



CONNECTICUT COLLEGE

ACADEMIC FACT SHEET, Academic Year 2020-21

STUDENT BODY AND FACULTY

In Fall 2020, Connecticut College enrolled 1,737 students (1,689 full-time and 48 part-time undergraduates). The percentages of female and male full-time students are 62% and 38%, respectively. Using the federal government's race/ethnicity categories, Connecticut College's Fall 2020 full-time undergraduate population was 71% white, 23% U.S. students of color (including multiracial individuals), 8% international students (of any race), and about 1.5% who did not report their race. Together, U.S. students of color and foreign students of color constitute 29% of full-time undergraduates.

Based on home addresses on file with the College, the most common home states of our full-time U.S. students are Massachusetts (30% of U.S. students), Connecticut (17%), New York (13%), New Jersey and California (5% each), and Maine (4%). Based on home address, the most common home countries of our international students are Vietnam (21 students), China (14), Pakistan and the United Kingdom (12 each), Ethiopia (6), and Canada, Egypt, and India (5 each).

The College continues to have a 9-to-1 student-faculty ratio, based on 176 full-time and 64 part-time faculty members (197.3 FTEs). By gender, 53% of full-time faculty members are female and 47% are male. Using the federal race/ethnicity categories, our Fall 2020 full-time faculty is 69% white, 20% U.S. persons of color, and 10% foreign citizens (of any race). Together, U.S. faculty of color and foreign faculty of color constitute 26% of full-time faculty members. In terms of academic training, 95% of full-time faculty members hold a PhD or other terminal degree (such as an MFA). Of this fall's 176 full-time faculty members, 112 (64%) are tenured, 35 (20%) are untenured but on the tenure track, and 29 (16%) are not on the tenure track (e.g., lecturers and visitors). Women account for about 49%, 69%, and 52% of tenured, untenured, and non-tenure-track faculty members, respectively.

FINANCIAL AID

The College has long offered substantial need-based financial aid, and since Fall 2017, many students have been awarded merit-based financial aid as well. In Fall 2020, the average need-based grant for the Class of 2024 was \$46,407, and 51% of all first-year students received need-based financial aid. Altogether, 98% of this year's incoming class received institutional grant funding in the form of need-based and/or merit awards.

COURSEWORK

In AY 2019-20, 791 "regular courses" were offered, with total enrollments of 13,361 (this figure excludes independent studies, honors work, 1-credit courses, and the like). Of these courses, 65% were general education courses (i.e., they fulfilled a Mode of Inquiry requirement), 29% were Writing (W) courses, and 15% were taught in a language other than English. The average class size for regular courses was about 17 students, although this varied greatly by course level and by discipline. For example, 100-level courses averaged 21 students, while 400-level courses averaged 10 students. There were also 115 laboratory sections (all in the natural sciences), with an average enrollment of about 13 students.

MAJORS AND MINORS

Connecticut College students can currently choose from 44 majors and 49 minors and, with faculty approval, may design their own major or minor. Members of the Class of 2020 graduated with 41 different majors; 17 of these were completed by 10 or more graduates, and 9 majors had 20 or more graduates. The ten most common majors were Economics (83 graduates), Government (54), Psychology (45), Sociology (29), International Relations (27), English (24), Biological Sciences, Computer Science, and History (each with 23), and American Studies (18). Among the Class of 2020, 28% of graduates double or triple majored. For the first time in several decades, no student graduated with a self-designed major. In addition, 59% of the Class of 2020 graduated with one or more minors in addition to their major(s) – 175 students with one minor and 70 students with two minors. The most common minors were Economics (35 graduates), Finance (27), Mathematics (25), Government (19), Applied Statistics (18), Computer Science (15), Psychology (13), Sociology (11), and Environmental Studies and Gender, Sexuality and Intersectionality Studies (10 each). Forty-six students in the Class of 2020 (11%) wrote theses and graduated with honors.

CERTIFICATE PROGRAMS AND INTEGRATIVE PATHWAYS

In addition to their majors and minors, students can apply to one of the four certificate programs run by our interdisciplinary academic centers or declare one of the Integrative Pathways faculty members have developed. Among the Class of 2020, 65 students (16%) earned center certificates (24 from the Toor Cummings Center for International Studies and the Liberal Arts, 22 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, 1,514 graduates have earned center certificates. Among the Class of 2020, 91 students (22%) completed one of the 9 integrative pathways that were available to them when they signed up as sophomores. (There are now 14 to choose from.) 28 in Entrepreneurship, 15 in Public Health, 11 in Peace and Conflict, 9 in Social Justice and Sustainability, 8 each in Cities and School and Global Capitalism, 5 in Bodies and Embodiment, 4 each in Eye of the Mind and Power/Knowledge, and 1 in Media, Rhetoric, and Communication. Among the Class of 2020, 9 students earned teacher certification and 9 earned museum studies certificates.

STUDENT-FACULTY RESEARCH AND OTHER INTERACTION OUTSIDE THE CLASSROOM

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

INTERNSHIPS

In summer 2019, 335 members of the Class of 2020 (76%) completed internships funded through the Office of Career and Professional Development or an interdisciplinary center. About 12% of these were completed outside the United States. Overall, 98% of recent 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 Class of 2020 graduates, 195 students (47%) studied away in 31 different countries. Of these 195 students, 184 participated in study abroad programs and 11 in SATA programs. Across both types of study away, the most common locations were Italy (29), Denmark (23), United Kingdom (21), Spain (19), Australia (15), Ireland (14), and France (10).

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 the percentage that persists into their sophomore year and then 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 87.4% for the Fall 2019 entering cohort (with an unusually large number of students taking personal leave and likely returning). Our 6-year graduation rates have been in the low-to-mid-80% in recent years. For the Class of 2018 (the most recent cohort for which we can calculate a 6-year graduation rate), the rate was 82%.

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 2019, consistently finding that between 92% and 95% are employed, in graduate school, completing a fellowship, or working in public service programs such as AmeriCorps VISTA. The most common graduate degree completed by our students is the nonterminal master's degree (i.e., a master's degree other than an MBA or MFA).