A REPORT TO

The New England Association of Schools and Colleges Commission on Institutions of Higher Education

FEBRUARY 2018

Table of Contents

Institutional Characteristics Form

Date: April 2018

1. Corporate name of institution: **Connecticut College**
2. Date institution was chartered or authorized: **April 4, 1911**
3. Date institution enrolled first students in degree programs: **September 1915**
4. Date institution awarded first degrees: **June 18, 1919**
5. Type of control:

   Public   Private

   ☐ State   ☒ Independent, not-for-profit

   ☐ City   ☐ Religious Group

   ☐ Other   (Name of Church) _____

   (Specify) _____   ☐ Proprietary

                          ☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?
   State of Connecticut Office of Higher Education; Bachelor of Arts and Master of Arts

7. Level of postsecondary offering (check all that apply):

   ☐ Less than one year of work   ☐ First professional degree

   ☐ At least one but less than two years   ☒ Master's and/or work beyond the first professional degree

   ☐ Diploma or certificate programs of at least two but less than four years   ☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

   ☐ Associate degree granting program of at least two years   ☐ A doctor of philosophy or equivalent degree

   ☒ Four- or five-year baccalaureate degree granting program   ☐ Other doctoral programs _____

8. Type of undergraduate programs (check all that apply):

☐ Occupational training at the crafts/clerical level (certificate or diploma)   ☒ Liberal arts and general

☐ Occupational training at the technical or semi-professional level (degree)   ☒ Teacher preparatory

☐ Two-year programs designed for full transfer to a baccalaureate degree   ☐ Professional

☐ Other_____

9. The calendar system at the institution is:

☒ Semester   ☐ Quarter   ☐ Trimester   ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate: 16 credit hours
b) Graduate: 12 credit hours

11. Student population, Fall 2017

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1,766	0	1,766
Part-time student headcount	51	0	51
FTE	1,783	0	1,783

b) Number of students (headcount) in non-credit, short-term courses: 0

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
None				

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

	Full degree	50%-99%	FTE
A. In-state Locations	*None*		
B. Out-of-state Locations	*None*		

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
None			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None				

17. List by name and title the chief administrative officers of the institution.

> ***See table on following page.***

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

    d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

    > ***See charts on pages viii-xvii***

19. Record briefly the central elements in the history of the institution:

    Connecticut College is a highly selective, private, residential college offering a distinctive education in the liberal arts and sciences. With a reputation for rigorous, interdisciplinary inquiry, the College's programs have long been supported by a progressive educational philosophy oriented toward developing the intellectual, social, and professional capacities of every student.

    Chartered in 1911, the College opened for instruction in 1915 as the first institution in Connecticut created solely for the higher education of women. Thus, from its founding, it embraced equity and inclusion as part of its historical legacy and moral framework. Making a smooth transition to coeducation in 1969, it has welcomed men for almost half of its 107-year history. A small graduate program was established in the late 1950s, providing master's programs in select disciplines together with an accredited Master of Arts in Teaching, although our remaining graduate program is currently dormant. Today, Connecticut College enrolls approximately 1,780 students from 38 states and over 40 countries around the world. The College offers a wide array of majors and minors; an exceptional internship program; a

teacher certification program; certified majors in Chemistry and Biochemistry; and unique, interdisciplinary certificates in museum studies, international education, public policy, arts and technology, and the environment. In 2016, the College launched Connections, a new curriculum that reinvents the liberal arts for the 21st century.

CHIEF INSTITUTIONAL OFFICERS

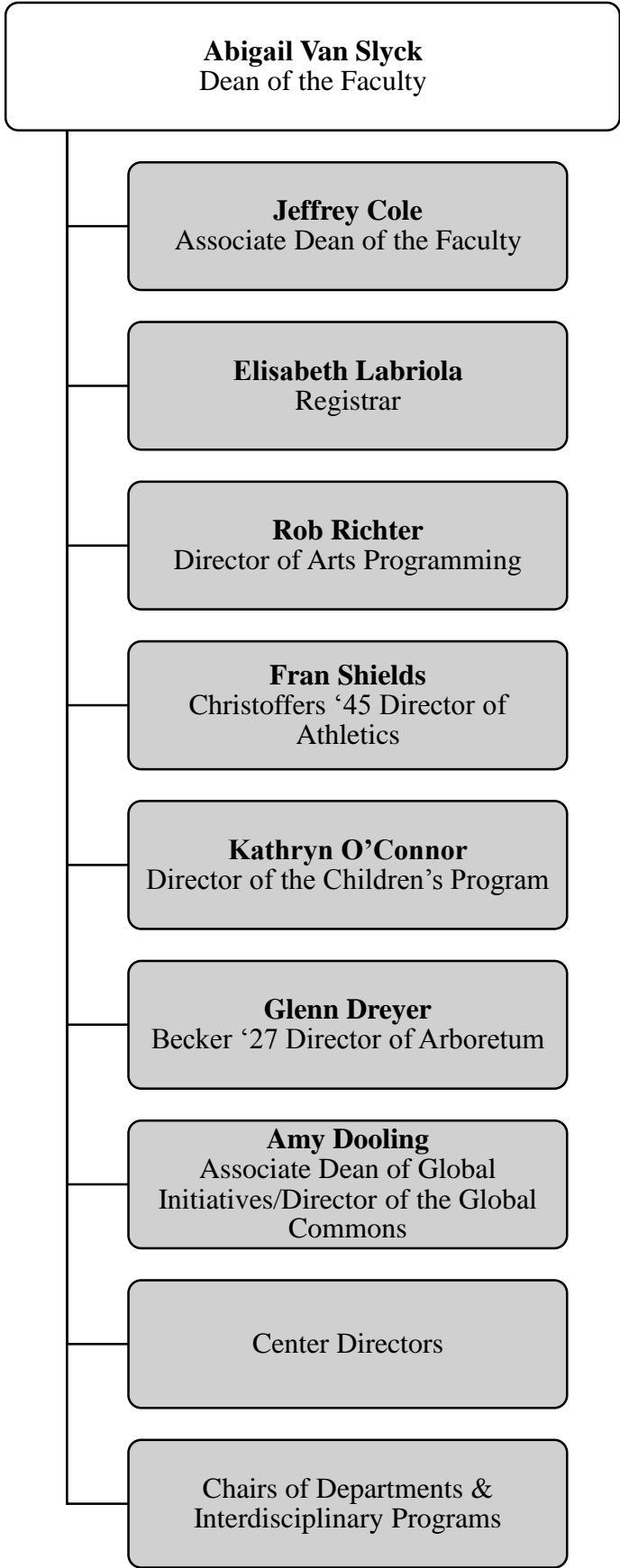| Function or Office	Name	Exact Title	Year Appointed
Chair Board of Trustees	Pamela D. Zilly '75	Chair	2012
President/CEO	Katherine Bergeron	President	2014
Executive Vice President	*None*		
Chief Academic Officer	Abigail A. Van Slyck	Dean of the Faculty	2014
Deans of Schools and Colleges	Jefferson A. Singer	Dean of the College and Faulk Foundation Professor of Psychology	2015
Chief Financial Officer	Richard A. Madonna, Jr.	Vice President for Finance and Administration	2016
Chief Student Services Officer	Victor J. Arcelus	Dean of Students	2013
Planning	Mary L. Calarese	Senior Director of Financial Planning and Strategic Analysis	2000
	Trina Learned	Director of Facilities Management and Campus Planning	2017
Institutional Research	John D. Nugent	Director of Institutional Research and Planning	2003
Assessment	John D. Nugent	Director of Institutional Research and Planning	2003
Development	Kimberly M. Verstandig	Vice President for College Advancement	2017
Library	W. Lee Hisle	Vice President for Information Services and College Librarian	2000

Chief Information Officer	W. Lee Hisle	Vice President for Information Services and College Librarian	2000
Chief Diversity Officer	John F. McKnight, Jr.	Dean of Institutional Equity and Inclusion	2016
Grants/Research	Naima Gherbi	Director of Corporate, Foundation, and Government Relations	1996
Admissions	Andrew Strickler	Dean of Admission and Financial Aid	2015
Registrar	Elisabeth Labriola	Registrar	2010
Financial Aid	Sean Martin	Director of Financial Aid	2014
Public Relations	Pamela Dumas Serfes	Vice President for Communications	2014
Alumni Association	Victoria McKenna	Interim Director of Alumni Engagement	2018

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                    │     BOARD OF TRUSTEES        │
                    └─────────────────────────────┘
                                 │
                    ┌─────────────────────────────┐
                    │     Katherine Bergeron       │
                    │    President of the College  │
                    └─────────────────────────────┘
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Wendy Mahon Executive Assistant to the President	**Abigail Van Slyck** Dean of the Faculty

John Nugent Director of Institutional Research & Planning	**Jefferson Singer** Dean of the College

Bonnie Wells Secretary of the College	**Victor Arcelus** Dean of Students

John McKnight
Dean of Institutional Equity & Inclusion

Andrew Strickler
Dean of Admission & Financial Aid

Richard Madonna
V.P. for Finance & Administration

Kimberly Verstandig
V.P. for Advancement

W. Lee Hisle
V.P. for Information Services & Librarian of the College

Pamela Dumas Serfes
V.P. for Communications

Abigail Van Slyck
Dean of the Faculty

Jeffrey Cole
Associate Dean of the Faculty

Elisabeth Labriola
Registrar

Rob Richter
Director of Arts Programming

Fran Shields
Christoffers '45 Director of Athletics

Kathryn O'Connor
Director of the Children's Program

Glenn Dreyer
Becker '27 Director of Arboretum

Amy Dooling
Associate Dean of Global Initiatives/Director of the Global Commons

Center Directors

Chairs of Departments & Interdisciplinary Programs

Jefferson Singer
Dean of the College

Noel Garrett
Dean of Academic Support/Director
of the Academic Resource Center

Emily Morash
Associate Dean of the College/Dean
of First-Year Students

Carmela Patton
Associate Dean of the College/Dean
of Sophomores/Interntl Advisor

Marina Melendez
Associate Dean of the College/Dean
of Juniors & Seniors

Deborah Dreher
Associate Dean of Fellowship &
Graduate School

Kimberly Sanchez
Director of Community Partnerships

Shirley Parson
Director of National & International
Programs

Christopher Hammond
Associate Dean of the College for
Curriculum

Tristan Borer
Director of the Residential
Education Fellows

Melissa Ryan
Assistant Director for Global
Commons

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Victor Arcelus
Dean of Students

Sarah Cardwell
Senior Associate Dean of Student Life/Deputy Title IX Coordinator

Geoff Norbert
Assistant Dean for Student Engagement & New Student Programs

Sara Rothenberger
Assistant Dean for Residential Education & Living

Mary Savage
Director of Campus Safety & Emergency Operations

Janet Spoltore
Director of Student Counseling Services

John McKnight
Dean of Institutional Equity & Inclusion

VACANT
Associate Dean of Institutional
Equity & Inclusion

Claudia Highbaugh
Dean of Religious and Spiritual Life

Erin Duran
Director of Gender & Sexuality
Programs

Truth Hunter
Director of Race & Ethnicity
Programs

Andrew Strickler
Dean of Admission & Financial Aid

Deb Wright
Director of Admissions

Tom Marlitt
Director of West Coast Admission

Jessica Ricker
Director of Admission Information
& Systems

Sean Martin
Director of Financial Aid Services
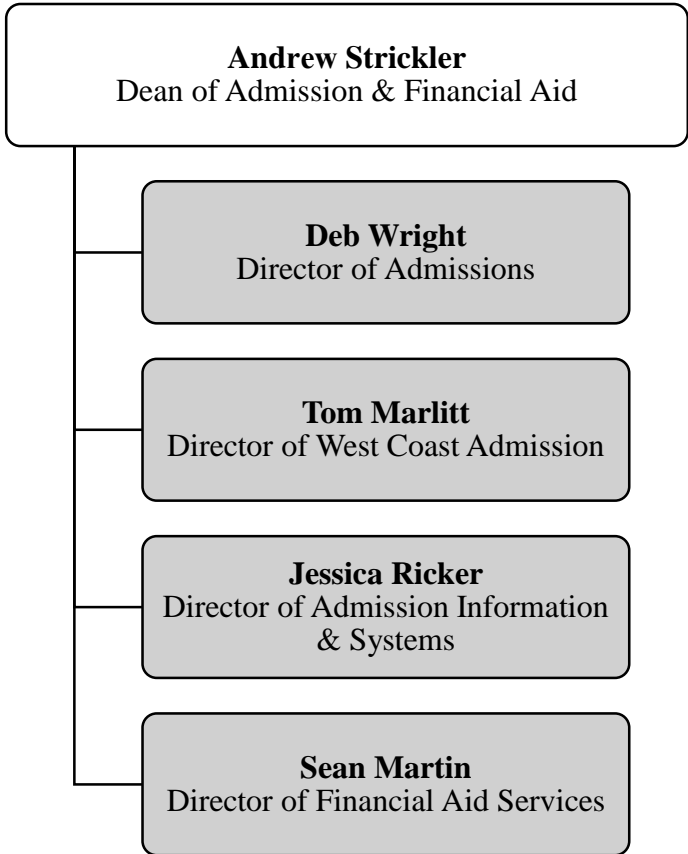
Richard Madonna
V.P. for Finance & Administration

Cheryl Miller
Assistant V.P. of Human Resources
& Professional Development

Mary Calarese
Senior Director of Financial
Planning & Strategic Analysis

Trina Learned
Senior Director of Facilities
Management & Campus Planning

Amanda Mayfield
Controller

Ingrid Bushwack
Director of Dining Services

Merrill Collins
Director of Events & Catering

Mike Kmec
Director of Auxiliary Services

Nick Shaffer
Administration Systems &
Information Specialist

Margaret Bounds
Assistant Director of Sustainability

Kimberly Verstandig
V.P. for Advancement

Martha Merrill '84
Executive Director of Leadership
Gifts and Campaign Director

Naima Gherbi
Director of Corporate, Foundation
& Government Relations

VACANT
Director of Parent and Family
Leadership Giving

Dan Weintraub
Director of Gift Planning

Matt Glasz
Director of Annual Giving

Victoria McKenna
Interim Director of Alumni
Engagement

Valerie O'Brien
Director of Donor Relations

Andrea Simmons
Director of Advancement Services

W. Lee Hisle
V.P. for Information Services & Librarian of the College

Jean Kilbride
Assistant V.P. of Enterprise & Technical Systems

Fred Folmer
Director of Collections & Resource Management

Carrie Kent
Director of Research Support & Instruction

Benjamin Panciera
Director of Special Collection & Archives

Chris Penniman
Director of Instructional Technology

Pamela Dumas Serfes
V.P. for Communications

Julia Ferrante
Executive Director of Marketing &
Communications

Deborah MacDonnell
Director of Public Relations

Mary Kate O'Brien
Director of Advancement
Communications

Ed Weinman
Director of Content/Magazine
Editor
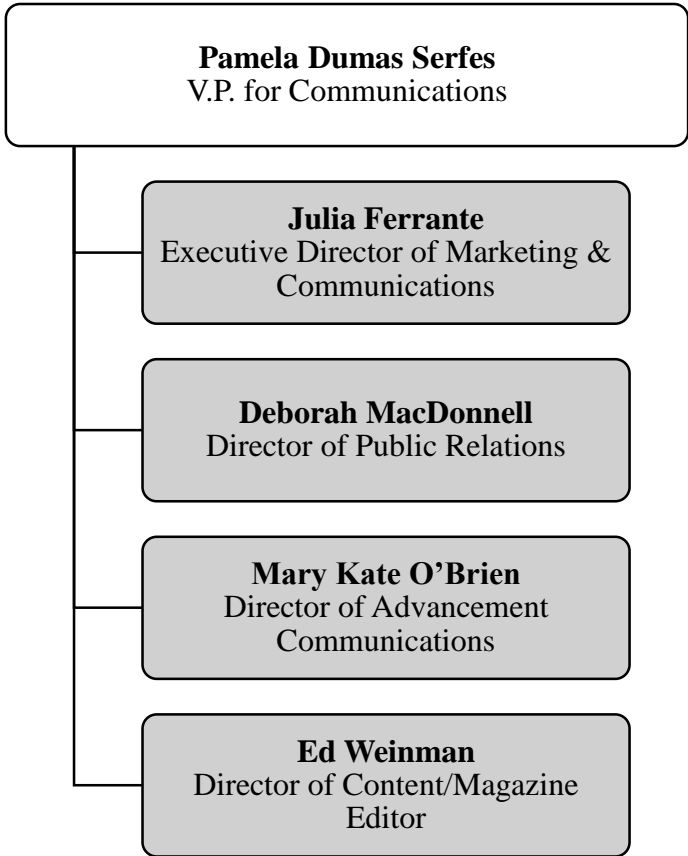
TABLE OF CIHE ACTIONS AND ITEMS OF SPECIAL ATTENTION

The Commission's March 21, 2012 letter to Connecticut College asks that our self-study "give emphasis to the institution's success" in the following areas:

Date of CIHE letter	Areas of emphasis	Detailed actions	CIHE standards cited	page #
March 21, 2012	Strengthening the Master's program in Psychology	[see below]		pp. 32-33
	Assessment of student learning	We have put into place a structured approach to assessing learning outcomes for general education and for our majors.		pp. 97-103
	Governance	We have reorganized Board committees and evaluated practices to strengthen our system of shared governance		pp. 13-20
	Financial resources	We have completed a comprehensive campaign, grown our endowment, and conducted a financial sustainability opportunity assessment to aid in planning		pp. 85-90
	Implementing the strategic plan	The plan referred to in this letter has been completed and superseded by *Building on Strength,* adopted in 2016	2.3, 2.8 (2011 Standards)	pp. 4-10
	Evaluating the Master of Arts program in Psychology with respect to student outcomes	We stopped admitting applicants in 2015 and the program has been suspended indefinitely.	4.29, 4.54 (2011 Standards; equivalent to current standards 4.28 and 8.5)	pp. 32-33

Connecticut College Acronyms and Terms

AAPC	Academic and Administrative Procedures Committee
ARC	Academic Resource Center
Blue Book	Annual compilation of data on enrollments, majoring, etc.
Building on Strength	Strategic plan adopted in fall 2016
C3	Creating Connections Consortium (post-doctoral fellows program)
CAPT	Committee on Appointments, Promotion, and Tenure
CAS	Committee on Academic Standing
CCSRE	Center for the Critical Study of Race and Ethnicity
CFC	Committee on Faculty Compensation
CISLA	Toor Cummings Center for International Study and the Liberal Arts
Connections	Connecticut College's general education program
ConnSSHARP	Connecticut College Social Sciences, Humanities, Arts Research Program
CoT	Committee on Trustees
Cro	The College Center at Crozier-Williams (our student center)
CTL	Joy Shechtman Mankoff Center for Teaching & Learning
EPC	Educational Planning Committee
FLMC	Facilities and Land Management Committee
FSCC	Faculty Steering and Conference Committee
FYS	First-Year Seminar
IFF	*Policies and Procedures: Information for Faculty, Administrators, and Trustees*
IRB	Institutional Review Board
IS	Information Services
NESCAC	New England Small College Athletic Conference
NTI	National Theater Institute
OCP	Office of Community Partnerships
PICA	Program in Community Action (Holleran Center certificate program)
PPBC	Priorities, Planning, and Budget Committee
SAB	Student Advisory Board
SAC	Student Activities Council
SATA	Study Away Teach Away program
SGA	Student Government Association
TRIP	Travel Research Immersion Program

Preface

This decennial review arrives at a meaningful moment in the history of Connecticut College, as we prepare for our 100th commencement in May 2018. The period leading up to it has been one of great energy, reflection, and creative thought about the College's second century. In the six years since our last interim report to the Commission on Institutions of Higher Education, we completed an ambitious fundraising campaign, welcomed new leadership to the College at all levels, ratified a bold new curriculum, completed a comprehensive strategic plan, initiated a master planning process, and began designing our next significant campaign. During the same time, we have seen some notable changes to the campus landscape, with the dedication of a revitalized science center, a restored office of sustainability, a new Hillel house, an award-winning library renovation, and a vibrant new center for global engagement. We are fully a year into implementing our new strategic plan and have entered the silent phase of the comprehensive campaign that will support it. The occasion of this self-study is thus a welcome opportunity to reflect on where we have been, where we are now, and where we are going.

Among the many things we have learned is that the progressive philosophy of education that defined Connecticut College at its founding—a philosophy steeped in equity and committed to the intellectual, professional, and civic engagement of every student—is alive and well today. Expressed most succinctly in our mission of putting "the liberal arts into action," this educational ethos continues to attract to the College unusually talented students and faculty who are eager to make a difference in the world.

The self-study has also revealed the extent to which Connecticut College is committed to deepening the impact of this mission for a new generation of students. Judicious investments in resources and programs have enabled us to ensure the continuing excellence of our academic offerings. Careful planning has yielded notable increases in the diversity of our faculty. And a series of efforts since 2012 has led to the complete reinvention of our approach to general education in the 21st century. The resulting curriculum, called Connections, was ratified by the faculty in the spring of 2015 and launched with the Class of 2020. It asks students to put their education into action by making stronger connections among the different kinds of work they do in courses, activities, and jobs on campus and beyond. Through interdisciplinary study, a relevant internship, a world language, and meaningful engagement in the local community and around the globe, we are educating students to have greater impact on an increasingly interconnected world.

Investments in our physical plant are contributing to this impact. The renovated science center brings together computer science and the life sciences to create new synergies. The renovated library greatly enhances collaboration and accentuates the connection between academic resources

and professional development. A new center for global engagement in the Blaustein Humanities Center demonstrates the interdependence of language learning, global education, and critical studies of race and ethnicity. All of these projects, moreover, reveal a commitment to sustainability through their adaptive re-use of existing spaces to greater purposes. The planning we have undertaken during this period only underscores the importance of further integrating resources to achieve our goals.

Process

We knew our campus would be engrossed in strategic planning during the 2015-16 academic year, and so we requested and received a one-year deferral of our review date, making the time since our last comprehensive review eleven years. Our self-study process, which began in 2016 with the convening of a steering committee and nine subcommittees, unfolded in several stages over the next months. In the spring of 2017, the subcommittees began collecting data and drafting content for each of the standards. In the summer, we shaped that material into an initial draft for review by members of the senior administration, various standing committees of the faculty, and the board of trustees. Revisions based on their comments were incorporated during the fall of 2017, while we worked to complete the data first forms and to build a secure website that would become the electronic document repository for the review team. (The many "exhibits" cited in our self-study can be found in the online repository.) Later in the fall, we placed notices in our alumni magazine and in two local newspapers, and sent an email blast to over 23,000 parents and alumni to inform the broader community of the opportunity to provide comments to the Commission. In November, we posted the revised draft of the self-study on a password-protected webpage and asked for further feedback from the College community. Input we received was incorporated into the final version of the document, which was approved by our board of trustees at its February 2018 meeting.

Overall, it has been a constructive process. Drafting this report at the end of an intensive period of innovation and planning has broadened our perspective, sharpened our focus, and enabled a more expansive and accurate picture of the current state of the College.

Reaccreditation Steering Committee
Abigail Van Slyck, Dean of the Faculty and Dayton Professor of Art History (co-chair)
Jeff Strabone, Associate Professor of English (co-chair)
Victor J. Arcelus, Dean of Students
Joan Chrisler, Class of '43 Professor of Psychology and 2016-17 chair of the Faculty Steering
         and Conference Committee
Jeffrey Cole, Associate Dean of the Faculty and Professor of Anthropology
Pamela Dumas Serfes, Vice President for Communications
Richard A. Madonna, Jr., Vice President for Finance and Administration
John Nugent, Director of Institutional Research and Planning
Jefferson Singer, Dean of the College and Faulk Foundation Professor of Psychology

Subcommittee Members

Nadav Assor, Assistant Professor of Art and 2016-17 member of the Priorities, Planning, and Budget Committee

Anne Bernhard, Professor of Biology and 2016-18 member of the Committee on Appointments, Promotion, and Tenure

Mary Calarese, Senior Director of Financial Planning and Strategic Analysis

David Chavanne, Assistant Professor of Economics and 2016-17 chair of the Academic and Administrative Procedures Committee

Darcie Folsom, Director of Sexual Violence Prevention and Advocacy and 2016-17 Staff Council Chair (2016-17)

Jennifer Fredricks, Professor of Human Development and Director of the Holleran Center for Community Action and Public Policy (2016-17)

Noel Garrett, Dean of Academic Support and Director of the Academic Resource Center

Ann Goodwin, Vice President for Advancement (2016-17)

Makayla Grays, Assistant Director of Institutional Research and Planning

Persephone Hall, Hale Family Director of the Office of Career and Professional Development

Christopher Hammond, Associate Professor of Mathematics and Associate Dean of the College for Curriculum

W. Lee Hisle, Vice President for Information Services and Librarian of the College

Hannah Johnston '18

Chad Jones, Associate Professor of Botany and Suzi Oppenheimer '56 Faculty Director of the Office of Sustainability

Eva Kovach, Associate Director of Athletics and women's rowing coach

Elisabeth Labriola, Registrar

Sean Martin, Director of Financial Aid Services

Amanda Mayfield, Controller

Jessica McCullough, Director of Instructional Project Development

Timothy McDowell, Professor of Art and 2017-18 chair of the Educational Planning Committee

John F. McKnight, Jr., Dean of Institutional Equity and Inclusion

Cheryl Miller, Assistant Vice President for Human Resources and Professional Development

Geoff Norbert, Assistant Dean for Student Engagement and New Student Programs

Timo Ovaska, Professor of Chemistry and 2016-17 member of the Committee on Faculty Compensation

Page Owen, Associate Professor of Botany and member of the 2016-17 Priorities, Planning, and Budget Committee

Benjamin Parent, Art Director and Senior Designer and 2017-18 Staff Council Chair

Maryum Qasim '20

Christina Rankin '18

Michael Reder, Director of the Joy Shechtman Mankoff Center for Teaching & Learning

Beth Rezendes, Associate Registrar for Operations
Andrew Strickler, Dean of Admission and Financial Aid
Michael Weinstein, Senior Lecturer in Physics and Astronomy and 2016-17 member of the
        Grievances Committee
Bonnie Wells, Secretary of the College
Yoldas Yildiz '18

Institutional Overview

If excellence can be defined as a continual striving for greater achievement and impact, then Connecticut College has been committed to excellence for the whole of its hundred-year history. That commitment was certainly evident at the founding of Connecticut College for Women in 1911, with its progressive vision of educating graduates to step confidently into the world to make a difference. It is just as clear today in our mission of educating students "to put the liberal arts into action as citizens in a global society." We fulfill this mission by striving for greater achievement and impact in the full range of the work we do: in the excellent research and scholarship produced by our faculty; in our distinctive academic programs; in the diversity, equity, and shared governance of our campus; in our efforts to educate the whole person; in our adherence to common ethical and moral standards; in our commitments to community service and global citizenship; and in our stewardship of the environment. This overview sketches the hundred-year history of Connecticut College both to chart the development of our educational mission and to create a context for understanding the excellence we seek today.

The First Seventy-Five Years: 1915-1990

The campus had just one academic building when Connecticut College welcomed its first students in 1915, but the views from the hilltop were as expansive as the perspective on the liberal arts. Having dared to open before it was finished, the College embraced the forward-looking vision, commitment to hard work, and openness to change—in short, the striving for something greater—that still defines its character today. Among the sixteen programs of study on offer were Design in Fine and Applied Art, as well as Music, making Connecticut College the first baccalaureate institution in the country to have music and art as fully-fledged academic majors. Students were also given the unusual opportunity to integrate career training into their academic programs. In fact, nearly half of the original majors were designed with professional pathways in order to ensure students' success in their lives after college.

This vision of integrating a rigorous curriculum in the liberal arts with practical preparation for the world evolved over the next decades, establishing a strong foundation for the College's future. In the 1920s, the College established an honor code at the same time it began designing its first library. Both have become signature features of the landscape and culture—the honor code establishing the soul of the College, the library locating its heart. Situated to the north, Palmer Library overlooked a majestic view of Long Island Sound to the south, fixing two cardinal points of the campus map. Academic buildings began lining up to the east while residence halls appeared to the west, creating a central open space, now called Tempel Green, that is still the core of the campus.

It was Katharine Blunt, the College's first female president, who built most of the campus during her long tenure from the Great Depression to the end of the Second World War. In addition to residence halls, academic buildings, and a non-denominational chapel, she oversaw the creation of the Connecticut College Arboretum as well as Palmer Auditorium, a 1,300-seat Art Deco performance hall designed to serve the campus and the surrounding community. Both spaces went on to inspire notable educational opportunities. In the 1940s, the American Dance Festival was established at Connecticut College, bringing great artists like Martha Graham and José Limón to teach and perform in summers for the next thirty years. During the same period, the celebrated Connecticut College Professor of Botany, Richard Goodwin, co-founded the Nature Conservancy and, with Professor of Botany William Niering, later inaugurated one of the first majors in environmental studies in the nation. These programs continue to be distinguished to this day.

A second wave of campus development occurred in the postwar years under the leadership of another visionary president, Rosemary Park. With a focus on building both the College's reputation for academic excellence and its capacity to support a larger student body, Park invested in laboratories, residence halls, an infirmary, and a large dormitory complex to the north, as well as a center for physical education and recreation. She also revised the curriculum, retreating somewhat from the vocational elements of the original concept, in order to strengthen research and create the College's first graduate programs.

More profound changes would be on the horizon with the advent of co-education. Charles Shain was ultimately responsible for overseeing the successful transition, in 1969, from an all-women's institution to one that opened its doors to men. The debut of a modern art building and, later, a modern library signaled, with their uncompromising profiles, the arrival of this brave new era. Investments in intercollegiate athletics soon followed. It was not long, in fact, before the College joined the New England Small College Athletic Conference and, under the leadership of President Oakes Ames, began planning for a new athletic complex on the Thames River.

But the community was expanding in other vital ways as well. The late 1960s had exposed a striving for excellence of a different kind, as students, faculty, and administration recognized the urgency of making the College more racially and ethnically diverse. Efforts in the early 1970s led to new admission policies and the christening of the College's first multicultural center, Unity House. The 1980s brought further commitments to and support for LGBTQ students and students of color. These were reinforced by the relocation of Unity House, in 1990, to the center of the campus.

The Next Quarter Century: 1990 to the Present
If the first seventy-five years of the College's history are characterized by the evolution of the campus landscape along with the needs of a changing student body, the next period is distinguished by a revolution in teaching and learning. Apart from a single research building in 1995 to house physics, astronomy, and environmental science, the Connecticut College map would see virtually

no expansion for the next twenty years. The achievements from the 1990s onward, rather, have been about reaching out: across the disciplines, into the community, toward the wider world.

International, interdisciplinary, engaged: these were the watchwords under President Claire Gaudiani, as the College made significant educational investments to ensure it was preparing students for citizenship in a global society. In addition to hiring more international faculty and expanding the number of world language offerings, the College created new programs to engage faculty and students with each other, the community, and the world.

Among the most notable were the unique certificate programs in four new centers for interdisciplinary scholarship: the Toor Cummings Center for International Studies and the Liberal Arts; the Ammerman Center for Arts and Technology; the Holleran Center for Community Action and Public Policy; and the Goodwin-Niering Center for the Environment. Operating like honors colleges, these programs have allowed select student cohorts to infuse interdisciplinary coursework, research, internships, and community-based learning into their four-year courses of study. Over the past twenty-five years, more than 1,300 students have completed certificates, adding considerable value to their general education and their majors.

In 2005, the Center for the Critical Study of Race and Ethnicity was founded, under President Norman Fainstein, as the fifth such program, dedicated to research on race and social difference. While it does not oversee a certificate program, the center has supported faculty and students for over a decade in advancing justice in the academy.

These achievements in engaged learning have intersected with a renewed emphasis on learning for life beyond college. In 1999, Connecticut College introduced a distinctive, multi-year career program that guarantees internship funding for rising seniors who complete the required workshops and mentoring. Four out of five students now participate each year, making this nationally recognized program one of the most defining elements of a Connecticut College education. As will be discussed below, the combination of intentional, interdisciplinary coursework, global immersion, community involvement, and career preparation has come to represent, in an even more significant way, the meaning of a liberal arts education at Connecticut College.

The expanded perspectives brought by these educational developments inspired, over time, the thoughtful repurposing of existing facilities. The former Palmer Library became the Blaustein Humanities Center, bringing together key departments with classrooms and public meeting spaces for the campus community. The former center for physical education became the College Center at Crozier-Williams, offering large function rooms, small eateries, and other convening spaces to support the work of students, faculty, staff, and alumni.

Such internal expansion intensified under the leadership of President Leo Higdon, as the College undertook a series of imaginative interventions to increase the use, value, and impact of critical campus properties. The addition of a new Fitness Center, nestled between the tent-like roofs of the Athletic Center, radically increased not only the square footage devoted to fitness and wellness but also the value of the athletic complex to the campus community. The renovation of New London Hall transformed the College's oldest academic building into a state-of-the-art science center, combining life sciences and computer science to create new possibilities for research and teaching in bioinformatics. The award-winning restoration of the historic Steel House, a rare example of 1930s pre-fab architecture, created a fitting home for our Office of Sustainability. The renovation of a space in the Smith-Burdick residence halls transformed our ability to support LGBTQIA students. And finally, the renovation of the Charles E. Shain Library, another award-winning project planned under Higdon and completed under President Katherine Bergeron, has recharged the modern spirit of the building while adding essential new resources to support student learning and collaborative education for the 21st century.

Just as the library project was being launched, the Connecticut College faculty were beginning a renovation of a different kind, with the aim of increasing the value and impact of the College's general education program. This curricular renewal, developed over a number of years, brings us to the present moment. The effort resulted in Connections, a powerful expression of the College's mission for our time. Modeled on the strength of the certificate programs offered through our centers for interdisciplinary scholarship, this new integrative curriculum—designed to inform the educational experience of every student—represents the first major reform of the College's general education program in forty years, and the most ambitious achievement to date in the evolution of teaching and learning at Connecticut College. Because many chapters of this report will refer liberally to the elements of Connections, it merits a longer discussion here.

Liberal Arts for the Interconnected World
Connections emerged from a growing awareness on the part of our faculty that the College's approach to general education was no longer serving the current generation of students. Participation in the Wabash National Study of Liberal Arts Education between 2006 and 2010 provided evidence that, while our majors and certificate programs were providing excellent academic outcomes, the initial experiences of students in general education and introductory courses needed improvement. The faculty recognized that 21st-century students require new integrative skills to make their way in the world. They recognized that success will be increasingly defined by how well students are able to communicate and collaborate with other people. And they recognized that students' future professions will require them to work with people all over the globe in as-yet undefined industries. As a result, the faculty designed a curriculum that is as progressive as the one that inaugurated Connecticut College a century ago. Connections is meant not just to develop the capacities normally associated with the liberal arts—critical and creative faculties,

linguistic abilities, powers of observation and interpretation, technical prowess—but also, and more importantly, to encourage students to put all these things together in new ways.

It is designed, in a word, to unleash creativity—helping students discover the center of their own curiosity and passion, and guiding them, along a meaningful pathway, to bring that passion to every dimension of the college experience: to courses and research, to clubs and activities, to jobs in the local community and abroad, and ultimately into their lives beyond college. The goal is to encourage personally meaningful intellectual inquiry: to promote thinking across disciplines, to expand problem-solving skills, and to develop an appreciation for the complexity of cultural understanding.

In practical terms, first-year students begin with specially engineered introductory courses, supported by a new, team-based advising system, to set them on the right path. In the sophomore year, students are asked to step back and reflect on the things they care about the most. That reflection functions as an important frame for all the choices sophomores make: the choice of their academic major; the choice of how or where to study abroad; but, even more important, the choice of that element most central to Connections: the Integrative Pathway.

The Pathway is a set of interdisciplinary courses and other experiences organized around a central theme.[1] It is where students will formulate and explore their question over the next three years. In the junior year, they expand on that inquiry further by doing internships and research in the local community or around the world. And in the senior year, they tie it all together in an integrative project. The goal, in the end, is for every student to explore different cultures and identities, for every one of them to grapple with complexity, for every one of them to contribute to the community, for every one of them to put the liberal arts into action in their own unique way. We see it as the new liberal arts for our interconnected world. The Andrew W. Mellon Foundation and the Christian A. Johnson Endeavor Foundation awarded the College $1.55 million to support the development of Connections over three years.

The College's new strategic plan, *Building on Strength*, is built on the strength of this educational vision. The plan has three major priorities: to elevate the College's academic distinction, to deepen the student experience, and to support a more just and sustainable community. These, too, are interconnected. The College recognizes that there is no distinctive academic program without a vibrant life beyond the classroom, that there is no vibrant student experience without sustaining a more just community, and that a just community is a necessary condition for any truly distinctive

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[1] As of early 2018, nine Integrative Pathways have been developed and approved by the faculty on the following topics: Bodies/Embodiment; Entrepreneurship; Liberal Arts; Global Capitalism; Peace and Conflict; Public Health; Social Justice and Sustainability; Cities and Schools; and Power/Knowledge. A number of new pathways, focusing on creativity, migration, and food, are in the initial stages of development.

educational endeavor. Motivating all three priorities is the ideal of what the legal theorist Susan Sturm has called *full participation*: the commitment to create an environment that allows all people to thrive, to achieve their full potential, and to contribute—to the college, to their community, and ultimately to a vibrant and healthy democracy. This is another, more pointed expression of what it means to fulfill our mission by putting the liberal arts into action.

The plan envisions Connecticut College becoming a leader in integrative education. It envisions the College advancing its excellence in scientific research and the arts. It envisions developing the best liberal arts career program in the country. It envisions more competitive athletics and wellness for all students. It envisions renewed efforts in sustainability. And, most importantly, it envisions an exemplary community based on understanding, dialogue, and a deep respect for difference. Two initiatives are already underway in support of this goal: a Mellon-funded faculty development program in equity pedagogy and a new Institute for Leadership, Dialogue, and Diplomacy to expand educational opportunities for students.

To make this vision a reality, the College must grow its endowment, expand and develop programs, and invest in facilities. As in the past, our approach will be on thoughtful interventions that enable our existing spaces to carry the greatest impact. We have entered the silent phase of the College's next comprehensive campaign to generate the appropriate support. Some projects are underway; others will take many more years to complete.

One has already come to fruition. In January 2018, the College completed renovations of the ground floor of the Blaustein Humanities Center to create the Walter Commons for Global Study and Engagement. This new facility is a visible manifestation of the College's strength in global education—a vibrant new center that amplifies the impact of our distinctive international programs by bringing together our center for world languages and cultures, educational programs abroad, the centers for international study and the critical study of race and ethnicity, and opportunities for local and global engagement. All are housed under one roof, encouraging students to put their language study into perspective while integrating a personally meaningful global experience into their four-year course of study.

In a similar vein, we plan to showcase the strength of our career programs by bringing them to the heart of our campus as we also place that kind of learning at the center of a liberal arts education. The concept we are currently developing includes the career center in the redesign of the College Center at Crozier-Williams—to create a hub of alternative learning and community engagement beyond the classroom. In the fall of 2015, the College received the largest single gift in its history, a gift of $20 million from Rob Hale '88 and his wife Karen Hale, focused on strengthening our career program, our athletic program, and financial aid. A new campus master plan, now underway, is considering strategic renovations to the campus center, the career center, and the athletics center in order to increase their impact.

Finally, building on our historic strength in the arts, we have plans to elevate the venerable Palmer Auditorium, described at the beginning of this report, into a site that will not only inspire cutting-edge performance and research but also situate the arts fully in the context of a liberal arts mission focused on equity and justice. The College has been invited already by one educational foundation to present a proposal in support of an historically informed renovation and expansion of the building.

We undertake these ambitious plans with the full awareness of the increasingly challenging national landscape of higher education. But we move forward with the same conviction that motivated our forebears when they undertook to create a modern College with an educational mission responsive to the needs of its time. The process of preparing the self-study, following so closely on our comprehensive revision of the curriculum and our strategic planning work, has reinforced for us the value of ongoing review and evaluation in clarifying institutional purposes and priorities in fulfillment of our mission. The insights we have gained shed light not only on the progress we have made so far but also on the good work that lies before us.

Standard One: Mission and Purposes

Connecticut College has long been known for its distinctive educational culture, in which the rigorous study of the liberal arts and sciences is marked by serious academic inquiry, personal integrity, and intellectual and creative collaboration. Throughout its history, the College has promoted a progressive vision of higher learning, where academic pursuits of the highest standard are strengthened by practical work in the world to produce graduates prepared not just to make a living but to make a difference. Academic excellence has been the foundational principle. An honor code has been the guide. A merger of intellectual, professional, and civic goals has been the mechanism to spur students to contribute meaningfully to a complex society. This is the essence of the College's mission: putting the liberal arts into action.

Since our founding a century ago, Connecticut College's mission of broadly educating young people for lives of meaning and purpose has remained remarkably durable. The mission embraces the belief that students will play an active role in shaping both the direction of their education and the course of their lives beyond college. It is founded on a promise of close collaborations with superior faculty and instructional staff. It is supported by a robust curriculum and residential learning environment. And it is committed to the flourishing of ever more diverse communities on campus. Recent work undertaken by the College to reimagine our curriculum, strengthen our advising structures, and consolidate our approach to the residential experience has revealed the enduring power of our mission for the 21st century.

Description

When Connecticut College welcomed its first students in the fall of 1915, it became the only baccalaureate institution in the state of Connecticut chartered solely for the purpose of providing higher education for women. From the beginning, the vision was for a different kind of institution and a different kind of education. The founders believed it was their duty to create new opportunities for what those in the Progressive Era called the "New Woman," and so the curriculum was appropriately progressive, designed to advance students both academically and professionally. One of the College's earliest catalogues announced the young institution as "an academic and technical college," promising a modern program that combined the "universal elements in a liberal education" with in-depth study of an "important branch of knowledge." The combination was further strengthened by "incidental elective studies" designed not only to give "variety and richness to the intellectual life" but also to help students prepare for vocations "in education, applied science, commerce, and the arts" (see Exhibit 1.1, *Connecticut College Catalogue for 1918-1919*, pp. 3-4).

Connecticut College embraced co-education in 1969, fifty years after its first commencement, but it never forgot the pragmatism of the original educational vision. The most recent articulation of the College's mission, adopted in 2004, makes this continuity clear, with its straightforward emphasis on active citizenship: "Connecticut College educates students to put the liberal arts into action as citizens of a global society." A set of values upholding the importance of academic excellence, equity, integrity, holistic education, civic responsibility, and environmental stewardship shape the educational context that supports our mission today (Exhibit 1.2).

Appraisal
Connecticut College's mission and values appear prominently on our website, in our catalogue, student handbook, employee handbook, and in other important College publications (Exhibits 1.3 to 1.5), and first-year seminar instructors engage students in discussion of our mission during their first weeks at the College (Exhibit 1.6). It is fair to say that the phrase "the liberal arts in action," cited frequently in speeches and emblazoned on banners for public occasions, serves as a meaningful summary of the ethos and direction of our work as an institution. That ethos is prominent in distinctive elements of the education we provide. Our nationally recognized internship program connects a student's academic program to real-world experience. Our longstanding centers for interdisciplinary scholarship foster active student engagement in public policy, the arts and technology, the study of race and ethnicity, and international and environmental issues. And, most importantly, our new curriculum, Connections, enables all students to synthesize diverse interests and experiences, and learn for life beyond college, through interdisciplinary pathways, a relevant internship, a world language, and a team of advisers who encourage their charges to put their education into action in unique ways. We think of Connections, launched in fall 2016 with the Class of 2020, as the ultimate expression of our mission for the 21st century.

Connections served as a catalyst for *Building on Strength*, Connecticut College's new strategic plan (Exhibit 1.7). The effectiveness of our mission and values as a guiding force is readily apparent in the plan's promise to deliver an exceptional academic program; a distinctive residential experience; a community nourished by tolerance, understanding, and respect; and a stable financial future that will allow the College to flourish for another hundred years. The specific goals and actions of the plan, in keeping with our values, call for a renewed commitment to a connected and worldly education that provides for research, career learning, global and civic engagement, student life and leadership, athletic success, and environmental and financial sustainability. During our 2015-16 strategic planning process, we reviewed our mission and values and determined that, taken together, the statements continued to express our purpose and character as a College. This has been borne out most recently by the incoming Class of 2021, who revealed on our incoming-student survey that they chose Connecticut College overwhelmingly for the institution's emphasis on engaged scholarship, as manifested in our internship program, honor code, and new curriculum (Exhibit 1.8).

Projection

Connecticut College's mission has guided us well as we have reinvented our curriculum for the 21st century. We must now ensure the success of Connections as it continues to develop with the inaugural Class of 2020 and beyond. As individual departments and programs clarify learning goals for their majors along with plans for assessing student learning, we will take steps to ensure that departmental missions are properly aligned with the College's overall educational direction as expressed through Connections. The dean of the faculty and our Office of Institutional Research and Planning will work closely with departments to promote this alignment. Across all departments, the dean of the college together with the Office of Career and Professional Development will advance a new initiative on career-informed learning (see Exhibit 5.32), in keeping with our mission, to stimulate work on real-world problems in many professions within the full breadth of the curriculum. Finally, the president and senior administration will use the occasion of our five-year review of *Building on Strength* to see if the College's existing statements of mission and values continue to reflect the lived experience at the College, and, working with relevant committees, take any necessary steps to revise as appropriate.

Exhibits list for Standard One

1.1   Connecticut College 1918-19 catalogue
1.2   Connecticut College's mission and values statement
1.3   Connecticut College 2017-18 catalogue
1.4   Connecticut College 2017-18 student handbook
1.5   Connecticut College employee handbook
1.6   Professor Suzuko Knott's first-year seminar lesson plan on College mission statement
1.7   *Building on Strength*, Connecticut College's strategic plan
1.8   New Camel Survey results, fall 2017

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	? https://www.conncoll.edu/at-a-glance/mission--values/	? 10/01/2004

Mission Statement published in:	Website location	Print Publication
Student Handbook, p. 4	Not on public website; available on CamelWeb (our intranet)	Updated edition of Student Handbook is printed each year.
College Catalog (online version)	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalog/Welcome-to-Connecticut-College/Connecticut-College-Mission-Statement	The catalog is primarily now an online document, although there is a printed version of the front matter
College Catalog (annual printed supplement), p. 1	http://conncoll.smartcatalogiq.com/en/~/media/Institution/Connecticut%20College/Documents/Catalog%202017-2018%20Final.ashx	
Board of Trustees handbook, "College Information" section	Not on public website	Board of Trustees handbook, "College Information" section

Related statements	Website location	Print Publication
Connections general education program requirements (outlines the College's vision for a liberally educated person)	https://www.conncoll.edu/academics/degree-requirements/general-education/	

Please enter any explanatory notes in the box below

Standard Two: Planning and Evaluation

Our planning and evaluation have been guided, since 2016, by *Building on Strength*, the College's strategic plan (Exhibit 1.7). The plan was developed during the 2015-16 academic year by a broadly representative planning committee and approved by our board of trustees in October 2016. As noted in the institutional overview, the strategic planning process followed on the heels of several years of faculty-led curricular revision and therefore was able to use our educational program as its cornerstone.

Our strategic plan has three intertwined priorities, each with three goals. First, we commit to enhancing academic distinction by becoming a recognized leader in integrative education; opening new channels for research, scholarship, and creative work; and advancing our distinction in the creative and performing arts. Second, we commit to enriching the student experience by cultivating our students' talents to lead lives of meaning and purpose, stimulating a more vibrant four-year residential living and learning experience, and enhancing our athletics programs. Third, we commit to supporting a diverse, just, and sustainable community by promoting the full participation of our students, faculty, and staff members in a diverse campus community; by sustainably stewarding the College's resources; and by protecting and growing the College's financial resources.

Our strategic planning process was preceded by several years of curricular revision that yielded Connections (Exhibit 2.1), and planning work in all areas of the College since the adoption of *Building on Strength* has been aimed at achieving its goals. As will be seen in the sections below, our academic, financial and enrollment, staffing, facilities, and student life planning processes typically cross departmental lines and involve administrators, faculty, staff, and often students in ways that reflect our commitment to shared governance.

Planning

Description

The College's size, governance structures, and shared governance traditions allow us to conduct planning in an integrated, participatory way that cuts across the divisions of the College. Our planning and evaluation take many forms both on an annual basis and on an episodic basis as events warrant. Ad hoc committees and working groups are also periodically formed to investigate, plan, and/or evaluate a particular aspect of the College's work. Recent examples

have included the strategic planning committee, a career task force (Exhibit 2.2), and an athletics task force (Exhibit 2.3).

The involvement of faculty, staff, and students on many of our committees and task forces provides a range of internal perspectives on the opportunities and challenges we face. Additional perspective comes from data gathering, analysis, benchmarking, and reporting by the College's Office of Institutional Research and Planning and by a number of other data managers on campus—particularly the Banner "functional leads" in each division who, along with staff from Enterprise and Technology Systems (ETS), oversee data collection, storage, and reporting for that division. Collaboration among these data managers and ETS amounts to an embedded institutional research capacity spread across campus that we use to monitor and promote institutional effectiveness.

External perspectives on the College's operations come through participation by many of our staff and administrators in regional and national professional associations' conferences and other professional development opportunities; external reviews by visiting committees that we solicit; work we do with consulting firms; and input from our board of trustees, alumni, and parents. Through these channels, our staff members remain apprised of trends and best practices in their fields and often apprise their counterparts at other institutions of successful approaches we have developed.

Academic planning

Our academic planning proceeds under the leadership of the dean of the faculty, the College's chief academic officer, who oversees the long-term staffing, annual hiring, tenure, and promotion processes, as well as faculty development and support; and of the dean of the college, who oversees academic priorities related to general education, advising, international education, academic support, career advising and life after college. The dean of the college also oversees the management and operation of offices and centers that provide advising and support for the academic program on campus and abroad.

