



CONNECTICUT COLLEGE

ACADEMIC FACT SHEET, Academic Year 2016-17

STUDENT BODY AND FACULTY

In fall 2016, Connecticut College enrolled 1,865 students (1,819 full-time and 46 part-time undergraduates, for a total of 1,834.3 student FTEs). The roughly 60%:40% proportion of females to males continues as it has for many years. Using the federal government's race/ethnicity categories, Connecticut College's fall 2016 undergraduate population was 70.2% White, 20.2% U.S. students of color (including multiracial individuals), 6.9% foreign citizens (of any race), and 2.6% race unreported. Together, U.S. students of color and foreign students of color constitute 25.0% of our undergraduates.

Based on home addresses on file with the College, the five most common home states of our full-time U.S. students are Massachusetts (28.8% of U.S. students), Connecticut (17.6%), New York (14.3%), California (5.6%), and New Jersey (4.9%). Based on home address, the most common home countries of our full-time international students are China (36 students), Vietnam (11), Canada (8), Japan (4), and Pakistan (4).

The College continues to have a 9-to-1 student-faculty ratio, based on 177 full-time and 68 part-time faculty members (199.7 FTEs). By gender, 52.5% of full-time faculty members are women and 47.5% are men. Using the federal race/ethnicity categories, our fall 2016 full-time faculty is 69.5% White, 18.6% U.S. persons of color, and 11.9% foreign citizens (of any race). Together, U.S. faculty of color and foreign faculty of color constitute 25.4% 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 177 full-time faculty members, 110 (62%) are tenured, 35 (20%) are untenured, and 32 (18%) are not on the tenure track (e.g., lecturers and visitors). Women account for about 45%, 69%, and 63% of tenured, untenured, and non-tenure-track faculty members, respectively.

FINANCIAL AID

In fall 2016 about 53% of Connecticut College students received institutional financial aid (a "CC Grant"), and about 57% of our students received financial aid of some sort (including federal and state grants, private scholarships, etc.).

COURSEWORK

In AY 2015-16, 768 "regular courses" were offered, with total enrollments of 13,473 (this figure excludes independent studies, honors work, 1-credit courses, and the like). Of these courses, 36% were General Education courses, 30% were Writing (W) courses, and 13% were taught in a language other than English. The average class size for regular courses was 17.5 students, although this varied greatly by course level and by discipline. For example, 100-level courses last year averaged 22.5 students, while 400-level courses averaged 9.4 students. There were also 127 laboratory sections (most in the natural sciences), with an average enrollment of about 13 students. Lab sections are thus another way that the College offers small-class experiences and close student-faculty engagement.

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 2016 graduated with 41 different majors; 18 of these majors were declared by 10 or more graduates, and 10 majors were declared by 20 or more graduates. The ten most common were Economics (67 graduates), Psychology (62), Biological Sciences (36), Government (28), Environmental Studies (27), History (23), English (22), International Relations (21), American Studies (20), and Sociology (20). Among the Class of 2016, 28.4% of the 429 graduates double or triple majored. Four students in the Class of 2016 (1%) self-designed their majors. (Of these four, three had a second "regular" major.) In addition, 202 members of the Class of 2016 (47%) graduated with one or more minors in addition to their major(s) – 170 students with one minor and 32 students with two minors. The ten most common minors were Economics (18 graduates), Psychology (18), Government (17), History (12), Mathematics (12), Applied Statistics (11), Dance (10), Human Development (10), Art (9), and Computer Science (9). Fifty-five students in the Class of 2016 (13%) wrote theses and graduated with honors.

CERTIFICATE PROGRAMS

In addition to their majors and minors, our students have six certificate programs from which to choose. The four interdisciplinary Centers are perhaps the best known of these, and among the Class of 2016, 74 students (12.8%) earned Center certificates (30 through the Toor Cummings Center for International Studies and the Liberal Arts, 12 through the Ammerman Center for Arts & Technology, 22 through the Holleran Center for Community Action and Public Policy, and 10 through the Goodwin-Niering Center for the Environment). Since the first certificates were awarded in 1992, 1,261 graduates have earned Center certificates. In addition, among the Class of 2016, 14 students earned Connecticut teacher certification and 7 graduated with certificates in Museum Studies.

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, 91% of Class of 2016 members reported that they had done some form of capstone project (including a 400-level course in which a research paper was assigned); 40% reported completing an individual study with a professor, 22% reported making a public presentation of research, and 16% reported giving a public performance or exhibition. Since fall 2008, the College has paid for faculty members to eat a meal with students in a College dining hall once per week, and student-faculty engagement is also fostered through the Residential Education Fellows (REF) program's weekly events and the Faculty-Student Engagement Fund. In 2015-16, this fund provided just over \$34,000 in funding for 62 faculty members' course-related events and projects with students, and additional funds available specifically for First-Year Seminar instructors' programming with their students.

COLLEGE-FUNDED INTERNSHIPS

In summer 2015, 331 members of the Class of 2016 (about 77%) completed internships funded through the Office of Career and Professional Development (formerly CELS) or by a Center. About 18% of these were completed outside the United States, and about 7% were completed in organizations associated with Connecticut College alumni.

STUDY AWAY

About 50% of our graduates in recent years have studied off campus in some form—individually on a study away program or in a group on a faculty-led Study Away Teach Away (SATA) program. Among graduates in the Class of 2016, 207 students (48%) studied away in a total of 37 different countries. Of these, 187 participated in study away program and 20 participated in a SATA program. The most common study away locations of these students were the United Kingdom (28), Spain (26), Denmark (20), Italy (17), France (16), and Vietnam (15).

FRESHMAN RETENTION AND GRADUATION RATES

Freshman 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 freshman-to-sophomore retention rate has averaged around 90% for many years and was 89% for the fall 2015 entering cohort. Our 6-year graduation rates have been in the low-to-mid-80% in recent years. For the Class of 2014 (the most recent cohort for which we can calculate a 6-year graduation rate), the rate was 84%.

AFTER GRADUATION

Gathering thorough, accurate data on our students' post-graduation activities is challenging. We combine alumni responses to the Office of Career and Professional Development "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). In addition, National Science Foundation data show that, on average, about 27 Connecticut College graduates earn doctorates each year. Percentage-wise, this works out to about 6% of our graduates earning doctorates, based on a total of 253 earned doctorates between 2003 and 2012.