

Career and
Professional
Development
Institute

Graduation
Survey
Report

2020 - 2021

The City College
of New York

Division of Student Affairs

Career & Professional Development Institute NAC 1/116

160 Convent Avenue New York, NY 10031 (212) 650-5327

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EXECUTIVE SUMMARY

To examine employment trends at the time of graduation, student satisfaction, and completion of internship and experiential learning of recent graduates at the City College of New York, the College surveyed 897 undergraduate and graduate students who applied for graduation in the spring semester of the 2020-2021 academic year. In the spring, 2366 students applied for graduation and were given the survey. A total of 1101 students replied to the survey. After the survey closed, a comparison was done with those that applied for graduation against the students that graduated, a total of 897 responses were retained.

Overall, twenty-nine percent (260 of 897) of respondents were employed before graduation. Twenty-two percent (194 of 897) of survey participants had a full-time position, and 9% (83 of 897) were employed in other ways including part-time job, internship, and fellowship. Fifteen percent (137 of 897) of respondents were applying to or had been accepted in an advanced degree program. Forty-seven percent (423 of 897) were still seeking employment, and approximately 7% (60 of 897) were not seeking employment or additional education at the time of the survey.

Upon the time we collected data for this survey, 74% (314 of 423) indicated they started their search for a job related to their career field.

Regarding internships and experiential learning, 38% (343 of 897) of students had completed an internship while at CCNY, and 30% (267 of 897) of students had participated experiential learning besides completing internships while they were completing their degrees.

The majority of 2020/2021 graduates with a full-time position were earning wages from \$50,001 and more, at 72% (122 of 172). Most employed graduates, 32% came from the School of Education, 28% from Grove School of Engineering, and 15% from the Colin Powell School for Civic and Global Leadership. The top earners, \$70,001 and more, 55% (27 of 49) came from the Grove School of Engineering. Among graduates earning \$80,001 or more, the Grove School of Engineering also had the largest share of 71% (17 of 24).

Overall, student satisfaction was high with 86% (768 of 897) of the graduates responding that they would recommend CCNY to family and friends. Additionally, 81% (728 of 897) of the graduates felt CCNY academically prepared them for their career field.

The survey also analyzed information about the following areas:

- Academic Advisor – student satisfaction with academic advising services including accessibility of academic advisors
- CPDI services - eight different services provided to students and alumni to guide them to explore major and career options
- Internship completion – the frequency of completing internship while students are in CCNY
- Experiential learning – the frequency of participating a variety kinds of experiential learning experience while students are in CCNY

- Faculty – the effect of faculty support on student’s academic success and career preparation
- Student satisfaction – how students are satisfied with a variety of CCNY services

While the report does not explore this, it should be noted students graduated amid the COVID-19 pandemic.

INTRODUCTION

The City College of New York (CCNY) surveyed undergraduate and graduate students who applied for graduation in the 2020/2021 academic year to collect data about the job prospects of graduating students and their professional activities after graduation. Since there is also a strong focus on enrollment as well as experiential learning, the survey also collected data on student satisfaction with academic, student and administrative services offered at CCNY and involvement with internships and experiential learning while pursuing their degree. The main research questions were:

- How many students were employed, had accepted a job offer or were planning on attending graduate school at the time of graduation?
- What are the job search behaviors of those students seeking employment?
- How many students are completing internships and experiential learning opportunities while completing their degrees?
- Are students satisfied with the academic, administrative and students services at CCNY and will they refer their friends and family?
- What are the academic trends of graduates across schools and divisions?

The survey was accessible via student's Career Connection account as well as administered electronically through a link that was emailed to students' CityMail account. Of the 1,941 students that graduated in the Spring 2021 semester, a total of 897 responded to the survey, a response rate of 46%. There was a total of 103 survey questions, some of which are follow-up questions prompted based on specific answers.

The data consisted of three main types:

- Interval measurements such as age range and salary range
- Distinguishing categorical data that indicated mutually exclusive attributes such as gender or ethnicity
- Data that indicated the absence or presence of an attribute, such as if a respondent used CPDI services or if a respondent has taken internship or experiential learning.

METHODOLOGY

The data was analyzed using frequency tables, chi-square tests, and Wilcoxon rank-sum tests. Statistical analyzes were conducted at a p-value ≤ 0.05 .

DEMOGRAPHICS

Gender was examined by finding the number of males, females and those who chose not to indicate their gender. Ethnicity was examined by finding the number of graduates who were Asian, Black, Hispanic, Native Hawaiian or Other Pacific Islander, White, Non-resident Alien, those who have two or more races, and those who chose not to indicate their ethnicity. Age was examined by finding the number of students that fell into specific age groups: under 19, 20-25, 26-30, 31-35, 36 or greater, and no response. Demographic variables were also observed across schools and divisions.

EMPLOYMENT STATUS AND INCOME

Employment status at the time of graduation was examined by finding the number of graduates who were employed full time or had accepted a full-time job offer, who employed in other ways, planning to attend graduate school and who were seeking employment opportunities.

Salary ranges were examined by finding the number of graduates who made < \$9,999, \$10,000-\$20,000, \$20,001- \$30,000, \$30,001- \$40,000, \$40,001- \$50,000, \$50,001- \$60,000, \$60,001 – \$70,000, \$70,001-\$80,000, \$80,001 – \$90,000, and \$90,001 or more.

Salaries for respondents who indicated that they were seeking employment opportunities or chose not to report were recoded \$0 salary.

USE OF CPDI SERVICES

CPDI use was examined by finding the number of graduates who used CPDI services and those who did not. The analyst created a CPDI Services Index, with a score of 1 for each service respondents used. Respondents could score from 0 (no services used), to 8 (used all 8 services). The CPDI Index was examined by finding the number of services used by each respondent. Cross tabulation was used to find the relationship between CPDI use and gender, between CPDI use and schools/division, and between CPDI use and employment status at the time of graduation.

INTERNSHIPS and EXPERIENTIAL LEARNING

Frequency tables were used to observe the number of students that participated in internships and experiential learning opportunities during their time at City College. Cross tabulations were then used to observe any relationships between internships across schools and divisions

JOB SEARCH

The data of students who are seeking employment are investigated into two questions, 1) how long students have searched for jobs and 2) when they began job hunting, so that we have better understanding of the status of students who are seeking employment.

MAJORS, SCHOOLS, AND DIVISIONS

Majors were examined by finding the number of graduates in each of the 60 majors listed on the survey.

The relationship between academic major and employment status was examined using cross tabulation. Cross tabulation was also used to examine the relationship between academic major and salary range. Academic majors with cross tabulations were manually sorted according to the 8 schools and divisions at CCNY, Undecided and a category called "All Majors." The 8 schools and divisions at CCNY are: the Colin Powell School for Civic and Global Leadership, School of Education, Division of Humanities and Arts, Division of Science, The Grove School of Engineering, The Bernard and Anne Spitzer School of Architecture, Division of Interdisciplinary Studies, and The CUNY School of Medicine / The Sophie Davis Center of Biomedical Education.

STUDENT SATISFACTION

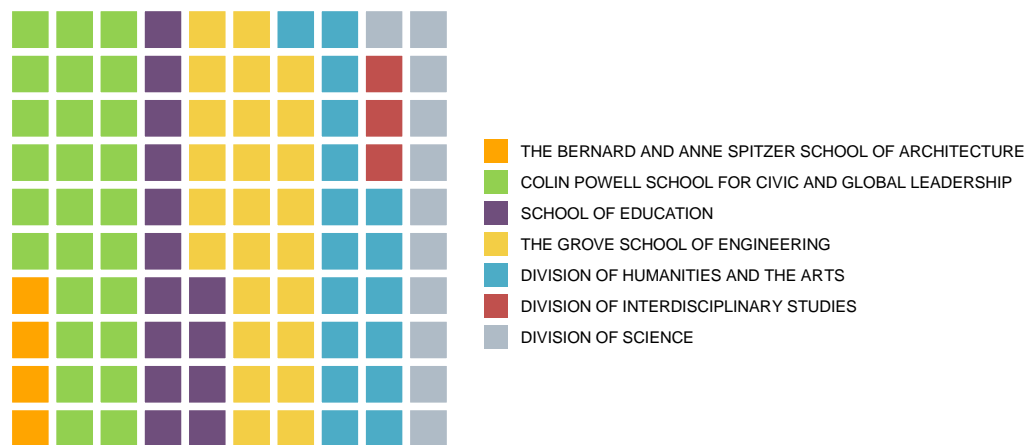
Chi-square tests and cross tabulations were utilized to investigate the relationships between academic preparation and plans after graduation, faculty access, faculty care, and recommending CCNY. The logistic regression was used to examine the relationship between recommending CCNY and academic preparation, faculty access, and faculty care. The associations between ratings for academic and administrative services and recommending CCNY were tested and interpreted using Wilcoxon rank-sum test and cross tabulations.

DEMOGRAPHICS

DIVISIONS

The largest share of survey participants come from the Colin Powell School, at 26% (231 of 897), followed by the Grove School of Engineering at 25% (226 of 897) and the Division of Humanities and Arts at 18% (162 of 897). Under 15% of survey participants were from the School of Education (14% or 124 of 897) and the Division of Science (11% or 101 of 897). One survey participant was from the School of Medicine, of a percentage of under one percent. About 3% of survey participants were from the Division of Interdisciplinary Studies (23 of 897) and the Spitzer School of Architecture (29 of 897).

Figure 1. Proportion of Graduating Class Across Schools and Divisions



GENDER

Fifty-five percent (495 of 897) of respondents were female, 38% (342 of 897) were male, and 7% (60 of 897) did not respond. There was a greater share of female students across most schools and divisions. In the Colin Powell School, 63% (145 of 231) of students were female and 29% (68 of 231) were male. Similarly, the School of Education had a majority share of female students at 73% (91 of 124). Sixty-one percent (92 of 152) of students in the Division of Humanities and Arts, and 57% (58 of 101) of students in the Division of Science were female. The Grove School of Engineering had the largest share of male students, at 67% (152 of 227). The School of Medicine only had one survey participant, and the School of Interdisciplinary Studies only had female survey participants, so could not be compared to other categories.

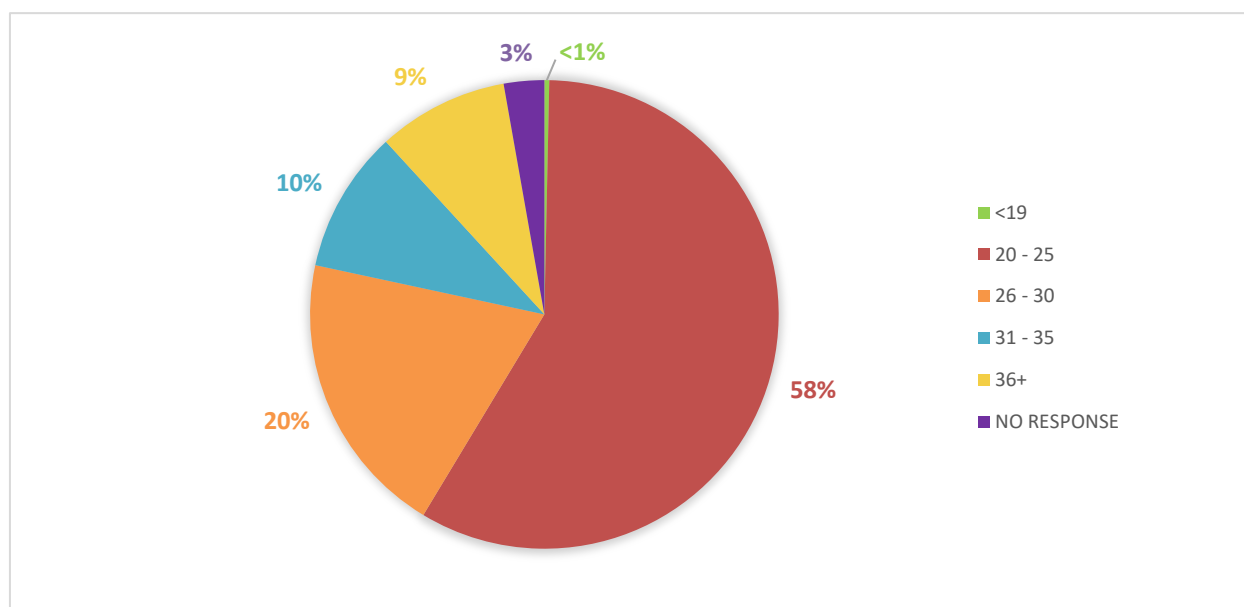
Table 1: Gender Distribution Across Schools/Divisions

School/Division	Female	Male	No Response	Total
THE BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE	23	11	4	38
	61%	29%	11%	100%
CUNY SCHOOL OF MEDICINE	1	-	-	1
	100%	-	-	100%
COLIN POWELL SCHOOL FOR CIVIC AND GLOBAL LEADERSHIP	145	68	18	231
	63%	29%	8%	100%
SCHOOL OF EDUCATION	91	28	5	124
	73%	23%	4%	100%
THE GROVE SCHOOL OF ENGINEERING	62	152	12	226
	27%	67%	6%	100%
DIVISION OF HUMANITIES AND THE ARTS	92	49	12	153
	61%	32%	7%	100%
DIVISION OF INTERDISCIPLINARY STUDIES	23	-	-	23
	100%	-	-	100%
DIVISION OF SCIENCE	58	34	9	101
	57%	34%	9%	100%

AGE RANGE

Among survey participants, close to 60% (523 of 897) were between the ages 20-25 and 20% (177 of 897) of participants were between 26-30 years of age. About 20% (169 of 897) of participants were older than thirty, and 9% (81 of 897) were aged 36 or older. Less than 1% (3 of 897) were under age 19.

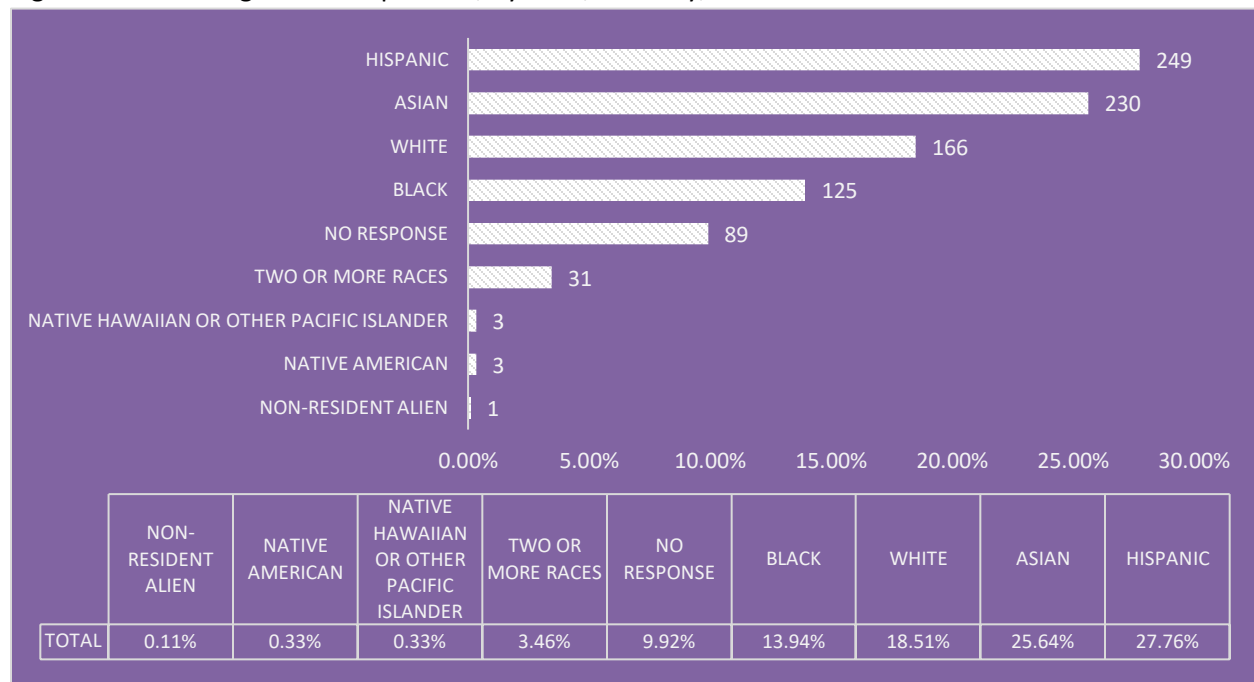
Figure 2. Age Distribution of Graduating Class



RACE/ETHNICITY

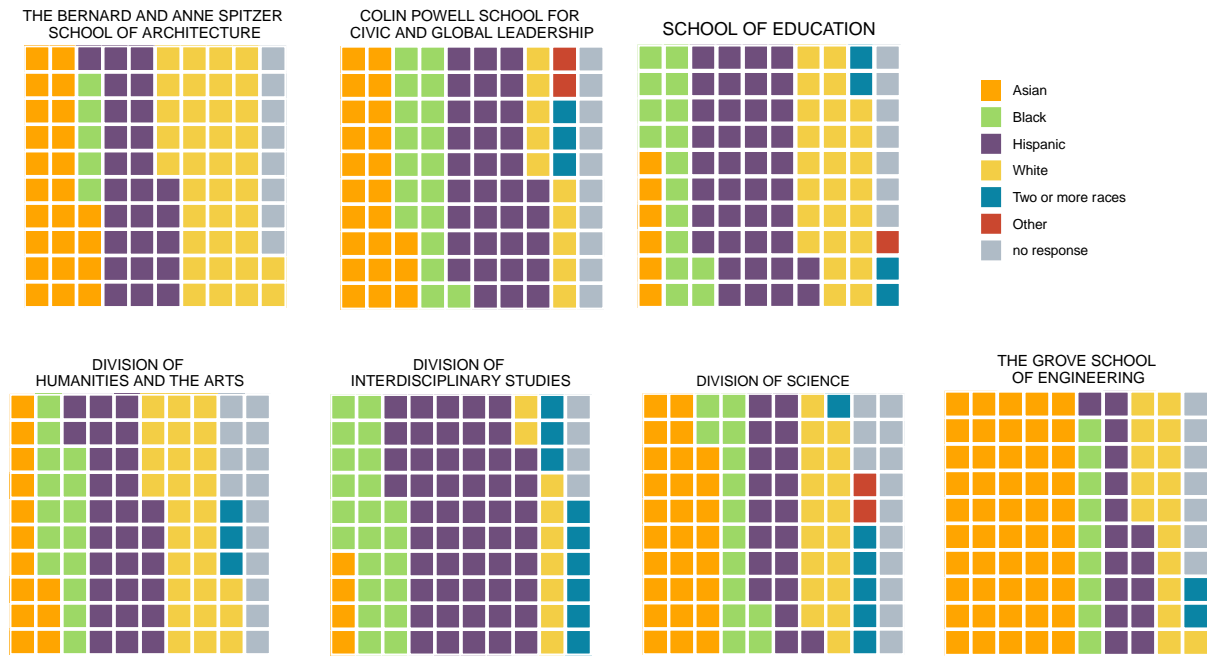
Figure 3 describes the race/ethnicity of the graduating class, and Figure 4 describes the share of students across schools and divisions by race/ethnicity. The largest share of students graduating were Hispanic, at 27.76% (249 of 897), followed by Asian students at 25% (230 of 897). One-fifth (166 of 897) of students graduating were white, and 15% (125 of 897) were Black. Less than 5% of students graduating were non-resident immigrants (1 of 897), Native American (3 of 897), or Native Hawaiian or other Pacific Islander (3 of 897).

