



CONNECTICUT COLLEGE

ACADEMIC FACT SHEET, Academic Year 2017-18

STUDENT BODY AND FACULTY

In fall 2017, Connecticut College enrolled 1,817 students (1,766 full-time and 51 part-time undergraduates, for a total of 1,783 student FTEs). The female-male ratio among full-time students is 63%:37%. Using the federal government's race/ethnicity categories, Connecticut College's fall 2017 undergraduate population was 71.4% White, 19.6% U.S. students of color (including multiracial individuals), 7.5% foreign citizens (of any race), and 1.5% 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 (30.2% of our U.S. students), Connecticut (18.5%), New York (12.6%), California (4.9%), and Maine (4.3%). Based on home address, the five most common home countries of our full-time international students are China (32 students), Vietnam (13), Canada (9), Japan (6), and India, Pakistan, the Republic of Korea, Turkey, and the United Kingdom (each with 5).

The College continues to have a 9-to-1 student-faculty ratio, based on 182 full-time and 66 part-time faculty members (204 FTEs). By gender, 52.2% of full-time faculty members are women and 47.8% are men. Using the federal race/ethnicity categories, our fall 2017 full-time faculty is 68.7% White, 19.8% U.S. persons of color, and 11.5% foreign citizens (of any race). Together, U.S. faculty of color and foreign faculty of color constitute 26.4% 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 182 full-time faculty members, 115 (63%) are tenured, 32 (18%) are untenured, and 35 (19%) are not on the tenure track (e.g., lecturers and visitors). Women account for about 45%, 66%, and 63% of tenured, untenured, and non-tenure-track faculty members, respectively.

FINANCIAL AID

For fall 2017, the average need-based grant for the Class of 2021 was \$39,350, and 59% of all first-year students received need-based financial aid. Beginning with the Class of 2021, many students were provided with merit funding for the first time. This resulted in 85% of the incoming class receiving institutional grant funding in the form of need-based and/or merit grants.

COURSEWORK

In AY 2016-17, 784 "regular courses" were offered, with total enrollments of 13,356 (this figure excludes independent studies, honors work, 1-credit courses, and the like). Of these courses, 36% were General Education courses, 33% were Writing (W) courses, and 12% were taught in a language other than English. The average class size for regular courses was 17 students, although this varied greatly by course level and by discipline. For example, 100-level courses last year averaged 22 students, while 400-level courses averaged 10 students. There were also 108 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 2017 graduated with 40 different majors; 18 of these were declared by 10 or more graduates, and 12 majors had 20 or more graduates. The ten most common were Economics (75 graduates), Psychology (47), Behavioral Neuroscience (32), Computer Science (29), Government (27), Biological Sciences (26), International Relations (24), English (23), History (23), and Mathematics (23). Among the Class of 2017, 28% of the 442 graduates double or triple majored. Two students in the Class of 2017 (0.5%) self-designed their majors. (Of these two, one had a second "regular" major.) In addition, 217 members of the Class of 2017 (49%) graduated with one or more minors in addition to their major(s) – 187 students with one minor and 30 students with two minors. The ten most common minors were Psychology (26), Art (16), Economics (16), English (16), Mathematics (16), Applied Statistics (14), History (14), Computer Science (12), Hispanic Studies (12), Dance (10), and Environmental Studies (10). Thirty-seven students in the Class of 2017 (8%) 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 2017, 55 students (12.4%) earned Center certificates (21 from the Toor Cummings Center for International Studies and the Liberal Arts, 3 from the Ammerman Center for Arts & Technology, 21 from the Holleran Center for Community Action and Public Policy, and 10 from the Goodwin-Niering Center for the Environment). Since the first certificates were awarded in 1992, 1,316 graduates have earned Center certificates. In addition, among the Class of 2017, 12 students earned Connecticut teacher certification and 5 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, 84% of Class of 2017 members reported that they had done some form of capstone project; 30% reported completing an individual study with a professor, 18% reported making a public presentation of research, and 12% 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, with an average of about 1,500 meals each year. Student-faculty engagement is also fostered through the Residential Education Fellows (REF) program's weekly events—a total of 62 in 2016-17—and the Faculty-Student Engagement Fund. In 2016-17, this fund provided just over \$34,000 in funding for 133 course-related events and projects with students, with additional funds available specifically for First-Year Seminar instructors' programming with their students.

COLLEGE-FUNDED INTERNSHIPS

In summer 2017, 321 members of the Class of 2018 (75%) completed internships funded through the Office of Career and Professional Development (formerly CELS) or by a Center. About 16% of these were completed outside the United States, and 31 were completed in organizations associated with Connecticut College alumni.

STUDY AWAY

About half 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 2017, 232 students (52%) studied away in a total of 38 different countries. Of these 232 students, 206 participated in study away program and 26 participated in a SATA program. The most common study away locations were Denmark (35), Italy (29), the United Kingdom (26), Spain (24), and France (17).

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 90.6% for the fall 2016 entering cohort. Our 6-year graduation rates have been in the low-to-mid-80% in recent years. For the Class of 2015 (the most recent cohort for which we can calculate a 6-year graduation rate), the rate was 84%.

AFTER GRADUATION

Gathering thorough, accurate data on our students' post-graduation activities is challenging. We combine alumni responses to the annual "one-year-out" survey with additional data from the National Student Clearinghouse, LinkedIn, and other online sources. (We extend these searches out to about 16 months post-graduation to capture graduate school enrollments in the second academic year following students' graduation.) In this way, we've created [snapshots in time](#) that include data on about 85% of the members of the Classes of 2013 to 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.