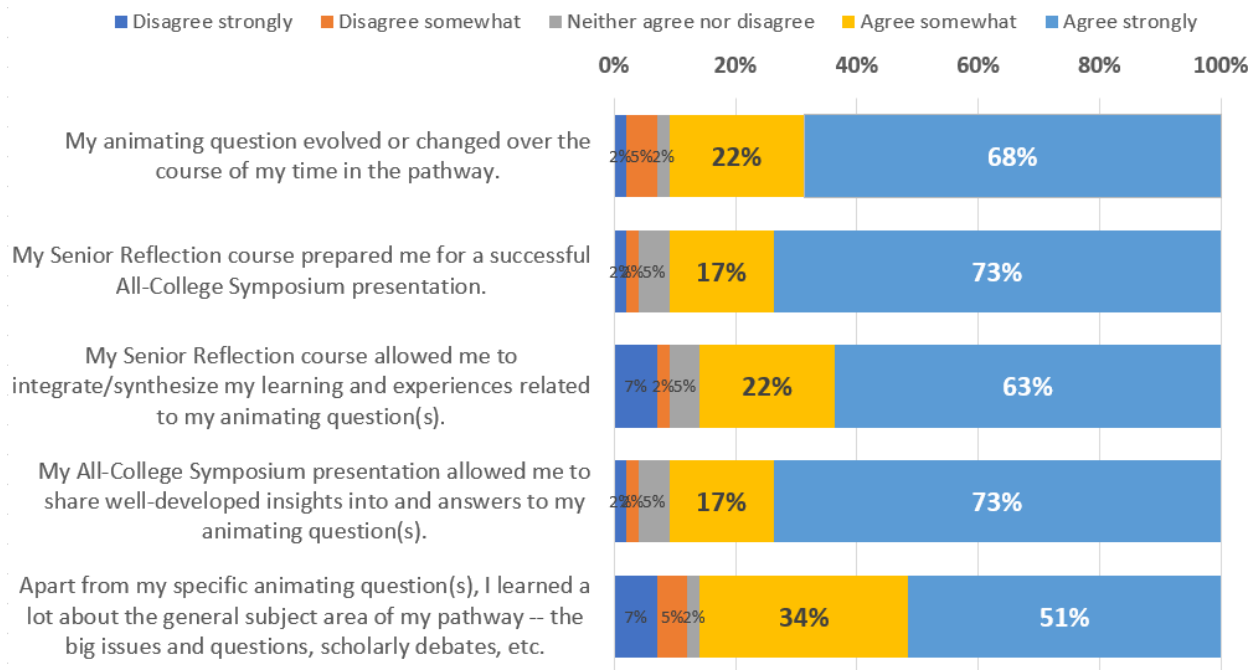
of ideas or perspectives they learned in courses they took.” On the second of these, 41% of the 221 evaluations agreed strongly or very strongly that “the student’s answer to their research question used a synthesis or integration of their classroom learning and their off-campus experience(s).” Evaluators also were asked to give an overall 1-10 rating of each presenter’s demonstration of integrative learning, and the results were as follows:



These results have only recently been compiled and have not yet been reviewed by Connections faculty and staff. They may, however, inform discussions of whether students ought to be more directly prompted to describe and highlight the types of integrative learning that are evaluated at the ACS.

c. Evidence from the Classes of 2021 and 2022 Pathway Completers surveys

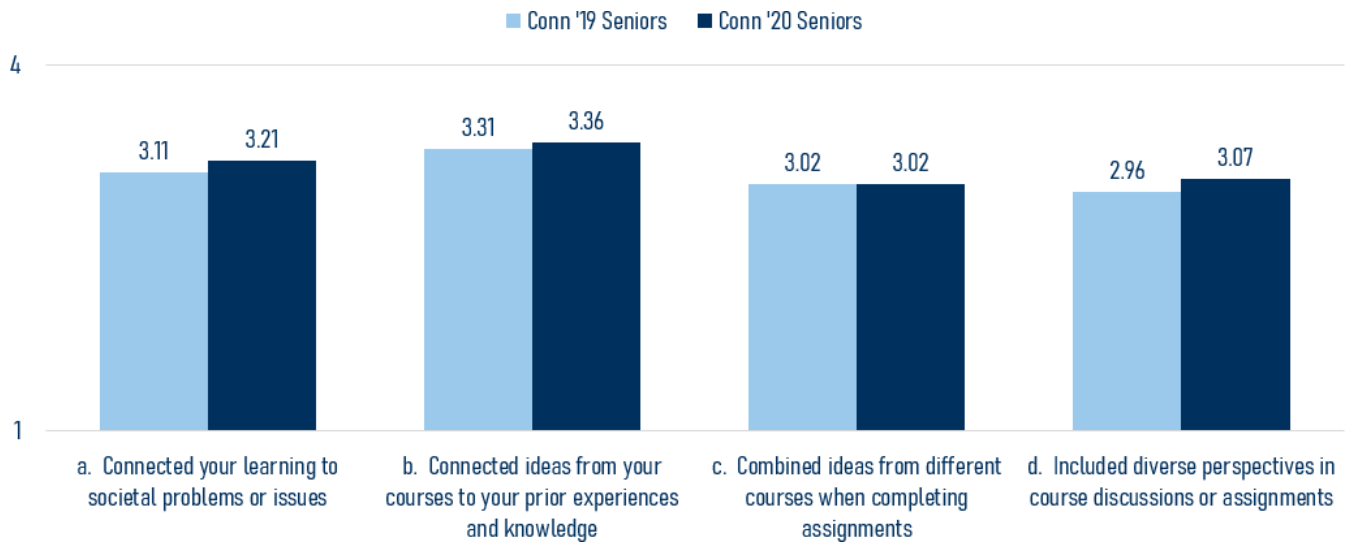
The Pathway Completers survey solicits student feedback on the degree to which students’ experiences and outcomes aligned with the expectations and outcomes developed when the Pathways were designed by faculty. In general, in the quantitative and qualitative data we have collected, students report positive experiences. As seen below, a large majority of respondents indicated that the questions they had posed for themselves had evolved over the course of their college careers, and by their senior year, they felt prepared by their Senior Reflection course to make a presentation at the All-College Symposium that synthesized their learning and experiences. These are among the most fundamental student outcomes we intended for Connections to produce – a curriculum in which students develop questions meaningful to themselves and then complete coursework and off-campus experiences that allow them to present sophisticated answers to those questions in their senior year. Because the classes surveyed experienced their junior year during 2020-21, their capacity to study away or work with community organizations was quite limited. We expect that as more students are able to re-engage with these options and connect with their faculty about their experiences, student feedback regarding this learning outcome will change. We are also beginning to explore options for a structured connection with alumni for students during the junior year.



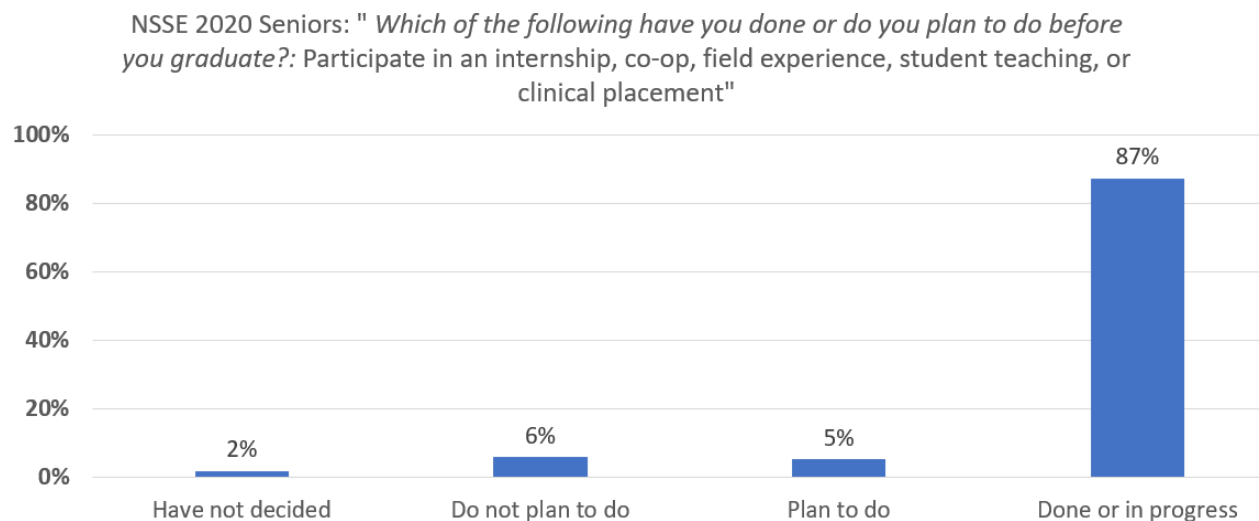
These survey results also revealed certain aspects of the Pathways experience that could be improved, such as the relative lack of contact between students and the Pathway coordinator during the students’ junior years. In spring 2022, we acted on this insight by creating a new spring-semester pathway fair for juniors to reconnect with pathway coordinators, discuss global/local plans, and prepare for senior seminar and All-College Symposium.

d. Evidence from NSSE about our students’ integrative learning

We have administered the National Survey of Student Engagement (NSSE) five times since 2016 and have been particularly attentive to the questions related to reflective and integrative learning. In November 2019 and April 2021, our Center for Teaching & Learning sponsored events at which faculty and staff reviewed and discussed a variety of data from NSSE regarding student learning in general and reflective and integrative learning in particular. The data allowed us to compare the experiences of our last graduating class before Connections was fully implemented (the Class of 2019) with the first class to have gone through the program (the Class of 2020). These initial results indicated small but encouraging improvements in the extent to which students connected their learning to larger social problems or issues, connected ideas from courses to prior experiences or knowledge, connected ideas from different courses, and included diverse perspectives in their coursework (activities that map well onto Connections learning outcomes 1, 5, 6, and 7 as listed above).



NSSE questions also allow us to gauge the extent to which our students engage in the kinds of outside-the-classroom high-impact activities that we consider central to the Connections curriculum, and our most recent results indicate that nearly all of our students do so.



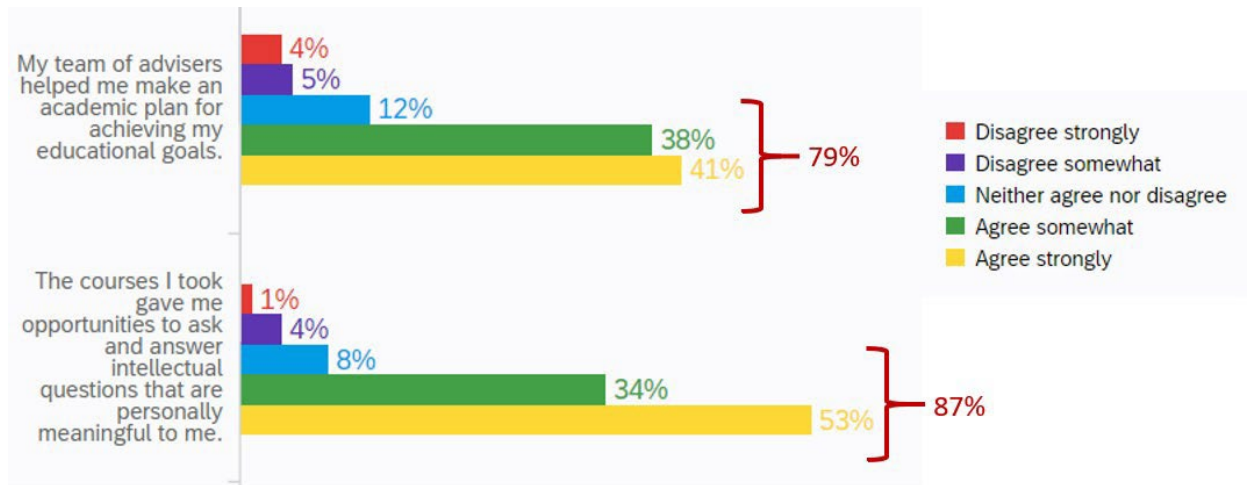
e. Class of 2022 Senior Survey questions related to Connections

In this section, we present data from our most recent graduating class regarding the extent to which their experiences and learning aligned with the Connections learning outcomes. The survey was administered online to graduating students in April and May 2022 and had a 48% response rate. The following sections present evidence related to each of the Connections learning outcomes we have drafted.

1. Intentionality and relevance: Connection of personal interests and passion with intellectual pursuits

LEARNING OUTCOME: Students will work effectively with their advisers to plan and complete a course of academic study while at Connecticut College that draws on multiple disciplines, is relevant to their personal interests as well as larger social concerns, and sparks their intellectual curiosity.

EVIDENCE: A large percentage of respondents agreed that they had received effective advising and that their coursework gave them opportunities to investigate intellectual questions with personal meaning to them.



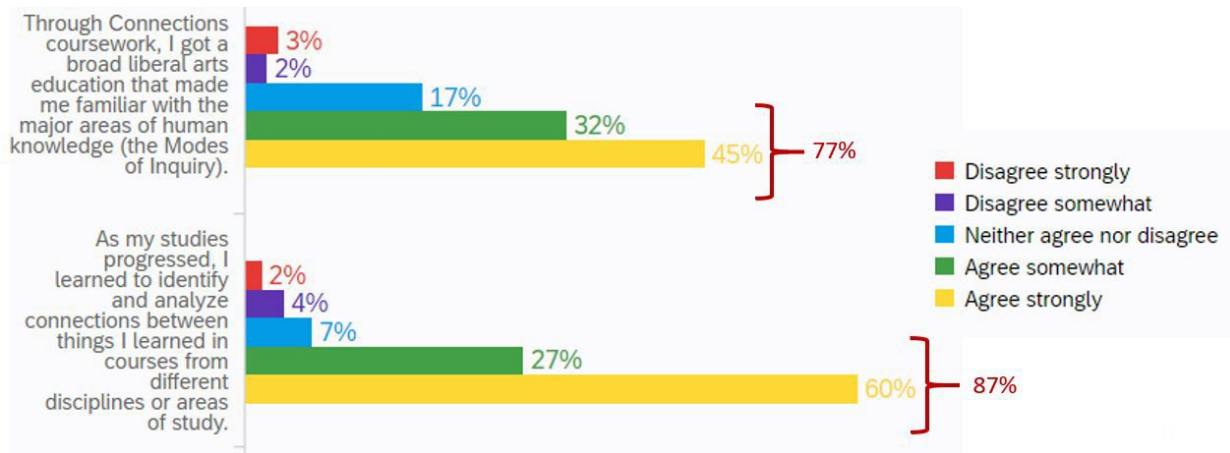
2. Breadth and diversity of ways of knowing and learning; liberal arts education; how knowledge is constructed

LEARNING OUTCOME: Students will demonstrate familiarity with at least four of five major domains of human knowledge and how knowledge is constructed by disciplines within them (Creative Expression, Critical Interpretation and Analysis, Quantitative and Formal Reasoning; Scientific Inquiry and Analysis; Social and Historical Inquiry).

EVIDENCE: Over three-quarters of respondents agreed that they had gotten a broad-based general education that familiarized them with the major domains of human knowledge.

LEARNING OUTCOME: Through the participation in the FYS, ConnCourses, and the pathways and centers (for those who elect to join them), students will additionally demonstrate an ability to draw connections across domains of knowledge and understand how these different domains can contribute synergistically to the understanding of a given phenomenon.

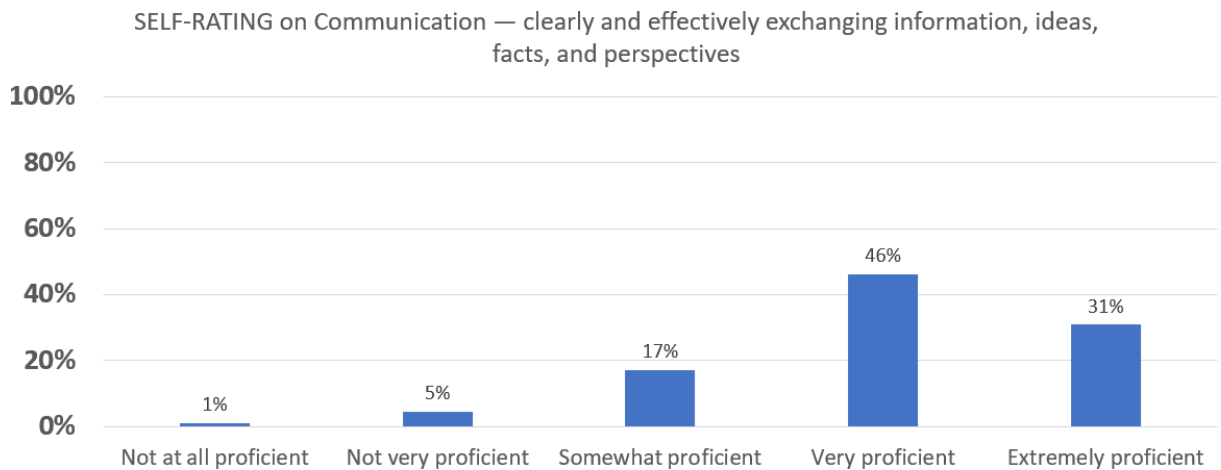
EVIDENCE: Nearly 90 percent of respondents agreed that over the course of their college career they got better at identifying and analyzing connections between the ideas they learned through their coursework.



3. Development and demonstration of key skills and competencies

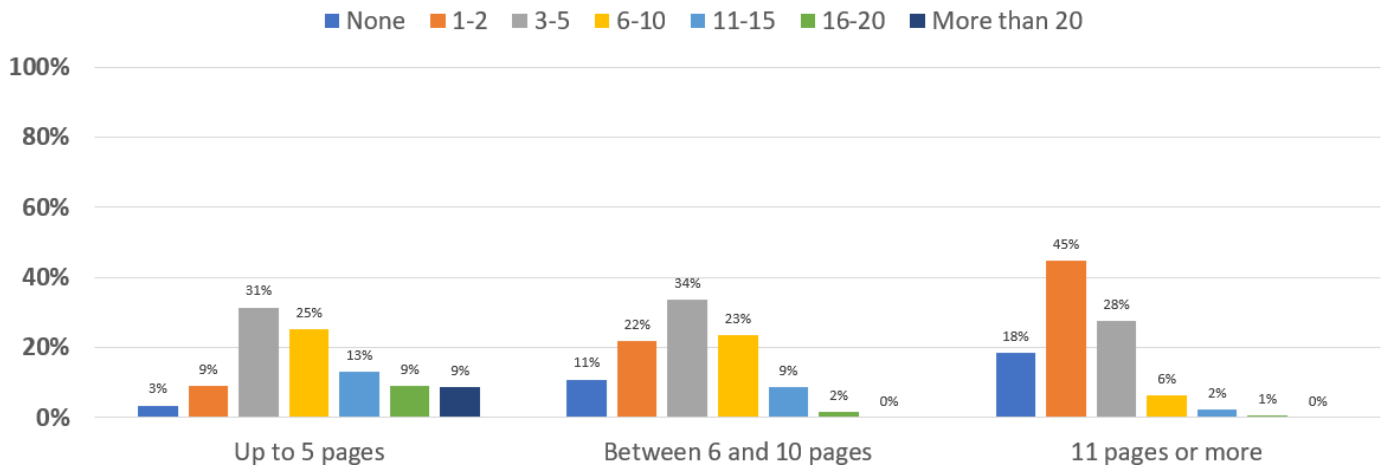
LEARNING OUTCOME: Students will demonstrate effective written and oral communication.