The dean of the faculty works closely with standing committees to produce the annual staffing plan for the faculty. In brief, the process outlined in *Policies and Procedures: Information for Faculty, Administrators, and Trustees* (referred to hereafter as *IFF*; Exhibit 2.4) requires the dean to construct a rolling five-year staffing plan, based on the long-term curricular plan developed by the Educational Planning Committee (EPC) and in consultation with departments and programs and the Faculty Steering and Conference Committee (FSCC). The staffing plan has four parts:
1. A priority list of new positions the College would like to fill in the next five years, if lines become available due to reallocation or new resources;

2. An assessment of open faculty positions or anticipated openings during the next five years, in three categories: (a) positions most likely to remain in departments; (b) positions subject to further evaluation; and (c) positions that might become available for reallocation to other departments;
3. An assessment of departmental staffing needs and resources other than tenure-track lines, projected over five years; and
4. A hiring plan listing positions approved for searches the following year.

Following the timeline outlined in *IFF*, the dean of the faculty meets with department chairs throughout the fall semester, prior to the submission of staffing plan proposals. The resulting staffing plan for the following academic year reflects those consultations as well as consultations with FSCC and discussions with EPC regarding long-range planning (see Exhibit 2.5, 2018-19 Staffing Plan). Our guidelines also specify that every department complete a self-study and invite a visiting committee to campus approximately every ten years. The schedule is flexible to accommodate units that may request an earlier review (in anticipation of a retirement or a staffing plan request) or a later visit (to avoid conflicts with sabbatical and review schedules). To ensure that we do not deviate too far from the decennial norm, we currently host four to five visiting committees each academic year and maintain a living document that specifies a time slot for each department over the coming ten years (see Exhibit 2.6). This process brings external perspectives to bear on our curriculum and majors and gives departments an opportunity to reflect on and adjust to changes in their departmental staffing and changes in their disciplines. In Standard Six, we cite examples of visiting committee reports and describe changes that departments have made in response to visiting committee recommendations (see Exhibits 6.32 to 6.35)

The EPC gathers information for long-term curricular planning from departments, programs, and the dean of the faculty. The committee consults widely as needed, particularly with the dean of the faculty and the vice president for information services/librarian, and reports annually in writing to the faculty, including a written presentation of the long-term curricular plan (see Exhibit 2.7, EPC 2016-17 Annual Report).

Financial, facilities, and information technology planning
Financial planning is overseen by a vice president responsible for the overall leadership and strategic direction of the division, working closely with the dean of admission and the vice president for college advancement to maintain and promote revenue from tuition and fees and grants and philanthropy. In 2015, following the nearly simultaneous retirements of our vice president for finance and our vice president for administration, we combined the positions into one. The resulting position involves supervising the offices of financial planning, accounting, human resources, facilities management, auxiliary services, dining services, and events and catering, as well as overseeing the College's 750 acres and 99 buildings.

Financial planning takes place primarily in the Office of Financial Planning, whose staff models institutional budgets with a ten-year time horizon that integrates enrollment projections; a comprehensive view of the College's revenue sources and spending expectations; and other institutional plans regarding facilities and maintenance, auxiliary enterprises, fundraising, etc. (see Exhibit 2.8, Connecticut College financial management policies and procedures). Our final budgets reflect the deliberations and decisions of the Priorities, Planning, and Budget Committee (PPBC) as well as input from the president and several board of trustees committees. The PPBC is a broadly representative committee that annually reviews the College's financial needs, develops a set of budget parameters (comprehensive fee, salary increase, endowment spend rule, and financial aid budget), evaluates funding requests, and develops a comprehensive budget proposal for the president and the board of trustees.

To build budgets with realistic assumptions about net tuition revenue, the Office of Financial Planning works with the Office of Institutional Research and Planning to develop enrollment projections and model various scenarios. This work has become more complicated in recent years due to changing circumstances in higher education with regard to affordability, a declining number of college-aged students, and some public skepticism about the value of higher education.

Over the past year, the advancement office's planning efforts have been focused on preparing for the College's next comprehensive campaign. In the spring 2017 semester, the office completed a campaign feasibility study and has proceeded to develop a timeline for its quiet phase and public launch.

The vice president for finance and administration oversees facilities planning with the assistance of a director of facilities management and campus planning and the Facilities and Land Management Committee. In late spring 2017, the division began work on a new campus master plan that, when completed in mid-2018, will provide a comprehensive roadmap for the next ten to twenty years of facilities management at the College, including the many facilities projects in the strategic plan that we wish to pursue in a systematic, integrated manner.

Our vice president for information services and librarian of the college is responsible for information technology planning. He is the College's chief information officer and is responsible for leading and administering the College's information resources and information technology infrastructure and services. The division has a long history of developing three-year strategic plans that in turn inform annual goals, progress towards which is reported in each year's Information Services annual report (see Exhibits 2.9 and 2.10). The division's work reflects deliberations by the faculty-led Information Services Committee, which discusses the College's needs relating to library services and information and instructional technology and advises the vice president regarding policy, planning, budgeting, and other issues that relate to the library,

information literacy, computing, telecommunications, web services, and instructional technology. The iConn Steering Committee and the Enterprise Systems Advisory Committee both help develop strategic priorities for enterprise systems and technologies. The 2016 Information Technology governance charter (Exhibit 2.11) outlines the roles, responsibilities, and membership of these two key committees.

Student life planning
Since 2015, our dean of the college, dean of student life, and dean of institutional equity and inclusion have increasingly integrated the work of their three divisions on a wide range of "student experience" work aimed at achieving the goals of the strategic plan related to life and career, campus living, athletics, and full participation. Our dean of students works to enhance and extend the personal and social development of the College's diverse student body. He oversees residential education and living, student engagement and leadership education, athletics, campus safety, health and counseling services, sexual violence prevention and advocacy, student wellness and health education, new student orientation, and the College's student conduct process. His division's work involves substantial planning to ensure student housing that is adequate in quality and quantity for our student body and that promotes institutional goals such as co-curricular education, student wellbeing, and student satisfaction and retention.

This work frequently intersects with the work of the dean of the college related to new-student orientation, advising, and student engagement and retention. It overlaps as well with that of our new Division of Institutional Equity and Inclusion, overseen by the dean of institutional equity and inclusion. He is the College's chief diversity officer and is responsible for the overall vision and leadership of the work of equity and inclusion, collaborating with leaders across campus to fulfill our commitment to equity, inclusion, and full participation. The office encompasses religious and spiritual life, the Womxn's Center, Unity House, the LGBTQIA Center, and Title IX. The division has done a great deal of planning since its creation to reorganize the Womxn's Center, Unity House, and the LGBTQIA Center under one umbrella (see Exhibit 2.12)

Appraisal
Since our 2012 interim report, the College has engaged in five years of intensive planning, including the planning for a presidential transition in 2013, planning for a new curriculum in 2014-15, a comprehensive strategic planning effort in 2015-16, and a master planning process in 2017-18. These planning processes coincided with a number of important developments at the College—most notably new leadership in the presidency and other senior-level managers, and the development of a new general education curriculum—and we believe the strategic plan builds on these opportunities to put the College on a strong course for the next decade. The plan is guiding campus decision-making and resource allocation and also commits the College to additional work in a new campus master planning and space utilization study (see Exhibit 2.13),

as well as renovations of prominent facilities such as Palmer Auditorium and our student center. We are closely tracking progress on the strategic plan initiatives and report regularly to the campus community on what has been accomplished to date (see Exhibit 2.14, May 2017 *Building on Strength* Report on Progress). President Bergeron and other senior leaders have held several dozen meetings across the country to talk about the plan with alumni and friends of the College and to describe the institution's aspirations and trajectory. The plan has informed the design of our next comprehensive campaign, on which substantial planning work was completed in 2016-17.

As documented above, each College division and a number of our committees engage in a variety of short- and long-term planning and evaluation as appropriate to their work to make evidence-based decisions about programming, resource allocation, and policies and procedures. Even the best plans may require mid-course adjustments as they are being implemented, and an appraisal of our planning efforts must also emphasize the ability of our governance processes to make such adjustments in order to better pursue institutional effectiveness. For example, the long-term success of financial planning at the College through the turbulent past decade was summarized in a presentation to the board of trustees in 2016 by the outgoing vice president for finance to indicate the successful management of the institution's finances through a period of time marked by numerous challenges (Exhibit 2.15). Even so, we are keenly aware of the current demographic and financial realities of today's higher education environment and the need to align the College's resource allocations with realistic revenue expectations.

Projection
We will continue to implement and track progress on our strategic plan and ensure that divisional and departmental planning aligns with and amplifies it, such as the campus master plan, which in coming months we will finalize and launch so that we have a detailed blueprint for achieving the strategic plan's facilities-related goals.

To be ready for a future in which New England in particular has fewer college-aged individuals over the next decade and a half, we will undertake an "optimal size of the College" review to plan for bringing the size of our faculty and staff into alignment with the projected size of our student body and to ensure future financial stability. We will continue financial and enrollment modeling for different financial contingencies and seek additional sources of institutional revenue as called for in the strategic plan. For example, in 2017-18, a Summer Programming Committee has been meeting to investigate revenue-generating initiatives that increase the use of our campus during the summer (see Exhibit 2.16). The committee will make a recommendation to the board during its May 2018 meeting. At the same time, we will continue to implement the plans developed in 2016-17 for a comprehensive campaign.

In terms of academic planning, we will continue to build on the work begun by our Educational Planning Committee in 2016-17 to enhance our five-year curricular planning process (see Exhibit 2.17), whose ultimate aim is to ensure that department-level plans for hiring and course offerings align with institutional goals for continuing to offer strong majors and minors as well as offering signature academic experiences for our students through the Connections program and opportunities such as individual study, honors work, and faculty-student research and creative work.

Evaluation

As outlined above, the College undertakes planning in a variety of ways, and those plans are both informed by evaluations and generative of subsequent efforts to track progress and "provide valid information to support institutional improvement" (Standard 2.6). The Institutional Overview indicated the ways that our Connections program was the result of evidence regarding the students experience and student outcomes, and we think we have a good track record in other areas of the College as well of using evidence garnered from internal and external reviews of our work and performance to improve our operations in pursuit of our educational mission.

Description
We evaluate progress and use quantitative and qualitative data in a variety of settings. Internally, our students, faculty, and staff are surveyed regularly to gather information and feedback to inform decision-making. Our 2015-16 strategic planning process involved substantial information gathering from the campus community as well as parents and alumni in a variety of quantitative and qualitative forms, and this information has informed subsequent work on campus as well. (For example, materials from a November 2015 focus group of student-athletes were reviewed again in spring 2017 by our athletics task force for insights into athletes' satisfaction with facilities and other aspects of varsity competition.) As another example, our annual survey of students living in residence halls has yielded information that was important in guiding the development of our new approach to first-year housing that was described in the institutional overview (Exhibit 2.18). In these and other instances, an increase in staffing in our institutional research office has allowed us to greatly improve the extent and speed with which survey results are compiled and reported to decision makers. For example, we redesigned our annual survey of incoming first-year students so that we can compile, summarize, and disseminate via listserv the results during the first week of classes to give faculty members and staff members who work with students a detailed portrait of the class (see Exhibit 1.8, New Camel Survey results, which was sent to faculty and staff members on August 31, 2017).

As will be described later in this report, external perspectives are regularly provided through processes such as the decennial self-study and visiting committee review of all of our academic departments and programs, and many administrative offices as well. We evaluate faculty and staff salaries with reference to peers on a regular basis and use the results to make salary

adjustments as resources allow. We work with external consultants on occasion to gain perspectives and peer benchmarking in areas such as facilities and maintenance, admissions and financial aid, and dining services. We gain evaluative, comparative data by participating regularly in national surveys such as the Measuring Information Services Outcomes survey (see Exhibit 6.30). Our governance structures and processes provide opportunities for analyzing, interpreting, and acting on a wide range of evidence related to College operations, such as enrollment projections and budget models; comparative faculty and salary data; information from surveys of our students and alumni, staff, and faculty; internal reviews, task forces, working groups, and self-audits; and data and recommendations from external entities like visiting committees and consulting firms. Descriptions and examples of each of these forms of evaluation are found throughout this self-study. In particular, we describe our evaluation of departmental curricula under Standard Four, our evaluation of faculty members under Standard Six, and our evaluation of student learning outcomes under Standard Eight.

Appraisal

Our comprehensive approach to evaluation has yielded important evidence that we have used to promote change at Connecticut College over the past five years. Central to our mission, the evaluation of our academic program over time convinced us that our curriculum could be improved, and this led to the development of Connections, launched with the Class of 2020. Much more will be said about this under Standard Four. Our strategic plan was built on the strength of this educational vision and embraces a number of related needs: the need for new investment to enhance student engagement and retention, the need for improved campus facilities, and the need to ensure that our institution is a place where every student can flourish and contribute to the success of others.

Projection

We will continue to engage in a wide range of evaluative efforts with the aim of using the results to improve our policies, programs, and practices. To the extent that evaluation must be preceded by substantive planning, the existence of our new strategic plan, and the alignment of divisional and departmental planning with it, will provide clear direction. Further, our work to outline learning goals in all areas of the curriculum and co-curriculum will similarly create guideposts to future evaluation.

Exhibits list for Standard Two

2.1   News release, "College Approves New Curriculum," May 14, 2015
2.2   Report of the Task Force on Careers, May 2017
2.3   Report of the Task Force on Athletics, May 2017
2.4   *Policies and Procedures: Information for Faculty, Administrators, and Trustees* (*IFF*), August 2017

2.5   Dean of the Faculty's 2018-19 Staffing Plan

2.6   Dean of the Faculty's Office schedule of departments' visiting committee reviews

2.7   Educational Planning Committee's 2016-17 Annual Report

2.8   Connecticut College financial management policies and procedures

2.9   Information Services Strategic Plan, 2017-2020

2.10   Information Services Annual Report, 2016-17

2.11   Information Technology Governance Charter

2.12   Division of Institutional Equity and Inclusion Campus Climate Update, February 2017

2.13   Overview of Connecticut College Master Planning Process

2.14   *Building on Strength* Report on Progress, May 2017

2.15   "Connecticut College Past, Present, and Future," October 2015 presentation to Board of Trustees

2.16   Results of fall 2017 survey of faculty and staff regarding summer programming options

2.17   Educational Planning Committee Five-Year Curricular Plan template

2.18   Selected Residential Education and Living 2017-18 survey instrument and results regarding first-year housing

Standard 2: Planning and Evaluation

PLANNING

	Year approved by governing board	Effective Dates	Website location
Strategic Plans ?	?	?	
Immediately prior Strategic Plan	2005	2005-2016	
Current Strategic Plan	2016	2016-2025	http://www.conncoll.edu/strategic-planning/
Next Strategic Plan	2026?		

	Year completed	Effective Dates	Website location
Other institution-wide plans*			
Master plan	1999	1999-2017	
Master plan (under development)	2018	2018-	http://projects.sasaki.com/conncollege/
Academic plan	2015		https://www.conncoll.edu/connections/
2017-18 Staffing plan	2017	2017-18	
Financial plan			
Technology plan	2017	2017-2020	https://www.conncoll.edu/media/new-media/library-site/Information-Services-Strategic-Plan-2017-2020.pdf
Enrollment plan			
Development/Fundraising Plan	2017	2017-2024	

Plans for major units (e.g., departments, library)*			
Sustainability plan ?	2013		https://www.conncoll.edu/media/website-media/sustainabilitydocs/CC-Sustainability-Plan-2013.pdf
Arts Programming strategic plan	2016	2016-	
Athletics Strategic Plan	2015	2015-	
Information Services strategic plan	2017	2017-2020	https://www.conncoll.edu/media/new-media/library-site/Information-Services-Strategic-Plan-2017-2020.pdf

EVALUATION

	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	? 2017-18
Program review schedule (e.g., every 5 years)	Each department is now on an approximately every-10-yrs. schedule for self-study and visiting committee. See E Series form for exact dates of departments' last/next reviews.
Sample program review reports (name of unit or program)*	
Department of Physics, Astronomy & Geophysics (2016)	? In document repository under Standard 6
Department of Sociology (2017)	In document repository under Standard 6
Department of Biology (2017)	In document repository under Standard 6

System to review other functions and units

Program review schedule (every X years or website location of schedule)	
Sample program review reports (name of unit or program)*	
Department of Athletics and Physical Education	In document repository under Standard 6

Other significant institutional studies (Name and web location)*

	Date
Review of General Education program	2014-16
Keeling & Associates-assisted strategic planning process	2015-16
Accenture report on College's financial picture	2016
Maguire & Associates report (admission/marketing)	2014
Admissions/Financial Aid consultants (Human Capital)	2016-17
Campaign feasibility study (CCS Fundraising)	2016-17
Dining Services review	2017
Employee Benefits review	2017

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard Three: Organization and Governance

Connecticut College has a mature set of governance committees and processes through which we accomplish our mission, and a long tradition of shared governance that manifests itself in broad representation of faculty, staff, administrators, and often students on many of our committees, tasks forces, and working groups. Descriptions of and expectations about the roles and responsibilities of various campus constituencies are set out in documents that are reviewed and revised as appropriate. Specifically, the College's bylaws outline the powers, composition, processes, and committee structure of the board of trustees as well as the officers of the College (Exhibit 3.1). They establish the indemnity of board members and officers, define conflicts of interest, and outline a general nondiscrimination policy for the College. Further elaboration of these particulars appears in *Information for Faculty (IFF*; Exhibit 2.4). Policies, procedures, and expectations for staff members are outlined in the employee handbook, and the annually revised student handbook does the same for students (Exhibits 1.4 and 1.5). The College's organization chart is updated several times each year as needed and indicates the lines of reporting and accountability of staff members at the director level and above.

Governing Board

Description
Connecticut College has a 30-member board of trustees whose members are notable for their love of the College, wide-ranging talents, and diversity—50% are women and 25% are people of color (Exhibit 3.2). Our board includes three Young Alumni Trustees who are elected by their peers to three-year terms at the end of their senior years. Our trustees' wide range of professional experience in fields like law, the arts, finance and economic development, sustainability, higher education, medicine, and nonprofit management equip them well to exercise broad oversight of our academic program, our career program, our marketing efforts, and financial and facilities planning. In accordance with their capacity to do so, board members are expected to make the College one of their highest charitable-giving priorities, and our increasingly philanthropic board members have recently been responsible for a $1 million increase in annual fund gifts.

The College's charter and our board's charge and statement of responsibilities" (Exhibits 3.3 and 3.4) identify the board as the legally constituted body ultimately responsible for the College's quality and integrity. The board's Committee on Trustees recruits and trains new trustees with an eye towards ensuring a diverse and broadly representative board in terms of background, skills, interests, and relationship to the College. New trustees participate in a full-day orientation to learn about their responsibilities and duties as trustees (Exhibit 3.5). The board of trustees handbook is updated annually and contains information regarding our mission, history

and operations, board membership, committees, College leadership and governance and the College's financial management. It also contains the College's bylaws and general information about the College.

The board organizes itself and conducts its work through eleven standing committees (Exhibit 3.6), each of which is aligned with one or more of the College's divisions and the vice president or dean who oversees it. The board chair is an *ex officio* member of all board committees, and the president of the College is an *ex officio* member of all board committees with the exception of the Audit Committee. Trustee committee chairs and senior staff work together to create committee agendas and ensure that the board is fulfilling its obligations to the institution. Of particular note, the Audit Committee is responsible for assuring that senior staff are identifying, assessing, and managing institutional risks and regulatory compliance.

Through three on-campus meetings each year as well as conference calls and electronic communications throughout the year, the board exercises appropriate fiduciary oversight of the institution while leaving managerial and operational decisions to the College's senior leadership. Prior to each on-campus meeting, board members receive a packet of materials regarding the College's activities and performance, including an institutional dashboard and a risk dashboard (see Exhibits 3.7 and 3.8). Extended presentations on one or two key issues in the plenary sessions at each meeting give board members a deep understanding of key issues facing the institution. At the conclusion of each board meeting, committee chairs report to the full board on their committee meetings, informing the trustees on issues discussed and bringing forth any recommendations and board-required actions. Throughout the year, board members receive regular electronic communications as well as mailings from the secretary of the college that contain reports on media coverage of College activities and achievements, the student newspaper, the alumni magazine, letters from the president, and other reports and materials. Trustees also receive *Trusteeship*, the bimonthly magazine of the Association of Governing Boards of Universities and Colleges, containing information on topics of importance to higher-education governing boards.

The board chair conducts a performance review of the president at the end of each academic year, and every other year a "360" review is done, involving consultation with senior staff who report directly to the president. The president annually provides the board with a set of goals for the year, and at year's end, the Executive Committee evaluates the president's performance based on achievement of these goals and other criteria and information it deems appropriate. The results of this review are used to set a broad agenda for the following academic year and for future board meetings.

Appraisal

The board evaluates its effectiveness with feedback surveys after each of its three meetings each year, and the results of these surveys inform the structure and content of future meetings and communications with the board (see Exhibit 3.9, survey instrument). To evaluate individual trustees, the Committee on Trustees (CoT) has a subcommittee on trustee development, and all trustees are asked to complete an annual self-evaluation. CoT members and/or the chair of the board conduct end-of-year discussions with trustees at the beginning of their second year. Trustees eligible for re-election are evaluated through a conversation with a member of the CoT and a committee discussion.

To ensure that board members have opportunities to engage with a diverse array of faculty, students, and staff, a variety of campus constituencies are invited to lunches and dinners during board meetings. In addition, faculty and staff make presentations at committee meetings whenever appropriate. Students and faculty members are occasionally asked to speak to the full board in plenary sessions on important and relevant topics.

The president and senior leadership debrief following each board meeting to discuss important outcomes of the committee meetings and other formal and informal deliberations. In recent years these reviews have led to changes in the composition of several board committees and changes to meeting schedules. For example, as described under Standard Two, much of our planning work at the College crosses divisional lines, and we have restructured our board committees to reflect this—creating, for example, a Committee on Enrollment Strategy and the Student Experience that covers the work of the dean of the college, the dean of institutional equity and inclusion, and the dean of students.

As a result of a new approach adopted in fall 2017, the Trustee-Student Liaison Committee now meets with a broader array of students than just members of the Student Government Association (SGA). For example, at the liaison committee's meeting during the October 2017 board meeting, student leaders representing four different organizations and initiatives discussed their missions and goals for the year. We also work to create additional opportunities for board members to meet with a range of different faculty throughout the year, in addition to the members of the Faculty Steering and Conference Committee (FSCC), who constitute the membership of the Faculty-Trustee Liaison Committee.

Projection

Our Committee on Trustees will continue to recruit members whose life experiences span a diversity of racial and ethnic backgrounds, generational perspectives, geographic locations, and

skills. We will work to enhance orientation to ensure new trustees fully understand their responsibilities to the College's constituencies and to its shared-governance practices.

We will continue to rethink board committees and try different approaches to maximize the opportunities for shared dialogue and effective deliberation. And in hopes of fostering greater contact between trustees and members of the College community, we will investigate the merits of scheduling more meetings between board members and faculty and students during board meeting weekends.

Internal Governance

Description
The College bylaws, which are reviewed and approved by the board of trustees, clearly state the powers and duties of the president of the College. The president is the chief executive officer of the College and the official adviser to and executive agent of the board and its executive committee. The president meets weekly with the senior administrative team as a group and holds regular individual meetings to discuss, deliberate, and make decisions about the College's activities and management. The president oversees the College's financial resources and their allocation by meeting with the Priorities, Planning, and Budget Committee (PPBC) and accepting or modifying the budget proposal it develops each year. The president works with the vice president for finance and administration to ensure adequate staff resources to achieve the College's mission and goals, and with the dean of the faculty and the Committee on Appointments, Promotion, and Tenure to ensure the ongoing excellence of our faculty in terms of size, qualifications, teaching excellence, and intellectual and creative achievement.

Connecticut College has a long history of shared governance that provides for intensive participation by faculty, staff, and students in many of our decision-making processes. The board of trustees, the faculty, and the administration endorse, as the basis of shared governance at Connecticut College, the 1996 Joint Statement on Government of Colleges and Universities of the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges (see Exhibit 2.4, *IFF*, Appendix A). These understandings as they apply to Connecticut College are further elaborated in a "covenant" that reads in part:

> Shared governance is a system in which separate constituencies are all represented fairly, each by a governing body that can address the concerns and policy issues facing members of the shared governance community. Shared governance does not entail equal decision-making power for all bodies, but it does require an inclusive view of the decision-making process. Where it is feasible and practical, decision-making power should be shared. Where it is not feasible or practical, all efforts should be made to promote transparency

and inform relevant representatives in a timely manner of the decision and its reasoning. (Exhibit 3.10)

In recent years, this covenant has been reaffirmed in a signing ceremony involving the president of the College, the chair of the FSCC, the chair of the Staff Council, and the president of the Student Government Association at a meeting or forum arranged by the SGA.

Shared governance is embodied at the College in the structure and composition of the committees that deliberate, plan, and make policies for the College, representing diverse viewpoints (see section 5 of *IFF*, Exhibit 2.4, for a full description of our faculty and College committees). Communication among different constituencies occurs in a variety of ways appropriate to their respective roles. Most College committees and task forces include administrators, faculty members, staff, and students. The president and other senior administrators present at monthly faculty meetings as well as at Staff Council and SGA meetings. The faculty chairs of the FSCC and the PPBC attend the weekly meetings of the president and senior administration. Moreover, the chair and chair-elect of the FSCC meet weekly with the dean and associate dean of the faculty to discuss matters of faculty concern and to set the agendas for monthly faculty meetings.

The Staff Council represents staff from all divisions of the College, with care taken to give representation to both salaried and hourly employees (see description in the employee handbook, Exhibit 1.5, as well as Exhibit 3.11). Both types of employees also have voting representatives on the PPBC.

Following each board of trustees meeting, the president sends a letter to the whole campus with details of what was discussed and decided (see, for example, Exhibit 3.12), and our senior directors convene to hear reports from the president and other senior leaders to ensure widespread knowledge of the direction of College decision-making. College publications and other means of communication such as annual reports, the student newspaper, faculty and staff listservs, open meetings of the faculty, and the president's State of the College addresses and weekly office hours for students promote information sharing within and among constituencies.

Our dean of the faculty is the institution's chief academic officer and reports directly to the president. The integrity and quality of the academic program at the course, program, and institutional level are safeguarded through the concerted work of the dean of the faculty and a number of other individuals and committees including the dean of the college, who oversees general education and advising, the Educational Planning Committee (EPC), the Academic and Administrative Procedures Committee (AAPC), the Committee on Academic Standing, and the Connections Coordinating Committee.

Specifically, at the course level, individual faculty members present new or revised courses for review and approval by the AAPC and subsequent vote by the whole faculty (see Exhibit 3.13). The eight-member AAPC is chaired by a faculty member and staffed by the associate registrar for operations.

At the program level, academic departments and programs are responsible for developing and overseeing the requirements for major and minors. Changes to these requirements are reviewed by the AAPC and voted on by the faculty. Each department conducts a self-study approximately every ten years and invites a visiting committee to campus to review the program and issue a report with recommendations (see guidelines for visiting committees, Exhibit 3.14). Those reports, and departments' responses to them, are reviewed by department members and the dean of the faculty as well as by the board of trustees' Committee on Academic Affairs (for examples, see Exhibits 6.32 to 6.35). Students who choose to design their own majors or minors must earn the approval of the Self-Designed Major and Minor Committee, consisting of four faculty members, the associate dean of the college, and two student representatives. The curricula and requirements for our four interdisciplinary certificate programs are overseen by the respective steering committees of those centers. Our unique Study Away Teach Away programs, in which ten to twelve students spend a semester abroad with a Connecticut College faculty member, are first developed by individual faculty members and then reviewed and approved by the AAPC and a vote of the faculty. Other study away programs are reviewed by the Study Away Committee and approved for our students. These reviews have been enhanced by the launch of a new study abroad reentry survey in fall 2017 that solicits detailed information from returning students about their program's content, rigor, and connection to their major (see Exhibit 3.15 for the survey instrument and fall 2017 results). Student feedback from the survey is already being used to inform spring 2018 study away advising for program participation during the 2018-19 academic year.

As will be described under Standard Four, we are the school of record for several external programs and use the governance processes just described to ensure the quality of those programs as well. In 2016-17, we developed a formal set of guidelines on the development of international partnerships and school-of-record arrangements, and these will help ensure that future initiatives comport with institutional priorities as well as resources and expectations about program quality (see Exhibit 3.16).

At the institution level, the College's general education program, Connections, is overseen jointly by the EPC, the dean of the faculty, and the dean of the college, owing to the special nature of our course offerings, which, as described in the institutional overview, include first-year seminars, ConnCourses, and Integrative Pathways. A Connections Coordinating Committee consisting of faculty, staff, students, and administrators whose work involves implementing and

assessing the program meets monthly to share information and ensure coherence among the program's various elements.

As described in the Planning section of Standard Two, our EPC exercises high-level oversight of the academic program, such as reviewing course enrollment limits, and soliciting and reviewing five-year curricular plans from departments in order to project the ability of departments to support the new Connections program with existing and anticipated staffing and course offerings (Exhibit 2.17). The committee consists of faculty members from each of the College's four divisions (Humanities, Natural Sciences, Social Sciences, and Visual and Performing Arts), plus another faculty member chosen for disciplinary balance, the dean of the college, and a student appointed by the SGA.

Appraisal
Governance is always a work in progress that is shaped by internal and external events and trends, and the priorities and aims of particular campus leaders. We believe the College's strong tradition of shared governance is a boon to the institution that regularly leads to campus conversations about the appropriate balance of decision-making authority among the various campus constituencies. While seeking to include the voices and perspectives of each constituency in our decision-making processes, we also realize that service to the College is often time-consuming and that we should involve people in ways that do not add undue pressure to their assigned duties, but that also do not relegate them to simply rubber stamping the work of others. The College regularly uses ad hoc task forces and working groups to conduct reviews of College programs and initiatives, such as the spring 2017 Career Task Force and the Athletics Task Force, both of which were priorities called for in the strategic plan (see Exhibits 2.2 and 2.3). These task forces included trustees in addition to students, faculty, and staff, and exemplify our approach to broadly participatory deliberative processes.

Connections, our new curriculum, was developed over several years by a series of faculty working groups that worked during the school year and over summers to develop various program components. Situating each of these components within the College's existing governance structure has required careful work so that curricular matters remain under the auspices of elected, faculty-led committees. In some cases, this has required the creation of new governance structures, such as the Integrative Pathways Approval Committee, as well as revisions to existing processes.

Our energetic Staff Council exemplifies the institution's commitment to the important role that staff play in our students' educational experience (see Exhibit 3.11). Staff Council leadership now meets regularly with the vice president of finance and administration and with the dean of institutional equity and inclusion. An annual Presidential Staff Awards Program started in 2014

has brought high-profile recognition to outstanding individual staff members and staff teams in several categories of excellence (service excellence, inspiration, rising star, student support, etc.).

We believe that we involve students in institutional decision-making to a greater extent than many of our peer institutions, giving them representation on a number of College committees and having them meet with trustees at each board meeting through the Trustee-Student Liaison Committee. Each spring, seniors elect a Young Alumni Trustee to serve a three-year term as a full-fledged board member, and these individuals have proven over time to be thoughtful, active participants in board deliberations, contributing valuable insights as recent graduates.

Projection
The next decade will be a busy one at the College as we continue to implement Connections, pursue the goals of the strategic plan, mount a comprehensive campaign, and ensure that the College remains on solid financial footing. All of this work involves complex questions of staffing, facilities, and resources, and we will continue to make decisions with transparency, openness, and respect for all voices.

Exhibits list for Standard Three

3.1   Connecticut College Bylaws
3.2   Connecticut College 2017-18 Board of Trustees membership list and biographies
3.3   Connecticut College Charter
3.4   Connecticut College Board of Trustees Charge and Statement of Responsibilities
3.5   New trustee orientation materials, October 2017
3.6   Board of Trustees Standing Committee Descriptions, 2017-18
3.7   Connecticut College Institutional Dashboard, October 2017
3.8   Connecticut College Risk Dashboard, October 2017
3.9   Board of Trustee meeting feedback survey instrument, February 2018
3.10   Connecticut College shared governance covenant
3.11   Staff Council overview and description
3.12   Post-Board Meeting Message to Campus from President Bergeron, February 2018
3.13   Curriculum Approval Process description
3.14   Connecticut College visiting committee and self-study guidelines
3.15   Study away re-entry survey instrument and fall 2017 results
3.16   Protocol for developing international partnerships

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:
1) **A copy of the institution's organization chart(s).**
2) **A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.**

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	None

Governing Board

	Website location
By-laws	https://www.conncoll.edu/media/new-media/bot/Connecticut_College_Bylaws.pdf
Board members' names and affiliations	https://www.conncoll.edu/at-a-glance/honor-code-shared-governance/board-of-trustees/

Board committees *	Website location or document name for meeting minutes
? Audit Committee	Materials available on request; available online only to trustees
Committee on Trustees	Materials available on request
Academic Affairs Committee	Materials available on request
Enrollment Strategy and Student Experience Committee	Materials available on request
Marketing and Communications Committee	Materials available on request
Facilities and Infrastructure Committee	Materials available on request
Finance Committee	Materials available on request
Advancement Committee	Materials available on request
Trustee-Faculty Liaison Committee	Materials available on request
Trustee-Student Liaison Committee	Materials available on request

Major institutional faculty committees or governance groups*	Website location or document name for meeting minutes
Faculty Steering and Conference Committee	
Educational Planning Committee	
Committee on Faculty Compensation	
Committee on Appointments, Promotion, and Tenure	

Major institutional student committees or governance	Website location or document name for meeting minutes
Student Government Association	https://www.conncoll.edu/campus-life/clubs-and-leadership/clubs-and-organizations/sga/

Other major institutional committees or governance groups*	Website location or document name for meeting minutes
Priorities, Planning and Budget Committee	
Staff Council	https://drive.google.com/drive/folders/0B0lebZQcCjzZYm1kSC00UVZqTk0
Academic and Administrative Procedures Committee	
Committee on Academic Standing	
Environmental Model Committee	

Revised April 2016   3.1

Educational Planning Committee	
Facilities and Land Management Committee	
iConn Steering Committee	
Enterprise Systems Advisory Committee	

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Few of our governance committees make their minutes public. Minutes of trustee committee meetings are available to trustees on the password-protected Moodle site.

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY 2016)	1 year prior (FY 2017)	Current year (FY 2018)
? Main campus	New London, CT	1911	1,976	1,928	1,886
? Other principal campuses					
? Branch campuses (US)					
? Other instructional locations (US)					
? Branch campuses (overseas)					
? Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY 2016)	1 year prior (FY 2017)	Current year (FY 2018)
Distance Learning Programs					
Programs 50-99% on-line	0				
Programs 100% on-line	0				
? Correspondence Education	0				
Low-Residency Programs	0				
Competency-based Programs	0				
Dual Enrollment Programs	0				
Contractual Arrangements involving the award of credit	0				

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Standard Four: The Academic Program

Connecticut College prides itself on offering a rigorous, integrative education, one in which students are empowered to pull together every aspect of their college experience into a coherent four-year plan. A program of general education encourages students to broaden their understanding of the world from diverse disciplinary perspectives, while a major in the arts, humanities, natural sciences, or social sciences pushes them to deepen their engagement with a particular field of study. Individual study and honors study allow students to move beyond minimum requirements for the major, and many students conduct original research or engage in creative work with faculty mentors.

For some twenty-five years, 15% to 20% of our students have supplemented their major(s) with certificate programs offered by four of our five interdisciplinary centers, as described in the institutional overview. Since the founding of the Toor Cummings Center for International Studies and the Liberal Arts in 1992, these four programs have essentially served as interdisciplinary "honors colleges" in which small numbers of students, chosen through a competitive application process, expand their learning through certificate programs that integrate new intellectual and practical experiences with their chosen major. Students begin with a gateway course that introduces them to the center's primary issues and methodologies; they continue with a set of courses that they themselves select from across the disciplines to gain perspectives on their desired areas of research. At the end of the junior year, they complete a summer internship that deepens their learning with a hands-on experience related to their research project, and in their senior year they complete an integrative project that provides a reflective synthesis of their three-year journey (see Exhibit 4.1, certificate programs' student handbooks).

These certificate programs served as the inspiration for Connections, our new general education program described in the institutional overview. Ratified by the faculty in 2015, Connections ensures that all students—not just those pursuing center certificates—integrate their intellectual pursuits by braiding their breadth requirements in a meaningful pathway together with their major, community engagement, global experiences, and other co-curricular activities (Exhibit 4.2). The end result is a cohesive and coherent educational experience for each student.

Learning goals for the College as a whole are encapsulated in our mission and values statements (Exhibit 1.2) and in the goals of Connections itself, including the five modes of inquiry, Integrative Pathways, World Languages and Cultures, and Writing Across the Curriculum requirements. Learning goals for each major appear in the College catalogue and on departments' websites. Our process for assessing student learning relative to these goals is

described under Standard Eight. Our process for developing new academic programs is outlined in section 2.1.1.3 of *Information for Faculty* (*IFF*; Exhibit 2.4).

Connecticut College offers collegiate-level programs whose content, coherence, and rigor are assured through a suite of interlocking evaluation mechanisms. These include the course-approval process described in Standard Three; faculty members' evaluations for tenure and promotion; peer evaluations of teaching; programming by our Center for Teaching & Learning; decennial departmental visiting committees; and student feedback gathered through course evaluations, other surveys, and departments' student advisory boards. The requirements for our bachelors of arts degree program are outlined in *IFF* (2.1.1.2) and in the College catalogue (Exhibit 1.3, pp. 11-19). The bachelors of arts program is designed to be completed by students in four years through the completion of 128 credit hours, of which at least 64 must be completed at Connecticut College.

Students must elect at least one major by the end of their sophomore year, and the requirements for a major are outlined in *IFF* (section 2.1.1.3). These requirements include policies that help ensure appropriate rigor and coherence of the major, such as restrictions on the number of one-credit-hour courses that may be counted towards graduation and the number of courses that may be double-counted towards multiple majors. Class deans work with students, the registrar, and the Committee on Academic Standing (CAS) to ensure satisfactory progress towards graduation, with a senior-class dean giving particular attention to students' progress on degree requirements. CAS is composed of faculty and staff members and meets at the end of each semester to review the records of students in order to judge whether they are making satisfactory academic progress and, if not, to recommend appropriate actions. We have substantially enhanced our ability to document and track student progress towards all degree requirements through our recent implementation of DegreeWorks, an online portal offerintg students and their advisers real-time information on their progress towards degree completion (Exhibit 4.3)

Assuring Academic Quality

Description
The College's system of academic oversight was partially described above in Standard Three. Our academic programs are developed by faculty members, staff, and administrators who deliberate and make decisions and policy through entities like the Educational Planning Committee, the Academic and Administrative Procedures Committee (AAPC), the Committee on Academic Standing, the Connections Coordinating Committee, and monthly chairs and directors meetings. Per *IFF* 5.6.8, the AAPC reviews and passes judgment on minor curricular changes; major curricular decisions are discussed by the AAPC and voted on by the faculty as a whole. Each department has a student advisory board that provides student input into the department's academic programs. The board of trustees' Committee on Academic Affairs

provides oversight of curricular developments, faculty hiring and promotion, and departments' self-studies and visiting committee reports.

The development and implementation of Connections, our new curriculum, has served as a nearly continuous process of evaluation, planning, and curricular development over the past five years—commencing almost immediately after our 2012 interim report to the Commission, when a group of faculty and administrators attended a June 2012 Association of American Colleges & Universities (AAC&U) workshop on general education reform. The ensuing deliberations addressed all of the expectations described in Standard 4.7 and more—institutional mission, program objectives, resource allocation, staffing, pedagogy, and learning assessment, to name the most significant. A number of ad hoc committees, summer working groups, and standing committees of faculty and staff tackled various aspects of this work to produce the curriculum we have in place today. The phasing in of the new general education program has occurred by class year so that entering students know exactly what set of degree-completion requirements they are expected to meet.

We are currently finalizing a new five-year joint degree program in environmental engineering studies with Worcester Polytechnic Institute (Exhibit 4.4). During the process of developing this program, we have worked with our WPI counterparts on how to ensure that we have the capacity to undertake this initiative and ensure its quality. The final memorandum of understanding between our two institutions will clearly outline the respective responsibilities of each institution.

Appraisal

Our curricular redesign process has been an ongoing effort to renovate our program of general education to amplify its academic quality. A substantial proportion of our faculty and staff has been involved in one way or another through service on standing committees, ad hoc working groups and task forces, and groups developing integrative pathways. A summer 2016 working group clarified and specified the staffing and financial resources needed to implement Connections and the timeline for doing so (Exhibit 4.5). Individual faculty members have developed or converted existing courses into several dozen new first-year seminars and ConnCourses. Numerous faculty members, staff members, and students have served as team advisers for incoming students. The amount of time and effort required to develop and implement the new curriculum has been substantial, and we have benefited from generous support from the Andrew W. Mellon Foundation and the Christian A. Johnson Endeavor Foundation. We have tried to be attentive to the demands it has placed on faculty members' time and the inevitable disruptions involved in replacing a decades-old approach to general education. Despite the effort required, faculty members have been invigorated by the creation of innovative new pathways, courses, and teaching approaches, and our Joy Shechtman Mankoff Center for Teaching & Learning (CTL) has served as an important site for discussion, idea sharing, and reflection on the process. Much more will be said below and in Standard Six about the CTL and

its programming, and in Standard Eight, we describe the framework we have put into place for assessing each of the elements of Connections.

The College provides a variety of financial and other resources to support the academic program, and the first priority in our strategic plan, *Building on Strength* (Exhibit 1.7), outlines a number of initiatives to enhance the College's academic distinction. We review our faculty salaries each year and benchmark them against similar institutions to ensure that we offer competitive compensation to attract and retain high-quality faculty members (Exhibit 4.6). Under our budgeting process, department budgets are held constant from year to year, with requests for specific budget enhancements considered each year as needs arise. The College's Office of Corporate, Foundation, and Government Relations works with faculty members and administrators to secure outside grants for the academic program and faculty research, which enhance teaching and student-faculty research. Our Office of Advancement works with faculty and staff to identify funding needs and opportunities and to present these to donors and friends of the College for possible gifts. The dean of the faculty administers an annual program of internal grants from endowed institutional funds to support faculty members' research, travel, student research, and research-related technology and equipment purchases.

We also offer a number of forms of nonfinancial support. Since 2016, an institutional membership in the National Center for Faculty Development and Diversity has given our faculty members access to an independent professional development, training, and mentoring community aimed at helping academics, particularly from underrepresented groups, make successful career transitions (Exhibit 4.7). Our Center for Teaching & Learning promotes engaged and effective teaching that cultivates significant student learning, offering resources and support for new and continuing faculty members (Exhibit 4.8). Faculty members' teaching benefits from the support of a team of instructional development specialists and librarians and their work aimed at expanding the use on our campus of instructional technologies such as digital portfolios and social media (see Exhibit 4.9 for a description of our new Digital Scholarship Fellows Program, e.g.). In addition to the curricular revision work in which we've been engaged, the College has also devoted resources to a full-participation working group and work related to inclusive instruction. (More will be said about this under Standard Six.)

To determine the extent to which the new curriculum requires new or redistributed College resources, in 2016-17 our Educational Planning Committee (EPC) developed and piloted a new version of the five-year curricular plan template (Exhibit 2.17) to prompt departments to plan systematically and indicate the extent to which they will be able to support Connections through new or revised courses (FYSs and ConnCourses), participation in pathways, etc. The EPC reviews five-year curricular plans and departments' annual reports and makes recommendations to the dean of the faculty to inform the annual staffing plan process and to ensure alignment of institutional resources with academic needs (see Exhibit 2.7).
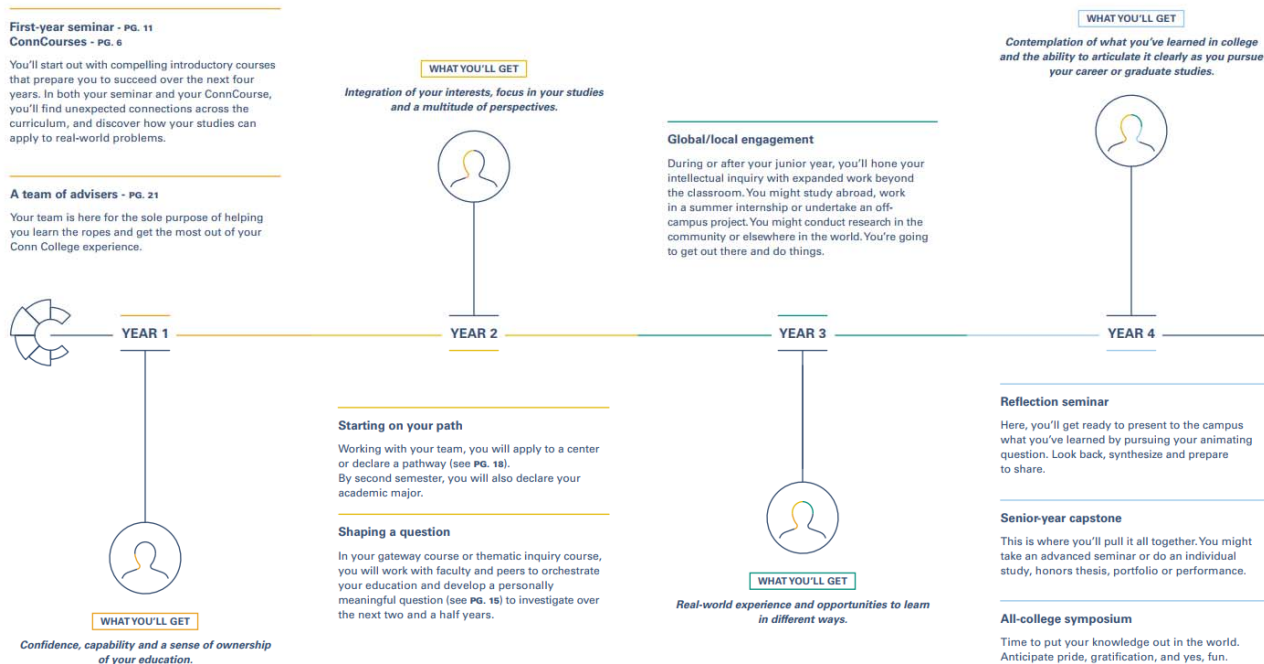
Projection

Our strategic plan commits us to ensure the success of Connections, and we have already increased resources and support staff as well as launched a number of other new initiatives for faculty support. As the Classes of 2020 and 2021 move through the program, we are gaining insights into the kinds of adjustments needed to make the program function smoothly, and we will continue to do so as successive classes of students experience Connections. The dean of the faculty will continue enhancing its existing website to make it a clearinghouse for the wide range of faculty support we provide. Finally, we look forward to finalizing the development of our major in environmental engineering studies and working with our counterparts at WPI to welcome its first students.

Undergraduate Degree Programs

Description

As noted in the preceding sections under this standard as well as in the institutional overview, the College's undergraduate degree program provides students with a broad, integrative liberal arts education that includes in-depth mastery of at least one disciplinary or interdisciplinary area. The rationale for our educational program is spelled out particularly well in the materials we have developed to describe the Connections program to prospective and current students and their families, as well as to our own faculty and staff. We believe the purpose of our bachelor's degree program has never been clearer, indicating to students not only what they will do at each stage of their college careers, but also how and why. The figure below is a case in point, excerpted from Exhibit 4.2, our Connectionary.

First-year seminar - PG. 11
ConnCourses - PG. 6

You'll start out with compelling introductory courses that prepare you to succeed over the next four years. In both your seminar and your ConnCourse, you'll find unexpected connections across the curriculum, and discover how your studies can apply to real-world problems.

A team of advisers - PG. 21

Your team is here for the sole purpose of helping you learn the ropes and get the most out of your Conn College experience.

WHAT YOU'LL GET

Integration of your interests, focus in your studies and a multitude of perspectives.

WHAT YOU'LL GET

Contemplation of what you've learned in college and the ability to articulate it clearly as you pursue your career or graduate studies.

Global/local engagement

During or after your junior year, you'll hone your intellectual inquiry with expanded work beyond the classroom. You might study abroad, work in a summer internship or undertake an off-campus project. You might conduct research in the community or elsewhere in the world. You're going to get out there and do things.

YEAR 1 — YEAR 2 — YEAR 3 — YEAR 4

Starting on your path

Working with your team, you will apply to a center or declare a pathway (see PG. 18).
By second semester, you will also declare your academic major.

Shaping a question

In your gateway course or thematic inquiry course, you will work with faculty and peers to orchestrate your education and develop a personally meaningful question (see PG. 15) to investigate over the next two and a half years.

Reflection seminar

Here, you'll get ready to present to the campus what you've learned by pursuing your animating question. Look back, synthesize and prepare to share.

Senior-year capstone

This is where you'll pull it all together. You might take an advanced seminar or do an individual study, honors thesis, portfolio or performance.

WHAT YOU'LL GET

Confidence, capability and a sense of ownership of your education.

WHAT YOU'LL GET

Real-world experience and opportunities to learn in different ways.

All-college symposium

Time to put your knowledge out in the world. Anticipate pride, gratification, and yes, fun.

The new curriculum maintains our longstanding Writing Across the Curriculum requirement, which is one way our students demonstrate collegiate-level skills in the English language. The language skills of students whose first language is not English are evaluated at the time of admission on the basis of TOEFL and IELTS scores. As noted in the institutional overview, Connections also reframed our longstanding seven-area distribution requirement into five "modes of inquiry." By completing coursework that encompasses each mode, our students demonstrate competence in the broad areas of human knowledge enumerated in Standard 4.15.

Information literacy instruction is offered in a variety of ways. Data collected annually from incoming students through the Research Practices Survey of the Higher Education Data Sharing consortium provide a baseline and inform decisions about instructional programming (Exhibit 4.10). First-year seminars include structured information literacy instruction, and a wide range of workshops and other forms of training in research skills are offered annually to support students at all stages of their college careers, from evaluating the quality of online materials to training for the Institutional Review Board process, poster sessions, and honors thesis research.

Appraisal and Projection
Detailed appraisals and projections for our general education program and academic majors, which comprise the undergraduate academic program, are outlined in the sections below.