Figure 3. Graduating Class Composition, By Race/Ethnicity, 2021



Of those graduating, The Grove School of Engineering had the largest share of Asian students, at 50% (111 of 226) compared to other schools and divisions, while the majority of students graduating from the Division of Interdisciplinary Studies were Hispanic, at 52% (12 of 23) followed by Black students at 22% (5 of 23). Compared to other schools and divisions, the Spitzer School of Architecture had the largest share of white students graduating at 37% (10 of 29), followed by the Division of Humanities and Arts, at 27% (41 of 162).

Figure 4. Graduating Class by Race/Ethnicity, 2021

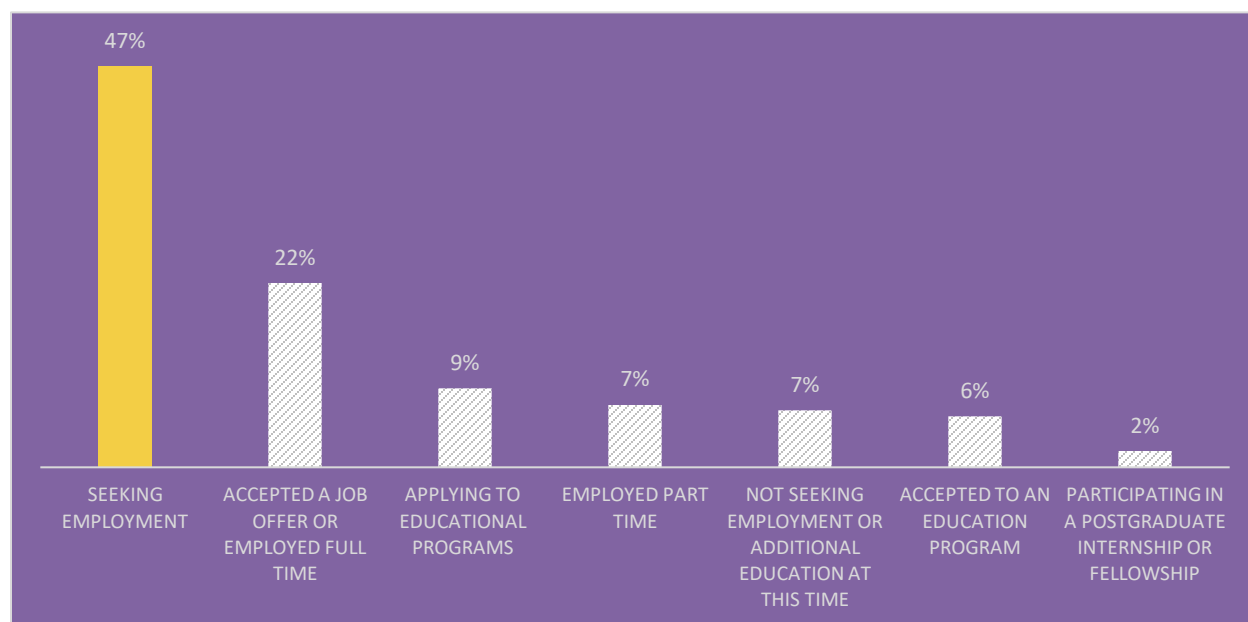


PLANS AFTER GRADUATION

EMPLOYMENT AND ADVANCED DEGREE PROGRAMS

Nearly half of students graduating were seeking employment, at 47% (423 of 891) while close to a third either accepted a job offer or were employed full or part-time, at 29% (194 of 897). Overall, about 15% (137 of 897) of students were either applying to or were accepted into an educational program. Less than 2% (17 of 897) of students graduating participated in an internship or fellowship after graduation, and about 7% (60 of 897) of students were not looking for work or applying to educational programs after graduating.

Figure 5. Employment and Advanced Degree Programs

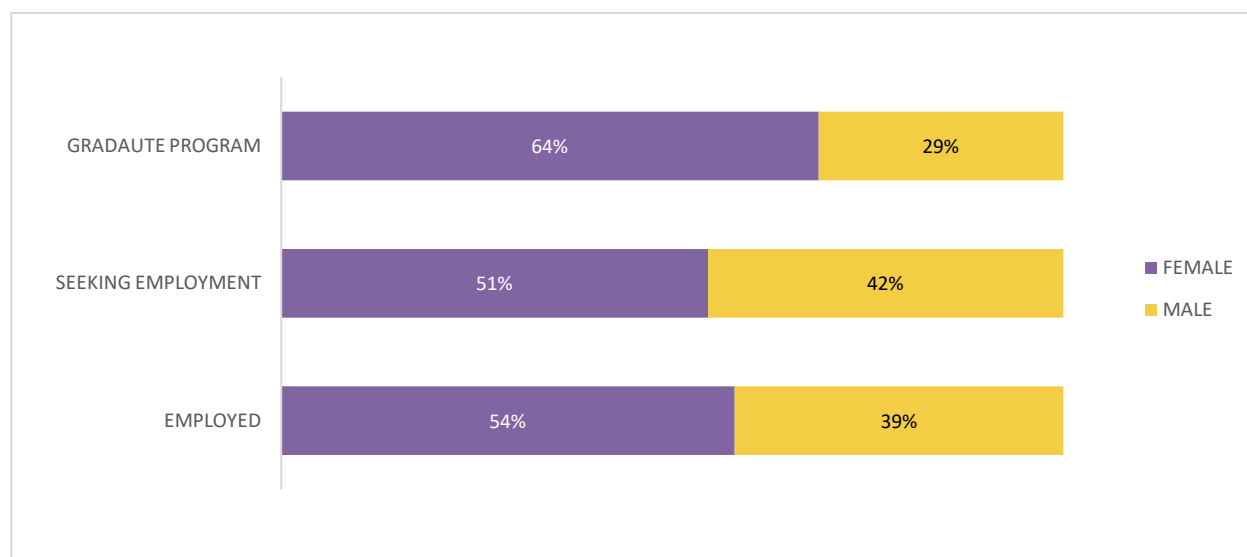


GENDER, EMPLOYMENT AND GRADUATE SCHOOL

In association with gender, 54% (141 of 260) of students graduating who were employed full or part-time or had a job offer were female, while 39% (102 of 260) were male. Graduates planning on attending or applying to graduate school, were significantly more female than male: 67% (126 of 195) were female while 32% (60 of 195) were male. Among students seeking employment, 51% (215 of 423) were female.

Females applying to graduate school were more than two times greater than males heading to graduate school. Of those planning on attending or applying to graduate school, 64% (88 of 137) were female, while 29% (40 of 137) were male.

Figure 6. Plans After Graduation, By Gender



ETHNICITY, FULL TIME/PART TIME EMPLOYMENT AND GRADUATE SCHOOL

Table 2 describes the proportion of students employed or with plans for graduate school, by race/ethnicity. About a third (29% or 260 of 897) of survey participants stated they were employed full or part time, and 15% (137 of 897) of students were applying to or were accepted into a graduate program. Compared to other race/ethnicities, Hispanic students were the highest share to either be employed full or part-time or accept a position, at 28% (74 of 260). White students and Asian students had the second and third largest share of employment rates at 22% (57 of 260) and 20% (52 of 260), respectively.

Among students applying or accepted to graduate school, Hispanics were also the largest share compared to other race/ethnicities with plans for graduate school, at 28% (38 of 137). This is followed by Asian students at 23% (32 of 137), and white students at 21% (29 of 137). Black students held one of the lowest shares of students that were employed, a total of 14% (36 of 260) or had plans for graduate school, at 13% (18 of 137).

Hispanic and Asian students were also the largest share of participants seeking employment. Of the 423 students looking for work, 26% (112 of 423) were Hispanic, 31% (131 of 423) were Asian. Among other students seeking employment, 17% (70 of 423) were white, 12% (52 of 423) were Black, and less than 5% were Native American or two or more races.

Table 2: Proportion of Students Employed or Plans for Graduate School, By Race or Ethnicity

	Applying or Accepted into a Graduate Program		Employed or Accepted Position	
	Count	%	Count	%
Hispanic	38	28%	74	28%
White	29	21%	57	22%
Asian	32	23%	52	20%
Black	18	13%	36	14%
No Response	13	9%	23	9%
Two or more races	7	5%	14	5%
Native Hawaiian or Other Pacific Islander	-	-	3	1%
Non-resident Alien	-	-	1	>1%
Total	137	100%	260	100%

DIVISION, EMPLOYMENT AND GRADUATE SCHOOL

Among students employed or that have plans for graduate school, the largest share came from the Colin Powell School, The School of Education, and the Grove School of Engineering. Students from the Spitzer School of Architecture or the School of Medicine did not report any plans for graduate school. Among those that accepted a position or were employed full time, 25% (66 of 260) were from the School of Education, and 27% (70 of 260) were from the Grove School of Engineering. Just above 10% were either from the Division of Science (16 of 260) and the Spitzer School of Architecture (12 of 260). The School of Medicine had 1 survey participant who did not indicate employment or plans for graduate school, so was not included in the analysis.

Among Students seeking employment, 30% came from both the Grove School of Engineering (129 of 423) and Colin Powell School (129 of 423). Less than 20% (69 of 423) of students were from the Division of Humanities and a bit over 10% (46 of 423) of students seeking employment were from the Division of Science.

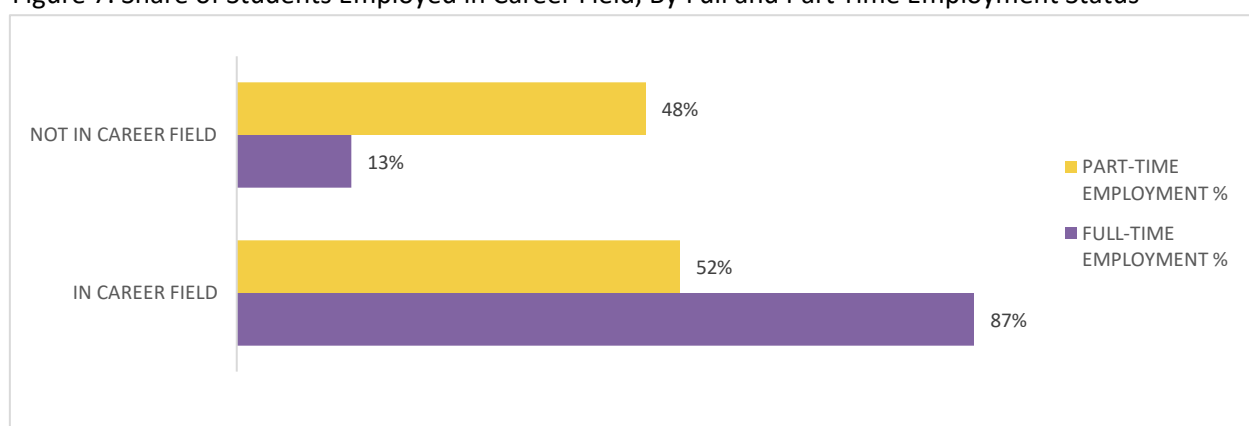
Table 3. Proportion of Students Employed or Plans for Graduate School, By School/Division

School/Division	Employed or Accepted Position		Applying or Accepted into a Graduate Program		Seeking Employment	
	Count	%	Count	%	Count	%
THE BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE	12	5%	-	-	22	5%
CUNY SCHOOL OF MEDICINE	-	-	-	-	1	0%
COLIN POWELL SCHOOL FOR CIVIC AND GLOBAL LEADERSHIP	52	20%	35	26%	129	30%
SCHOOL OF EDUCATION	66	25%	17	12%	26	6%
THE GROVE SCHOOL OF ENGINEERING	70	27%	18	13%	129	30%
DIVISION OF HUMANITIES AND THE ARTS	37	14%	22	16%	69	16%
DIVISION OF INTERDISCIPLINARY STUDIES	7	3%	11	8%	1	0%
DIVISION OF SCIENCE	16	6%	34	25%	46	11%
Total	260	100%	137	100%	423	100%

EMPLOYMENT RELATED TO CAREER GOAL

Students employed full time were likely employed in their career fields, compared to students employed part time. Across students employed full-time, nearly 90% (168 of 194) were in their career field, and among students employed part-time, a bit over 50% (34 of 66) were employed within their career field.

Figure 7. Share of Students Employed in Career Field, By Full and Part Time Employment Status



In all, among respondents that were employed either full or part time, 78% (202 of 260) reported that they were working in their career field. Across schools and divisions, the largest share employed in their career field were students from the School of Education at 95% (63 of 66), and the Spitzer School of Architecture, at 92% (11 of 12). Eighty-six percent of students were from the Grove School of Engineering (60 of 70) and the Division of Interdisciplinary Studies (6 of 7).

Table 4. Share of Students Employed in Career, By School/ Division

Schools/Division	Employed in Career	Not Employed in Career	Total
THE BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE	11	1	12
	92%	8%	100%
COLIN POWELL SCHOOL FOR CIVIC AND GLOBAL LEADERSHIP	30	22	52
	58%	42%	100%
SCHOOL OF EDUCATION	63	3	66
	95%	5%	100%
THE GROVE SCHOOL OF ENGINEERING	60	10	70
	86%	14%	100%
DIVISION OF HUMANITIES AND THE ARTS	19	18	37
	51%	49%	100%
DIVISION OF INTERDISCIPLINARY STUDIES	6	1	7
	86%	14%	100%
DIVISION OF SCIENCE	13	3	16
	81%	19%	100%

SALARIES

Among students employed, 75% (194 of 260) were employed full time, and 25% (66 of 260) were employed part time. Over 90% (47 of 51) of students employed part time earned a salary up to \$30,000, with a majority having earned between \$10,00-\$20,000, at 43% (22 of 51). Two percent of students employed part time reported salaries above \$90K a year.

A fifth (34 of 172) of students working full time earned between \$50,000-\$60,000, and over 50% (122 of 172) of students working full time were earning over \$60K. The highest share of students employed full time were earning between \$60,000-\$70,000, at 23% (39 of 172). Just under 30% (49 of 172) of students working full time were earning over \$70,000, with 15% (25 of 172) having earned between \$70K-\$80K. Four percent (7 of 172) students employed full time earned between \$80K-\$90K and 10% (17 of 172) earned above \$90,000 a year.

Table 5: Frequency of Salary Ranges

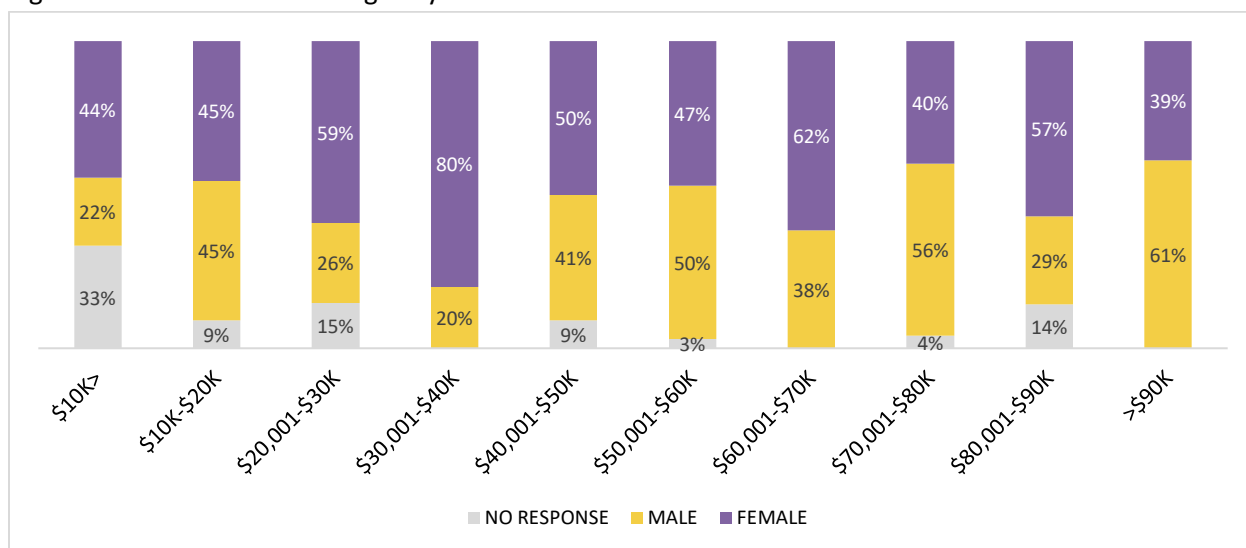
Salary Range	Full-time		Part-time	
	Count	%	Count	%
\$10>	-	-	9	18%
\$10K-\$20K	-	-	22	43%
\$20,001-\$30K	11	6%	16	31%
\$30,001-\$40K	17	10%	3	6%
\$40,001-\$50K	22	13%	-	-
\$50,001-\$60K	34	20%	-	-
\$60,001-\$70K	39	23%	-	-
\$70,001-\$80K	25	15%	-	-
\$80,001-\$90K	7	4%	-	-
>\$90K	17	10%	1	2%

SALARIES AND GENDER

Figure 8 describes the share of student income ranges, by gender. Across income ranges, the majority share of income by sex, was largely female. Almost 60% (16 of 27) of females earned between \$20-\$30K, and 80% (16 of 20) earned between \$30-\$40K a year. Over 60% (24 of 39) of female students reported earnings between \$60-\$70K and over 55% (4 of 7) reported income ranges between \$80-\$90K a year.

Students earning less than \$10,000 were largely female, at 44% (4 of 9), whereas those earning over \$90K were largely male, at 61% (11 of 18). An even share of females and males earned between \$10K-\$20K, at 45% each (10 of 22). Over 50% (14 of 25) of students that reported income ranges between \$70-\$80K were male.

Figure 8. Share of Income Ranges by Gender



SALARIES AND RACE/ETHNICITY

Table 6 shows a frequency table of salary ranges earned by graduating students, by race/ethnicity. Among employed Hispanic students, over 50% (35 of 63) earned annual salaries over \$50,000 dollars. Most Hispanic students earned between \$60-\$70K, at 19% (12 of 63). Just over 15% (10 of 63) earned between \$15-\$16K; 10% (6 of 63) earned over \$90,000; under 10% (5 of 63) reported earning between \$70-\$80K and under 5% (2 of 63) earned between \$80-\$90K annually. A bit over a fifth (13 of 63) of Hispanics earned under \$30,000, with 6% (4 of 63) earning under \$10K.

Among employed Asian students, nearly 60% (25 of 43) reported earning annual salaries greater than \$50,000 dollars. The largest share of Asian students earned between \$70-\$80K, at 21% (9 of 43), with 19% (8 of 43) earning between \$60-\$70K. Less than 5% (1 of 43) of Asian students earned over \$90,000 annually. Thirty-five percent (15 of 43) of Asian students reported earning under \$30,000 annually, with just over 15% (7 of 43) of Asians earning between \$20-\$30K, and under 10% earning less than \$10,000 dollars.