EVIDENCE: Class of 2022 students rated themselves relatively well on this metric, with 77% viewing themselves as very proficient or extremely proficient.



Evidence from the 2020 National Survey of Student Engagement indicated the range of writing assignments our students completed. For example, 45% of our students reported completing 1 or 2 papers that were 11 or more pages long in their senior year, with 28% saying they completed 3 to 5 such papers.

NNSE 2020 Seniors: "During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?"

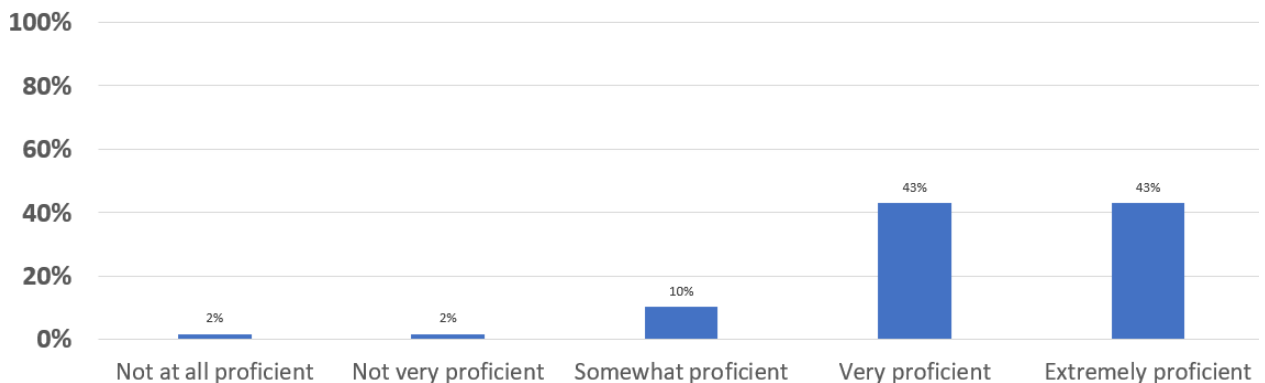


This is obviously an area where direct assessment should be done to complement the indirect measures shown here. As we write this in fall 2022, our Writing Center and Academic and Administrative Procedures Committee are collaborating on the development of a survey regarding our writing requirement and are making plans for doing direct assessment of student writing.

LEARNING OUTCOME: Students will be able to think critically, analyzing and evaluating arguments using formal and informal logic.

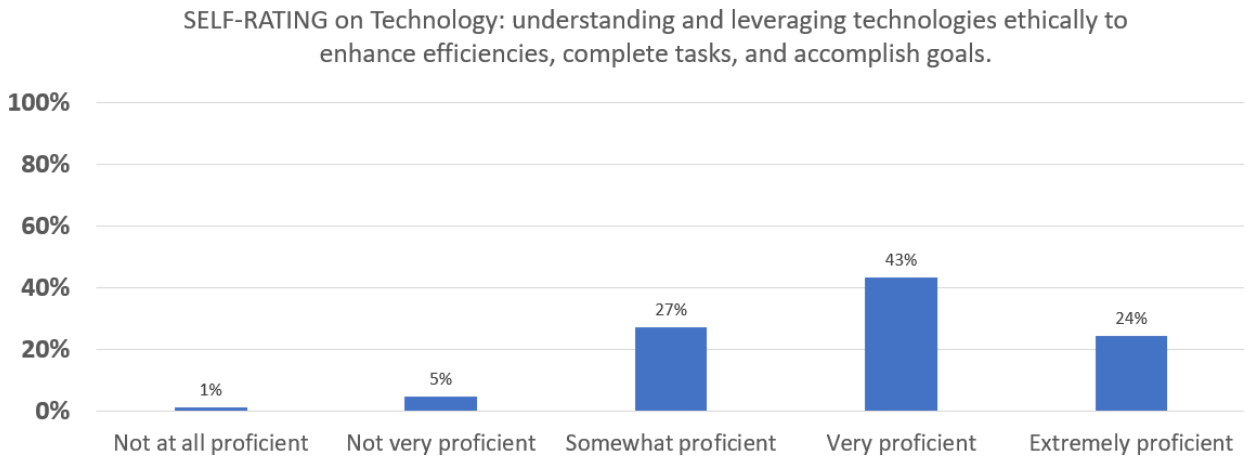
EVIDENCE: Nearly 90% of our students reported being very proficient or extremely proficient in critical thinking.

SELF-RATING on Critical thinking: identifying and responding to needs based upon an understanding of situational context and logical analysis of relevant information



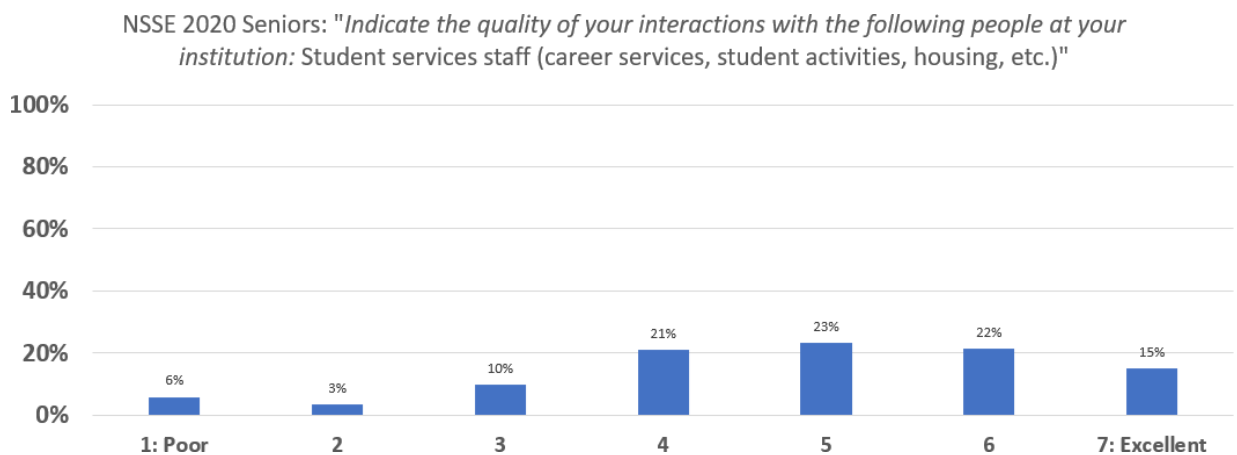
LEARNING OUTCOME: Students will be able to locate and effectively use library and information resources to complete academic work.

EVIDENCE: Although this question was not specifically framed around library and information resources, smaller percentages of students rated themselves as “extremely proficient” at using technology,



LEARNING OUTCOME: Students will be able to locate and effectively use the College’s resources to help them succeed academically and socially during their college career.

EVIDENCE: Most students reported high quality interactions with student services staff, although there is clearly room for improvement in this regard.

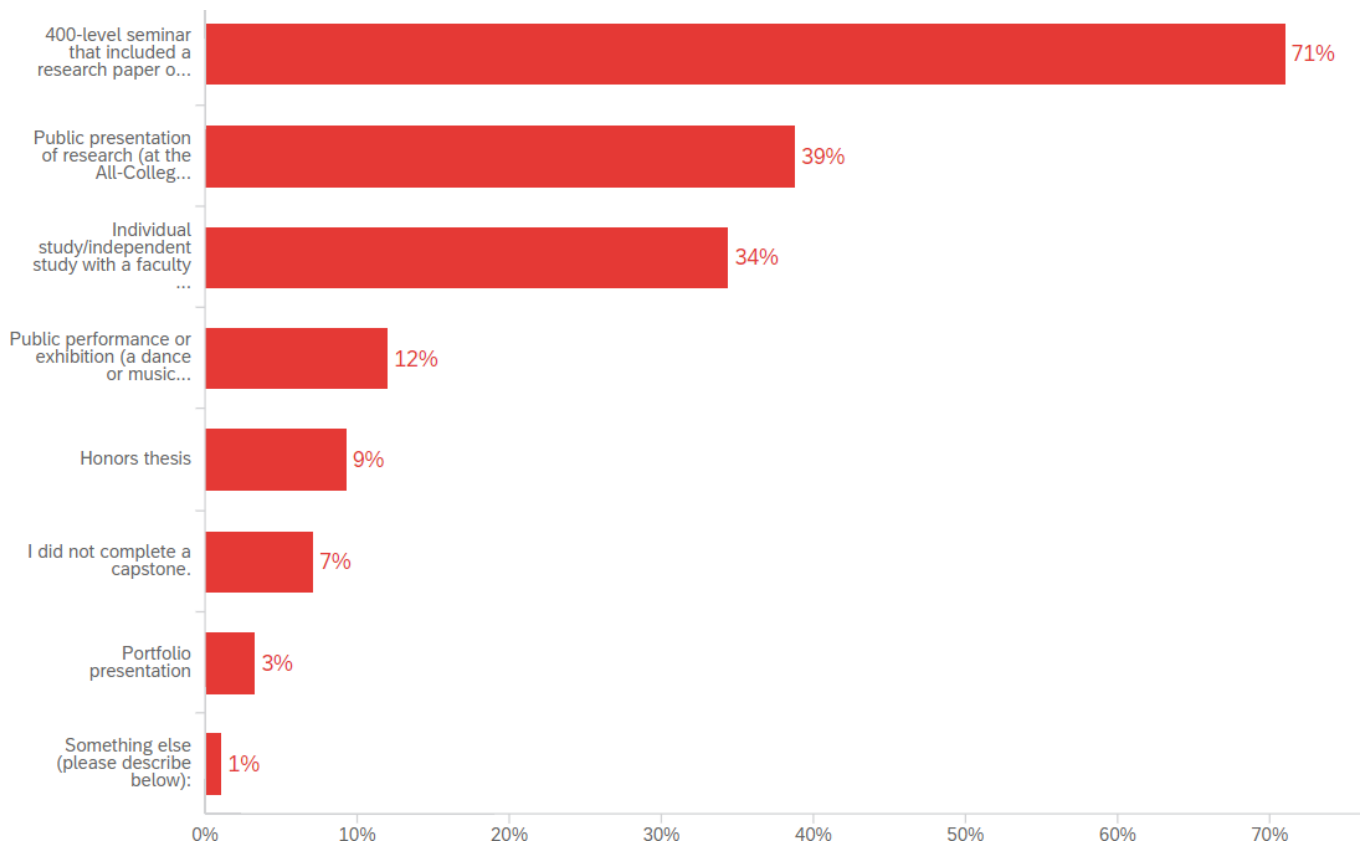


4. Reflection and integration of knowledge and experience between courses and disciplines (interdisciplinarity)

LEARNING OUTCOME: Students will demonstrate the ability to identify and analyze connections in their learning from courses across several or diverse disciplines that yield new or more powerful insights about a subject.

LEARNING OUTCOME: Students will demonstrate an ability to communicate this integrative learning through a culminating activity – either an essay, presentation, performance, artistic work, or other form of self-expression that conveys insight obtained from their participation in Connections.

EVIDENCE: We presented a variety of evidence regarding these learning outcomes in sections (c) and (d) above – our students’ abilities to make connections across interdisciplinary coursework and to communicate their insights and findings in a culminating project in their senior year. Additional evidence from our senior survey gives details of the kinds of culminating or capstone work our students complete. Seminar papers are most common, followed by public presentations, individual study courses with a faculty member, and public performances or exhibitions.

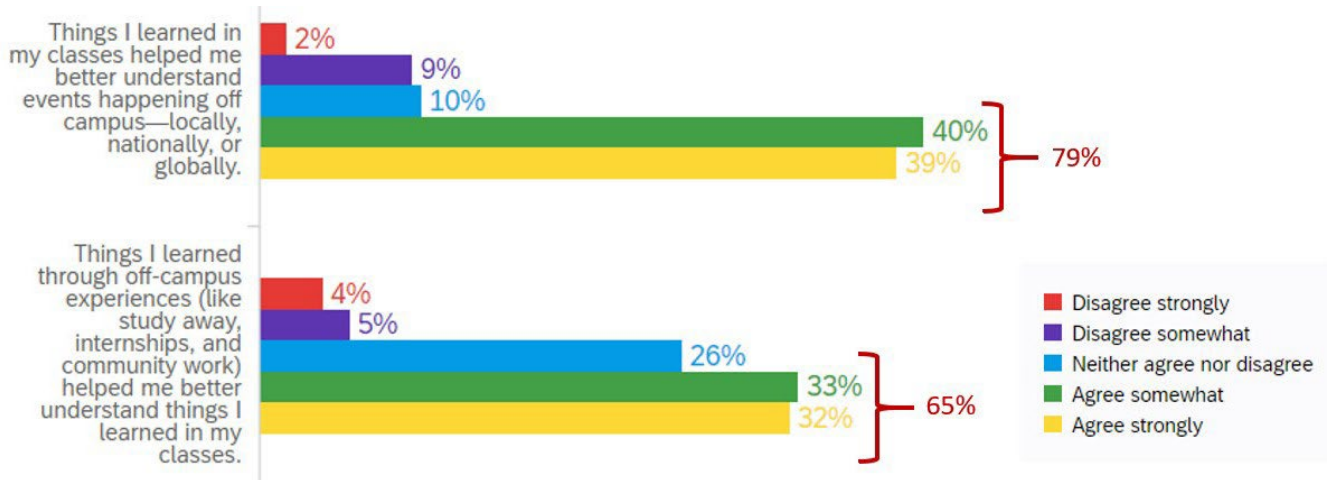


5. Integration of classroom learning with global and local experiences

LEARNING OUTCOME: Students will demonstrate the application of classroom knowledge and insights to practical circumstances they experience in their locality or further afield in their country or around the world. Conversely, they will use insights from out-of-class experiences to enrich their academic work

EVIDENCE: A large majority of respondents indicated that their coursework gave them a good understanding of events happening off campus, and two-thirds of respondents said that

their off-campus experiences had helped them better understand material they learned in their classes.

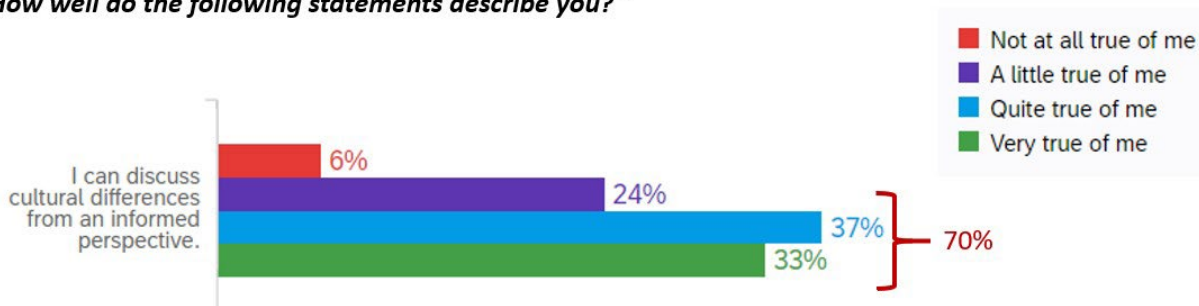


6. Diversity, Equity, Full Participation, Inclusive Excellence

LEARNING OUTCOME: Students will develop and practice a mode of critical thinking that recognizes human relationships shaped by power, privilege, identity, and social location.

EVIDENCE: Over two-thirds of our students felt that they are able to discuss cultural differences from an informed perspective.

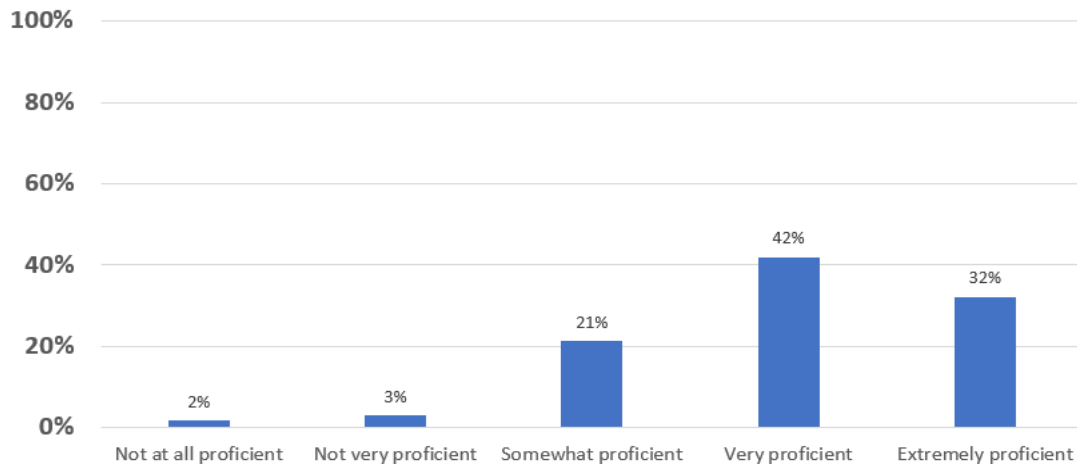
“How well do the following statements describe you?”



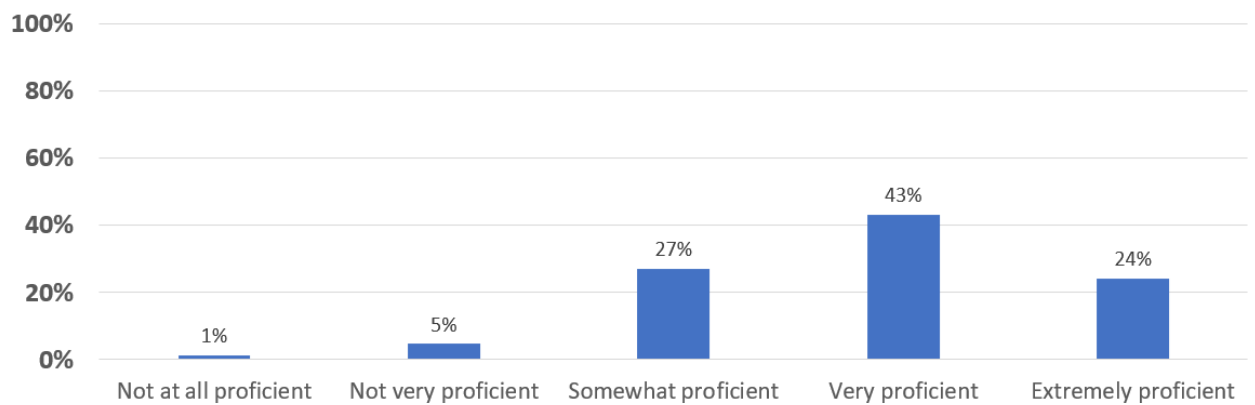
LEARNING OUTCOME: Students will demonstrate effective use of strategies that create an environment that encourages full participation in organizations and institutions in which they live and work.

