

THE BLUE BOOK

Departmental Staffing and Enrollment Data

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Office of Institutional Research and Planning

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CONNECTICUT
COLLEGE

DEPARTMENTAL ENROLLMENT AND STAFFING DATA

“The Blue Book”

The Blue Book is designed to be of use to the Dean and Associate Dean of Faculty, department chairs and program directors, the Faculty Steering and Conference Committee, the Educational Planning Committee, the Academic and Administrative Procedures Committee, and others interested in academic staffing, curricular offerings, and graduation trends.

The two main aims of the Blue Book are (1) **to inform deliberations about staffing needs** by quantifying the work of the faculty in each department in the most recent year and in prior years, and (2) **to describe the curriculum** as a whole each year to indicate enrollment patterns, trends in the offering of different types of courses (General Education and writing courses, for example), and trends in different types of student achievement (interdisciplinary certificates, for example).

Specifically, Blue Book data can inform discussions of questions about teaching, learning, and staffing at Connecticut College such as:

- How many courses do we offer each year? What is the average class size?
- How many General Education and Connections courses are offered, and by which departments?
- Which departments offer the “W” courses that allow students to fulfill the College’s writing requirement?
- What are the most common majors and minors at the College, and what trends have we seen over time?
- Where do the College’s enrollment pressures lie? Do we need more courses, more faculty, better distribution of students across courses, etc.?
- What evidence of faculty workload and student accomplishments can a department provide to the FSCC in support of a staffing request?
- How many students have earned certificates from one of the College’s Four Centers, the teacher certification program, or the museum studies program over time? What have these students’ majors been? How many students completed Integrated Pathways?

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A Snapshot of Academic Year 2019-20 Course Offerings

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Overview

The “Blue Book” examines the previous year’s course offerings, enrollments, and outcomes from a variety of angles, permitting comparisons within and among departments, annually and over time. In addition to the staffing implications of departments’ course offerings and student enrollment in those courses, examining an academic year’s worth of data sheds light more broadly on the state of the College’s curriculum, general education program, and student achievements and outcomes. Comparing multiple years of such data can reveal trends in course and program offerings and student demand for those offerings. The following overview of the 2019-20 academic year aims to give context to the multi-year data presented in subsequent sections of the Blue Book.

Total academic offerings

A comprehensive look at the previous year’s academic offerings includes numerous types of courses and instructional activities. In addition to “regular courses” (defined below), departments variously offer 1- and 2-credit courses, studio art courses, credit-earning fieldwork and internships, Foreign Language Across the Curriculum (FLAC) sections, supervised honors and individual study work, laboratory sections and supervised lab work, supervised student teaching, and seminar or colloquium series (for majors or certificate program students). Academic year 2019-20 enrollment totals for each of these course types are shown in Table 1. Tallies for each of these course types *by department* appear later in this section.

TABLE 1. All 2019-20 Connecticut College academic offerings

	Fall 2019		Spring 2020		AY 2019-20	
	# sections	Total enrollmts.	# sections	Total enrollmts.	# sections	Total enrollmts.
Regular courses	394	6,756	397	6,605	791	13,361
Laboratory sections	59	745	56	719	115	1,464
Individual study	93	121	113	230	206	351
Honors study	38	55	33	45	71	100
Studio art instruction	8	17	7	16	15	33
Music instruction (1, 2 or 4 credit)	38	205	45	242	83	447
Student teaching	2	3	2	4	4	7
1-credit courses	25	282	35	521	60	803
2-credit courses	24	256	17	186	41	442
Fieldwork/Internship/Practicum	33	143	18	80	51	223
Seminar series	6	83	9	87	15	170
Foreign Lang. across the Curriculum	6	29	12	61	18	90
TOTALS	726	8,695	744	8,796	1,470	17,491

“Regular courses”

Getting definitive counts of the number of courses taught at the College each year requires distinguishing “regular courses” from other academic offerings. Most of the enrollment tallies in the Blue Book reflect regular courses so that student and faculty experiences are treated as consistently as possible across disciplines and divisions of the College and so that we are roughly comparing apples to apples when discussing course offerings and enrollments.