Among employed white students, over 50% (27 of 52), reported annual salaries greater than \$50,000 dollars. The largest share of white students earned between \$60-\$70K at 17% (9 of 52), with 15% (8 of 52) earning between \$50-\$60K. White students that reported earning between \$70-\$80K and over \$90K were each at 10% (5 of 52). Under 40% (18 of 52) of white students earned under \$40,000 annually. Fifteen percent (8 of 52) of white students earned between \$20-\$20K, and just under 15% (6 of 52) reported incomes between \$10-\$20K.

Among employed Black students, nearly 60% (19 of 32) reported annual salaries greater than \$50,000 dollars. The largest share of Black students earned between \$50-\$60K, at 22% (7 of 32), with 16% (5 of 32) earning between \$60-\$70K. Under 10% (3 of 32) of Black students reported earning between \$70-\$90K, and 13% (4 of 32) earned over \$90,000 annually. Less than 30% (9 of 32) of Black students reported earning under \$40,000 annually. Just under 15% (4 of 32) of Black students earned between \$20-\$30K annually. Nearly 10% earned between \$30-\$40K, and a bit over 5% (2 of 32) earned between \$10-\$20K.

Fifty-four percent (7 of 13) of students identifying with two or more races, reported annual incomes greater than \$50K. Fifty percent (1 of 2) of Native Hawaiian or Other Pacific Islanders reported earning between \$20-\$30K with 50% (1 of 2) earning between \$70-\$80K a year.

Table 6: Frequency of Salary Ranges, by Race or Ethnicity

	<\$10K	\$10K-\$20K	\$20,001-\$30K	\$30,001-\$40K	\$40,001-\$50K	\$50,001-\$60K	\$60,001-\$70K	\$70,001-\$80K	\$80,001-\$90K	\$90K<	Total
Hispanic	4	5	4	10	5	10	12	5	2	6	63
	6%	8%	6%	16%	8%	16%	19%	8%	3%	10%	100%
Asian	3	5	7	-	3	4	8	9	3	1	43
	7%	12%	16%	-	7%	9%	19%	21%	7%	2%	100%
White	-	6	8	4	7	8	9	5	-	5	52
	-	12%	15%	8%	13%	15%	17%	10%	-	10%	100%
Black	-	2	4	3	4	7	5	2	1	4	32
	-	6%	13%	9%	13%	22%	16%	6%	3%	13%	100%
Two or more races	1	1	-	3	1	1	4	1	1	-	13
	8%	8%	-	23%	8%	8%	31%	8%	8%	-	100%
Native Hawaiian or Other Pacific Islander	-	-	1	-	-	-	-	1	-	-	2
	-	-	50%	-	-	-	-	50%	-	-	100%
No Response	1	3	3	-	2	4	1	2	-	2	18
	6%	17%	17%	-	11%	22%	6%	11%	-	11%	100%

USING CPDI SERVICES

Thirty-five percent (310 of 897) of students took advantage of CPDI services. CPDI offers eight different services to students and alumni of the City College of New York, including: job fairs, workshops, employer information sessions, cover letter critique, interview preparation, job search strategies – career counseling, online job database – CCNY career connections, and resume critique. These services are offered to guide them to explore major and career options, preparing them for internship opportunities while they are in school, and sharing with them valuable resources for full-time employment.

Thirty-eight percent (343 of 897) of respondents completed at least one internship during their college years. This report also shows 30% (267 of 897) of students participated in experiential learning besides completing internships while they were completing their degrees.

Comparisons From The 2019-2020 Graduation Survey

- CPDI Service Usage
 - 35% (310 of 897) of students used CPDI services, a decline of 2 percentage points from the 37% of graduates (363 of 1041) that used CPDI in the 2019-2020 school year
- Internship
 - 38% (343 of 897) of graduates had an internship while at CCNY, a decline of six percentage points from graduates of the previous school year, at 44% (405 of 1041)
- Overall employment
 - 29% (260 of 897) of respondents accepted a job offer or were employed, a decline in 10 percentage points from last year's graduating class, at 39% (380 of 1041)
 - 15% (137 of 897) were planning or accepted an offer of graduate school, a drop of 2 percentage points from last year (17%, 165 of 1041)
- Student Satisfaction
 - 86% (768 of 897) of graduates would recommend CCNY to family and friends, a decline of 1 percentage point from the 87% of students (904 of 1041) last year.
 - 81% (728 of 897) felt CCNY academically prepared them for their career field, the same as compared to the previous school year, at 81% (847 of 1041).

Table 7 and Figure 9 provide the share of students that used CPDI services. About 35% (310 of 897) of students graduating utilized services offered from the Career Center. The most used service was resume critique, at 77% (239 of 310). A bit over 50% of students (164 of 310) attended a job fair, and 40% of students (123 of 310) attended a workshop. Over a third of students each made career counseling appointments for job search strategies (101 of 310) and utilized the CCNY Career Connections online job database (104 of 310). The least used service was interview prep, at 18% (55 of 310).

Among students that used CPDI services, about a third used at least one service (82 of 310). A fifth of students used at least two services, and over 50% (166 of 310) used three or more services.

Figure 9: Share of students using CPDI Services

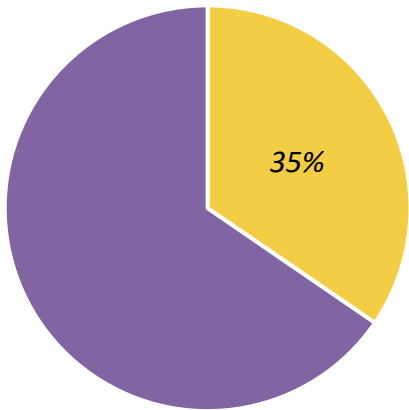


Table 7: Share of CPDI Services Used

Services	Count	%
Resume Critique	239	77%
Attended a job fair	164	53%
Attended a workshop	123	40%
CCNY Career Connections	104	34%
Career Counseling Appointment	101	33%
Information session	94	30%
Cover Letter Critique	82	26%
Interview Prep	55	18%

 USE OF CPDI SERVICES WITH SCHOOLS/DIVISIONS, PLANS AFTER GRADUATION

Table 8 shows the proportion of students that used CPDI service by schools and divisions, and plans after graduation. Across schools/divisions, almost 40% (123 of 310) of students that used CPDI services were from the Grove School of Engineering and about a third (90 of 310) were from the Colin Powell School. Eleven percent (31 of 310) of students that use CPDI services were from the Division of Science, and 20% (63 of 310) of students came from all other schools and divisions.

The largest share of students that used CPDI services were students seeking employment after graduation, at 58% (181 of 310). Almost 50% (423 of 897) of students graduating listed that they were seeking employment. Among those seeking employment, 43% (18 of 423) utilized CPDI services, indicating a relationship between the use of CPDI services with the share of graduates looking for employment. A quarter of survey participants (77 of 310) that were employed part time, and either accepted a position or were employed full time used CPDI services. Three percent (8 of 310) of students participating in a post-graduate internship or fellowship utilized CPDI services.

Table 8. Use of CPDI Services Used Across Schools/Divisions and Plans After Graduation

	Used CPI Services		Did Not Use CPDI	
	Count	%	Count	%
<i>School/Division</i>				
THE BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE	15	5%	23	4%
CUNY SCHOOL OF MEDICINE	1	0%	-	-
COLIN POWELL SCHOOL FOR CIVIC AND GLOBAL LEADERSHIP	90	29%	141	24%
SCHOOL OF EDUCATION	13	4%	111	19%
THE GROVE SCHOOL OF ENGINEERING	123	40%	104	18%
DIVISION OF HUMANITIES AND THE ARTS	31	10%	121	21%
DIVISION OF INTERDISCIPLINARY STUDIES	3	1%	20	3%
DIVISION OF SCIENCE	34	11%	67	11%
<i>Plans After Graduation</i>				
Employed	77	25%	183	31%
Graduate Program	33	11%	104	18%
Not seeking employment/additional education	11	4%	49	8%
Participating in a post-graduate internship or fellowship	8	3%	9	2%
Seeking Employment	181	58%	242	41%

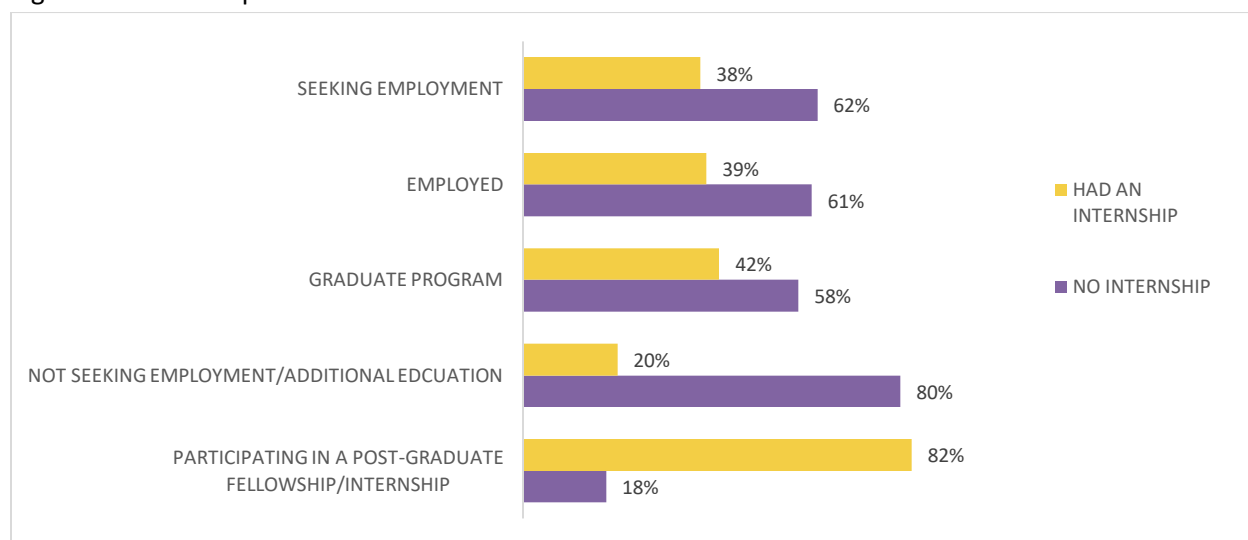
INTERNSHIPS AND EXPERIENTIAL LEARNING

INTERNSHIPS AND JOB OFFERS

Thirty-eight percent (339 of 897) of survey participants indicated they had an internship during their time at City College. Over 90% (312 of 343) of students that participated in an internship, reported it was related their career field. The proportion of students that participated internships in the 2020-2021 academic year was a drop of almost 20 percentage points of students with internships from the previous academic year.

Figure 10 is a bar chart of students plans after graduation by those that did and di not have an internship. Having an internship in school did not seem to effect students plans after graduation. Among students seeking employment, 62% (264 of 554) did not participate in an internship, compared to the 38% (159 of 343) with an internship. Similarly, there was a smaller share of students that had an internship during their time at City College that were employed, at 39% (101 of 260) compared to students with no internship, at 61% (159 of 260). Likewise, for students with plans for graduate school, 42% (57 of 137) had an internship and 58% (80 of 137) did not. The largest share of student that had an internship at City College, had plans to participate in a post-graduate fellowship or internship, at 82% (14 of 17), compared to the 18 % (3 of 17) that did not.

Figure 10. Internship In School and Plans After Graduation



 EXPERIENTIAL LEARNING AND JOB OFFERS

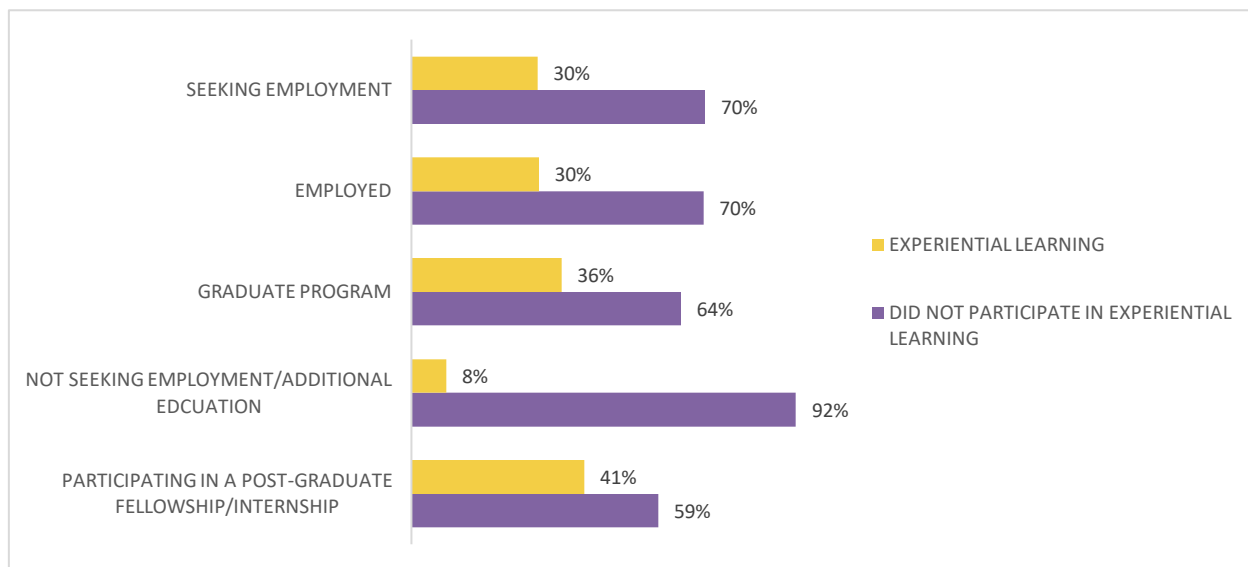
A third (265 of 897) of survey participants engaged in experiential learning besides completing an internship while at City College. Table 9 shows a frequency table of the types of experiential services used by students, and Figure 11 shows a bar chart of students plans after graduation, by whether they participated in experiential learning. The most frequently used service was student club participation at 28% (146 of 513), followed by research/field study at 22% (115 of 513) and student teaching at 13% (66 of 513). Ten percent (50 of 513) of students were employed on campus, and 8% (42 of 513) were involved in service learning/community services. Less than 5% (19 of 513) of students accessed study abroad services. Only 3% (15 of 513) of students engaged in student government, and 1% (7 of 513) used clinical preparation/practicum services.

Participating in experiential learning did not seem to have an impact on students plans after graduation (Figure 11). Among students seeking employment 70% (297 of 423) had not participated in experiential learning. Likewise, only 30% (79 of 260) of students that either accepted a position or were employed full or part time participated in experiential learning while at City College. Among survey participants with plans for graduate school, 65% (89 of 137) had not participated in experiential learning.

Table 9: Share of Experiential Services Used

Experiential Learning Opportunities:	Count	%
Clinical Preparation/Practicum	7	1%
On Campus Employment	50	10%
Research/Field Study	115	22%
Service Learning/Community Service	42	8%
Student Club Participation	146	28%
Student Government	15	3%
Student Teaching	66	13%
Study Abroad	19	4%
Other	53	10%
Total number of opportunities	513	100%

Figure 11: Experiential Learning in School and Plans After Graduation



INTERNSHIPS AND EXPERIENTIAL LEARNING ACROSS SCHOOLS/DIVISIONS

Table 10 shows the share of students across Divisions that participated in internships or experiential learning. There was a higher proportion of students across schools/divisions that had an internship than those that participated in experiential learning. The Grove School of Engineering had the largest share of students in its division that participated in an internship, at 59% (134 of 227). Thirty-nine percent (15 of 38) of students from the Spitzer School of Architecture, 34% (42 of 124) of students from the School of Education, and 34% (52 of 152) of students from the Division of Humanities and Arts participated in internships during their time at City College. The lowest share of students that had an internship was found in the Division of Interdisciplinary Studies and Division of Science at 22% (5 of 23) and 23% (23 of 101), respectively.

The Grove School of Engineering also had the highest share of students that participated in experiential learning at 42% (95 of 227). The Division of Science had the second largest share, at 35% (35 of 101), followed by the Colin Powell School at 26% (61 of 231) and the Division of Humanities, at 24% (36 of 152). The Division of Interdisciplinary Studies had the lowest share of students that participated in experiential learning, at 9% (2 of 23).

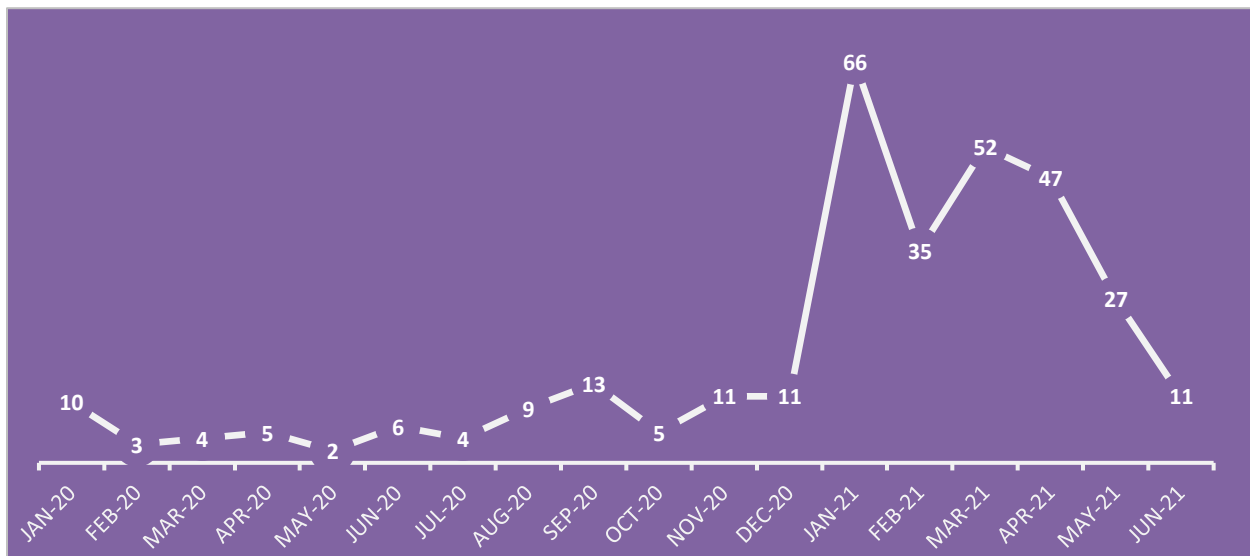
Table 10: Share of Students Across Schools/Divisions, Experiential Learning and Internships

Schools/Divisions	Internships			Experiential Learning		
	Had an Internship	No Internship	Total	Participated in Experiential Learning	Did Not Participate	Total
SPITZER SCHOOL OF ARCHITECTURE	15	23	38	11	27	38
	39%	61%	100%	29%	71%	100%
SCHOOL OF MEDICINE	-	1	100%	-	1	1
	-	100%	100%	-	100%	100%
COLIN POWELL SCHOOL	72	159	231	61	170	231
	31%	69%	100%	26%	74%	100%
SCHOOL OF EDUCATION	42	82	124	27	97	124
	34%	66%	100%	22%	78%	100%
GROVE SCHOOL OF ENGINEERING	134	93	227	95	132	227
	59%	41%	100%	42%	58%	100%
DIVISION OF INTERDISCIPLINARY STUDIES	5	18	23	2	21	23
	22%	78%	100%	9%	91%	100%
DIVISION OF HUMANITIES & ARTS	52	100	152	36	116	152
	34%	66%	100%	24%	76%	100%
DIVISION OF SCIENCE	23	78	101	35	66	101
	23%	77%	100%	35%	65%	100%

SEEKING EMPLOYMENT

Overall, most students seeking employment started a job search within six months before graduation, at 74% (238 of 321). Figure 12 shows the number of students seeking employment that were actively looking for jobs each month. Among students seeking employment, 26% (85 of 321) started their search within the three months leading to graduation. Twenty percent (66 of 321) of students started their search over winter break in January, the largest frequency within a month. Over the spring semester from February to May, 50% (161 of 321) of students were searching for jobs.