EVIDENCE: About three-quarters of respondents said that they are very proficient or extremely proficient at engaging with people from different cultures and engaging in anti-racist practices. A similar proportion rated themselves as highly on teamwork skills.

SELF-RATING on Equity and inclusion: demonstrating the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures; engaging in anti-racist practices that actively challenge the systems, structures, and policies of racism.



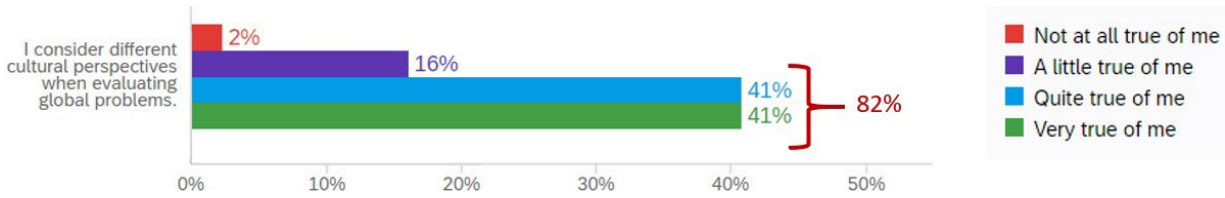
SELF-RATING on Teamwork: building and maintaining collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



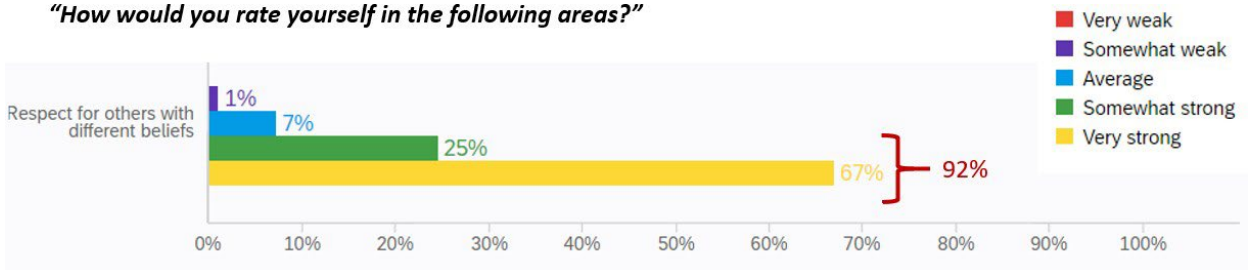
LEARNING OUTCOME: Students will demonstrate the value of stepping back from one’s familiar culture and participating in a learning community that introduces them to ways of thinking, communicating, and interacting that are different from their accustomed worlds.

EVIDENCE: We asked a series of questions regarding the extent to which students consider different cultural perspectives when evaluating global problems, respect people with different beliefs, and feel open to having their views challenged, and large proportions of our students felt that they embodied these dispositions.

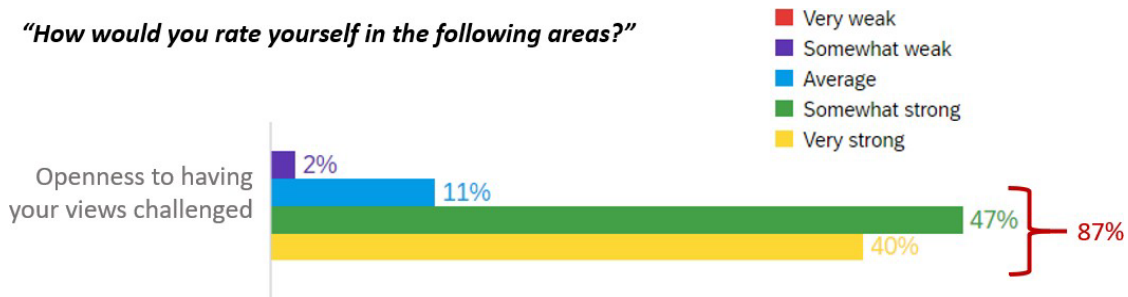
“How well do the following statements describe you?”



“How would you rate yourself in the following areas?”



“How would you rate yourself in the following areas?”

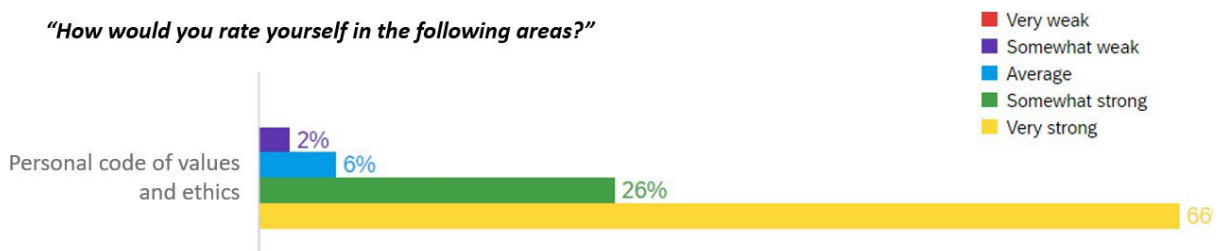


7. Responsible and ethical global citizenship

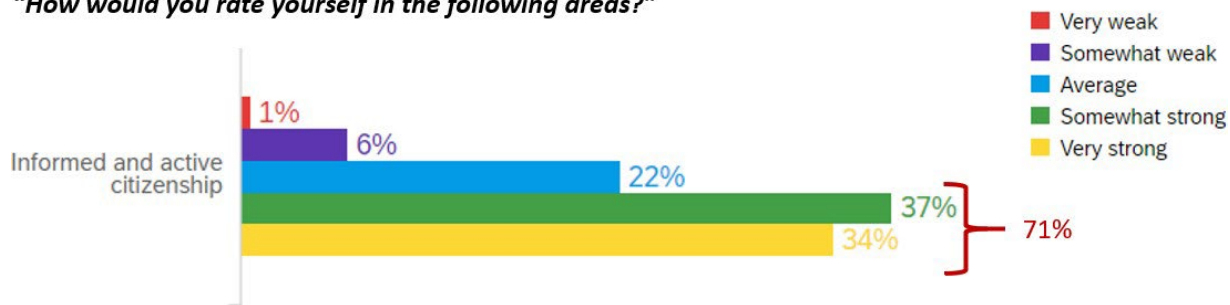
LEARNING OUTCOME: Students will demonstrate the ability to act responsibly and ethically as citizens or members of various political communities and the organizations within their private and public sectors.

EVIDENCE: Over 90 percent of our students reported having a strong personal code of values and ethics, and over 70 percent reported a strong sense of informed and active citizenship. Our student-developed Campus Election Action Plan, described below, is one example of how our students achieve these levels of awareness and engagement.

“How would you rate yourself in the following areas?”



“How would you rate yourself in the following areas?”



Academic Majors

As detailed in our Series E forms in the appendix, our departments have long specified the learning goals of the major(s) they oversee, and these goals are published in the College catalog and updated periodically as departments revise their curricula. Departments undertake a range of assessment approaches and methods to gauge student achievement of the learning goals, and in the past five years, our Office of Institutional Research and Planning has also collaborated with departments to conduct surveys of graduating seniors to ask them to assess the extent to which they believe they have achieved each learning outcome, and – importantly, in terms of giving faculty members usable feedback for curricular improvement – asking students for examples of specific readings, assignments, or other experiences that contributed to its achievement.

For the past four years, we have worked with academic departments to pilot exit surveys of their graduating seniors based on the learning outcomes specified for the major, essentially asking students to reflect on each learning goal and the extent to which they believe they achieved it as a result of their coursework in the major, and prompting them to give examples of assignments, projects, or experiences that taught them skills and gave them practice needed to achieve the learning outcome. At a college our size, some of our majors have only a handful of graduating seniors each year, so this work is necessarily “small-*n*” analysis. The inclusion of the open-ended follow-up prompts asking for details is aimed to give faculty members information about the work their students found particularly impactful. Examples of these sorts of comments from Class of 2022 graduates include the following.

To what extent did your Biology coursework and other related activities prepare you to explain fundamental biological principles at all levels of biological organization, from molecules to ecosystems?

“My final paper in Human Physiology connected gut health with mental health. By exploring this connection, I analyzed and understood systems beginning with the molecular level and extended it to a societal level in relation to food accessibility and stress.”

To what extent did your Psychology coursework and other related activities require you to develop and demonstrate a capacity for critical thinking through analysis of scientific literature?

“In my Couples and Family Therapy class, we had a project where we had to interview an actual couple and apply what we had learned in the course. This was a great real-world application of the curriculum and allowed us to stretch beyond theory.”

To what extent did your coursework for the Classics major prepare you to design and execute a research project in the field of Classics?

“Ancient Greek 200-level assignment of syntax variation on one phrase allowed me to recognize position emphasis, from which I could begin my analysis of my independent study, concerning the vocative case and its relationship to socioeconomic relations (beginning vs. end vs. not at all).”

To what extent did your history courses provide you with the tools to critically analyze narratives about the past?

“Through [the course] Historian's Craft, I learned a great deal about the methodology of a historian and the various tools at their disposal to conduct their research. I appreciated this behind-the-scenes look at how historians conduct their research rather than solely focusing on the content of what they discovered.”

We believe that this combination of self-reported learning gains followed by student comments regarding which aspects of the major’s curriculum contributed most to their learning is powerful evidence that our faculty members can use indirect assessment “to improve the curriculum and learning opportunities and results for students” (Standard 8.8), as well as providing evidence that spans the course, competency, and program levels (Standard 8.3). We plan to repeat these surveys over time so that departments will have larger numbers of responses to consider, and may merge these surveys into the more general Senior Survey in order to improve response rates and reduce the survey load on students in their final weeks before graduation.

External perspectives on our students’ learning experiences and outcomes

Per Standard 8.5, our self-study and visiting committee process for academic departments and programs brings external perspectives to departments about their curriculum and teaching. As part of the self-study process, the Office of Institutional Research provides departments with a data report on the past 10 years of their graduates – a demographic profile, a profile of their participation and achievements, evidence regarding their graduation school attendance and completion and employment outcomes. The aim is to ensure that departments get a good sense of the students they serve and those students’ outcomes. Since our 2018 report to the Commission, 5 of our 31 academic departments have had visiting committees. The scheduling of these visits was substantially interrupted by the COVID pandemic, and in 2022-23 we are returning to a more typical pace in which two to three of our departments per year are conducting self-studies and preparing for visiting committees. Last year, Art History and Architectural Studies completed this process, and in the current year, our English and Chemistry departments have been working on their self-studies. In

addition, our foreign languages collectively were the focus of 2022 site visit by a team arranged through the Modern Language Association to assess our foreign language offerings.

Visiting committees' reports typically contain recommendations about revising requirements for majors and minors, redeploying staff resources, and helping departments adjust to emerging disciplinary trends. Following its 2016-17 visiting committee, for example, our Department of Biology designed and implemented a new three-course foundational curriculum (BIO 120, Introduction to Biological Inquiry; BIO 209, Cells and Molecules; and BIO 210, Ecology and Evolution) that emphasizes high-impact practices, inquiry-based learning, and other key strategies shown to enhance and broaden equitable STEM learning. The department submitted three successful staffing requests – two that converted lecturer positions to tenure-track positions, one in neurophysiology and in STEM equity pedagogy, and one to hire a tenure-track bioinformaticist with a joint appointment in the biology and computer science departments.

Appraisal and projection

We recognize that our assessment efforts to date have relied largely on indirect assessment, using our students' self-reports of their academic achievement and development rather than direct measures (e.g., an objective examination). While scholarly work has found relatively modest correlations between student self-reported learning gains and gains measured by a standardized exam, we aim to do more direct assessment so that we can use it to triangulate with self-reported data to arrive at general understandings of our students' learning.

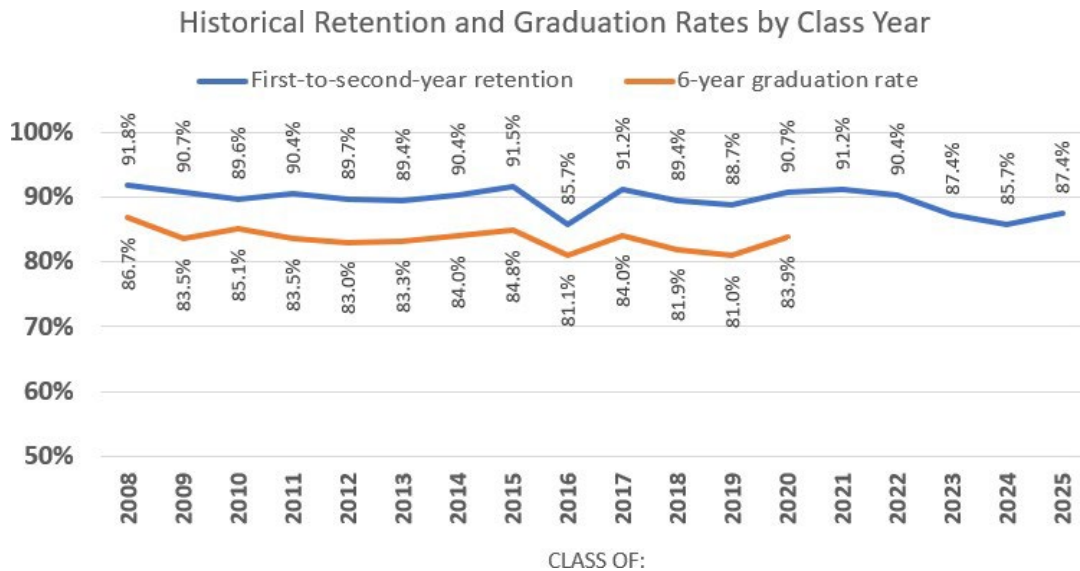
Other measures of student success: retention and graduation rates

We pay very close attention to the quality of our students' experiences, and one marker of that is the extent to which students persist at the College over time and graduate within the expected four-year timeframe. These are key indicators of our students' ability to transition to college life and to thrive at Conn, as well as indications of student satisfaction with our academic program, co-curricular opportunities, student life, and the ways we prepare students for life after college. Beyond the question of whether students persist and “get to the finish line” at graduation, we are also deeply concerned with the quality of students' experiences while they are here – whether they become integrated into a community of other students, faculty, and staff in which they can participate fully in the life of the institution, reach their full potential, and contribute to the flourishing of others.

a. Retention and graduation rate analysis

At the most basic level, we aim to enroll students who are attracted to our academic opportunities and to support them at every stage as they enter the institution, develop an academic plan with the help of their advising team, and make steady progress towards graduating in four years. We pay very close attention to first-to-second-year retention as an initial indicator of student success and student satisfaction with Connecticut College. The dean of the college regularly collaborates with the Office of Institutional Research and Planning on “deep dive” analyses of student retention and the factors associated with attrition so that our academic deans and advisors can work to address student

challenges and concerns. After many years of steady retention rates in the 89% to 91% range, we had three lower-than-usual years during the height of the COVID pandemic, with retention rates of 87%, 86%, and 87% for the incoming fall 2019 to fall 2021 cohorts, respectively. The figure below shows the historical first-to-second-year retention rates and six-year graduation rates.



We recognize the importance of retention and persistence as an indicator of the extent to which we provide an environment in which a wide range of students can find their niche and thrive academically and socially. We disaggregate our retention rate data extensively to try to identify student subgroups that could use more support in thriving at our institution. For instance, in a fall 2022 analysis of retention rates of the fall 2020 and fall 2021 incoming classes, we calculated retention rates by students’ gender, race/ethnicity, financial aid and Pell status, first-generation-college status, legacy status, application round, high school type, distance from home, varsity athlete status, and other variables.

b. Graduate and professional school enrollments and completions

On the preceding pages we have presented a variety of evidence from our Senior Survey related to learning outcomes but the survey also contains questions related to our students’ overall satisfaction with their academic experience and questions about what we can do to improve. We ask about students’ future plans so that we have evidence regarding patterns of employment and post-baccalaureate

We regularly compile data on the graduate school admissions and completions of our alumni, primarily using the National Student Clearinghouse as our data source. Overall, our analysis over time has indicated that about half of our graduates go on to complete some sort of post-baccalaureate degree within 10 years of graduating, with master’s degrees being the most common. These rates vary quite a bit depending on the majors of the graduates, however, and the type of graduate degree

varies by major as well. For example, in a recent analysis of chemistry-major alumni, we found that, indeed, about 50% of these chemistry graduates had earned one or more post-baccalaureate degrees, but that doctorates were heavily over-represented: just over 3% of Connecticut College graduates overall earn doctorates, but for these chemistry graduates the figure was 20% (46 out of 228).

We also regularly collect and review data on the employment outcomes of our graduates in order to document the successes of our career programming and to make the case to prospective students and their families about the value of a Connecticut College liberal arts education. Because it has traditionally been difficult to acquire accurate and up-to-date employment data on large numbers of students, we recently began a collaboration with LiveAlumni, which collects publicly available online data (primarily from LinkedIn profiles) and makes it available through an online portal that can be searched by class year, major, occupational type, job title, etc. We plan to use this new data source to improve our understanding of alumni employment outcomes and to sharpen our communications about the jobs our graduates get. Disaggregating our employment data according to the individuals' undergraduate majors will give departments additional data as they evaluate their learning goals and students' achievement of them.