General Education

Description
While the central features of our new general education program have already been described, it is worth stepping back to describe its origins. Connecticut College has administered the National Survey of Student Engagement regularly since the survey's inception in 2000, and the results indicated to us the need for greater academic challenge and student-faculty engagement in the first year and in introductory coursework in particular. In 2004, we created a first-year seminar program to ensure that all incoming students would have an intensive intellectual experience in their first semester with a continuing faculty member. As described in our 2012 interim report to the Commission, Connecticut College participated in the Wabash National Study of Liberal Arts Education (WNS), the results of which indicated some additional areas for improvement in our academic program (see Exhibit 4.11, final report of WNS summer working group). In spring 2012, members of the Student Government Association collaborated with the institutional research office to develop and administer a survey of students regarding their views of and experiences with the general education program. The results pinpointed areas of student satisfaction and dissatisfaction with the program and the coursework it required (see Exhibit 4.12, "What do Connecticut College Students Think About the General Education Program?").

As noted above, in summer 2012, a group of our faculty and administrators attended the AAC&U's Institute on General Education and Assessment, returning with a theoretical framework and a plan of action for beginning a homegrown curricular revision process on our campus. This work initially progressed under the name "reVision" until being renamed "Connections" in 2014. The process gained additional steam after the January 2014 arrival of President Bergeron, who supported and amplified the process through her sponsorship of a "ReVision Week," including an address that endorsed the key principles that had been approved by the faculty and encouraged integration of curricular elements over the student's four years (Exhibit 4.13).

The revision effort identified the need for a new and more intensive form of academic advising, one that ensures that students have equal access to educational opportunities and will integrate community engagement, study away, language study, and internships into their academic programs. The faculty essentially determined that the best version of integrative education at Connecticut College was the one that we had offered for nearly twenty-five years in the form of the certificate programs sponsored by our four interdisciplinary centers, which came to define educational excellence at Connecticut College. Students who complete one of these programs tend to be among the College's highest achievers, writing ambitious honors theses, accruing other academic and community awards, winning competitive post-baccalaureate fellowships, and gaining access to some of the most creative employment opportunities upon graduation. Our faculty and staff have also benefited from the presence of the centers: by serving on center steering committees and availing themselves of team-teaching opportunities, they have forged lasting alliances with colleagues across disciplines, while extending their relationships with and understanding of students beyond their home departments. Thus, the challenge was to imagine the same kind of education at a very different scale. Two central questions emerged: How do we engage *all* Connecticut College students in a rigorous, intentional, and engaged program of study? and how do we assist and develop our faculty and staff so they can provide this education?

The Connections curriculum, ratified by the faculty in May 2015, responds to this twin challenge. It asks students to become adept at integrative thinking, adaptive problem-solving, and intercultural collaboration; at the same time, it asks faculty and staff to reconceive their approaches to support these new objectives. To ensure our capacity to provide this enhanced education, the College has committed to new levels of faculty and staff development and interdisciplinary collaboration.

Students must take a minimum of sixty-four credits outside of any single department, thus ensuring that students do not fulfill degree requirements with courses primarily within their major. In addition, Connections requires that students complete a total of forty credits in general education: a four-credit first-year seminar; eight credits in world languages and cultures; a four-

credit ConnCourse; eight credits in Writing Across the Curriculum; and sixteen credits in modes-of-inquiry courses. In their sophomore year, students can declare one of our nine integrative pathways or apply to one of our centers' certificate programs.

Our world languages and cultures course offerings as well as our co-curricular opportunities for study away and other international experiences will be enhanced in coming years by the work of our new Otto and Fran Walter Commons for Global Study and Engagement (Exhibit 4.14). The Commons is housed in a modern, technologically advanced facility where our students, faculty, and staff explore issues of global significance and collaborate with students and scholars from across the globe through videoconferencing. With its completion in early 2018, the Commons assembles under one roof the Language and Culture Center, Office for Global Initiatives, Toor Cummings Center for International Studies and the Liberal Arts, Center for the Critical Study of Race and Ethnicity, and the Study Away Office.

Appraisal
Woodrow Wilson is reputed to have said that "it is easier to change the location of a cemetery, than to change the school curriculum." Our revision process has involved a substantial amount of work and spirited discussion by many individuals on our campus, but we have never had a clearer embodiment of the College's "definition of an educated person [that] prepares students for the world in which they will live" (Standard 4.16). As suggested under Standard One, we believe that Connections exemplifies the College's mission in a much more compelling way than the program it replaced, which too often amounted to a "checklist" of unrelated courses for students to complete quickly in their first three or four semesters. The explicitly integrative and interdisciplinary nature of Connections invites students to plan and reflect on their course of study more intentionally, heightening their awareness of different disciplines and methodologies and the relationships among them (Standard 4.17).

Projection
Continued implementation and assessment of Connections will occupy the College's faculty, staff, and administration over the next five years as the program matures and we work to realize its promise of interdisciplinary, integrative education on our campus. Between now and our fifth-year interim report in 2023, we will transition from a grant-funded implementation phase to a fully operational phase that includes all four class years. As this self-study is being written, we are achieving key milestones as new pathways are presented to the faculty for final approval, as members of the sophomore class declare pathways for the first time, and as we fine-tune our team advising approach. For example, for 2017-18 we created a new position of student adviser coordinators (juniors and seniors), while making all student advisers sophomores. The coordinators have more regular contact with the student advisers, and plan activities for the first-year students. Having student advisers be sophomores improves peer-to-peer advising since they

are also participating in Connections in the same manner as first-year students. We will make similar adjustments and innovations as circumstances warrant to improve student outcomes.

Assessment of the program's various components has been underway since the initial pilots and will be described in Standard Eight. Over the next several years, the full impact of the program as a whole on students will come into view.

The Major or Concentration

Description

To develop knowledge and skills in a specific disciplinary area, Connecticut College students can currently choose from forty-two majors and forty-three minors and, with faculty approval, may design their own major or minor. About a quarter of our students in recent years have graduated with a second or (in rare cases) third major, and nearly half have graduated with at least one minor (see Exhibit 4.15, p. 87). In addition, about 15% of graduates on average have earned certificates from one of the four interdisciplinary centers. The Connections "pathway" requirement will likely affect students' propensities to complete minors and center certificates in the future, although at this point it is difficult to predict exactly how.

Members of the Class of 2017 graduated with 40 different majors; 18 of these majors were declared by 10 or more graduates, and 12 majors were declared by 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), and English, History, and Mathematics (each with 23). Among the Class of 2017, about 28% of the 442 graduates double or triple majored. Two students in the Class of 2017 self-designed their majors. Historical data on trends in majoring over time appear in the annual *Blue Book* (Exhibit 4.15).

In recent years, we have reduced somewhat the number of majors we offer, eliminating those that had attracted few or no students over time or converting more specialized majors into concentrations within a more general major. For example, whereas we used to have separate majors in Physics and in Astrophysics, students now declare a Physics major and elect a concentration in either general physics or astrophysics. Our former Medieval Studies major has been converted into a Classical and Medieval Studies concentration within the Classics major. To reflect growing student and faculty interest and global developments, we have also added several majors, including Global Islamic Studies. This major was created following a detailed feasibility study by a faculty committee followed by completion of the process spelled out in *IFF* for creating new academic programs (section 2.1.1.3). Leveraging the expertise of existing

faculty, we have also created several new minors since our 2012 interim report, including Linguistics, Arabic Studies, Jewish Studies, and Geology.

As part of our implementation of DegreeWorks over the past two academic years, departments have had to formalize and codify requirements for their majors, and in some cases this led to clarifications of requirements and the ways that students can fulfill them. This process in itself has yielded benefits in terms of moving towards more explicitly stated requirements and away from instances in which requirements were loosely enforced or waived by advisers or department chairs. As such, it has had the effect of ensuring that graduates reap the benefits of the curricula leading towards the completion of their major course of study.
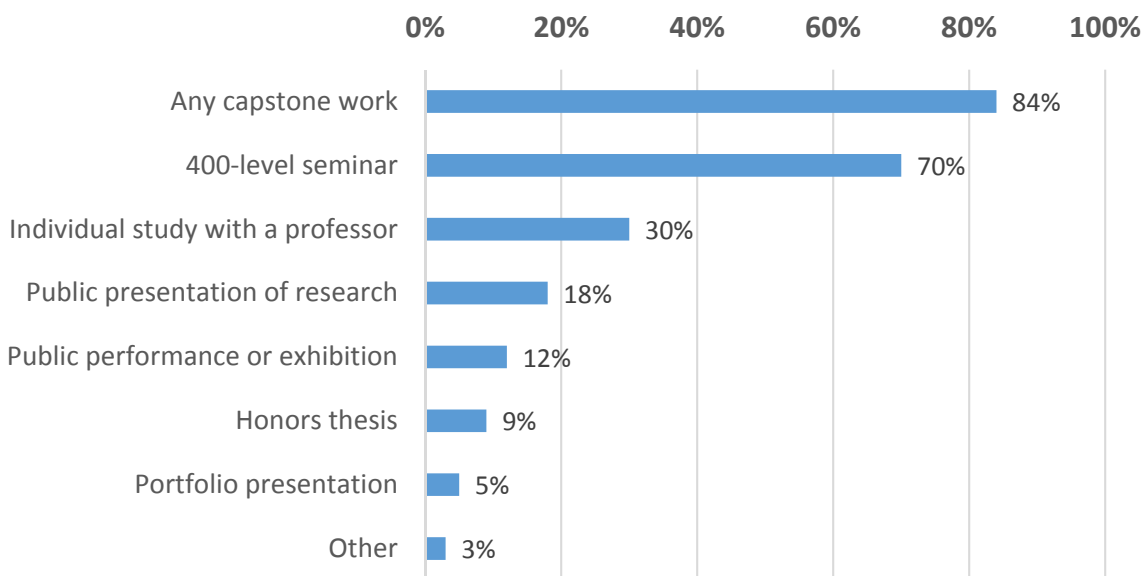
Since our last interim report to the Commission, we have made substantial progress in developing clear, assessable learning outcomes for each of our majors. Since spring 2012, departments have had statements of the learning goals in each of the majors they administer (Exhibit 4.16), although assessment of student achievement of those goals has been uneven across departments. To standardize the process, during 2016-17, the Office of Institutional Research and Planning developed a packet of materials outlining a five-step process in which departments identify a departmental assessment coordinator and a timeline for future assessment work, review their existing student learning outcomes and revise them if desired, map their curriculum onto the student learning outcomes, develop and carry out an assessment plan, and report the results (see Exhibit 4.17). At the May 2017 chairs and directors meeting, the dean of the faculty announced the timeline for completing this work and institutional research staff walked attendees through the packet of materials and answered questions. At a workshop that same month workshop sponsored by our Center for Teaching & Learning, seven departments engaged in guided work on stage two of the five-step process. Department annual reports now include a set of explicit questions asking about departments' progress on assessment, and at the August 2017 chairs and directors retreat, members of three departments presented examples of their assessment work to date, to provide encouragement to their colleagues.

Appraisal

Responsibility for and oversight of the majors is carried out jointly, primarily by department chairs and their departmental colleagues, the dean of the faculty, the AAPC, departments' student advisory boards, and visiting committees that each department invites roughly once every ten years. We believe this is a good process for ongoing review of the breadth, coherence, and content of our majors. Our understanding of the extent to which graduates "demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas" (Standard 4.19) is rooted in a number of kinds of evidence. One is the graded work that students complete in the courses required for completion of a major—not technically "assessment" work but certainly central to the ways that students are asked to demonstrate knowledge and competency in a subject area. As seen in figure below for

the Class of 2017, in most of our majors, students do some form of capstone work, ranging from 400-level seminars to research projects; portfolios; poster sessions or other presentations; recitals, performances, and exhibitions; individual studies and honors theses, etc.

Percentage of Class of 2017 graduates who completed:

Category	Percentage
Any capstone work	84%
400-level seminar	70%
Individual study with a professor	30%
Public presentation of research	18%
Public performance or exhibition	12%
Honors thesis	9%
Portfolio presentation	5%
Other	3%

As departments formalize their assessment work, we believe that this type of capstone work will be the focus of more systematic evaluation, perhaps with multiple members of the department using rubrics to evaluate graduates' work and use the insights gained for curricular revision. As a part of the regular departmental self-study process, our Office of Institutional Research and Planning now provides each department with a profile of its graduates from the prior decade, including data on their demographics, achievements, and graduate school enrollments (see Exhibit 4.18 for recent examples). This information helps departments better understand their former students and to make evidence-informed decisions about how and whether to encourage activities like studying away or writing honors theses, and if so, how.

Projection
We will continue to stay abreast of the development of new scholarly disciplines and add to or consolidate our majors as our departments deem appropriate as they engage in our established processes for regular self-studies and visiting committees. The timeline for each department's review is indicated on our E-Series forms following Standard Eight. In particular, we will work to ensure the maturation of our newest majors (for example, Global Islamic Studies) as well as existing majors that we have worked in recent years to reinvigorate (for example, Africana Studies). We will also work through our governance structures (especially the five-year curricular planning process overseen by the Educational Planning Committee and the annual

staffing plan) to consider faculty proposals to consolidate academic units in ways that will enhance interdisciplinary endeavors.

Graduate Degree Programs

Description

Following our 2007 comprehensive review, the Commission asked us to address and report the following year on the future of our master of arts programs. The April 2007 visiting team had concluded that the graduate programs at Connecticut College did not meet the majority of the NEASC standards for graduate degree program accreditation and did not seem consistent with our mission as a liberal arts college dedicated primarily to undergraduate education.

Our Graduate Studies Committee (GSC) carried out the requested review in spring 2008 and brought its recommendations to the faculty for a vote in fall 2008. Three master's degree programs (in Biology, Botany, and Music) were eliminated. The department that administers the fourth—the program in Psychology—presented evidence to the GSC that it could bring the program into compliance with the NEASC standards, and the faculty as a whole voted to continue the master's program in Psychology on the condition that it do so. A report summarizing the GSC review was submitted to the Commission in January 2009, which replied in an April 23 letter that it "look[ed] forward to learning, through the Spring 2012 interim report, of the College's success in assuring that its M.A. program in Psychology fulfills the expectations for graduate education articulated in our standard on The Academic Program."

In our 2012 interim report, we documented our view that the Psychology master's program at Connecticut College complied with NEASC standards, and showed that external reviewers had reached the same conclusion. Following the Psychology Department's decennial self-study, the visiting committee reported back to the College that "We met with several students from the graduate program offering an M.A. in Psychology and we discussed issues related to the graduate program with faculty both within psychology and in related departments. Overall our impression was that this program is serving its purpose and both students and faculty were satisfied with the current situation."

At present, the Psychology Department has reconsidered the future of the master's program and our website currently notes that "The Psychology Department is in the process of restructuring the graduate program and will not be accepting applications for the 2016-17 and 2017-18 academic years."

Appraisal and Projection

While we continue to think that a small master of arts program in psychology is consistent with our educational mission and has produced many successful graduates over the years, the program

remains suspended indefinitely and we have no immediate plans to accept new students. However, because the Psychology Department anticipates welcoming a number of new faculty members in the near future as senior members of the department retire, the department wishes to await their arrival before making a final determination about the future of the master's program. Any such decisions will be made within normal governance mechanisms and procedures outlined in *IFF*.

Integrity in the Award of Academic Credit

Description
Connecticut College requires the completion of 128 credit hours of coursework for the award of the bachelor's degree, which is completed in four years by about 80% of our students and within six years by about 84% on average (see Data First Form 8.1). Students will typically complete about forty credit hours of general education coursework under our Connections program, with the remainder taken up by electives and coursework in the major or minor. Students may fulfill the Connections requirement with either a pathway or a certificate from one of our interdisciplinary centers. (In addition to our four interdisciplinary certificate programs, we also offer a certificate in museum studies and Connecticut teacher certification.) Our students must complete 64 of the 128 required credit hours at Connecticut College (Standard 4.36).

The College's course offerings appear in our online catalogue on an ongoing basis and in semester-by-semester class schedules on the registrar's website. The move to an exclusively online catalogue means that the catalogue is definitive and that no potentially out-of-date print versions are in circulation.

Departments and programs begin developing their course schedules a year in advance, taking into consideration both the number of majors and minors "in the pipeline" and the support needed for Connections. The class schedules are published in advance of student preregistration and are updated on a regular basis. Connections was developed and voted on to take effect with the Class of 2020, and students who matriculated under earlier general education requirements have sufficient time and selection of courses to complete the requirements under the old regulations. As noted above, in spring 2017 the Educational Planning Committee developed a new version of our departmental five-year curricular plan that will encourage departments to plan their course offerings on a longer time horizon to ensure sufficient numbers of first-year seminars and ConnCourses (Exhibit 2.17).

Connecticut College does not offer any competency-based programs (Standard 4.30), nor do we award credit based on prior experiential or non-collegiate sponsored learning, articulation agreements, credit recommendation services, or other extra-institutional arrangements (Standards 4.34, 4.35, and 4.37), nor do we offer programs or courses for abbreviated or concentrated time periods, or online or correspondence courses (Standards 4.45, 4.46, and 4.48). A minimum grade

of C or better is required for all pre-matriculation college-level work for which credits transfer, the work must have been completed on a college campus and in a class with matriculated college students, and the coursework cannot have been used to satisfy high school graduation requirements. Students using Advanced Placement credit must have received a score of 4 or above. Our transfer policies are available on the registrar's website, which can be accessed via our admission website, and in the College catalogue (see Exhibit 1.3, pp. 19-20).

Oversight of the College's academic program, clearly spelled out in *IFF*, was described in detail at the beginning of this standard as well as in Standard Three. The selection, approval, professional development, and evaluation of faculty is carried out by the dean of the faculty in conjunction with academic departments and, during the course of tenure and promotion reviews, the Committee on Appointments, Promotion, and Tenure as well as the board of trustees Committee on Academic Affairs. More will be said about these processes in Standard Six. Our administrative structures and processes for the admission, registration, and retention of students will be described in greater detail under Standard Five. Most germane to Standards 4.32 to 4.34, oversight of course content begins with the review of individual faculty members' course proposals by the AAPC to confirm the nature of the course, appropriate credit value, course content, College requirements it fulfills, etc. (see Exhibit 3.13, Curriculum Proposal User Guide for Faculty). As noted in the College catalogue:

> The Academic and Administrative Procedures Committee (AAPC) oversees the curriculum process. Within the bounds of policies established by the faculty, this committee considers: requests for the addition, deletion, or modification of the course offerings of the departments or interdisciplinary programs, and the major; alternative programs for the degree; changes in administrative procedures; and changes in class meetings and hours.
>
> Proposed changes for new or to existing curriculum must be approved by AAPC prior to faculty vote. Only approved curriculum can be made available for course registration to students.

These procedures governing new courses, majors, minors, and programs apply as well to the certificate programs offered by our centers for interdisciplinary scholarship, a form of academic achievement at Connecticut College of which we are proud.

Our catalogue currently states that "Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, students are expected to complete no fewer than three hours of combined instructional or studio/lab time and out-of-class work per week." In spring 2018, our faculty will vote on the following clearer and more precise version of the statement:

A semester course is normally equivalent to four credit hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

To gauge the alignment of course credits with course content in light of the Commission's Policy on Credits and Degrees, we surveyed faculty members regarding the amount of time they spend with students in a typical course (see Exhibit 4.19 for the survey instrument and a results report). The analysis was predicated on the federal definition of the credit hour—not less than one hour of classroom or direct faculty instruction and other interaction, plus a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit. By this math, students in a four-credit course at Connecticut College should be getting four hours of classroom instruction and doing eight hours of out-of-class work in a typical week, for a total of twelve hours per week of course-related work or activity (recognizing that a course's workload waxes and wanes over the course of a semester).

About 96% of our "regular courses" in academic year 2016-17 (754 out of 784 courses) were worth four credit hours, and the distribution of in-class "seat time" for these courses is shown in the table below. Over 11% of the courses meet the credit-hour standard even without counting other forms of direct contact each week with the instructor.

IN-CLASS "SEAT TIME" PER WEEK FOR AY 2016-17 REGULAR COURSES

Less than 2.5 hours	2	0.3%
2.5 hours	504	66.8%
2.75 hours	93	12.3%
Between 2.75 and 3.75 hours	13	1.7%
3.75 hours	46	6.1%
More than 3.75 hours	10	1.3%
More than 4 hours	86	11.4%
	754	100.0%

In addition to this class time, however, our survey of faculty revealed substantial additional amounts of contact with students enrolled in their courses that constitutes "direct faculty instruction"—in particular, the kind of small-group and one-on-one student-faculty interaction that are one of the hallmarks of a Connecticut College education. Averaged across a fifteen-week semester, our data show that these interactions easily amount to an additional hour and a half per

week in most cases, bringing the other 89% of courses into the range of compliance with the federal credit-hour standard. Nearly all faculty members reported having at least two *regularly scheduled* office hours per week, and those who did not indicated that they meet with students by appointment ("Most of my meetings with students are by appointment at odd hours, evenings and weekends"). Faculty members characterized the attendance at their office hours as follows:

"Which of the following best describes student attendance at your scheduled office hours?"

Attendance is heavy throughout the semester	2	2%
Attendance is steady throughout the semester and heavier during midterms and finals	27	28%
Attendance is steady throughout the semester	24	25%
Attendance is generally light during the semester but heavier during midterms and finals	34	35%
Students rarely or never come to my office hours	10	10%
	97	**100%**

Faculty members were asked to report the typical frequency of office-hour interactions plus a variety of other forms of interaction with students enrolled in their courses, including supervised time in the lab or studio, conversations at office hours or over meals, field trips, review sessions, film screenings where the instructor is present, email exchanges between faculty members and students regarding course materials, conversations with students who linger after class, etc. They were then asked to estimate the number of hours spent on such activities per week for each course they teach. Estimates ranged from half an hour per week to twenty hours per week, with a median of three hours. All of this indicates to us that our students spend at least as much time each week interacting with their instructors as the federal standard envisions.

To complement this analysis and to document the kinds of outside-of-class work students are asked to do (reading, homework assignments and problem sets, solitary studio time, etc.), we compiled a collection of syllabi from academic years 2016-17 and 2017-18. To determine which syllabi to include, we asked department chairs and program directors at their August 2017 retreat to identify courses in their respective divisions that they believe are representative of the range of course types we offer—courses at the 100 through 400 levels, courses with lab sections, courses taught in a foreign language, etc. These syllabi are available in the online document repository, sorted according to the types of courses they exemplify.

Finally, we note that while we require students to earn 128 credit hours for graduation, in practice many of our students earn more than this. Graduates in the Classes of 2016 and 2017 earned an average of 139 and 137 credit hours, respectively.

Our registrar's office is responsible for the evaluation of prior learning and the evaluation of student progress, including the awarding and recording of credit. The registrar's office staff was

reorganized in 2016-17 to allow it to better carry out the work of administering the Connections program, and the dean of the college staff was supplemented with a new administrative assistant for Connections—all to ensure the quality and coherence of the overall program and the constituent courses for which students are awarded general education credits.

Connecticut College currently serves as the school of record for the Los Angeles-based Institute for Field Research (IFR); the Umbra Institute in Perugia, Italy; and the National Theater Institute (NTI) in Waterford, Connecticut. This is a common practice used by many study away and other programs that are not themselves accredited and therefore cannot produce official transcripts of their own. As the school of record, we strive to comply with the Commission's Policy on Contractual Arrangements Involving Courses and Programs, under which Connecticut College is responsible for ensuring that all courses meet our academic standards. Our AAPC is responsible for reviewing and approving course descriptions. As we renew our memoranda of understanding, as we have recently done with IFR, we are instituting additional oversight mechanisms. In the case of IFR, one or two Connecticut College faculty members will serve as voting members on IFR's Academic Advisory Council; our associate dean of the faculty will review the curriculum vitae of field school directors; the AAPC will review an annual report from the IFR Academic Board and convey its concerns, if any, to the dean of the faculty; and we will send faculty members to conduct periodic on-site visits to provide independent confirmation of IFR's field school assessments (see Exhibit 4.20, IFR affiliation agreement).

We are discontinuing our relationship with Umbra after fall 2018, largely in response to the report of the Italian Department's visiting committee, which strongly encouraged consolidating the number of approved Italian study away programs. The committee voiced concerns about the current Umbra offerings and did not include it among the three programs it recommended. In consultation with department chair, the study away office has opted to develop stronger relationships with other well-established programs rather than continuing to work closely with Umbra.

As for NTI, we are currently working with them to explore a closer relationship, akin to the one between Sarah Lawrence College and the British American Drama Academy. In a preliminary proposal currently under discussion, NTI would maintain its independence in terms of making admissions decisions and determining how to distribute financial aid, while Connecticut College would serve as the institutional sponsor by accepting applications, billing students, and providing transcripts. NTI would benefit from our marketing efforts and from the ability of students from other universities to bring their financial aid with them. Connecticut College would benefit from additional revenue and from an enhanced ability to attract strong theater students interested in a semester at NTI. No decisions have been made, but both institutions are committed to furthering this longstanding and beneficial partnership.

Standards for satisfactory academic progress and potential actions for students who are found not to be in good standing are published in the College catalogue (Exhibit 1.3, pp. 20 and 23). At the end of each semester, the College's Committee on Academic Standing, composed of faculty and administrators, reviews the academic records of students who are not making progress, not in good academic standing, or in danger of falling behind or out of good standing and recommends appropriate action (typically a letter of warning, an advisement to withdraw, or a directive to withdraw).

Our graduation requirements are clearly stated in our College catalogue and on the College's website, and are tracked through an online degree-audit system to which students and their academic advisers and deans have access. The system, DegreeWorks, was implemented in fall 2015 and allows real-time tracking of student progress towards overall graduation requirements, general education requirements, and major and minor completion requirements (Exhibit 4.3). Audits are available on a 24/7 basis electronically. Departments and programs, class deans, and registrar office staff have access to reports that identify student progress and highlight areas of concern, which are quickly addressed. Departments and programs are able to actively review progress within the major(s) and minor(s) they administer.

Integrity in the award of credit and course grades rests with faculty members and department chairs. Faculty members' grades are recorded via an online self-service tool that helps ensure timely and accurate reporting following each semester. As described in the institutional overview and elsewhere in this report, Connecticut College has a 95-year-old student-adjudicated honor code that outlines expectations for academic honesty and the procedures and consequences for violations (Exhibit 9.1). Faculty members are educated about the code during new-faculty orientation and in messages at the beginning of each semester, and two faculty members serve as ongoing liaisons to the Honor Council. Students are educated about the Code during first-year orientation, in first-year seminars, in the student handbook (Exhibit 1.4), and through messages and reminders from the Student Government Association, particularly during finals week. On our fall 2017 survey of incoming first-year students, 91% of respondents said that the honor code was an important factor in their decision to attend Connecticut College (Exhibit 1.8).

As a college with a highly residential and traditional student body, our students and faculty enjoy many opportunities for interaction regarding course content, academic plans, career plans, graduate school options, and formal and informal advising. For incoming students, we create immediate opportunities for close student-faculty and student-staff interaction and engagement by having first-year seminar instructors serve as students' pre-major advisers as part of an advising team that includes a staff member and a student who is at least a sophomore. When students declare a major or minor, they declare an adviser as well. Advisers make themselves available to students via posted office hours or email. *IFF* specifies that "[a]ll faculty are expected to schedule regular office hours each week when they are available to students for help

and counsel" (Exhibit 2.4, section 2.3.1). Surveys of students indicate strong satisfaction with faculty and with opportunities for engagement outside of class. For example, the figure below shows how Connecticut College first-year students and seniors and their counterparts at New England private institutions rated the quality of their interactions with academic advisers and faculty members. In three of the four comparisons shown, our students' responses were more positive at statistically significant levels. Results from a supplemental set of National Survey of Student Engagement questions specifically related to advising provided similarly encouraging results (see Exhibit 4.21, pp. 105-108; see also the discussion in Standard Six of year-over-year improvements in first-year advising).

NSSE 2017: *"Indicate the quality of your interactions with the following people at your institution."*
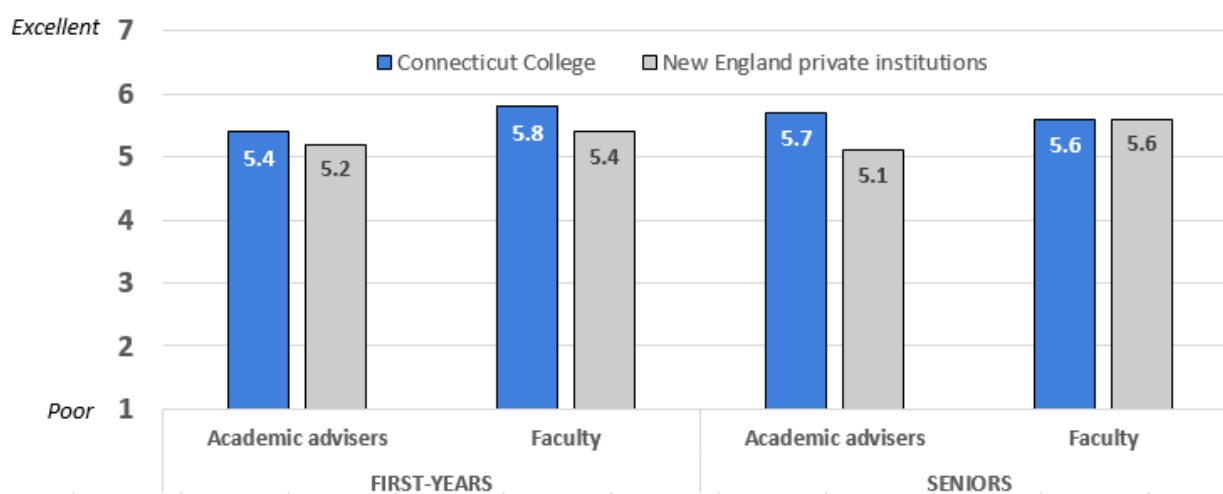
College efforts to enhance advising include an advising seminar for faculty members aimed at developing best practices for recommendation to all faculty members, and a range of Center for Teaching & Learning (CTL) programming throughout the year on matters related to student success. For example, fall 2017 CTL events included the discussions "Framing and Advising the Sophomore Year" and "Teaching and Advising our First-Year Seminars" (see Exhibit 4.8).

Programs such as our Residential Education Fellows program capitalize on our residential student body and provide out-of-class intellectual activities through a regular set of faculty-led programs in the residence halls each semester (Exhibit 4.22). A program funded by the dean of the faculty provides faculty members one free meal ticket per week to dine with students in College dining halls. Several College-funded programs promote student-faculty research opportunities. Finally, our Faculty-Student Engagement Fund allows faculty members to engage with groups of students—either advisees or students in their classes—beyond the classroom in innovative ways. Awards average around $500 and may be used in a wide variety of faculty-student interactions, such as course-related field trips, reading or writing groups in which faculty

and students work together, and materials or equipment that extend coursework beyond the classroom (Exhibit 4.23).

Appraisal

As detailed above, Connecticut College has a mature set of policies and procedures that govern the creation and revision of courses, majors, minors, and certificate programs. Our *Information for Faculty* manual gives faculty and staff appropriate authority to oversee a process that ensures students have high quality academic experiences at every stage of their college careers. Since our 2012 interim report to the commission, our adoption of an online catalogue and an associated online degree audit tool have provided opportunities for departments to review their course offerings and major and minor requirements. Many departments made adjustments and "clean ups" to formalize longstanding informal departmental rules and practices regarding graduation requirements, to remove from the catalogue courses unlikely to be taught again soon, and so forth.

Projection

We will monitor faculty and student use of the degree-audit system to ensure that it is succeeding in helping faculty and staff advisers provide timely counsel to their advisees and that students are using it fully to plan their coursework over their four years. To guide students towards timely completion of Connections requirements, we have piloted an electronic portfolio system for students to store and organize their pathways work in order to prepare them for successful completion of senior integrative projects. We anticipate formalizing these processes for all pathways in the next two years to support student excellence and integrity in the award of Connections-related course credits.

Exhibits list for Standard Four

4.1   Centers' certificate programs' student handbooks
4.2   Connecticut College "Connectionary"
4.3   DegreeWorks: The Connecticut College Degree Audit Explained
4.4   Proposal for Environmental Engineering Studies program
4.5   Report of Summer Working Group on Faculty and Staff Resources, August 2016
4.6   2016-17 AAUP Faculty Salary Analysis
4.7   Dean of Faculty's fall 2017 notice regarding National Center for Faculty Development and Diversity
4.8   Historical listing of Center for Teaching & Learning programming
4.9   Description of Digital Scholarship Fellows Program
4.10   HEDS Research Practices Survey instrument, fall 2017
4.11   Final Report of the Wabash National Study Working Group

4.12   Results of student survey regarding general education
4.13   President Bergeron talk to launch ReVision week, February 2014
4.14   Presentation to Board of Trustees regarding the Global Commons
4.15   Fall 2017 Blue Book with Departmental Staffing and Enrollment Data
4.16   Department and program learning goals
4.17   Student learning outcomes assessment packet
4.18   Sample profiles of graduates for departmental self-studies
4.19   Results of fall 2017 survey of faculty regarding instructional time with students
4.20   Institute for Field Research memorandum of understanding
4.21   National Survey of Student Engagement 2017 results packet
4.22   Description of the Residential Education Fellows program
4.23   Faculty-Student Engagement Fund announcement, fall 2017

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		1,764						1,764
Main Campus PT		2						2
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	1,766	0	0	0	0	0	1,766
Total FTE		1,764.67						1,764.67
Enter FTE definition:								
Degrees Awarded, Most Recent Year		442						442

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

As seen on the following page, we also had about 50 additional part-time students in Fall 2017 who were not degree-seeking students.

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT				2	1,764	1,766
Main Campus PT				49	2	51
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	0	0	51	1,766	1,817
Total FTE				18	1,764.67	1,783.00
Enter FTE definition:				FTE = (FT + (PT/3))	FTE = (FT + (PT/3))	FTE = (FT + (PT/3))
Certificates Awarded, Most Recent Year						

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

? For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year Forward (goal) (Fall 2018)
Certificate (add more rows as needed)						
?						
Total		0	0	0	0	0
Associate (add more rows as needed)						
?						
? Undeclared						
Total		0	0	0	0	0
Baccalaureate (add more rows as needed)						
? ACS Certified Chemistry/Biochemistry	128	8	5	7	7	7
ACS Certified Chemistry	128	6	9	7	11	11
Africana Studies	128		2	4	5	5
American Studies	128	19	21	28	21	21
Anthropology	128	13	16	22	14	14
Architectural Studies	128	15	8	14	19	19
Art	128	14	25	23	20	20
Art History	128	14	8	10	12	12
Behavioral Neuroscience	128	57	58	65	51	51
Biochem., Celllular and Molecular Biology	128	22	17	15	24	24
Biological Sciences (& BIO)	128	69	68	48	47	47
Botany	128	10	10	4	7	7
Classics	128	12	7	8	11	11
Computer Science	128	33	40	46	39	39
Dance	128	18	13	11	14	14
East Asian Studies	128	17	12	13	5	5
Economics	128	126	119	121	101	101
English (& ENL)	128	46	49	56	59	59
Environmental Chemistry	128	1				
Environmental Studies	128	41	46	47	42	42
Film Studies	128	29	24	29	32	32
French	128	8	11	5	5	5
Gender And Women's Studies	128	9	9	14	9	9
German Studies	128	3	1	2	3	3
Government	128	53	49	56	67	67
Hispanic Studies	128	9	8	10	7	7
History	128	39	36	37	46	46
Human Development	128	25	30	33	28	28
International Relations	128	32	43	46	52	52

Italian Studies	128	2	3		2	2
Latin American Studies	128	2	2		1	1
Mathematics	128	15	32	34	14	14
Music	128	7	6	5	8	8
Music And Technology	128		2	3	4	4
Music with Certification in Music Education	128			1		
Philosophy	128	15	15	14	12	12
Physics	128	10	12	13	9	9
Psychology	128	105	110	89	87	87
Religious Studies	128	4	3	1	1	1
Slavic Studies	128	10	6	3	2	2
Sociology	128	35	29	29	26	26
Student-Designed Interdisciplinary	128	8	1	2	3	3
Theater	128	20	15	16	17	17
Urban Studies	128					
Global Islamic Studies	128		2	2	3	3
Undeclared		894	872	829	819	819
Total		1,875	1,854	1,822	1,766	1,766
Total Undergraduate		1,875	1,854	1,822	1,766	1,766

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Double- and triple-majors are categorized above according to their first major on record. See Connecticut College Blue Book in the document repository (Exhibit 4.15) for additional historical data on majoring.

We do not set institutional goals for declared-major totals; the Fall 2018 numbers reflect a continuation of the Fall 2017 status.

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

[?] For Fall Term, as of Census Date

[?]	Number of credits*	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year Forward (goal) (Fall 2018)
Master's (add more rows as needed)						
[?] Psychology	48	7	4			
Total		7	4	0	0	0
Doctorate (add more rows as needed)						
[?]						
Total		0	0	0	0	0
First Professional (add more rows as needed)						
[?]						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
[?]						
Total		0	0	0	0	0
Total Graduate		7	4	0	0	0

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Our masters of psychology program has not admitted new students since 2015 and has been suspended indefinitely.

Standard Five: Students

Connecticut College strives to recruit and matriculate students who will thrive in a residential environment distinguished by a challenging academic program, a robust co-curriculum, and ample opportunities for personal and professional development. We offer our students a rigorous liberal arts education; a curriculum designed to integrate multiple interests into a coherent course of study; a diverse, close-knit community bound by an honor code; and a campus of great architectural and natural beauty.

Enriching our academic and residential culture is a key priority of the College's strategic plan, and in the sections below we describe the work we are currently doing to make it stronger. We have dramatically expanded the scope of our student affairs division since the last comprehensive review, and particularly since the 2012 interim report. In Standard Two, we described our integrated approach to the student experience, which connects the work of our dean of students, dean of institutional equity and inclusion, and dean of the college. With new and reallocated resources, we have enhanced student opportunities through a variety of new facilities, policies, and programs: a $10 million Academic Resource Center; a focused approach to first-year housing; a nationally recognized sexual-assault-prevention program; greater integration of our centers for women, students of color, and LGBTQIA students; and increased funding and staff support for student engagement. All this helps us not only keep pace with our students' boundless energy but also satisfy their desire for putting the liberal arts into action on and off campus.

Admissions

Description
The College's 12-person admission staff recruits widely in the United States and internationally to attract applicants seeking the educational opportunities we offer. Through in-person recruiting activities and high-quality written and electronic materials, we indicate to prospective students the kind of engaged, challenging, and diverse academic community of students, faculty, and staff we foster on our campus. Our website introduces admission office staff and describes the application, admission, and financial aid policies and processes. In 2017-18, we added new content to our suite of admission materials to inform prospective students and their families about our new approach to integrative liberal arts education. Our print and online admission materials provide prospective students and their families with statistical portraits of our campus community, the student body, and student outcomes as well as "case studies" of particular
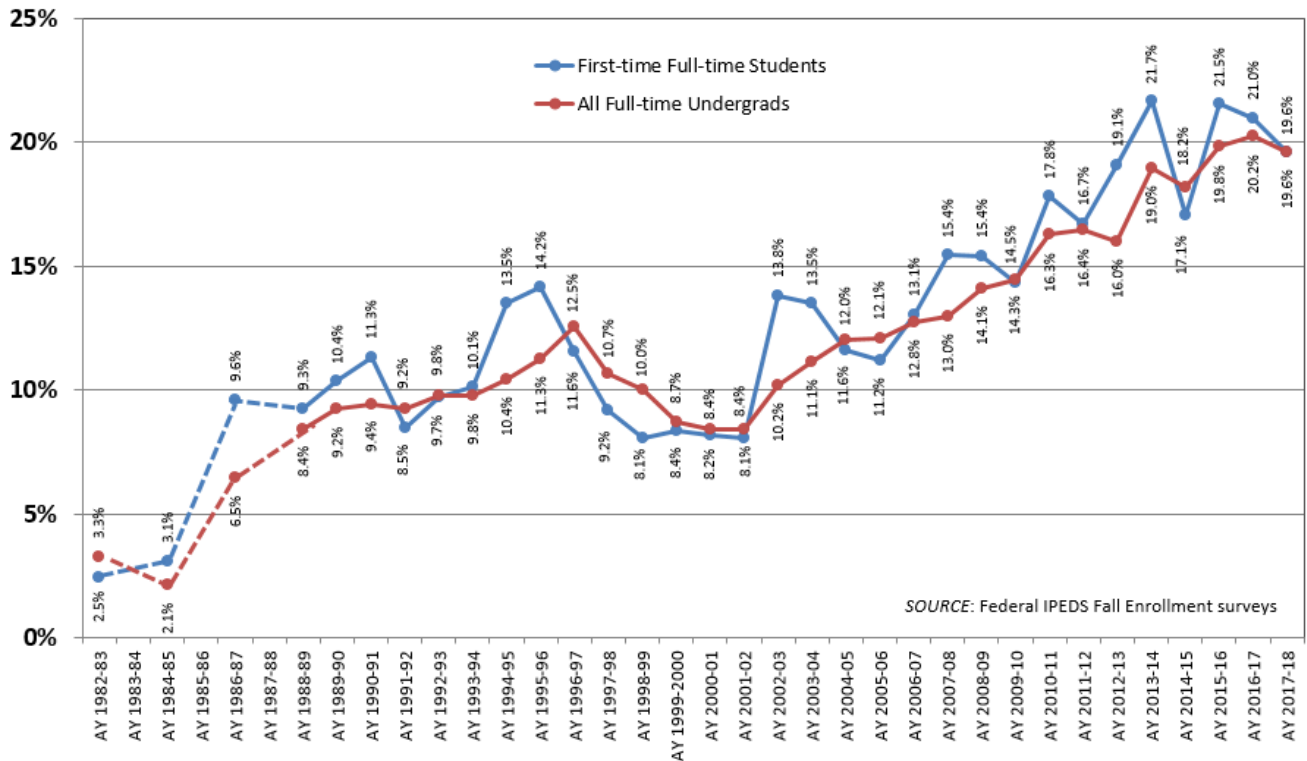
students who exemplify some of the many ways Connecticut College students integrate the opportunities we provide (see Exhibit 5.1).

To give additional authenticity to the ways we invite students to join our community, our undergraduate admission fellows lead campus tours, conduct interviews with and answer questions from prospective students, and blog about their experiences at Connecticut College. Finally, our admission office has long published a set of "essays that worked" so that prospective students have an idea of the kinds of students we admit and the wide variety of admission essays they wrote (Exhibit 5.2).

We are strongly committed to continuing to diversify our student body in a variety of ways (see Data First form 5.4). Recent incoming classes have averaged about 15% first-generation students, and about half of our students receive need-based financial aid in some form. Domestic and international diversity have steadily increased over the last decade: in fall 2017, U.S. students of color comprised nearly 20% of our student body, compared with 14% in fall 2008 and 8% in fall 2001 (see figure on following page). When international students are included, 25% of the student body are people of color. We have made our campus more welcoming to LGBTQIA students through enhanced programming, resources, and support, as well as implementing inclusive policies and practices such as creating more gender-neutral bathrooms and implementing a preferred-name policy (see Exhibit 5.3). Our Student Counseling Services office has improved services to students by hiring a multicultural counseling specialist and creating post-doctoral fellowships in multicultural and LGBTQIA counseling (Exhibit 5.4). We have supported our students' religious and spiritual lives by expanding our chaplaincy to include a Muslim chaplain and by working with a generous donor to build the Zachs Hillel House to expand support for Jewish members of our campus community (Exhibit 5.5).

Historical Percentage of U.S. Students of Color, Fall 1982 to Fall 2017

Legend:
- First-time Full-time Students
- All Full-time Undergrads

First-time Full-time Students values: 2.5%, 3.1%, 9.6%, 9.3%, 10.4%, 11.3%, 8.5%, 9.7%, 9.8%, 13.5%, 14.2%, 11.6%, 9.2%, 8.1%, 8.4%, 8.2%, 8.1%, 13.8%, 13.5%, 11.6%, 11.2%, 13.1%, 15.4%, 15.4%, 14.3%, 17.8%, 16.7%, 19.1%, 21.7%, 17.1%, 21.6%, 21.0%, 19.6%

All Full-time Undergrads values: 3.3%, 2.1%, 6.5%, 8.4%, 9.2%, 9.4%, 9.2%, 9.8%, 10.1%, 10.4%, 11.3%, 12.5%, 10.7%, 10.0%, 8.7%, 8.4%, 8.4%, 10.2%, 11.1%, 12.0%, 12.1%, 12.8%, 13.0%, 14.1%, 14.5%, 16.3%, 16.4%, 16.0%, 19.0%, 18.2%, 19.8%, 20.2%, 19.6%

X-axis: AY 1982-83 through AY 2017-18

SOURCE: Federal IPEDS Fall Enrollment surveys

Our approach to enrolling and supporting a diverse student population includes our institutional affiliation with the Posse Foundation, and in fall 2017 we welcomed our ninth cohort of Posse scholars (Exhibit 5.6). We also developed our own National Science Foundation-funded Science Leaders program that recruits and supports underrepresented students seeking post-graduate education and/or careers in the sciences (Exhibit 5.7). We enrolled our tenth cohort of Science Leaders in fall 2017.

We use the Common Application as the starting point for our admission process. To ensure that Connecticut College will be a good fit, we encourage applicants to visit campus and to schedule an interview with an admission fellow. We use a time-intensive application reading process (described in an internal Application Reading and Processing Manual) in which every application is read in full once and then reviewed again in a committee setting for further deliberation on applicants' promise in the context of the entire applicant pool. Each application is assigned an "academic reader rating" summarizing the applicant's qualifications based on a host of factors. Our admission officers receive training to ensure that they adhere to campus policies and expectations as well as national norms for professional and ethical recruiting of students. Via our website, catalogue, and other materials, the College is transparent about admission, financial aid, scholarships, and retention policies. As members of the New England Small College Athletic Conference, we abide by the NESCAC Statement of Common Admission Practices and its associated guidelines, according to which admission offices work closely with athletic departments to ensure that students on all intercollegiate NESCAC teams are representative of

each institution's student body and are admitted with the expectation of their full participation in the life of the College.

Once admitted to Connecticut College, we hold admitted-student open houses and encourage students to visit campus again and to begin engaging with their future classmates through social media platforms such as Facebook class pages. While we admit only those who we believe will succeed at Connecticut College, we also recognize that every student needs support in some form. As part of our orientation and first-year seminar curriculum, all incoming students learn about the many resources designed to help them reach their full potential. These include team advising, our Academic Resource Center (ARC; see Exhibit 5.8), our tutoring programs, our Student Accessibility Services office, study-skills workshops, and many other programs. (Team advising and the ARC will be described in more detail in the next section.)

As seen in Data First Form 8.1, our first-to-second-year retention rates have averaged around 90% for many years, and our six-year graduation rate has been in the 82% to 83% range. These are excellent outcomes in the context of higher education overall, but our goal is to improve them. Since fall 2015, we have conducted several in-depth analyses of our retention and graduation rates to understand patterns of attrition: what types of student tend to withdraw from Connecticut College, why they choose to leave, and where they tend to go (see Exhibit 5.9). We have used the results both to gain a better sense of which students persist and how our deans and advisers can better address potential sources of dissatisfaction.

Financial aid, of course, plays a role in student persistence and success. We offer financial aid to students through a well-organized program overseen by our director of financial aid and the dean of admission and financial aid. We are committed to meeting the full demonstrated financial need of every student we admit, and starting in spring 2017, we extended this commitment by offering a limited number of merit-based scholarships as well, allowing more middle-income families to enroll in the College and increasing the socio-economic diversity of the student body. Information about these scholarships is published on our website.

A full range of financial information for prospective students and their parents and families (including a net price calculator) is available online and in print (see Exhibit 5.10). The College provides students who are considering loans with information about application processes, cost, debt, and repayment. Students who are graduating, transferring, or will be enrolled less than half-time are required to participate in a loan counseling session that covers repayment terms, consequences of default, debt management strategies, accessing loan information on the National Student Loan Database System, and the services and contact information of the Federal Student Aid Ombudsperson. For graduating seniors, group sessions are provided each spring, and the PowerPoint slides for the financial aid office's annual Federal Student Loan Exit Counseling presentation are available to students via CamelWeb, our campus intranet (see Exhibit 5.11). As

reported to the Commission on our most recent NEASC annual report, our three-year cohort default rate was 1.1%, substantially below the national average of 11.5%.

Appraisal

As noted above, we have scrutinized our student attrition patterns in recent years to ensure that we are not losing students for preventable reasons. Our research shows that most students who leave do so not because of poor academic performance but because they believe they would prefer a larger institution in a larger city or that they would like to pursue a major we don't offer. While some level of student transfer activity is natural and unavoidable, we seek to retain every student we admit and to help them find ways to thrive academically and socially. An important factor that we are tracking is student medical leaves, which are on the rise at Connecticut College and at peer institutions. As will be described below, we have a comprehensive support network across campus to provide individualized support to students. We also have good reason to believe that our new curriculum, Connections, is creating more compelling experiences for students in their initial semesters and will lead them to persist in greater numbers. An encouraging early indication is that the first-to-second-year retention rate in fall 2017—following the first cohort to enter under the new curriculum—was 90.7%, as compared to 88.7% the prior year.

Projection

As described in our discussion of financial planning under Standard Two, we recognize a challenging set of current circumstances in American higher education with regard to affordability, a declining number of college-aged students, and some national skepticism about the value of a college degree. Our strategic plan commits us to exploring new ways to make a Connecticut College education affordable and enhance our resources for enrolling and retaining students from historically underrepresented groups. We will work to sustain and amplify the improvements in retention rates seen in fall 2017 so that every student we admit reaches his or her full potential.

Student Services and Co-Curricular Experiences

Our students' learning and personal growth occur both inside the classroom and out—on stage, on playing fields, in student clubs and organizations, and in jobs and internships on campus or in the greater New London region. We leverage our residential campus to provide students with numerous opportunities for such endeavors. As noted above, our student services and co-curricular experiences have been dramatically enhanced since our last comprehensive review through reorganization and restructuring, additional resources, and the development of new programs to support students and address their needs.

The intensive work in recent years on the student experience is guided by two related ideals. The first is the College's mission of educating students "to put the liberal arts into action as citizens in a global society." Out-of-classroom experiences provide opportunities for students to connect with each other and with faculty and staff to explore areas of passion and to test new ideas and approaches. We seek to maximize the impact of the out-of-classroom experience as a residential "laboratory space" where students can extend their intellectual engagement while building community and preparing for meaningful lives after Connecticut College.

