



CONNECTICUT COLLEGE

ACADEMIC FACT SHEET, Academic Year 2018-19

STUDENT BODY AND FACULTY

In Fall 2018, Connecticut College enrolled 1,844 students (1,798 full-time and 46 part-time undergraduates, for a total of 1,813 student FTEs). The proportions of female and male full-time students are 62% and 38%, respectively. Using the federal government's race/ethnicity categories, Connecticut College's Fall 2018 undergraduate population was 70% White, 22% U.S. students of color (including multiracial individuals), 7% international students (of any race), and 2% race unreported. Together, U.S. students of color and foreign students of color constitute 27% of our undergraduates.

Based on home addresses on file with the College, the most common home states of our full-time U.S. students are Massachusetts (30% of our U.S. students), Connecticut (19%), New York (13%), California (5%), and Maine (4%). Based on home address, the most common home countries of our full-time international students are China (27 students), Vietnam (15), Pakistan (8), India (7), and Canada and the United Kingdom (6 each).

The College continues to have a 9-to-1 student-faculty ratio, based on 172 full-time and 61 part-time faculty members (193 FTEs). By gender, 54% of full-time faculty members are women and 46% are men. Using the federal race/ethnicity categories, our Fall 2018 full-time faculty is 69% White, 20% U.S. persons of color, and 12% foreign citizens (of any race). Together, U.S. faculty of color and foreign faculty of color constitute nearly 27% of full-time faculty members. In terms of academic training, over 93% of our full-time faculty members hold a PhD or other terminal degree (such as an MFA). Of this fall's 172 full-time faculty members, 117 (68%) are tenured, 30 (17%) are untenured, and 25 (15%) are not on the tenure track (e.g., lecturers and visitors). Women account for about 48%, 70%, and 60% of tenured, untenured, and non-tenure-track faculty members, respectively.

FINANCIAL AID

Beginning with the Fall 2017 entering first-year class, many students were provided with merit funding for the first time. For Fall 2018, the average need-based grant for the Class of 2022 was \$42,918, and 57% of all first-year students received need-based financial aid. Altogether, 93% of this year's incoming class received institutional grant funding in the form of need-based and/or merit awards.

COURSEWORK

In AY 2017-18, 793 "regular courses" were offered, with total enrollments of 13,024 (this figure excludes independent studies, honors work, 1-credit courses, and the like). Of these courses, 60% were General Education courses (i.e., they fulfilled an area or Mode of Inquiry requirement), 32% were Writing (W) courses, and 13% were taught in a language other than English. The average class size for regular courses was about 16 students, although this varied greatly by course level and by discipline. For example, 100-level courses in academic year 2017-18 averaged 21 students, while 400-level courses averaged 9 students. There were also 123 laboratory sections (most in the natural sciences), with an average enrollment of about 12 students.

MAJORS AND MINORS

Connecticut College students can currently choose from 42 majors and 43 minors and, with faculty approval, may design their own major or minor. Members of the Class of 2018 graduated with 40 different majors; 17 of these were completed by 10 or more graduates, and 10 majors had 20 or more graduates. The most common majors were Economics (69 graduates); Psychology (38); English (31); Government (29); Behavioral Neuroscience (28); Environmental Studies (26); International Relations (23); and Biological Sciences, Computer Science, and Sociology (22 each). Among the Class of 2018, 26% of the 424 graduates double or triple majored. Three students in the Class of 2018 self-designed their majors. In addition, 240 members of the Class of 2018 (57%) graduated with one or more minors in addition to their major(s) – 201 students with one minor and 39 students with two minors. The most common minors were Psychology (29); Economics (26); Environmental Studies (18); Mathematics (16); Applied Statistics (15); Government (14); Dance (12); Art and History (11 each); and Arabic Studies, Computer Science, English, and French (9 each). Fifty-one students in the Class of 2018 (12%) wrote theses and graduated with honors.

CERTIFICATE PROGRAMS AND PATHWAYS

In addition to their majors and minors, under the College's Connections program students can fulfill Mode of Inquiry requirements by completing coursework through one of the four certificate programs run by our interdisciplinary academic centers, or through one of the Integrative Pathways faculty members have developed. (Completing coursework in all five Modes is also an option.) Among the Class of 2018, 67 students (16%) earned center certificates (27 from the Toor Cummings Center for International Studies and the Liberal Arts, 21 from the Holleran Center for Community Action and Public Policy, 10 from the Goodwin-Niering Center for the Environment, and 9 from the Ammerman Center for Arts & Technology). Since they were first awarded in 1992, 1,383 graduates have earned center certificates. In spring 2018, sophomores signed up for Pathways for the first time, with 108 students declaring one of the 9 Pathways that existed at that time (there are now 11, with several others under development.) Our students can also earn certificates in Connecticut teacher certification or in museum studies. Among the Class of 2018, 10 students earned teacher certification and 6 earned museum studies certificates.

STUDENT-FACULTY RESEARCH AND OTHER INTERACTION OUTSIDE THE CLASSROOM

Student-faculty research opportunities such as the Keck, ConnSSHARP, Science Leaders, and Mellon Undergraduate Research programs promote faculty-student creative work, research, and fieldwork that often lead to conference presentations or publications. Upon graduating, 89% of Class of 2018 members reported that they had done some form of capstone project; 38% reported completing an individual study with a professor, 23% reported making a public presentation of research, and 14% reported giving a public performance or exhibition while at Connecticut College.

INTERNSHIPS

In summer 2018, 338 members of the Class of 2019 (80%) completed internships, 257 of which were funded through the Office of Career and Professional Development or by an interdisciplinary center. About 9% of these were completed outside the United States. Overall, 97% of Class of 2018 graduates reported on the Senior Survey that they had held a position that gave them résumé-building work experience, enhanced their career prospects, and/or contributed positively to their professional development – an internship, on- or off-campus employment, job shadowing, etc.

STUDY ABROAD

About half of our graduates in recent years have studied off campus, either individually on a study abroad program or with a group on a faculty-led Study Away Teach Away (SATA) program. Among graduates in the Class of 2018, 206 students (49%) studied away in a total of 38 different countries. Of these 206 students, 164 participated in study abroad programs and 42 participated in SATA programs. Across both types of experience, the most common locations were Italy (26), Denmark (23), Spain (22), Australia (18), the United Kingdom (17), and France (15).

FIRST-TO-SECOND-YEAR RETENTION AND GRADUATION RATES

Retention rates and graduation rates are calculated by tracking each fall's cohort of incoming first-time, full-time students to see what percentage of them persists into their sophomore year and what percentage graduates in 4 or 6 years. (Students who transfer into the College are not included in these calculations.) Our first-year-to-sophomore retention rate has averaged around 90% for many years and was 91% for the Fall 2017 entering cohort. Our 6-year graduation rates have been in the low-to-mid-80% in recent years. For the Class of 2016 (the most recent cohort for which we can calculate a 6-year graduation rate), the rate was 81%.

AFTER GRADUATION

Gathering thorough, accurate data on our students' post-graduation activities is challenging. We combine alumni responses to the annual "one-year-out" survey with additional data from the National Student Clearinghouse, LinkedIn, and other online sources. (We extend these searches out to about 16 months post-graduation to capture graduate school enrollments in the second academic year following students' graduation.) In this way, we've created snapshots in time that include data on about 85% of the members of the Classes of 2013 to 2016, about 95% of whom are employed, in graduate school, completing a fellowship, or working in public service programs such as AmeriCorps VISTA. The most common graduate degree completed by our students is the nonterminal master's degree (i.e., a master's degree other than an MBA or MFA).