[Student achievement on mission-related student outcomes](#)

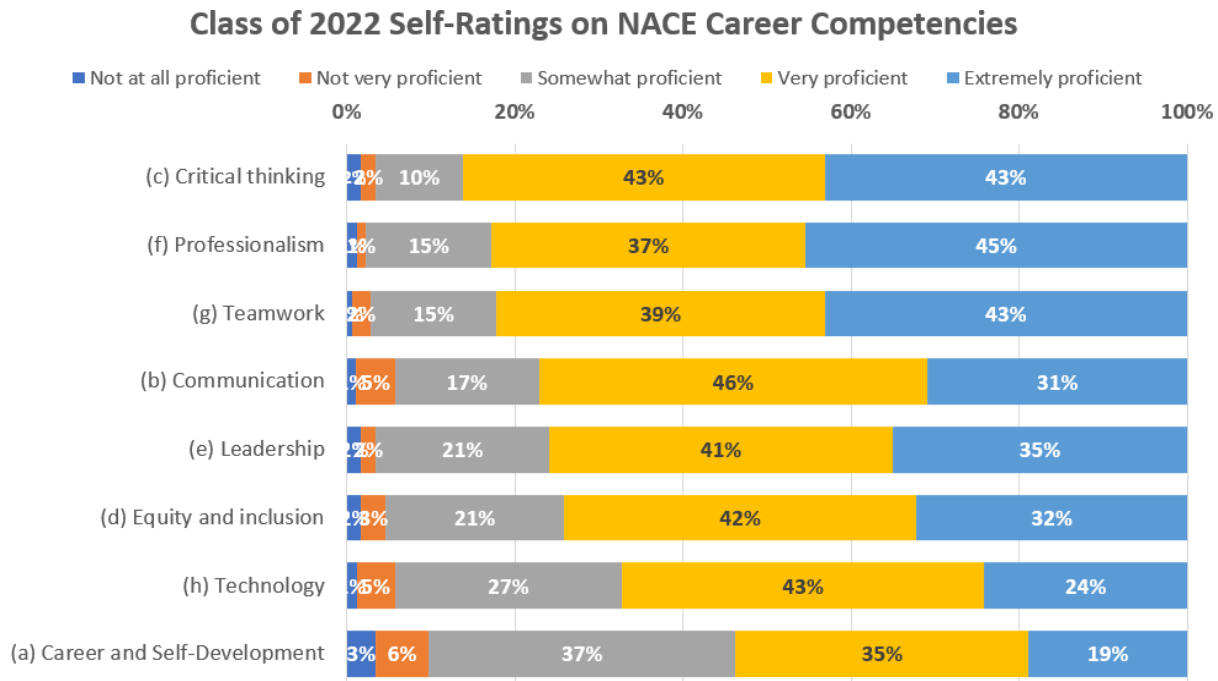
Mission-specific outcomes reflected in our [mission and values statements](#) include career preparation, community service and global citizenship, and environmental stewardship.

a. Career preparation

We have touched on our career-preparation program several times already in this report, noting in the introduction the relocation of our Hale Center for Career Development to central campus, with new facilities and expanded programming to meet the needs of our students in today's employment environment. Our one-year-out surveys have regularly found that around 90% of our students are employed, in graduate school, in an internship, or in a fellowship one year after graduating.

We regularly assess student use of our career services office's programming through a series of questions on our Senior Survey. On the most recent administration of this survey, to the graduating Class of 2022, 85% of respondents said that they had visited the Hale Center at some point during their college careers or participated in its programming; 89% percent said they would "recommend the Hale Center for Career Development to an incoming student at Conn." For the first time, we specifically asked students to rate themselves on the National Association of Colleges and Employers' (NACE) eight career-readiness competencies (career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology). These initial results provide us with a baseline for future comparisons and give our career-office staff the ability to compare our students' self-reported levels of career readiness with national benchmarks and to make evidence-informed decisions about programming. The NACE

competencies also overlap in some respects with our Connections learning outcomes and the results thus contribute to our assessment of general education. The figure below shows these competencies in descending order by students' proficiency self-ratings.

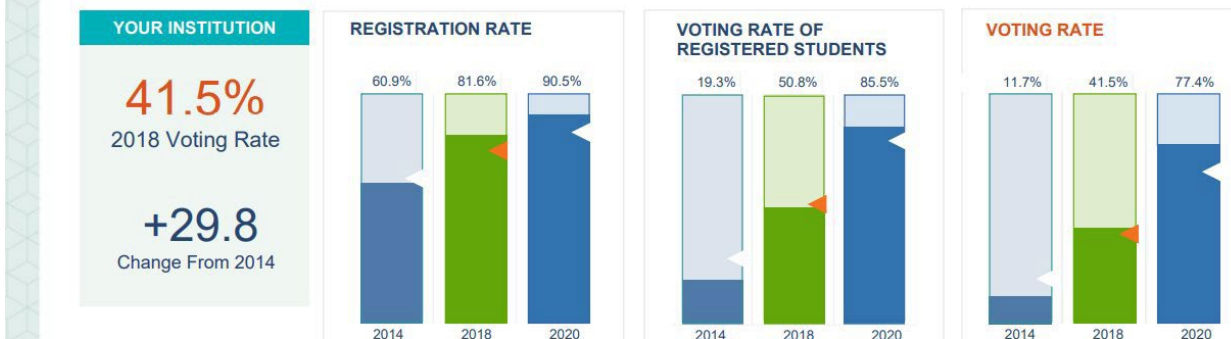


b. Community service and global citizenship

A core value of the institution, civic engagement is fostered through courses that embed community-based learning through the longstanding relationships we have developed with local organizations in the New London region. The Holleran Center for Community Action offers rigorous training for students and spearheads other initiatives designed to prepare graduates for lives of leadership. For example, to promote our students' participation in the electoral system, our Holleran Center for Community Action implemented a Campus Election Action Plan to increase students' understanding of democracy, civic engagement, and voting processes. Through Camels Vote, our students participate in nonpartisan discussions and events promoting civic engagement through voting. The ALL IN Campus Democracy Challenge is a national awards program that recognizes colleges and universities for their commitment to increasing student voting rates. The Challenge encourages higher education institutions to help students create the habits of active and informed citizenship, make democratic participation a core value on their campus, and cultivate generations of engaged citizens who are essential to a healthy democracy." In November 2022, the ALL IN Challenge recognized Connecticut College as part of its inaugural ALL IN Most Engaged Campuses for College Student Voting program. The requirements for ALL IN recognized campuses included submitting a 2022 democratic engagement plan and sharing a 2020 report with campus voting data. The report comes from the National Study of Learning, Voting, and Engagement, which gets data from matching enrollment records with public voting files.

Data for the November 2022 elections is not yet available, but in 2020, 85.5% of registered students voted and 77.4% of students overall voted. As seen in the Connecticut College data provided by NSLVE, these figures are notable improvements over 2018 and 2014.

Voting, Registration and Yield Rates



Our commitment to promoting global citizenship and international education is reflected in the number of Fulbright Scholarships our students receive and our consistent inclusion in the [annual list of institutions that are “top producers”](#) of Fulbright Scholars. Our Fulbright recipients have pursued postgraduate study and research across the world, most recently in Austria, Brazil, Germany, Romania and Spain.

The Thomas J. Watson Fellowship is a one-year grant for purposeful, independent exploration outside the United States, awarded to graduating seniors nominated by 41 partner institutions. When we joined an elite group of colleges as an institutional partner of the Watson Foundation, our students became eligible for the Watson Fellowship, and three of our students have won in the past two years for projects focused on endangered languages, Black women’s liberation and art, and environmental justice. Since 2018, other competitive international fellowships secured by our students and recent alumni include 1 Marshall Scholarship, 1 Gates-Cambridge Scholarship, 5 Davis Projects for Peace awards, 9 Critical Language Scholarships, and 18 Gilman international scholarships.

c. Environmental stewardship

In spring 2018, Connecticut College received a STARS Silver rating from the Association for the Advancement for Sustainability in Higher Education (AASHE). The STARS self-reporting process takes a holistic approach to measuring an institution’s sustainability performance, using both operational and qualitative data. This means that categories such as community engagement and curricular integration are as important as waste management or energy efficiency. In July 2021, we were recognized with the STARS Gold rating, marking the forward progress we had made since its silver rating three years ago. This rating places us in the top 15% of the over 1,000 institutions currently rated by AASHE. This recognition is rewarding not just for its own sake but because of how it signals the value of our hard work on developing and carrying out sustainability planning in recent years. Our strategic plan calls for solidifying our institutional commitment to environmentally responsible and socially just practices, as well as heightening the College’s national profile on sustainability so that our work is publicly recognized.

PLANS FOR THE NEXT FIVE YEARS

- Fulfill the goals of *Building on Strength* and those of the other plans developed to complement it, including the new plan for financial sustainability to align enrollments, staffing, and revenue.
- Assess current curricular offerings and identify strategic areas for new programs at the undergraduate and graduate levels.
- Complete the \$300 million comprehensive campaign, *Defy Boundaries*.
- Continue to deepen our assessment processes at the institution, program, and course levels.
- Advance our sustainability goal of net-zero carbon emissions by 2030
- Engage in ongoing collaborative dialogue among campus stakeholders to enrich our culture of shared governance.

APPENDIX A

Affirmation of Compliance with Federal Regulations Relating to Title IV



AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.conncoll.edu/academics/registrar/academic-policy/transfer-credit/
Print Publications	Connecticut College Catalogue, 2022-23 (link here)
Self-study/Fifth-year Report Page Reference	p. 20

- 2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://drive.google.com/file/d/1tIcAUbFgA4dBswbnu8VB4i47_aYtT7NI/view
Print Publications	Connecticut College 2022-23 Student Handbook
Self-study/Fifth-year Report Page Reference	p. 33


- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Small classes with synchronous instruction and cameras on; College honor code
Self-study/Fifth-year Report Page Reference	p. 21

- 4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that Connecticut College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: 12 January 2023

APPENDIX B

Audited Financial Statement, FY 2022



CONNECTICUT COLLEGE

Financial Statements

June 30, 2022

(With Independent Auditors' Report Thereon)

CONNECTICUT COLLEGE

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Notes to Financial Statements	6



KPMG LLP
One Financial Plaza
755 Main Street
Hartford, CT 06103

Independent Auditors' Report

The Board of Trustees
Connecticut College:

Opinion

We have audited the financial statements of Connecticut College (the College), which comprise the balance sheet as of June 30, 2022, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the College and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with U.S. generally accepted accounting principles, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for one year after the date that the financial statements are issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.



In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited the College's 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 8, 2021. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021, is consistent, in all material respects, with the audited financial statements from which it has been derived.

KPMG LLP

Hartford, Connecticut
October 27, 2022

CONNECTICUT COLLEGE

Balance Sheet

June 30, 2022

(with comparative information for June 30, 2021)

(Dollars in thousands)

Assets	2022	2021
Cash and cash equivalents	\$ 49,966	31,014
Accounts and student loans receivable, net	1,230	1,266
Contributions receivable, net	24,941	34,688
Inventories and other assets	2,741	2,389
Investments	423,078	455,078
Funds held in trust	15,873	18,673
Deposits with bond trustee	57,344	2,239
Land, buildings, and equipment, net	115,374	112,254
Total assets	\$ <u>690,547</u>	<u>657,601</u>
Liabilities		
Accounts payable and accrued liabilities	\$ 11,861	9,146
Deposits and advances	2,118	1,547
Liabilities under split-interest agreements	4,153	4,510
Accrued postretirement benefit obligation	7,725	9,316
Bonds and notes payable	141,032	87,959
Other obligations	2,305	2,652
Total liabilities	<u>169,194</u>	<u>115,130</u>
Net Assets		
Without donor restrictions	94,085	79,548
With donor restrictions	427,268	462,923
Total net assets	<u>521,353</u>	<u>542,471</u>
Total liabilities and net assets	\$ <u>690,547</u>	<u>657,601</u>

See accompanying notes to financial statements.

CONNECTICUT COLLEGE

Statement of Activities

Year ended June 30, 2022

(with summarized comparative information for the year ended June 30, 2021)

(Dollars in thousands)

	2022			2021 Total
	Without donor restrictions	With donor restrictions	Total	
Operating:				
Revenues:				
Student charges, net of financial aid of \$61,389 in 2022 and \$50,125 in 2021	\$ 76,451	—	76,451	68,510
Grant and contract income	6,941	—	6,941	2,297
Contributions	5,845	2,547	8,392	9,336
Endowment spending used in operations	5,925	11,117	17,042	15,813
Other revenues	1,726	16	1,742	1,031
Net assets released from restrictions	12,580	(12,580)	—	—
Total revenues and other support from operations	<u>109,468</u>	<u>1,100</u>	<u>110,568</u>	<u>96,987</u>
Expenses:				
Salaries and wages	48,694	—	48,694	48,352
Employee benefits	16,997	—	16,997	15,436
Supplies, services, other	31,936	—	31,936	21,006
Depreciation and amortization	8,763	—	8,763	8,379
Interest	3,836	—	3,836	2,927
Utilities	3,376	—	3,376	3,150
Total expenses	<u>113,602</u>	<u>—</u>	<u>113,602</u>	<u>99,250</u>
(Decrease) increase in net assets from operating activities	<u>(4,134)</u>	<u>1,100</u>	<u>(3,034)</u>	<u>(2,263)</u>
Nonoperating activities:				
Contributions restricted for long-term investment	1,636	17,891	19,527	36,506
Investment return, less endowment spending used in operations	(7,324)	(29,683)	(37,007)	102,930
Change in value of split-interest agreements	(203)	(2,808)	(3,011)	4,309
Other increases (decreases)	855	52	907	(275)
Postretirement related changes other than service cost	1,500	—	1,500	683
Net assets released from restrictions	22,207	(22,207)	—	—
Increase (decrease) in net assets from nonoperating activities	<u>18,671</u>	<u>(36,755)</u>	<u>(18,084)</u>	<u>144,153</u>
Change in net assets	14,537	(35,655)	(21,118)	141,890
Net assets, beginning of year	<u>79,548</u>	<u>462,923</u>	<u>542,471</u>	<u>400,581</u>
Net assets, end of year	<u>\$ 94,085</u>	<u>427,268</u>	<u>521,353</u>	<u>542,471</u>

See accompanying notes to financial statements.

CONNECTICUT COLLEGE

Statement of Cash Flows

Year ended June 30, 2022

(with comparative information for the year ended June 30, 2021)

(Dollars in thousands)

	2022	2021
Cash flows from operating activities:		
Change in net assets	\$ (21,118)	141,890
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation and amortization	8,624	8,405
Net realized and unrealized gains (losses) on investments	15,793	(123,286)
Net unrealized losses (gains) on split-interest agreements	740	(892)
Contributions restricted for long-term investment	(25,371)	(21,641)
Accounts receivable, net	(178)	692
Contributions receivable, net	9,747	(12,626)
Accounts payable and accrued liabilities	4,476	1,629
Accrued postretirement benefit obligation	(1,591)	(727)
Other changes in working capital, net	2,822	(15,895)
Net cash used in operating activities	(6,056)	(22,451)
Cash flows from investing activities:		
Student loans repaid	89	138
Purchases of investments	(72,877)	(45,231)
Proceeds from sale of investments	88,342	49,874
Purchases of land, buildings, and equipment	(13,910)	(14,259)
Net cash provided by (used in) investing activities	1,644	(9,478)
Cash flows from financing activities:		
Contributions restricted for long-term investment	25,371	21,641
Proceeds from bond issue	66,736	22,528
Bond issuance costs	(227)	6
Change in deposits with bond trustee	(55,105)	1,625
Repayments of finance lease obligations	(176)	(178)
Repayments of long-term debt	(13,235)	(23,541)
Net cash provided by financing activities	23,364	22,081
Net increase (decrease) in cash and cash equivalents	18,952	(9,848)
Cash and cash equivalents at beginning of year	31,014	40,862
Cash and cash equivalents at end of year	\$ 49,966	31,014
Supplemental disclosures of cash flow information:		
Cash paid during the year for interest excluding leases	\$ 3,720	2,785
Cash paid for amounts included in the measurement of finance lease liabilities	25	93
Fixed asset purchases financed with capital leases	98	395
Change in accounts payable related to property and equipment	(1,761)	20

See accompanying notes to financial statements.

CONNECTICUT COLLEGE

Notes to Financial Statements

June 30, 2022

(with comparative information for the year ended June 30, 2021)

(Dollars in thousands)

(1) Summary of Significant Accounting Policies

(a) *History*

Connecticut College (the College), an independent, coeducational institution, was chartered in 1911 and opened in New London, Connecticut in 1915 as the first independent college for women in the State of Connecticut. In 1959, the College was authorized to grant degrees to men in its graduate program, and in 1969, the undergraduate College was made coeducational.

(b) *General*

The financial statements have been prepared on the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (GAAP). The financial statements report on the College as a whole and report transactions and net assets based on the existence or absence of donor-imposed restrictions. Two categories of net assets serve as the foundation for the accompanying financial statements. Brief definitions of the two net asset classes are presented below.

Without donor restrictions net assets are not subject to donor stipulations restricting their use, but may be designated for specific purposes by the College or may be limited by contractual agreements with outside parties.

With donor restrictions net assets are subject to donor stipulations that expire by the passage of time, can be fulfilled by actions pursuant to the stipulations, or which may be perpetual.

The College's measure of operations presented in the statement of activities includes income from tuition and fees, grants and contracts, contributions for operating programs, endowment spending used in operations and other revenues. Operating expenses are reported on the statement of activities by natural categories, after allocating costs for operation and maintenance of plant.

Nonoperating activity includes contributions and other activities related to land, buildings, and equipment that are not included in the College's measure of operations. In addition, nonoperating activities also includes contributions, investment returns and other activities related to endowment, and split-interest agreements.

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the College's financial statements for the year ended June 30, 2021, from which the summarized information was derived.

For fiscal years 2022 and 2021, student tuition and fee revenue was \$110,300 and \$100,185, room and board revenues were \$27,540 and \$18,450, and financial aid was \$61,389 and \$50,125, respectively.

CONNECTICUT COLLEGE
Notes to Financial Statements
June 30, 2022
(with comparative information for the year ended June 30, 2021)
(Dollars in thousands)

(c) **Contribution Revenue**

The College reports contributions (including unconditional promises from donors) as restricted support if they are received with donor stipulations that limit the use of the donated assets or if they are time restricted pledges. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restriction are reclassified to net assets without donor restriction and reported in the statement of activities as net assets released from restrictions. Contributions subject to donor-imposed restrictions that are met in the same reporting period are reported as revenue without donor restriction. The College reports gifts of land, buildings or equipment as nonoperating support without donor restriction unless the donor places restrictions on their use. Contributions of cash or other assets that must be used to acquire long-lived assets are reported as nonoperating support without donor restriction provided the long-lived assets are placed in service during the same reporting period; otherwise, the contributions are reported as with donor restriction until the assets are acquired and placed in service.

Contributions are recorded at fair value. The College estimates the fair value for noncash contributions. Unconditional promises to give are recognized initially at fair value as contributions revenue in the period such promises are made by donors. Fair value is estimated giving consideration to anticipated cash receipts (after allowance is made for uncollectible pledges) and discounting such amounts at appropriate discount rates. These inputs to the fair value estimate are considered Level 3 in the fair value hierarchy. In subsequent periods, the discount rate is unchanged and the allowance for uncollectible pledges is reassessed and adjusted if necessary. Amortization of the discounts is recorded as additional contribution revenue.

Conditional promises to give are not recognized until they become unconditional; that is, when the conditions are satisfied.

Fundraising expenses were \$4,175 and \$3,954 for the years ended June 30, 2022 and 2021, respectively.