The second ideal, set forth recently in our strategic plan, springs from Susan Sturm's theoretical framework of "full participation": the idea that we will enable all members of the community to participate fully in the life of the College, to reach their highest potential, and to contribute to the flourishing of others. This concept informs our policies and practices and the ways that faculty, staff, and students partner to design the student experience.

Description

Administrative Structure
Just as oversight of our academic program is shared by the offices of the dean of the faculty and the dean of the college, responsibility for our student services and student affairs programming is shared by a trio of senior administrators and their staffs—the dean of the college, the dean of institutional equity and inclusion, and the dean of students. At the time of our 2012 interim report to the Commission, these three divisions were all led by a single senior officer, the dean of the college. In 2015, we decoupled the roles so that the College's senior diversity officer is now a separate cabinet-level position, the dean of institutional equity and inclusion, and we elevated the head of student affairs to a cabinet-level dean of students. Together, staff members of these three divisions constitute a Student Experience Group that works together to provide enhanced student services and co-curricular experiences. In this section of the report, we describe the work being done within and across these divisions.

The dean of the college provides leadership for all aspects of the student academic experience. The dean addresses academic priorities related to general education, advising, full participation, international education, academic support, community partnerships, career advising, and life after college. The dean oversees the management and operation of offices and centers that provide advising and support for the academic program on campus and abroad. The dean appoints and oversees associate and assistant deans responsible for bolstering academic support for first-year students, sophomores, juniors, seniors, transfer students, and international students. The dean is also responsible for implementing all elements of Connections, including first-year seminars and team-advising, while supporting and supervising the Office of Study Away, the Academic Resource Center, the Writing Center, the Office of Career and Professional Development, the Office of Community Partnerships, and the Office of Accessibility Services. The dean also oversees the Posse Scholars program, our Presidential Scholars program, and our

Residential Education Fellows program, all of which engage faculty members in the residential experience.

The dean of students works collaboratively with faculty, staff, and students to develop an integrated learning experience where students reflect on and make connections across the full range of their campus experience. The dean of students oversees the division of student life, which includes residential education and living, student engagement and new student programs, student health services, student counseling services, sexual violence prevention and advocacy, student wellness and alcohol and other drug education, campus safety, and the College's student conduct process. Beginning in August 2017, supervision of athletics began the transition from the dean of the faculty to the dean of students (see Exhibit 5.12), who now supervises athletics, with the dean of the faculty continuing to oversee the offering of credit-bearing physical education courses.

The dean of institutional equity and inclusion serves as the senior leader coordinating efforts to create a diverse, inclusive, and welcoming environment for faculty, staff, and students. The dean works with the senior leadership team to provide support and advocacy for students, faculty, and staff from underrepresented and historically marginalized groups as well as educational outreach to the broader campus community. He oversees our cultural centers that serve women, LGBTQIA students, first-generation students, and students of color, as well as religious and spiritual life on campus. The dean also collaborates with the dean of the faculty to enhance faculty recruitment and retention efforts and with the dean of the college and the Center for Teaching & Learning to offer faculty development in equity pedagogy. Finally, the dean of institutional equity and inclusion serves as the Affirmative Action Officer and as the Americans with Disabilities Act Officer for the campus community.

The individuals responsible for student services are qualified by formal training and work experience to address student needs effectively (per Standard 5.17). The divisions hire professional staff with expertise in college student development and/or a field relevant to their area of specialty (e.g., identity development, career counseling, and residential education). The divisions work closely with Human Resources to ensure that they are following best practices in the search process and providing comprehensive evaluations and professional development opportunities. To foster the close collaboration of Student Experience Group partners, the staffs of the three divisions convene periodically for planning purposes and professional development.

Guiding Philosophy
In 2016-17, the Student Life division, the Office of the Dean of the College, and the Institutional Equity and Inclusion division began working jointly on a comprehensive statement of principles and learning goals to reflect their cross-divisional work in advancing student learning outside the classroom. The statement takes as its foundation both the College's mission and the four guiding

principles of Connections: intentionality, integration, engagement, and reflection (see Exhibit 5.13). The aim is to align these co-curricular goals, when completed, with the goals of Connections in order to provide a stronger basis for assessing student outcomes.

Student Engagement and New Student Programs
The Student Life division, in close partnership with the dean of the college division, organizes the College's orientation program and compiles the pre-orientation booklet ("Over the Hump") that introduces new students to the College and the surrounding community (Exhibit 5.14). New-student orientation is a comprehensive five-day program held each fall the week before classes begin. Pre-orientation programs are also offered for international students and first-generation students the day before the formal orientation program begins. A smaller-scale program is provided in January for mid-year matriculants.

Orientation for first-year and transfer students is designed to welcome students to the Connecticut College community and acclimate them to academic expectations and campus life. The program includes academic testing, advising, and course registration, and sessions on academic resources, social engagement, sexual assault bystander intervention, community expectations, the honor code and College policies, health and wellness, and an interactive session on equity and inclusion (Exhibit 5.15). A corresponding parent/family orientation program occurs on arrival day to discuss the resources available to students and families to ensure a successful college experience (Exhibit 5.16).

Upon arrival at Connecticut College, students are introduced to clubs and organizations as an important element of the co-curriculum, providing students with an opportunity to enact our mission of putting the liberal arts into action. There are currently over eighty formally recognized clubs and organizations on our campus, and they allow students to gain experience in leadership, collaboration, budgeting, and events management. Our organizations are described on the College's website (see Exhibit 5.17), and a campus-wide involvement fair each fall highlights the multitude of ways a student can become engaged on campus, from clubs and organizations to work in the community, to athletics, to employment. Residentially-based student leaders (housefellows and floor governors) meet one-on-one with each of their first-year residents for what we call "Camel Chats." These three intentional conversations help to encourage students to get involved in meaningful ways and to reflect on the choices they have made during their first days, weeks, and months on campus. The information gathered in these chats is compiled and shared with student life leadership to guide future student support and programming (see Exhibit 5.30).

Student Wellbeing
We have longstanding mechanisms in place for identifying and responding to the needs of our students. Information about these resources is on our website in various places for students and

their parents and families, and the offices, services, and resources are talked about extensively each year at new-student orientation and at new-parents orientation. An objective of the College's strategic plan is to "educate students about the relationship between health, wellbeing, and success." To advance our goals in this area, Student Life formed the student wellbeing team led by the senior associate dean of student life with Student Counseling Services (SCS); Student Health Services (SHS); the Office of Student Wellness, Alcohol, and Other Drug Education; and our Office of Sexual Violence Prevention and Advocacy. This group partners with colleagues across campus to develop holistic approaches to student wellbeing that focus on belonging, meaning and purpose, self-care, and commitment to others.

Our SCS office provides students with mental health evaluations, individual and couples counseling, crisis management, psychiatric medication evaluations and management, and, since 2015-16, an expanded group counseling program. Recognizing the diversity of needs within the student population, specialized mental health services and outreach for students of color and LGBTQIA students were implemented in 2013-14, when the College hired a multicultural counseling specialist, and further expanded in 2016-17 with the addition of two post-doctoral fellows, one in multicultural counseling and one in LGBTQIA counseling (see Exhibit 5.4). Counselors provide consultation to faculty, staff, and students about mental health issues and crisis consultation to on-call staff during the academic year. A variety of educational outreach methods are used for preventative interventions, education, stigma reduction, and mental health awareness.

SCS is accredited by the International Association of Counseling Services (Exhibit 5.18). All clinical staff are state-licensed or license-eligible, the group counseling coordinator is a certified group therapist, and the consulting psychiatrist is state-licensed and board-certified. The director has American Board of Professional Psychology certification in Counseling Psychology. Clinical staff meet state requirements for continuing education units.

Our Student Health Services office supports students' physical and mental health through direct care and health education. Staff provide on-campus primary care to all matriculated students during normal business hours and partners with PhysicianOne in Groton to offer after-hours/weekend care. Access to the off-campus service is supported by free taxi vouchers to the clinic. The director also advises a campus Emergency Medical Technician club that offers assistance to Campus Safety officers in responding to evening medical/alcohol/drug incidents (see Exhibit 5.19, Student Health Services Annual Report).

To respond to student needs related to wellness and substance abuse, the College established the Office of Student Wellness, Alcohol, and Other Drug Education with a full-time director in 2008. Focusing on the intersection of health, wellbeing, and academic success, the director trains student leaders and presents at new-student orientation each fall on issues of substance use and

managing one's own wellbeing. The office provides general programs on alcohol, other drugs, and health promotion in the residence halls, with athletic teams, and through open campus programs. The office partners with the conduct process to address alcohol- and drug-related violations through its Choices Alcohol/Drug Workshop. Motivational interviews are also offered through what we call our BASICS (Brief Alcohol Screening and Intervention for College Students) training program. Other alcohol-related work is advanced in partnership with the EverFi Coalition, which we joined in 2015. Generally, alcohol use in our student population is higher than the national average, and as part of the College's effort to reduce this behavior, the College uses EverFi's AlcoholEdu for College, an interactive online program designed to reduce negative consequences of alcohol among students. We have a 96% completion rate for the initial AlcoholEdu for College survey. The coalition offers an institution-level diagnostic tool to evaluate the College's approach to alcohol use and abuse on campus, and using the tool, we developed an action plan that we are implementing in 2017-18 (Exhibit 5.20).

Connecticut College has taken great strides since 2010 to improve education, support, and advocacy around issues of sexual assault. Our Office of Sexual Violence Prevention & Advocacy, created in February 2010, provides education, outreach, and confidential advocacy services to students who are impacted by sexual assault, domestic/dating violence, and stalking. Advocacy includes assisting students with reporting formal complaints to the College or local police departments, and seeking accommodations related to housing, course scheduling, or building access, for example. Violence prevention education is offered through new-student orientation programs, residence hall programming, athletic team trainings, and course-related lectures.

The Green Dot Bystander Intervention program is a key component of this prevention work. (According to the nomenclature, a "green dot" is defined as any behavior, choice, word, or attitude that positively counters or displaces a "red dot" of violence, promoting safety for everyone and communicating intolerance of sexual violence, interpersonal violence, and stalking.) The Green Dot overview is part of the mandatory orientation program and the six-hour Green Dot Bystander Intervention trainings are offered roughly five times per year, including during the winter break for athletes and residence life student staff who are on campus. These trainings provide students with the knowledge and tools to intervene in instances of sexual assault, dating/domestic violence, and stalking. As of fall 2017, over 1,000 Connecticut College students had been trained, and approximately 25% of the current student body had attended the six-hour Green Dot bystander intervention instruction, exceeding the 15% "critical mass" target that, according to the national organization, indicates a formative culture shift. This year the College will be training additional staff to serve as secondary advocates and establishing a team of trainers on campus to expand the work of the Green Dot program (see Exhibit 5.21, Think S.A.F.E. annual report). In 2014-15, we collaborated with other colleges in the region to develop and administer a campus climate survey focused on sexual assault prevalence and programming.

The results (Exhibit 5.22) indicated widespread expectations that campus leaders take sexual assault seriously and respond appropriately, with over 95% of respondents indicating agreement that "the College is working on measures to prevent sexual assault" and that "the College has been successful at reducing sexual assault." A large majority of the respondents indicated knowledge of the College's resources for sexual assault victims and reported that they used a variety of bystander intervention techniques that are part of our training.

In addition to the Student Life Wellbeing Team, a key component of our efforts to support student wellbeing lies in the work of the College's CARE (Concern, Assessment, Response, Evaluation) Team (Exhibit 5.23). When the CARE Team was established during the 2013-14 academic year, its members completed the certification course facilitated by the National Behavioral Intervention Team Association, and the team continues to participate in ongoing training. The group provides coordinated support for students in distress and addresses concerns about student behavior, academic progress, and personal issues, including mental health. The CARE Team welcomes information from students, faculty, staff, and family members about students of concern and they meet every two weeks to discuss cases and develop plans for assistance.

Academic Advising and Support
A discussion of student support would not be complete without mention of academic advising. We are proud of our new team advising approach, as well as the programs offered through our Academic Resource Center — both new initiatives since the 2012 interim report. Our first-year seminar instructors serve as incoming students' pre-major academic advisers, with assistance from a staff member—typically an instructional librarian or career-office staff member—who works closely with the instructor, and from a student to serve as a peer advisor. This approach aims to give students a full range of guidance and information as they choose among educational opportunities like courses, pathways, majors and minors, study away programs, internships, and work with community organizations. Moreover, it helps us avoid the potential problems reflected in Standard 6.13 that can stem from students having a variety of advisers who are *not* coordinating their efforts as a team.

Our Academic Resource Center opened in fall 2013 to bring a wide range of academic support services together under one roof as a comprehensive and integrated network of services that supports the academic mission of the College and facilitates student learning, engagement, and success. In 2013-14, its first full year of operation, the ARC saw 320 students, and by 2016-17 that number had grown to over 900. In addition, peer tutoring organized by the ARC provided over 6,200 hours of tutoring across twenty-seven areas of study, with heaviest use in the fields of

computer science, art, chemistry, biology, and mathematics (see Exhibit 5.24, ARC annual report for 2016-17).

Equity and Inclusion
Connecticut College adheres to the spirit and intent of equal opportunity as well as our own goals for diversity. As noted above, the College established the Division of Institutional Equity and Inclusion in 2015 and appointed the first permanent dean of the division in July 2016. In the 2016-17 academic year, the dean began addressing some critical campus needs by reorganizing and expanding the staff and student leadership structure of the division. A dynamic team of undergraduates now serve as ambassadors to help advance the work of equity and inclusion on campus. These initiatives are described in the appraisal section below.

The College has well-defined nondiscrimination and bias policies in the student and employee handbooks (Exhibits 1.4 and 1.5). In the 2016-17 academic year, the division of institutional equity and inclusion and the Office of Human Resources worked collaboratively with the division of student life create a single policy for both handbooks (Exhibit 5.25). A task force has been assembled to begin a comprehensive review of the parallel nondiscrimination policy in the faculty handbook.

Career Preparation
In the institutional overview, we described our nationally recognized career preparation and internship program and have touched on it in preceding sections of this report. Our career and professional development office reports to the dean of the college and is increasingly integrated with our academic programs. Our strategic plan calls for fully integrating career education into Connections' four-year curricular and advising structure, and many members of our first-year student advising teams are professional career advisors. Integration of activities was furthered by consolidation of reporting lines under a renamed dean of academic support, who also directs the ARC and oversees the writing center, student accessibility services, and the career office. Our 2016-17 Career Task Force reviewed this organizational structure and compared it with those at similar institutions. None had the kind of direct synergy between academic support and career support, and we believe we are well positioned to achieve our strategic plan objective of having the premier liberal arts career program in the country—one that exemplifies our mission of educating students to put the liberal arts into action (Exhibit 2.2)

Community Partnerships
Along with our internship and study away programs, community partnerships constitute the third major element of the off-campus learning opportunities we offer students. The Office of Volunteers for Community Service, now renamed Community Partnerships, was established in

1988 and has worked for the last thirty years alongside community leaders to identify ways that College resources can be aligned with civic priorities.

The mission of Community Partnerships is "to advance the next generation of active citizens through student engagement experiences in the New London area." It is staffed by one part-time and three full-time employees, as well as fellows supported by the AmeriCorps VISTA program. Together, the team works with students and faculty members practicing publicly engaged scholarship to advance democracy. Faculty, staff, and students work in partnership with New London residents to build a healthier and more just society by means of local engagement opportunities, work-study positions, and community-based learning courses (Exhibit 5.26)

Student Leadership

To prepare our students for success both when they are on campus and after they graduate, we offer a variety of leadership opportunities. As noted under Standard Three, our institutional commitment to shared governance includes student membership on many College committees, a student-trustee liaison committee of the board of trustees, as well as commitments to regular consultation with our Student Government Association (SGA) on areas of student concern.

The SGA is comprised of 36 elected members who receive leadership training and work each year to develop an agenda that will guide their actions. Institutional values of shared governance, the honor code, and equity and inclusion are incorporated into the training components. The Association's executive board members regularly meet with individual deans and vice presidents to discuss goals and gain an understanding of how the institution works. In August 2017, the Office of Student Engagement created a special orientation that extended this leadership training to over two hundred student leaders in organizations across campus before the start of school, to enable greater understanding and exploration of common purposes. In January 2018, the College sponsored its first Emerging Leaders Conference to expand that education further by connecting students with alumni leaders from many professions (see Exhibit 5.27)

Finally, and as a segue to the following section, our athletics program offers a range of leadership opportunities for students. Several teams are certified with the Green Dot program, and many students participate on our Student Athlete Advisory Committee, which serves as a vehicle for addressing and discussing and resolving issues facing student-athletes. The committee represents all students who participate in intercollegiate athletics and promotes and celebrates achievements by student-athletes.

Athletics

Our spring 2017 Athletics Task Force reaffirmed the centrality of athletics to our mission and values and documented the ways that varsity, club, intramural, and recreational competition fosters student engagement and wellbeing (see Exhibit 2.3). We have a very active, athletic

student body, with 50% of students competing for Connecticut College on either varsity or club teams. A key goal in the College's strategic plan is to enhance the support for athletics in order to heighten the competiveness, success, and integration of the College's athletics programs with the educational mission.

Connecticut College competes in NCAA Division III athletics as part of the New England Small College Athletic Conference (NESCAC), fielding 28 men's, women's, and co-ed teams. About one-third of our students compete on an intercollegiate (varsity) team for at least one year of their college careers. As noted earlier under the admission section of this standard, we abide by the NESCAC Statement of Common Admissions Practices and its associated guidelines, especially the commitment to academic and athletic excellence. Connecticut College bestows adjunct faculty status on head coaches, who mentor students, teach courses, and participate regularly in Center for Teaching & Learning workshops and events. We have the same academic expectations for student-athletes as for any other students, and we work to ensure that student-athletes enjoy the same academic opportunities as others, such as by limiting course offerings after 4:00 p.m. in order to avoid time conflicts with team practices.

Club sports give students an important pathway to participate in competition without the same commitment as a varsity team. There are currently 17 active club sport teams serving over 320 students. The club sport teams vary in competitiveness; 13 of them are members of collegiate leagues and travel to NESCAC and other regional institutions for competitions. The Department of Physical Education and Athletics offers a wide range of one-, two-, and four-credit physical education courses each year.

Honor Code, College Policies, and Student Services Technologies
The honor code emphasizes integrity, civility, respect for the dignity of all human beings, and peers holding peers accountable for their actions. As noted earlier in this report, our student handbook is updated and published each fall (Exhibit 1.4), and enrolled students are notified via email of its availability on CamelWeb, the College's intranet. New students attend a policy and honor code session during new-student orientation, sign the honor code pledge, and receive a hard copy of the handbook. The handbook includes notices of required federal and state regulations, College-specific policies, and procedures for the conduct system. The College operates a centralized conduct system to ensure consistency in administration. Para-professional student staff in residence life and student, faculty, and staff adjudicators receive annual training on conduct policies and procedures, which are reviewed regularly. The last policy review took place in 2016-17 (see Exhibit 5.28), with changes implemented in fall 2017.

The division of institutional equity and inclusion oversees the nondiscrimination policy outlined in the student handbook, which is well publicized and regularly reviewed. Our Title IX policies are, in turn, published in the student and employee handbooks, and the location of the Title IX

coordinator on the first floor of our main administration building ensures that it is in an area of heavy student traffic. Title IX protocols and support services are promoted on the web and through print materials, including visually arresting posters that are widely distributed across campus. Finally, the Department of Physical Education and Athletics fully supports a student athlete code of conduct (Exhibit 5.29). Each participating team member signs the code as well as an acknowledgment of the College's hazing policy (Exhibit 1.4, pp. 53-56).

The College's policy statement on the education records of students is available on the public website as are our FERPA policies and waiver form (Exhibits 9.5 and 9.6). Student conduct record disclosure and retention information is available in Appendix A of the student handbook (Exhibit 1.4). Student Health Services and Student Counseling Service staff follow the provisions of Connecticut General Statutes regarding medical records. Students must have a health record on file that includes acknowledgment of the Notice of Privacy as well as Consent to Treat. Information release policies for Student Counseling Services and Student Health Services are available on the offices' public web pages. Housing records are maintained electronically, with access only for those staff who need it to deliver professional services. The division of information services regularly communicates to the campus community and sponsors workshops and other training sessions to safeguard the security of the College's electronic records and networks. Since our 2012 report to the Commission, the implementation of various information-technology systems has significantly improved student record management, documentation of student interaction, and access to student information. Employees must sign an administrative systems confidentiality agreement (Exhibit 7.22), complete training in information security, and change passwords regularly in order to safeguard the College's servers and networks, and thereby the privacy and confidentiality of our records. In spring 2018, the College introduced multi-factor authentication to all faculty and staff to strengthen our protection against security breaches.

Appraisal
We are proud of the strides we have made in our student services and co-curriculum since our 2012 interim report. That report acknowledged the steps the College had taken since 2006 to bring its under-resourced student services to industry standards. With new leadership in the form of a trio of student-experience deans, we have accelerated our efforts and developed programs that in many cases equal or exceed those of our peers, achieving national recognition in areas such as sexual-violence-prevention training and career preparation.

The divisions and offices discussed in this chapter regularly evaluate their performance and effectiveness at meeting respective goals. To complement the learning outcomes we have developed for Connections and for our majors, we have begun developing learning outcome for our co-curricular programs as well. Departments submit annual reports that include assessment of the year's goals, qualitative data and key performance indicators (data tracked from year to

year), progress on development/implementation of learning goals, trends in functional areas, and projection of the next year's goals. Beyond the annual evaluation, external reviews are critical to the improvements we are making. Since our 2012 interim report to the Commission, we have undertaken reviews of the student handbook (summer 2014), athletics (spring 2015), the Office of Student Engagement (spring 2015), campus emergency operations (summer 2016), and campus safety (fall 2016). In addition, the student life division has reviewed the College's approach to alcohol and sexual violence prevention as part of its partnership with EverFi. These reviews have led to significant changes in staffing, budgeting, programming, and administration. We also regularly undertake self-studies and convene task forces to look into particular areas for improvement. In recent years, these have included first-year housing, structural barriers to full participation, and our spring music festival known as Floralia. Results of this work guide the work of the College in fulfilling its mission.

While we have included some appraisal with our descriptions in the foregoing discussion, we offer more details of our work in key areas below.

Student Engagement and New Student Programs
Accurate and timely information about students is critical to effective support and programming. The Office of Student Engagement has worked over the past several years to collect insights and perspectives from students about the social experience on campus through focus groups, direct observation, external reviews, and the campus strategic planning process. A key component of this analysis has been peer benchmarking of the funds and programs offered at peer institutions. The analysis of both housing and student engagement has also benefited from the implementation in 2013-14 of "Camel Chats." These one-on-one meetings with first-year students include questions designed to understand how they are acclimating to campus and what kind of additional support they may need. Relevant information is shared with the CARE Team about students of concern and broad themes inform our plans for improved support. We intend to continue this practice as part of our efforts to enhance retention (see Exhibit 5.30, Class of 2021 First-Year Progress Report).

These sorts of high-touch activities make good use of our dedicated staff members, but we are increasingly aware of the need to have their excellence matched by high-quality spaces for programming and formal and informal student interactions. To that end, our strategic plan calls for redesigning campus social spaces to facilitate greater contact among students, faculty, and staff. We have engaged architects to develop a renovation concept for our student center, Crozier-Williams. We have also recognized the need for greater financial commitment to our programs, and in 2016-17, we expanded student activities programming with $100,000 in reallocated resources. As a result, we were able to increase social programming during the first six weeks of the semester and expanded total activities that year by 51% (see Exhibit 5.31).

First-Year Housing
Beginning in the 2013-14 academic year, as a result of a dip in first-to-second-year retention, Student Life led a deep analysis of Connecticut College's long tradition of mixed-class housing. The research involved quantitative and qualitative data collection of the student residential experience and yielded information that led the College to begin to shift toward a new model of housing first-year students in closer proximity. This work has occurred incrementally. In fall 2014 we began clustering first-year students on mixed-class floors; in 2016, we renovated two floors of a mixed-class residence to create two first-year-only floors. The success of that venture led us, in summer 2017, to renovate all three floors of another residence to become the College's first modern-day first-year house. As a result, approximately 40% of the first-year class now lives on first-year floors and the remaining students live in first-year clusters on mixed-class floors (Exhibit 5.31).

Residential Education and Living continues to evaluate the first-year housing experience through end-of-semester surveys, periodic focus groups, first-to-second-year retention data, and through Camel Chats. Surveys of students living in, Hamilton House, our new first-year residence hall have shown a greater sense of belonging and community, spontaneous socializing, and higher levels of student satisfaction with the College (see graph below and Exhibit 2.18). Given this positive impact, we intend to continue working to adapt our existing real estate to increase the number of first-year living spaces.

Percentage of first-year students agreeing or strongly agreeing that "I feel a sense of belonging in my resident community"

■ Mixed-class floors   ■ First-year-only floors

	Mixed-class floors	First-year-only floors
Fall 2015 (Class of '19)	59%	92%
Fall 2016 (Class of '20)	73%	81%
Fall 2017 (Class of '21)	77%	84%
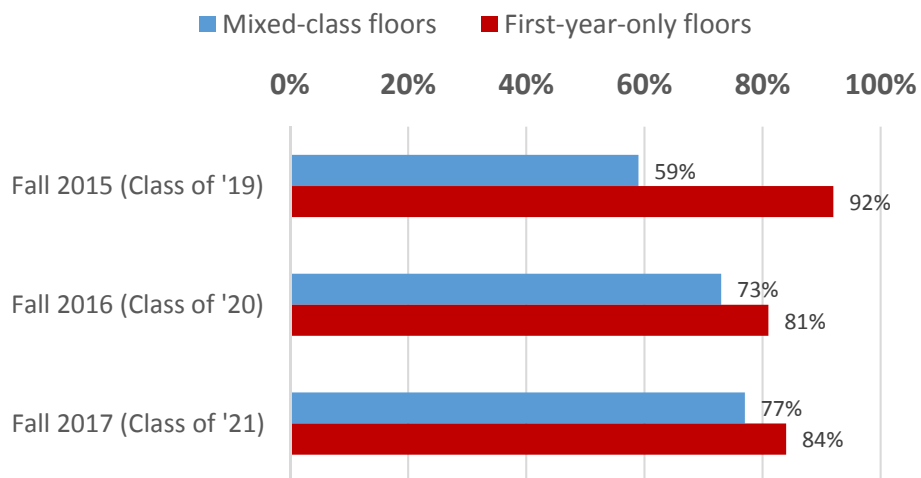
Equity and Inclusion
Upon arriving at the College in 2016, our dean of institutional equity and inclusion undertook a review of the structure and programming of Unity House, our multicultural center. As a result of

focus groups with faculty, staff, and students, divisional staff learned that Unity House was serving only a small subset of the student of color population and had little connection to other identity-based centers. Most student roles were unpaid and there was minimal training for those positions. The history, mission, and purpose of the space were neither widely known nor understood by the larger campus community, and the building sat empty for much of the week.

In response, the dean implemented a plan to integrate the work of three student centers with a more intersectional design and to establish new opportunities for student employment within each center—Unity House, the LGBTQIA Center, and the Womxn's Center—and created two director positions to lead them: the director of gender and sexuality programs and the director of race and ethnicity programs. Having made strong hires for both of these inaugural roles, the dean also established graduate assistantships and two levels of undergraduate student employment to bring new energy, creativity, and visibility into all of the student centers. This new approach has already revitalized the centers as hubs of student activity, cultural exchange, dialogue, and learning. The religious and spiritual life operation is now undergoing a similar assessment and will enact changes in the 2018-19 academic year to reflect the current needs and interests of students of various faith communities.

As the newest division on campus, the professional staff in institutional equity and inclusion are emphasizing the importance of establishing a strong culture of assessment by working collaboratively with the student life and dean of the college divisions to design shared goals for student learning. Each department has begun to develop assessment plans that combine quantitative and qualitative approaches to evaluation. The dean has also identified the need for ongoing assessment of campus climate for students, staff, and faculty and is collaborating with institutional research to develop a survey instrument that will guide us toward a feasible and sustainable approach to climate assessment.

Career Preparation
The final report of the spring 2017 Career Task Force contains a number of appraisals of our current programming and recommendations. Programs like our $3,000 funded internships, which were novel in higher education when we pioneered them 25 years ago, require revitalization and recommitment in order to serve student needs in today's—and tomorrow's—job market. Our annual Senior Survey contains a number of questions about students' participation in the career program, and those results guide our work as we aim for greater career-office engagement with students beginning in their first year. In spring 2017, we piloted a new initiative in what we call Career-Informed Learning (CIL), which brings industry professionals from among our alumni and parent communities to campus to work with faculty in select classes across the curriculum (see Exhibit 5.32 for an overview). The executive brings in a real-world problem for the class to address, and students work collaboratively on solutions, which are then presented and critiqued. The pilot course in Environmental Studies, drawing on the expertise of an alumnus who is the

CEO of an energy recycling company, was so successful that it spawned 15 CIL courses in fall 2017 in a variety of disciplines with another 13 in the spring 2018 semester. These courses help students to see the practical advantages of putting the liberal arts in action and strengthen critical networks between current students and alumni/parents. They also deepen the collaboration, problem-solving, and presentation skills that are core outcomes of our Connections curriculum.

Community Partnerships
Community Partnerships works closely with the College's financial aid office to optimize the Federal Work-Study program to broaden access for students to engage in important community work. Federally funded work-study mandates that at least 7% of students must work in community service areas; the College exceeds this by placing as much as 19% of the College's work-study allocation in community service positions. Community Partnerships works with approximately 50 local nonprofit organizations to establish contracts and job descriptions so our students can participate at community sites. Key interest areas include education, health care, environmental preservation, and human rights. During the 2016-17 academic year, Community Partnerships placed 375 Connecticut College students in New London sites for three to four hours a week of funded work-study each semester. In addition, eleven academic departments offered courses with community-learning components (see Exhibit 5.26). These kinds of efforts result in more than 70% of graduating classes participating in community learning activities.

Student Wellbeing
Student Counseling Services assesses its work in a variety of ways. Surveys of students, for example, indicate that 48% of the graduating Class of 2016 had availed themselves of counseling services during their time at the College. Outreach surveys are conducted following all program presentations and a faculty, staff, and student needs assessment survey was conducted in February 2017 (for results, see Exhibit 5.33). Every eight years, the office participates in a site visit as part of its International Association of Counseling Services reaccreditation process (last completed in March 2017; see Exhibit 5.18). Satisfaction surveys are conducted regularly and the results are used to improve services for students. In addition, through the College's association with the JED Foundation, a national organization focused on mental health, there have been three assessments of health and safety of Connecticut College by the Foundation in the past six years (see Exhibit 5.34).

Student Health Services conducts a satisfaction survey every few years to evaluate key indicators such as students' trust in the confidentiality of services, confidence in providers' ability to care for student needs, satisfaction with wait time for appointments, barriers to seeking services, and evaluation of staff's ability to address students' cultural, religious, sexual orientation, and gender identity needs. The survey was administered most recently in fall 2015, and the results (Exhibit 5.35; see also Exhibit 5.19) have been used to inform changes in how students schedule appointments, how students are informed about fees and payment options for services, options

for after-hours care, and training for front-desk staff. The state of Connecticut licenses the Student Health Services as an outpatient clinic after inspection every four years (most recently in September 2017).

The College also uses several national surveys to benchmark our work and to gauge trends and changes in student wellbeing behaviors. The National Collegiate Health Assessment survey, conducted in spring 2014 with a 23% response rate, revealed that 93% of students reported being in "good/very good/excellent health" with the top three health and wellness factors impacting academic success being stress, sleep troubles, and anxiety. These results informed program development, training, and allocation of resources. The assessment will be administered again in spring 2018 in conjunction with some of our peers in the New England Small College Athletic Conference. The National Core Alcohol and Other Drug Survey has been administered periodically at the College since 1999. On the 2014 survey, completed by 87% of students, 81% of respondents said the campus is concerned about the prevention of drug and alcohol use, and 77% of respondents reported knowing that the campus had an alcohol and drug prevention program. The next Core administration will be in spring 2019.

Athletics
Consistent with our strategic plan, we have made progress on the goal of enhancing the competitiveness, success, and integration of our athletics programs. As noted earlier, in spring 2017, we completed work of the Athletics Task Force and made a final report to the president and board of trustees (Exhibit 2.3). Per its recommendations, we are developing dashboards for each varsity sport, tracking competitive success, academic achievement, and other aspects of the student-athlete's experience, and in recognition of the importance of club sports to our students, we have provided new funding, leadership, management policies, and staffing for club sports.

Projection
One of the three key priorities of our strategic plan is to enrich the student experience, and three underlying goals related to life and career, campus living, and athletics indicate the overall direction our student services will take over the next five to ten years. Also related to Standard Five is a fourth goal in the plan that calls for empowering an increasingly diverse community of students, faculty, and staff to thrive in their work and contribute to the flourishing of others.

To remain a leading liberal arts career program in the country, our plan calls for increasing access to high-quality internships and other career-enhancing experiences at each stage of a student's four years on our campus. It is also clear to us that we should relocate our career office from its current site east of Route 32 onto our central campus so that it can be adjacent to and more fully integrated with other campus offices.

As Connecticut College moves forward with Connections implementation, the expectation is that all students will include global-local engagement as part of their four-year plan. Community learning and civic engagement are the means through which many students will choose to fulfill this requirement, and the Community Partnerships office will work closely with the Office of Global Initiatives to develop appropriate engagement experiences and assessment measures linked to the goals of our new curriculum.

In terms of campus living, we envision further improvement to our dining and residential facilities, with new construction or renovation projects to be outlined in the master plan forthcoming this spring. We intend to build on our work over the past two years to enhance the housing of first-year students by continuing to add first-year floors while developing strategies to improve upper-class housing.

To give our student-athletes a high-quality experience competing against other NESCAC institutions, our strategic plan calls for strategic investments in infrastructure and operating support for varsity athletics. Recognizing the benefits of athletics for the wellbeing of all members of our campus community, we will also develop club, intramural, and recreational programs.

The future work of our new division of institutional equity and inclusion will include exploring several approaches to fostering dialogue on campus, another initiative outlined in the strategic plan. The division is in the process of designing a co-curricular institute on dialogue and diplomacy that will emphasize intergroup dialogue, social justice education, civic engagement, and leadership development. Additional projects include assessing and eliminating structural barriers to student success and promoting inclusive pedagogies in the classroom (described below in Standard Six).

Exhibits list for Standard Five

5.1   Student viewbooks (https://www.conncoll.edu/bigquestion/)
5.2   Connecticut College Admission Office "Essays that Worked" website
5.3   Presentation on Connecticut College preferred name policy
5.4   Listing of Student Counseling Services staff from web
5.5   News release, "College Celebrates Opening of New Zachs Hillel House"
5.6   Profile of Connecticut College Posse Scholars, September 2017
5.7   Science Leaders program materials
5.8   *College Voice* article, "Connecticut College Launches New Academic Resource Center"
5.9   Retention reports
5.10   Financial Aid handbook
5.11   Federal Student Loan Exit Counseling Presentation, April 2017

5.12   Email from President Bergeron explaining shift of varsity athletics to student life division
5.13   Guiding principles for student experience divisions
5.14   Over the Hump, fall 2017
5.15   Fall 2017 Orientation schedule
5.16   Parent and Family Orientation Guide, fall 2017
5.17   List of Connecticut College student clubs and organizations
5.18   IACS letter confirming Student Counseling Services reaccreditation
5.19   Student Health Services 2016-17 annual report
5.20   Connecticut College Campus Alcohol Prevention Action Plan, Spring 2017
5.21   Think S.A.F.E. 2016-17 annual report
5.22   Campus Climate Survey results report
5.23   Connecticut College CARE Team
5.24   Academic Resource Center annual report for 2016-17
5.25   Connecticut College Title IX Policy
5.26   Office of Community Partnerships annual report, 2016-17
5.27   College news story about Emerging Leaders conference, January 2018
5.28   Report from the 2016-17 review of the student conduct process
5.29   Connecticut College Student Athlete Code of Conduct
5.30   Fall 2017 First-Year Progress Report
5.31   Student Engagement presentation, May 2017
5.32   Career-Informed Learning presentation, May 2017
5.33   Student Counseling Services needs assessment survey results, 2017
5.34   JED Foundation assessments of Connecticut College
5.35   Student Health Services satisfaction survey results

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

<table>
<tr><td colspan="6" align="right">[?]</td></tr>
<tr><td>Credit Seeking Students Only - Including Continuing Education</td><td>3 Years Prior</td><td>2 Years Prior</td><td>1 Year Prior</td><td>Current Year</td><td>Goal (specify year)</td></tr>
<tr><td></td><td>(Fall 2014)</td><td>(Fall 2015)</td><td>(Fall 2016)</td><td>(Fall 2017)</td><td>(Fall 2018)</td></tr>
<tr><td>**Freshmen - Undergraduate** [?]</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications [?]</td><td>5,397</td><td>5,182</td><td>5,879</td><td>5,434</td><td>6,400</td></tr>
<tr><td>Applications Accepted [?]</td><td>2,028</td><td>2,071</td><td>2,065</td><td>2,063</td><td>2,250</td></tr>
<tr><td>Applicants Enrolled [?]</td><td>501</td><td>482</td><td>472</td><td>444</td><td>440</td></tr>
<tr><td>% Accepted of Applied</td><td>37.6%</td><td>40.0%</td><td>35.1%</td><td>38.0%</td><td>35.2%</td></tr>
<tr><td>% Enrolled of Accepted</td><td>24.7%</td><td>23.3%</td><td>22.9%</td><td>21.5%</td><td>19.6%</td></tr>
<tr><td>Percent Change Year over Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td>na</td><td>-4.0%</td><td>13.5%</td><td>-7.6%</td><td>17.8%</td></tr>
<tr><td>Applications Accepted</td><td>na</td><td>2.1%</td><td>-0.3%</td><td>-0.1%</td><td>9.1%</td></tr>
<tr><td>Applicants Enrolled</td><td>na</td><td>-3.8%</td><td>-2.1%</td><td>-5.9%</td><td>-0.9%</td></tr>
<tr><td>Average of statistical indicator of aptitude of enrollees: (define below) [?]</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Academic Reader Rating (Scale: 1high/7low)</td><td>2.88</td><td>2.97</td><td>3.01</td><td>2.93</td><td>2.93</td></tr>
<tr><td>**Transfers - Undergraduate** [?]</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td>185</td><td>176</td><td>143</td><td>158</td><td>158</td></tr>
<tr><td>Applications Accepted</td><td>75</td><td>75</td><td>63</td><td>74</td><td>74</td></tr>
<tr><td>Applications Enrolled</td><td>28</td><td>24</td><td>20</td><td>24</td><td>24</td></tr>
<tr><td>% Accepted of Applied</td><td>40.5%</td><td>42.6%</td><td>44.1%</td><td>46.8%</td><td>46.8%</td></tr>
<tr><td>% Enrolled of Accepted</td><td>37.3%</td><td>32.0%</td><td>31.7%</td><td>32.4%</td><td>32.4%</td></tr>
<tr><td>**Master's Degree** [?]</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Applications Accepted</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Applications Enrolled</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>% Accepted of Applied</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>% Enrolled of Accepted</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>**First Professional Degree** [?]</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Applications Accepted</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Applications Enrolled</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>% Accepted of Applied</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>% Enrolled of Accepted</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>**Doctoral Degree** [?]</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Applications Accepted</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Applications Enrolled</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>% Accepted of Applied</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>% Enrolled of Accepted</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
</table>

Please enter any explanatory notes in the box below

The application figure of 6,400 for Fall 2018 is an actual figure; the enrollment goal of 440 is the number built into our budget model. We do not set formal goals for transfer and ARR figures; Fall 2018 figures reflect continuation of Fall 2017 trend.

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

| ? |

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
UNDERGRADUATE	?					
First Year	Full-Time Headcount ?	526	502	492	468	447
	Part-Time Headcount ?	0	0	0	0	0
	Total Headcount	526	502	492	468	447
	Total FTE ?	16	16	16	16	16
Second Year	Full-Time Headcount	463	463	435	446	422
	Part-Time Headcount	0	0	0	0	
	Total Headcount	463	463	435	446	422
	Total FTE	16	16	16	16	16
Third Year	Full-Time Headcount	437	452	442	418	442
	Part-Time Headcount	0	0	0		
	Total Headcount	437	452	442	418	442
	Total FTE	16	16	16	16	16
Fourth Year	Full-Time Headcount	445	432	446	429	408
	Part-Time Headcount	2	0	0	0	0
	Total Headcount	447	432	446	429	408
	Total FTE	16	16	16	16	16
Unclassified	Full-Time Headcount ?	2	8	4	5	5
	Part-Time Headcount	18	61	46	51	50
	Total Headcount	20	69	50	56	55
	Total FTE	16	16	16	16	16
Total Undergraduate Students						
	Full-Time Headcount	1,873	1,857	1,819	1,766	1,724
	Part-Time Headcount	20	61	46	51	50
	Total Headcount	1,893	1,918	1,865	1,817	1,774
	Total FTE	80	80	80	80	80
% Change FTE Undergraduate		na	0.0%	0.0%	0.0%	0.0%
GRADUATE	?					
	Full-Time Headcount ?	3	1	0		
	Part-Time Headcount ?	4	3	0		
	Total Headcount	7	4	0	0	0
	Total FTE ?	9	9	0		
% Change FTE Graduate		na	0.0%	-100.0%	-	-
GRAND TOTAL						
Grand Total Headcount		1,900	1,922	1,865	1,817	1,774
Grand Total FTE		89	89	80	80	80
% Change Grand Total FTE		na	0.0%	-10.1%	0.0%	0.0%

Please enter any explanatory notes in the box below

"First Year" includes both first-time first-years and new transfers in. We do not set formal enrollment goals for the following year; the Fall 2018 numbers above reflect projections generated by our enrollment model.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

[?] Where does the institution describe the students it seeks to serve?

https://www.conncoll.edu/admission/

	(FY 2012)	(FY 2013)	(FY 2014)
[?] **Three-year Cohort Default Rate**	1.4%	2.0%	1.1%
[?] **Three-year Loan repayment rate**			90%
(from College Scorecard)			

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
[?] **Student Financial Aid**					
Total Federal Aid	$9,338,055	$8,975,655	$9,053,732	$8,818,781	$8,818,781
Grants	$1,502,388	$1,565,315	$1,660,225	$1,562,383	$1,562,383
Loans	$6,402,572	$5,810,839	$5,749,408	$5,634,893	$5,634,893
Work Study	$1,433,095	$1,599,501	$1,644,099	$1,621,505	$1,621,505
Total State Aid	$238,193	$259,008	$123,317	$123,631	$123,631
Total Institutional Aid	$30,664,668	$31,701,092	$34,260,836	$38,716,202	$38,716,202
Grants	$30,664,668	$31,701,092	$34,260,836	$38,716,202	$38,716,202
Loans	$0	$0	$0	$0	$0
Total Private Aid	$2,674,757	$3,687,809	$3,879,652	$3,416,977	$3,416,977
Grants	$676,433	$643,803	$708,165	$686,016	$686,016
Loans	$1,998,324	$3,044,006	$3,171,487	$2,730,961	$2,730,961

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Undergraduates	47%	48%	49%		49%
Graduates	33%	75%	n/a		n/a
First professional students	na				

For students with debt:

Average amount of debt for students leaving the institution with a degree

	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Undergraduates	$32,947	$28,113	$31,738		$31,738
Graduates	$36,923	$26,806	n/a		n/a
First professional students	na				

Average amount of debt for students leaving the institution without a degree

	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Undergraduates	$21,491	$9,736	$11,787		$11,787
Graduate Students	$0	$0	n/a		n/a
First professional students	na				

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%

Please enter any explanatory notes in the box below

Loan repayment rate of 90% shown above is from federal College Scorecard, accessed January 29, 2018 (https://collegescorecard.ed.gov/school/?128902-Connecticut-College)

We do not set explicit goals for financial aid for the subsequent year; the Fall 2018 numbers reflect a continuation of Fall 2017 expenditures. Current-year (Class of '18) figures for Student Debt are not yet available.

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
? Category of Students (e.g., male/female); add more rows as needed			
U.S. students of color	1,553	458	88
First-generation students	1,044	210	57
Students with international background	1,666	378	70

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
? Category of Students (e.g., male/female); add more rows as needed			
N/A			

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
? Category of Students (e.g., male/female); add more rows as needed					
U.S. students of color	346	11	357	349.7	
First-generation students	141	0	141	141.0	
Students with international background	249	2	251	249.7	

Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
? Category of Students (e.g., male/female); add more rows as needed					
None					

Please enter any explanatory notes in the box below

We do not establish explicit goals for these categories of students.

Standard Six: Teaching, Learning, and Scholarship

The Connecticut College faculty's excellence in teaching, research, scholarship, and creative work has long been recognized by our students and by the academic community at large. Their scholarly and creative work frequently involves our students, and we search actively to hire faculty members who promise to be great teacher-scholars. Through the Research Matters program, the Joy Shechtman Mankoff Center for Teaching & Learning, and Information Services we provide faculty with the resources and support to succeed, not only in their pursuit of tenure, but also in the scholarly, creative and pedagogical pursuits that sustain their intellectual endeavors throughout their careers. We are also proud of our academic staff, who support teaching, research, and creative work and participate in advising and teaching students on our first-year students' advising teams as part of Connections. In this section we describe our faculty and academic staff and illustrate the ways that they deliver high quality academic experiences to our students in fulfillment of the College's mission.

Faculty and Academic Staff

Description

Connecticut College recruits promising faculty members and provides them ample support to facilitate their success. Our faculty categories are clearly described in a 2015 document "Overview of Faculty Ranks," specifying how we distinguish faculty members on the basis of full- or part-time status, highest degree attained, teaching load, and benefits eligibility (Exhibit 6.1; see also Data First form 6.1). Faculty responsibilities in terms of teaching, scholarship and creative work, and service are spelled out in section 1.4.2 of *Information for Faculty* (*IFF*; Exhibit 2.4). Each year, both tenure-track and visiting faculty members attend new-faculty orientation sessions to be formally introduced to the College, its policies and practices, and resources available to faculty members (see new-faculty handbooks for tenure-track and adjunct faculty, Exhibits 6.2 and 6.3). Departments offer additional formal and informal mentoring to their new hires to set them up for successful transitions to Connecticut College, and new hires in tenure-track positions also enjoy a 2-2 teaching load in the first year, a research fund in the first two years, and a semester's sabbatical at full salary after a successful third-year review.

The composition of the faculty over time reflects the results of the annual staffing plan process, described earlier in this report under Standard Two. The dean of the faculty consults with faculty committees, departments, and individuals to generate a recommendation to the president for authorizing the following academic year's faculty searches. Section 1.3 of *IFF* indicates how our staffing plan process aims to ensure that the composition of the faculty reflects the College's

mission, programs, and student body: "Considerations of institutional and departmental needs are embodied in the Staffing Plan. Changes in the Staffing Plan must take into account the coherence and continuity of overall academic program; curricular offerings appropriate to a liberal arts college of Connecticut College's size, quality, and mission; flexibility to accommodate new fields and development within fields; diversity of the faculty and the curriculum; and shifting enrollments among fields, as tracked over a seven-year period."

As seen in the Data First forms below, as of fall 2017, the College has a 9-to-1 student-faculty ratio, based on 182 full-time and 67 part-time faculty members (204 FTEs). By gender, 52% of full-time faculty members are women and 48% are men. Using the federal race/ethnicity categories, our fall 2017 full-time faculty is 69% White, 20% U.S. persons of color, and 11% foreign citizens (of any race). Together, U.S. faculty of color and foreign faculty of color constitute 26% of full-time faculty members (see Exhibit 6.4). 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 the 182 fall 2017 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 full-time faculty members, respectively.

With this faculty, our average class size for regular courses in 2016-17 was 17 students, although this varied greatly by course level and by discipline. For example, 100-level courses averaged 22 students, while 400-level courses averaged about 10 students. There were also 108 laboratory sections (most in the natural sciences), with an average enrollment of about 13 students (see Fall 2017 *Blue Book*, Exhibit 4.15). Our tenure-track faculty members teach five courses per year, a teaching load designed to permit the assigning and evaluating of rigorous coursework as well as additional advising and mentoring (of individual study and honors theses, for example) and the production of scholarly and creative work and participation in institutional governance. About 70% of our regular courses are taught by full-time, continuing faculty members—tenured, tenure-track, and permanent non-tenure-track faculty members (e.g., lecturers and senior lecturers).

We define academic staff as including our academic deans, librarians, instructional designers/developers, and staff in our Academic Resource Center, Writing Center, our four centers for interdisciplinary scholarship, and our career office. These individuals support faculty and students in their teaching, learning, and research, and with the advent of our team advising system, also serve as advisers to first-year students in many cases.

Our process for hiring faculty members ensures that they are well qualified for their positions, and Data First form 6.2 indicates the degrees held by our faculty members and academic staff. Once departments are authorized by the staffing plan to begin a faculty search, they work with

the offices of the dean of the faculty and the dean of institutional equity and inclusion to plan and conduct the search (see Exhibit 6.5, faculty-search guidebook). Search committees for full-time faculty positions are composed of at least five faculty members, at least one of whom comes from outside the hiring department. With the exception of targeted hires, all searches are national and are posted on the College's website as well as in other national publications as appropriate to attract a large and diverse pool of qualified applicants. In evaluating candidates, hiring committees use the annual statement of institutional values for faculty searches drawn up by the Faculty Steering and Conference Committee (Exhibit 6.6). Data First form 6.3 documents the appointments, retirements, and resignations of faculty members in recent years. In general, we have a stable full-time faculty along with a part-time (adjunct) faculty that includes a number of individuals who have returned to the College for many years.