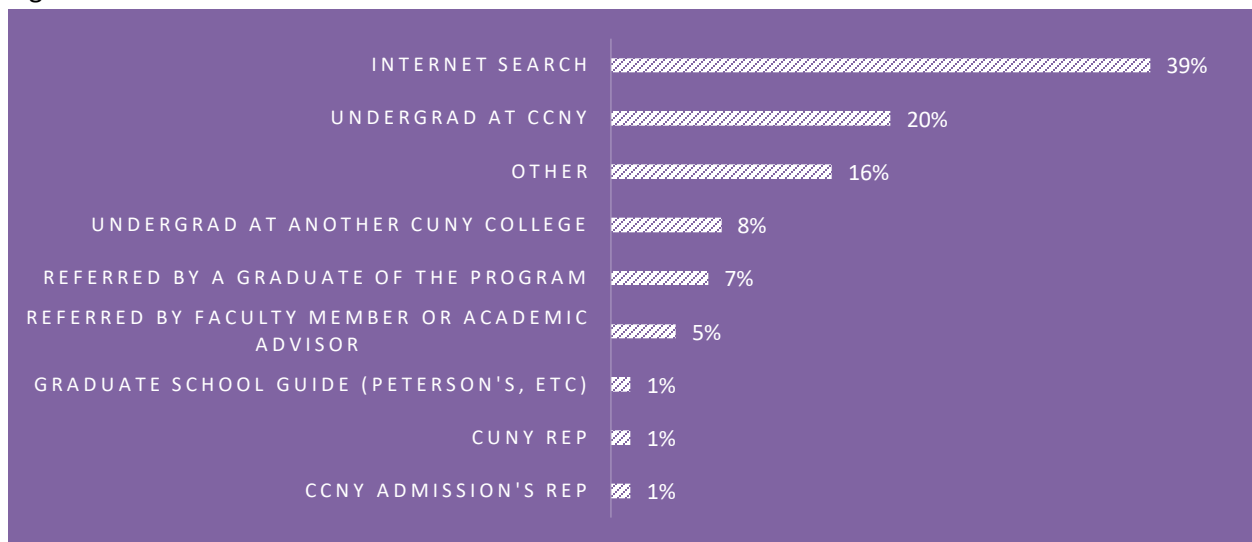
Figure 12: Time series of starting time of job search among students seeking employment



ADVANCED DEGREE-GRADUATES' PERSPECTIVE

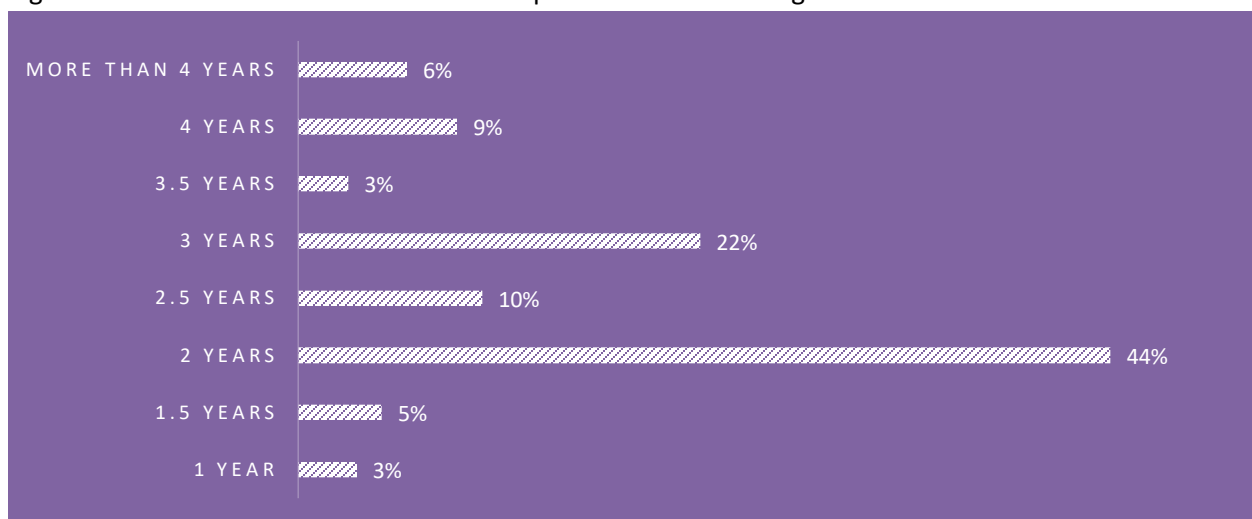
This year, a total of 227 advanced degree graduates completed the 2020-2021 Graduation Exit Survey, including 222 master's students and 5 PhD students. The five students who earned a PhD degree were excluded from this analysis due to the small sample size. Among the 211 master's students who responded to the question "How did you learn about City College of New York?", 39% (83 of 211) learnt about CCNY from an internet search. Twenty percent (43 of 211) were once an undergraduate at the college, while 7% (15 of 211) were referred by a graduate of the program. Figure 13 further highlights the distribution of how these graduates learnt about City College of New York.

Figure 13: How Graduates Learnt About CCNY



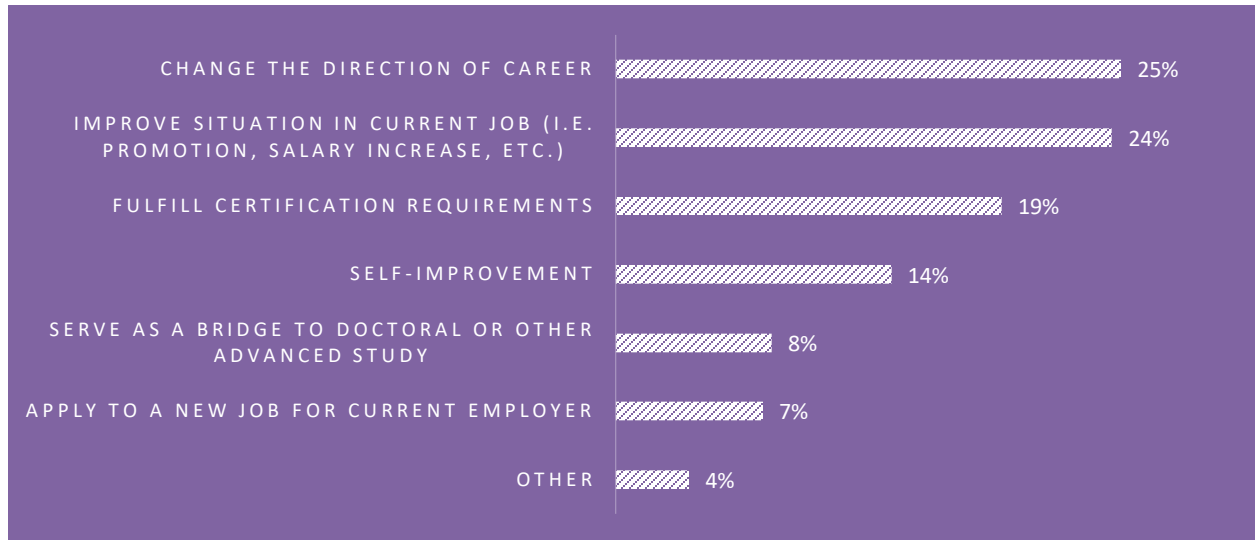
On average, graduates took about 2.5 years to complete their master's degree. The frequency showed that 51% (114 of 222) completed their degree in 2 years or less, while the other 49% (108 of 222) took 2.5 years to more than 4 years to complete their advanced degree.

Figure 14: Years the Graduates Took to Complete the Master's Degree



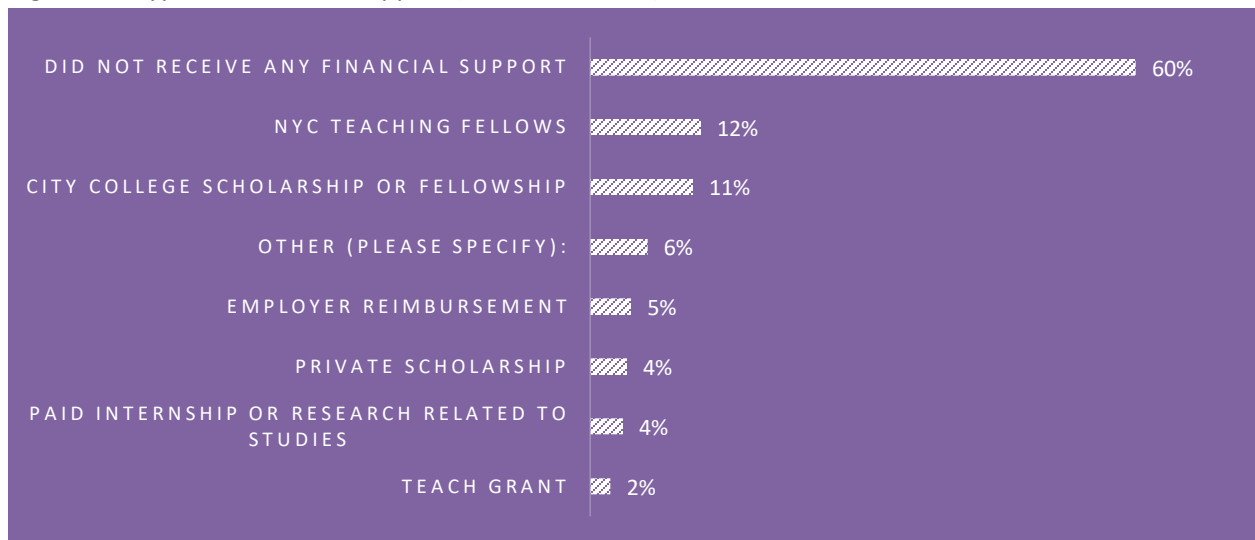
The top three motivations students reported for getting a master's degree were to change the direction of career, at 25% (55 of 222), to improve their situation in a current job, at 24% (54 of 222), and to fulfill certification requirements, at 19% (42 of 222).

Figure 15: Motivations for Getting a Master's Degree



Approximately 60% (133 of 222) of graduates did not receive any financial support, whereas the remainder had NYC Teaching Fellows at 12% (27 of 222), CCNY Scholarships or fellowships at 11% (25 of 222) and employer reimbursement at 5% (10 of 222). Sixteen percent (36 of 222) received other types of financial support including private scholarships, internships, and teaching grants.

Figure 16: Types of Financial Support (Selected Choice)



Moreover, 46% (101 of 222) of the graduates spent more than 31 hours a week on outside employment while in graduate school, compared to 15% (34 of 222) who did not have outside employment. Thirty-

one percent (69 of 222) of respondents had a student loan of \$30,000 or more, while 37% (83 of 222) had no debt. Among the 188 students who had outside employment, 33% (62 of 188) of them had \$30,000 or more owed for student loans (for both undergraduate and graduate study, without interest).

Table 11: Outside Employment and Student Debt

	Fewer than 10 hours		10-20 hours		21-30 hours		31-40 hours		More than 40 hours		No outside employment		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
No debt	7	3%	12	5%	8	4%	15	7%	21	9%	20	9%	83	37%
Less than \$5,000	1	0%	3	1%	1	0%	6	3%	2	1%	2	1%	15	7%
\$10,000-14,999	0	0%	2	1%	5	2%	8	4%	3	1%	1	0%	19	9%
\$15,999-19,999	0	0%	1	0%	1	0%	3	1%	3	1%	3	1%	11	5%
\$20,000-29,999	3	1%	3	1%	4	2%	3	1%	3	1%	1	0%	17	8%
\$25,999-\$30,000	1	0%	1	0%	2	1%	2	1%	2	1%	0	0%	8	4%
\$30,000 or more	10	5%	8	4%	14	6%	13	6%	17	8%	7	3%	69	31%
Total	22	10%	30	14%	35	16%	50	23%	51	23%	34	15%	222	100%

The result of chi-square test indicates that there is a statistically significant relationship between having student loan debt and outside employment ($\chi^2 = 6.8368$, $p < 0.05$). The cross tabulation below shows that among 139 graduates who had a student loan, 90% (125 of 139) also had outside employment.

Table 12: Cross Tabulation of Outside Employment and Student Debt

		Have outside employment				Total			
		Yes		No		Count		%	
		Count	%	Count	%				
Have student loan	Yes	125	56%	14	6%	139	63%		
	No	63	28%	20	9%	83	37%		
Total		188	85%	34	15%	222	100%		

Eighty-eight percent (195 of 222) stated that they felt part of a supportive community during their time as a graduate student at CCNY, and 88% (196 of 222) would recommend their program to another prospective student.

MAJORS, SCHOOLS AND DIVISIONS' OUTCOMES

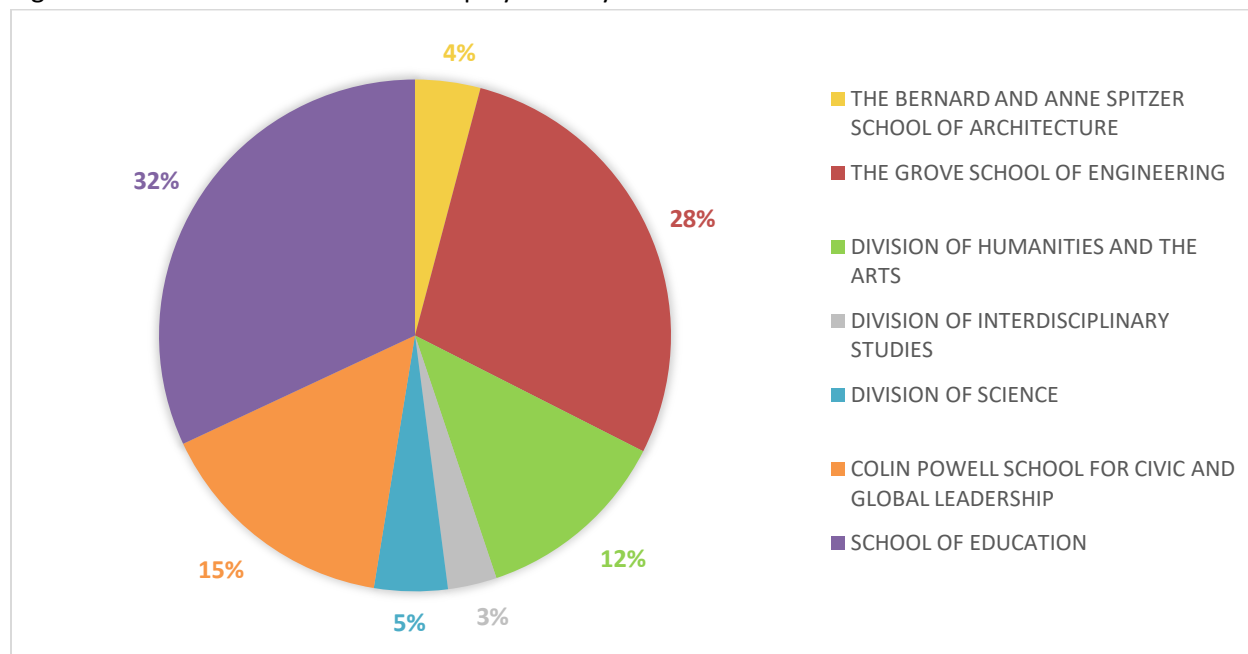
There were 60 majors represented among the respondents, from all 8 schools and divisions at CCNY. Psychology was the most popular major, representing 11% (94 of 897) of the graduating class, followed by Education with 10% (89 of 897), then Mechanical Engineering at 6% (50 of 897). Among the 194 graduates who accepted a job offer or were employed full-time, 27% (52 of 194) majored in Education, 8% (15 of 194) majored in Electrical Engineering, and 8% (15 of 194) had a major in Psychology. Eighty-seven percent (number of total missing) had a current full-time position related to their career field.

A total of 54 graduates were accepted to an additional education program (e.g., graduate school, medical school, etc.). The top graduate school feeding majors were Mathematics (11%, 6 of 54), Childhood Education (9%, 5 of 54), English (7%, 4 of 54), and Psychology (7%, 4 of 54). Ninety-six percent (52 of 54) of the respondents claimed that seeking additional education was related to their career field.

JOB SEARCH AND SALARY

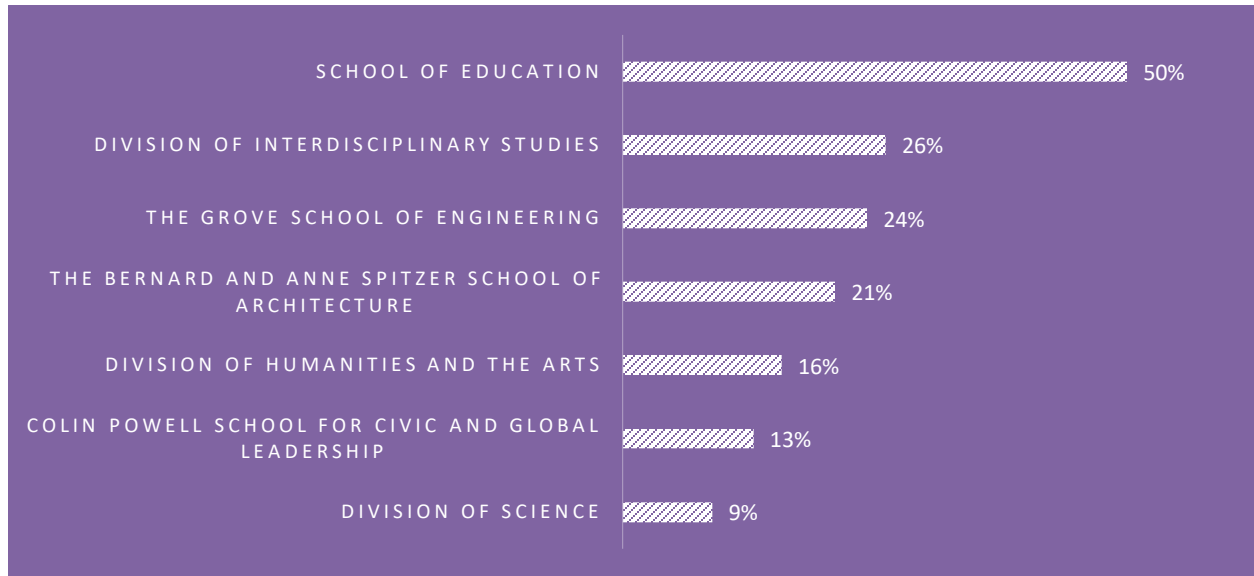
For parsimony, we report employment status and salary according to the College's 8 schools and divisions. The School of Education had the largest share (32%, 62 of 194) of graduates who accepted a job offer or were employed full-time among all schools and divisions, followed by The Grove School of Engineering, at 28% (55 of 194) and the Colin Powell School for Civic and Global Leadership, at 15% (30 of 194). Note that the CUNY School of Medicine / The Sophie Davis Center of Biomedical Education was excluded from the following analyses as only one graduate completed the survey and was in the status of seeking employment.