(d) **Cash and Cash Equivalents**

Cash and cash equivalents consist of cash management accounts, money market and overnight investments with maturities at date of purchase of less than 90 days. These amounts do not include cash equivalents components of the College's investment funds, deposits with bond trustee, or cash that is held in investment managers' accounts until suitable investment opportunities are identified.

(e) **Investments**

The College's portfolio is managed by outside investment managers who are selected according to the investment guidelines established by the Board of Trustees and its Investment Subcommittee. Investments are recorded at fair value. Unrealized gains and losses that result from market fluctuations are recognized in the statement of activities in the period in which the fluctuations occur. Realized gains and losses are computed based on the trade-date basis.

CONNECTICUT COLLEGE

Notes to Financial Statements

June 30, 2022

(with comparative information for the year ended June 30, 2021)

(Dollars in thousands)

The fair value of publicly traded securities is based upon quotes from the principal exchanges on which the security is traded. Nonmarketable securities include alternative investments such as private equity, venture capital, hedge funds, natural resources partnerships, and distressed securities, which are valued using net asset value (NAV), obtained from the general partner or investment manager. The College has utilized the NAV reported by the general partner or investment manager as a practical expedient to estimate the fair value of certain investments. The NAV generally reflects discounts for liquidity and considers variables such as financial performance of investments, including comparison of earnings multiples of comparable companies, cash flow analysis, recent sales prices of investments and other pertinent information. The agreements under which the College participates in nonmarketable investment funds may limit the College's ability to liquidate its interest in such investments for a period of time; in the absence of such limits, these investments are generally redeemable or may be liquidated at NAV under the original terms of the subscription agreements and operations of the underlying funds. Due to the nature of the investments held in nonmarketable investment funds, changes in market conditions and the economic environment may significantly impact the NAV of the funds. Furthermore, changes in the liquidity provisions of the funds may significantly impact the College's interest in the fund. Although certain investments may be sold in secondary market transactions, subject to meeting certain requirements by governing documents of the funds, the secondary market is not always active, is generally thinly traded with respect to nonmarketable funds, and individual transactions are not necessarily observable. It is, therefore, reasonably possible that if the College were to sell its interest in a fund in the secondary market, the sale could occur at an amount materially different than the reported value.

As of June 30, 2022, the College had no specific plans or intentions to sell investments at amounts different than NAV.

The three levels of the fair value hierarchy are:

- **Level 1** – Inputs are quoted prices (unadjusted) in active markets for identical assets or liabilities that the College has the ability to access at the measurement date.
- **Level 2** – Inputs are other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly.
- **Level 3** – Inputs are unobservable for the asset or liability.

The level in the fair value hierarchy within which a fair value measurement in its entirety falls is based on the lowest level input that is significant to the fair value measurement in its entirety.

Investments measured at NAV as a practical expedient are not categorized within the fair value hierarchy.

CONNECTICUT COLLEGE
Notes to Financial Statements
June 30, 2022
(with comparative information for the year ended June 30, 2021)
(Dollars in thousands)

(f) ***Spending from Endowment***

The College invests a significant portion of its endowment assets in an investment pool and distributes cash for expenditure in accordance with its endowment spending policy, which is intended to stabilize annual spending levels and to preserve the real value of the endowment portfolio over time. To meet these objectives, spending from endowment is set by the Board of Trustees at an amount equal to a percentage of average endowment market value for the twelve previous quarters for both with donor restriction and without donor restriction endowment funds. The spending rate was 5% for the years ended June 30, 2022 and 2021.

Certain endowment assets are pooled on a market value basis with each individual fund subscribing to or disposing of units on the basis of the market value per unit at the beginning of a quarterly period in which transactions take place. Endowment spending is distributed based on the number of subscribed units at the end of each quarter.

(g) ***Split-Interest Agreements***

The College's split-interest agreements consist primarily of charitable gift annuities, pooled income funds, perpetual trusts, charitable lead trusts and irrevocable charitable remainder trusts. Assets are invested by the College or by third-party trustees. Payments are made to donors and/or other beneficiaries in accordance with the individual agreements. Funds held in trust are reported as level 1 investments at June 30, 2022.

Contribution revenues for split-interest agreements are recognized at the dates the agreements are established, and the College becomes aware of them. Revenues are recorded at fair value, net of the estimated liability for future amounts payable, where applicable.

The present value of payments to beneficiaries under split-interest agreements is calculated using discount rates that represent the risk-free rates in existence at the date of the gift for all trusts in which the College is the trustee. For those trusts with third-party trustees, the discount rates used represent the risk-free rates in existence at the end of the fiscal year.

(h) ***Land, Buildings, and Equipment***

Plant assets are recorded in the balance sheet at historical cost or at estimated fair value at the date of donation. Depreciation is computed on a straight-line basis over the estimated useful lives of the assets. Leasehold improvements are depreciated over the lesser of the lease term or asset's useful life.

(i) ***Tax Status***

The College generally does not provide for income taxes since it is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code. Accounting Standards Codification (ASC) 740, *Income Taxes*, permits an entity to recognize the benefit and requires accrual of an uncertain tax position only when the position is "more likely than not" to be sustained in the event of examination by tax authorities. In evaluating whether a tax position has met the recognition threshold, the College must presume that the position will be examined by the appropriate taxing authority that has full knowledge

CONNECTICUT COLLEGE

Notes to Financial Statements

June 30, 2022

(with comparative information for the year ended June 30, 2021)

(Dollars in thousands)

of all relevant information. ASC 740 also provides guidance on the recognition, measurement, and classification of income tax uncertainties, along with any related interest or penalties. Tax positions deemed to meet the "more-likely than-not" threshold are recorded as a tax expense in the current year. The College has analyzed all open tax years, as defined by the statutes of limitations, for all major jurisdictions. Open tax years are those that are open for exam by taxing authorities. Major jurisdictions for the College include federal and the state of Connecticut. As of June 30, 2022, open federal and Connecticut tax years for the College include the tax years ended June 30, 2019 through June 30, 2022. The College has no examinations in progress. The College believes it has no significant uncertain tax positions.

(j) Collections

Library and art collections are not recognized as assets on the balance sheet. Purchases of such collections are recorded as expenses in the period in which the items are acquired. Contributed collection items are not reflected in the financial statements. Proceeds from the sale of collection items or insurance recoveries are reflected as increases in the appropriate net asset class.

(k) Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and revenues and expenses during the reporting period. Significant estimates include collectability of gifts, pledges, student loans, accounts and other receivables, valuation of certain investments, leases, and the liability for postretirement benefits. Actual results could differ from such estimates.

(l) COVID-19 Pandemic

As a result of the COVID-19 Pandemic (the pandemic), in fiscal year 2022 and 2021 the College was awarded \$3,132 and \$4,886, respectively, from the Higher Education Emergency Relief Fund (HEERF). The funds were awarded for emergency financial aid grants to students and institutional expenditures under the 18004(a)(1) Coronavirus Aid, Relief, and Economic Security Act (CARES Act), and the American Rescue Plan Act of 2021. As of June 30, 2022, the College has disbursed \$1,566 of the total received to the students to assist the students in their transition to remote learning and \$1,566 to support institutional expenditures relating to the pandemic. The College was also awarded \$1,856 from the Federal Emergency Management Agency. The College has disbursed the funds to support institutional expenditures relating to the pandemic.

(m) Recently Issued Accounting Standards

Accounting Standards Update (ASU) No. 2020-07, *Presentation and Disclosures for Contributed Nonfinancial Assets*, issued by the Financial Accounting Standards Board (FASB), requires contributed non-financial assets (gifts in kind) to be presented separately under other cash contributions on the statement of activities. Effective in fiscal year 2022, the College adopted this ASU. The College's adoption did not have a material effect on the College's financial statements.

CONNECTICUT COLLEGE
Notes to Financial Statements
June 30, 2022
(with comparative information for the year ended June 30, 2021)
(Dollars in thousands)

(n) **Reclassifications**

Certain reclassifications have been made to 2021 information to conform to the 2022 presentation.

(2) **Liquidity**

As of June 30, 2022, financial assets and liquidity resources available within one year for general expenditure, such as operating expenses, scheduled principal payments on debt, and capital costs not financed with debt, were as follows:

	<u>2022</u>	<u>2021</u>
Cash and cash equivalents	\$ 49,966	31,014
Contributions, notes, and accounts receivable due within one year, net	2,576	1,774
Subsequent fiscal year budgeted endowment appropriation	<u>18,710</u>	<u>14,170</u>
Total financial assets available within one year	<u>\$ 71,252</u>	<u>46,958</u>

The College's Board of Trustees establishes the annual spending policy. For fiscal year 2023 the Board approved a spending rate of 5% of the 12-quarter trailing average of the pool's market value for a total spending allocation of \$18,710. Additionally, the College has board-designated endowment funds of \$71,715 as of June 30, 2022. Although the College does not intend to spend from its board-designated endowment funds other than amounts appropriated for operation, amounts could be made available if necessary.

The College's cash flows have seasonal variations attributable to the timing of tuition billing and contributions received. To manage liquidity, the college maintains a working capital portfolio which corresponds with the projected liquidity need. As part of the College's liquidity management, the College maintains working capital lines of credit, and maintains capital allocations which provides liquidity of assets available to meet general expenditures as liabilities and other obligation come due. General expenditures consist of funding for the College's operating budget including debt obligation payments and funding for the annual capital renewal and replacement expenditures.

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(3) Contributions Receivable

Contributions receivable consisted of the following unconditional promises to give as of June 30:

	2022	2021
Amounts due in:		
Less than one year	\$ 1,693	1,037
One to five years	24,149	34,345
More than five years	1,555	1,042
Gross contributions receivable	27,397	36,424
Less:		
Present value discount	(569)	(281)
Allowance for uncollectible pledges	(1,887)	(1,455)
Contributions receivable, net	\$ 24,941	34,688
	2022	2021
Purpose:		
Endowment giving	\$ 15,809	18,053
Capital purposes	6,760	12,457
Operating purposes	4,828	5,914
Gross contributions receivable	\$ 27,397	36,424

The discount rates used to present the value of the pledges range from 3.15% to 0.39% at June 30, 2022 and June 30, 2021.

As of June 30, 2022 and 2021, the College had a pledge receivable from one donor that comprised 51% of the contributions receivable, net on the balance sheet.

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(4) Investments and Fair Value

The College's investments at June 30, 2022 and 2021 that are reported at fair value are summarized in the tables below and, as applicable, by their fair value hierarchy classification:

	2022				Total fair value
	Investments measured at NAV	Level 1	Level 2	Level 3	
Investments:					
Short-term ¹	\$ —	12,105	6,559	—	18,664
U.S. equities	102,971	180	—	—	103,151
International equities	68,038	—	—	—	68,038
Fixed income	—	21,548	19,427	—	40,975
Private equity	32,725	—	—	—	32,725
Venture capital	61,318	—	—	—	61,318
Inflation hedging ²	7,944	—	—	6,913	14,857
Hedge funds	73,904	—	—	—	73,904
Distressed debt	6,218	—	—	—	6,218
Split-interest agreements	—	—	3,228	—	3,228
Total	\$ 353,118	33,833	29,214	6,913	423,078
	2021				Total fair value
	Investments measured at NAV	Level 1	Level 2	Level 3	
Investments:					
Short-term ¹	\$ —	18,953	6,348	—	25,301
U.S. equities	119,802	10,953	—	—	130,755
International equities	62,939	10,805	—	—	73,744
Fixed income	—	19,175	11,695	—	30,870
Private equity	29,388	—	—	—	29,388
Venture capital	56,422	—	—	—	56,422
Inflation hedging ²	8,045	—	—	6,094	14,139
Hedge funds	83,906	—	—	—	83,906
Distressed debt	6,300	—	—	—	6,300
Split-interest agreements	—	—	4,253	—	4,253
Total	\$ 366,802	59,886	22,296	6,094	455,078

¹ Short-term includes money market funds and the cash surrender value of a life insurance policy.

² Inflation hedging includes such investments as natural resources partnerships, agricultural and other commodities, real estate and treasury inflation-protected securities.

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Certain investments are redeemable with the funds or limited partnerships at NAV under the terms of the subscription agreements and/or partnership agreements. Investments with daily liquidity generally do not require any notice prior to withdrawal. Investments with monthly, quarterly or annual redemption frequency typically require notice periods ranging from 30 to 60 days. The long-term investments' fair values are broken out below by their redemption frequency as of June 30, 2022:

	<u>Daily</u>	<u>Monthly</u>	<u>Quarterly</u>	<u>Semi-annual</u>	<u>Subject to Rolling Lockups</u>	<u>Illiquid</u>	<u>Total</u>
Investments:							
Short-term investments	\$ 18,664	—	—	—	—	—	18,664
U.S. equities	193	22,844	72,574	—	7,540	—	103,151
International equities	—	61,965	6,073	—	—	—	68,038
Fixed income	40,975	—	—	—	—	—	40,975
Private equity	—	—	—	—	—	32,725	32,725
Venture capital	—	—	—	—	—	61,318	61,318
Inflation hedging	—	—	—	—	—	14,857	14,857
Hedge funds	—	16,499	42,707	7,442	—	7,256	73,904
Distressed debt	—	—	—	—	—	6,218	6,218
Split-interest agreements	—	—	—	—	—	3,228	3,228
Total	\$ <u>59,832</u>	<u>101,308</u>	<u>121,354</u>	<u>7,442</u>	<u>7,540</u>	<u>125,602</u>	<u>423,078</u>

The College enters into derivative instruments such as futures for trading purposes. The College may enter into equity or index option contracts to speculate on the price movements of the financial instrument or index underlying the option.

Index future contracts are included in investments on the balance sheet. The College held certain index future contracts in a net liability position of \$4,877 and \$5,475 for June 30, 2022 and 2021, respectively and is recorded in investments on the balance sheet. The College posted collateral on the index futures contracts of \$0 for June 30, 2022 and 2021, respectively.

The fair market value of investment derivatives held by the fund at June 30, 2022 and 2021, are summarized in the following table:

	<u>2022</u>	
	<u>Long notional</u>	<u>Unrealized (loss) gain</u>
Instrument type:		
Equity index futures	\$ 5,874	56
Currency futures	155	(4)
International equity index futures	<u>3,937</u>	<u>(66)</u>
Total	\$ <u>9,966</u>	<u>(14)</u>

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	2021	
	Long notional	Unrealized (loss) gain
Instrument type:		
Equity index futures	\$ 8,148	114
Currency futures	161	(4)
International equity index futures	5,582	(90)
Total	\$ 13,891	20

At June 30, 2022, the College's remaining outstanding commitments on investments totaled \$34,406. These commitments are expected to be funded from existing investments included within the endowment. Generally, these commitments have 10-year terms, with the option to extend. As of June 30, 2022, the average remaining life of the commitments is 4 years. The remaining outstanding commitments are summarized in the table below:

Private equity	\$ 24,882
Venture capital	6,322
Inflation hedging	952
Distressed securities	2,250
	\$ 34,406

At June 30, 2022, funds with redemption lockup periods in the amount of \$7,540 will expire in fiscal year 2025.

(5) Endowment

The College's pooled endowment consists of approximately 650 individual funds established for a variety of purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by U.S. GAAP, net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions or state statute.

(a) Relevant Law

The State of Connecticut has enacted the Connecticut Uniform Prudent Management of Institutional Funds Act (CT UPMIFA), which governs the management of donor-restricted endowment funds by institutions.

Although CT UPMIFA offers short-term spending flexibility, the explicit consideration of the preservation of funds among factors for prudent spending suggests that a donor-restricted endowment fund is still perpetual in nature. Under CT UPMIFA, the College's Board of Trustees (the Board) is permitted to

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determine and continue a prudent payout amount, even if the market value of the fund is below historic dollar value. There is an expectation that, over time, the with donor restriction amount will remain intact. This perspective is aligned with the accounting standards definition that with donor restriction funds are those that must be held in perpetuity even though some portions of the historic dollar value may be reduced by drawings on a temporary basis.

The College classifies as with donor restriction net assets (a) the original value of gifts donated to the with donor restriction endowment, (b) the original value of subsequent gifts to the with donor restriction endowment, and (c) accumulations to the with donor restriction endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in with donor restriction net assets is classified as with donor restriction net assets until those amounts are appropriated for expenditure by the College in a manner consistent with the standard of prudence prescribed by CT UPMIFA.

In accordance with CT UPMIFA, the College considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- (1) The duration and preservation of the fund
- (2) The purposes of the College and the donor-restricted endowment fund
- (3) General economic conditions
- (4) The possible effects of inflation and deflation
- (5) The expected total return from income and the appreciation of investments
- (6) Other resources of the College
- (7) The investment policies of the College
- (8) The need to support activities of the College for both current and future generations of students.

(b) ***Funds with Deficiencies***

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level classified as with donor restriction consistent with donor restrictions and college policies under CT UPMIFA. In accordance with U.S. GAAP, deficiencies of this nature are reported in net assets with donor restrictions with an original gift value of \$8 and \$40 and were underwater by \$528 and \$6 as of June 30, 2022 and 2021, respectively. These deficiencies resulted from unfavorable market fluctuations that occurred after the investment of with donor restriction contributions and/or appropriation for certain programs that was deemed prudent by the College.

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Endowment net asset composition by type of fund consist of the following at June 30, 2022:

	Without donor restrictions	With donor restrictions		Total	Total 2022
		Original gift	Accumulated gains (losses)		
Board-designated endowment funds	\$ 71,715	—	—	—	71,715
Donor restricted endowment funds:					
Underwater	—	8,095	(528)	7,567	7,567
Other	—	193,715	143,638	337,353	337,353
	<u>\$ 71,715</u>	<u>201,810</u>	<u>143,110</u>	<u>344,920</u>	<u>416,635</u>

Endowment net asset composition by type of fund consist of the following at June 30, 2021:

	Without donor restrictions	With donor restrictions		Total	Total 2021
		Original gift	Accumulated gains (losses)		
Board-designated endowment funds	\$ 76,638	—	—	—	76,638
Donor restricted endowment funds:					
Underwater	—	40	(6)	34	34
Other	—	185,076	172,805	357,881	357,881
	<u>\$ 76,638</u>	<u>185,116</u>	<u>172,799</u>	<u>357,915</u>	<u>434,553</u>

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Changes in pooled endowment funds for the year ended June 30, 2022 are as follows:

	<u>Without donor restrictions</u>	<u>With donor restrictions</u>	<u>Total</u>
Endowment funds, June 30, 2021	\$ 76,638	357,915	434,553
Return on long-term investments:			
Dividends and interest	34	148	182
Net losses on investments	(2,746)	(13,046)	(15,792)
Investment management fees	(870)	(4,049)	(4,919)
	<u>(3,582)</u>	<u>(16,947)</u>	<u>(20,529)</u>
Appropriation of endowment assets for expenditure	<u>(3,742)</u>	<u>(12,736)</u>	<u>(16,478)</u>
Investment return, less endowment spending used in operations	(7,324)	(29,683)	(37,007)
Contributions and transfers	<u>2,401</u>	<u>16,688</u>	<u>19,089</u>
Endowment funds, June 30, 2022	<u>\$ 71,715</u>	<u>344,920</u>	<u>416,635</u>

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Changes in pooled endowment funds for the year ended June 30, 2021 are as follows:

	Without donor restrictions	With donor restrictions	Total
Endowment funds, June 30, 2020	\$ 57,844	258,426	316,270
Return on long-term investments:			
Dividends and interest	65	288	353
Net gains on investments	22,115	101,171	123,286
Investment management fees	(983)	(4,497)	(5,480)
	21,197	96,962	118,159
Appropriation of endowment assets for expenditure	(3,071)	(12,158)	(15,229)
Investment return, less endowment spending used in operations	18,126	84,804	102,930
Contributions and transfers	668	14,685	15,353
Endowment funds, June 30, 2021	\$ 76,638	357,915	434,553

(c) Return Objectives and Risk Parameters

The College pursues investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the endowment funds in perpetuity. Endowment assets include those assets of donor-restricted funds that the College must hold in perpetuity or for a donor-specified period as well as board-designated funds. Under the College's investment policy, the endowment assets are currently invested in a manner that is intended to produce results consistent with the return and risk results of a combination of various indexes representative of portfolio target allocations. The College expects its endowment funds, over the long-term, to provide an average annual rate of return in excess of spending plus inflation while carrying a moderate level of risk. Actual returns in any given year may vary from such amount.