Connecticut College is an equal opportunity employer and states this in each job advertisement. We have long been committed to diversifying our faculty, and the chart in the appraisal section below illustrates our success in doing so since refining our search processes in 2008 (see Exhibit 6.7, *Inside Higher Ed* article on how we diversified our candidate pools). To share best practices and learn from counterparts at other institutions, our senior diversity officer regularly attends meetings of the Liberal Arts Diversity Officers (LADO) consortium, and we are also a founding member of the Creating Connections Consortium (C3), a Mellon Foundation-funded organization that "seeks to address the challenges of diversity in higher education by building capacity, investing in cohorts of talented graduate students and faculty from underrepresented groups, and creating and nurturing connections between partners interested in institutional change." We hosted the inaugural C3 summit on our campus in April 2014 (Exhibit 6.8) and over the past three academic years welcomed a total of eight post-doctoral fellows.

As part of our active approach to attracting diverse candidate pools, departments are encouraged to attend their disciplines' national conferences and to cultivate relationships with younger scholars. Departments are given information about the universities that produce the greatest number of PhDs of color in their fields and are encouraged to reach out to graduate-program directors at those schools. Members of searching departments have taken part in LADO- and C3-sponsored visits to research institutions. The C3 program will be funding the New Scholars Series, which will allow searching departments in Mellon fields to invite scholars just finishing PhD programs to campus for a symposium or lecture series; if a department identifies a scholar they would like to hire in this way, we will be open to using a targeted hire process to make the offer.

The Office of Institutional Equity and Inclusion provides all members of search committees with training in implicit bias (Exhibit 6.9) as well as other approaches to broadening the applicant pool. In addition, early in the search process all search committees meet individually with the dean of institutional equity and inclusion and with the dean of the faculty (for tenure-track

searches) or associate dean of the faculty (for visiting and continuing-part-time positions). When reviewing the recommendations of search committees, the dean of the faculty confirms that the pool of semifinalists and finalists reflects the diversity of the applicant pool.

Faculty responsibilities are outlined in detail in section 2 of *IFF*. After an initial year with a reduced teaching load, tenure-track faculty teach 3-2; leadership positions within academic programs and on major faculty committees carry course remissions. Lecturers teach the equivalent of 3-3 and continuing part-time faculty 2-2; visiting faculty teach 3-3; adjunct faculty teach one to three courses per academic year. The course load for full-time faculty is consistent with the College's mission of delivering high-quality undergraduate education. Sabbatical leaves and other forms of professional leave (for tenure-track faculty before tenure and for continuing part-time faculty) provide opportunities for intensive professional development. Summers and winter break afford faculty large blocks of time for research and creative pursuits. In recent years as numerous faculty members have worked on various aspects of curricular revision, financial support has been made available to the extent possible (particularly with funding from the Andrew W. Mellon Foundation and the Endeavor Foundation).

Section 9 of *IFF* outlines our policies and procedures relating to sexual harassment, harassment, religious holidays, political activity, conflict of interest, copyright, and intellectual property rights, among others. *IFF* 1.8 details our policy on consensual sexual relations. New policy incorporating Title IX was developed in 2016-17 for inclusion in *IFF* (section 1.6.3). Policy and procedures concerning research misconduct are up to date and in line with the standards of the federal Office of Research Integrity. Connecticut College's Institutional Review Board (IRB) reviews and approves any research conducted with human subjects and verifies that project participants give informed consent; proposals to the IRB must be accompanied by certification that the project investigator has completed necessary training on human subjects research. Research on vertebrate animals must be approved by the Connecticut College's Institutional Animal Care and Use Committee, and researchers must also comply with the requirements of the Connecticut College's Institutional Biosafety Committee (Exhibits 6.10 and 9.4). These expectations are spelled out in our grants office's handbook for faculty (Exhibit 6.11).

Policy and procedure for rigorous and periodic evaluation is described in *IFF* (sections 1.4 and 1.5). For tenure-track faculty, the criteria are excellence in research or creative activity, teaching, and service. Our Committee on Appointments, Promotion, and Tenure (CAPT) is composed of elected and broadly representative faculty; as with our faculty hiring committees, all members of CAPT undergo training in implicit bias. The dean of the faculty meets annually with all faculty members who are scheduled for review, along with their respective chairs and administrative assistants, to clarify the process. Outside experts are asked to offer an evaluation of the research profile of all faculty facing tenure and promotion review (see Exhibit 6.12, "Tenure and Promotion Outside Reviewer Helpful Tips"). When deliberating on tenure and promotion cases,

CAPT considers the written viewpoints of tenured members of the department as part of their review of a candidate's extensive file, and then makes recommendations to the president and the dean of the faculty (see "checklist" documents in Exhibits 6.13 to 6.15). Candidates may appeal negative decisions through a grievance process.

Appraisal

To attract and retain a high-quality faculty, we offer an attractive salary and benefits package, which for full-time faculty includes unmatched contributions to the College's 403(b) retirement plan, access to health care paid on a progressive salary-banded scale, tuition support for dependents, and other benefits. We annually benchmark our average salaries within each rank against a peer group, and our 2016-17 salaries for tenure-track faculty at the rank of assistant, associate, and full professors were at the 46th, 27th, and 19th percentiles of the peer group, respectively (see chart below and Exhibit 6.16). Recommendations for across-the-board salary raises are part of the Policy, Priorities, and Budget Committee's annual determination of our key budget parameters. In addition, our Committee on Faculty Compensation analyzes faculty salary data each year and, when institutional funding permits, recommends salary gap-closing and equity adjustments. Finally, recent analysis indicates that our $5,800 per-course compensation for adjunct faculty members matches or exceeds compensation at other institutions in our region.

**Connecticut College Salary Percentile Rank in Comparison Group, by Academic Rank**
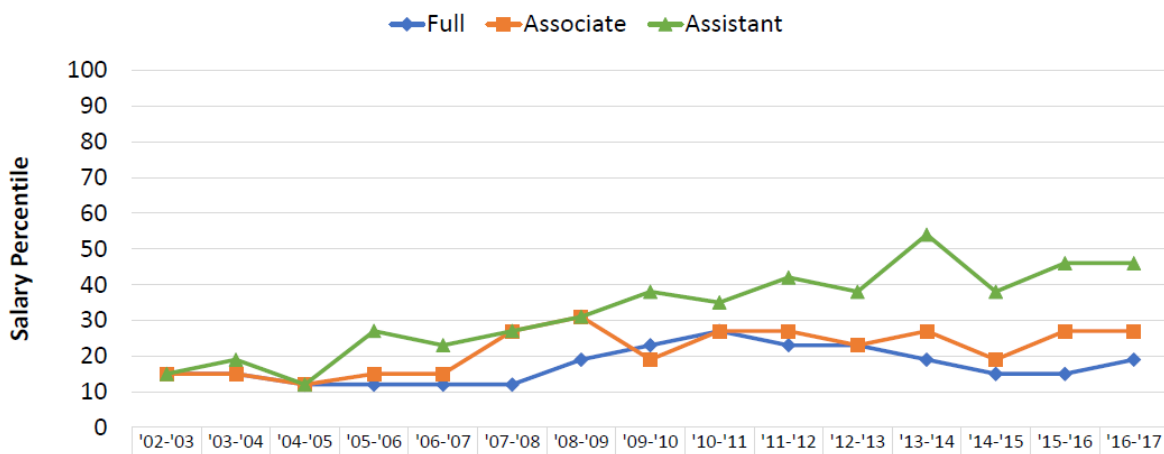
As will be described in more detail in the next section, faculty and academic staff members involved in team advising receive training and their work is guided by a clear statement of expectations outlined in "First-Year Seminar Learning Goals & Expectations for Advising Team Members" (Exhibit 6.17).

The success of our approach to recruiting and retaining a diverse faculty is seen in the increases in diversity of our faculty over time. From a baseline of 15% to 16% faculty of color in the

period ten to fifteen years ago, we have moved to a figure exceeding 26% in 2017-18 (see figure below and Data First form 6.5). This diversity is important not for its own sake but for the ways that it allows us to fulfill our mission and values, the goals of the strategic plan, and our commitment to offering high quality academic experiences, mentoring, and other opportunities to our students.

Percentage of Full-Time Faculty who are Persons of Color, Fall 2004 to Fall 2017
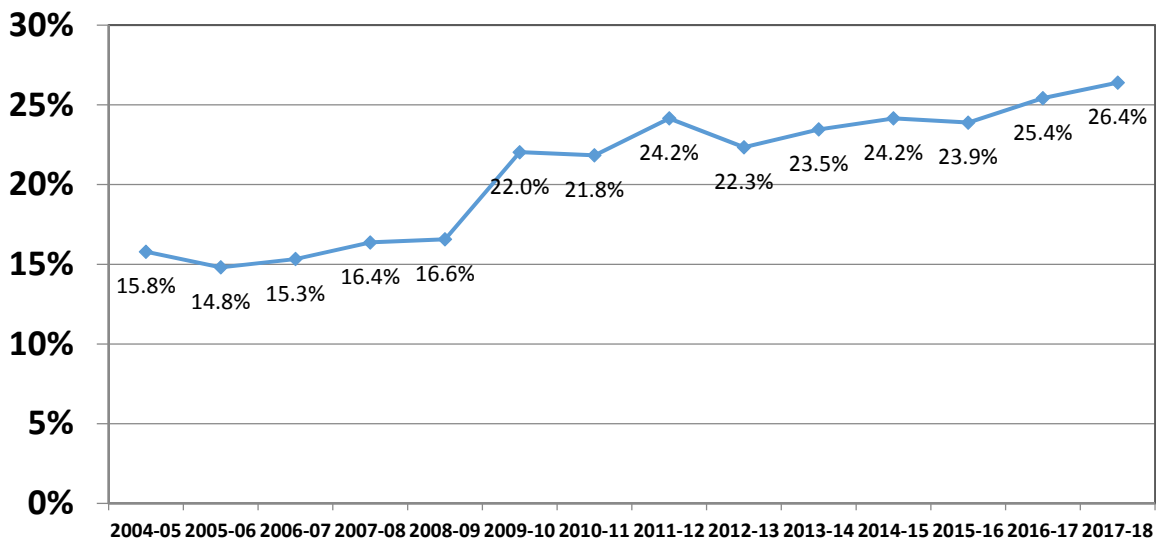
We are also committed to ensuring that our curriculum and teaching practices align with our commitments to equity, inclusion, and the full participation of all members of our community. To that end, in fall 2017 we appointed two faculty members to serve as coordinators of the full participation component of Connections. Their focus will be on researching promising practices in equity pedagogy, with a particular emphasis on STEM fields, identifying and sharing resources and recommendations with faculty colleagues, and supporting ongoing efforts by the dean of institutional equity and inclusion, the Center for the Critical Study of Race and Ethnicity, the Educational Planning Committee, and the Office of the Dean of the College to enhance full participation in the classroom (Exhibit 6.18). We are also benefitting this year from the appointment of Professor Paul Gorski as the 2017-18 Mellon Distinguished Fellow for Equity Pedagogy. An associate professor of integrative studies at George Mason University and the founder of EdChange, Gorski is working with our faculty and administrators to advance the work of full participation in the classroom. His focus is on equity literacy in both faculty development and long-term curricular planning (Exhibit 6.19).

The support we give faculty members to improve their teaching will be described in the next section of this report, and we offer a similarly broad array of support for faculty members'

research and creative work. The College's policy on scholarship and creative achievement in the arts states that

> [a]t all stages of a faculty member's career there should be evidence that the individual continues to develop in his or her chosen field….A successful candidate for tenure and promotion is expected to have demonstrated achievement by producing a professionally reviewed body of scholarship or creative achievement in the form of publications, performances, exhibitions, or other final forms usual to the discipline(s). (*IFF*, 1.4.2.2)

To help faculty members meet this standard, we offer a financial support in a number of ways (Exhibit 6.20) and recognize faculty excellence through annual awards. Our Office of Corporate, Foundation, and Government Relations supports faculty seeking grants and fellowships for scholarly and creative projects by identifying funding sources, assisting with proposal and budget development, securing institutional approvals, and through post-award reporting and stewardship. A fall 2016 survey of faculty members regarding their grant-seeking intentions provided information that has helped the grants office sharpen its outreach activities (Exhibit 6.21). Student research with faculty members is funded by the four certificate-granting interdisciplinary centers, the Research Matters program, the Student Conference Travel Fund, the ConnSSHARP program, the Summer Science Research Institute, and the Mellon Undergraduate Research Program, and individual faculty grants. Student research encompasses a variety of activities and forms, including individual studies, honors theses, senior integrative projects (individual studies or theses written as part of our interdisciplinary certificate programs), and lab work and field work during the academic year and over the summer. Faculty accomplishments in research are honored annually with the Nancy Batson Nisbet Rash Research Award.

Our faculty members model research methods and practices for our students and often involve them in their projects. Among members of the Class of 2017, 84% reported having some form of capstone experience—an individual study or honors thesis, a 400-level seminar, a public presentation of research, etc. (see figure on p. 31). A quarter of these graduates reported specifically doing research with a professor. Such opportunities give students experiences that can help them in applications for graduate programs and jobs. Since 2016-17, the departmental self-study process has included a National Student Clearinghouse search of graduates with the major(s) under review so that departments can better understand the frequency with which their students enter and complete graduate programs (see Exhibit 4.18 for examples). Student research accomplishments are honored annually by certificate granting Center ceremonies, the Claire Gaudiani '66 Prize for Excellence in the Senior Integrative Project, the Harold Juli Student-Faculty Research Award, the Connecticut College Prize for Undergraduate Library Research, the Oakes and Louise Ames Prize for Best Honors Thesis, and awards given by departments and interdisciplinary programs. We regularly hold symposia, poster sessions, exhibitions, film screenings, and other events so students can share their research and creative work with the broader campus community (see Exhibit 6.22).

The faculty-approved Open Access Policy seeks to make scholarship produced by the faculty of the College freely available to all through our institutional repository, Digital Commons, unless prohibited by the licensing agreement between the author and publisher.

To gauge our faculty's fulfillment of our expectations for scholarly and creative work, each faculty member submits an annual report detailing his or her activities in terms of teaching, scholarship and creative activity, and service. A portion of the data from the 2016-17 academic year appears below, and it indicates a highly productive faculty with a substantial body of scholarship, commentary, and creative work at all stages of completion (see also Exhibit 6.23, Highlights of 2016-17 faculty annual reports).

AY 2016-17 Scholarship and Creative Work by Connecticut College Faculty

	Published	In press/in production	Accepted	Accepted pending revision	Submitted	In preparation/not yet submitted	TOTALS
Books	13	4		1	3	2	23
Books (2nd edition or new translation)	1	1					2
Journal articles (peer-reviewed)	66	13	12	6	18	4	119
Book chapters	26	19	5	4	4	2	60
Blog post or web-only publication	67		2				69
Book reviews	14	10	1		2	3	30
Magazine/trade publications	13	2					15
Other types of publications	23	2	8	2	2		37
TOTALS	223	51	28	13	29	11	355

Music performances	37
Exhibitions	36
Dance performances	13
Other forms of creative work and performance	9
Screenings of films produced by faculty members	6
Costuming work for theater and dance	7
Theater productions directed by faculty member	4
Theater productions in which faculty member performed	4
Development reading of one of faculty-created work	3
Curator of an exhibition	2
TOTAL	121

External recognition of our faculty members' expertise and excellence has come in many forms. In 2015 and 2017, respectively, Professor James Downs and Professor Eileen Kane of our History Department were awarded the Andrew W. Mellon Foundation's New Directions fellowships, which support innovative interdisciplinary research by helping early-career humanities scholars pursue systematic training in a new field (Exhibit 6.24). In 2015, Professor Sunil Bhatia was recognized by the American Psychological Association with their Humanitarian of the Year award for his work helping underserved populations in India develop

sanitation projects (Exhibit 6.25), and in 2016, he was awarded that association's Theodore Sarbin Award for his contributions to the field of narrative psychology. (Professor Jefferson Singer, our current dean of the college, won the award in 2005.)

As noted in the tables above, our faculty members typically publish a dozen or more books each year (see Exhibit 6.26 for a compendium of those published in 2016) and dozens of peer-reviewed journal articles and book chapters. To share their work with a larger audience, in 2016-17, a number of our faculty members took part in the Public Voices Greenhouse through The OpEd Project and worked with counterparts from Brown University to build their profiles as public intellectuals. The OpEd Project has a nearly 100% placement rate for participating faculty in media outlets, which have included the *Washington Post*, the *New York Times*, CNN, and *Inside Higher Ed* (Exhibit 6.27). Our faculty members' expertise is also indicated in the hundreds of papers, talks, poster sessions, and presentations they give each year, and more than 100 faculty members indicated in their annual reports for 2016-17 that they performed service to their profession in the form of serving on editorial boards, as manuscript reviewers, or in leadership positions in scholarly organizations and associations (Exhibit 6.23).

Our faculty members are regularly awarded grants to support their research, including most recently awards to Professor Anne Bernhard in our biology department and Professor Peter Siver in our botany department (Exhibit 6.28). Faculty members in the performing arts receive accolades for their work as well. For example, in April 2017, just as the play *Indecent* officially opened at Broadway's Cort Theater, Professor David Dorfman was nominated for a 2017 Lucille Lortel Award for choreography for an earlier run of the play at New York's Vineyard Theatre (Exhibit 6.29).

Academic staff are evaluated annually according to procedures provided by our Office of Human Resources (see Exhibit 7.4). The work of the Instructional Technology team and the Research Support and Instruction team is guided by the annual Information Services Major Objectives documents and measured every other year with the administration of the Measuring Information Service Outcomes (MISO) satisfaction survey, the results of which are on our website. The 2016 survey found high satisfaction ratings across the board. Faculty, staff and students gave a mean satisfaction rating of at least 3.0 on a 4.0-point scale to more than 98% of library and technology services. When asked about Information Services staff friendliness, responsiveness, reliability and knowledgeability, all staff areas received a mean rating of at least 3.5 on a 4.0-point scale (see Exhibit 6.30, 2016 MISO results). In addition, our instructional librarians gauge student need for their services through the annual administration to incoming students of the Research Practices Survey sponsored by the Higher Education Data Sharing Consortium (Exhibit 4.10).

Now that a library research session is a required component of all first-year seminars, we use the data we get from the Research Practices Survey to inform the areas we cover with the first-year

students. In particular, we see in the data year after year that many incoming students are unsure how to read citations (a question in the survey asks them to differentiate between a book, an article, and a book chapter) so our research librarians give particular attention to that. The data also show that students are unclear about the term "peer reviewed," so librarians and faculty members also discuss that and how it fits in the research process. Other useful data from the survey that we use, both in classes and at the reference desk, pertain to when and how to cite research and issues of academic integrity.

Projection

To continue our tradition of highly productive scholarship and creative work by our faculty, our strategic plan contains several specific initiatives to enhance funding, facilities, and technology for research and knowledge creation, as well as new resources for student and faculty scholarship and conference travel. Some of this work has already been completed, such as our new Walter Global Commons facility, which brings together the College's Center for the Critical Study of Race and Ethnicity, Language and Culture Center, Office of Study Away, Toor Cummings Center for International Studies and the Liberal Arts, and Office of Global Initiatives. For the performing arts, our plan also calls for renewing our arts facilities and creating new partnerships, internships, and other collaborative opportunities that will engage our faculty and students with counterparts elsewhere. We will also expand our digital scholarship program to support faculty research and teaching.

We will continue to diversify our faculty and refine our curriculum and teaching practices so that we make ever more progress towards not just diversity of our campus community and intercultural competence but also to policies, practices, and pedagogies that promote the true equity that is critical to our institutional mission and values. In spring 2018, we reconstituted an internal body called the President's Council on Equity and Inclusion that has been dormant over the past two years as our new division of institutional equity and inclusion has taken shape. We will look to this group for guidance on the College's inclusion and equity work related to students, faculty, and staff members.

Because team advising is a critical component of our students' success, we will maintain our faculty advising seminar over the next two years and continue our training of staff members who are part of Connections advising teams.

The data provided above indicated the sufficiency of our faculty and academic staff for achieving our institutional mission. In light of declining enrollments over the past several years, we will work to align our faculty and academic staff with enrollments as part of an "optimal size of the College" review that we will describe in more detail under Standard Seven.

Teaching and Learning

Description

Our curriculum is the responsibility of faculty members and departments who design, approve, and continuously refresh courses and curricula. Individual faculty members' course offerings and course content are informed by their own scholarly research and creative work, and by consultation with their departmental colleagues. Nearly all of our courses are offered on our campus in a face-to-face modality, with appropriate amounts of student-faculty contact and semester lengths that are similar to peers'. Students complete course evaluations in all courses, giving faculty members information about what worked well in their courses. Student advisory boards in each department provide additional feedback about student experiences in the department. Our self-study and visiting committee process for academic departments and programs (described in more detail under Standards Three and Four) brings external perspectives to departments about their curriculum and teaching. Since our 2012 interim report to the Commission, fifteen of our thirty-one academic departments have had visiting committees (Exhibit 6.31). Visiting committees' reports typically contain recommendations about revising requirements for majors and minors, redeploying staff resources, and adjusting to emerging disciplinary trends (for recent examples from four departments, see Exhibits 6.32 to 6.35). Following its 2015-16 visiting committee, for example, our mathematics department changed its name to the Department of Mathematics and Statistics, submitted a successful staffing request for a second tenure-track statistician, and added a new statistical computing course, STA 234: Statistical Computing with R, which was offered for the first time in the fall 2017 semester.

The methods of instruction used by our faculty members are often on the cutting edge of higher education pedagogy. Our faculty members' excellence in teaching results in part from our emphasis on teaching skills and expectations in hiring and in part from the support we give them once they arrive on campus. In addition to the financial resources mentioned in the previous section, our faculty members benefit from the extensive programming developed and carried out by our nationally recognized Joy Shechtman Mankoff Center for Teaching & Learning (CTL), which has been alluded to already in this report. Founded in 1997, the center advocates quality teaching on campus, facilitates the exchange of ideas about teaching and learning among faculty, offers resources for faculty, serves as a bridge between individual faculty members and information resources and technology, and creates an informal source of support for faculty teaching. The CTL is led by a director, a faculty fellow, and a faculty leadership team that helps create and run programming, and is guided by a faculty advisory board. The CTL has received national media attention for its work (Exhibit 6.36), and a substantial portion of the faculty participates in its events each year as attendees, discussants, organizers, and presenters.

The CTL's work focuses on a seminar for incoming faculty members, an ongoing seminar workshop series each year called "Talking Teaching," and a weeklong series of workshops and seminars at the end of each academic year called "Camp Teach & Learn" (for historical program

listings, see Exhibit 4.8). CTL programs are open to all faculty members regardless of rank or full- or part-time status, and many staff members participate regularly as well. In 2016-17, the CTL sponsored twelve Talking Teaching events, with total attendance of 294 and an average per-event attendance of 24.5. During May 2017 Camp Teach & Learn, twenty-six workshops and discussions were held over three days, with 207 different faculty and staff members accounting for a total of 589 workshop attendances (i.e., if one individual attended three workshops, that is counted as three "attendances"). This amounts to an average attendance at each workshop of about 22.5 and a total of nearly 1,200 faculty and staff development hours (see Exhibit 6.37, CTL attendance data).

CTL programming is evidence-informed and helps foster a campus culture where teaching and learning is shared and discussed openly and critically. It has served as an important locus of discussions and idea-sharing regarding during the development and piloting of Connections. The College's commitment to recognizing good teaching is also seen in the fact that two of the four awards given annually to faculty members are for teaching—the John S. King Memorial Award (for any faculty member) and the Helen Mulvey Faculty Award (for pre-tenure faculty members).

Information Services (IS) also supports continuous improvement of teaching through the innovative use of technology across the curriculum. Most classrooms are equipped with technology such as computer, video, and audio projection. Our Classroom Improvement Committee assesses teaching spaces and works to provide standards for modern, effective and flexible learning spaces. We use Moodle as a course management system for efficient provisioning of course materials to students and as a platform to extend the classroom beyond four walls. IS offers a Teaching with Technology workshop series every semester, covering a range of topics related to instructional technology, productivity, digital scholarship and communication, and pedagogy (see Exhibit 6.38, Spring 2018 schedule). Begun in 2000, our annual Tempel Institute is a five-day immersion program for faculty interested in developing competence in the use of pedagogically appropriate and effective technology (Exhibit 6.39). between 2014 and 2018, our Technology Fellows Program explored innovative applications of digital technology to curricula for the purpose of enhancing pedagogy and improving the classroom experience (Exhibit 6.40). Participation in the program was open to faculty from all academic divisions of the College committed to researching new technologies and curricular renovations, workshopping reflexive pedagogies, developing methods of assessment, and regularly disseminating results to the campus community. Building on the success of that program, in spring 2018 we launched a Digital Scholarship Fellows program to support the work of three faculty members each year to develop research projects involving collaboration with students and some combination of digitization, computational analysis, and/or online publishing (see Exhibit 4.9). As with the predecessor program, fellows will present the results of their research on campus and beyond and work to develop a supportive community of practitioners.

We are committed as an institution to providing extra support to students who may need it. This commitment includes students from historically underrepresented groups as well as any students for whom college may be an unfamiliar or otherwise especially challenging setting for cultural or other reasons. Since our 2012 interim report to the Commission, we have greatly enhanced our ability to offer a full range of academic support to all students. Our Academic Resource Center (ARC), founded in 2013 and located in Shain Library, was described under Standard Five. The ARC houses Student Accessibility Services, whose work is guided by our Student Accessibility Services Policies and Procedures, revised in 2016 (Exhibit 6.41). Connecticut College complies with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act. The Language and Culture Center, located in the Walter Commons, provides one-on-one tutoring to help students in language classes at all levels. The Roth Writing Center provides one-on-one peer tutoring free of charge to help student writers of all abilities during all stages of the writing process. Students in the sciences benefit from peer mentoring, also supported through the ARC (see Exhibit 5.24).

As described under Standard Five, as part of implementing Connections, the College overhauled its approach to pre-major advising, moving to a team approach in order to better support students and to give them a broader range of input—from a faculty member (the student's first-year seminar instructor), a staff member, and a student. All principal academic advisers are full-time members of the faculty, whether they are serving as pre-major advisers or advisers for the major or minor; under the new Connections program, selected staff and students serve as complementary advisers on a faculty-member-led team.

Appraisal
Members of our faculty and academic staff are demonstrably effective in carrying out their teaching and advising responsibilities. Every course is subject to evaluation (see Exhibit 8.6), results of which are available to individual faculty and chairs soon after final grades are submitted. All course evaluations are included in personnel review files. Although learning assessment is not a means of measuring *individual* faculty members' effectiveness per se, as will be detailed under Standard Eight, our revised and formalized process for assessing learning outcomes in the majors will yield additional evidence on the degree to which our faculty members are doing an effective job.

Four of our faculty members have been named state-level professors of the year by the Council for Advancement and Support of Education since 2000 (see, e.g., Exhibit 6.42), the same number as were awarded over that period to the rest of the New England Small College Athletic Conference institutions combined. Many of our faculty members make presentations about their pedagogy at scholarly conferences and publish in scholarly journals regarding their teaching

methods. An in-house magazine, *Teaching and Learning at Connecticut College*, is published annually (Exhibit 6.43).

In 2016-17, our *Information for Faculty* manual was amended to specify "availability to advisees and current students" and "effective academic advising" as criteria for all faculty members' tenure and promotion evaluations (section 1.4.2.1). To promote excellence in advising, the dean of the college office circulates a manual for pre-major advisers and hosts training sessions (Exhibit 6.17); additionally, advising is often taken up by CTL events, such as Talking Teaching events and Camp Teach & Learn panels and sessions. The CTL seminar for incoming faculty also discusses advising and mentoring students. Instructors of first-year seminars receive extra training and work with a team composed of a staff member and one or more students. In the period 2016-19, the Dean of College office is sponsoring a seminar on advising as part of a multi-year institutional grant from the Christian A. Johnson Endeavor Foundation ($800,000) to bolster faculty advising of first-year students (Exhibit 6.44). In addition, our Office of Global Initiatives is sponsoring a seminar on study away advising, to improve faculty members' and academic departments' advising of students departing for study away programs (Exhibit 6.45)

In Standard Four above, we presented evidence from the National Survey of Student Engagement (NSSE) regarding student satisfaction with their advisers (Exhibit 4.21). The effectiveness of team advising was assessed at the end of the fall 2016 semester and the results indicate areas of success and contains recommendations for improving the program in subsequent years (see Exhibit 6.46). For example:

> By the end of the fall semester, most students reported that their seminar fulfilled the goals articulated in the FYS legislation. 77% of student respondents indicated that their FYS connected to other courses through a class meeting or other activity; 86% said their FYS held a library research workshop; 85% did a social activity with their seminar; 84% discussed the liberal arts, the mission, and core values of Connecticut College; and 80% addressed issues of inclusive excellence and full participation. While only 48% of respondents noted that their FYS explored opportunities to engage with the global/local community, there is room for growth in this area as the College's Global Commons becomes more established in the coming years. Students also reported very high rates of familiarity with campus offices and resources. For example, all 408 first-year respondents indicated that they knew about the Academic Resource Center, and 52% had visited the ARC in their first semester; 99% knew about the Writing Center, and 38% had visited; 98% had heard of Unity House (the College's multicultural center), with 39% visiting; and 78% knew about Student Counseling Services, with 20% visiting.

There is encouraging evidence regarding advising as a whole at the College, with improvements from 2016 to 2017 for our first-year students on all ten items on a supplemental set of NSSE

questions, shown below. Results for seniors were nearly as positive, with improvement on nine of the ten items. While we can't yet call this a firm trend based on just two years' worth of data, the results are in the direction that we'd hoped when we instituted a new approach to advising in fall 2016.

NSSE Advising-Related Questions, 2016 and 2017 First-Year Students
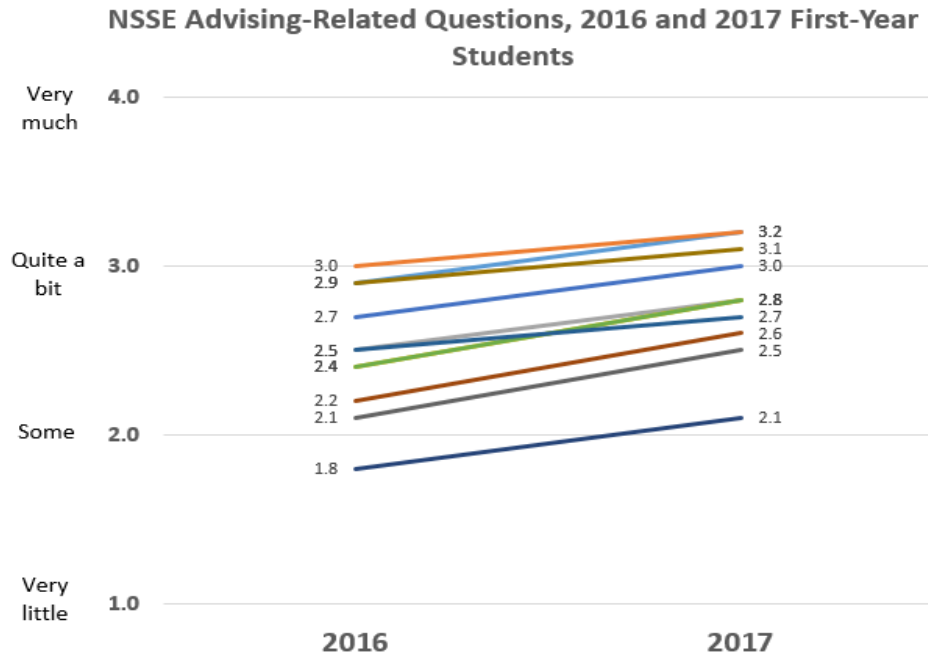
LEGEND FOR THE CHART ABOVE:

——To what extent have your advisers: Been available when needed

——Listened closely to your concerns and questions

——Informed you of important deadlines

——Helped you understand academic rules and policies

——Informed you of academic support options (tutoring, study groups, help with writing, etc.)

——Provided useful information about courses

——Helped you when you had academic difficulties

——Helped you get information on special opportunities (study abroad, internship, research projects, etc.)
——Discussed your career interests and post-graduation plans

——In current year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?
——In current year, how often have your academic advisors reached out to you about your academic progress or performance?

Specific subgroups of students receive additional advising to guide them through options related to their academic and co-curricular activities. Through our participation in the Posse program,

each year the College connects a tenured faculty mentor with an incoming cohort of about ten underrepresented students. The mentor, who receives intensive training through the Posse Foundation, provides hands-on support to these students during their first two years on campus (see Exhibit 5.6). The Science Leaders program supports students from underrepresented populations through a cohort program, a shared First-Year Seminar, and supplementary advising and tutoring (se Exhibit 5.7). Our Office of Career and Professional Development plays a significant role in providing holistic student advising. Incoming students are assigned a career adviser in the first year and work with that adviser over their four years. Feedback about career counselors on the Senior Survey is typically very enthusiastic and appreciative of the individual attention they students have received (see Exhibit 6.47). The Office of the Dean of the College has a designated international student adviser who coordinates support services for international students to ease the transition from one cultural experience to another and help international students secure the most benefits from their Connecticut College experience. The adviser offers guidance with F-1 visa-related questions, transportation, employment, healthcare, housing and other situations unique to international students. Finally, students planning to pursue legal or health professions benefit from pre-law and pre-health advising from faculty members and career-office staff (Exhibit 6.48).

In the fall semester following our April 2012 interim report to the Commission, we administered the Harvard Graduate School of Education's Collaborative on Academic Careers in Higher Education (COACHE) survey to our full-time faculty. We sought to gauge the success of a variety of efforts on campus aimed at improving faculty satisfaction and worklife. The results indicated that we still have some work to do in terms of making sure that all faculty members feel equally satisfied with their work at Connecticut College—women and faculty of color signaled lower levels of satisfaction on some of the survey's nineteen benchmarks (see Exhibit 6.49). In light of these results, our dean of the faculty has worked to make faculty members more aware of existing resources and has developed additional forms of support, including an institutional membership in the National Center for Faculty Development and Diversity. The NCFDD is an independent faculty development center dedicated to supporting academics in making successful transitions throughout their careers (Exhibit 4.7). As of spring 2018, 52 of our faculty and staff colleagues have signed up and are accessing NCFDD resources at no cost to themselves. In addition, nine faculty members have participated in the NCFDD's Faculty Success Program (FSP), either using start-up funds or direct support from the dean of the faculty office, which has committed to sending to colleagues to the FSP each year.

Projection
The College's strategic plan calls for increased investments to support faculty members' research, scholarship, and creative work. Echoing several of the standards with regard to the mutually reinforcing relationship between teaching and scholarship and creative work (e.g., Standards 6.7, 6.11, and 6.20), our strategic plan notes that "[t]he best teachers are deeply

engaged scholars whose research projects and creative endeavors extend beyond the classroom and the campus." It commits the College to seek new resources for faculty and student research and conference travel, upgraded research facilities, endowed chairs, and research computing and digital scholarship, as well as increased investment in the arts to build on our strengths in dance, theater, music, and visual arts. Recognizing the value of government and foundation funding in promoting faculty work, the strategic plan also commits the College to expanding our efforts to obtain external grant funding.

Our success over the past ten years in diversifying our faculty has increased the number of women and people of color on our faculty, and we will continue to use and refine the approach to recruiting and retaining a diverse faculty that we described above.

Over the next five years, through our process for the regular review of our academic departments, reports from more than a dozen visiting committees will inform curricular enhancement. In addition, the engagement of all academic departments and programs in the assessment of student learning outcomes using our five-stage process (see Exhibit 4.17) will begin to yield results in terms of concrete evidence and its use in curricular revisions for our majors.

In connection with the equity pedagogy work we are undertaking, we will expand programming to promote inclusive pedagogies across the curriculum. We will continue to use our Center for Teaching & Learning as a hub of faculty discussion and idea-sharing as the various components of the Connections program mature.

We will also continue to support instructional staff as they provide training in new instructional technologies and pedagogies in ways that respond to and anticipate faculty members' needs. The College is implementing a plan to upgrade projection systems in classrooms, and we continue to disseminate faculty and student work through our open-access Digital Commons repository. Information Services will continue to investigate other means of distributing student and faculty research to the wider community to advance human knowledge around the world.

Exhibits list for Standard Six

6.1   Overview of Connecticut College Faculty Ranks
6.2   New Faculty Handbook, 2017-18
6.3   New Adjunct Faculty Handbook, 2017-18
6.4   Diversity Data on Faculty Members and Full-Time Undergraduates, Fall 2017
6.5   Faculty Search Procedures - Guide for Departments
6.6   FSCC statement of institutional values for faculty hiring, 2017-18
6.7   Inside Higher Ed article on diversifying candidate pools
6.8   Creating Connections Consortium (C3) Summit overview
6.9   Dean of Institutional Equity and Inclusion implicit bias training materials
6.10   Connecticut College Institutional Review Board materials
6.11   Grants Office Handbook
6.12   Tenure and Promotion Outside Reviewers Helpful Tips
6.13   Checklist for Third-Year Review
6.14   Checklist for Tenure Review
6.15   Checklist for Promotion Review
6.16   2016-17 AAUP Faculty Salary Analysis
6.17   Advising Handbook, 2017-18
6.18   Full Participation Coordinator details and announcement
6.19   2017-18 Mellon Distinguished Fellow for Equity Pedagogy announcement
6.20   Office of the Dean of the Faculty, "Internal Funding 101"
6.21   Grants Office survey results, fall 2016
6.22   Summer 2017 Science Research Student Symposium
6.23   Infographic with Faculty Annual Reports 2016-17 Highlights
6.24   Connecticut College press releases on Downs and Kane New Directions awards
6.25   Connecticut College press release on Bhatia APA award
6.26   Faculty books published in 2016-17
6.27   Connecticut College website on The OpEd Project
6.28   Connecticut College press releases on Bernhard and Siver grants
6.29   Connecticut College press release on Dorfman nomination
6.30   2016 Measuring Information Services Outcomes survey results
6.31   Listing of departments' and programs' visiting committees since 2012
6.32   Biology Department Visiting Committee Report and Department's Response
6.33   Physics Department Visiting Committee Report and Department's Response
6.34   Sociology Department Visiting Committee Report and Department's Response
6.35   Religious Studies Department Visiting Committee Report and Department's Response
6.36   New York Times story on the CTL, "Teaching Professors to become Better Teachers"
6.37   Center for Teaching & Learning program attendance data
6.38   Spring 2018 Teaching with Technology programming
6.39   Information on Tempel Summer Institute

6.40   Technology Fellows Program call for participation, 2017-18

6.41   Connecticut College Student Accessibility Services Policies and Procedures

6.42   News release, "Hisae Kobayashi Named Professor of the Year"

6.43   Teaching & Learning at Connecticut College magazine

6.44   Advising Seminar syllabus

6.45   Study Away advising

6.46   First-Year Seminar Program Annual Report 2016-17

6.47   Results of Senior Survey, Class of 2017

6.48   Annual reports from pre-health and pre-law advisers

6.49   COACHE Survey 2012 results report

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)
? Number of Faculty by category				
Full-time	178	180	177	182
Part-time	76	82	64	64
Adjunct (Coaches)	20	20	20	20
Clinical				
Research				
Visiting				
Other; specify below:				
Total	274	282	261	266
Percentage of Courses taught by full-time faculty				
			70%	
? Number of Faculty by rank, if applicable				
Professor	62	58	60	65
Associate	54	53	48	53
Assistant	47	47	44	36
Instructor	40	41	33	27
Other; specify below:				
Lecturer/Senior Lecturer	15	16	15	17
Coaches	20	20	20	20
Professor - Visiting	2	2	0	0
Associate - Visiting	1	1	1	2
Assistant - Visiting	33	44	40	46
Total	274	282	261	266
? Number of Academic Staff by category				
Librarians			12	12
Advisors			22	22
Instructional Designers			12	12
Other; specify below:				
Total	0	0	46	46

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

		3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)
Highest Degree Earned: Doctorate					
Faculty	Professor	59	55	55	59
	Associate	48	47	43	48
	Assistant	66	72	75	65
	Instructor	4	3	2	4
	No rank				
	Other (Lecturer)	6	7	7	7
	Total	183	184	182	183
Academic Staff	Librarians				
	Advisors			5	5
	Instr. Designers			3	2
Other; specify*					
Highest Degree Earned: Terminal Degree other than Doctorate (MFA, M.Arch, etc.)					
Faculty	Professor	3	3	4	5
	Associate	5	5	5	6
	Assistant	10	14	9	11
	Instructor	3	4	8	5
	No rank				
	Other (Lecturer)				
	Total	21	26	26	27
Academic Staff	Librarians			7	7
	Advisors			3	2
	Instr. Designers			5	5
Other; specify*					
Highest Degree Earned: Master's					
Faculty	Professor	2	2	1	1
	Associate	2	2	1	1
	Assistant	2	3		6
	Instructor	29	32	21	16
	No rank				
	Other (Lecturer)	9	9	8	10
	Total	44	48	31	34
Academic Staff	Librarians			3	2
	Advisors			10	16
	Instr. Designers			2	2
Other; specify*					
Highest Degree Earned: Bachelor's					
Faculty	Professor				
	Associate				
	Assistant	2	2		
	Instructor	4	2	2	2
	No rank				
	Other (Lecturer)				
	Total	6	4	2	2
Academic Staff	Librarians			2	2
	Advisors			3	4
	Instr. Designers			2	2
Other; specify*					
Highest Degree Earned: Professional License					
Faculty	Professor				
Revised April 2016	Associate	6 2			

	Assistant				
	Instructor				
	No rank				
	Other (Lecturer)				
	Total	0	0	0	0
Academic Staff	Librarians				
	Advisors				
	Instr. Designers				
Other; specify*					

* Please insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	3 Years Prior (FY 2015)		2 Years Prior (FY 2016)		1 Year Prior (FY 2017)		Current Year (FY 2018)	
	FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed								
Professor							1	
Associate	1							
Assistant	6	1	2		5	2	6	2
Instructor				1				
No rank								
Lecturer/Sr. Lecturer			1				2	
Total	7	2	3	0	5	2	9	2
? Number of Faculty in Tenured Positions								
Professor	62		58		59		64	
Associate	53		53		53		51	
Assistant								
Instructor								
No rank								
Lecturer/Sr. Lecturer								
Total	115	0	111	0	112	0	115	0
? Number of Faculty Departing								
Professor							1	
Associate		1	1		3			
Assistant	2		2		2		1	
Instructor			1					
No rank								
Lecturer/Sr. Lecturer	1							
Total	3	1	4	0	5	0	2	0
? Number of Faculty Retiring								
Professor	5		5		3		6	
Associate								1
Assistant								
Instructor								
No rank								
Lecturer/Sr. Lecturer					1			
Total	5	0	5	0	4	0	6	1
Fall Teaching Load, in credit hours								
Professor — Maximum			32	14	21	4	23	8
Professor — Median			12	4	12	3	12	4
Associate — Maximum			24	12	28	12	25	16
Associate — Median			12	3	12	2	10	2
Assistant — Maximum			24	16	28	12	24	28
Assistant — Median			12	4	12	4	12	4
Instructor — Maximum				16	12	16	8	10
Instructor — Median				4	12	4	6	4
No rank — Maximum								
No rank — Median								
Lecturer/Sr. Lectu — Maximum			20		16		21	
Lecturer/Sr. Lectu — Median			13		12		12	

Explanation of teaching load if not measured in credit hours

> Explanation of Teaching Load (if not measured in credit hours): Our standard teaching load is 5 courses per year ("3/2"), and in addition many faculty members supervise credit-bearing sections of honors theses, independent studies, and fieldwork. Our "regular courses" are mostly 4 credit hours, so a full teaching load would typically be 20 credit hours, plus any additional independent studies, honors thesis supervision, etc.

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2015)		2 Years Prior (FY 2016)		1 Year Prior (FY 2017)		Current Year (FY 2018)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
? Academic Resource Center		1		1		1	1	
Anthropology	5	1	6		5		5	
Art	6	2	6	6	6	4	6	6
Art History & Architectural Studies	5	4	5	3	3	5	4	5
Biology	9	4	9	4	8	2	8	2
Botany	6		6		6		6	
Chemistry	8	4	9	5	9	4	9	4
Classics	3	1	4		4	2	4	1
Computer Science	5		5	1	5	1	6	2
Dance	3	6	3	6	3	3	3	6
Dean of the Faculty Office		1		1		1		1
East Asian Languages and Cultures	4	1	4	1	4		4	
Economics	12	3	12	5	12	1	12	
Education	4	1	4	2	4	4	4	2
English	10	3	10	5	10	4	9	4
Environmental Studies		1		3		2		1
Film Studies	3		3		3		3	
French	4		4		4		4	
Gender and Women's Studies	2		2		2		2	
German	3		3	1	3		3	
Government & International Relations	11	2	11	3	11	3	12	1
Hispanic Studies	5	3	5	2	5	3	5	3
History	12	1	12	2	13	2	13	2
Holleran Center		1		1				
Human Development	4		4		4	1	4	1
Italian	3	1	3		3	1	3	1
Mathematics	7	2	7	1	7	3	7	2
Music	6	20	6	20	6	20	6	21
Office of Religious and Spiritual Life								
Philosophy	5	1	5	1	5	1	5	1
Physics, Astronomy and Geophysics	7	1	7		7		7	2
Psychology	10	4	9	2	9	7	11	7
Religious Studies	5	2	5	1	5	1	5	1
Slavic Studies	2	1	2	1	2	1	2	1
Sociology	5	1	5	1	5	2	6	2
Theater	4	2	4	2	4	3	4	5
Unity House		1						
	178	76	180	81	177	82	183	84

Please enter any explanatory notes in the box below

Part-time figures above include several post-doctoral fellows housed in particular academic departments.

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Faculty of color	48	10	58	
Female faculty	95	37	132	
			0	
			0	
			0	
			0	
			0	
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
People of color	7		7	
Females	36		36	
			0	
			0	
			0	
			0	
			0	

Please enter any explanatory notes in the box below

Standard Seven: Institutional Resources

Throughout our hundred-year history, Connecticut College has been committed to maintaining the highest standards of educational excellence with finite resources. We are fortunate to support a superbly talented faculty, staff, and student body; a beautiful 750-acre arboretum campus; and 99 architecturally distinct buildings that harmonize with the landscape. We do so with an endowment that, while healthy, is comparatively small in relation to our immediate peer group.

Nonetheless, as a school founded with a mission of widening the doors to higher learning, we have always been driven to do more with our resources. In earlier sections of this report, we have described the ways in which we recruit faculty and staff, promote curricular innovation, improve physical and technological infrastructure, execute long-term budget planning, and support students with ever-growing awards of financial aid. Like many private colleges, we do all this through revenues drawn largely from tuition and fees. In this context, even small fluctuations in annual enrollment, coupled with increased pressures to deliver more financial aid to worthy students, can put a strain on operating margins, as we have seen in recent years. Indeed, the increasing cost of financial aid represents the single largest pressure point for our annual budget. Our strategic plan outlines a number of actions designed to streamline expenditures, raise revenues, and direct resources toward our highest priorities. That work is now underway. In this section of the report, we offer perspective on the stewardship of College assets and the steps we are taking to maintain appropriate financial and other resources to carry out our mission.

Human Resources

Description

Recruiting and retaining a high quality and diverse faculty and staff to fulfill our institutional mission has been and continues to be a priority, and a statistical portrait of our current and recent employees is seen in Data First form 7.1. Faculty and staff job openings are posted on our public website and are posted on other local, regional, and national job listings as appropriate. The processes by which faculty members are hired, oriented and mentored, and evaluated were described under Standard Six (Exhibit 6.5). Staff searches are conducted according to College guidelines and policies outlined in a staff hiring guide (Exhibit 7.1) and supported through the use of an online tracking system. All job postings remind potential employees of the College's commitment to "creating a vibrant community enriched by diverse perspectives, talents, and experiences" and encourage applications from those who will contribute to this environment. Thorough applicant credentialing, including criminal records checks, is conducted on successful candidates (Exhibit 7.2).

The College has a well-developed set of human resources policies that guide the work of our assistant vice president for human resources and her staff. The full employee handbook is available on our intranet (see Exhibit 1.5) and details about employee benefits and the College's nondiscrimination policies are published on our public website. The College is committed to responding to and resolving employee concerns. In addition to the guidance provided to employees in the handbook regarding resolving workplace problems, complaints, and grievances, the College also has a staff ombudsperson and a faculty ombudsperson. These two individuals are neutral dispute-resolution practitioners who provide private impartial support and guidance to employees regarding workplace concerns. Our associate dean for institutional equity and inclusion serves as our Title IX coordinator and leads our efforts to ensure that all members of the campus community are well informed about their rights and responsibilities under our Title IX policy (Exhibit 5.25). The Title IX coordinator, along with three deputy Title IX coordinators, plays a major role in compliance efforts to ensure that relevant College policies and procedures are compliant with Title IX, the Violence Against Women Act, the Clery Act, and Connecticut public acts.

Terms of employment are specified in our employee handbook and in new hires' appointment letters (see sample letter, Exhibit 7.3). Employee performance is reviewed by supervisors annually (see evaluation forms, Exhibit 7.4). The College offers numerous opportunities for professional and personal development as well as encouragement to participate in professional associations. Our Staff Council provides opportunities for participation in College governance and policymaking on matters of importance to staff (see Exhibits 1.5 and 3.11).

Appraisal
Connecticut College was named a "Great Place to Work" in November 2014 by *Connecticut Magazine* in its biannual "Great Places to Work" feature (Exhibit 7.5), one of only seventeen organizations in the state to earn this distinction. The effectiveness of our hiring practices is evidenced by the longevity and low annual turnover rate of the College's employees. The average length of service of continuing faculty is 16 years and 80% of these faculty members have more than 5 years of service at the College. Among continuing staff, the average length of service is nearly 11 years and over 65% of these employees have worked at the College for more than 5 years. Over the past three years, fewer than 4% of the faculty and 8% of the staff left their employment at the College each year.

Strong retention rates like these are due in large part to our strong salary and benefits packages. The College benchmarks all staff salaries every three years and strives to pay near the peer average for comparable positions. Additionally, no staff salary is below the College's compensation floor, which is 80% of the peer average. The results of our most recent staff salary survey indicated that 93% of our positions were compensated at least 80% of market value. We supplemented those falling below that threshold (see Exhibit 7.6). A benefit survey conducted in

the summer of 2017 found that the overall value of the College's benefits was greater than both higher education peers and regional employers (see Exhibit 7.7). A subsequent review of benefits by a joint committee of faculty, staff, and administration resulted in an increased number of options among the health care plans we offer.