Figure 17: Breakdown of Full-Time Employment by Schools and Divisions



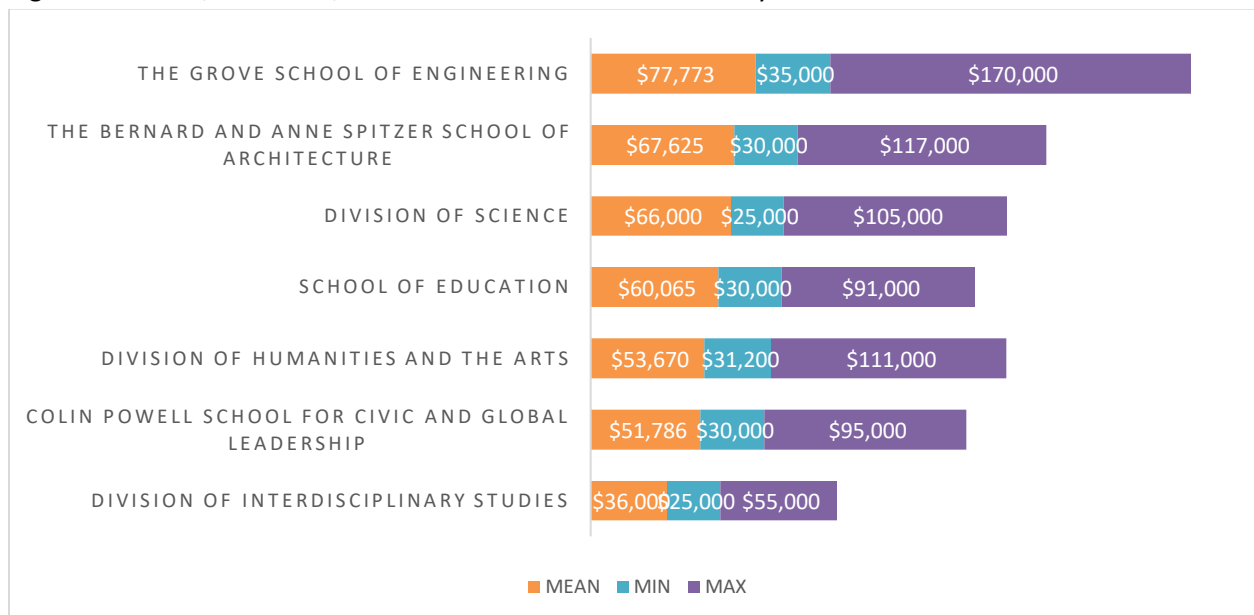
The School of Education also had the highest percentage of graduates who were employed full-time among all schools and divisions, at 50% (62 of 124), followed by the Division of Interdisciplinary Studies, at 26% (6 of 23), and The Grove School of Engineering, at 24% (55 of 227).

Figure 18: Percent of Graduates Employed Full-Time by Schools and Divisions



The comparison of salaries earned by graduates across schools and divisions shows that The Grove School of Engineering graduates had the highest average, minimum, and maximum salaries of \$77,773, \$35,000, and \$170,000, respectively. Division of Interdisciplinary Studies had the lowest average, minimum, and maximum salaries of \$36,000, \$25,000, and \$55,000.

Figure 19: Mean, Minimum, and Maximum Full-Time Salaries by Schools and Divisions

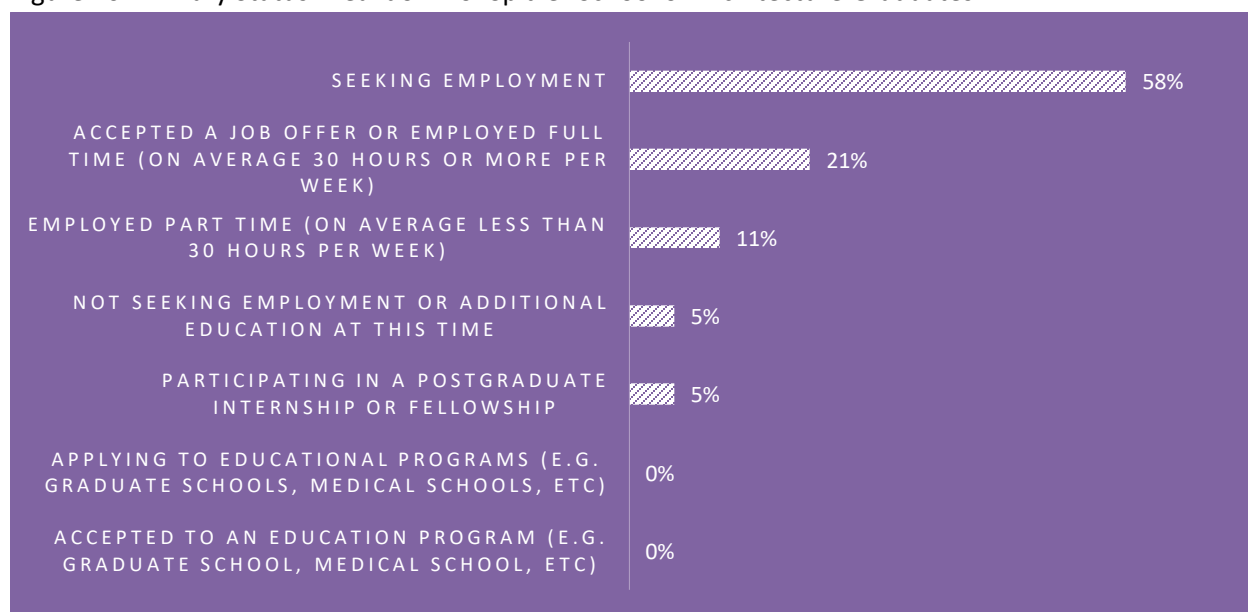


Details of the graduates' employment status and salary information by schools and divisions are interpreted below.

The Bernard and Anne Spitzer School of Architecture

The Bernard and Anne Spitzer School of Architecture accounts for 4% (38 of 897) of respondents. Fifty-eight percent (22 of 38) of the Spitzer School of Architecture graduates were seeking employment, the highest among all schools and divisions. Thirty-two percent (12 of 38) were employed or had accepted a full-time/part-time job offer. No student reported accepting or applying to graduate school.

Figure 20: Primary Status Breakdown of Spitzer School of Architecture Graduates



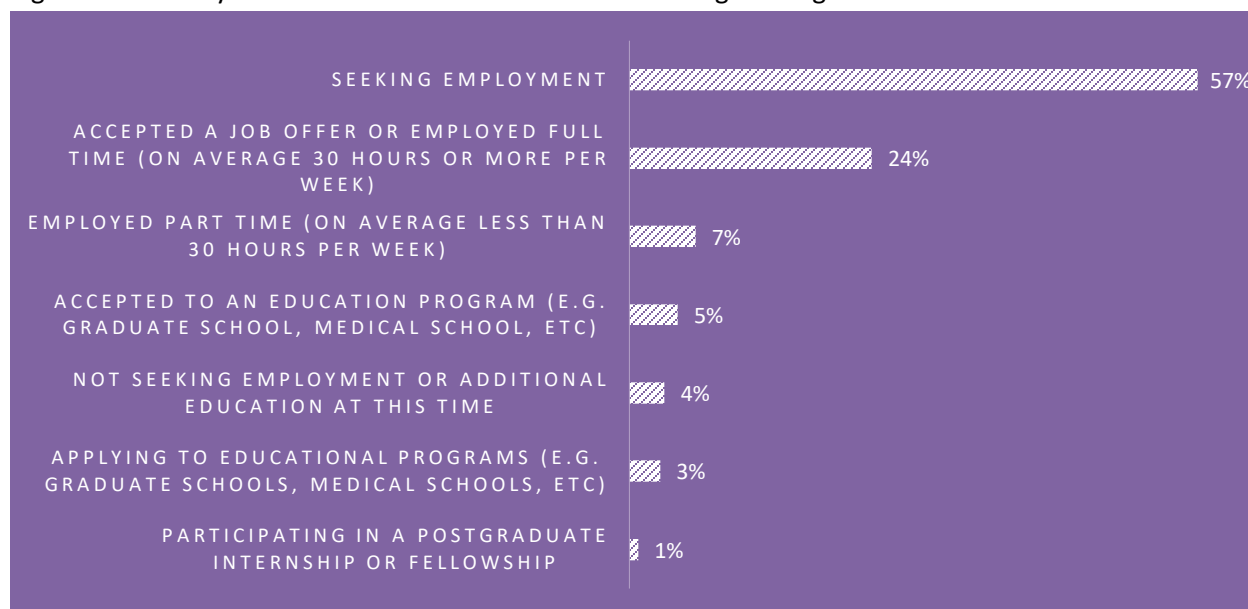
The eight graduates who were employed full time or accepted a full-time job offer provided their salary information. Their salaries range from \$30,000 to \$117,000, and the mean salary was \$67,625.

The Grove School of Engineering

The Grove School of Engineering accounts for 25% (227 of 897) respondents. Fifty-seven percent (129 of 227) of graduates from the Grove School of Engineering were seeking employment. Thirty-one percent (70 of 227) were employed or had accepted a job offer and 8% (18 of 227) were planning on attending or applying to graduate school.

The top three employed majors in the Grove School of Engineering were Electrical Engineering with 44% (15 of 34), Earth System Science and Environmental Engineering with 38% (3 of 8), and Computer Science with 30% (14 of 47).

Figure 21: Primary Status Breakdown of Grove School of Engineering Graduates



Of those who were employed full-time or accepted a full-time job offer, 50 of 55 provided salary information. Their salaries ranged from \$35,000 to \$170,000, and the mean salary was \$77,773. Twenty-eight percent (14 of 50) of Grove School of Engineering graduates earned \$60,000 or less annually. Eighteen percent (9 of 50) earned in the \$60,001 – \$70,000 range, 20% (10 of 50) in the \$70,001 – \$80,000 range, and 34% (17 of 50) earned \$80,001 or more.

CUNY School of Medicine / The Sophie Davis Center of Biomedical Education

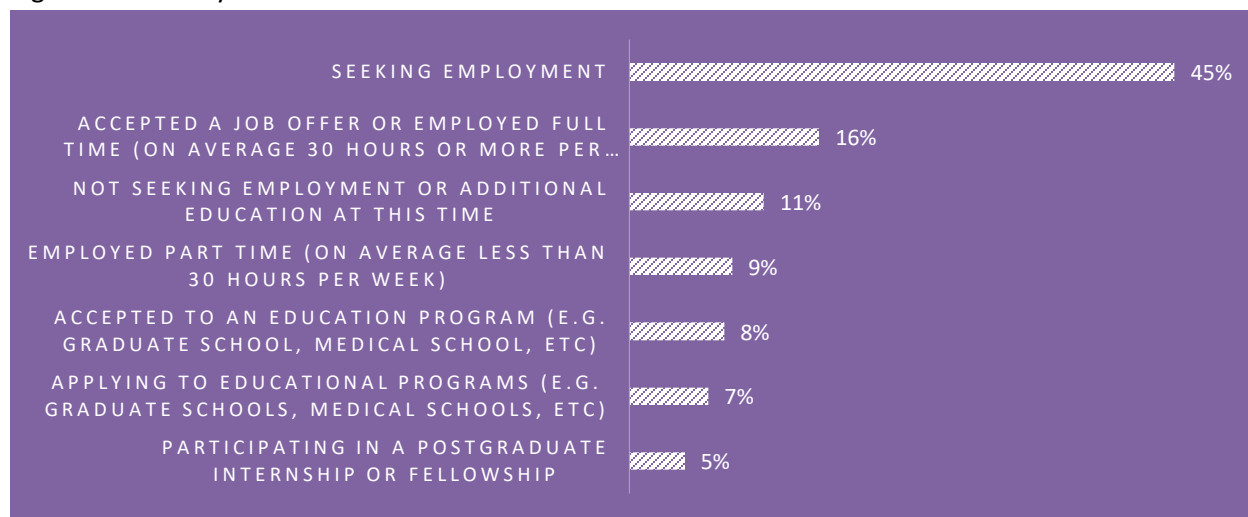
Only one survey respondent (0.1%) was from the CUNY School of Medicine / The Sophie Davis Center of Biomedical Education. This graduate was in the status of seeking employment.

Division of Humanities and the Arts

The Division of Humanities and the Arts accounts for 17% of (152 of 897) of total respondents. Forty-five percent (69 of 152) were seeking employment. Twenty-five percent (37 of 152) were employed or had accepted a full-time/part-time job offer. Fifteen percent (22 of 152) of the Division of Humanities and the Arts graduates had plans for attending or applying to graduate school.

The top employed majors were Branding and Integrated Communications, at 60% (3 of 5), Media and Communications Arts, at 50% (1 of 2), Sonic Arts, at 50% (1 of 2), Language and Literacy, at 40% (2 of 5), and History, at 36% (4 of 11).

Figure 22: Primary Status Breakdown of Division of Humanities and the Arts Graduates

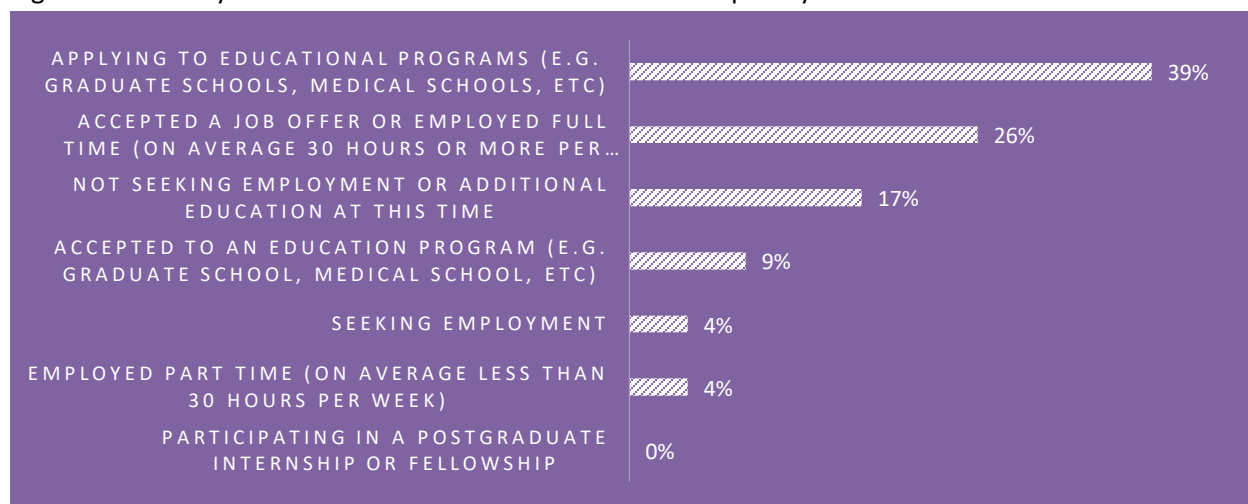


Of those who were employed or had accepted a full-time job offer, 22 of the 24 provided salary information. The mean salary earned by graduates from the Division of Humanities and Arts was \$53,670. The salary range was between \$31,200 and \$111,000. More precisely, 27% (6 of 22) of Division of Humanities and the Arts graduates earned between the \$30,001 – \$40,000 salary range, 23% (5 of 22) of them earned in the \$40,001 – \$50,000 salary range, 23% (5 of 22) in the \$50,001 - \$60,000 range, 14% (3 of 22) in the \$60,001 – \$70,000 range, 5% (1 of 22) in the \$70,001 – \$80,000 range, and 9% (2 of 22) were earning \$80,001 and more.

Division of Interdisciplinary Studies

The Division of Interdisciplinary Studies accounts for 3% (23 of 897) of respondents. Forty-eight percent (11 of 23) of Interdisciplinary Studies graduates planned on attending or applying to graduate school, while 30% (7 of 23) were employed or had accepted a full-time/part-time job offer. Only 4% (1 of 23) were seeking employment, the lowest among all schools and divisions.

Figure 23: Primary Status Breakdown of Division of Interdisciplinary Studies Graduates



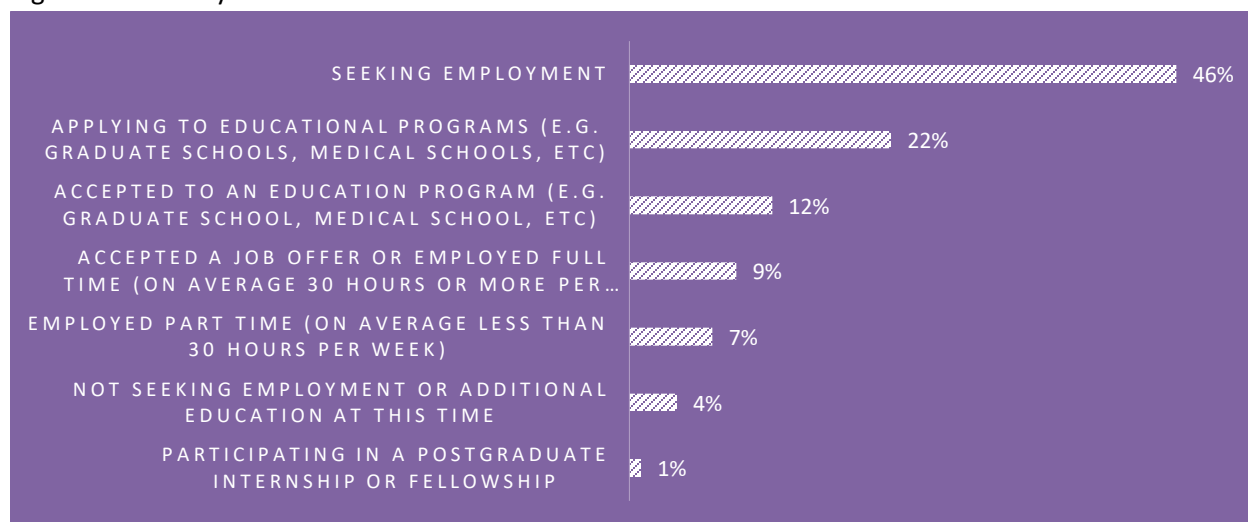
Five of the 23 respondents provided their salary information. The average salary earned by the graduates was \$36,000, with 80% (4 of 5) having earned \$40,000 or less. One graduate earned in the range of \$50,001 - \$60,000.