Regular courses as discussed here are those in which multiple students earn at least four credit hours for meeting regularly in a classroom with an instructor. Examples of academic offerings *not* counted as regular courses under this definition include the other types of classes listed above in Tables 1-3, such as the following:

Courses numbered:	Description:
291, 292, 391, 392, 491, 492	Individual study (fall semester sections of this end in “1”)
295, 296, 395, 296, 495, 496	Fieldwork/internships (fall semester sections end in “5”)
497, 498	Supervised honors study research (fall semester sections end in “7”)
ART 335, 336	Individual studio art instruction
ART 449, 450	Senior art seminar
AT 401, 402	Senior seminar (1 credit)
BIO/BOT 293, 294	Biology/Botany seminar series (2 credits)
CA 201A	Community Action service learning (2 credits)
CHM 229, 230	Methods of Chemical Research (2 credits)
DAN 112, 113, 116	Yoga, Pilates, Ballroom Dance (1 credit each)
DAN 118	Drumming (2 credits)
EDU 103	AIDS, Drug Prevention and Conflict Resolution (1 credit)
MUS 115, 118, 215	Instrumental/vocal study (2 credits)
MUS 220	Ensemble groups (1 credit)
PHE 101, 102, 103, 104, 105	Physical education (1 credit)
THE 213, 214, 215, 216, 217, 218	Practicum in theater

A word about laboratory sections

Laboratory sections are offered as components of regular courses in a number of departments – mainly in the natural sciences, but also in a handful of music and social science courses as well. Unless otherwise indicated, tallies of regular courses herein exclude laboratory sections, which are tabulated separately. Totals for both appear in Tables 1-3 above as well as elsewhere in the Blue Book. For example, in tallies of “regular courses,” CHM 103 is counted as one course even though in Fall 2019, the course had ten lab sections (which are also tallied, separately, in the tables).

The Blue Book does not count labs as regular courses or double count their enrollments, but it also does not use “course enrollments” as the basis for summary graphs such as the scatterplot that appears under section 2 in this book. Instead, the Blue Book’s use of “contact minutes” is used to gauge departmental workloads. (This metric is explained in greater detail on pages 22-23 below). This approach works for all departments and course arrangements and thus captures all instructional time devoted to a course, regardless of what form it takes (lectures, labs, film screenings, recitations, etc.).

Counting crosslisted and coterminous courses

To arrive at an accurate count of courses, one first must combine all versions of crosslisted courses and courses that met jointly so that each is counted only once. A crosslisted course looks like two or more courses in the College course schedule even though it is taught as a single course in one classroom regardless of how students have registered. For example, in Spring 2020, students could register for Introduction to American Studies as REL 201, AMS 201D, or HIS 201, even though it met as a single course. **For the purposes of tabulating how many discrete courses were taught and what their**

enrollments were, all versions of each crosslisted course have been combined and counted once, treating it as a single course.

Some courses that are not formally crosslisted appear separately in the course schedule but meet together at the same time and place. For example, in Spring 2020, DAN 162 and DAN 262 (West African Dance I and West African Dance II) met at the same time and place and were thus treated as a single course for the purposes of Blue Book calculations.

Instruction by different types of faculty members

There has been increasing interest in understanding what kinds of faculty members teach each type of course. While there is no set of official College categories for every kind of instructor who teaches during a year, the Office of Institutional Research and Planning has developed a typology that allow us to distinguish among five sorts of instructor. Table 2 presents the raw numbers, and we see in Table 3 that 63% of 2019-20 “regular courses” were taught by tenured or tenure-track faculty members.