When faculty or staff members retire or leave the College, we are presented with opportunities to rethink staffing plans and align positions with institutional needs and resources. As discussed in Standard Two, the dean of the faculty develops a staffing plan each year with these considerations. The vice president for finance and administration, in conjunction with the office of human resources, has implemented a similar process for staff. A Strategic Position Review Committee, created in spring 2017, now reviews each vacancy, job description change, and compensation change in light of College priorities to determine future staffing.
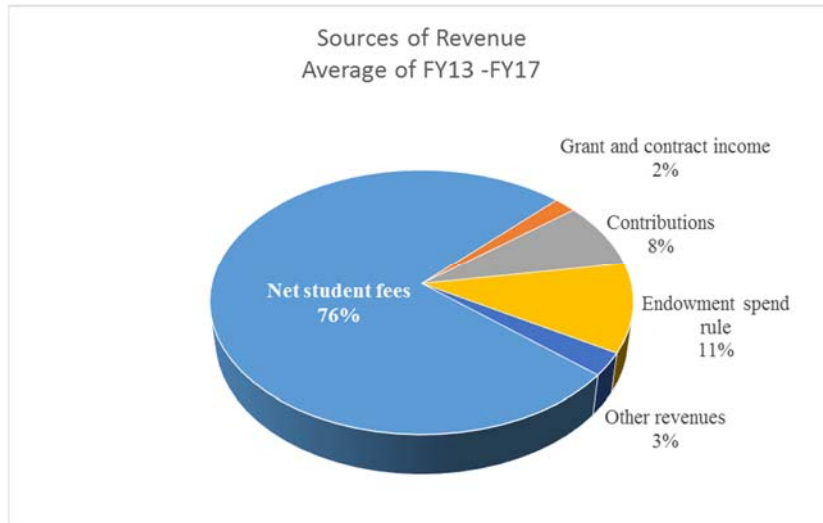
Projection

In an effort to maintain success in the recruitment and retention of highly qualified employees with a competitive compensation package, we will continue to conduct the staff salary survey every three years and subsequently make warranted market adjustments and continue to conduct a benefits survey no less than every five years. We will also continue our annual faculty salary benchmarking against peer institutions using AAUP faculty salary survey data and pursue across-the-board salary increases, equity adjustments, and gap closing through our governance process as finances permit (see Exhibit 6.16). At the same time, our Strategic Position Review Committee will continue to scrutinize requests to fill staff vacancies to ensure alignment of staffing with institutional needs and priorities, and efficient use of our resources.

Employee policies will continue to be regularly reviewed and updated to ensure the employee handbook remains consistent with changing workplace and employment laws. Within the next five years, the staff evaluation process will be reviewed and current performance management best practices will be incorporated. Finally, we will continue to improve and expand the staff development program (see Exhibit 7.8 for the fall 2017 schedule) to include both scheduled in-person and web-based trainings, as well as computer-based, on-demand resources.

Financial Resources

Description

The College's main revenue driver is student tuition and fees. More than three-quarters of the College's revenue comes from this source, with the remainder coming from grants, endowment income, and other income (see figures below as well as Data First form 7.3 and audited financial statements). Nearly all of our resources are devoted to the support of our education, research, and service programs.

Sources of Revenue
Average of FY13 -FY17

Grant and contract income
2%

Contributions
8%

Net student fees
76%

Endowment spend
rule
11%

Other revenues
3%

Uses of Funds
Average of FY13 -FY17

Academic support
12%

Student
services
14%

Auxilary services
16%

Public service
1%

Institutional
support
20%

Research
2%

Instruction
35%
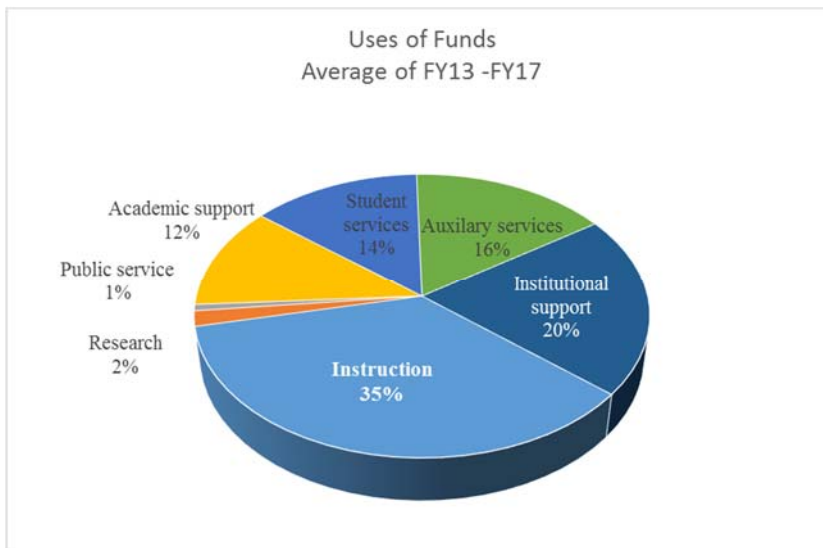
The board of trustees' Finance Committee is responsible for overseeing the budget, reviewing major financial transactions not included in the budget, and submitting proposed recommendations to the full board (see Exhibit 3.6). It monitors working capital and long-term capital requirements, approves funding for all major capital construction projects, approves credit lines and other external financings, and reviews the College's internal operating results on a quarterly basis with management. It approves the cash operating budget, and monitors and reviews operating budget performance. The board's Investment Subcommittee oversees the management of the College's endowment with the assistance of an investment advisor to ensure proper fiduciary controls.

The College prepares financial statements in accordance with U.S. generally accepted accounting principles. The annual audit is performed by an external auditor in accordance with generally accepted auditing standards (GAAP). The College is also subject to federal Office of

Management and Budget circular A-133 annual audit and the state of Connecticut single audit requirements for its federal and state financial assistance, including financial aid and research grants. On a yearly basis, the board's Audit Committee has the responsibility of selecting the auditors, reviewing and approving the financial statements including the audit and management letter, reviewing accounting internal controls as part of the audit, ensuring the College's GAAP compliance, reviewing the risk management program, and other responsibilities as defined in the Audit Committee charter.

The College has a robust fundraising effort directed by the vice president for college advancement. College Advancement works to support our mission and vision by facilitating relationships with alumni, parents, friends, businesses, donors, government agencies, and private foundations to generate consistent and ever-increasing funds in support of the College's priorities as established by the board of trustees, the president, and her cabinet. In consultation with the president and the board, advancement senior management develops and implements a comprehensive fundraising plan to assist in funding the College's long- and short-range goals. Advancement strategically targets solicitations in support of the priorities set forth in our strategic plan. The volunteer structure at Connecticut College is centralized within the division of advancement and reflects the College's highly transparent and participatory process of decision-making. The Office of Alumni Engagement and Annual Giving has joint management of its volunteers: the Alumni Association Board of Directors, Parents Council, class officers, ambassadors, regional volunteers, career advisors, and alumni admission representatives. Volunteers assist with fundraising and the development and execution of programs, and support the student body with career opportunities. The staff recruits, trains, and manages alumni and parent leaders, working closely with them on an ongoing basis. Staff members prepare for and attend committee meetings, assist leaders in task implementation, manage details, and craft and distribute correspondence. With a solicitable base of just over 17,000 alumni as well as current parents and select past parents, the annual giving program is responsible for the development of a front-line, field-focused fundraising program for the annual fund that provides at least 50% of the annual giving revenue and serves as a strong balance to direct mail and phoning efforts. A class-year-based volunteer network and the Parents Council also assist in the execution of this yearly strategy.

Financial information about the College is shared with donors through the College's Annual Report (Exhibit 7.9) and through annual endowed funds and stewardship reports (see, e.g., Exhibit 7.10). Major gifts directed to restricted purposes are documented with approved gift agreements that spell out the use of funds and the payment schedule. We ensure that gifts are directed toward their intended purposes with close oversight from our accounting office. Advancement staff process donations in a secure and confidential database to ensure that personal and private donor information is protected. All gift restrictions and designations are adhered to and also comply with accounting office and Internal Revenue Service requirements.

Gifts are received online, by mail, wire-transfer, and notification from stockbrokers; or are forwarded by internal staff/departments and are reconciled with the accounting office on a quarterly and annual basis. Tax receipts are provided for gifts of any amount and we regularly review our policies to confirm compliance with Internal Revenue Service policies.

Connecticut College completed its most recent comprehensive campaign in 2013, yielding $211 million in commitments to the College and funding important key priorities, such as financial aid, residential education, science education and internationalization (Exhibit 7.11). Updated classrooms, a modern fitness center, major renovations of New London Hall and Shain Library, and several other campus improvements were funded through the campaign. As explained in Standard Two, the College undertook a strategic planning process in 2015, and the plan that emerged from that process, *Building on Strength*, serves as the basis for our current fundraising efforts. Upon completion of the plan in 2016, we began a feasibility study for our next comprehensive campaign focused on identified priorities. We are now in the quiet phase of that campaign.

To ensure that resources are used for our highest priorities and to buffer against unforeseen financial exigencies, the College has traditionally followed a number of conservative budgeting practices. The revenue budget, for example, is always constructed on fewer students than our enrollment model's prediction. This has provided a cushion of nearly half a million dollars for fiscal year 2018. The cash operating budget also includes a 1% contingency line that has supported cash surpluses averaging $1 million or greater since at least 2000, surpluses that have typically been reinvested into the College's endowment. To control personnel growth, new positions are funded with a one-time 25% "tax" that is escrowed to cover future years' salary increases. Self-discipline in capital planning requires new construction budgets to include endowment for future maintenance. Finally, the College maintains other financial resources that may be used if necessary, such as an emergency reserve, a $10 million line of credit, and additional cash as deemed appropriate by the board of trustees (see Exhibit 2.8).

Appraisal
Our strategic plan contains several objectives for protecting and growing the College's financial resources, including reviewing administrative structures to ensure efficient and maximal use of staff talent, diversifying revenue streams, and expanding philanthropic support for the College. We committed ourselves to these steps because, even with the forms of financial self-discipline outlined above, declining admission revenues and increased financial aid expenditures in recent years have placed the College in a more challenging position. In some ways, we have seen that our traditionally conservative budget models were not quite conservative enough. Long-term projections did not include the year-over-year increases in financial aid that have in fact been

necessary to enroll talented students in a period of stagnant and even declining median family incomes.

Because we are a tuition-dependent institution with a relatively small endowment (see Data First form 7.3), financial pressures brought on by reduced enrollments are a continual concern. After many years of modeling our revenue projections on an incoming first-year class of 500 students, with a discount rate of 27% or less, we have had to rethink these assumptions because of a more competitive and challenging admission environment. Smaller incoming classes in the past three years, coupled with increased financial aid awards, have led to heightened budget pressures that we are now addressing.
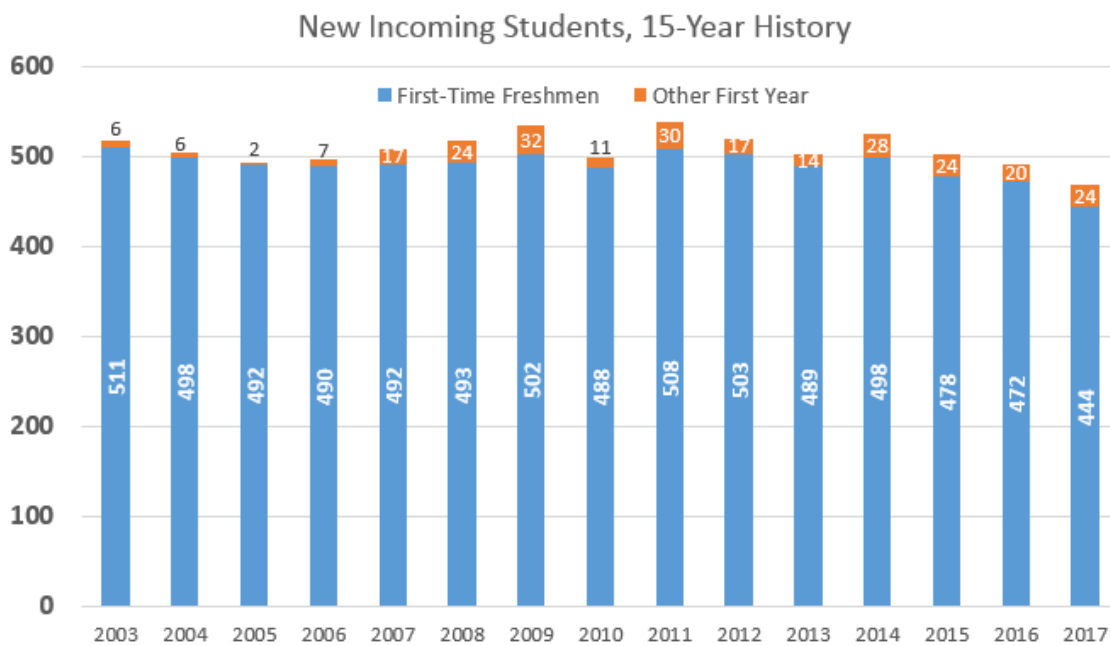
The College has worked with the firm Human Capital to refine our approach to increasing the size and quality of our applicant pool and the strategic use of financial aid. We have revised our enrollment modeling to reflect new demographic trends with lower expectations for yield and a reduced tolerance for tuition increases (see Exhibit 7.12). Our senior administrative team is pursuing a range of budget-saving strategies, and, as mentioned above, a Strategic Position Review Committee evaluates all staff vacancies. This gives us a mechanism for aligning staffing with institutional priorities and ensuring careful management of College resources. A group of faculty and staff worked in fall 2017 to review the College's health benefits, making recommendations for cost-saving measures. To promote greater alignment of staff and faculty members with a contracting student body, in February 2018 we announced a one-time voluntary retirement offer to complement existing incentive programs for faculty members (Exhibit 7.13). Finally, to promote the responsible and efficient expenditure of College funds, since our 2012 interim report, we developed and implemented a purchasing policy to guide all procurement

transactions and a new purchasing card policy so that purchases from vendors can be made by offices and departments using a College-issued Visa card. A director of purchasing oversees these operations with the aim of reducing paperwork and securing better prices and improved vendor relations (see Exhibits 7.14 and 7.15). His work includes quarterly reviews with all of our strategic supply partners to ensure that we are getting the best value across all of our spending, and collaboration with other local colleges in consolidated contract negotiations.

Projection

Since 2016, new leadership in our finance office has led us to review our approaches to financial planning and management in the current higher education environment. Our strategic plan identifies an ambitious goal of doubling the size of the College's endowment, which will require not just aggressive progress by our advancement team but also continued savvy decision-making by our board's investment subcommittee. New leadership in the advancement office is continuing the work of the quiet phase of the comprehensive campaign.

The plan contains several other new approaches to protecting and enhancing the College's financial resources. For example, the plan calls for strategically deploying operating resources to ensure strong enrollments and exploring new ways to make a Connecticut College education affordable. In spring 2017, we began offering a limited number of merit scholarships as a way to enhance yield, maximize net tuition revenue, and increase the socioeconomic diversity of the student body. The plan also calls for exploring new programming to diversify revenue streams, work that began in spring 2017.

As implied under the projections for Standard Six, we will work to align our faculty and academic staff with enrollments as part of a review of the "optimal size of the College." Each division of the College is developing staffing plans based on a Connecticut College student body of approximately 1,700 students—a typical size for us over much of the last quarter of the 20th century.

Information, Physical, and Technological Resources

Description

Our physical grounds have long been viewed as one of the College's greatest assets, regularly placing us on lists of the most beautiful campuses in America (Exhibit 7.16). The built environment of our main properties resides within a much larger tract known as the Connecticut College Arboretum, whose 750 acres offer rare opportunities for environmental education as well as an enhanced quality of life. The Arboretum's diverse botanical resources include the landscaped grounds of the main campus as well as the surrounding plant collections, natural terrains, and other managed sites. These resources all support the College's mission of preparing the next generation of citizen-leaders, whose diverse responsibilities will include crafting a

sustainable relationship with the natural world (see Exhibit 7.17). Our institution is distinguished by a long history of leadership in ecological conservation supported by research and teaching in environmental studies. The combined effect of our Arboretum campus with the educational opportunities offered in environmental studies and the Goodwin-Niering Center for the Environment produce an outstanding model of an ethically and environmentally sound community.

Teaching and learning take place all over our campus—in the buildings that house classrooms, labs, studios, and faculty offices; in residence halls; in the Walter Commons, in the Shain and Greer libraries; and in the outdoor spaces of the Arboretum. All of the College property is available for teaching and research in environmental studies, the biological sciences, and other academic programs. At least thirty different college courses use the Arboretum, and the College aims to create a "living laboratory" that stimulates environmental awareness in students and those working at or visiting Connecticut College.

As noted under Standards Two and Three, the College's physical resources are overseen and managed by our vice president for finance and administration. An overview of these resources is seen broadly in Data First form 7.8 and in more detail in the initial materials generated through our current campus master planning process, launched in spring 2017 (see Exhibit 7.18). The new master plan will replace one that was launched in 1999 and will support and amplify the facilities-related initiatives described in our strategic plan. The master plan will be comprehensive in approach and will address academic space needs, student life needs, landscape and open space, athletics and recreation, circulation and wayfinding, parking, and infrastructure.

The College's technological and information resources are outlined in Data First form 7.7 and are overseen by our vice president for information services, who is also the librarian of the College. The newly remodeled Charles E. Shain Library was selected as a Landmark Academic Library by the *Library Journal* in September 2016 (see Exhibit 7.19). A library designed for 21st-century learners, the building provides the necessary spaces, materials, technologies, and services for students and faculty to achieve their educational and scholarly goals.

The College initiated a merged information services organization in the mid-1990s and the model has worked well to integrate library, instructional, and information technologies to serve the College community. Information Services (IS) includes libraries, instructional technology, administrative systems, networks, and telecommunications. The IS organization chart (Exhibit 7.20) indicates how we organize the division to achieve our educational purposes. Research and instructional librarians are included in our discussion of academic staff under Standard Six and are included in Data First forms 6.1 and 6.2.

The IS Enterprise and Technical Systems (ETS) team, made up of highly skilled and experienced staff members, manages over fifty administrative and academic systems (such as Banner, our intranet CamelWeb, and our course management system Moodle), all networks and servers, the Information Technology (IT) Service Desk, Computer Support Services, and information security and telecommunications under a mature IT governance system that ensures college technical resources are devoted to those projects most important to the College's mission (see Exhibit 2.11). The ETS Portfolio & Project Management Office, including certified professional project managers, supports new and ongoing information technology initiatives identified by the community. The ETS Information Security Office oversees information security initiatives, responds to possible data breaches, and continuously seeks ways to harden the information security environment of the College. The College is a Google G Suite school, which ETS manages. The ETS Computer Support Services and IT Service Desk teams ensure that the College's hardware and software are routinely updated and replaced, and work directly with students, faculty, and staff to meet their business technology needs. The College maintains a budget to ensure that Windows and Apple personal computers, servers, switches, routers, and other essential parts of the technology infrastructure are regularly updated and replaced. The ETS Network, Systems and Information Security team oversees and continually monitors the campus network and infrastructure for performance and stability.

The Resource Management and Collections team oversees the selection, acquisition, and processing of library materials. This area has been under pressure in recent years to reduce subscriptions and purchases due to materials budget reductions and inflationary increases which have not been offset with new funding. The librarians and staff have worked diligently, along with faculty assistance, to maintain essential resources while reducing holdings overall. The Research Support and Instruction team assists faculty, staff, and students in using the College's materials, offering active reference desk services and research consultation services on the first floor of Shain Library. They also integrate research skills instruction into coursework that reaches all students at many levels, from nearly all first-year seminars through senior honors thesis research. The staff is experienced and well-qualified in a wide variety of academic disciplines, and each academic department has a dedicated library liaison. The library staff carefully evaluates the curriculum changes and adapts both its services and its library collections to support these changes.

The Special Collections and Archives team curates and encourages use of the College's many primary-source collections, teaching students and faculty the skills necessary for research using special collections and archives materials. Nearly one-third of our students in any given year are involved in scholarship using special collections and archives collections. The Digital Commons is an open-access institutional repository and is used to archive and access student and faculty work and to publish a faculty-edited, peer-reviewed international scholarly journal. Digital Commons makes available, to wide range of users, access to unique College resources and

research to the world-wide scholarly community. As of February 2018, Digital Commons has experienced 927,820 downloads from 18,777 institutions (education, business, government, and nonprofit) in 219 countries. Users worldwide have executed over 207,000 downloads just in the past year.

Finally, the Instructional Technology team works with faculty and students to integrate technology into the classroom and to support faculty members learning how to take advantage of new instructional technologies to improve their pedagogy. The College's strategic plan calls for improved classrooms to support new forms of teaching with technology, and the recently reinvigorated Classroom Improvement Committee, comprised of faculty, staff, and students, is charged with researching campus needs for teaching and learning spaces, focusing on classroom needs to support Connections, and prioritizing classroom renovations opportunities, while working with the advancement office on fund-raising efforts and supporting the College's Master Planning Committee. Organized under Instructional Technology, the Digital Scholarship and Curriculum Center provides expert assistance with digital scholarship tools and technologies for students and faculty interested or curious about incorporating digital scholarship methods into their work. The development of this program supports one of the goals of the College's strategic plan, to support the growth of digital scholarship.

Appraisal
Our campus is a major asset and we aim to maximize its use as a site of student learning and faculty resources, a model for sustainable practices, and a potential source of revenue through increased use during the summer and perhaps by careful development of our campus access to the Thames River for scholarship and recreation, as called for in our strategic plan. As has been noted in our campus master planning work, compared to other institutions we have a larger number of small buildings, which presents challenges in terms of efficient maintenance.

Our 2016 Information Technology governance charter (Exhibit 2.11) ensures information technology projects are prioritized by the Enterprise Systems Advisory Committee, with oversight by the iConn Steering Committee, to align projects with College priorities while balancing with available resources. These and other committees review and revise College policies aimed at ensuring the reliability and security of our technology systems, protecting the integrity and security of data and the privacy of individuals. All students and employees must agree to abide by the College's appropriate use policy regarding computer use, security, and privacy (Exhibit 7.21). An administrative systems confidentiality agreement (Exhibit 7.22) promotes employees' care of the confidential data to which they may have access to do their work.

In addition, the College has a range of other policies regarding copyright, email communications and record retention, passwords, and remote access to College servers. To facilitate appropriate

information security practices, all new Connecticut College faculty and staff must complete an information security awareness training within sixty days of their employment. In addition, per our information security awareness policy (Exhibit 7.23), all employees who work with personally identifiable information must complete information security awareness training annually. Network passwords must be changed every six months. Users of the College's electronic resources, including email communications, are subject to College policies and other statements of conduct as published in the student and employee handbooks, as well as all applicable federal and state laws. Regarding electronic and other records generally, the College has policies detailing our regulations and practices in terms of access to, confidentiality of, and custody and storage of records (see Exhibit 7.24). As an external measure of the success of these efforts, the College was recognized by the National Cyber Security Alliance as a 2017 National Cyber Security Awareness Month Champion.

The College has a range of security measures to protect our networks and systems against security breaches and regularly communicates with the campus community when new threats (from phishing or malware, for example) are detected. Typically, IS contracts with an outside information security company to audit the College information security environment and make recommendations for improvement. The last audit was completed in January 2015 and mitigations were completed in 2016. The College uses a redundant data backup strategy employing both on-site and cloud-based resources. We maintain plans for recovery from technology malfunctions and data breaches in the 2018 Information Services Technical Support Disaster Recovery Plan (Exhibit 7.25) and our 2012 Library Emergency Manual (Exhibit 7.26). The 2017 IS ETS Incident Response Plan provides structure to staff response when a data breach is suspected. The College began implementing multi-factor authentication for off-campus access to the College network and resources in fall 2017 (Exhibit 7.27). More generally, the College's Emergency Response Plan (Exhibit 7.28), revised in 2015, details procedures for responding to a wide range of natural and man-made disasters and emergencies.

Each spring, Information Services produces a document outlining major objectives for the coming academic year (Exhibit 7.29). These objectives are developed by the IS teams, reviewed by the College's senior administrators, and shared with the board of trustees at its May meeting. An IS annual report (Exhibit 2.10) that reports on accomplishment of major objectives is produced each fall and is shared with faculty, staff, senior administrators, and the board of trustees. IS completes a new strategic plan for the division typically every three years (Exhibit 2.9).

Projection
Over the next five years, we will complete and implement the new campus master plan and related items in the strategic plan, including upgrading our research facilities and other faculty workspaces, upgrading Palmer Auditorium and other spaces for the arts, relocating our career

office to central campus, completing residence hall and student center reviews and possible renovations, and upgrading our athletics facilities.

We will continue to remain abreast of emerging challenges to information security through outside information security audits and take proactive measures to protect the College. Through implementation of the IS strategic plan for 2017-20, we will continually improve information services to benefit the College community.

Exhibits list for Standard Seven

7.1   Connecticut College Hiring Guide for Managers
7.2   Connecticut College credentialing policy
7.3   Sample new-hire appointment letter
7.4   Packet of sample evaluation forms for staff and instructions for supervisors conducting performance reviews
7.5   "Connecticut College Named Great Place to Work"
7.6   Results of staff salary benchmarking study
7.7   Results of staff benefits benchmarking study
7.8   Staff Development Program, fall 2017 schedule
7.9   Connecticut College Annual Report, 2016-17
7.10   Endowment Report 2016-17 for donors of endowed funds
7.11   Final Report on Connecticut College Comprehensive Campaign 2008-2014
7.12   Enrollment model projection summary, fall 2017
7.13   Voluntary retirement offer announcement and program details, February 2018
7.14   Connecticut College Purchasing Policy
7.15   Connecticut College PCard Policy
7.16   Rankings naming Connecticut College among country's most beautiful
7.17   Arboretum annual report
7.18   Materials regarding campus master planning process
7.19   "Charles E. Shain Library New Landmark Libraries 2016 Winner"
7.20   Information Services organizational chart
7.21   Connecticut College Appropriate Use policy
7.22   Administrative Systems Confidentiality Agreement
7.23   Information Security Awareness policy
7.24   Connecticut College Records Management Program Manual
7.25   Information Services Technical Support Disaster Recovery Plan
7.26   Library Emergency Manual
7.27   Multi-Factor Authentication Policy
7.28   Connecticut College Emergency Response Plan
7.29   Information Services Annual Objectives 2016-17

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2015)			2 Years Prior (FY 2016)			1 Year Prior (FY 2017)			Current Year (FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	203	80	283	201	87	288	198	76	274	213	77	290
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	8	2	10	8	3	11	8	2	10	8	2	10
Library Technicians	2	2	4	4	0	4	3	0	3	4	0	4
Archivists, Curators, Museum staff	4	0	4	5	0	5	6	0	6	6	0	6
Student and Academic Affairs	18	2	20	19	3	22	22	1	23	22	1	23
Management Occupations	75	0	75	78	0	78	80	0	80	78	0	78
Business and Financial Operations	31	0	31	31	0	31	33	0	33	29	0	29
Computer, Engineering and Science	32	6	38	37	6	43	36	5	41	39	3	42
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	43	38	81	48	29	77	48	31	79	66	14	80
Healthcare Practitioners and Technical	6	4	10	6	5	11	6	3	9	9	3	12
Service Occupations	165	12	177	166	9	175	163	10	173	156	11	167
Sales and Related Occupations	0	0	0	0	3	3	0	0	0	0	0	0
Office and Administrative Support	79	22	101	82	15	97	84	26	110	88	18	106
Natural Resources, Construction, Maintenance	30	3	33	31	1	32	31	0	31	31	0	31
Production, Transportation, Material Moving	6	1	7	7	0	7	7	0	7	6	0	6
Total	702	172	874	723	161	884	725	154	879	755	129	884

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (6/30)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year	Percent Change 2 yrs-1 yr prior	1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$16,240,000	$18,853,000	$17,920,000	16.1%	-4.9%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	$848,000	$838,000	$993,000	-1.2%	18.5%
?	Contributions Receivable, Net	$19,160,000	$29,079,000	$22,775,000	51.8%	-21.7%
?	Inventory and Prepaid Expenses	$2,460,000	$2,680,000	$2,377,000	8.9%	-11.3%
?	Long-Term Investments	$276,759,000	$282,550,000	$273,653,000	2.1%	-3.1%
?	Loans to Students	$1,878,000	$1,723,000	$1,533,000	-8.3%	-11.0%
?	Funds held under bond agreement	$2,533,000	$2,618,000	$2,632,000	3.4%	0.5%
?	Property, plants, and equipment, net	$110,060,000	$113,951,000	$111,427,000	3.5%	-2.2%
?	Other Assets	$13,423,000	$12,872,000	$11,723,000	-4.1%	-8.9%
	Total Assets	**$443,361,000**	**$465,164,000**	**$445,033,000**	4.9%	-4.3%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$8,501,000	$7,649,000	$8,851,000	-10.0%	15.7%
?	Deferred revenue & refundable advances	$2,770,000	$2,722,000	$2,011,000	-1.7%	-26.1%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations	$4,822,000	$5,035,000	$4,756,000	4.4%	-5.5%
?	Amounts held on behalf of others	$6,953,000	$7,661,000	$7,715,000	10.2%	0.7%
?	Long-term investments	$69,151,000	$80,532,000	$79,626,000	16.5%	-1.1%
?	Refundable government advances	$1,612,000	$1,595,000	$1,514,000	-1.1%	-5.1%
?	Other long-term liabilities	$1,321,000	$1,334,000	$1,327,000	1.0%	-0.5%
	Total Liabilities	**$95,130,000**	**$106,528,000**	**$105,800,000**	12.0%	-0.7%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$81,210,000**	**$81,108,000**	**$73,426,000**	-0.1%	-9.5%
?	Foundation				-	-
	Total	**$81,210,000**	**$81,108,000**	**$73,426,000**	-0.1%	-9.5%
	Temporarily restricted net assets					
	Institutional	**$114,188,000**	**$110,335,000**	**$96,361,000**	-3.4%	-12.7%
?	Foundation				-	-
	Total	**$114,188,000**	**$110,335,000**	**$96,361,000**	-3.4%	-12.7%
	Permanently restricted net assets					
	Institutional	**$152,833,000**	**$167,193,000**	**$169,446,000**	9.4%	1.3%
?	Foundation				-	-
	Total	**$152,833,000**	**$167,193,000**	**$169,446,000**	9.4%	1.3%
	Total Net Assets	**$348,231,000**	**$358,636,000**	**$339,233,000**	3.0%	-5.4%
	TOTAL LIABILITIES and NET ASSETS	**$443,361,000**	**$465,164,000**	**$445,033,000**	4.9%	-4.3%

Please enter any explanatory notes in the box below

Fiscal Year ends - month& day: (6/30)	3 Years Prior (FY2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
OPERATING REVENUES (in 000s)					
? Tuition and fees	$87,674,000	$91,106,000	$92,484,000	$93,952,000	$95,497,000
? Room and board	$21,620,000	$22,446,000	$22,474,000	$22,817,000	$22,760,000
? Less: Financial aid	-$30,072,000	-$31,454,000	-$32,277,000	-$34,852,000	-$38,200,000
Net student fees	$79,222,000	$82,098,000	$82,681,000	$81,917,000	$80,057,000
? Government grants and contracts	$1,588,000	$1,753,000	$1,778,000	$1,760,000	$1,824,000
? Private gifts, grants and contracts	$8,379,000	$7,940,000	$9,970,000	$7,493,000	$7,500,000
? Other auxiliary enterprises	$2,191,000	$1,870,000	$1,955,000	$1,819,000	$1,800,000
Endowment income used in operations	$10,579,000	$11,535,000	$12,759,000	$13,390,000	$13,692,000
? Other revenue (specify):	$924,000	$827,000	$1,056,000	$1,043,000	$1,090,000
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	**$102,883,000**	**$106,023,000**	**$110,199,000**	**$107,422,000**	**$105,963,000**
OPERATING EXPENSES (in 000s)					
? Instruction	$38,855,000	$38,951,000	$40,646,000	$39,022,000	$33,528,000
? Research	$1,966,000	$1,900,000	$1,972,000	$1,875,000	$760,000
? Public Service	$829,000	$656,000	$679,000	$994,000	$508,000
? Academic Support	$12,235,000	$12,906,000	$13,334,000	$14,696,000	$8,757,000
? Student Services	$14,605,000	$15,225,000	$15,283,000	$15,827,000	$11,113,000
? Institutional Support	$17,245,000	$17,583,000	$18,876,000	$20,447,000	$21,018,000
Fundraising and alumni relations	$4,558,000	$4,094,000	$4,121,000	$5,158,000	$4,915,000
? Operation, maintenance of plant (if not allocated)					$15,648,000
? Scholarships and fellowships (cash refunded by public institution)					
? Auxiliary enterprises	$17,158,000	$17,440,000	$17,104,000	$18,137,000	$9,716,000
? Depreciation (if not allocated)					
? Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$107,451,000**	**$108,755,000**	**$112,015,000**	**$116,156,000**	**$105,963,000**
Change in net assets from operations	**-$4,568,000**	**-$2,732,000**	**-$1,816,000**	**-$8,734,000**	**$0**
NON OPERATING REVENUES (in 000s)					
? State appropriations (net)					
? Investment return	**$29,277,000**	**-$6,029,000**	**-$18,638,000**	**$21,454,000**	**$18,000,000**
? Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	**$8,964,000**	**$20,651,000**	**$2,187,000**	**$5,179,000**	**$5,000,000**
? Other (specify):	**$1,442,000**	**-$1,231,000**	**-$976,000**	**$1,297,000**	
Other (specify):	**$69,000**	**-$781,000**	**-$162,000**	**$8,000**	
Other (specify):	**$275,000**	**$527,000**	**$2,000**	**-$729,000**	
Net non-operating revenues	**$40,027,000**	**$13,137,000**	**-$17,587,000**	**$27,209,000**	**$23,000,000**
Income before other revenues, expenses, gains, or losses	**$35,459,000**	**$10,405,000**	**-$19,403,000**	**$18,475,000**	**$23,000,000**
? Capital appropriations (public institutions)					
? Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	**$35,459,000**	**$10,405,000**	**-$19,403,000**	**$18,475,000**	**$23,000,000**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (6/30)			3 Years Prior (FY2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
		Debt					
		Beginning balance	$70,693,000	$69,151,000	$80,532,000	$77,895,000	$95,066,000
		Additions	$1,341,000	$13,301,000	$1,177,000	$0	$0
	?	Reductions	($2,883,000)	($1,920,000)	($2,083,000)	$0	($1,901,000)
		Ending balance	**$69,151,000**	**$80,532,000**	**$79,626,000**	**$77,895,000**	**$93,165,000**
		Interest paid during fiscal year	$3,127,000	$3,111,000	$3,455,000	$4,695,000	$3,427,000
		Current Portion	$1,822,000	$1,901,000	$2,092,000	$1,901,000	$1,951,000
		Bond Rating	A2	A2	A2	A3	A4

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Please see note 8 on pages 19-21 of our 2017 audited finanical statements for information on interest rate, schedule, structure of payments, and debt covenants. Data above includes capital leases. All debt covenants are in compliance.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The College has an unsecured $10,000,000 line of credit established with Citizens Bank for short-term working capital purposes that matures on January 31, 2020. The College has not drawn against the line and there are are no outstanding balances under the line of credit at this time.

Future borrowing plans (please describe)

The College completed its the strategic planning process in Fall 2016 which defines priorities and fundraising opportunities for the next 5- to 10-year period. A master plan review now being completed will provide guidance and structure to future projects which may include major renovations, new construction and other projects to be undertaken under the College's annual asset reinvestment program of capital maintenance (both deferred and ongoing) and improvements. Funding for identified priorities will be included in a comprehensive plan consisting of operating funds, gifts and long-term debt. At this point, the College intends to continue the past practice of regular $10-$15 million tranches of debt in 3-5 year intervals to support campus improvements and to supplement fund raising as debt capacity allows.

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
NET ASSETS					
Net assets beginning of year	$312,772,000	$348,231,000	$358,636,000	$339,233,000	$357,708,000
Total increase/decrease in net assets	$35,459,000	$10,405,000	($19,403,000)	$18,475,000	$23,000,000
Net assets end of year	**$348,231,000**	**$358,636,000**	**$339,233,000**	**$357,708,000**	**$380,708,000**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$29,496,000	$30,928,000	$31,739,000	$34,377,000	$37,521,000
Federal, state and private grants	**$576,000**	**$526,000**	**$538,000**	**$475,000**	**$424,000**
Restricted funds	$0	$0	$0		
Total	**$30,072,000**	**$31,454,000**	**$32,277,000**	**$34,852,000**	**$37,945,000**
% Discount of tuition and fees	34.3%	34.3%	34.9%	37.1%	39.0%
? % Unrestricted discount					
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	3.0	3.0	2.2	2.5	n/a

Please indicate your institution's endowment spending policy:

The Board of Trustees approved the use of a 5% endowment spending rate for FY 2017 and considers this rate to be the norm for the College. Please see footnote 5(e) on page 17 of our audited financial statement for more detail on our endowment spending policy.

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
Total Expenditures					
Materials	$1,484,997	$1,485,523	$1,458,920	$1,301,981	$1,301,981
Salaries & wages (permanent staff)					
Salaries & wages (student employees)	$133,094	$145,547	$140,245	$103,511	$103,511
Other operating expenses					
Expenditures/FTE student					
Materials	$788	$790	$795	$710	$710
Salaries & wages (permanent staff)					
Salaries & wages (student employees)	$71	$77	$76	$55	$55
Other operating expenses					
Collections					
Percent available physically	35%	35%	35%	35%	35%
Percent available electronically	65%	65%	65%	65%	65%
Number of digital repositories	1	1	2	2	2
Personnel (FTE)					
Librarians - main campus	14.3	14.3	14.3	14.3	14.3
Librarians - branch /other locations	1.0	1.0	1.0	1.0	1.0
Other library personnel - main campus	5.8	5.8	5.8	5.8	5.8
Other library personnel - branch/other locations	1.0	1.0	1.0	1.0	1.0
Availability/attendance					
[?] Hours of operation/week main campus	114	114	114	114	114
Hours of operation/week branch/other locations	79.5	79.5	79.5	79.5	79.5

[?] **Consortia/Partnerships**

CTW Consortium, The Oberlin Group, Consortium of Liberal Arts Colleges (CLAC), LYRASIS, OCLC, bepress Digital Commons, InComm Federation Coalition for Networked Information (CNI), Council for Library and Information Resources (CLIR), NorthEast Regional Computing Program (NERCOMP),Consortium of College and University Media Centers (CCUMC), Collaborative Liberal Arts Moodle Project (CLAMP), Five Colleges of Massachusetts, Northeast 17 Oberlin Group, Connecticut Council of Academic Library Directors (CCALD), Connecticut Library Consortium (CLC), Eastern Academic Scholars' Trust (EAST), Art Libraries Society of North America, Freedom to Read Foundation, Friends of Connecticut Libraries

URL of most recent library annual report: https://digitalcommons.conncoll.edu/isannrep/12

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	**?** Next Year Forward (FY 2018)
? **Course management system**	Moodle				
Number of classes using the system	684	727	736	739	743
Bandwidth					
On-campus network	1G	1G	10G	10G	10G
Off-campus access					
? commodity internet (Mbps)	1.5G	2G	2G	2G	2G
? high-performance networks (Mbps)					
? Wireless protocol(s)	802.11n	802.11n	802.11n/ac	802.11n/ac	802.11n/ac

Typical classroom technology

Main campus	http://www.conncoll.edu/information-services/instructional-techno
Branch/other locations	

Software systems and versions

Students	Banner 8; Slate for Admissions; DegreeWorks; Maxient; Pyramid; Titanium Schedule
Finances	Banner 8; Future Perfect
Human Resources	Banner 8; HireTouch
Advancement	Banner 8; Reeher; iModules
Library	Ex Libris Alma/Primo; LibCalc; Boopsie
Website Management	T4
Portfolio Management	Digication
Interactive Video Conferencing	Polycom; Zoom
Digital Object Management	bepress Digital Commons; Omeka; Artstor

Website locations of technology policies/plans

Integrity and security of data	https://www.conncoll.edu/information-services/policies/
Privacy of individuals	https://www.conncoll.edu/information-services/policies/
Appropriate use	https://www.conncoll.edu/information-services/policies/
Disaster and recovery plan	https://www.conncoll.edu/media/website-media/is/briefing-book/D
Technology replacement	https://www.conncoll.edu/information-services/policies/computer-

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus		1,038
Other U.S. locations	*None*	
International locations	*None*	

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Revenue ($000)					
Capital appropriations (public institutions)					
Operating budget	$12,462	$13,794	$14,074	$12,607	$11,706
Gifts and grants	$3,106	$2,244	$2,718	$1,516	
Debt	$0	$0	$6,208	$4,424	$4,424
Total	$15,570	$16,038	$23,000	$18,547	$16,130
Expenditures ($000)					
New Construction					
Renovations, maintenance and equipment	$12,610	$5,028	$5,745	$5,507	$5,928
Technology	$13	$171	$105	$137	$450
Total	$12,623	$5,199	$5,850	$5,644	$6,378

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	85		85
Laboratory	52		52
Office	95		95
Study	47		47
Special	89		89
General	114		114
Support	39		39
Residential	516		516
Other	1		1

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Hillel House	Assembly, dining	4.00	$1,429	2014
New London Hall Addition	Classrooms, laboratories	6.00	$10,625	2013
Fitness Center	Recreation and Wellness	7.00	$5,483	2010
33 Gallows Lane	Assembly, classrooms	6.00	$0	2010

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Career Center	New facility for Office of career & Professional Development	5.00	$4,500	2020
Athletic Center New Bldg.	Stadium Support	12.00	$7,000	2020
New Residence Hall I	Dormitory qtrs, assembly	19.00	$18,000	2021
New Residence Hall II	Dormitory qtrs, assembly	40.00	$23,000	2023

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing $ 500,000 or more

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Blaustein Hall (Walter Commons)	Create Center for Global Study and Engagement	4.00	$1,600	2018
Hamilton House	Dormitory qtrs, assembly	23.00	$1,086	2018
Cummings Hall	Assembly (Oliva Hall)	2.00	$757	2017
Utility/Infrastructure	Steam distribution line replacement Phase I	0.00	$1,114	2017
Roads and Sidewalks	Construct extension of perimeter drive	0.00	$1,002	2017
Cummings Hall	Replace roof	0.00	$555	2016
Dayton Arena	Replace roof	0.00	$873	2016

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Shain Library	Programmatic renovation	27.00	$9,840	2015
Winchester Road 2/4	Convert faculty housing to student residences	4.00	$727	2014
Utility/Infrastructure (Boiler Plant)	Replace boilers	0.00	$4,872	2014
Silfen Athletic Field	Install field lighting	0.00	$607	2013
Luce Field House	Locker room renovation	5.00	$836	2013
New London Hall	Life sciences/computer science	24.00	$14,040	2013
Roads and Sidewalks	Rebuild road from Chapel Way to tennis courts	0.00	$693	2012
Freeman House	Window replacement	0.00	$690	2010
Plant House	Bathroom renovation	1.00	$678	2009
Shain Library	Special Collections renovation	2.00	$879	2009
Bill Hall	Classroom renovation	2.00	$909	2008
Jane Addams House	Bathroom renovation	2.00	$839	2008
New London Hall	Building envelope updates	0.00	$1,535	2008

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing $ 500,000 or more

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Fanning Hall	Replace roof & masonry	0.00	$2,000	2019
Hillyer Hall	Construct film studies center	3.00	$1,000	2019
Morrisson House	Dormitory qtrs, assembly	23.00	$600	2019
Silfen Athletic Field	Replace artificial turf	0.00	$1,200	2019
Roads and sidewalks	Construct sidewalks and raised crosswalk along Williams Street	0.00	$762	2019
Palmer Auditorium	Complete interior renovation and expansion	19.00	$24,500	2020
Larrabee House	Renovate bathrooms	2.00	$990	2020
Larrabee House	Dormitory qtrs, assembly	29.00	$7,000	2020
Pedestrian Bridge	ADA upgrades	0.00	$2,000	2020
Campuswide	Pedestrian and vehicular traffic modifications	0.00	$1,500	2020
Athletic Center	Locker room and arena ADA modifications	51.00	$1,500	2020
Harkness House	Renovate bathrooms	2.00	$1,200	2021
Crozier-Williams College Center	Programmatic renovation	47.00	$33,000	2021
Cummings Hall	Replace windows	0.00	$1,019	2021
Winthrop Hall	Programmatic renovation	4.00	$5,500	2022
Utility/Infrastructure	Steam distribution line replacement Phase II	0.00	$1,000	2022
Utility/Infrastructure	Steam distribution line replacement Phase III	0.00	$1,000	2023

Please enter any explanatory notes in the box below

Preliminary project list based on early areas of focus identified by the Strategic Plan and the Campus Master Plan (currently underway). High-priority deferred maintenance projects are also included.

New London Hall addition and renovation (FY2013) were managed as one integrated project. The existing building was a complete renovation (including new building systems incorporating geothermal technology).

Williams Street sidewalk project is partially funded by the State of Connecticut and the City of New London. Connecticut College is working in partnership with New London to create pedestrian trails to connect the College with the city.

Standard Eight: Educational Effectiveness

Over the past five years, we have made large strides towards more comprehensive assessment of our students' learning. We are pleased to use the occasion of a comprehensive review to report our progress to the Commission, although we have taken as our inspiration the notion from George Kuh and his colleagues that "gathering evidence of student learning is not for compliance with external demands but, rather, an institutional strategy, a core function of continuous improvement, and a means for faculty and staff to elevate student success and strengthen institutional health" (*Using Evidence of Student Learning to Improve Higher Education*, p. x). We have found this notion to be increasingly widely accepted on our campus and have found that there are many examples of learning assessment going on around campus, although in variety of forms. We have worked to build on these existing efforts by making them more systematic and methodologically sound so that they ultimately lead to better and more regular evidence-informed conversations among colleagues about teaching and learning.

Description
In our 2012 interim report to the Commission, we described our progress towards establishing learning outcomes and assessing student achievement at the institutional, program, and course levels. In terms of institution-level assessment, at the time of our 2012 report we had just received the final report of a faculty summer working group that was reviewing our results from the Wabash National Study of Liberal Arts Education, a longitudinal study of students' acquisition of various elements of a liberal arts education (for example, critical thinking, moral reasoning, and intercultural competence). Our participation in the Wabash study resulted in widespread awareness on our campus of the strengths and weaknesses of our general education program and prompted the follow-up research that ultimately led to the revision of our general education curriculum. As outlined under Standard Four, our Connections program now provides a detailed statement of learning goals for our students, and we will note below the ways in which we are documenting student learning as we implement its curricular elements, such as first-year seminars, ConnCourses, and the world languages and cultures requirement.

At the program level, we have made substantial progress in creating an explicit framework for departments and supporting their work through a five-stage assessment process. Exhibit 4.17 contains the packet of materials we developed to guide and organize departments' assessment work. The packet was developed to reflect best assessment practices and to provide guidance and structure to departmental assessment work. We launched this reinvigorated approach to assessing our majors in 2016-17, with a timeline under which departments will be expected to make steady progress on the assessment process, reporting results of an initial round of data collection and analysis by 2018-19. At the course level, in 2012 we had just adopted a uniform all-campus

course evaluation form for use by all departments and had inaugurated the online administration of the evaluation. In the sections that follow, we elaborate on our work at each of these levels since 2012.

The College's mission and values offer a broad explication of what we expect students to gain from their education academically, socially, and ethically (Exhibit 1.2). That mission is reflected and amplified by the learning goals for our Connections program (Exhibit 4.2).

Learning goals for each major were developed by departments in 2010 and have since been published in the College catalogue and on the website (see E-Series forms in Appendix 1, and Exhibit 4.16). As part of the five-stage assessment process we developed in 2016-17, departments are asked to revisit and revise their learning goals if they wish—an important step since many departments have new leadership and new faculty members who were not involved in developing the initial round of learning goals. Moreover, the quality of departments' goals varies and part of our current work with departments involves turning general goals or descriptions of curriculum into learning outcomes that can serve as the basis for assessment. The integrative pathways within our Connections program also constitute a program-level course of study for which we have specified learning goals (see Exhibit 4.2). Finally, as noted above under Standard Five, in September 2014 our student life division held a day-long workshop to begin the process of developing learning goals for many of our co-curricular programs as a prelude to assessing them. The Connections curriculum has served as a valuable framework for organizing each aspect of student learning inside and outside the classroom. Of particular note is the work currently underway to review our study away programs and to gather evidence on the extent to which each program is fulfilling its aims for students within the context of their academic interests and major(s). In fall 2017, we launched a new survey of returning study away students that includes a variety of questions about the content of their program and how it enhanced skills and abilities such as speaking and writing in a foreign language, intercultural competence, etc. (Exhibit 3.15).

Learning goals at the course level are mainly specified by departments and faculty members in the context of their majors and minors, as communicated in the catalogue and on course syllabi. Within Connections, there are two additional types of courses for which learning outcomes have been specified – first-year seminars and ConnCourses (see Exhibit 4.2).

Learning assessment has the support of the College's academic leadership and, indeed, the dean of the faculty, the dean of the college, the dean of students, and the dean of institutional equity and inclusion have been key players in the development of our current assessment framework. As noted above, the dean of students has taken the initiative to start an assessment process in his division, and at the August 2016 chairs and directors retreat, the dean of the faculty devoted substantial time to departmental assessment of their majors. She distributed to each chair the

latest versions of their department's learning goals as a prelude to a presentation by the institutional research office on the rationales and methods of assessment in the major (Exhibit 8.1, "Re-engaging with Assessment"). To structure this work and make it manageable to departments, in fall 2016 the institutional research office designed a packet of materials and resources for guiding departmental assessment work through five stages:

1. Coordinating assessment (Who in the department will coordinate the work? What is the department's expected timeline);
2. Establishing student learning outcomes (or revising existing ones so that they are learning focused, observable, specific, measurable, attainable, etc.);
3. Mapping the curriculum for the major(s) onto the learning outcomes to specify in which courses or experiences students can be expected to develop and demonstrate proficiency or mastery;
4. Developing an assessment plan to indicate how the department will assess specific learning outcomes (direct or indirect assessment, quantitative or qualitative methods, etc.); and
5. Preparing an assessment report containing results of the assessment and indicating how the results will be used.