Division of Science

The Division of Science accounts for 11% (101 of 897) of respondents. Forty-six percent (46 of 101) of The Division of Science graduates were seeking employment. Thirty-four percent (34 of 101) were planning on attending/applying to graduate school, and 16% (16 of 101) were employed or had accepted a full-time/part-time job offer.

The top three employed majors were Biochemistry with 25% (1 of 4), Mathematics with 19% (5 of 27), and Physics with 17% (1 of 6).

Figure 24: Primary Status Breakdown of Division of Science Graduates

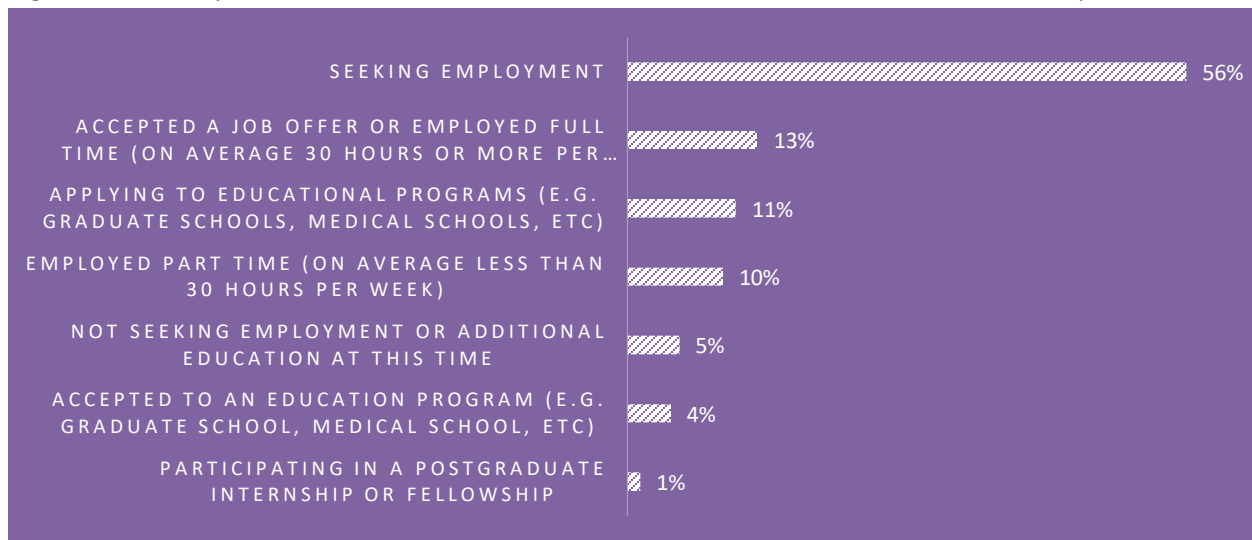


Eight of the nine graduates who accepted a job offer or were employed full-time provided salary information. Their salaries ranged from \$25,000 to \$105,000, and the average salary was \$66,000. Two students (25%) earned a salary in the \$20,001 – 30,000 range, two (25%) in the \$50,001 – 70,000 range, two (25%) in the \$70,001 – 80,000 range, and the remaining 25% were earning \$80,001 or more.

Colin Powell School for Civic and Global Leadership

The Colin Powell School for Civic and Global Leadership accounts for 26% (231 of 897) of respondents. Fifty-six percent (129 of 231) of the graduates were seeking employment. Twenty-three percent (52 of 231) were employed or had accepted a full-time/part-time job offer. Fifteen percent (35 of 231) of Colin Powell School for Civic and Global Leadership graduates were planning on attending or applying to graduate school. The top employed majors in the Colin Powell School for Civic and Global Leadership were Mental Health Counseling, at 67% (2 of 3) and Psychology, at 16% (15 of 94).

Figure 25: Primary Status Breakdown of Colin Powell School for Civic and Global Leadership Graduates



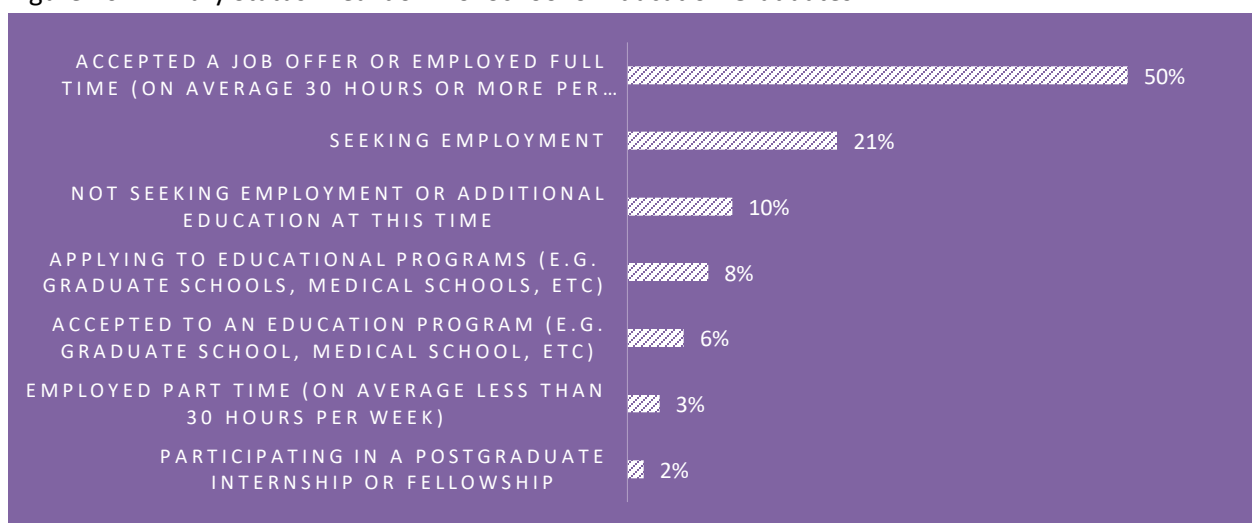
Salary information was provided by 22 of 30 graduates, which range from \$30,000 to \$95,000. The average full-time salary earned is \$51,786. More precisely, 41% (9 of 22) of Colin Powell School for Civic and Global Leadership graduates earned in the \$30,000 – \$40,000 salary range, 28% (6 of 22) of them earned in the \$40,001 – \$60,000 salary range, 28% (6 of 22) of them earned in the \$60,001 – \$80,000 salary range, and 5% (1 of 22) were earning more than \$80,001 annually.

School of Education

The School of Education accounts for 14% (124 of 897) of respondents. Fifty-three percent (66 of 124) of School of Education graduates were employed or had accepted a full-time/part-time job offer and 14% (17 of 124) were planning on attending or applying to graduate school.

The proportions of graduates employed full-time were 58% (52 of 89) for Education major and 29% (10 of 35) for Childhood Education major.

Figure 26: Primary Status Breakdown of School of Education Graduates



Salary information was provided by 57 of 62 graduates. The average salary earned is \$60,065. Seven percent (4 of 57) of School of Education graduates earned in the \$20,001 – \$40,000 salary range, 12% (7 of 57) in the \$40,001 - \$50,000 range, 32% (18 of 57) in the \$50,001 – \$60,000 range, 33% (19 of 57) were in the \$60,001-\$70,000 range, 14% (8 of 57) in the \$70,001 - \$80,000 range, and 2% (1 of 57) earned \$80,001 or more annually.

GRADUATE SCHOOL

Of the 897 graduates in 2021 from City College of New York, 15% (137) planned on attending or applying to graduate school. Fifty-four graduates were accepted to an additional education program (e.g., graduate school, medical school, etc.). The figure below depicts the distribution of the School and Divisions of CCNY and the percentage of graduates accepted into graduate school.

Figure 27: Breakdown of Graduates Planning to Attend Graduate School

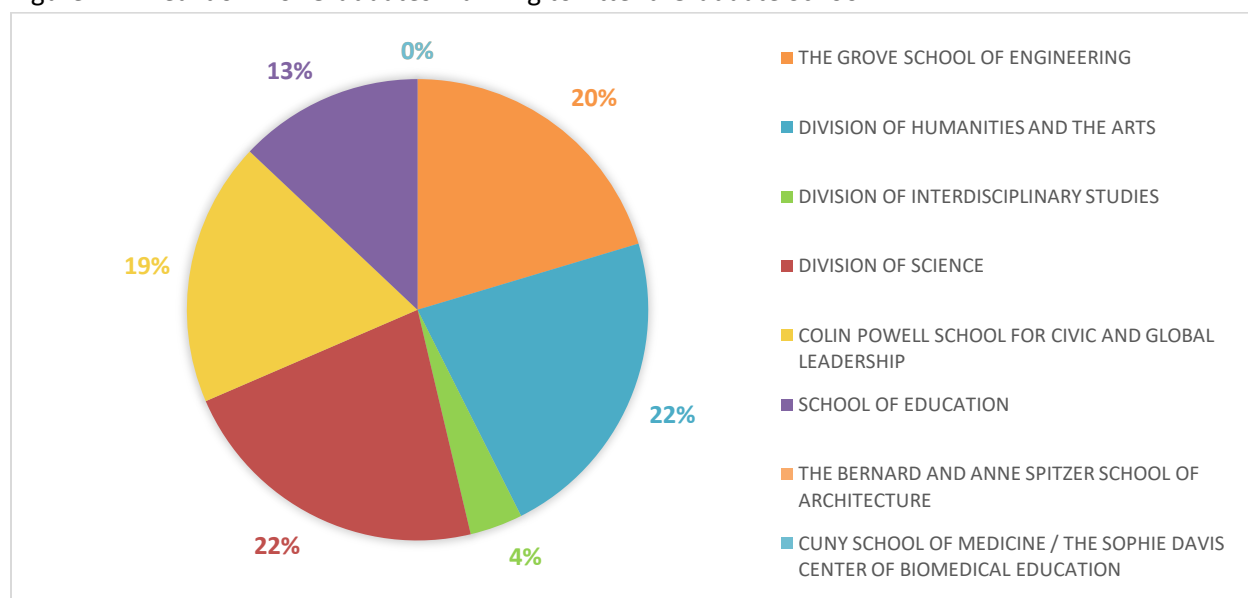
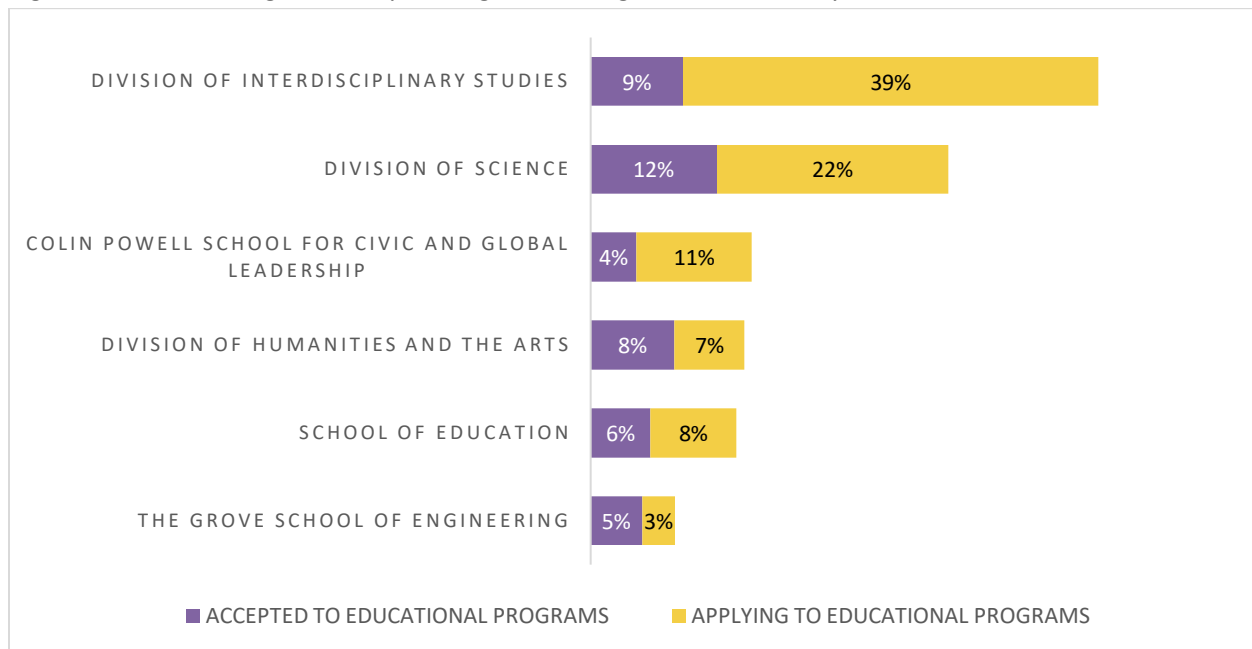


Figure 28 shows the share of graduates with plans for graduate school, by schools and divisions. The Division of Science had the largest percentage (12%, 12 of 101) of students accepted to an additional education program among all eight schools and divisions. The Division of Interdisciplinary Studies had the largest percentage (39%, 9 of 23) of students applying to educational programs. Only 8% (18 of 227) of The Grove School of Engineering graduates were accepted or applying to educational programs.

Figure 28: Percent of graduates planning to attend graduate school by schools and divisions

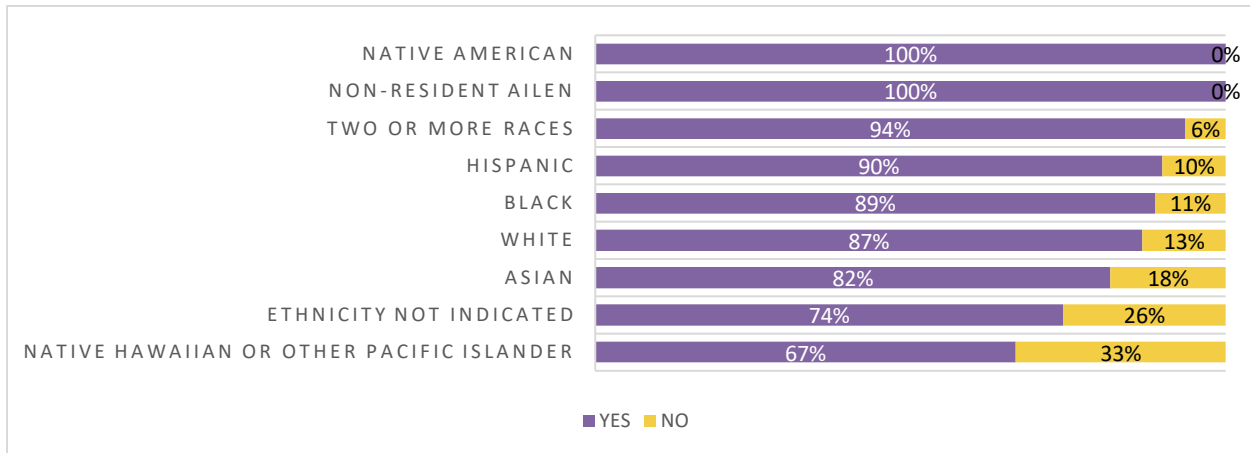


STUDENT SATISFACTION

Eighty-six percent (768 of 897) of graduates would recommend CCNY to family and friends while 14% (129 of 897) would not recommend CCNY to family and friends. Moreover, 88% (436 of 495) of women would recommend CCNY, 4 percentage points higher than males, at 84% (286 of 342), and 11 percentage points higher than students who did not indicate their gender, at 77% (46 of 60).

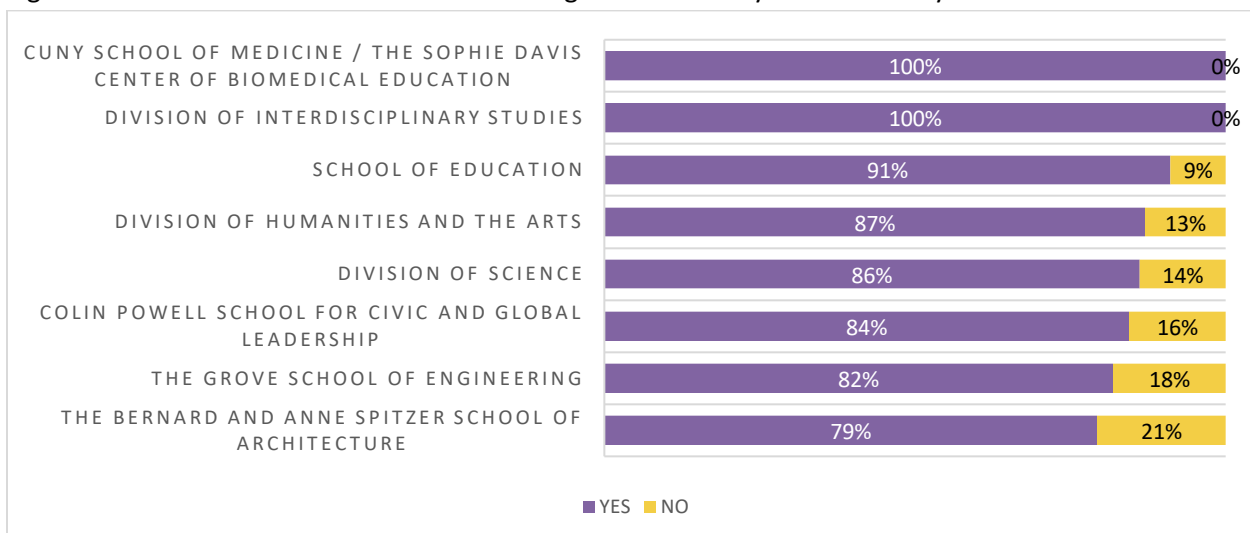
One-hundred percent of graduates that are Native American (3 of 3) or Non-resident Alien (1 of 1) would recommend CCNY to family and friends. The percentages are also high for students who are two or more races with 94% (29 of 31), Hispanic with 90% (224 of 249), and Black with 89% (111 of 125).

Figure 29: Percent of Graduates Recommending CCNY to Family and Friends by Ethnicities



All graduates in the CUNY School of Medicine / The Sophie Davis Center of Biomedical Education (1 of 1) and the Division of Interdisciplinary Studies (23 of 23) would recommend CCNY to family and friends. They are followed by the School of Education, at 91% (113 of 124) and the Division of Humanities and the Arts, at 87% (141 of 162).

Figure 30: Percent of Graduates Recommending CCNY to Family and Friends by Schools and Divisions



ACADEMIC SERVICES

Academic Preparation, Faculty Access, and Faculty Care

Eighty-one percent (728 of 897) of graduates felt that CCNY academically prepared them for their career or field, while 19% (189 of 897) did not. Eighty-three percent (411 of 495) of women felt they were academically prepared, as did 81% (278 of 342) of men and 65% (39 of 60) of students who did not indicate their gender.

Eighty-four percent (754 of 897) of graduates felt that CCNY faculty cared about their academic success. Eighty-seven percent (433 of 495) of women and 81% (277 of 342) of men felt faculty cared about their academic success, as did 73% (44 of 60) of those who did not indicate their gender.