(d) Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the College relies on a total return strategy in which investment returns are achieved through capital appreciation (realized and unrealized) and current yield (interest and dividends). The College targets a diversified asset allocation of domestic and international equities, fixed income, marketable and nonmarketable alternative investments (hedge funds and private investments), and real assets to achieve its long-term return objectives within prudent risk constraints.

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(e) Spending Policy and How the Investment Objectives Relate to Spending Policy

The College has a policy of appropriating for distribution each year 5% of its endowment fund's average fair value using the prior twelve quarters through June 30 preceding the fiscal year in which the distribution is planned. In establishing its spending policy, the College considered the expected return on its endowment. Accordingly, the College expects its spending policy will allow its endowment funds to be maintained in perpetuity by growing at a rate at least equal to planned payouts. Additional real endowment growth will be provided through new gifts and any excess investment return.

(6) Land, Buildings, and Equipment

Included in land, buildings, and equipment as of June 30 are the following amounts:

	Estimated useful lives	2022	2021
Campus land	—	\$ 1,080	1,080
Land improvements	20 years	21,823	20,990
Buildings and building improvements	20–40 years	231,839	210,584
Equipment and furniture	5–10 years	44,446	45,425
Software	3–10 years	6,050	6,050
Construction in progress		8,573	20,354
		313,811	304,483
Less accumulated depreciation		(198,437)	(192,229)
		<u>\$ 115,374</u>	<u>112,254</u>

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(7) Bonds and Notes Payable

The following is a summary of bonds and notes payable at June 30:

	<u>2022</u>	<u>2021</u>
Connecticut Health and Education Facilities Authority:		
Series J bonds, face amount \$9,200 issued 2015, interest is fixed at 3.17% until maturity in 2029	\$ —	8,789
Series K bonds, face amount \$3,300 issued 2015, interest is fixed at 2.64% until maturity in 2029	—	3,141
Series L-1 bonds, face amount \$40,725 issued 2017, interest is fixed at rates ranging from 3.0% to 5.0%, maturities to 2046	40,725	40,725
Series L-2 bonds, face amount \$12,910 issued 2017, interest is fixed at rates ranging from 1.316% to 2.902%, maturities to 2027	7,610	8,915
Series M bonds, face amount \$60,825 issued 2022, interest is fixed at rates ranging from 3% to 5%, maturities to 2052	60,825	—
Boston Private Bank and Trust Company:		
Boston Private Series A Term Note, issued 2021, interest is fixed at 3.09%, maturities to 2043	23,217	23,217
	<u>132,377</u>	<u>84,787</u>
Net bond premiums	9,642	3,974
Net bond issuance costs	<u>(987)</u>	<u>(802)</u>
Total bonds and notes payable	<u>\$ 141,032</u>	<u>87,959</u>

Future maturities of the bonds and notes payable are as follows:

	<u>Bonds</u>
2023	\$ 1,475
2024	1,682
2025	1,821
2026	2,605
2027	2,726
Thereafter	<u>122,068</u>
	<u>\$ 132,377</u>

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The College has an unsecured \$10,000 line of credit established with Citizens Bank for short-term working capital purposes that matures on January 31, 2023. As of June 30, 2022 and 2021, there were no outstanding advances under the line of credit. As of June 30, 2022 and 2021, the interest rate is set at LIBOR plus an applicable margin.

The preceding debt agreements impose certain restrictions upon the College with respect to incurring additional indebtedness, selling real property, and establishing liens or encumbrances on the mortgaged assets of the College, as well as minimum debt to expendable net assets ratio requirements.

The College maintains debt service reserve funds and unspent proceeds from the issuance of CHEFA Series M as required by the associated bond agreements. The deposits with trustees of debt obligations are reported in deposits with bond trustee on the balance sheet.

On February 1, 2022 the College issued a \$60,825 of CHEFA Series M tax exempt bonds which carry fixed interest rates ranging from 3% to 5%. The proceeds from Series M were used for the redemption of the prior CHEFA Series J and K bonds, pay capitalized interest on a portion of the Series M bonds, to pay certain Costs of Issuance incurred in connection with the issuance of the Series M bonds, and to finance planned campus renovations and improvements.

Bond interest expense for the years ended June 30, 2022 and 2021 was \$3,720 and \$2,785, respectively.

(8) Retirement Plan

Retirement benefits are provided for eligible employees of the College through Teachers' Insurance and Annuity Association and College Retirement Equities Fund under a defined-contribution plan. Under the plan, the College contributed 5% of the gross salaries of eligible employees within limits established by the Internal Revenue Code in fiscal year June 30, 2022 and 5% in fiscal year ended June 30, 2021. Total retirement expense for the fiscal years ended June 30, 2022 and 2021 was \$2,051 and \$1,951, respectively.

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(9) Postretirement Medical Benefit Plan

Prior to July 1, 2007, the College provided certain healthcare benefits, including insurance for medical care and prescription drug components, for certain of its retired employees under a defined benefit plan. Effective June 30, 2007, the College closed the defined benefit plan. Information with respect to the closed defined benefit plan is as follows:

	June 30	
	2022	2021
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 9,316	10,043
Service cost	315	316
Interest cost	208	203
Plan participants' contributions	169	266
Medicare Part D subsidy received	8	7
Actuarial gain	(1,708)	(875)
Benefits paid	(583)	(644)
Benefit obligation at end of year	<u>7,725</u>	<u>9,316</u>
Change in plan assets:		
Fair value of plan assets at beginning of year	—	—
Employer contribution	406	371
Plan participants' contributions	169	266
Medicare Part D subsidy received	8	7
Benefits paid	(583)	(644)
Fair value of plan assets at end of year	<u>—</u>	<u>—</u>
Funded status	<u>\$ (7,725)</u>	<u>(9,316)</u>

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	June 30			
	2022		2021	
	Medical	Drug	Medical	Drug
Discount rate used to value obligations	4.27 %	4.27 %	2.32 %	2.32 %
Discount rate used to value expenses	2.32	2.32	2.17	2.17
Weighted average healthcare cost trend:				
Initial trend rate	7.00	7.00	7.00	7.00
Ultimate trend rate	5.00	5.00	5.00	5.00
Year ultimate trend rate attained	2025	2025	2025	2025

	June 30	
	2022	2021
Components of net periodic postretirement benefit cost:		
Service costs	\$ 315	316
Interest cost	208	203
Net amortization of unrecognized prior service cost	—	—
Total net periodic postretirement benefit cost	<u>\$ 523</u>	<u>519</u>
Recognized in employee benefits expense:		
Service cost	<u>\$ 315</u>	<u>316</u>
Total recognized in employee benefits expense	<u>\$ 315</u>	<u>316</u>
Recognized in nonoperating activities:		
Actuarial gain (loss), net	\$ 1,708	875
Interest cost	(208)	(203)
Net amortization of unrecognized prior service cost	—	11
Total recognized in nonoperating activities	<u>\$ 1,500</u>	<u>683</u>

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Estimated future benefit payments, net of employee contributions and expected Medicare Part D Subsidy, are as follows:

	Estimated benefit payments
Year beginning July 1:	
2022	\$ 626
2023	599
2024	812
2025	603
2026	597
2027–2031	2,759

Effective July 1, 2007, the College adopted the Emeriti Retiree Health Plan and began funding separate health accounts for eligible employees for retirement medical expenses under a defined contribution plan. For employees who were nearing retirement at the time the defined benefit plan was closed, the College provides a transition benefit in the defined contribution plan. Total postretirement medical expenses for the Emeriti Retiree Health Plan for fiscal years ended June 30, 2022 and 2021 was \$221 and \$226, respectively.

(10) Net Assets

Net assets as of June 30, 2022 are as follows:

	Without donor restrictions	With donor restrictions	Total
Endowment:			
Scholarship	\$ 15,703	107,399	123,102
Professorship/directorship	3,509	65,302	68,811
General purpose	52,503	172,219	224,722
Plant funds	—	26,400	26,400
Assets held in trust and split-interest agreements	(1,892)	16,842	14,950
Accrued postretirement benefits and other funds	24,262	39,106	63,368
	\$ 94,085	427,268	521,353

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Net assets as of June 30, 2021 are as follows:

	<u>Without donor restrictions</u>	<u>With donor restrictions</u>	<u>Total</u>
Endowment:			
Scholarship	\$ 17,353	111,966	129,319
Professorship/directorship	3,872	70,531	74,403
General purpose	55,413	175,418	230,831
Plant funds	—	32,675	32,675
Assets held in trust and split-interest agreements	(1,666)	20,082	18,416
Accrued postretirement benefits and other funds	4,576	52,251	56,827
	<u>\$ 79,548</u>	<u>462,923</u>	<u>542,471</u>

Net assets with donor restrictions for the years ended June 30, 2022 and 2021 were released from donor restrictions as a result of incurring expenses satisfying the restricted purposes or by the occurrence of other events specified by donors. Such assets were utilized to fund expenditures in the following categories:

	<u>2022</u>	<u>2021</u>
Instruction and research	\$ 4,384	4,456
Financial aid	3,884	3,625
Academic support	1,781	2,285
Student services	585	300
General institutional	1,946	2,480
	<u>12,580</u>	<u>13,146</u>
Total operating net assets released from restrictions		
Plant and other nonoperating	22,207	54
	<u>22,207</u>	<u>54</u>
Total nonoperating net assets released from restrictions		
Total net assets released from restrictions	\$ <u>34,787</u>	<u>13,200</u>

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(11) Functional Expenses

The statement of activities present expenses by natural classification. The College also summarizes its expenses by functional classification. Operation and maintenance of plant are allocated based on square footage. Depreciation expense for capital assets is allocated to functional classifications based on the functional classifications of the departments for which the capital asset serves. Interest expense is allocated based on the functional purpose for which the debt proceeds were used.

Functional expenses for the year ended June 30, 2022 are as follows (in thousands):

	Instruction	Research and public service	Academic support	Student services	Auxiliary services	Institutional support	Operations and maintenance	Total
Salaries and wages	\$ 19,551	571	5,316	6,197	3,311	9,752	3,996	48,694
Employee benefits	7,009	148	1,689	1,992	1,272	3,846	1,041	16,997
Supplies, services, other	4,368	704	4,100	5,147	4,762	10,095	2,760	31,936
Depreciation and amortization	803	157	2,071	1,537	2,934	1,261	—	8,763
Interest	80	55	1,066	112	182	2,336	5	3,836
Utilities	—	—	—	—	—	—	3,376	3,376
Operations and maintenance	1,724	240	1,911	2,036	4,489	778	(11,178)	—
	<u>\$ 33,535</u>	<u>1,875</u>	<u>16,153</u>	<u>17,021</u>	<u>16,950</u>	<u>28,068</u>	<u>—</u>	<u>113,602</u>

Functional Expenses for the year ended June 30, 2021, are as follows (in thousands):

	Instruction	Research and public service	Academic support	Student services	Auxiliary services	Institutional support	Operations and maintenance	Total
Salaries and wages	\$ 19,460	397	4,809	5,919	2,774	11,237	3,756	48,352
Employee benefits	6,545	95	1,470	1,843	984	3,496	1,003	15,436
Supplies, services, other	1,080	250	3,275	3,287	4,883	7,006	1,225	21,006
Depreciation and amortization	834	179	1,708	1,443	2,783	1,432	—	8,379
Interest	60	135	650	89	135	1,856	2	2,927
Utilities	—	—	—	—	—	—	3,150	3,150
Operations and maintenance	1,367	188	1,609	1,764	3,595	613	(9,136)	—
	<u>\$ 29,346</u>	<u>1,244</u>	<u>13,521</u>	<u>14,345</u>	<u>15,154</u>	<u>25,640</u>	<u>—</u>	<u>99,250</u>

CONNECTICUT COLLEGE

Notes to Financial Statements

June 30, 2022

(with comparative information for the year ended June 30, 2021)

(Dollars in thousands)

(12) Commitments and Contingencies

The College is subject to certain legal proceedings and claims that arose in the ordinary course of its business. In the opinion of management, the amount of the ultimate liability with respect to those actions will not materially affect the financial position of the College.

(13) Related-Party Transactions

Members of the Board of Trustees and senior management may, from time to time, be associated, either directly or indirectly with companies doing business with the College. The College has a written conflict of interest policy that requires annual reporting by each Board member as well as the College senior management. When such relationships exist, measures are taken to mitigate any actual or perceived conflict, including requiring that such transactions be conducted at arms' length, based on terms in the best interest of the College.

(14) Subsequent Events

The College evaluated subsequent events for potential recognition or disclosure through October 27, 2022, the date on which the financial statements were available to be issued. No subsequent events were identified.

APPENDIX C

Auditor's Management Letter

Per our Finance Office, there was no management letter from the auditor regarding our FY audited financial statement.

APPENDIX D

Interim Report Data Forms

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	✓		
Most Recent Year	✓	2022	Unqualified
1 Year Prior		2021	Unqualified
2 Years Prior		2020	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2023
Next Year	2024

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	www.conncoll.edu/at-a-glance/mission-statement	10/01/2004

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
2004	2004-2015	https://www.conncoll.edu/strategic-planning/
2016	2016-2025	https://www.conncoll.edu/strategic-planning/

Other institution-wide plans*

Master plan
Academic plan
Financial plan
Technology plan
Enrollment plan
Development plan

Year	Effective	Website location
2018		https://www.conncoll.edu/media/The-Annual staffing plan (internal document)
2021	2022-23	Five year plan for financial sustainability
	2023-2028	https://digitalcommons.conncoll.edu/stratpla
2021	2021-2024	https://defyboundaries.conncoll.edu/

Plans for major units (e.g., departments, library)*

Year	Effective	Website location

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:

2021
Departments do decennial self-studies followed by a visiting committee

Program review schedule (e.g., every 5 years)

*Insert additional rows, as appropriate.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	n/a
Website location of documentation of relationship	

Governing Board

By-laws
Board members' names and affiliations







Website location
https://www.conncoll.edu/media/new-
https://www.conncoll.edu/at-a-glance/honor-code-

Please enter any explanatory notes in the box below


**Standard 3: Organization and Governance
(Locations and Modalities)**

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
 Main campus  Other principal campuses  Branch campuses (US)  Other instructional locations (US)  Branch campuses (overseas)  Other instructional locations (overseas)	New London, Connecticut n/a n/a n/a n/a n/a	9/1/1915 	1,976 	1,922 	1,948 (fall)

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Distance Learning Programs	0				
Programs 50-99% on-line	0				
Programs 100% on-line	0				
 Correspondence Education Low-Residency Programs Competency-based Programs Dual Enrollment Programs Contractual Arrangements involving	0 0 0 0 0	 	 	 	

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

We offer a small number of online courses (~10 to 12 per year) in our summer sessions.

**Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location &	Associate's	Bachelor's	Master's	Clinical	Professional	M.D., J.D.,	Ph.D.	Total Degree
Main Campus FT		1,915						1,915
Main Campus PT		0						0
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	1,915	0	0	0	0	0	1,915
Total FTE		1,915.00						1,915.00
Enter FTE definition: All FT + 1/3 PT								
Degrees Awarded, Most Recent		422						422

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Data are for Fall 2022

**Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT				0	1,915	1,915
Main Campus PT		33		33	0	33
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	33	0	33	1,915	1,948
Total FTE		11		11	1,915	1,926
Enter FTE definition:						
Certificates Awarded, Most	n/a					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Data are for Fall 2022

**Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)**

	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
For Fall Term, as of Census Date					
Certificate					
Associate					
Baccalaureate	1,820	1,711	1,811	1,915	1,937
Total Undergraduate	1,820	1,711	1,811	1,915	1,937

**Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)**

	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
For Fall Term, as of Census Date					
Master's					
Doctorate					
First Professional					
Other					
Total Graduate	0	0	0	0	0

**Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)**

	3 Years Prior (AY 2019-20)	2 Years Prior (AY 2020-21)	1 Year Prior (AY 2021-22)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Undergraduate	59,271	57,663	59,685	32,258	
Graduate					
Total	59,271	57,663	59,685	32,258	0

**Standard 4: The Academic Program
(Information Literacy sessions)**

	3 Years Prior (2019-20)	2 Years Prior (2020-21)	1 Year Prior (2021-22)	Current Year (2022-23)	Next Year Forward (goal) (2023-24)
Main campus					
Sessions embedded in a class	28				
Free-standing sessions	216	105	116	120	
Branch/other locations					
Sessions embedded in a class	n/a				
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

Prior-year credit hour data are taken from our IPEDS 12-Month Enrollment survey. Regarding information literacy, in Spring 2023, we will offer a new 1-credit course, LA 110, Fundamentals of Research and Inquiry. It will offer an introduction to library research and issues in information literacy, exposing students to skills for finding and evaluating information, creating a bibliography, and writing citations.