These packets (see Exhibit 4.17) were shared with a small group of faculty members during the year, refined based on their feedback, and then distributed to all chairs and directors at their May 2017 meeting. The packet contained a timeline for completion of each step (see "Proposed Assessment Activity Timeline" within the packet), and the institutional research office staff outlined a number of ways in which they could support and assist departments in this work.

Each May after classes end, our Center for Teaching & Learning holds a four-day series of workshops and seminars called Camp Teach & Learn (see Exhibit 4.8). Office of institutional research staff held two working sessions for interested departments to review the assessment process and timeline and to help departments work on reviewing and refining their learning outcomes (see Exhibit 8.2). Faculty members from eight departments attended and feedback surveys indicated that participants benefited from the sessions and appreciated the opportunity for guided work time. As part of the departmental annual reports, department chairs are now asked to summarize assessment activities for the past and upcoming years, and the results are compiled into an assessment "dashboard" that concisely indicates departments' status on learning outcomes assessment (Exhibit 8.3). This dashboard gives the dean and associate dean of the faculty a clear sense of departments' progress on assessment. Taken together, these activities amount to a coherent, guided approach that gives departments the support they need to achieve results within a clear timeline. Many of our departments and programs have been assessing student learning in various ways for some time, but our new approach "tunes up" existing efforts and prompts every department to engage in this work in a systematic and sustained manner.

In addition to learning outcomes assessment, we also closely watch other measures of student success and achievement, such as first-to-second-year retention, four- and six-year graduation rates, and post-graduation activities. As noted in Standard Five, our analyses of retention and graduation rates have alerted us to the reasons why students leave the College and have prompted changes in how we advise students and "check in" on them, particularly during their first year (see Exhibit 5.30).

It has become increasingly important to document our students' activities and achievements after they have graduated, and we have gotten substantially better over the past five years at documenting our graduates' employment and graduate-study outcomes. Like most institutions, we had long relied on a "case study" approach of notable graduates whose post-Connecticut College activities we were aware of. Although valuable, this approach did not give us a view of our graduates broad enough to draw conclusions about what our typical alumni do following graduation. In response, we developed a multipronged approach to learning about our graduates that includes alumni surveys, searches of the National Student Clearinghouse for graduate school attendance, web searches for our graduates' LinkedIn pages and other web profiles, and queries to our career office and faculty members regarding students whose activities cannot be determined from the other approaches (see Exhibit 8.4 for a description of the methodology).

Appraisal
In our 2012 interim report, we noted that our three main assessment-related goals over the next five years would be (1) to evaluate departments' success in assessing student work and use the results to improve the curriculum in their respective majors, offering departments assistance and advice where needed; (2) to identify an institution-level assessment initiative to take the place of the completed Wabash National Study, potentially as part of general education revision, and (3) to consider revisions to the then-new all-campus course evaluation once faculty members and departments had a year or two of experience using it.

As described above, we have put in place a comprehensive approach and timeline for departmental assessment of student learning outcomes in the major. Because this process for assessing student learning in the majors was formally launched only in fall 2017, we do not yet have a body of results to share with the Commission or to report on our E-Series form. We are optimistic, however, that the next year or two will produce the most extensive assessment data that we have ever had and that the results will be used to make adjustments in curricula and programming. Our current leadership in the dean of the faculty, dean of the college, dean of students, and division of institutional equity and inclusion are all committed to doing this work and are providing departments with various forms of encouragement for and assistance in accomplishing assessment work. Our general approach to staffing assessment work has been to use our institutional research office staff and our Center for Teaching & Learning leadership as resources for consultation, encouragement, and assistance with assessment efforts, but that the

actual work is best done by those at the "ground level"—faculty members, deans, and program staff—so that they have ownership of the process, accountability for results, and the means of devising and implementing changes indicated by assessment results. This approach—which includes making regular presentations to chairs and directors retreats and meetings, holding assessment "work sessions" with departments through the auspices of the Center for Teaching & Learning and meeting with individual departments—appears to be working to give departments the assistance they need to conduct meaningful assessment.

Our framework for assessing the Connections program aligns with the second projection regarding institution-level assessment. To facilitate that work, course evaluations for first-year seminars and ConnCourses now contain additional questions designed for program assessment. Rather than waiting until the first cohort of students to experience the full Connections curriculum has graduated to begin assessing its impacts, we began adding questions to existing surveys of first-year students and seniors several years ago to get baseline data against which to compare subsequent results. For example, in fall 2017, our "New Camel Survey" of incoming first-year students asked a variety of questions about students' understanding of Connections, as well as self-assessments of their skills, abilities, and interests. We re-ask a number of these questions at later points in time—later in their first year, or at graduating, for example—in order to look for changes. In fall 2017, this "pre- and post-" surveying approach indicated that students whose first-year seminars included a Connections workshop led by one of the associate deans had a greater understanding of the program's purposes, requirements, timeline, and Pathways options (see Exhibit 8.5). Combining and analyzing data from two surveys of first-year students at Connecticut College thus helped demonstrate the positive impact that the Connections workshop has had on first-years' understanding of and feelings about the general education curriculum. Based on this evidence, the dean of the college office now plans to make this workshop mandatory for all first-year seminars in the future to ensure that all students receive consistent, effective, and inspiring messaging about Connections.

To ensure that course-level assessment and evaluation of teaching yields reliable, valuable data, in fall 2017 our Academic and Administrative Procedure Committee (AAPC) launched a review of our All-Campus Evaluation (ACE). This survey instrument (Exhibit 8.6) was developed and adopted in 2010 as a uniform means of evaluating teaching, replacing a system under which each department developed and administered its own survey instrument. The current AAPC review has revealed that the opportunity for departments to add supplemental, department-specific questions onto the ACE has, over time, reintroduced nonuniformity into the teaching evaluation data, raising questions about its use in the tenure and promotion process and its value in assessing student learning. For example, some departments ask questions like "What aspects of the course could be improved?," which essentially invite negative viewpoints and commentary from students that later end up in those departments' faculty members' tenure files—but not in those of faculty members from departments not asking such questions. The AAPC review will

conclude in late spring 2018 with a set of recommendations to the faculty for improving the content and administration of the ACE and the use of the data it yields.

Since 2009, course-level assessment has also been conducted through the voluntary administration by interested faculty members of a supplemental course survey developed by the Center for Teaching & Learning and the institutional research office. The survey gives faculty members formative data for adjusting teaching methods and assignments in their courses (see Exhibit 8.7). While it has historically been administered in paper form, in fall 2017 an online version was successfully piloted, facilitating the timely reporting of results back to faculty members who administered it.

In the previous section, we described our method for ascertaining our students' post-graduation activities, particularly in terms of employment and graduate study. We are routinely able to get current information on about 85% of our graduating classes, and we report the results on the student outcomes page of the College website (Exhibit 8.8). These kinds of information are of increasing interest to prospective students and their families, and it is important to share the data with faculty and staff members as well so they have a detailed portrait of our graduates' activities. We find that on average, one year after earning their bachelor's degrees, 93% to 95% of our graduates are employed, in graduate school, or in fruitful work-like activity such as a fellowship, internship, or public service position such as Teach for America or AmeriCorps VISTA.

In our survey of the Class of 2016, the top job sectors for graduates were Management, Business, and Financial; and Education and Library. Most respondents (83%) said that their primary position after graduation was either directly or indirectly related to their college majors. Most viewed the position either as either a career (19%) or, more commonly, a stepping stone to a career (61%). Nearly all respondents (97%) said that they were either appropriately qualified or over-qualified for their positions. Many of our graduates who go on to earn graduate or professional degrees wait a year or more before enrolling, but those who enroll immediately after graduating from Connecticut College gain admission to high-quality institutions. The most common destinations of the fifty-one Class of 2016 graduates who enrolled in graduate programs the following fall are as follows:

Most Common Institutions for Class of 2016 Graduates' Enrollment

Institution	Number of graduates enrolled
New York University	5
Yale University	3
Columbia University	2
University of Connecticut	2
University of Illinois at Urbana-Champaign	2
University of Massachusetts	2

A study of our graduates' activities five years following graduation found that, compared to typical "one-year-out" results, many more alumni had secured jobs that look like careers rather than transitional positions, and many more were pursuing or had completed graduate or professional degrees (Exhibit 8.9). Taken as a whole, we believe that our "alumni outcomes" results confirm the value and success of our career-preparation and internship programs, our advising and mentoring, and the educational opportunities that make our graduates strong candidates for admission to graduate and professional school.

Projection

We will continue to fine-tune our assessment processes and mechanisms for the components of Connections and the majors. Assessment of Connections has thus far proceeded with substantial financial support from our Mellon Foundation and Endeavor Foundation grants. As that grant funding ends, we will work to ensure continued resources for assessing our students' general education outcomes.

Our timeline for assessment of learning outcomes in the majors calls for departments to complete stages one through three by the end of the spring 2018 semester, to create an assessment plan for at least one of their learning outcomes by the end of the fall 2018 semester, and to have collected, analyzed, and reported on assessment data by the end of the spring 2019 semester. By the time of our interim fifth-year report to the Commission in 2023, we will have a substantial body of department-level assessment results to report in the E-Series forms. In addition to this material, departments may also benefit from more robust involvement of their student advisory boards, which currently play varying roles across departments in providing feedback on learning goals and curriculum. We will investigate ways to use these boards as a resource within the assessment process.

As noted above, we have begun work on developing learning goals and assessment processes for our co-curriculum and for off-campus experiences such as internships, study away, and community learning. We aim to have learning goals articulated in each of these areas by the end of 2017-18 and then to begin work on assessment mechanisms. There is much to build on

already in this regard, such as the reflection papers that each student writes upon completion of a funded internship (see Exhibit 8.10 for examples from summer 2017 internships).

With the exception of the aforementioned five-year-out study of the Class of 2008 that we completed in 2013, our examinations of our graduates' post-baccalaureate employment and education activities have focused mainly on their "first destinations" via our annual senior survey and one-year-out surveys. To get a more complete and up-to-date picture of graduates as they complete graduate programs and settle into career paths, we plan to complete another five-year-out study within the next year, and perhaps a 10-year-out follow-up study of the Class of 2008.

Finally, to recognize faculty and staff members' work related to assessment, we will consider developing an award or other recognition for departments and offices that are doing assessment particularly well and can serve as models for others on campus.

Exhibits list for Standard Eight

8.1 "Reengaging with Assessment" presentation to chairs and directors retreat, August 2016
8.2 "Student Learning Assessment" slides for CTL sessions with departments
8.3 Overview of AY 2016-17 Departmental Assessment Activity Summaries
8.4 "Using Social Media to Gather High Quality Alumni Outcomes Data" presentation
8.5 "Change in First-Years' Understanding of and Feelings about Connections"
8.6 Connecticut College All-Campus Evaluation survey instrument
8.7 CTL Supplemental Course Evaluation survey instrument
8.8 "Post-Graduation Outcomes of the Class of 2016"
8.9 "What are Connecticut College Alumni Doing Five Years after Graduation" report
8.10 Sample internship reflection papers from Digital Commons

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
IPEDS Retention Data					
Associate degree students	na	na	na	na	na
Bachelors degree students	91%	90%	89%	91%	91%
? IPEDS Graduation Data (150% of time)					
Associate degree students	na	na	na	na	na
Bachelors degree students	83%	84%	85%	82%*	82%
? IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	84%	83%	83%	84%	85%
Awarded a degree within eight years	84%	84%	84%	84%*	85%
Not awarded within eight years but still enrolled	10%	12%	13%	0%*	0%
First-time, part-time students					
Awarded a degree within six years	na	na	na	na	na
Awarded a degree within eight years	na	na	na	na	na
Not awarded within eight years but still enrolled	na	na	na	na	na
Non-first-time, full-time students					
Awarded a degree within six years	100%	100%	90%	92%	85%
Awarded a degree within eight years	100%	100%	90%	92%	
Not awarded within eight years but still enrolled	0%	0%	10%	8%	
Non-first-time, part-time students					
Awarded a degree within six years	na	na	33%	0%	100%
Awarded a degree within eight years	na	na	67%	0%	100%
Not awarded within eight years but still enrolled	na	na	33%	0%	0%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1 "Current Year" is based on the cohort entering in Fall 2016 (retention), Fall 2012 (graduation), or Fall 2010 (outcomes measures). Current year projections and unofficial data are denoted by an asterisk.					
2					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

? Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
? First-time, Full-time Students				
Degree from original institution	85%	81%		
Not graduated, still enrolled at original institution	0%	2%		
Degree from a different institution	10%	7%		
Transferred to a different institution	3%	5%		
Not graduated, never transferred, no longer enrolled	3%	6%		
? First-time, Part-time Students				
Degree from original institution	na	na		
Not graduated, still enrolled at original institution	na	na		
Degree from a different institution	na	na		
Transferred to a different institution	na	na		
Not graduated, never transferred, no longer enrolled	na	na		
? Non-first-time, Full-time Students				
Degree from original institution	87%	100%		
Not graduated, still enrolled at original institution	0%	0%		
Degree from a different institution	7%	0%		
Transferred to a different institution	3%	0%		
Not graduated, never transferred, no longer enrolled	3%	0%		
? Non-first-time, Part-time Students				
Degree from original institution	na	na		
Not graduated, still enrolled at original institution	na	na		
Degree from a different institution	na	na		
Transferred to a different institution	na	na		
Not graduated, never transferred, no longer enrolled	na	na		

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1 Students who entering graduate programs in the fall following graduation	12.7%	13.0%	14.2%		

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

2 Students pursuing fellowships (e.g., Fulbright) or public service (e.g., Peace Corps, AmeriCorps, Teach for America) in the fall following graduation	4.7%	3.8%	2.7%		

Definition and Methodology Explanations

1	Percentage of students reporting on our One-Year-Out survey that they went directly into a graduate degree program. (Note that many of the roughly 50% of our students who earn graduate degrees wait 2-3 years before entering a program; see One-Year-Out and Five-Year-Out survey results reports in our document repository, Standard Eight.)
2	Percentage of students reporting on our One-Year-Out survey that they went directly into a fellowship or public service position. See One-Year-Out survey results reports in document repository, Standard Eight.

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior (FY 2015)		2 Years Prior (FY 2016)		1 Year Prior (FY 2017)		Most Recent Year (FY 2018)	

? State Licensure Examination Passage Rates

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								

? National Licensure Passage Rates

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								

? Job Placement Rates

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1									
2									
3									
4									
5									

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)

? Completion Rates

1					
2					
3					
4					
5					

? Placement Rates

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

We do not explicitly calculate job placement rates by major, but the appendixes of our One-Year-Out survey results reports (see document repository, Standard Eight) list employment and graduate school outcomes by students' major(s). These reports are also on our public website: https://www.conncoll.edu/media/new-media/ir-office/OCPD-1YO-survey-Class-of-2016.pdf

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year				n/a	n/a
Graduation rates @ 150% time				n/a	n/a
Average time to degree				n/a	n/a
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

1	Our masters of psychology program has not admitted new students since 2015 and has been suspended indefinitely.
2	
3	
4	
5	

Standard Nine: Integrity, Transparency, and Public Disclosure

Connecticut College's mission of educating students to put the liberal arts into action is supported by a nearly century-old honor code, to which all students pledge fidelity when they matriculate. Faculty and staff reinforce this commitment by reciting the matriculation pledge together with students at convocation each fall. Much more than merely a code of conduct, our honor code is, in many ways, the embodiment of the College's commitment to integrity, transparency, and public accountability. Besides this enduring tradition, we demonstrate integrity, transparency, and public disclosure dynamically by readily complying with the evolving regulations and laws that govern higher education and by publishing evidence of our legal compliance and financial accounting standards on our website.

Integrity

Description

As noted under Standard One, our mission statement is accompanied by a set of value statements, one of which reiterates the College's strong commitment to its long-standing honor code (Exhibit 9.1). Students are expected to monitor their own faithfulness to the principles of honesty and moral integrity and to display courage in academic and social interactions. The College publishes academic honesty policies in student and faculty handbooks. The College's faculty Committee on Academic Standing oversees cases of academic dishonesty. The principles of justice, impartiality, and fairness—the foundations for equity—are paramount.

The College's matriculation pledge is as follows:

> "I accept membership into Connecticut College, a community committed to cultural and intellectual diversity. I understand my obligation to this community under the Honor Code and pledge to uphold standards of behavior governed by honor. I pledge to take responsibility for my beliefs, and to conduct myself with integrity, civility, and the utmost respect for the dignity of all human beings. I pledge that my actions will be thoughtful and ethical and that I will do my best to instill a sense of responsibility in those among us who falter."

All undergraduate students, return-to-college students, and special students sign the pledge. Individuals are allowed to take final exams in their registered courses, receive semester grades, course credit, and transcripts only after they have matriculated. The president of the College certifies each class, and the members of the Honor Council serve as witnesses.

Over 90% of our fall 2017 incoming first-year year students said the honor code was an important factor in their decision to attend (Exhibit 1.8). Under the honor code, students take responsibility for their actions in ways that reflect our mission and values and that carry over as well into student participation in the governance of the College. Our students, faculty, staff, and administrators are committed to a system of governance in which the perspectives of all groups are considered in the institution's decision-making process. As noted in Standard Three, each year, to reaffirm the commitment, the shared governance covenant is signed by the president of the College, the Student Government Association president, and the chairs of faculty and staff representative bodies (Exhibit 3.10).

The board of trustees' charge and statement of responsibilities (Exhibit 3.4) outlines their primary functions are to oversee the policies and to steward the financial, physical, and human resources of the College. All new board members attend an orientation that covers the fiduciary responsibilities of trustees including their duty to act in good faith, exercising integrity, diligence, competence, and objectivity (Exhibit 3.5). The board's Audit Committee is governed by a charter indicating that the primary function of the committee is to assist the board of trustees in fulfilling its oversight responsibilities relating to the integrity of the College's financial statements, accounting and financial reporting processes and system of internal controls regarding finance, accounting and compliance (Exhibit 9.2). The Audit Committee's work is marked by free and open communication among committee members, independent auditors, and management of the College and sets the overall tone for quality financial reporting, sound business risk practices, and ethical behavior. The Audit Committee also monitors the College's code of ethics, conflict of interest, and confidential complaint policies.

Our student handbook contains information on reporting and handling of student complaints related to student conduct, discrimination, bias, and harassment (Exhibit 1.4, sections III and V). Employees are guided as well by policies and regulations that signal the College's commitment to integrity and high ethical standards in its operation, management, and relationships among community members and external entities (see policies listed on Data First form 9.1 and those referenced below). The employee handbook (Exhibit 1.5) contains our policies regarding equal employment opportunity, retaliation, harassment and discrimination, professionalism of staff relationships with students, consensual sexual relations, sexual misconduct, intimate partner violence, stalking, nondisclosure and confidentiality, conflict of interest, grievances, and personal conduct. Our *Information for Faculty* (*IFF*) manual (Exhibit 2.4) indicates the College's support for academic freedom and reiterates the College's policies and practices regarding grievances. We have separate faculty and staff ombudspersons who serve as neutral points of contact for faculty and staff members with complaints or concerns about their jobs or work environment.

We have longstanding policies regarding intellectual property rights and technology transfer (Exhibit 9.3) and privacy (Exhibits 7.21 and 7.22). The College's conflict of interest policy defines the problem, describes how it may come about, and outlines the process for disclosure and the consequences for failing to do so. The policy appears in the employee handbook, in *IFF* (section 9.7), and on the College website, and faculty and staff members are reminded of the College's policy regularly via email, such as before the winter holiday season when employees are more likely to be offered gifts from vendors doing business or seeking to do business with the College. Members of the board of trustees, officers, highly compensated employees and vendors, and senior directors in finance and financial aid are annually asked to sign a conflict of interest statement assuring that they have no conflict of interest, as described in Article XV of the Connecticut College bylaws (Exhibit 3.1) and the College's code of ethics for all senior administrators and the president.

Members of the College community are guided by a number of other policies regarding illegal or unethical behavior as well, including policies for employees and students on the infringement of media copyrights, our Institutional Review Board (IRB) approval process (Exhibit 6.10), our policies regarding the use of animals in laboratory research (Exhibit 9.4), our Access and Confidentiality of Records policy (Exhibit 7.22), and our ongoing adherence to federal FERPA guidelines (Exhibit 9.5). A link to our web privacy policy (Exhibit 9.6) appears in the footer at the bottom of every page on our website (see screen shot on p. 109 below).

We require that all federally funded research involving human subjects be approved by the Connecticut College IRB. Proposals reviewed by the IRB must be accompanied by certification that the project investigator has completed training on human subjects research. Per our grants office handbook (Exhibit 6.11), the College will not endorse or approve any grant proposal for federally funded research involving human subjects unless the appropriate certificate of completion is on file in our Office of Corporate, Foundation, and Government Relations.

The College has an active chapter of the Association of American University Professors (AAUP) that provides guidance to the faculty on academic freedom and knowledge production. The College formally commits to faculty members' academic freedom by endorsing the AAUP's statement on academic freedom and tenure in *IFF* (Exhibit 2.4, p. 11). We promote the dissemination of knowledge by providing financial support for faculty research, presentations, and publication, and we publicize faculty scholarly and creative work on our website and through social media. The College has committed institutional resources to the ongoing advancement of library and information services as well as technology to support scholarly research.

Students' rights of inquiry, expression, and academic pursuit are outlined in the Student Bill of Rights (Exhibit 1.4, pp. 8-10), which additionally outlines student rights related to individual

beliefs and expression, governance and participation, student control of media, nondiscrimination, a safe environment, privacy, and fair practice in disciplinary matters. Adjudication of these rights occurs through a student-run Honor Council supervised by the senior associate dean of student life.

Truthfulness, clarity, and fairness in our leaders' relations with internal constituencies are promoted in a number of ways. The president of the College communicates via email with all members of the community immediately following meetings of the board of trustees and as other events and circumstances warrant. She also offers semesterly state of the college addresses for employees. She attends all faculty meetings and updates the faculty with her views on the work of the College. Our Faculty Steering and Conference Committee chair similarly reports to the faculty at monthly meetings, where all policy changes are discussed and voted on. Trustee-faculty and trustee-student liaison committees meet three times a year during on-campus board meetings. Most College policies and procedures are posted on CamelWeb, the College's intranet, which is accessible to faculty, staff, students, and members of the board of trustees. Faculty and staff listservs facilitate the sharing of information and viewpoints among those constituencies, and the student newspaper, *The College Voice*, provides a forum for student discussion of viewpoints and analysis of campus and other events.

Appraisal

As noted elsewhere in this report, in 2015 we created a freestanding division of institutional equity and inclusion, headed by a cabinet-level dean. In his work, the dean of institutional equity and inclusion oversees our affirmative action and equal employment opportunity policies, Americans with Disabilities and Section 504 compliance, bias incident response, and Title IX compliance. The dean of institutional equity and inclusion works in close partnership with the head of human resources, dean of the college, dean of students, and dean of the faculty in reviewing and revising all policies and procedures ensuring the College's compliance with federal and state laws on protected categories and providing clear and transparent protocols for providing education and response to issues of discrimination.

During the 2015-16 strategic planning process, there was some discussion of whether our faculty and staff should also be formally bound by the College's honor code. We ultimately decided that the rules, regulations, and terms of employment that apply to our faculty and staff members were different enough from the terms of student matriculation that it was not tenable simply to have every member of the College community "sign the honor code." In 2013, a task force on staff-faculty relations outlined a set of "principles of community" designed to remind staff and faculty of the mutual understanding and respect that underlies the best collaborative work on campus (Exhibit 9.7). The student handbook presents these principles in conjunction with the honor code in its description of the College's adherence to the spirit and letter of Title IX:

The College's Honor Code and Principles of Community emphasize that members of our community act with equity and respect for the dignity of all human beings. Sexual misconduct, intimate partner violence, and other forms of discrimination based on sex or gender (including gender identity, expression, or characteristics) are forms of unwelcome conduct that create an intimidating and offensive work, residential, study or social environment and therefore violate this policy. Members of the College community and visitors have the right to be free from all types of such misconduct, as defined in this policy. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. (Exhibit 1.4, p. 38)

Projection
We will work to incorporate the College's policies on integrity into the new employee orientation and periodically remind employees of the importance of these policies.

Transparency

Description
Like most other institutions today, our communications to external and internal constituencies now occur largely in digital form. This increases the importance of having a high-quality website and staff who can maintain and update the site and its content. In our 2012 interim report to the Commission, we described the overhaul of our website, the redeployment of communications office staff from a print-based to a web-based focus, and the expectation of moving increasingly to web-based publication of key institutional documents like the College catalogue.

Much has been done since then. In 2015, the website (www.conncoll.edu) was again revised to make it even easier to navigate, allowing students and prospective students to find the information they seek. The website is responsive, sensing the kind of device the reader is using and adjusting page layout accordingly. Our website complies with the federal Web Content Accessibility Guidelines, and staff members with web content editing privileges are trained to adhere to these standards so that our website is accessible to those with visual, auditory, physiological, or neurological disabilities (see Exhibit 9.8).

The Office of Admission website contains up-to-date and accurate information on admission processes, policies, deadlines, and expectations for adequate academic preparation for admission. Admission deadlines and procedures for first-year, transfer, and international students are easily found. Degree programs, requirements, faculty, coursework, and outcomes are clearly listed for both prospective and current students and their families to obtain. Our communications office staff now includes an associate director of admissions communications, who works with various campus offices to ensure that web content is accurate and up-to-date (see Exhibit 9.9).

The Office of Human Resources maintains a public-facing web page with all employment opportunities (faculty and staff) posted. Complete application procedures and minimum expectations are posted. The submission of application materials is now done electronically for faculty (using Interfolio) and staff (using HireTouch).

The College's website communicates our personal and academic expectations for students, faculty, and staff, including the Honor Code, Title IX regulations and procedures, and expectations for academic integrity. All appeal and complaint procedures are also posted on the public-facing website. The College email address is located on the home page, and emails are responded to within 24 hours. The info@conncoll.edu email address appears at the bottom of every webpage (in the footer). Other ways of contacting the College and Communications include the ccmag@conncoll.edu email address (which goes to the magazine's staff). The phone number is located on the College home page and is answered during business hours; messages can be left after business hours. We have made significant changes to how we staff the College switchboard, 860-447-1911, in recent years. We have a full-time switchboard operator and three trained backup operators to cover breaks and absences.
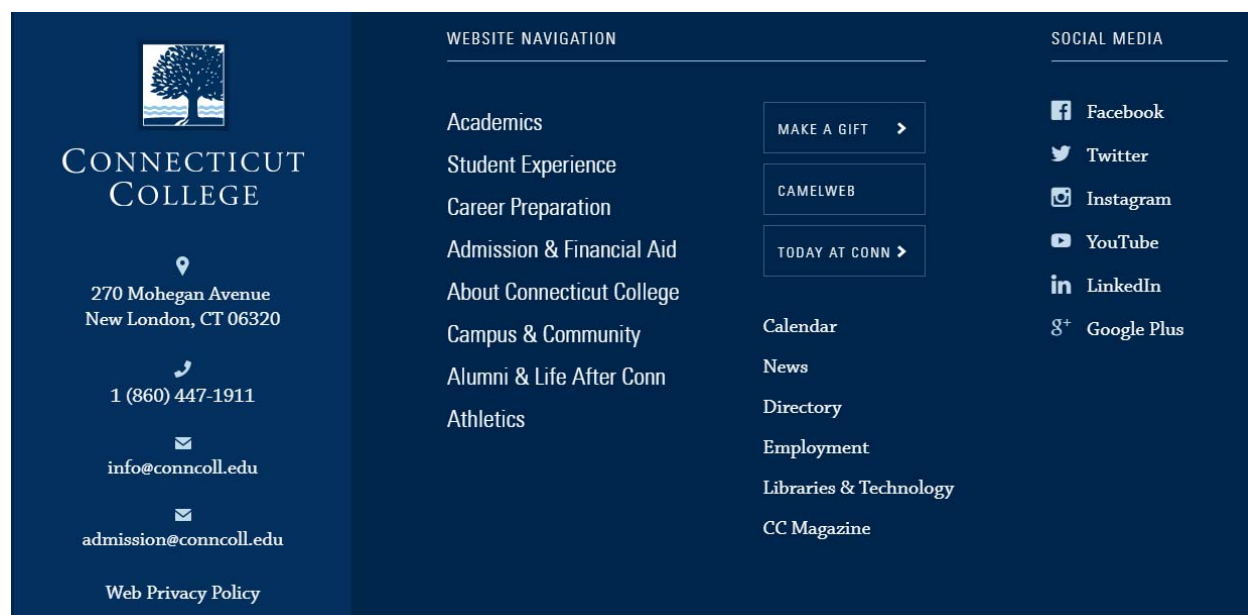
Because many of the College's official communications are digital, changes to them are immediately available to users, reducing the possibility of having conflicting or outdated versions in circulation. All print and digital communications are produced in-house in collaboration between the office creating the document and the Office of Communication. Each is thoroughly vetted to ensure accuracy, both in terms of content and visual appeal. Print and online information is reviewed frequently to allow for changes in curriculum or policy to be fully reflected in any marketing materials.

The content of the current catalogue is fully online (http://conncoll.smartcatalogiq.com/en/), and the registrar's office also produces a .pdf version of the front matter of the catalogue (Exhibit 1.3). Electronic versions of older catalogues are available on request. Catalogue revisions occur throughout the year as curricular changes are adopted by departments or as academic requirements are approved by the faculty. More generally, web content is continuously refreshed by the Office of Communications using the TerminalFour content management system. Ongoing training to assist faculty and staff in making content updates to their sites is provided by the communications office. Decentralizing content management helps ensure that the website is updated regularly by those on campus most knowledgeable about new information and developments.

Beyond the web, our communications office maintains an active presence on social media platforms with feeds on Facebook (https://www.facebook.com/ConnecticutCollege/), Twitter (@ConnCollege and @ConnCollegeLive), Instagram, and YouTube. In addition, a wide range of individual offices, departments, and teams generate their own social media content as a way of disseminating more specialized information about the College.

Appraisal
In light of the description above of our website and print materials, we believe we provide ample information about the institution to prospective students and their families, as well as to current students, faculty, and staff. We have used the self-study process itself as an opportunity to review the materials we publish and have made changes as a result, such as putting on our website the College's bylaws and a description of trustees' responsibilities and committee structure. A substantial amount of additional material that we regard as "semi-public" (forms, policies, handbooks, etc.) is readily available to current staff, faculty, and students on our intranet, CamelWeb.

In spring 2017, we began working with a communications firm to refine our messaging about Connections to ensure that prospective students in particular would understand the program and find it compelling (see Exhibit 9.10). In addition, while we offer a wide range of statistical information about our student body and student outcomes, we also want to convey accurately to prospective students and their families a full sense of how particular Connecticut College students put the liberal arts into action as citizens in a global society. To that end, in 2016 we produced our "big questions" viewbooks profiling six of our students' academic and co-curricular experiences (Exhibit 5.1).

Projection
As noted in Standard Eight, we have embarked on a multiyear process of assessing student learning in our majors, and Connections outcomes will be measured as our first cohort of

students progresses through the four-year program. We plan to compile learning goals for each element of Connections and for each department and center in one central webpage, along with assessment results as they accumulate.

Public Disclosure

Description

Our continuous work of maintaining and updating our website ensures that it contains the information referenced in Standard 9.19 and elsewhere in Standard Nine (see Data First form 9.3). The online catalogue contains most of this information, and it is available in other places on the website as well. Our institutional research office created a website in fall 2016; this serves as a repository for information about the student body and student outcomes, current and prior-year Common Data Set forms, and a link to our federal College Navigator profile. The site contains a page with information about our accreditation and is also a gateway to our "Consumer Information" page with content and/or links to the materials required to be disclosed to the public under the federal Higher Education Opportunity Act of 2010. We also provide institutional data to a dozen college guidebooks each year to inform prospective students and their families.

Appraisal

We think our current communications office staffing reflects the needs of a college that relies heavily on digital communications. We have supplemented our writers and editors with web developers, designers, a video and multimedia producer, and social media strategists. Through their work and the work of many others on campus, we have come a long way since 2012 in terms of the amount and quality of information and content on our website. We have processes in place for reviewing annually or more frequently the content of the major sections of the website, and as noted above, this work is now shared around campus with various trained users so that this work does not fall entirely on the communication office's staff.

The College catalogue constitutes the official record of all courses, majors, minors, and other aspects of the academic program. The registrar and the Academic and Administrative Procedures Committee work throughout the year to ensure that all relevant policies and information are clearly stated and up to date in the catalogue.

Projection

We will continue to review the effectiveness of our communications and make resource and staffing adjustments as needed (Exhibit 9.11). We will continue to review the website on a regular basis, updating or removing out-of-date materials, and evaluating the homepage in particular to ensure an effective first impression of the College.

Exhibits list for Standard Nine

9.1   Connecticut College Honor Code
9.2   Audit Committee charter
9.3   Connecticut College Intellectual Property and Technology Transfer Policy
9.4   Connecticut College Policy on Research with Human or Animal Subjects
9.5   Connecticut College FERPA webpage
9.6   Connecticut College Web Privacy Policy
9.7   "Principles of Community" statement
9.8   Connecticut College Guidelines for Web Accessibility
9.9   Connecticut College Office of Communications staff roster, fall 2017
9.10   "Branding the College: Connections and the Future of Admission Marketing" presentation
9.11   "conncoll.edu: The Next Generation of the College Homepage" presentation

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

? Policies	Last Updated	? Website location where policy is posted	Responsible Office or Committee
Academic honesty		https://www.conncoll.edu/honor-code/	Dean of Students
Intellectual property rights		https://www.conncoll.edu/giving/corporate-foundation-and-	VP for Information Services
Conflict of interest		https://www.conncoll.edu/giving/corporate-foundation-and-	VP for Finance and Administration
Privacy rights		https://www.conncoll.edu/web-privacy-policy/	VP for Information Services
		https://www.conncoll.edu/academics/registrar/ferpa/	Registrar
Fairness for students		Student Handbook (intranet; see Document Repository)	Dean of Students
Fairness for faculty		Employee handbook (intranet; see Document Repository)	Human Resources
Fairness for staff		Employee handbook (intranet; see Document Repository)	Human Resources
Academic freedom		Policies and Procedures: IFF, section 1.2 (intranet; see Document	Dean of the Faculty
Research		https://www.conncoll.edu/giving/corporate-foundation-and-government-relations/policies--procedures/responsible-conduct-of-research-policy/	Dean of the Faculty
Title IX		https://www.conncoll.edu/title-ix/policies/	Title IX Coordinator
Other; specify			
Nondiscrimination policies		https://www.conncoll.edu/employment/nondiscrimination-policy/	Human Resources
		http://conncoll.smartcatalogiq.com/2017-2018/Catalog/Welcome-to-Connecticut-College/Notice-of-Nondiscrimination	Registrar

Non-discrimination policies

	Last Updated	Website	Responsible
Recruitment and admissions			
Employment		http://www.conncoll.edu/employment/nondiscrimination-policy/	Human Resources
Evaluation			
Disciplinary action			
Advancement			
Other; specify			

Resolution of grievances

		[On intranet; see document repository]	Dean of Students
Students			
Faculty		[On intranet; see document repository]	Grievance Committee / Faculty ombudsperson
Staff		[On intranet; see document repository]	Human Resources / Staff ombudsperson
Other; specify			

? **Other**	**Last Updated**	**Website location or Publication**	**Responsible Office or Committee**

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	The footer of every page on our site contains contact information. See self-study text for a screenshot.
Notice of availability of publications and of audited financial statement or fair summary	https://www.conncoll.edu/offices/office-of-the-controller/financial-reports/
Processes for admissions	http://www.conncoll.edu/admission/apply/
Processes for employment	http://www.conncoll.edu/employment/
Processes for grading	http://conncoll.smartcatalogiq.com/en/2016-2017/Catalog/Academic-Regulations-and-Degree-Requirements-for-Undergraduate-Students/Grading
Processes for assessment	
Processes for student discipline	Student Handbook (intranet; see Document Repository)
Processes for consideration of complaints and appeals	See Data First form 9.1 regarding grievances

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Our homepage and other pages that it links to describe the integrative liberal education that we offer students.	https://www.conncoll.edu/
We have a number of webpages that describe our graduates' education and career outcomes	https://www.conncoll.edu/career/
	https://www.conncoll.edu/institutional-research/student-outcomes/
	https://www.conncoll.edu/alumni/

Date of last review of:	
Print publications	Ongoing/continuous
Digital publications	Ongoing/continuous. Website was fully redesigned in 2015.

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	http://conncoll.smartcatalogiq.com/en/
Obligations and responsibilities of students and the institution	https://www.conncoll.edu/honor-code/
	https://www.conncoll.edu/parents-families/parent-
	Student handbook [see document repository]
Information on admission and attendance	https://www.conncoll.edu/admission/
Institutional mission and objectives	https://www.conncoll.edu/at-a-glance/mission--values/
Expected educational outcomes	http://www.conncoll.edu/connections/
	http://conncoll.smartcatalogiq.com/2017-2018/Catalog/Search?q=learning+goals
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.conncoll.edu/at-a-glance/history-traditions/
Requirements, procedures and policies re: admissions	https://www.conncoll.edu/admission/apply/
Requirements, procedures and policies re: transfer credit	https://www.conncoll.edu/academics/registrar/transfer-credit/
A list of institutions with which the institution has an articulation agreement	N/A
Student fees, charges and refund policies	https://www.conncoll.edu/admission/tuition-fees/
Rules and regulations for student conduct	Student handbook [see document repository]
Procedures for student appeals and complaints	Student handbook [see document repository]
Other information re: attending or withdrawing from the institution	http://conncoll.smartcatalogiq.com/en/2016-2017/Catalog/Academic-Affairs/Withdrawal
Academic programs	http://conncoll.smartcatalogiq.com/2017-2018/Catalog/Majors-Minors-Center-Certificates-and-
Courses currently offered	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalog/Majors-Minors-Center-Certificates-and-Integrative-Pathways/Course-Offerings
	https://www.conncoll.edu/academics/registrar/class-schedules/
Other available educational opportunities	https://www.conncoll.edu/academics/global-focus/study-away/
	https://www.conncoll.edu/academics/registrar/course-registration/single-course-exchange-program/
Other academic policies and procedures	http://conncoll.smartcatalogiq.com/2017-2018/Catalog/Academic-Regulations-and-Degree-Requirements-for-Undergraduate-Students
	http://conncoll.smartcatalogiq.com/2017-2018/Catalog/Academic-Affairs
Requirements for degrees and other forms of academic recognition	https://www.conncoll.edu/academics/degree-requirements/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.conncoll.edu/directories/faculty-profiles/
Names and positions of administrative officers	http://www.conncoll.edu/at-a-glance/meet-our-president/college-leadership/

Names, principal affiliations of governing board members	https://www.conncoll.edu/at-a-glance/honor-code-shared-governance/board-of-trustees/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.conncoll.edu/institutional-research/conn-facts/
Description of the campus setting	https://www.conncoll.edu/the-arboretum/plant-collections/the-campus/
	https://www.conncoll.edu/community-visitors/visiting-new-london/
	https://www.conncoll.edu/news/news-archive/2014/campus-architecture/
Availability of academic and other support services	https://www.conncoll.edu/academic-resource-center/
	https://www.conncoll.edu/campus-life/dean-of-student-life/care-team/
	https://www.conncoll.edu/campus-life/health-and-counseling-services/student-counseling-services/
	https://www.conncoll.edu/campus-life/religious-and-spiritual-life/
	https://www.conncoll.edu/international-community-resources/
Range of co-curricular and non-academic opportunities available to students	https://www.conncoll.edu/campus-life/clubs-and-leadership/clubs-and-organizations/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.conncoll.edu/sciences/science-facilities/
	https://www.conncoll.edu/academic-resource-center/
Institutional goals for students' education	https://www.conncoll.edu/at-a-glance/mission--values/
	https://www.conncoll.edu/connections/
	https://www.conncoll.edu/academic-resource-center/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.conncoll.edu/institutional-research/student-outcomes/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.conncoll.edu/admission/tuition-fees/
	https://www.conncoll.edu/financial-aid/eligibility-requirements/financial-aid-policies/
Expected amount of student debt upon graduation and loan payment rates	
Statement about accreditation	https://www.conncoll.edu/institutional-
	http://conncoll.smartcatalogiq.com/en/2016-2017/Catalog/Welcome-to-Connecticut-College/Accreditation

APPENDIX 1: Affirmation of Compliance

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785   Fax: (781) 425 1001   Web: https://cihe.neasc.org

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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://conncoll.smartcatalogiq.com/2016-2017/Catalog/Programs-of-Study/Course-Offerings
Print Publications	Connecticut College Catalogue, p. 3
Self-study/Interim Report Page Reference	pp. 34-36

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://www.conncoll.edu/academics/registrar/transfer-credit/
Print Publications	Connecticut College 2017-2018 Catalog (print version), p. 19
Self-study/Interim Report Page Reference	pp. 33-34, 36

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://camelweb.conncoll.edu/web/home-community/documents-policies/student-life (login required)
Print Publications	*Student Handbook*, sections II, III, and V
Self-study/Interim Report Page Reference	pp. 55-56

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	*Not applicable*
Self-study/Interim Report Page Reference	

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	https://www.conncoll.edu/institutional-research/accreditation/invitation-for-public-comment/
Print Publications	*CC Magazine,* October 2017, p. 2 *The Day* (New London), February 21, 2018
Self-study Page Reference	p. xxi

The undersigned affirms that Connecticut College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: _19 February 2018_

Appendix 2: E-Series forms on Student Achievement and Success

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART a. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	Our mission ("Connecticut College educates students to put the liberal arts into action as citizens in a global society") is supplemented with a statement of values that together constitute a set of high-level outcomes for our students. In practice, these are now codified for our students in the outcomes for Connections (see below) https://www.conncoll.edu/at-a-glance/mission--values/		Educational Planning Committee; Dean of the College Office (dean of first-years, e.g.)		

For general education if an undergraduate institution:	Our new general education program, Connections, specifies learning outcomes for students https://www.conncoll.edu/academics/degree-requirements/connections/	In fall 2012, we surveyed students regarding their experience of general education (see Exhibit 4.12). The results, along with evidence from the Wabash National Study of Liberal Arts Education (Exhibit 5.11) and from other sources, led us to conclude that our old program was not achieving its goals, prompting the faculty's development of Connections (as described in detail in the text of the self-study)	Educational Planning Committee; Dean of the Faculty, Dean of the College Office (dean of first-years, e.g.)	As a result of surveys of First-year seminar students, faculty, and staff advisers in fall 2016, we revised the structure of peer advising	Curricular revision took place in 2013-14 and 2014-15; the fall 2016 entering class (the Class of 2020) was the first to experience the Connections program as a whole.
List each degree program: 1. Africana Studies	*NOTE: All departments developed statements of learning goals in 2009-10; as part of a now-formalized process and timeline for assessing outcomes, they revised them as needed into assessable student learning outcomes in fall 2017 and will map them onto their curricula by the end of Spring 2018.* http://conncoll.smartcatalogiq.com/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Africana-Studies	Students must complete either an individual study or an honors study in Africana Studies.	The faculty director of the program, with affiliated faculty members.	The program was long nearly dormant but was reconstituted in the past three years, with new leadership and curricular revision planned.	Has not been evaluated previously; review scheduled for 2020-21

2. ACS-Certified Major in Chemistry	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Chemistry/The-American-Chemical-Society-Certified-Major-in-Chemistry	Majors must complete an honors theses, individual study, or one of several classes that offer major lab project work that is very capstone-like. These courses are CHM 401 (Spectroscopic Methods in Organic Chemistry) where students spent the semester determining the identity of an unknown compound. CHM 304 (Biochemistry, second semester) has a lab in which students perform analyses and assays on proteins that are original projects based on Tanya Schneider's research. In CHM 414 (Instrumental Methods of Analysis) I have my students spend the last month on an open-ended project in which they learn as much about a commercial product as they can using the instrumental methods they've learned throughout the course.	Department's faculty members	American Chemical Society certification of this major limits the degree to which the department can change degree requirements.	Last review in 2009; next review in 2020-21
3. ACS-Certified Major in Chemistry/ Biochemistry	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Chemistry/The-American-Chemical-Society-Certified-Major-in-Chemistry-Biochemistry	See above.	Department's faculty members	See above.	Last review in 2009; next review in 2020-21
4. American Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/American-Studies/Learning-Goals-in-the-American-Studies-Major	Students take capstone seminar AMS 465, Globalization and American Culture, 1945 to Present, typically in their senior year.	The faculty director of the program, with affiliated faculty members.		Has not been evaluated previously; review scheduled for 2020-21

| 5. Anthropology | http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Anthropology/Learning-Goals-in-the-Anthropology-Major | In anthropology the honor's thesis is the most common capstone like experience. We require a public presentation. Both the thesis and individual study are voluntary, not obligatory, options for majors.

Individual study is the other common format. Several students each year typically complete individual study projects as a part of center certificate programs. Other engage in projects that lead to presentations at national conferences.

Students pursuing a major in anthropology with a concentration in archaeology are required to complete four 4-credit courses in archaeology or material culture studies within the context of the major requirements. One or two of these courses may be substituted with a summer archaeology field school or field research internship upon approval by the chair of the department. Two additional courses -- one in statistics and one in geology or GIS -- must also be completed. | Department's faculty members | In the past the department ran ANT 410 (History of Anthropological Theory) as a kind of culminating course every spring for senior majors. Following the recommendation of a visiting committee, it transformed the course into 201 (a requirement for the major just as 410 was) and encourage students to take it in their second/third year so that they're equipped to handle upper-level anthropology courses.

