



# CONNECTICUT COLLEGE

## 2025-2026 ACADEMIC FACT SHEET

### STUDENT BODY AND FACULTY

In Fall 2025, Connecticut College enrolled 1,953 students (1,879 full-time and 74 part-time undergraduates), who are 61% women, 38% men, and 0.2% nonbinary. Using the federal government's race/ethnicity categories, Connecticut College's Fall 2025 full-time undergraduate population is 26% U.S. BIPOC (12% Hispanic, 5% Black/African American, 5% multiracial, and 4% Asian), 66% White, 6% international (of any race), and 2% who did not report their race/ethnicity. Together, U.S. and international BIPOC students constitute 29.5% of full-time undergraduates.

Our full-time students currently come from 46 U.S. states and 46 countries. Based on mailing addresses on file with the College, the most common home states of current full-time U.S. students are Massachusetts (25% of U.S. students), New York (16%), Connecticut (14%), New Jersey (6%), and California (5%). Based on mailing address, the most common home countries of our international students are Bangladesh and Pakistan (9 students each); the United Kingdom (7); Canada (5); China and Uzbekistan (4 students each); and India, Japan, Kazakhstan, and Portugal (3 students each).

The College currently has a 9.6-to-1 student-faculty ratio, based on 175 full-time and 69 part-time faculty members. By gender identity, 51% of full-time faculty members are women and 49% are men. Using federal race/ethnicity categories, our Fall 2025 full-time faculty is 22% U.S. BIPOC (10% Asian, 6% Hispanic, and 6% Black/African American), 71% White, and 7% non-U.S. citizens (of any race). Together, U.S. and international BIPOC faculty constitute over 27% 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 the 175 full-time faculty, 120 (69%) are tenured, 23 (13%) are untenured and on the tenure track, 15 (9%) are continuing faculty members not on the tenure track (e.g., teaching professors), and 17 (10%) are visiting faculty members not on the tenure track. Women account for about 49%, 52%, and 67% of tenured, untenured, and continuing non-tenure-track faculty members, respectively. By division, Fall 2025 full-time faculty are 33% in social sciences departments, 29% in humanities, 25% in natural sciences and mathematics, and 13% in the visual and performing arts.

### FINANCIAL AID

Beginning in 2018, the College began awarding merit-based financial aid in addition to need-based aid. In Fall 2025, 99% of the incoming Class of 2029 received some form of aid. In 2024-25, \$74.8 million in Connecticut College grant funding (a combination of need-based and merit aid) was provided to students across all class years, with an average grant of \$39,208.

### COURSE OFFERINGS

In AY 2024-25, 776 "regular courses" were offered (761 in fall and spring, and 15 in summer), with total enrollments of 14,164 (this figure excludes independent studies, honors work, 1-credit courses, and the like). Of these courses, 30 (4%) were First-Year Seminars, 46 (6%) were ConnCourses, 546 (70%) fulfilled one or more Mode of Inquiry requirement, 212 (27%) were Writing (W) courses, 83 (11%) were Social Difference and Power courses, 106 (14%) were taught in a language other than English, and 87 (11%) were Sustainability-Focused or -Inclusive courses. The average class size for regular courses 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 12 students. There were also 112 laboratory sections (mostly in the natural sciences), with an average enrollment of 13 students.

### MAJORS AND MINORS

Connecticut College students currently choose from 45 majors and 47 minors (including, with faculty approval, a self-designed major or minor). The 431 members of the Class of 2025 completed 569 majors; 69% graduated with 1 major and 31% with multiple majors. Overall, 42 of the 45 majors we offer had at least one 2025 graduate; 21 of these were completed by 10 or more graduates, and 10 majors had 20 or more graduates. The ten most common **majors** were Psychology (58), Economics (40), Computer Science (33), English (33), Environmental Studies (33), Neuroscience (28), Government (25), Quantitative Economics and Econometrics (25), Biological Sciences (21), and Sociology (20). In addition, 62% of the Class of 2025 graduated with either one minor (220 students) or two minors (47 students). Of the 267 completed **minors**, the most common were Finance (45), Psychology (38), Economics (23), Environmental Studies (17), Sociology (15), Gender, Sexuality and Intersectionality Studies (12), Statistics and Data Science (12), Art (11), Philosophy

(10), Dance (9), and Human Development (9). Forty-two students in the Class of 2025 (10%) wrote theses and graduated with honors.

## CERTIFICATE PROGRAMS AND INTEGRATIVE PATHWAYS

To supplement their majors and minors, students can apply to one of the College's certificate programs or join one of the Integrative Pathways faculty members have developed. Among the Class of 2025, 76 students (18% of the graduating class) completed one of the College's six certificate programs: 22 from the Toor Cummings Center for International Studies and the Liberal Arts (CISLA), 15 from the Holleran Center for Community Action and Public Policy (PICA), 12 from the Ammerman Center for Arts & Technology, 12 from the Goodwin-Niering Center for the Environment, 12 in Museum Studies, and 3 from the Center for the Critical Study of Race and Ethnicity. Among the Class of 2025, 126 students (29%) completed an Integrative Pathway: 34 in Public Health; 31 in Entrepreneurship, Social Innovation, Value, and Change; 16 in Media, Rhetoric, and Communication; 14 in Creativity; 13 in Social Justice and Sustainability; 8 in Data, Information, and Society; 6 in Peace and Conflict; and 4 in Food. In sum, 18% of Class of 2025 graduates completed a certificate program, 30% a Pathway, and 52% neither.

## STUDENT RESEARCH AND CREATIVE WORK

Upon graduating, 91% of respondents to the Class of 2025 Senior Survey reported that they had done some form of capstone project: 76% reported completing a 400-level seminar that included a research paper or other major assignment, 56% reported making a public presentation of research or giving a public performance or exhibition, and 37% reported completing an individual study with a professor.

## CAREER-ENHANCING EXPERIENCES

Over 92% of Class of 2025 graduates reported on the Senior Survey that they had engaged with the Hale Center for Career Development at some point during their time at Conn, and this percentage has risen gradually over the last four years. A follow-up question asked whether students would recommend the Hale Center to incoming students; 93% said they definitely or probably would, and this percentage has also been rising over the last four years. Overall, 84% of Class of 2025 respondents reported completing at least one internship, with 15% completing three or more. Among those who completed internships, 66% reported that one or more of them had been supported with College funding in some way.

## STUDY AWAY

Historically, about half of our graduates 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. Study away numbers have been slow to rebound from the COVID downturn, with 25%, 34%, and 36% of the Classes of 2023, 2024, and 2025 studying away. Among Class of 2025 graduates who studied away, the 10 most common sites were the United Kingdom (31 students), Italy (30), Greece (15), South Africa (14), Denmark (8), Ireland (8), Japan (7), France (6), Spain (5), Australia (4), and Germany (4).

## 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-to-second-year retention rate was 91% for the Fall 2024 entering cohort (the Class of 2028), an improvement of more than a percentage point over the previous year. Our 6-year graduation rates have been in the low-to-mid-80s in recent years. For the Class of 2023 (the most recent cohort for which we can calculate a 6-year graduation rate), the rate was 82%.

## AFTER GRADUATION

Gathering thorough, up-to-date data on students' post-graduation activities is challenging. By combining alumni responses to "one-year-out" surveys with additional data from the National Student Clearinghouse, LinkedIn, and other online sources, 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).