TABLE 2. 2019-20 Connecticut College academic offerings by instructor type: Number of sections taught by each type of faculty member

COURSE TYPE	Tenured/ Tenure track	Lecturer/ Senior Lecturer	Continuing Part Time	Visitor/ Adjunct	Administra- tors/staff who teach	TOTALS
Regular courses	500	49	24	203	15	791
Laboratory sections	45	33		36	1	115
Individual study	156	6	10	12	22	206
Honors study	68		2	1		71
Studio art instruction	13			2		15
Music instruction (1, 2 or 4 credit)	4			79		83
Student teaching	4					4
1-credit courses	12			31	17	60
2-credit courses	21		2	11	7	41
Fieldwork/Internship/Practicum	32	4	3	3	9	51
Seminar series	10			2	3	15
Foreign Lang. across the Curriculum	10	4		4		18
TOTALS	875	96	41	384	74	1,470

TABLE 3. 2019-20 Connecticut College academic offerings by instructor type: Percentage of each type of course taught by each type of faculty member

COURSE TYPE	Tenured/ Tenure track	Lecturer/ Senior Lecturer	Continuing Part Time	Visitor/ Adjunct	Administra- tors/ staff who teach	TOTALS
Regular courses	63%	6%	3%	26%	2%	100%
Laboratory sections	39%	29%	0%	31%	1%	100%
Individual study	76%	3%	5%	6%	11%	100%
Honors study	96%	0%	3%	1%	0%	100%
Studio art instruction	87%	0%	0%	13%	0%	100%

COURSE TYPE	Tenured/ Tenure track	Lecturer/ Senior Lecturer	Continuing Part Time	Visitor/ Adjunct	Administra- tors/ staff who teach	TOTALS
Music instruction (1, 2 or 4 credit)	5%	0%	0%	95%	0%	100%
Student teaching	100%	0%	0%	0%	0%	100%
1-credit courses	20%	0%	0%	52%	28%	100%
2-credit courses	51%	0%	5%	27%	17%	100%
Fieldwork/Internship/Practicum	63%	8%	6%	6%	18%	100%
Seminar series	67%	0%	0%	13%	20%	100%
Foreign Lang. across the Curriculum	56%	22%	0%	22%	0%	100%
TOTALS	60%	7%	3%	26%	5%	100%

Course offerings by level

Counting according to the method just described yields a total of 791 regular courses for the 2019-20 academic year. (By comparison, the figures for the previous five academic years were 768, 765, 740, 746, and 793, respectively.) Table 4 indicates the breakdown of these courses by level. As in previous years, roughly a third of the courses offered in 2019-20 were at the 100 level, about a third were at the 200 level, and the remaining third were at the 300 and 400 levels combined. In terms of enrollments, these levels of courses accounted for about 40%, 40%, and 20% of all regular-course enrollments, respectively.

TABLE 4. 2019-20 regular courses by semester and level

COURSE LEVEL	Fall 2019			Spring 2020			AY 2019-20		
	# sections	Total enrollmts.	Average enrollmt.	# sections	Total enrollmts.	Average enrollmt.	# sections	Total enrollmts.	Average enrollmt.
100	155	3,129	20.2	107	2,311	21.6	262	5,440	20.8
200	135	2,341	17.3	161	2,848	17.7	296	5,189	17.5
300	70	925	13.2	82	1,020	12.4	152	1,945	12.8
400	34	361	10.6	47	426	9.1	81	787	9.7
ALL LEVELS	394	6,756	17	397	6,605	17	791	13,361	17

General education and Connections courses

The online course schedule indicates various course “attributes” -- which ones satisfy each of the seven general education (GE) areas and five Modes of Inquiry. (Note that in the Fall 2017 Blue Book we began reporting general education courses under the Connections “MOI” framework as well. The Class of 2019 was the last full class to graduate under the old seven-area GE requirements.) Table 5 shows the 2019-20 GE offerings by course level. The table shows that, while there is a lot of variation in the number of courses offered in the respective GE areas, the total *enrollments* in each area are somewhat more consistent, with the exception of the social sciences. In some cases, variations are the result of differences in enrollment caps across the seven areas. When enrollment caps are taken into account, the College’s general education program looks reasonably balanced in terms of the numbers of students who fulfill requirements in the areas each year. There is also evidence of redundancy in students’ fulfillment of GE requirements, meaning that some students take more than one GE course in one or more areas, presumably to begin fulfilling major requirements or to satisfy their curiosity rather than a GE requirement. This may account for the higher enrollments in Area 3 and MOIE – the social and