Ninety-two percent (822 of 897) of graduates felt that CCNY faculty was accessible during office hours or through email, while 8% (75 of 897) did not. Similar gender trends prevail for faculty access. Ninety-three percent (458 of 495) of women, 92% (315 of 342) of men, and 82% (49 of 60) of those who did not declare their gender felt that they had access to faculty.

Is there an association between graduates feeling academically prepared for their career field and having a successful plan after graduation?

Table 13 shows the results of a 2x2 design Phi-coefficient to identify any association between graduates feeling academically prepared for their career or field and having a successful plan after graduation such as being employed or having accepted employment in their career field, and attending/accepted into graduate school. The computed value of the Phi-coefficient was 0.017, $p > 0.05$, which meant the null was retained, and association between academic preparation and plans after graduation cannot be stated. In terms of frequency, those who had a clear path on their next steps after graduation felt that CCNY had academically prepared them for their career field versus those with no plans. This was likely for 93% (680 of 728) of the graduating class of 2021 that felt academically prepared.

Table 13: 2x2 design Phi-coefficient, Academic Preparation and Plans after Graduation

Plans	I feel CCNY academically prepared me for my career field:				Total	
	No		Yes		Count	%
	Count	%	Count	%		
Plans After Graduation	156	92%	680	93%	836	93%
No Plans After Graduation	13	8%	48	7%	61	7%
Total	169	100%	728	100%	897	100%

Is there a relationship between feeling that faculty caring about one's academic success and feeling academically prepared for one's career or field?

The data already suggests that respondents who tended to feel that faculty cared also felt that they were academically prepared for their career field. Table 9 shows the results of a Phi-coefficient test for a relationship between feeling that faculty care and feeling academically prepared for one's career or

field. The computed value of the Phi-coefficient was 0.366, $p < 0.05$ for $N=897$, which was a moderate positive association in the diagonal. Graduates feeling academically prepared for their career or field had a nearly 9 times chance of feeling like faculty cared about their academic success. In this case, those who felt that CCNY faculty cared about their academic success were more likely to feel that CCNY academically prepared them for their career field. This accounted for 87% (659 of 754) of the graduating class of 2021 that felt faculty cared about their academic success.

Table 14: 2x2 design Phi-coefficient, Academic Preparation and Faculty Care

		I feel CCNY faculty cared about my academic success:				Total	
		No		Yes			
		Count	%	Count	%	Count	%
I feel CCNY academically prepared me for my career field:	No	74	52%	95	13%	169	19%
	Yes	69	48%	659	87%	728	81%
Total		143	100%	754	100%	897	100%

Is there a relationship between having access to faculty and feeling academically prepared for one's career or field?

Table 15 shows the results of a 2x2 design Phi-coefficient for an association between feeling faculty members are accessible and feeling academically prepared for one's career or field. The computed value of the Phi-coefficient was 0.225, $p < 0.05$ for $N=897$, showed a weak positive association. It can be concluded that there was a weak relationship between graduates feeling academically prepared for their career or field and having access to faculty. Compared to graduates who did not feel that CCNY faculty were accessible to them through office hours or emails, those who felt faculty were accessible were five times more likely to feel that CCNY academically prepared them for their career field. This accounted for 84% (689 of 822) of the graduating class of 2021, that felt faculty were accessible.

Table 15: 2x2 design Phi-coefficient, Academic Preparation and Faculty Accessibility

		I feel that CCNY faculty were accessible during their office hours or through email:				Total	
		No		Yes			
		Count	%	Count	%	Count	%
I feel CCNY academically prepared me for my career field:	No	36	48%	133	16%	169	19%
	Yes	39	52%	689	84%	728	81%
Total		75	100%	822	100%	897	100%

Is there a relationship between feeling academically prepared for one's career or field and recommending CCNY to family and friends?

Table 16 shows the results of a chi-square test for the relationship between feeling academically prepared for one's career or field and recommending CCNY to family and friends. The computed value of the Phi-coefficient was 0.371, $p < 0.05$ for $N=897$, a moderate positive association. It can be concluded

that there was a moderate relationship between graduates feeling academically prepared for their career or field and the likelihood of recommending CCNY to family and friends. In this case, those who felt that CCNY academically prepared for their career were ten times more likely to recommending CCNY to family and friends. This accounted for 92% (669 of 728) of the graduating class of 2021 that would recommend CCNY.

Table 16: 2x2 Phi-coefficient, Academic Preparation and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes			
		Count	%	Count	%	Count	%
I feel CCNY academically prepared me for my career field:	No	70	41%	59	8%	129	14%
	Yes	99	59%	669	92%	768	86%
Total		169	100%	728	100%	897	100%

In general, we investigated whether answering “yes” to good academic preparation, faculty access and faculty caring would make students more likely to recommend CCNY to family and friends. The logistic regression result shows that the model explained 31.7% (Nagelkerke R²=0.3170) of the variance, $p < 0.05$. As expected, the odds for a student to recommend CCNY to family and friends would increase if they answer “yes” to good academic preparation, faculty access and faculty caring. Agreeing to good academic preparation, faculty care, and faculty accessibility would increase the odds by 4.41, 4.57, and 3.46 times. The likelihood column indicates that graduates who felt being academically prepared, being cared by faculty, and faculty were accessible are 340.59%, 367.02%, and 245.98% more likely to recommend CCNY, compared to those who responded “no” to these questions.

Table 17: Logistic Regression, Recommending CCNY

Variable	Coefficient	Significance	Odds ratio	Likelihood
Academic preparation	1.4829	$p < 0.001$	4.41	340.59%
Faculty care	1.5412	$p < 0.001$	4.57	367.02%
Faculty accessibility	1.2412	$p < 0.001$	3.46	245.98%

Tutoring and Advising

Among graduates, access to tutoring services was not applicable to 35% (310 of 897) of respondents. Ratings presented excluded this 35%. The new number of respondents was 587. Forty-eight percent of graduates (281 of 587) rated their ability to access tutoring as either Very Good or Excellent, 33% (196 of 587) rated their ability to access tutoring as Good, and 18% (110 of 587) rated their ability to access tutoring as Fair or Poor.

Is there an association between positive ratings for access to tutoring and intention of recommending CCNY to family and friends?

Table 18 shows the rank biserial correlation to determine any association between ratings for accessibility to tutoring services and recommending CCNY to family and friends. The rank biserial correlation was determined to be 0.397, $p < 0.05$ for $N = 587$. Therefore, it can be concluded that there was a positive relationship between graduates having access to tutoring services at CCNY and recommending CCNY to family and friends. In this case, 88% (419 of 477) of those who had a positive rating for the accessibility to tutoring are more associated with recommending CCNY.

Table 18: Cross Tabulation of Ratings for Accessibility to Tutoring Services

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate your ability to access tutoring services:	Excellent	5	4%	111	96%	116	100%
	Very Good	17	10%	148	90%	165	100%
	Good	36	18%	160	82%	196	100%
	Fair	20	25%	59	75%	79	100%
	Poor	16	52%	15	48%	31	100%
Total		94	16%	493	84%	587	100%

255 students rated the tutoring services offered by CCNY. The results show that 87% (221 of 255) of them gave the services a positive rating. They were more likely to recommend CCNY to family and friends.

Table 19: Cross Tabulation of the Ratings for the Tutoring Services Offered and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the tutoring services offered	Excellent	4	6%	60	94%	64	100%
	Very Good	7	9%	71	91%	78	100%
	Good	15	19%	64	81%	79	100%
	Fair	13	48%	14	52%	27	100%
	Poor	3	43%	4	57%	7	100%
Total		42	16%	213	84%	255	100%

Among the 2021 graduates, access to advisors was not applicable to 1% (13 of 897) of respondents. Ratings presented excluded this 1%. The new number of respondents was 884. Sixty-three percent of graduates (561 of 884) rated their ability to access their advisors as either Very Good or Excellent, 20% (180 of 884) rated their ability to access advisors as Good, and 16% (143 of 884) rated their ability to access advisors as Fair or Poor.

Table 20: Cross Tabulation of Ratings for Accessibility to Advisor

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate your ability to access your advisor:	Excellent	21	7%	291	93%	312	100%
	Very Good	28	11%	221	89%	249	100%
	Good	29	16%	151	84%	180	100%
	Fair	31	32%	66	68%	97	100%
	Poor	18	39%	28	61%	46	100%
Total		127	14%	757	86%	884	100%

Is there an association between positive ratings for an advisor service and intention of recommending CCNY to family and friends?

Table 21 shows the rank biserial correlation to determine any association between ratings for the services provided by an advisor and recommending CCNY to family and friends. The rank biserial correlation was determined to be 0.357, $p < 0.05$ for $N = 878$. Therefore, it can be concluded that there was a positive relationship between ratings for an advisor service and recommending CCNY to family and friends. In this case, 90% (666 of 744) of those who had a positive rating for an advisor service were more associated with a recommending CCNY to their families and friends.

Table 21: Cross Tabulation of the Ratings for the Advisor Service and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the services provided to you from your advisor:	Excellent	28	8%	318	92%	346	100%
	Very Good	23	10%	203	90%	226	100%
	Good	27	16%	145	84%	172	100%
	Fair	24	28%	61	72%	85	100%
	Poor	23	47%	26	53%	49	100%
Total		125	14%	753	86%	878	100%

IT Services

Rating for IT services on campus was not applicable to 16% (143 of 897) of respondents. Ratings presented excluded this 16%. The new number of respondents was 754. Forty-nine percent (370 of 754) of graduates rated IT services on campus as either Excellent or Very Good. Thirty-three percent (250 of 754) rated IT services as Good while 18% (134 of 754) rated IT services as either Fair or Poor.

Is there an association between positive ratings for IT services and intention of recommending CCNY to family and friends?

Table 22 shows the rank biserial correlation to determine any association between recommending CCNY to family and friends and ratings for the IT services provided at CCNY. The rank biserial correlation was determined to be 0.407, $p < 0.05$ for $N = 754$. Therefore, it can be concluded that there was a positive relationship between graduates' ratings for the IT services at CCNY and recommending CCNY to family and friends. In this case, 89% (552 of 620) of those who had a positive rating for the IT services provided at CCNY were more associated with a recommendation of CCNY to their families and friends.

Table 22: Cross Tabulation of the Ratings for IT Services and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the IT Services on campus:	Excellent	6	4%	159	96%	165	100%
	Very Good	20	10%	185	90%	205	100%
	Good	42	17%	208	83%	250	100%
	Fair	30	26%	84	74%	114	100%
	Poor	12	60%	8	40%	20	100%
Total		110	15%	644	85%	754	100%

ADMINISTRATIVE SERVICES

Registrar's Office

Rating the Registrar's Office was not applicable to 7% (62 of 897) of respondents. Ratings were presented excluding this 7%. The new number of respondents was 835. Thirty-six percent (301 of 835) rated the Registrar Office as either Excellent or Very Good, 35% (291 of 835) as Good, and 29% (242 of 835) as either Fair or Poor.

Is there an association between positive ratings for the Registrar's Office and intention of recommending CCNY to family and friends?

Table 23 shows the rank biserial correlation to determine any association between recommending CCNY to family and friends and rating of the Registrar's Office at CCNY. The rank biserial correlation was determined to be 0.513, $p < 0.05$ for $N = 835$. Therefore, it can be concluded that there was a positive relationship between graduates' ratings for the Registrar's services at CCNY and recommending CCNY to family and friends. In this case, 93% (551 of 593) of those who had a positive rating for the Registrar's services at CCNY were more associated with a recommendation of CCNY to their families and friends.

Table 23: Cross Tabulation of the Ratings for Registrar's Office and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the services you received from the Registrar Office:	Excellent	4	3%	127	97%	131	100%
	Very Good	6	4%	165	96%	171	100%
	Good	32	11%	259	89%	291	100%
	Fair	51	29%	127	71%	178	100%
	Poor	26	41%	38	59%	64	100%
Total		119	14%	716	86%	835	100%

Bursar's Office

Rating the Bursar's Office was not applicable to 9% (82 of 897) respondents. Ratings were presented excluding this 9%. The new number of respondents was 815. Thirty-six percent (290 of 815) rated the Bursar's Office as either Excellent or Very Good, 33% (269 of 815) as Good and 32% (256 of 815) as either Fair or Poor.

Is there an association between positive ratings for the Bursar's Office and intention of recommending CCNY to family and friends?

Table 24 shows the rank biserial correlation to determine any association for rate the Bursar's Office and intention of recommending CCNY to family and friends. It was determined that the rank biserial correlation is 0.405, $p < 0.05$ for $N = 815$. The null hypothesis was rejected, that there was a correlation between positive ratings for Bursar's Office and intention of recommending CCNY to family and friends. The results indicate that 92% (514 of 559) graduates who rated Bursar's Office positively were associated to recommend CCNY to their families and friends.

Table 24: Cross Tabulation of the Ratings for Bursar's Office and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the services you received from the Bursar's Office (bill payment):	Excellent	6	4%	129	96%	135	100%
	Very Good	11	7%	144	93%	155	100%
	Good	28	10%	241	90%	269	100%
	Fair	45	24%	139	76%	184	100%
	Poor	24	33%	48	67%	72	100%
Total		114	14%	701	86%	815	100%

Financial Aid

Ratings for the services of Financial Aid Office was not applicable to 35% (314 of 897) respondents. Ratings were presented excluding this 35%. The new number of respondents was 583. Thirty-four percent (200 of 583) rated Financial Aid as either Excellent or Very Good, 26% (150 of 583) as Good and 39% (233 of 583) as either Fair or Poor.

Is there an association between positive ratings for the Financial Aid Office and intention of recommending CCNY to family and friends?

Table 20 shows the rank biserial correlation between ratings for the Financial Aid Office and intention of recommending CCNY to family and friends. It was determined that the rank biserial correlation was 0.359, $p < 0.05$ for $N = 583$. The null hypothesis that there was a positive relationship between ratings for Financial Aid Office and intention of recommending CCNY to family and friends, was rejected. The results indicated that 92% (321 of 350) of graduates who rated Financial Aid Office positively were associated with recommending CCNY to their families and friends.

Table 25: Cross Tabulation of the Ratings for Financial Aid Office and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the services you received from Financial Aid Office:	Excellent	4	4%	96	96%	100	100%
	Very Good	9	9%	91	91%	100	100%
	Good	16	11%	134	89%	150	100%
	Fair	26	20%	105	80%	131	100%
	Poor	28	27%	74	73%	102	100%
Total		83	14%	500	86%	583	100%

Admissions Office

Rating for the Admissions Office was not applicable to 8% (73 of 897) respondents. Ratings were presented excluding this 8%. The new number of respondents was 824. Forty-one percent (334 of 824) rated the Admissions Office as either Excellent or Very Good, 35% (288 of 824) as Good and 24% (202 of 824) as either Fair or Poor.

Is there an association between positive ratings for the Admissions Office and intention of recommending CCNY to family and friends?

Table 26 shows the rank biserial correlation between ratings for the Admissions Office and intention of recommending CCNY to family and friends. It was determined that the rank biserial correlation coefficient was 0.509, $p < 0.05$ for $N = 824$. The null hypothesis that there was a positive relationship between ratings for Admissions Office and intention of recommending CCNY to family and friends, was rejected. The results indicated that 92% (572 of 622) graduates who rated Admissions Office positively

were associated to a recommendation of CCNY to their families and friends.

Table 26: Cross Tabulation of the Ratings for Admissions Office and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the services you received from the Admission's Office:	Excellent	5	3%	157	97%	162	100%
	Very Good	9	5%	163	95%	172	100%
	Good	36	13%	252	88%	288	100%
	Fair	45	29%	112	71%	157	100%
	Poor	23	51%	22	49%	45	100%
Total		118	14%	706	86%	824	100%

Campus Life

The CCNY Campus Life was not applicable to 12% (105 of 897) respondents. Ratings were presented excluding this 12%. The new number of respondents was 792. Thirty-nine percent (311 of 792) rated the CCNY Campus Life Excellent or Very Good, 38% (301 of 792) as Good and 23% (180 of 792) as either Fair or Poor.

Is there an association between positive ratings for CCNY Campus Life and intention of recommending CCNY to family and friends?

Table 27 shows the rank biserial correlation between ratings for CCNY Campus Life and intention of recommending CCNY to family and friends. It was determined that the rank biserial correlation coefficient was 0.656, $p < 0.05$ for $N = 792$. The null hypothesis was rejected, that there was a positive relationship between ratings for CCNY Campus Life and intention of recommending CCNY to family and friends. The results indicated that 94% (573 of 612) graduates who rated CCNY Campus Life positively were associated to a recommendation of CCNY to their families and friends.

Table 27: Cross Tabulation of the Ratings for CCNY Campus Life and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate campus life at CCNY:	Excellent	2	2%	119	98%	121	100%
	Very Good	3	2%	187	98%	190	100%
	Good	34	11%	267	89%	301	100%
	Fair	44	33%	89	67%	133	100%
	Poor	33	70%	14	30%	47	100%
Total		116	15%	676	85%	792	100%

Counseling Center

The Counseling Center was not applicable to 87% (777 of 897) respondents. Ratings were presented excluding this 87%. The new number of respondents was 120. Sixty-three percent (76 of 120) rated the Counseling Center as either Excellent or Very Good, 23% (27 of 120) as Good and 14% (17 of 120) as either Fair or Poor.

Is there an association between positive ratings for the Counseling Center and intention of recommending CCNY to family and friends?

Table 28 shows the rank biserial correlation to determine any association between recommending CCNY to family and friends and rating of the CCNY Counseling Center. The rank biserial correlation was determined to be 0.277, $p < 0.05$ for $N = 120$. Therefore, it can be concluded that there was a positive relationship between graduates' ratings for the CCNY Counseling Center and recommending CCNY to family and friends. In this case, 86% (89 of 103) of those who had a positive rating for the CCNY Counseling Center were more associated with a recommendation of CCNY to their families and friends.

Table 28: Cross Tabulation of the Ratings for Counseling Center and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the services you received from the Counseling Center:	Excellent	5	11%	42	89%	47	100%
	Very Good	4	14%	25	86%	29	100%
	Good	5	19%	22	81%	27	100%
	Fair	5	38%	8	62%	13	100%
	Poor	1	25%	3	75%	4	100%
Total		20	17%	100	83%	120	100%

Health Services

Health Services were not applicable to 93% (831 of 897) respondents. Ratings were presented excluding this 93%. The new number of respondents was 66. Sixty-five percent (43 of 66) rated Health Services as either Excellent or Very Good, 24% (16 of 66) as Good and 11% (7 of 66) as either Fair or Poor.

Is there an association between positive ratings for Health Services and intention of recommending CCNY to family and friends?

Table 29 shows the rank biserial correlation to determine any association between recommending CCNY to family and friends and ratings for the CCNY Health Center. The rank biserial correlation was determined to be 0.121, $p > 0.05$ for $N = 66$. Therefore, it can be concluded that there was not a statistically significant relationship between graduates' ratings for the CCNY Health Center and recommending CCNY to family and friends. The cross tabulation indicates that 88% (52 of 59) of those had a positive rating for the CCNY Health Center would recommend CCNY to their families and friends.