Standard 5: Students
(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Goal (specify year) (Fall 2023)
Freshmen - Undergraduate					
Completed Applications	6,784	6,882	7,682	8,744	
Applications Accepted	2,538	2,596	3,146	3,533	
Applicants Enrolled	508	434	492	630	570
% Accepted of Applied	37.4%	37.7%	41.0%	40.4%	-
% Enrolled of Accepted	20.0%	16.7%	15.6%	17.8%	-
Percent Change Year over Year					
Completed Applications	na	1.4%	11.6%	13.8%	
Applications Accepted	na	2.3%	21.2%	12.3%	
Applicants Enrolled	na	-14.6%	13.4%	28.0%	
Average of statistical indicator of aptitude of enrollees: (define below)					
Academic Reader Rating (1=high; 7=low)	2.85	2.95	2.94		
Transfers - Undergraduate					
Completed Applications	158	156	167	180	
Applications Accepted	63	48	59	60	
Applications Enrolled	15	12	26	20	
% Accepted of Applied	39.9%	30.8%	35.3%	33.3%	-
% Enrolled of Accepted	23.8%	25.0%	44.1%	33.3%	-
Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Our internal planning processes do not involve setting goals per se for number of applications or acceptances. Our current budget modeling for FY24 is based on an incoming first-time, full-time class of about 570.

**Standard 5: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Goal (specify year) (Fall 2023)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	523	444	518	650	574
	Part-Time Headcount		2	0	0	0
	Total Headcount	523	446	518	650	574
Second Year	Total FTE	16	16	16	16	16
	Full-Time Headcount	467	448	406	443	580
	Part-Time Headcount		8			
Third Year	Total Headcount	467	456	406	443	580
	Total FTE	16	16	16	16	16
	Full-Time Headcount	401	410	442	387	412
Fourth Year	Part-Time Headcount		7			
	Total Headcount	401	417	442	387	412
	Total FTE	16	16	16	16	16
Unclassified	Full-Time Headcount	426	385	442	434	371
	Part-Time Headcount		5			
	Total Headcount	426	390	442	434	371
Total Undergraduate Students	Total FTE	16	16	16	16	16
	Full-Time Headcount	2	2	3	1	1
	Part-Time Headcount	42	26	18	33	30
	Total Headcount	44	28	21	34	31
	Total FTE	16	16	16	16	16
	Full-Time Headcount	1,819	1,689	1,811	1,915	1,938
	Part-Time Headcount	42	48	18	33	30
	Total Headcount	1,861	1,737	1,829	1,948	1,968
	Total FTE	80	80	80	80	80
% Change FTE Undergraduate		na	0.0%	0.0%	0.0%	0.0%
GRADUATE		?				
Full-Time Headcount	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
Total FTE	Total FTE	0	0	0	0	0
	% Change FTE Graduate		na			
	GRAND TOTAL					
Grand Total Headcount		1,861	1,737	1,829	1,948	1,968
Grand Total FTE		80	80	80	80	80
% Change Grand Total FTE		na	0.0%	0.0%	0.0%	0.0%

Please enter any explanatory notes in the box below

Fall 2023 goal is based on the current projection of our enrollment model. The target is technically 570, as shown on the previous data form, but this appears in our enrollment model as 574 due to our expectation of some deferred admittees each year.

**Standard 5: Students
(Financial Aid, Debt, Developmental Courses)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

<https://www.conncoll.edu/admission/>

? Three-year Cohort Default Rate

? Three-year Loan repayment rate
(from College Scorecard)

(FY 2020)	(FY 2021)	(FY 2022)
1.1	1.4	0.3
		42%

3 Years (Fall 2019)	2 Years (Fall 2020)	Most (Fall 2021)	Current (Fall 2022)	Goal (Fall 2023)
------------------------	------------------------	---------------------	------------------------	---------------------

? Student Financial Aid

Total Federal Aid	\$8,962,692	\$7,905,797	\$8,258,560	\$8,098,416	
Grants	\$1,660,041	\$1,670,005	\$1,726,980	\$1,661,298	
Loans	\$5,730,319	\$5,162,290	\$5,273,081	\$5,315,308	
Work Study	\$1,572,332	\$1,073,502	\$1,258,499	\$1,121,810	
Total State Aid	\$162,233	\$161,086	\$136,275	\$36,100	
Total Institutional Aid	\$50,245,386	\$48,943,856	\$58,941,506	\$67,480,155	
Grants	\$50,245,386	\$48,943,856	\$58,941,506	\$67,480,155	
Loans	\$0	\$0	\$0	\$0	
Total Private Aid	\$4,949,457	\$3,491,034	\$3,679,694	\$2,851,484	
Grants	\$847,997	\$710,346	\$785,196	\$465,605	
Loans	\$4,101,510	\$2,780,688	\$2,894,498	\$2,385,879	

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	52%	51%	49%		
Graduates	0%	0%	0%		
First professional students	0%	0%	0%		

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$36,976	\$39,023	\$38,455		
Graduates	\$0	\$0	\$0		
First professional students	\$0	\$0	\$0		

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$17,467	\$12,318	\$9,237		
Graduate Students	\$0	\$0	\$0		
First professional students	\$0	\$0	\$0		

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%

Please enter any explanatory notes in the box below

We do not currently have any graduate or professional programs, and we do not offer Developmental Courses for which no credit is granted. We do not set interal goals for these metrics in the way that they are asked for in the right-most column.

Loan repayment rate of 42% is those who College Scorecard shows as "Making Progress." See <https://collegescorecard.ed.gov/school/?128902-Connecticut-College>

**Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)**

3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)
---------------------------------	---------------------------------	--------------------------------	-----------------------------

? Number of Faculty by category

Full-time	183	176	177	179
Part-time	56	64	68	64
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	239	240	245	243

Percentage of Courses taught by full-time faculty

72%	73%	71%	
-----	-----	-----	--

? Number of Faculty by rank, if applicable

Professor	61	60	65	61
Associate	56	55	54	52
Assistant	35	36	34	41
Instructor				
Other; specify below:				
Lecturer/Senior Lecturer	16	17	14	12
Associate Prof. - Visiting/Adj	1	1		3
Assistant Prof. - Visiting/Adj	35	32	31	38
Instructor/Lecturer/Artist in	35	39	47	36
Total	239	240	245	243

? Number of Academic Staff by category

Librarians	6	6	5	5
Advisors				
Instructional Designers	6	6	6	6
Other; specify below:				
Total	12	12	11	11

Please enter any explanatory notes in the box below

In the first table -- Faculty by Category -- we show our faculty counts only by FT and PT because the categories otherwise aren't mutually exclusive and don't correspond with how we count (we have full-time visiting faculty, for example).

**Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

3 Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Current Year (FY 2023)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor						1	
Associate						1	
Assistant	11		5		3	11	
Instructor						1	
No rank (adjuncts)	13	25	1	26	4	36	23
Other - Lecturer	1						
Total	25	25	6	26	7	36	23

Number of Faculty in Tenured Positions

Professor	60	1	59	1	62	2	58	2
Associate	55		54		52	2	51	1
Assistant								
Instructor								
No rank								
Other								
Total	115	1	113	1	114	4	109	3

Number of Faculty Departing

Professor	1		2				
Associate	1		3		1		
Assistant					1	3	
Instructor							
No rank							
Other							
Total	2	0	5	0	2	0	3

Number of Faculty Retiring

Professor	4		0		3		2
Associate							
Assistant							
Instructor							
No rank							
Other							
Total	4	0	0	0	3	0	2

Please enter any explanatory notes in the box below

Figures for number of faculty retiring do not include several people each year on phased retirement -- i.e., teaching a reduced load for the last several semesters of their time at the College.

**Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)**

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2020)			(FY 2021)			(FY 2022)			(FY 2023)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	208	79	287	199	71	270	200	70	270	203	81	284
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	6	0	6	6	0	6	5	0	5	5	0	5
Library Technicians	2	3	5	2	2	4	2	2	4	2	2	4
Archivists, Curators, Museum	6	0	6	5	0	5	5	1	6	5	0	5
Student and Academic Affairs	17	3	20	17	1	18	14	2	16			0
Management Occupations	83	1	84	79	0	79	74	0	74	77	0	77
Business and Financial	29	0	29	29	0	29	25	1	26	31	1	32
Computer, Engineering and Science	26	5	31	24	8	32	24	7	31	22	0	22
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	49	24	73	43	20	63	54	8	62	58	9	67
Healthcare Practitioners and Service Occupations	4	3	7	2	1	3	2	0	2	1	0	1
Sales and Related Occupations	139	10	149	134	11	145	135	9	144	162	16	178
Office and Administrative	0	0	0	0	0	0	0	0	0	0	0	0
Natural Resources,	68	25	93	53	23	76	57	18	75	50	21	71
Production, Transportation,	23	0	23	22	0	22	19	0	19			0
	4	0	4	4	0	4	3	0	3	4	0	4

Total	664	153	817	619	137	756	619	118	737	620	130	750
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Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Most Recent Year	Percent Change 2yrs-1yrs prior	1yr-most recent
ASSETS (in 000s)					
☐ Cash and Short Term Investments	\$31,014,000	\$49,966,000	\$49,966,000	61.1%	0.0%
☐ Cash held by State Treasurer				-	-
☐ Deposits held by State Treasurer				-	-
☐ Accounts Receivable, Net	\$828,000	\$1,006,000	\$1,006,000	21.5%	0.0%
☐ Contributions Receivable, Net	\$34,688,000	\$24,941,000	\$24,941,000	-28.1%	0.0%
☐ Inventory and Prepaid Expenses	\$2,389,000	\$2,741,000	\$2,741,000	14.7%	0.0%
☐ Long-Term Investments	\$455,078,000	\$423,078,000	\$423,078,000	-7.0%	0.0%
☐ Loans to Students	\$438,000	\$224,000	\$224,000	-48.9%	0.0%
☐ Funds held under bond agreement	\$2,239,000	\$57,344,000	\$57,344,000	2461.1%	0.0%
☐ Property, plants, and equipment, net	\$112,254,000	\$115,374,000	\$115,374,000	2.8%	0.0%
☐ Other Assets	\$18,673,000	\$15,873,000	\$15,873,000	-15.0%	0.0%
Total Assets	\$657,601,000	\$690,547,000	\$690,547,000	5.0%	0.0%
LIABILITIES (in 000s)					
☐ Accounts payable and accrued liabilities	\$9,146,000	\$11,861,000	\$11,861,000	29.7%	0.0%
☐ Deferred revenue & refundable advance	\$1,547,000	\$2,118,000	\$2,118,000	36.9%	0.0%
☐ Due to state				-	-
☐ Due to affiliates				-	-
☐ Annuity and life income obligations	\$4,510,000	\$4,153,000	\$4,153,000	-7.9%	0.0%
☐ Amounts held on behalf of others	\$9,316,000	\$7,725,000	\$7,725,000	-17.1%	0.0%
☐ Long-term investments	\$88,604,000	\$141,599,000	\$141,599,000	59.8%	0.0%
☐ Refundable government advances	\$371,000	\$119,000	\$119,000	-67.9%	0.0%
☐ Other long-term liabilities	\$1,636,000	\$1,619,000	\$1,619,000	-1.0%	0.0%
Total Liabilities	\$115,130,000	\$169,194,000	\$169,194,000	47.0%	0.0%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	\$79,548,000	\$94,085,000	\$94,085,000	18.3%	0.0%
☐ Foundation				-	-
Total	\$79,548,000	\$94,085,000	\$94,085,000	18.3%	0.0%
Temporarily restricted net assets					
Institutional	\$242,401,000	\$195,080,000	\$195,080,000	-19.5%	0.0%
☐ Foundation				-	-
Total	\$242,401,000	\$195,080,000	\$195,080,000	-19.5%	0.0%
Permanently restricted net assets					
Institutional	\$220,522,000	\$232,188,000	\$232,188,000	5.3%	0.0%
☐ Foundation				-	-
Total	\$220,522,000	\$232,188,000	\$232,188,000	5.3%	0.0%
Total Net Assets	\$542,471,000	\$521,353,000	\$521,353,000	-3.9%	0.0%
ASSETS	\$657,601,000	\$690,547,000	\$690,547,000	5.0%	0.0%

Please enter any explanatory notes in the box below

(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
OPERATING REVENUES (in 000s)					
⊕ Tuition and fees	\$104,914,000	\$100,185,000	\$110,300,000	\$110,300,000	\$110,300,000
⊕ Room and board	\$23,457,000	\$18,450,000	\$27,540,000	\$27,540,000	\$27,540,000
⊕ Less: Financial aid	-\$51,527,000	-\$50,125,000	-\$61,389,000	-\$61,389,000	-\$61,389,000
Net student fees	\$76,844,000	\$68,510,000	\$76,451,000	\$76,451,000	\$76,451,000
⊕ Government grants and contracts	\$1,818,000	\$2,297,000	\$6,941,000	\$6,941,000	\$6,941,000
⊕ Private gifts, grants and contracts	\$10,799,000	\$9,336,000	\$8,392,000	\$8,392,000	\$8,392,000
⊕ Other auxiliary enterprises	\$1,140,000	\$306,000	\$718,000	\$718,000	\$718,000
Endowment income used in operations	\$15,353,000	\$15,813,000	\$17,042,000	\$17,042,000	\$17,042,000
⊕ Other revenue (specify):	\$1,420,000	\$725,000	\$1,024,000	\$1,024,000	\$1,024,000
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	\$107,374,000	\$96,987,000	\$110,568,000	\$110,568,000	\$110,568,000
OPERATING EXPENSES (in 000s)					
⊕ Instruction	\$36,567,000	\$29,346,000	\$33,535,000	\$33,535,000	\$33,535,000
⊕ Research	\$1,057,000	\$825,000	\$1,233,000	\$1,233,000	\$1,233,000
⊕ Public Service	\$560,000	\$419,000	\$642,000	\$642,000	\$642,000
⊕ Academic Support	\$13,958,000	\$13,521,000	\$16,153,000	\$16,153,000	\$16,153,000
⊕ Student Services	\$16,220,000	\$14,345,000	\$17,021,000	\$17,021,000	\$17,021,000
⊕ Institutional Support	\$23,396,000	\$25,640,000	\$28,068,000	\$28,068,000	\$28,068,000
Fundraising and alumni relations					
⊕ Operation, maintenance of plant (if not allocated)					
⊕ Scholarships and fellowships (cash refunded by public institution)					
⊕ Auxiliary enterprises	\$15,717,000	\$15,154,000	\$16,950,000	\$16,950,000	\$16,950,000
⊕ Depreciation (if not allocated)					
⊕ Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	\$107,475,000	\$99,250,000	\$113,602,000	\$113,602,000	\$113,602,000
Change in net assets from operations	-\$101,000	-\$2,263,000	-\$3,034,000	-\$3,034,000	-\$3,034,000
NON OPERATING REVENUES (in 000s)					
⊕ State appropriations (net)					
⊕ Investment return	-\$9,334,000	\$102,930,000	-\$37,007,000	-\$37,007,000	-\$37,007,000
⊕ Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	\$4,761,000	\$36,506,000	\$19,527,000	\$19,527,000	\$19,527,000
⊕ Other (specify):	-\$468,000	\$4,309,000	-\$3,011,000	-\$3,011,000	-\$3,011,000
Other (specify):	-\$1,061,000	\$683,000	\$1,500,000	\$1,500,000	\$1,500,000
Other (specify):	\$362,000	-\$275,000	\$907,000	\$907,000	\$907,000
Net non-operating revenues	-\$5,740,000	\$144,153,000	-\$18,084,000	-\$18,084,000	-\$18,084,000
Income before other revenues, expenses, gains, or losses	-\$5,841,000	\$141,890,000	-\$21,118,000	-\$21,118,000	-\$21,118,000
⊕ Capital appropriations (public institutions)					
⊕ Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	-\$5,841,000	\$141,890,000	-\$21,118,000	-\$21,118,000	-\$21,118,000

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6/30)		(FY 2020)	(FY 2021)	Completed Year	(FY 2023)	Forward
	Long-term Debt					
	Beginning balance	\$91,494,000	\$89,649,000	\$88,604,000	\$141,599,000	\$139,557,000
	Additions	\$0	\$23,414,000	\$67,076,000	\$0	\$0
	Reductions	(\$1,845,000)	(\$24,459,000)	(\$14,081,000)	(\$1,475,000)	(\$1,682,000)
	Ending balance	\$89,649,000	\$88,604,000	\$141,599,000	\$140,124,000	\$137,875,000
	Interest paid during fiscal year	\$3,355,000	\$2,785,000	\$3,720,000	\$3,266,000	\$3,218,000
	Current Portion	\$1,911,000	\$1,661,000	\$1,475,000	\$1,682,000	\$1,821,000
	Bond Rating	A2	A2	A2	A2	A2
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	20.39	21.81	21.28	21.38	21.00
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.22	0.16	0.27	0.27	0.26
	Debt to Assets Ratio Long-term Debt / Total Assets	0.17	0.13	0.20	0.20	0.20

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Please see note 7 of the College's audited financial statements for information on interest rate, schedule, structure of payments, and debt covenants. Data above includes capital leases. All debt covenants are in compliance.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The College has an unsecured \$10,000,000 line of credit established with Citizens Bank for short-term working capital purposes that matures on January 31, 2023. The College has not drawn against the line and there are no outstanding balances under the line of credit at this time.

Future borrowing plans (please describe).

The College has no plans to borrow in the near future.

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (6/30)	(FY 2020)	2021)	Completed Year	(FY 2023)	Forward
NET ASSETS					
Net assets beginning of year	\$406,422,000	\$400,581,000	\$542,471,000	\$521,353,000	\$521,353,000
Total increase/decrease in net assets	(\$5,841,000)	\$141,890,000	(\$21,118,000)	\$0	\$0
Net assets end of year	\$400,581,000	\$542,471,000	\$521,353,000	\$521,353,000	\$521,353,000
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$51,524,000	\$50,122,000	\$61,386,000	\$66,800,000	\$71,800,000
Federal, state and private grants	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Restricted funds					
Total	\$51,527,000	\$50,125,000	\$61,389,000	\$66,803,000	\$71,803,000
% Discount of tuition and fees	49.1%	50.0%	55.7%	55.7%	55.7%
? % Unrestricted discount					
Net Tuition Revenue per FTE	\$29,110	\$29,445	\$26,919	\$26,919	\$26,919
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	2.2	2.2	2.2	2.2	
Please indicate your institution's endowment spending policy:					
Spending from endowment is set by the Board of Trustees at an amount equal to a percentage of average endowment market value for the twelve previous quarters for both with donor restriction and without donor restriction endowment funds. Certain endowment assets are pooled on a market value basis with each individual fund subscribing to or disposing of units on the basis of the market value per unit at the beginning of a quarterly period in which the transactions take place. Endowment spending is distributed based on the number of subscribed units at the end of each quarter.					
Please enter any explanatory notes in the box below.					