To enrich students' study away experiences, the department pioneered the teaching of a 1-credit pre-departure course and a 1-credit post-return course called "The Anthropologist Abroad," which we hope will be a model for other departments. | Last review in 2009; next review in 2020-21 |

6. Architectural Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Art-History-and-Architectural-Studies/Learning-Goals-in-the-Architectural-Studies-Major	After they finish the junior year, all ARC majors are required to do an integrative project (that can take a variety of forms, among them, an internship, thesis, independent study). They also must do an advanced seminar that is an approved element of the ARC curriculum. We prefer that the seminar is done in the second semester of junior year or as first-semester seniors.	Department's faculty members		Last review in 2009; next review in 2020-21
7. Art	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Art/Learning-Goals-in-the-Art-Major	Studio art students are required to produce a body of work, or a capstone project, that is publicly displayed in the senior art majors show. This work is completed and evaluated in two consecutive terms of Senior Studio independent studies. Students doing an honors thesis propose in the second semester junior year and then do the same studio art production plus a written thesis that complements the visual work. Art minors are required to show work in the Senior Art Miners show which is the minor version of the majors capstone project.	Department's faculty members	While not yet finalized, the department has worked with the institutional research office over the past year to develop a new approach to systematically evaluating senior art show exhibitions.	Last review in 2003; next review in 2018-19
8. Art History	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Art-History-and-Architectural-Studies/Learning-Goals-in-the-Art-History-Major	Majors are required to complete a seminar at the 400-level.	Department's faculty members		Last review in 2009; next review in 2020-21

9. Behavioral Neuroscience	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Behavioral-Neuroscience/Learning-Goals-in-the-Behavioral-Neuroscience-Major	Independent research, either as Individual Study or Honors Study, is strongly recommended, and a research-based course at the 300 or 400 level is required.	The faculty director of the program, with affiliated faculty members.		Last review in 2011; next review in 2022-23
10. Biochemistry, Cellular and Molecular Biology	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Chemistry/Biochemistry-Cellular-and-Molecular-Biology-Major		Faculty members from Chemistry, Biology, and Botany departments		Last review in 2016-17
11. Biological Sciences	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Biological-Sciences/Learning-Goals-in-the-Biological-Sciences-Major	Annual survey of graduating seniors regarding the curriculum. More generally, Biology majors are required to take a capstone course in their senior year. It can be a BIO 493/494 course or Independent study or Honors Thesis credit. Honors students are required to make a public presentation, but it can be at a conference rather than at the college.	Department's faculty members	Revisions to the structure and content of the major curriculum were made in 2016-17	Last outside review in 2016-17
12. Botany	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Botany/Learning-Goals-in-the-Botany-Major	Majors must take at least three courses at the 300 or 400 level.	Department's faculty members		Under review in 2017-18
13. Classics	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Classics/Learning-Goals-in-the-Classics-Major	Majors must take one course at the 300 or 400 level and complete an honors thesis or individual study; or take a second course at the 300 or 400 level.	Department's faculty members		2019-20

14. Computer Science	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Computer-Science/Learning-Goals-in-the-Computer-Science-Major	CS students are required to complete a year (2 semesters) of Research Seminar for the major. The students can take it before their senior year. Most do the same project for both semesters, but some choose two different projects. The course can be repeat it for credit, so some take it more than twice. As you can see in the description, it requires a technical paper and we have public presentations at the end of each semester.	Department's faculty members		Last review in 1994; next review in 2018-19
15. Dance	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Dance/Learning-Goals-in-the-Dance-Major	Dance majors are required to have a capstone project. Under most circumstances they choreograph their own work, which is performed during the spring concert. On occasion students have opted to have an outside choreographer create a work for the major, which is performed at the spring concert. The norm in dance is for an analytic report of some kind (written, video, etc.) to be completed in regard to the live public performance	Department's faculty members		2017-18
16. East Asian Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/East-Asian-Languages-and-Cultures/Learning-Goals-in-the-East-Asian-Studies-Major	Students must choose to concentrate on either China or Japan. Students majoring in East Asian Studies may be eligible for department certification in Chinese or Japanese language proficiency. Majors must also complete a senior seminar or two 300- or 400-level seminar courses on China and/or Japan, with departmental permission.	Department's faculty members		Under review in 2017-18

| 17. Economics | http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Economics/Learning-Goals-in-the-Economics-Major | Students are required to take either a 400-level seminar, a 400-level independent study or an honors thesis, and for theses doing honors thesis are required to present to the department. | Department's faculty members | | 2022-23 |

| 18. English | http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/English/Learning-Goals-in-the-English-Major | Majors are required to take a 493/94 senior seminar (which includes a 20-page research paper) or write an honors thesis, or both. Honors theses can be either critical (literary criticism/theory) or creative (poetry or fiction). | Department's faculty members | We conducted an assessment of our senior seminars in 2012, and the following set of requirements was developed:

400-level courses will be defined by the following set of features:

-- Assignments must include a final essay of at least twenty pages, preceded by bibliographic research and other exercises designed to stage the production of the long final essay.
-- Course should be conducted as seminars and be of a size appropriate to seminars.
-- Course content will be advanced material studied in depth.
-- Scope of course content will be limited to a single author, a small number of authors, a short historical period, or a specialized problem of defined scope. | Last review in 2003; next review in 2018-19 |

				-- Course content will include secondary, critical texts.	
19. Environmental Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Environmental-Studies/Learning-Goals-for-the-Environmental-Studies-Major	Majors must take one 400-level senior seminar.	The faculty director of the program, with affiliated faculty members.		2016-17
20. Film Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Film-Studies/Learning-Goals-in-the-Film-Studies-Major		Department's faculty members		2020-21
21. French	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/French/Learning-Goals-in-the-French-Major	In French, there is a seminar required, and an opportunity to do honors work or independent study. The seminar is sometimes a senior seminar, and sometimes a seminar-style 400-level course.	Department's faculty members		2014-15
22. Gender and Women's Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Gender-and-Women-s-Studies/Learning-Goals-in-the-Gender-and-Womens-Studies-Major	Senior integrative seminar is required; opportunities for individual study and honors work	Members of the department, along with affiliated faculty members.		Has not been previously reviewed; next review in 2018-19
23. German Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Gender-and-Women-s-Studies/Learning-Goals-in-the-Gender-and-Womens-Studies-Major	Majors must take at least two 400-level courses from German Studies in German. Proficiency in spoken German at the intermediate mid-level of the ACTFL proficiency standards is required.	Department's faculty members		2019-20

24. Global Islamic Studies		Every student who declares a major in Global Islamic Studies will attend public lectures and other events sponsored by the program. Students will maintain a portfolio of their coursework and also write reflection essays about the events they have attended. In their senior year, students will make use of this portfolio for majors' discussions and events. There will also be a poster session showcasing students' senior projects.	The faculty director of the program, with affiliated faculty members.		2019-20
25. Government	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Government-and-International-Relations/Learning-Goals-in-the-Government-and-International-Relations-Majors	Majors must take a 400-level seminar on campus in their junior or senior year; opportunities for individual study and honors work, which satisfy the seminar requirement also. In light of declining numbers of honors theses, the department did a survey of students to discover the common barriers to pursuing honors work (lack of understanding of the process or benefits, lack of an obvious mentor or supervisor, etc.) in order to overcome these where possible.	Department's faculty members		2013-14
26. Hispanic Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Hispanic-Studies/Learning-Goals-in-the-Hispanic-Studies-Major	We have a 400-level research course requirement where students write research papers of 25 pages in length in Spanish. We also typically (although not consistently) have Honors Theses presentations in the spring.	Department's faculty members		2012-13

27. History	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/History/Learning-Goals-in-the-History-Major	All history majors must complete two 400 level seminars. These are our capstone courses. Each seminar requires a 25 page research paper. Each faculty member may have a student in the seminar present in the class. The students are not required to present thier work to the department. Students can write a Honors Thesis. Faculty will send the students proposal to the deparment and the students take a 2- semester Honors Seminar. These students are required to present their thesis in May. Students can take an independent study with a faculty member. The faculty member and student will meet during the semester to discuss the readings and their research project. The independent study is a 25-page research paper.	Department's faculty members		Under review in 2017-18
28. Human Development	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Human-Development/Learning-Goals-in-the-Human-Development-Major	Majors must complete three HMD 300-level courses one HMD 400-level course.	Department's faculty members		Last review in 1998; under review in 2017-18

29. International Relations	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Government-and-International-Relations/Learning-Goals-in-the-Government-and-International-Relations-Majors	Majors must take a 400-level seminar on campus in their junior or senior year; opportunities for individual study and honors work, which satisfy the seminar requirement also. In light of declining numbers of honors theses, the department did a survey of students to discover the common barriers to pursuing honors work (lack of understanding of the process or benefits, lack of an obvious mentor or supervisor, etc.) in order to overcome these where possible.	Department's faculty members		2013-14
30. Italian Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Italian-Studies/Learning-Goals-in-the-Italian-Studies-Major	Students majoring in Italian Studies are required to spend at least one semester during the junior year in Italy.	Department's faculty members		2016-17

| 31. Mathematics | http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Mathematics-and-Statistics/Learning-Goals-in-the-Mathematics-Major | Every mathematics major is required to enroll for one semester (typically in the senior year, but occasionally as a junior) in MAT 495, a two-credit graded seminar. The seminar meets either once or twice a week. During the first half of the semester, the speakers are professional mathematicians, either members of our own department or visitors from nearby institutions. We try to schedule talks on a wide variety of topics. The purpose of these talks is twofold: to expose students to a broader cross-section of the discipline and to familiarize them with the standard form of an hour-long mathematics talk.

During the second half of the semester, each student is required to give a talk on a topic that he or she has investigated independently. Each student selects both the topic and a faculty member with whom to work. We require students to give a ten-minute mini-talk prior to the full hour-long talk, both to give them some experience speaking in front of an audience and to prevent them from attempting to do a semester's worth of research the day before they are scheduled to present their main talk. | Department's faculty members | | 2015-16 |
|---|---|---|---|---|---|
| 32. Latin American Studies | | | The faculty director of the program, with affiliated faculty members. | | 2019-20 |

| 32. Music | http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Music/Learning-Goals-in-the-Music-Major | In the music department all of our majors (both music and music & tech) take a senior seminar (493). We have a number of different concentrations available to students, and for any concentration a student may complete an honors thesis (if they have a qualifying GPA, of course). The concentrations that have typically led to a thesis are musicology or music theory, for which the thesis is a traditional written document, or composition, for which the thesis is a large-scale composition combined with an essay. Composition, musicology, or music theory concentrators who do not pursue honors must still take an independent study and complete a senior project. Performance concentrators must perform a full senior recital, which entails not just preparing the music, but also researching and writing program notes, creating the program, and doing publicity for the recital. These performance concentrators may pursue an honors thesis, which would couple a written essay about the recital repertoire with the recital itself. Music education concentrators must do a full semester of student teaching in the senior year, and create a teaching portfolio.

All of our majors must pass a piano proficiency test. | Department's faculty members | | Last review in 2005; next review in 2018-19 |

33. Music and Technology	http://conncoll.smartcatalogiq.com/en/ 2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Music/Learning-Goals-in-the-Music-and-Technology-Major	The major in music and technology consists of fourteen courses: eleven core courses and three electives. An integrative individual study project is also required during the senior year.	Affiliated faculty members from Music and Computer Science departments		Last review in 2005; next review in 2018-19
34. Philosophy	http://conncoll.smartcatalogiq.com/en/ 2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Philosophy/Learning-Goals-in-the-Philosophy-Major	In philosophy, every major is required to take a senior majors seminar (Philosophy 440). We take turns teaching this course on topics that are usually closely related to our own current research interests. The nature of the course varies a bit depending on which one of us is teaching it, but it always has a significant research paper, and usually also involves some presentation/discussion leading in class. Some of our majors also write honors theses. Honors thesis students have two required meetings with the department: a prospectus defense at the beginning of the process and a thesis defense at the end of the year. We also require a public presentation at our end-of-year banquet in April or May.	Department's faculty members		Under review in 2017-18
35. Physics	http://conncoll.smartcatalogiq.com/en/ 2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Physics-Astronomy-and-Geophysics/Learning-Goals-in-the-Department-of-Physics-Astronomy-and-Geophysics	The major in physics is designed to provide flexibility, so that students can match a program of study with their interests. Students may choose the general track or may select a concentration in astrophysics. A 400-level course (Quantum Mechanics) is required for completing either track.	Department's faculty members		2015-16

36. Psychology	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Psychology/Learning-Goals-in-the-Psychology-Major	In Psychology we require a "capstone" project that takes the form of either a seminar (listed in the catalog), a 400-level course, a 400-level individual study, or honors study. We strongly encourage our individual study students to present their work at our annual department conference, and we require our honors study students to do so. Often our IS and HS students present their work at regional and national conferences. These presentations generally are in the form of a poster.	Department's faculty members	The Psychology Department has reconfigured its introductory courses, replacing a two-course sequence with PSY 100 (Introduction to Psychology).	Last review in 2011; next review in 2022-23
37. Religious Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Religious-Studies/Learning-goals-in-the-Religious-Studies-Major	We have a very serious capstone course, added to our 401 course, the previous capstone.	Department's faculty members		2015-16
38. Slavic Studies	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Slavic-Studies/Learning-Goals-in-the-Slavic-Studies-Major	All Slavic Studies majors are required to do a senior integrated project some kind or an honors thesis.	Department's faculty members		Last review in 2005; next review in 2019-20
39. Sociology	http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Sociology/Learning-Goals-for-the-Sociology-Major	Majors must take a 400-level seminar; there are also opportunities for individual study and honors work.	Department's faculty members		2016-17

| 40. Theater | http://conncoll.smartcatalogiq.com/en/2017-2018/Catalogue/Majors-Minors-and-Integrative-Pathways/Theater/Learning-Goals-in-the-Theater-Major | After officially declaring the theater major, students are required to meet with the department faculty for a major declaration interview. This interview, which typically takes place during the second semester of the sophomore year, is intended to help students design an integrated plan of study consistent with their interests and goals in theater and the wider College curriculum. Students will show representative samples of their strongest work and discuss their creative and scholarly intentions for the completion of the major, their engagement in the department, and their activity in the arts beyond the College.

The major consists of a minimum of ten courses and majors are required to participate in at least three mainstage productions, taking at least four credit hours of practicum courses in production. Students majoring in theater are strongly encouraged to pursue a senior capstone project that will serve as the culmination of their undergraduate study. | Department's faculty members | | 2020-21 |

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
Connecticut College Department of Education, Connecticut Teacher Certification program is accredited by the State of Connecticut through 2023 http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/ap_ed_prep_prgms.pdf	2012	Assessment System and Unit Evaluation. 1. The unit lacks a centralized location for data storage and access. 2. Although the unit has a fully developed and implemented assessment system, including all required program specific and gatepoint assessments, some assessment further development.	1. Central data collection system. 2. Improvement of assessment rubrics and scoring guides. 3. Central system to track candidate field experiences	2022 Self-Study & Site Visit in advance of March 2023 accreditation expiration. It is important to note that the State of Connecticut is now using the Council for the Accreditation of Educator Preparation (CAEP) for the accreditation process. While standards between the State of

| | | Field Experiences and Clinical Placements

3. The unit does not have a systematic method for tracking candidate field experience placements. | | Connecticut accreditation process and CAEP are comparable, they are not exactly the same. We are working on alignment at this juncture. |
|---|---|---|---|---|

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

CONNECTICUT TEACHER CERTIFICATION TESTING RESULTS, AY 2014-15 TO 2016-17

Name of exam	Academic Year 2014-2015			Academic Year 2015-2016			Academic Year 2016-2017		
	# who took the exam	# who passed	Passage rate	# who took the exam	# who passed	Passage rate	# who took the exam	# who passed	Passage rate
Core Academic Skills for Education: Math (5732)	4	4	100%	3	3	100%	1	1	100%
Core Academic Skills for Education: Reading (5712)	4	4	100%	3	3	100%	1	1	100%
Core Academic Skills for Education: Writing (5722)	4	4	100%	3	3	100%	1	1	100%
Foundations of Reading (ESP0090)	7	6	86%	6	5	83%	1	1	100%
Elementary Education Mulit Subject Math (5033)	6	6	100%	6	5	83%	1	1	100%
Elementary Education Multi Subject Reading Language Arts (5032)	6	6	100%	6	6	100%	1	1	100%
Elementary Education Multi Subject Sciences (5035)	6	6	100%	6	4	67%	1	1	100%
Elementary Education Multi Subject Social Studies (5034)	6	6	100%	6	4	67%	1	1	100%
Music Content & Instruction (5114)	0	0		0	0		1	1	100%
Social Studies Content Knowledge (0081)	2	2	100%	2	2	100%	0	0	
TOTALS	45	44	98%	41	35	85%	9	9	100%

Appendix 3: Most recent audited financial statement (FY 2017)

Also available online:

https://www.conncoll.edu/offices/office-of-the-controller/financial-reports/

CONNECTICUT COLLEGE

Financial Statements

June 30, 2017

(With Independent Auditors' Report Thereon)

CONNECTICUT COLLEGE

Table of Contents

KPMG LLP
One Financial Plaza
755 Main Street
Hartford, CT 06103

Independent Auditors' Report

The Board of Trustees
Connecticut College:

We have audited the accompanying financial statements of Connecticut College, which comprise the balance sheet as of June 30, 2017, the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Connecticut College as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended, in accordance with U.S. generally accepted accounting principles.

Report on Summarized Comparative Information

We have previously audited Connecticut College's 2016 financial statements, and we expressed an unmodified opinion on those financial statements in our report dated October 27, 2016. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016 is consistent, in all material respects, with the audited financial statements from which it has been derived.

KPMG LLP

October 23, 2017

CONNECTICUT COLLEGE

Balance Sheet

June 30, 2017
(with comparative information for June 30, 2016)

(Dollars in thousands)

Assets		2017	2016
Cash and cash equivalents	$	19,514	17,920
Accounts and student loans receivable, net		2,415	2,526
Contributions receivable, net		20,836	22,775
Inventories and other assets		2,122	2,377
Investments		299,116	273,653
Funds held in trust		12,354	11,723
Deposits with bond trustee		11,534	2,632
Land, buildings, and equipment, net		108,440	111,427
Total assets	$	476,331	445,033
Liabilities			
Accounts payable and accrued liabilities	$	6,789	8,851
Deposits and advances		1,952	2,011
Liabilities under split-interest agreements		4,580	4,756
Capital lease obligations		1,393	1,865
Accrued postretirement benefit obligation		7,645	7,715
Bonds and notes payable		93,673	77,761
Asset retirement obligation		1,361	1,327
Federal student loan advances		1,230	1,514
Total liabilities		118,623	105,800
Net Assets			
Unrestricted		71,989	73,426
Temporarily restricted		111,940	96,361
Permanently restricted		173,779	169,446
Total net assets		357,708	339,233
Total liabilities and net assets	$	476,331	445,033

See accompanying notes to financial statements.

CONNECTICUT COLLEGE

Statement of Activities

Year ended June 30, 2017
(with summarized comparative information for the year ended June 30, 2016)

(Dollars in thousands)

| | 2017 | | | | 2016 |
	Unrestricted	Temporarily restricted	Permanently restricted	Total	Total
Operating:					
Revenues:					
Tuition and fees	$ 93,952	—	—	93,952	92,484
Residence and dining	22,817	—	—	22,817	22,474
Less financial aid	(34,852)	—	—	(34,852)	(32,277)
Net student fees	81,917	—	—	81,917	82,681
Grant and contract income	1,994	—	—	1,994	1,931
Contributions	5,094	2,165	—	7,259	9,817
Endowment spending used in operations	4,162	9,228	—	13,390	12,759
Other revenues	2,859	3	—	2,862	3,011
Net assets released from restrictions	11,925	(11,925)	—	—	—
Total revenues and other support from operations	107,951	(529)	—	107,422	110,199
Expenses:					
Instruction	39,022	—	—	39,022	40,646
Research	1,875	—	—	1,875	1,972
Public service	994	—	—	994	679
Academic support	14,696	—	—	14,696	13,334
Student services	15,827	—	—	15,827	15,283
Auxiliary services	18,137	—	—	18,137	17,104
Institutional support and other expenses	25,605	—	—	25,605	22,997
Total expenses	116,156	—	—	116,156	112,015
(Decrease) in net assets from operating activities	(8,205)	(529)	—	(8,734)	(1,816)
Nonoperating revenues and expenses:					
Contributions restricted for long-term investment	280	2,191	2,708	5,179	2,187
Investment return, less endowment spending used in operations	4,937	16,482	35	21,454	(18,638)
Change in value of split-interest agreements	125	264	908	1,297	(976)
Other increases (decreases)	248	(1,659)	682	(729)	2
Postretirement related changes other than net periodic benefit cost	8	—	—	8	(162)
Net assets released from restrictions	1,170	(1,170)	—	—	—
Increase (decrease) in net assets from nonoperating activities	6,768	16,108	4,333	27,209	(17,587)
Total (decrease) increase in net assets	(1,437)	15,579	4,333	18,475	(19,403)
Net assets, beginning of year	73,426	96,361	169,446	339,233	358,636
Net assets, end of year	$ 71,989	111,940	173,779	357,708	339,233

See accompanying notes to financial statements.

CONNECTICUT COLLEGE

Statement of Cash Flows

Year ended June 30, 2017
(with comparative information for the year ended June 30, 2016)

(Dollars in thousands)

		2017	2016
Cash flows from operating activities:			
Change in net assets	$	18,475	(19,403)
Adjustments to reconcile change in net assets to net cash used in operating activities:			
Depreciation and amortization		8,872	9,234
Net realized and unrealized (gains) losses on investments		(36,732)	5,434
Net unrealized (gains) losses on split-interest agreements		(421)	92
Contributions restricted for long-term investment		(6,024)	(9,012)
Accounts receivable, net		(114)	(154)
Contributions receivable, net		1,939	6,304
Accounts payable and accrued liabilities		(2,356)	1,812
Accrued postretirement benefit obligation		(70)	54
Other changes in working capital, net		(913)	280
Net cash used in operating activities		(17,344)	(5,359)
Cash flows from investing activities:			
Student loans granted		(114)	(151)
Student loans repaid		317	335
Purchases of investments		(41,919)	(38,892)
Proceeds from sale of investments		53,610	42,261
Purchases of land, buildings, and equipment		(5,120)	(6,060)
Net cash provided by (used in) investing activities		6,774	(2,507)
Cash flows from financing activities:			
Contributions restricted for long-term investment		6,024	9,012
Proceeds from bond issue		57,947	—
Bond issuance costs		55	—
Change in deposits with trustee		(8,902)	(14)
Repayments of long-term debt and capital lease obligations		(42,960)	(2,065)
Net cash provided by financing activities		12,164	6,933
Net increase (decrease) in cash and cash equivalents		1,594	(933)
Cash and cash equivalents at beginning of year		17,920	18,853
Cash and cash equivalents at end of year	$	19,514	17,920
Supplemental disclosures of cash flow information:			
Cash paid during the year for interest	$	4,640	3,455
Fixed asset purchases financed with capital leases		483	1,177
Change in accounts payable related to property and equipment		294	(610)

See accompanying notes to financial statements.

(1) Summary of Significant Accounting Policies

(a) History

Connecticut College (the College), an independent, coeducational institution, was chartered in 1911 and opened in New London, Connecticut in 1915 as the first independent college for women in the State. In 1959, the College was authorized to grant degrees to men in its graduate program, and in 1969, the undergraduate College was made coeducational.

(b) General

The financial statements have been prepared on the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (GAAP). The financial statements report on the College as a whole and report transactions and net assets based on the existence or absence of donor-imposed restrictions. Three categories of net assets serve as the foundation for the accompanying financial statements. Brief definitions of the three net asset classes are presented below.

Permanently restricted net assets include only the historical cost (market value at date of gift) of contributions and other inflows of assets the use of which is limited by donor-imposed stipulations that neither expire by the passage of time nor can be fulfilled or otherwise removed by the College. Generally, the donors of these assets permit the College to use all or part of the investment return on these assets. These assets are typically represented by the College's permanent endowment.

Temporarily restricted net assets generally result from contributions, pledges and other inflows of assets the use of which is limited by donor-imposed stipulations that either expire by the passage of time or can be fulfilled and removed by actions of the College. This classification includes income and gains that can be expended but for which spending restrictions have not yet been met, or which the Board of Trustees has not appropriated for spending.

Unrestricted net assets are free of donor-imposed restrictions, but may be limited as to use in other respects, such as by contract or Board of Trustee designation (quasi-endowment).

The College's measure of operations presented in the statement of activities includes income from tuition and fees, grants and contracts, contributions for operating programs, endowment spending used in operations and other revenues. Operating expenses are reported on the statement of activities by functional categories, after allocating costs for operation and maintenance of plant, interest on indebtedness and depreciation expense.

Nonoperating activity includes contributions and other activities related to land, buildings, and equipment that are not included in the College's measure of operations. In addition, nonoperating activities also includes contributions, investment returns and other activities related to endowment, and split-interest agreements.

(Continued)

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the College's financial statements for the year ended June 30, 2016, from which the summarized information was derived.

(c) Contribution Revenue

The College reports contributions (including unconditional promises from donors) as restricted support if they are received with donor stipulations that limit the use of the donated assets or if they are time restricted pledges. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Contributions subject to donor-imposed restrictions that are met in the same reporting period are reported as unrestricted revenue. The College reports gifts of land, buildings or equipment as unrestricted nonoperating support unless the donor places restrictions on their use. Contributions of cash or other assets that must be used to acquire long-lived assets are reported as unrestricted nonoperating support provided the long-lived assets are placed in service during the same reporting period; otherwise, the contributions are reported as temporarily restricted support until the assets are acquired and placed in service.

Contributions are recorded at fair value. The College estimates the fair value for noncash contributions. Unconditional promises to give are recognized initially at fair value as contributions revenue in the period such promises are made by donors. Fair value is estimated giving consideration to anticipated cash receipts (after allowance is made for uncollectible pledges) and discounting such amounts at appropriate discount rates. These inputs to the fair value estimate are considered Level 3 in the fair value hierarchy. In subsequent periods, the discount rate is unchanged and the allowance for uncollectible pledges is reassessed and adjusted if necessary. Amortization of the discounts is recorded as additional contribution revenue.

Conditional promises to give are not recognized until they become unconditional; that is, when the conditions on which they depend are substantially met.

Fundraising expenses were $5,041 and $4,231 for the years ended June 30, 2017 and 2016, respectively.

(d) Cash and Cash Equivalents

Cash and cash equivalents consist of cash management accounts, money market and overnight investments with maturities at date of purchase of less than 90 days. These amounts do not include cash equivalents components of the College's investment funds or cash that is held in investment managers' accounts until suitable investment opportunities are identified.

(Continued)

(e) Investments

The College's portfolio is managed by outside investment managers who are selected according to the investment guidelines established by the Board of Trustees and its Investment Subcommittee. Investments are stated at fair value when such value is readily determinable and at estimated fair value in other cases. Unrealized gains and losses that result from market fluctuations are recognized in the statement of activities in the period in which the fluctuations occur. Realized gains and losses are computed based on the specific-identification-cost method.

The fair value of publicly traded securities is based upon quotes from the principal exchanges on which the security is traded. Nonmarketable securities include alternative investments such as private equity, venture capital, hedge funds, natural resources partnerships, and distressed securities, which are valued using current estimates of fair value, or net asset value (NAV), obtained from the general partner or investment manager in the absence of readily determinable fair values. The College has utilized the NAV reported by the general partner or investment manager as a practical expedient to estimate the fair value of certain investments. The NAV generally reflects discounts for liquidity and considers variables such as financial performance of investments, including comparison of earnings multiples of comparable companies, cash flow analysis, recent sales prices of investments and other pertinent information. The agreements under which the College participates in nonmarketable investment funds may limit the College's ability to liquidate its interest in such investments for a period of time; in the absence of such limits, these investments are generally redeemable or may be liquidated at NAV under the original terms of the subscription agreements and operations of the underlying funds. Due to the nature of the investments held in nonmarketable investment funds, changes in market conditions and the economic environment may significantly impact the NAV of the funds and, consequently, the fair value of the College's interest in the funds. Furthermore, changes in the liquidity provisions of the funds may significantly impact the fair value of the College's interest in the fund. Although certain investments may be sold in secondary market transactions, subject to meeting certain requirements by governing documents of the funds, the secondary market is not always active, is generally thinly traded with respect to nonmarketable funds, and individual transactions are not necessarily observable. It is, therefore, reasonably possible that if the College were to sell its interest in a fund in the secondary market, the sale could occur at an amount materially different than the reported value.

As of June 30, 2017 and June 30, 2016, the College had no specific plans or intentions to sell investments at amounts different than NAV.

The three levels of the fair value hierarchy are:

- **Level 1** – Inputs are quoted prices (unadjusted) in active markets for identical assets or liabilities that the College has the ability to access at the measurement date.

- **Level 2** – Inputs are other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly.

- **Level 3** – Inputs are unobservable for the asset or liability.

The level in the fair value hierarchy within which a fair value measurement in its entirety falls is based on the lowest level input that is significant to the fair value measurement in its entirety.

Investments measured at NAV as a practical expedient are not categorized within the fair value hierarchy.

(f) Spending from Endowment

The College invests a significant portion of its endowment assets in an investment pool and distributes cash for expenditure in accordance with its endowment spending policy, which is intended to stabilize annual spending levels and to preserve the real value of the endowment portfolio over time. To meet these objectives, spending from endowment is set by the Board of Trustees at an amount equal to a percentage of average endowment market value for the twelve previous quarters for both restricted and unrestricted endowment funds. The spending rate was 5% for the years ended June 30, 2017 and 2016. The Board of Trustees has approved the use of a 5% endowment spending rate for fiscal year 2017 and considers such rate to be the long-term norm for the College. See note 5 for further disclosure on the endowment spending policy.

Certain endowment assets are pooled on a market value basis with each individual fund subscribing to or disposing of units on the basis of the market value per unit at the beginning of a quarterly period in which transactions take place. Endowment spending is distributed based on the number of subscribed units at the end of each quarter.

(g) Split-Interest Agreements

The College's split-interest agreements consist primarily of charitable gift annuities, pooled income funds, perpetual trusts, charitable lead trusts and irrevocable charitable remainder trusts. Assets are invested by the College or by third-party trustees. Payments are made to donors and/or other beneficiaries in accordance with the individual agreements.

Contribution revenues for split-interest agreements are recognized at the dates the agreements are established, and the College becomes aware of them. Revenues are recorded at fair value, net of the estimated liability for future amounts payable, where applicable.

The present value of payments to beneficiaries under split-interest agreements is calculated using discount rates that represent the risk-free rates in existence at the date of the gift for all trusts in which the College is the trustee. For those trusts with third-party trustees, the discount rates used represent the risk-free rates in existence at the end of the fiscal year.

(h) Land, Buildings, and Equipment

Plant assets are recorded in the balance sheet at historical cost or at estimated fair value at the date of donation. Depreciation is computed on a straight-line basis over the estimated useful lives of the assets. Leasehold improvements are depreciated over the lesser of the lease term or asset's useful life.

(i) Tax Status

The College generally does not provide for income taxes since it is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code. Accounting Standards Codification (ASC) 740, *Income Taxes*, permits an entity to recognize the benefit and requires accrual of an uncertain tax position only when the position is "more likely than not" to be sustained in the event of examination by tax authorities. In evaluating whether a tax position has met the recognition threshold, the College must presume that the position will be examined by the appropriate taxing authority that has full knowledge of all relevant information. ASC 740 also provides guidance on the recognition, measurement, and classification of income tax uncertainties, along with any related interest or penalties. Tax positions deemed to meet the "more-likely than-not" threshold are recorded as a tax expense in the current year. The College has analyzed all open tax years, as defined by the statutes of limitations, for all major jurisdictions. Open tax years are those that are open for exam by taxing authorities. Major jurisdictions for the College include federal and the state of Connecticut. As of June 30, 2017, open federal and Connecticut tax years for the College include the tax years ended June 30, 2014 through June 30, 2017. The College has no examinations in progress. The College believes it has no significant uncertain tax positions.

(j) Collections

Library and art collections are not recognized as assets on the balance sheet. Purchases of such collections are recorded as expenses in the period in which the items are acquired. Contributed collection items are not reflected in the financial statements. Proceeds from the sale of collection items or insurance recoveries are reflected as increases in the appropriate net asset class.

(k) Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and revenues and expenses during the reporting period. Significant estimates include collectability of gifts, pledges, student loans, accounts and other receivables, valuation of certain investments, and the liability for postretirement benefits. Actual results could differ from such estimates.

(l) Reclassifications

Certain 2016 amounts have been reclassified to conform to the 2017 presentation.

(2) Accounts and Student Loans Receivable

Accounts and student loans receivable consisted of the following as of June 30:

	2017	2016
Student accounts receivable	$ 438	394
Grants and contracts receivable	440	523
Miscellaneous receivables	380	226
Less allowance for doubtful accounts	(150)	(150)
Accounts receivable, net	1,108	993
Student loans receivable	1,457	1,683
Less allowance for doubtful accounts	(150)	(150)
Student loans receivable, net	1,307	1,533
Total accounts and student loans receivable, net	$ 2,415	2,526

(3) Contributions Receivable

Contributions receivable consisted of the following unconditional promises to give as of June 30:

	2017	2016
Amounts due in:		
Less than one year	$ 1,372	1,640
One to five years	15,508	15,554
More than five years	5,058	7,160
Gross unconditional promises to give	21,938	24,354
Less:		
Present value discount	(460)	(652)
Allowance for uncollectible pledges	(642)	(927)
Net unconditional promises to give	$ 20,836	22,775
Purpose:		
Endowment giving	$ 10,274	10,727
Capital purposes	7,114	8,151
Operating purposes	4,550	5,476
Gross unconditional promises from donors	$ 21,938	24,354

The discount rates used were 1.49% and 0.86% for the years ended June 30, 2017 and 2016, respectively.

CONNECTICUT COLLEGE

Notes to Financial Statements

June 30, 2017

(with comparative information as of and for the year ended June 30, 2016)

(Dollars in thousands)

As of June 30, 2017 and 2016, the College had a pledge receivable from one donor that comprised 64% and 68%, respectively, of the contributions receivable, net on the balance sheet.

(4) Investments and Fair Value

The College's investments at June 30, 2017 and 2016 that are reported at fair value are summarized in the tables below and, as applicable, by their fair value hierarchy classification:

| | **2017** | | | | |
	Investments measured at NAV	Level 1	Level 2	Level 3	Total fair value
Investments:					
Short-term[1]	$ —	8,641	5,146	—	13,787
U.S. equities	63,999	6,510	—	—	70,509
International equities	62,864	4,671	—	—	67,535
Fixed income	—	18,991	6,983	—	25,974
Private equity	11,464	—	—	—	11,464
Venture capital	16,141	—	—	—	16,141
Inflation hedging[2]	24,387	—	—	2,439	26,826
Hedge funds	55,556	—	—	—	55,556
Distressed debt	7,394	—	—	—	7,394
Split-interest agreements	—	—	3,930	—	3,930
Total	$ 241,805	38,813	16,059	2,439	299,116

| | **2016** | | | | |
	Investments measured at NAV	Level 1	Level 2	Level 3	Total fair value
Investments:					
Short-term[1]	$ —	12,085	4,751	—	16,836
U.S. equities	56,141	8,524	—	—	64,665
International equities	39,123	13,510	—	—	52,633
Fixed income	—	25,803	—	—	25,803
Private equity	11,595	—	—	—	11,595
Venture capital	15,927	—	—	—	15,927
Inflation hedging[2]	24,124	—	—	2,026	26,150
Hedge funds	48,204	—	—	—	48,204
Distressed debt	8,089	—	—	—	8,089
Split-interest agreements	—	—	3,751	—	3,751
Total	$ 203,203	59,922	8,502	2,026	273,653

[1]   Short-term includes cash in-transit, money market funds and the cash surrender value of a life insurance policy.

2 Inflation hedging includes such investments as natural resources partnerships, agricultural and other commodities, real estate and treasury inflation-protected securities.

Certain investments are redeemable with the funds or limited partnerships at NAV under the terms of the subscription agreements and/or partnership agreements. Investments with daily liquidity generally do not require any notice prior to withdrawal. Investments with monthly, quarterly or annual redemption frequency typically require notice periods ranging from 30 to 60 days. The long-term investments' fair values are broken out below by their redemption frequency as of June 30, 2017:

	Daily	Monthly	Quarterly	Semi-annual	Subject to rolling lock-ups	Illiquid	Total
Investments:							
Short-term investments	$ 13,787	—	—	—	—	—	13,787
U.S. equities	6,579	24,149	39,781	—	—	—	70,509
International equities	4,671	57,637	5,227	—	—	—	67,535
Fixed income	25,974	—	—	—	—	—	25,974
Private equity	—	—	—	—	—	11,464	11,464
Venture capital	—	—	—	—	—	16,141	16,141
Inflation hedging	—	12,936	—	—	—	13,890	26,826
Hedge funds	7,152	5,064	19,831	13,065	10,444	—	55,556
Distressed debt	—	—	—	—	—	7,394	7,394
Split-interest agreements	—	—	—	—	—	3,930	3,930
Total	$ 58,163	99,786	64,839	13,065	10,444	52,819	299,116

The College's policy is to recognize transfers to and transfers from Levels 1, 2, or 3 as of the actual date of the transaction or change in circumstances that caused the transfer. For the years ended June 30, 2017 and 2016, there were no transfers between levels in the fair value hierarchy.

At June 30, 2017, the College's remaining outstanding commitments on investments totaled $16,892. These commitments are expected to be funded from existing investments included within the endowment. Generally, these commitments have 10-year terms, with the option to extend. As of June 30, 2017, the average remaining life of the commitments is 4 years. The remaining outstanding commitments are summarized in the table below:

Private equity	$	4,924
Venture capital		4,420
Inflation hedging		5,163
Distressed securities		2,385
	$	16,892

At June 30, 2017, funds with redemption lockup periods in the amount of $5,237 will expire in fiscal year 2018 and $5,208 will expire in 2019.

CONNECTICUT COLLEGE

Notes to Financial Statements

June 30, 2017

(with comparative information as of and for the year ended June 30, 2016)

(Dollars in thousands)

(5) Endowment

The College's pooled endowment consists of approximately 650 individual funds established for a variety of purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by GAAP, net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions or state statute.

(a) Relevant Law

The State of Connecticut has enacted the Connecticut Uniform Prudent Management of Institutional Funds Act (CT UPMIFA), which governs the management of donor-restricted endowment funds by institutions.

Although CT UPMIFA offers short-term spending flexibility, the explicit consideration of the preservation of funds among factors for prudent spending suggests that a donor-restricted endowment fund is still perpetual in nature. Under CT UPMIFA, the College's Board of Trustees (the Board) is permitted to determine and continue a prudent payout amount, even if the market value of the fund is below historic dollar value. There is an expectation that, over time, the permanently restricted amount will remain intact. This perspective is aligned with the accounting standards definition that permanently restricted funds are those that must be held in perpetuity even though some portions of the historic dollar value may be reduced by drawings on a temporary basis.

The College classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the College in a manner consistent with the standard of prudence prescribed by CT UPMIFA.

In accordance with CT UPMIFA, the College considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

(1) The duration and preservation of the fund

(2) The purposes of the College and the donor-restricted endowment fund

(3) General economic conditions

(4) The possible effects of inflation and deflation

(5) The expected total return from income and the appreciation of investments

(6) Other resources of the College

(7) The investment policies of the College

(8) The need to support activities of the College for both current and future generations of students.

Pooled endowment funds consist of the following at June 30, 2017:

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$ (29)	86,710	152,558	239,239
Board-designated endowment funds	51,298	—	—	51,298
	$ 51,269	86,710	152,558	290,537

Pooled endowment funds consist of the following at June 30, 2016:

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$ (1,165)	70,228	148,736	217,799
Board-designated endowment funds	47,214	—	—	47,214
	$ 46,049	70,228	148,736	265,013

Changes in pooled endowment funds for the year ended June 30, 2017 are as follows:

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment funds, June 30, 2016	$ 46,049	70,228	148,736	265,013
Return on long-term investments:				
Dividends and interest	159	695	35	889
Net gains on investments	7,649	29,083	—	36,732
Investment management fees	(561)	(2,605)	—	(3,166)
	7,247	27,173	35	34,455

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Appropriation of endowment assets for expenditure	$ (2,310)	(10,691)	—	(13,001)
Investment return, less endowment spending used in operations	4,937	16,482	35	21,454
Cash contributions	250	—	2,929	3,179
Transfers	33	—	858	891
Endowment funds, June 30, 2017	$ 51,269	86,710	152,558	290,537

Changes in pooled endowment funds for the year ended June 30, 2016 are as follows:

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment funds, July 1, 2015	$ 50,186	84,484	139,947	274,617
Return on long-term investments:				
Dividends and interest	296	1,338	24	1,658
Net losses on investments	(2,042)	(3,391)	—	(5,433)
Investment management fees	(450)	(2,072)	—	(2,522)
	(2,196)	(4,125)	24	(6,297)
Appropriation of endowment assets for expenditure	(2,210)	(10,131)	—	(12,341)
Investment return, less endowment spending used in operations	(4,406)	(14,256)	24	(18,638)
Cash contributions	—	—	6,613	6,613
Transfers	269	—	2,152	2,421
Endowment funds, June 30, 2016	$ 46,049	70,228	148,736	265,013

16 (Continued)

(b) Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level classified as permanently restricted consistent with donor restrictions and college policies under CT UPMIFA. In accordance with GAAP, deficiencies of this nature are reported in unrestricted net assets and were $29 and $1,165 as of June 30, 2017 and 2016, respectively. These deficiencies resulted from unfavorable market fluctuations that occurred after the investment of permanently restricted contributions and/or appropriation for certain programs that was deemed prudent by the College. Subsequent gains that restore the fair value of the assets of the endowment fund to the fair value of the original gift will be classified as an increase in unrestricted net assets.

(c) Return Objectives and Risk Parameters

The College pursues investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the endowment funds in perpetuity. Endowment assets include those assets of donor-restricted funds that the College must hold in perpetuity or for a donor-specified period as well as board-designated funds. Under the College's investment policy, the endowment assets are currently invested in a manner that is intended to produce results consistent with the return and risk results of a combination of various indexes representative of portfolio target allocations. The College expects its endowment funds, over the long-term, to provide an average annual rate of return in excess of spending plus inflation while carrying a moderate level of risk. Actual returns in any given year may vary from such amount.

(d) Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the College relies on a total return strategy in which investment returns are achieved through capital appreciation (realized and unrealized) and current yield (interest and dividends). The College targets a diversified asset allocation of domestic and international equities, fixed income, marketable and nonmarketable alternative investments (hedge funds and private investments), and real assets to achieve its long-term return objectives within prudent risk constraints.

(e) Spending Policy and How the Investment Objectives Relate to Spending Policy

The College has a policy of appropriating for distribution each year 5% of its endowment fund's average fair value using the prior twelve quarters through June 30 preceding the fiscal year in which the distribution is planned. In establishing its spending policy, the College considered the expected return on its endowment. Accordingly, the College expects its spending policy will allow its endowment funds to be maintained in perpetuity by growing at a rate at least equal to planned payouts. Additional real endowment growth will be provided through new gifts and any excess investment return.

(6) Land, Buildings, and Equipment

Included in land, buildings, and equipment as of June 30 are the following amounts:

	Estimated useful lives	2017	2016
Campus land	—	$ 1,080	1,080
Land improvements	20 years	19,482	17,868
Buildings and building improvements	20–40 years	193,770	192,153
Equipment and furniture	5–10 years	47,984	47,027
Software	3–10 years	6,050	6,050
Construction in progress		5,808	4,192
		274,174	268,370
Less accumulated depreciation and amortization		(165,734)	(156,943)
		$ 108,440	111,427

(7) Allocation of Physical Plant Operations, Depreciation and Interest Expenses

The College has allocated all expenditures for maintenance of physical plant, depreciation expense and interest on indebtedness based on square footage of facilities identified for each functional expenditure category. The expenditures and allocations for fiscal year 2017 and 2016 are listed below.

	2017	2016
Expenditures:		
Physical plant operations	$ 8,656	8,701
Depreciation	8,879	9,145
Interest expense and amortization	4,643	3,523
Total expenditures to be allocated	$ 22,178	21,369

Allocations to functional expenditure categories:

		2017	2016
Instruction	$	3,987	5,486
Research		954	1,134
Public service		34	14
Academic support		3,477	2,715
Student services		3,294	3,306
Auxiliary services		5,933	5,770
Institutional support and other expenses		4,499	2,944
Total allocations	$	22,178	21,369

(8) Bonds and Notes Payable

The following is a summary of bonds and notes payable at June 30:

		2017	2016
Connecticut Health and Educational Facilities Authority (CHEFA):			
Series F bonds, face amount $28,855 issued 2007, interest is fixed at rates ranging from 4.0% to 5.0%, maturities to 2030; a general obligation bond insured by MBIA Insurance Corporation	$	—	28,855
Series G bonds, face amount $12,000 issued 2007, interest is fixed at 4.5%, maturities to 2037; a general obligation bond insured by MBIA Insurance Corporation		—	12,000
Series H-1 bonds, face amount $12,110 issued 2011, interest is fixed at 5.0%, maturities to 2041		12,110	12,110
Series H-2 bonds, face amount $3,985 issued 2011, interest is fixed at rates ranging from 3.1% to 6.0%, maturities to 2031		3,310	3,455
Series I bonds, face amount $12,240 issued 2012, interest is fixed at rates ranging from 2.0% to 5.0%, maturities to 2032		7,970	8,975
Series J bonds, face amount $9,200 issued 2015, interest is fixed at 3.17% until maturity in 2029		9,200	9,200
Series K bonds, face amount $3,300 issued 2015, interest is fixed at 2.64% until maturity in 2029		3,300	3,300
Series L-1 bonds, face amount $40,725 issued 2017, interest is fixed at rates ranging from 3.0% to 5.0%, maturities to 2046		40,725	—

		2017	2016
Series L-2 bonds, face amount $12,910 issued 2017, interest is fixed at rates ranging from 1.316% to 2.902%, maturities to 2027	$	12,910	—
		89,525	77,895
Net bond premiums		5,123	941
Net bond issuance costs		(975)	(1,075)
	$	93,673	77,761

Future maturities of the bonds and notes payable are as follows:

2018	$	1,145
2019		1,510
2020		1,760
2021		1,911
2022		1,956
Thereafter		81,243
	$	89,525

The College has an unsecured $10,000 line of credit established with Citizens Bank for short-term working capital purposes that matures on January 31, 2020. As of June 30, 2017 and 2016, there were no outstanding advances under the line of credit. As of June 30, 2017 and 2016, the interest rate is set at LIBOR plus an applicable margin.

The preceding debt agreements impose certain restrictions upon the College with respect to incurring additional indebtedness, selling real property, and establishing liens or encumbrances on the mortgaged assets of the College, as well as minimum debt to expendable net assets ratio requirements. The College is in compliance with all debt covenants.

The College maintains debt service reserve funds as required by the associated bond agreements, which are reported in deposits with trustees on the balance sheet.

On September 21, 2016, the College issued $40,725 of CHEFA Series L-1 tax-exempt bonds which carry fixed interest rates ranging from 3% to 5%. On the same date, the College also issued $12,910 of CHEFA Series L-2 taxable bonds which carry fixed interest rates ranging from 1.316% to 2.902%. The proceeds from Series L-1 were used for the redemption of the prior Series F and Series G bonds and to finance planned campus renovations and improvements. The proceeds from Series L-2 were used for the

redemption of the prior Series F and Series G bonds. The Series L-1 and Series L-2 mature on July 1, 2046 and July 1, 2027, respectively.

Bond interest expense for the years ended June 30, 2017 and 2016 was $4,628 and $3,348, respectively.

(9) Capital and Operating Lease Obligations

The College has entered into various master lease agreements to lease academic and administrative computing equipment. This arrangement allows the College to lease computer hardware, software and peripheral equipment periodically over three- to six-year lease terms. At June 30, 2017, the College had committed $1,461 under these obligations.

Future minimum lease payments for these lease obligations are as follows:

	Capital
2018	$ 756
2019	441
2020	233
2021	22
2022	9
Total minimum lease payments	1,461
Amount representing interest	(68)
Present value of net minimum lease payments	$ 1,393

As of June 30, 2017, the College had assets under capital lease of $4,670 with related accumulated depreciation of $3,135. As of June 30, 2016, the College had assets under capital lease of $4,186 with related accumulated depreciation of $2,199.

(10) Retirement Plan

Retirement benefits are provided for eligible employees of the College through Teachers' Insurance and Annuity Association and College Retirement Equities Fund under a defined-contribution plan. Under the plan, the College contributes 10% of the gross salaries of eligible employees within limits established by the Internal Revenue Code. Total retirement expense for the fiscal years ended June 30, 2017 and 2016 was $4,208 and $4,098, respectively.

CONNECTICUT COLLEGE

Notes to Financial Statements

June 30, 2017

(with comparative information as of and for the year ended June 30, 2016)

(Dollars in thousands)

(11) Postretirement Medical Benefit Plan

Prior to July 1, 2007, the College provided certain healthcare benefits, including insurance for medical care and prescription drug components, for certain of its retired employees under a defined benefit plan. Effective June 30, 2007, the College closed the defined benefit plan. Information with respect to the closed defined benefit plan is as follows:

		June 30	
		2017	**2016**
Change in benefit obligation:			
Benefit obligation at beginning of year	$	7,715	7,661
Service cost		271	228
Interest cost		228	267
Plan participants' contributions		200	217
Medicare Part D subsidy received		24	(6)
Actuarial loss (gain)		(271)	(123)
Benefits paid		(522)	(529)
Benefit obligation at end of year		7,645	7,715
Change in plan assets:			
Fair value of plan assets at beginning of year		—	—
Employer contribution		298	318
Plan participants' contributions		200	217
Medicare Part D subsidy received		24	(6)
Benefits paid		(522)	(529)
Fair value of plan assets at end of year		—	—
Funded status	$	7,645	7,715

	June 30			
	2017		**2016**	
	Medical	**Drug**	**Medical**	**Drug**
Discount rate used to value obligations	3.45 %	3.45 %	3.04 %	3.04 %
Discount rate used to value expenses	3.04	3.04	3.89	3.89
Weighted average healthcare cost trend:				
Initial trend rate	7.50	7.50	6.00	6.00
Ultimate trend rate	5.00	5.00	5.00	5.00
Year ultimate trend rate attained	2019	2019	2018	2018

		June 30	
		2017	**2016**
Components of net periodic postretirement benefit cost:			
Service cost	$	271	228
Interest cost		228	267
Amortization of actuarial loss		22	—
Net amortization of unrecognized prior service cost		(285)	(285)
Net periodic postretirement benefit cost	$	236	210

		June 30	
		2017	**2016**
Postretirement related changes other than net periodic benefit cost:			
Actuarial gain	$	271	123
Net amortization of unrecognized prior service cost		(263)	(285)
Total recognized in nonoperating activities	$	8	(162)

CONNECTICUT COLLEGE

Notes to Financial Statements

June 30, 2017

(with comparative information as of and for the year ended June 30, 2016)

(Dollars in thousands)

The assumed healthcare cost trend rate has a significant effect on the amounts reported. A one-percentage-point change in the assumed healthcare cost trend rate would have the following effects:

	2017	2016
Impact of 1% increase in healthcare cost trend:		
On interest cost plus service cost during past year	$ 62	64
On accumulated postretirement benefit obligation	569	526
Impact of 1% decrease in healthcare cost trend:		
On interest cost plus service cost during past year	$ (52)	(38)
On accumulated postretirement benefit obligation	(497)	(449)

Estimated future benefit payments, net of employee contributions and expected Medicare Part D Subsidy, are as follows:

	Estimated benefit payments
Year beginning July 1:	
2017	$ 436
2018	439
2019	489
2020	514
2021	534
2022–2026	2,929

Effective July 1, 2007, the College adopted the Emeriti Retiree Health Plan and began funding separate health accounts for eligible employees for retirement medical expenses under a defined contribution plan. For employees who were nearing retirement at the time the defined benefit plan was closed, the College provides a transition benefit in the defined contribution plan. Total postretirement medical expenses for the Emeriti Retiree Health Plan for fiscal years ended June 30, 2017 and 2016 was $247 and $244, respectively.

(Continued)

(12) Components of Temporarily and Permanently Restricted Net Assets

The following represents the various components of net assets as of June 30, 2017 and 2016:

		2017	2016
Temporarily restricted net assets:			
Endowment and accumulated/unspent income and gains	$	86,710	70,228
Contributions receivable, net		11,032	12,726
Restricted for plant additions		2,686	1,889
Assets held in trust and split-interest agreements		2,591	2,476
Other donor restricted funds		8,921	9,042
Total temporarily restricted net assets	$	111,940	96,361

		2017	2016
Permanently restricted net assets:			
Student loan funds	$	418	418
Contributions receivable, net		9,804	10,049
Assets held in trust and split-interest agreements		10,999	10,243
True endowment funds restricted for the following purposes:			
Instruction		67,077	66,027
Financial aid		41,681	39,484
Academic support		9,821	9,666
Student services		7,847	7,810
General institutional or undesignated		26,132	25,749
Total endowment net assets		152,558	148,736
Total permanently restricted net assets	$	173,779	169,446

25 (Continued)

Temporarily restricted net assets for the years ended June 30, 2017 and 2016 were released from donor restrictions as a result of incurring expenses satisfying the restricted purposes or by the occurrence of other events specified by donors. Such assets were utilized to fund expenditures in the following categories:

	2017	2016
Instruction and research	$ 4,873	5,762
Financial aid	3,181	3,062
Public service	13	7
Academic support	1,369	1,184
Student services	832	1,033
General institutional	1,657	2,294
Total operating net assets released from restrictions	11,925	13,342
Plant and other nonoperating	1,170	858
Total nonoperating net assets released from restrictions	1,170	858
Total net assets released from restrictions	$ 13,095	14,200

(13) Commitments and Contingencies

The College is subject to certain legal proceedings and claims that arose in the ordinary course of its business. In the opinion of management, the amount of the ultimate liability with respect to those actions will not materially affect the financial position of the College.

(14) Subsequent Events

The College evaluated subsequent events for potential recognition or disclosure through October 23, 2017, the date on which the financial statements were available to be issued. No subsequent events were identified.