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (6/30)	(FY 2020)	2021)	Completed Year	(FY 2023)	Forward
CASH FLOW					
year	\$40,549,000	\$40,862,000	\$31,014,000	\$49,966,000	\$49,966,000
Cash Flow from Operating Activities	(\$11,586,000)	(\$22,451,000)	(\$6,056,000)	\$0	\$0
Cash Flow from Investing Activities	\$456,000	(\$9,478,000)	\$1,644,000	\$0	\$0
Cash Flow from Financing Activities	\$11,443,000	\$22,081,000	\$23,364,000	\$0	\$0
of year	\$40,862,000	\$31,014,000	\$49,966,000	\$49,966,000	\$49,966,000

LIQUIDITY RATIOS					
Current Assets	\$44,545,000	\$34,669,000	\$53,937,000	\$53,937,000	\$53,937,000
Current Liabilities	\$12,370,000	\$12,354,000	\$15,454,000	\$15,454,000	\$15,454,000
Current Ratio	3.60	2.81	3.49	3.49	3.49
((Cash and Cash Equivalents / [Operating	363.20	396.50	423.10	423.10	423.10

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

No

Please enter any explanatory notes in the box below.

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2020)	2 Years Prior (FY2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	90.4%	87.4%	85.7%	87.2%	88.0%
IPEDS Graduation Data (150% of time)					
Associate degree students					
Bachelors degree students	84.5%	81.9%	83.9%		
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	85%	81%	84%		
Awarded a degree within eight years	85%	81%	84%		
Not awarded within eight years but still enrolled	0%	0%	0%		
First-time, part-time students					
Awarded a degree within six years	n/a	n/a	n/a		
Awarded a degree within eight years	n/a	n/a	n/a		
Not awarded within eight years but still enrolled	n/a	n/a	n/a		
Non-first-time, full-time students					
Awarded a degree within six years	86%	71%	86%		
Awarded a degree within eight years	86%	71%	86%		
Not awarded within eight years but still enrolled	0%	0%	0%		
Non-first-time, part-time students					
Awarded a degree within six years	n/a	100%	n/a		
Awarded a degree within eight years	n/a	100%	n/a		
Not awarded within eight years but still enrolled	n/a	0%	n/a		
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1	We have not yet completed current-year (FY 2023) IPEDS Outcome Measure survey (due Feb. 8, 2023), and we do not make internal projections or set goals for future years per se.				
2					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	84%	74%		
Not graduated, still enrolled at original institution	0%	6%		
Degree from a different institution	7%	7%		
Transferred to a different institution	5%	7%		
Not graduated, never transferred, no longer enrolled	3%	6%		
First-time, Part-time Students				
Degree from original institution	n/a	n/a		
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
Non-first-time, Full-time Students				
Degree from original institution	75%	72%		
Not graduated, still enrolled at original institution				
Degree from a different institution	10%	3%		
Transferred to a different institution	15%	10%		
Not graduated, never transferred, no longer enrolled		14%		
Non-first-time, Part-time Students				
Degree from original institution	n/a	n/a		
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals					
	Prior (FY 2020)	Prior (FY2021)	Prior (FY 2022)	Current Year (FY 2023)	Forward (goal) (FY 2024)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	About 1/2 of our students earn post-				
2	baccalaureate degrees within 10 years				
3	of graduation				
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1					
2					
3					
4					

Definition and Methodology Explanations

For detailed data on our students' post-baccalaureate degree completions, see https://www.conncoll.edu/media/Ten-Year-Out-Graduate-Degree-Completions-Report.pdf					
1					
2					

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 n/a								
2								
3								
4								
5								

National Licensure Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 n/a								
2								
3								
4								
5								

Job Placement Rates									
Major/time period	*	# of grads	# with	# of grads	# with	# of grads	# with	# of grads	# with jobs
1									
2									
3									
4									
5									

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Completion Rates				
1 n/a				
2				
3				
4				
5				

Placement Rates				
1 n/a				
2				
3				
4				
5				

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2020)	(FY2021)	(FY 2022)	(FY 2023)	(FY 2024)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	n/a				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	n/a				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	n/a				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates		96%	97%	98%	
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	n/a				
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1					
2					
3					
4	Percentage of online course enrollees who completed the course and got a grade (i.e., did not withdraw and get a "W")				
5					

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		https://www.conncoll.edu/honor-	Office of Student Life
Intellectual property rights		https://www.conncoll.edu/giving/corporate-foundation-and-	Corporate, Foundation, and Government Relations
Conflict of interest		https://www.conncoll.edu/giving/corporate-foundation-and-	Corporate, Foundation, and Government Relations
Privacy rights	Sept. 2022	https://www.conncoll.edu/web-	VP for Information Services
Fairness for students		https://www.conncoll.edu/offices	Office of Student Life
Fairness for faculty		https://www.conncoll.edu/offices	Office of Human Resources
Fairness for staff		https://www.conncoll.edu/offices	Office of Human Resources
Academic freedom		https://www.conncoll.edu/equity-	Dean of Institutional Equity
Research		https://www.conncoll.edu/giving/corporate-foundation-and-	Corporate, Foundation, and Government Relations
Title IX		https://www.conncoll.edu/title-ix/	Dean of Institutional Equity
Other; specify			
Principles of Community		https://www.conncoll.edu/equity-	Dean of Institutional Equity

Non-discrimination policies

Recruitment and admissions		https://www.conncoll.edu/admissio	Dean of Institutional Equity
Employment		https://www.conncoll.edu/employ	Office of Human Resources
Evaluation			
Disciplinary action			
Advancement			
Other; specify			

Resolution of grievances

Students		https://drive.google.com/file/d/1tl	Office of Student Life
Faculty		https://www.conncoll.edu/offices/c	Office of Human Resources
Staff		https://www.conncoll.edu/offices/c	Office of Human Resources
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.conncoll.edu/at-a-glance/
Notice of availability of publications and of audited financial statement or fair summary	https://www.conncoll.edu/offices/office-of-the-controller/financial-reports/
Processes for admissions	https://www.conncoll.edu/admission/
Processes for employment	https://www.conncoll.edu/employment/
Processes for grading	Internal document - faculty handbook
Processes for assessment	Described most extensively in our 2018 accreditation self-study: https://www.conncoll.edu/institutional-research/accreditation/
Processes for student discipline	https://www.conncoll.edu/honor-code/the-conduct-process/
Processes for consideration of complaints and appeals	https://drive.google.com/file/d/1tlcAUbFgA4dBswbnu8VB4i47_aYtT7NI/view

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Student outcomes -- employment and graduate school	research/student-outcomes/
Resources for our alumni	careers/

Date of last review of:	
Print publications	In progress; new Vice President for Marketing and Communications was hired in spring 2022 and is undertaking a comprehensive review.
Digital publications	See above

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	https://conncoll.smartcatalogiq.com/en/2022-
Obligations and responsibilities of students and the institution	https://drive.google.com/file/d/1tlcAUbFgA4dBswbnu8V
Information on admission and attendance	https://www.conncoll.edu/admission/
Institutional mission and objectives	https://www.conncoll.edu/at-a-glance/mission--values/
Expected educational outcomes	https://www.conncoll.edu/connections/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.conncoll.edu/institutional-research/accreditation/
Requirements, procedures and policies re: admissions	https://www.conncoll.edu/admission/
Requirements, procedures and policies re: transfer credit	https://www.conncoll.edu/academics/registrar/academic
A list of institutions with which the institution has an articulation agreement	n/a
Student fees, charges and refund policies	https://www.conncoll.edu/at-a-glance/consumer-
Rules and regulations for student conduct	https://drive.google.com/file/d/1tlcAUbFgA4dBswbnu8V
Procedures for student appeals and complaints	https://drive.google.com/file/d/1tlcAUbFgA4dBswbnu8V
Other information re: attending or withdrawing from the institution	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/
Academic programs	https://www.conncoll.edu/academics/
Courses currently offered	https://ssbprod.conncoll.edu/CONN/bwckschd.p_disp
Other available educational opportunities	https://www.conncoll.edu/academics/global-focus/study-
Other academic policies and procedures	https://conncoll.smartcatalogiq.com/en/2022-
Requirements for degrees and other forms of academic recognition	https://conncoll.smartcatalogiq.com/en/2022-
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.conncoll.edu/academics/majors-departments-programs/departments/
Names and positions of administrative officers	https://www.conncoll.edu/at-a-glance/meet-our-
Names, principal affiliations of governing board members	https://www.conncoll.edu/at-a-glance/honor-code-
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	n/a
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.conncoll.edu/institutional-research/conn-
Description of the campus setting	https://www.conncoll.edu/the-arboretum/plant-
Availability of academic and other support services	https://www.conncoll.edu/academic-resource-center/
Range of co-curricular and non-academic opportunities available to students	https://www.conncoll.edu/campus-life/clubs-and-leadership/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Instructional Facilities section at https://www.conncoll.edu/at-a-glance/consumer-information/general-institutional-information/
Institutional goals for students' education	https://www.conncoll.edu/academics/degree-
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.conncoll.edu/institutional-research/student-outcomes/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.conncoll.edu/at-a-glance/consumer-information/student-financial-aid-and-loan-information/
Expected amount of student debt upon graduation and loan payment rates	https://collegescorecard.ed.gov/school/?128902-Connecticut-College
Statement about accreditation	https://www.conncoll.edu/institutional-

APPENDIX E

Student Success Forms (E-Series): Making Assessment More Explicit

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	Our mission ("Connecticut College educates students to put the liberal arts into action as citizens in a global society") is supplemented with a statement of values that together constitute a set of high-level outcomes for our students. https://www.conncoll.edu/at-a-glance/mission--values/	Questions on our Senior Survey (see Reflective Essay on Educational Effectiveness)			
For general education if an undergraduate institution:	https://www.conncoll.edu/academics/degree-requirements/connections/	Questions on our Senior Survey (see Reflective Essay on Educational Effectiveness)	Educational Planning Committee; Dean of the College Office (dean of first-years, e.g.)	We have made numerous adjustments to the way we offer First-Year Seminars and Pathways as a result of student and faculty feedback on surveys	
List each degree program: 1. Africana Studies	<i>NOTE: Departments developed statements of "learning goals" in 2009-10; as part of a now-formalized process and timeline for assessing outcomes, they revised them as needed into assessable student learning outcomes in fall 2021 for participation in a survey of majors' graduating seniors.</i> https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/africana-studies/learning-goals-in-the-africana-studies-major/				Reviewed in 2020-21
2. ACS-Certified Major in Chemistry	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/chemistry/learning-goals-in-the-chemistry-major/				Under review in 2022-23

3. ACS-Certified Major in Chemistry/Biochemistry	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/chemistry/learning-goals-in-the-chemistry-major/				Under review in 2022-23
4. American Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/american-studies/learning-goals-in-the-american-studies-major/				Reviewed in 2020-21
5. Anthropology	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/anthropology/learning-goals-in-the-anthropology-major/				Reviewed in 2020-21
6. Architectural Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/art-history-and-architectural-studies/learning-goals-in-the-architectural-studies-major/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2020-21
7. Art	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/art/learning-goals-in-the-art-major/				Reviewed in 2018-19
8. Art History	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/art-history-and-architectural-studies/learning-goals-in-the-art-history-major/	Annual survey of graduating seniors regarding the curriculum	Department members	Following its external review, the dept. is embarking on a re-design of the Art History curriculum to be more accessible and transparent for students, engage them in AHI in exciting ways, and demonstrate for others at the College how Art History is relevant to contemporary debates and challenges.	Reviewed in 2020-21
9. Biochemistry, Cellular and Molecular Biology	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/chemistry/biochemistry-cellular-and-molecular-biology-major/				Reviewed in 2016-17
10. Biological Sciences	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/biological-sciences/copy-of-learning-goals-in-the-biological-sciences-major/	Annual survey of graduating seniors regarding the curriculum	Department members	Revisions to the structure and content of the major curriculum; restructuring of introductory gateway course (now called Introduction to Biological Inquiry)	Reviewed in 2016-17
11. Botany	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/botany/learning-goals-in-the-botany-major/				Reviewed in in 2017-18

12. Classics	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/classics/learning-goals-in-the-classics-major/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2019-20
13. Computer Science	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/computer-science/learning-goals-in-the-computer-science-major/				Reviewed in 2018-19
14. Dance	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/dance/learning-goals-in-the-dance-major/	Annual survey of graduating seniors regarding the curriculum	Department members	We reconstructed our major curriculum three years ago. We reduced the total number of courses, made more electives than requirements, eliminated hidden requirements. But most importantly, we decolonialized the major.	Reviewed in 2017-18
15. East Asian Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/east-asian-languages-and-cultures/learning-goals-in-the-east-asian-studies-major/			Last year we started offering EAS102: Introduction to Asian American Studies for the first time, and this year there were 24 students who were enrolled in the course. We realized that many students were interested in this subject. Next year EAS225: Chinese Art in America is going to be offered. This course highlights how the Chu collection and exhibition program has uniquely contributed to promoting cultural diversity, rethinking identity and creativity, overcoming boundaries and stereotypes, and building bridges between the East and West.	Reviewed in 2017-18
16. Economics	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/economics/learning-goals-in-the-economics-major/	Annual survey of graduating seniors regarding the curriculum	Department members	Created a major in Quantitative Economics and Econometrics and a minor in Finance	Reviewed in 2022-23
17. Educational Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/education/learning-goals-in-education/	Annual survey of graduating seniors regarding the curriculum	Department members	Created a major in Educational Studies (upon the discontinuation of the teacher certification program)	New major as of 2021-22

18. English	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/english/learning-goals-in-the-english-major/				Under review in 2022-23
19. Environmental Engineering Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/physics-astronomy-and-geoscience/learning-goals-in-the-department-of-physics-astronomy-and-geophysics/				New major that has not yet had any completers
20. Environmental Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/environmental-studies/learning-goals-for-the-environmental-studies-major/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2016-17
21. Film Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/film-studies/learning-goals-in-the-film-studies-major/	Annual survey of graduating seniors regarding the curriculum	Department members	Dept. plans to re-assess the curriculum and requirement distribution within our major in the context of our new/departing hires. We'd like to build a curriculum that plays to the strengths of our individual faculty.	Reviewed in 2020-21
22. French	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/french/learning-goals-in-the-french-major/	Annual survey of graduating seniors regarding the curriculum	Department members	Department was renamed "French and Francophone" (previously French)	Reviewed in 2014-15
23. Gender, Sexuality, and Intersectionality Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/gender-sexuality-and-intersectionality-studies/learning-goals-in-gender-sexuality-and-intersectionality-studies/	Annual survey of graduating seniors regarding the curriculum	Department members	Department was renamed "Gender, Sexuality, and Intersectionality Studies" (previously Gender and Women's Studies)	Reviewed in 2018-19
24. German Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/german-studies/learning-goals-in-the-german-studies-major/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2019-20
25. Global Islamic Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/global-islamic-studies/learning-goals-in-the-global-islamic-studies-major/				Reviewed in 2019-20
26. Government	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/government-and-international-relations/learning-goals-in-the-government-and-international-relations-majors/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2013-14
27. Hispanic Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-				Reviewed in 2012-13

	minors/hispanic-studies/learning-goals-in-the-hispanic-studies-major/				
28. History	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/history/learning-goals-in-the-history-major/	Annual survey of graduating seniors regarding the curriculum	Department members	Development of new course, "The Historian's Craft." Historian's Craft takes some coordinating because it is team-taught, but it is a great way to integrate our teaching as well as the majors' experiences.	Reviewed in 2017-18
29. Human Development	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/human-development/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2017-18
30. International Relations	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/government-and-international-relations/learning-goals-in-the-government-and-international-relations-majors/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2013-14
31. Italian Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/italian-studies/learning-goals-in-the-italian-studies-major/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2016-17
32. Mathematics	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/mathematics-and-statistics/learning-goals-in-the-mathematics-major/			The development and approval of the new Statistics and Data Science (SDS) major has been a departmental goal for a number of years. In addition to the development of the major and revision of the related minor, our statistics faculty have done substantial work to enhance and expand the statistics curriculum.	Reviewed in 2015-16
33. Latin American and Latina/o Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/hispanic-studies/learning-goals-in-the-latin-american-studies-major/				Reviewed in 2019-20
34. Music Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/music/learning-goals-in-the-music-studies-major/	Annual survey of graduating seniors regarding the curriculum	Department members	This year we implemented two new majors and one new minor: Music Studies, and Music, Sound, and Technology. Student response has been enthusiastic. In the coming year we will turn our attention to updating the performance side of our	Reviewed in 2018-19

				curriculum, with the goal of enhancing access and equity.	
35. Music, Sound and Technology	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/music/learning-goals-in-the-music-sound-and-technology-major/	Annual survey of graduating seniors regarding the curriculum	Department members	Major was revised and renamed (previously named “Music and Technology”—see above.	Reviewed in 2018-19
36. Neuroscience	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/neuroscience/learning-goals-in-the-neuroscience-major/	Annual survey of graduating seniors regarding the curriculum	Department members	Major was renamed (previously named “Behavioral Neuroscience”)	Reviewed in 2022-23
37. Philosophy	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/philosophy/learning-goals-in-the-philosophy-major/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2017-18
38. Physics	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/physics-astronomy-and-geoscience/learning-goals-in-the-department-of-physics-astronomy-and-geophysics/				Reviewed in 2015-16
39. Psychology	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/psychology/learning-goals-in-the-psychology-major/	Annual survey of graduating seniors regarding the curriculum	Department members	we made several revisions to the major that are in effect for the class of 2025 and beyond. We now require 10 courses, rather than 11 to complete the major. We achieved this by requiring only 1 elective, rather than 2. We no longer require a replacement course for AP Psychology with a score of 4 or 5 -instead AP Psych (score of 4 or 5) counts as a course towards the major in place of Introduction to Psychology (PSY 100). We also expanded the list of HMD courses that could count as electives in the Psychology major. These are not extensive changes, but we hope they will reduce enrollment pressures where we are feeling them the most (in our 200 level courses) and reduce student frustration at the limited opportunities to make progress	Reviewed in 2022-23

				towards a Psychology major in the first two years of college. From what students have told us, this is a significant retention threat for the large numbers of students, so we will continue to focus attention on this issue.	
40. Quantitative Economics and Econometrics	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/economics/quantitative-economics-and-econometrics-major/				New major as of 2021-22
41. Slavic Studies	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/slavic-studies/learning-goals-in-the-slavic-studies-major/	Annual survey of graduating seniors regarding the curriculum	Department members		Reviewed in 2019-20
42. Sociology	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/sociology/learning-goals-for-the-sociology-major/	Annual survey of graduating seniors regarding the curriculum	Department members	We are connecting the sociology curriculum to the campus-wide curriculum, including ConnCourses, MOIs, SDP, pathways, centers, and so on. We will also continue to think through the logistical issues and theoretical emphases of a senior seminar, a capstone experience for sociology seniors - and whether we want to incorporate that.	Reviewed in 2016-17
43. Statistics and Data Science	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/mathematics-and-statistics/statistics-and-data-science-major/				New major as of 2021-22
44. Theater	https://conncoll.smartcatalogiq.com/en/2022-2023/catalog/areas-of-study/majors-and-minors/theater/learning-goals-in-the-theater-major/				Reviewed in 2020-21

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
<i>None (we have discontinued our Connecticut Teacher Certification program)</i>				

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.