Table 29: Cross Tabulation of the Ratings for Health Services and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the services you received from Health Services:	Excellent	2	7%	28	93%	30	100%
	Very Good	2	15%	11	85%	13	100%
	Good	3	19%	13	81%	16	100%
	Fair	0	0%	5	100%	5	100%
	Poor	0	0%	2	100%	2	100%
Total		7	11%	59	89%	66	100%

Fitness Center

The Fitness Center was not applicable to 73% (656 of 897) respondents. Ratings were presented excluding this 69%. The new number of respondents was 241. Fifty-three percent (128 of 241) rated the Fitness Center as either Excellent or Very Good, 31% (74 of 241) as Good, and 16% (39 of 241) as either Fair or Poor.

Is there an association between positive ratings for the Fitness Center and intention of recommending CCNY to family and friends?

Table 30 shows the rank biserial correlation between ratings for the CCNY Fitness Center and intention of recommending CCNY to family and friends. It was determined that the rank biserial correlation is 0.381, $p < 0.05$ for $N = 241$. This suggested that there was a relationship between positive ratings for CCNY Fitness Center and intention of recommending CCNY to family and friends. In this case, 87% (176 of 202) of those who had a positive rating for the CCNY Fitness Center are more associated with a recommendation of CCNY to their families and friends.

Table 30: Cross Tabulation of the Ratings for Fitness Center and Recommending CCNY

		I would recommend CCNY to family and friends:				Total	
		No		Yes		Count	%
		Count	% of Total	Count	% of Total		
Please rate the services you received from Fitness Center:	Excellent	3	6%	50	94%	53	100%
	Very Good	6	8%	69	92%	75	100%
	Good	17	23%	57	77%	74	100%
	Fair	6	22%	21	78%	27	100%
	Poor	5	42%	7	58%	12	100%
Total		37	15%	204	85%	241	100%

DISCUSSION/CONCLUDING REMARKS

JOB SEARCH AND PLANS AFTER GRADUATION

Most students graduating were either employed or seeking employment. Fifteen percent of students had plans for graduate school, and under 5% of students were participating in a postgraduate internship or fellowship, suggesting students are eager to enter the workforce rather than move into higher degrees of education. Almost half of students graduating were looking for work, at 47%. This was an increase in 3 percentage points than the previous school year. Across schools and divisions, this was particularly high for students in the Spitzer School of Architecture, where nearly 60% of students were seeking employment, and lowest in the Division of Interdisciplinary Studies, where under 40% of students were seeking employment.

Seventy-four percent of students looking for work, started their job search within six months before graduation. The highest single month frequency was in January, where 21% of students started their job search. This continued to grow over the course of the semester, indicating that students do not start pursuing employment opportunities until their final semester of school. Over half of students seeking employment did not have an internship or participate in experiential learning. Continued research in internship trends is needed to understand the significance of internships and gaining career-specific experience for students seeking employment.

About a third of students graduating either accepted an offer or were employed full or part time. Nearly 90% of students employed full time were working in their career field while just over half of students working part time were employed in their career field. Across most schools/divisions, the majority of students employed indicated they were working in their career field, with the exceptions of the Colin Powell School and the Division of Humanities and Arts, where 58% and 51% percent of students were employed within their career, respectively. This was a difference in around 30-40 percentage points from students in other schools and divisions.

SALARY TRENDS

Among employed students, the majority were earning salaries above \$50K. This was particularly relevant among students employed in full time positions, whereas 98% of students employed part time were earning salaries under \$40,000 a year. Salary and ethnicity trends in employment for graduates at CCNY were similar to national wage and ethnicity trends in employment. Although Hispanic students had the highest percentage among students of other race/ethnicities to be employed, over 35% that were employed, were earning \$40,000 or less annually-the largest share earning within that range compared to students of other race/ethnicities. There were similar trends last year for Hispanic students, showing incomes for graduates continue to mirror national trends in which Black and Hispanic workers earn lower wages than other racial/ethnic groups (U.S. Bureau of Labor Statistics, 2018).

The Grove School of Engineering graduates had the highest average full-time salary of \$77,773, followed by students in the Spitzer School of Architecture at \$67,625, and students in the Division of Science at \$66,000. Graduates in the Division of Interdisciplinary studies had the lowest average full-time salary of

\$36,000, the only mean salary below \$50,000 among students in all seven reported schools and divisions.

ACADEMIC MAJOR

The main factor in determining job offers at the time of graduation is academic major. The trend is, no matter the state of the economy, graduates in the “pre-professional majors (accounting, business administration, engineering, and computer science” tend to perform better in job searches than graduates in the liberal arts and sciences. This trend remains true for 2021 graduates. Similar trends exist with salary, where the “pre-professional majors” earn more than the liberal arts. We see similar trends at CCNY where the Grove School of Engineering had the most students earning over \$80,000.

CAREER SERVICES: CPDI USE

Thirty-five percent of students graduating utilized CPDI services, a decline of 2 percentage points from the previous academic year. The majority of students that used CPDI were seeking employment, at 58% indicating a relationship between CPDI and job search among students. Many students that utilized CPDI services came from the Grove School of Engineering and the Colin Powell school, which also had one of the largest proportions of students seeking employment, at 56% and 57%, respectively. Interestingly, nearly 60% of students from the Spitzer School of Architecture stated they were seeking employment, but only 5% of students that used CPDI came from the School of Architecture. This can potentially reflect that some schools/divisions encourage their students to rely on CPDI services while others may have their own network of career services they offer to students. Continued research on career services across schools and divisions is needed to further understand this dynamic.

Last year, it was noted that with the current full-time staffing level of 5 there were not enough working hours available in one year to service the 58% of CCNY students with just one career coaching appointment. Additionally, during the academic year a student had to wait three to four weeks to see a career coach. Continued research is needed to determine if there continues to be a gap in the ability for students to access CPDI services, which could explain the low proportion of students that do go to the career center for supportive services.

INTERNSHIPS

Thirty-eight percent of graduates stated they participated in an internship during their time at City College, a decline of 5 percentage points from the previous academic year. There did not seem to be a relationship between employment or plans for graduate school among students that had an internship, where over 60% of students with those plans after graduation, did not complete an internship. However, over 80% of students that were planning to participate in a post graduate fellowship or internship, had an internship while at CCNY. One potential explanation for this may be that students who had internships while at City College, continued their internships after graduation.

Fifty-nine percent of students from the Grove School of Engineering and, and almost 40% of students from the Spitzer School, had an internship while at City College, the largest shares compared to students in other schools and divisions. Likewise, The Grove School and Spitzer School also had two of the highest

shares of students that accepted a position or were already employed at 31% and 32%, respectively, behind students from the School of Education, where 50% were employed.

DID WE ANSWER THE RESEARCH QUESTIONS?

- How many students were employed, had accepted a job offer or were planning on attending graduate school at the time of graduation?
- What are the job search behaviors of those students seeking employment?
- How many students are completing internships and experiential learning opportunities while completing their degrees?
- What are the academic trends of graduates across schools and divisions?
- Are students satisfied with the academic, administrative and student services at CCNY and will they refer their friends and family?

Generally, the survey collected data that answered the question regarding their employment or pursuing a graduate degree with 29% (260 of 897) of students employed and 15% (137 of 897) pursuing a graduate degree. Student behavior is difficult to assess, but the survey did gather good initial data on the job search behaviors of those seeking employment.

The research question regarding the number of students completing either internships or experiential learning was also answered with 38% of students completing an internship and 30% of students completing experiential learning. This area can also be further explored in future surveys and compared to the NACE data regarding employment and paid versus unpaid internship and the conversion to full time employment.

The research data found that CCNY students overall were satisfied with the academic, administrative and student services at CCNY and would refer friends and family to attend CCNY. This information is important to continue to monitor as it can be factored with enrollment numbers, which is always a focus of the college.

Taken together, the survey data about services, job search outcomes and patterns presented a good snapshot of the CCNY 2020/2021 graduates with a response rate of 34%. The data and analyses can be helpful in developing new strategies for increasing student employment rates or student satisfaction at the time of graduation.

APPENDICES

Appendix A: Survey Instrument

Question	Unique Choices
EMPLID	
Response: Finalized Datetime	
Last name	
First name	
email	
CCNY email	
HS Graduation Year	
How did you learn about City College of New York?	
How many years did it take you to complete your degree?	
What was your main motivation for getting a master's degree?	
How did you learn about City College? Please check all that apply.	
Did you feel that you were part of a supportive community during graduate school?	
What type of financial support (besides loans), did you receive? Please check all that apply.	
On average, how many hours a week did you spend in outside employment while in graduate school?	
Estimate the amount you owe for student loans (for both undergraduate and graduate study, without interest).	
Would you recommend your program to other prospective students?	
What did you like best about your graduate program?	
How could the program be improved?	
Approximately how many jobs have you applied to?	

	Resume Critique Job Search Strategies - Career Counseling Appointment On-line job database - CCNY Career Connections Interviewing Prep [4 More Options]
What career center (CPDI) services did you use?	
Please rate the IT Services on campus	
Please rate your ability to access tutoring services	
Did you utilize the tutoring services on campus?	
Please rate the tutoring services offered on campus	
Please rate your ability to access your advisor	
Please rate the services provided to you from your advisor	
Please rate the services you received from the Registrar Office	
Please rate the services you received from the Bursar's Office (bill payment)	
Please rate the services you received from the Admission's Office	
Did you utilize the services of the Financial Aid Office?	
Please rate the services you received from Financial Aid Office	
Did you utilize the services of the Counseling Center?	
Please rate the services you received from the Counseling Center	
Did you utilize the services offered by the Health Services Office?	
Please rate the services you received from Health Services	
Did you utilize the campus Fitness Center?	
Please rate the services you received from the Fitness Center	
Did you utilize the services of the Career Center	
Please rate the services you received from the Career and Professional Development Institute	
Please rate campus life at CCNY	
I would recommend CCNY to family and friends	

I feel CCNY academically prepared me for my career field	
I feel CCNY faculty cared about my academic success	
I feel that CCNY faculty were accessible during their office hours or through email	
Please rate your ability to access functioning computers on campus	
I currently fall in the age range	
Please identify your ethnicity	
I started CCNY as a	
I started CCNY in the following academic year	
Gender	
Which of the following BEST describes your PRIMARY status?	<p>Accepted a job offer or Employed full time (on average 30 hours or more per week)</p> <p>Employed part time (on average less than 30 hours per week)</p> <p>Participating in a postgraduate internship or fellowship</p> <p>Participating in a postgraduate volunteer or service program (e.g. Peace Corps)</p> <p>[5 More Options]</p>
Was your internship(s) related to your career goals?	
Please identify the industry where you are currently employed.	
Please identify the industry where you are currently employed part-time.	
Please identify the industry of your sponsoring organization.	
If you identified OTHER above, please provide us with the experiential learning opportunity.	
While completing your most recent degree at City College, did you participate in an internship?	
How many internships did you complete?	
The skills I gained through the internship(s) have been helpful to me in my current career situation.	
The skills I gained through experiential learning have been helpful to me in my current career situation.	
How did you learn about your current position?	

Please select all the different experiential learning opportunities you completed.	Research/Field Study Student Club Participation On Campus Employment Clinical Preparation/Practicum [5 More Options]
Excluding internships, while completing your most recent degree at CCNY, did you participate in any experiential learning?	
How many experiential learning opportunities did you complete?	
The skills I gained through my experiential learning have been helpful to me in my job search.	
Is this additional education related to your career field?	
If your additional education is a degree program, what is the degree you are pursuing?	
Who is your employer?	
What is your job title?	
When did you start your part-time employment	
Which BEST describes your part-time employment?	Employed as an entrepreneur Employed in a temporary/contract work assignment Employed freelance Employed in standard employer/employee working relationship
When do/did you start your full-time employment?	
Which BEST describes your full-time employment?	Employed as an entrepreneur Employed in a temporary/contract work assignment Employed freelance Employed in standard employer/employee working relationship
Did You Attend CCNY on a F-1 Student Visa?	
Degree Achieved from CCNY with Your 2021 Graduation	
Major Field of Study with Your CCNY Degree	
Employing Organization	
Job Title	
What is the zip code of your position location?	
What is your yearly income earned from the full-time position in US dollars?	
Did you receive a guaranteed first-year bonus?	

If yes to the guaranteed first-year bonus, what is the amount in US dollars?	
Is your current position related to your career field?	
Does your position require your achieved degree level?	
What is the zip code of where your part-time position is located?	
What is your yearly income earned from your part-time position?	
Is your part-time position related to your career field?	
When do/did you start your postgraduate internship/fellowship?	
When do you expect to complete your internship/fellowship?	
Who is the sponsoring organization for your internship/fellowship?	
What is your title at your internship/fellowship?	
What is the zip code of where your internship/fellowship is located?	
What is your yearly income earned from the internship/fellowship?	
Is your internship/fellowship related to your career field?	
When do you start your additional education program?	
What is the name of the institution of where you are pursuing your additional education?	
What is the zip code of where your additional education program is located?	
Is your additional education a degree program?	
What is your program of study?	
Since you identified Other above, please provide us with that information.	
Have you started your search for a job related to your career field?	
When did you start your search for a job related to your career field?	
Since you chose Other for hearing about City College, please explain	
Since you chose Other for main motivation, please explain	
If you chose Other for financial support, please specify the other financial support.	

Appendix B: Table, Industry Frequencies

Industry Employed	Count	Frequency
Advertising	5	2%
Aerospace	8	3%
Agriculture	1	0%
Architecture/Urban Planning	8	3%
Arts	5	2%
Automotive	2	1%
Banking	5	2%
Biotech & Pharmaceuticals	2	1%
Business Services	5	2%
Communications/Media	2	1%
Computers	4	2%
Construction	4	2%
Consulting	5	2%
Education	88	33%
Electronics	2	1%
Energy	3	1%
Engineering	27	10%
Entrepreneurial/Start-Ups	2	1%
Environment	3	1%
Financial Services	5	2%
Government/Public Administration	4	2%
Health Care	27	10%
High Tech/Information Technology	5	2%
Hotel, Restaurant, Hospitality	1	0%
Internet	1	0%
Investment Banking	1	0%
Law	2	1%
Law Enforcement & Security	2	1%
Manufacturing	3	1%
Non-Profit/Philanthropy	9	3%
Other	8	3%
Print & Publishing	3	1%
Real Estate	1	0%
Retail/Wholesale	7	3%
Telecommunications	1	0%
Transportation	3	1%
TOTAL	264	100%

Appendix C: Table, Gender and Academic Major

Schools and Divisions			Gender						Total	
			Male		Female		No Response			
			#	%	#	%	#	%	#	%
THE BERNARD AND ANNE SPITZER SCHOOL OF	Majors	Architecture	8	73%	13	57%	3	75%	24	63%
		Landscape Architecture	1	9%	1	4%			2	5%
		Sustainability	1	9%	8	35%			9	24%
		Urban Design	1	9%	1	4%	1	25%	3	8%
	Total	11	100%	23	100%	4	100%	38	100%	
CUNY SCHOOL OF MEDICINE	Majors	Biomed Science			1	100%			1	100%
		Total			1	100%			1	100%
COLIN POWELL SCHOOL FOR CIVIC AND GLOBAL LEADERSHIP	Majors	Anthropology			5	3%	2	11%	7	3%
		Business Administration and Management	13	19%	16	11%			29	13%
		Economic and Business	1	1%			1	6%	2	1%
		Economics	18	26%	13	9%	3	17%	34	15%
		International Relations	1	1%	3	2%			4	2%
		International Studies	6	9%	4	3%	2	11%	12	5%
		Mental Health Counseling			3	2%			3	1%
		Political Science	11	16%	9	6%	3	17%	23	10%
		Psychology	13	19%	76	52%	5	28%	94	41%
		Public Policy and Public Affairs	1	1%					1	0%
		Public Service Management			5	3%	2	11%	7	3%
		Sociology	4	6%	11	8%			15	6%
Total	68	100%	145	100%	18	100%	231	100%		
SCHOOL OF EDUCATION	Majors	Childhood Education	3	11%	30	33%	2	40%	35	28%
		Education	25	89%	61	67%	3	60%	89	72%
	Total	28	100%	91	100%	5	100%	124	100%	
THE GROVE SCHOOL OF	Majors	Biomedical Engineering	5	3%	13	21%	1	8%	19	8%
		Chemical Engineering	10	7%	10	16%	2	15%	22	10%
		Civil Engineering	15	10%	3	5%			18	8%

	Computer Engineering	14	9%	3	5%	3	23%	20	9%	
	Computer Science	30	20%	12	19%	5	38%	47	21%	
	Data Science	1	1%	2	3%			3	1%	
	Earth and Atmospheric Science	1	1%	1	2%			2	1%	
	Earth System Science and Environmental Engineering	4	3%	3	5%	1	8%	8	4%	
	Electrical Engineering	29	19%	5	8%			34	15%	
	Information Systems	2	1%	2	3%			4	2%	
	Mechanical Engineering	41	27%	8	13%	1	8%	50	22%	
	Total	152	100%	62	100%	13	100%	227	100%	
DIVISION OF HUMANITIES AND THE ARTS	Majors	Advertising/Public Relations	6	12%	10	11%	2	18%	18	12%
		Art	4	8%	23	25%	5	45%	32	21%
		Art History	2	4%	3	3%			5	3%
		Black Studies			2	2%	1	9%	3	2%
		Branding and Integrated Communications	3	6%	2	2%			5	3%
		Communications	1	2%	2	2%			3	2%
		Creative Writing	1	2%					1	1%
		Electronic Design and Multimedia	1	2%	2	2%			3	2%
		English	7	14%	16	17%	2	18%	25	16%
		Film and Video Production	3	6%	6	7%			9	6%
		French	1	2%					1	1%
		History	6	12%	5	5%			11	7%
		Language and Literacy	2	4%	3	3%			5	3%
		Literature			1	1%			1	1%
		Media and Communications Arts			2	2%			2	1%
		Music	4	8%	2	2%			6	4%
		Philosophy	2	4%			1	9%	3	2%
		Public Relations	1	2%					1	1%
		Sonic Arts			2	2%			2	1%
		Spanish	1	2%	1	1%			2	1%
		Studio Art			1	1%			1	1%
Theater	4	8%	9	10%			13	9%		
Total	49	100%	92	100%	11	100%	152	100%		

DIVISION OF INTERDISCIPLINARY STUDIES	Majors			23	100%			23	100%	
	Interdisciplinary Studies									
	Total			23	100%			23	100%	
DIVISION OF SCIENCE	Majors	Biochemistry	1	3%	3	5%		4	4%	
		Biology	12	35%	32	55%	2	22%	46	46%
		Biotechnology			1	2%			1	1%
		Chemistry	4	12%	10	17%	1	11%	15	15%
		Geology	1	3%			1	11%	2	2%
		Mathematics	14	41%	10	17%	3	33%	27	27%
		Physics	2	6%	2	3%	2	22%	6	6%
	Total	34	100%	58	100%	9	100%	101	100%	

Appendix D: Table, Employment Status, Academic Major and School/Division

		Schools and Divisions				Total	
		Employed	Graduate School	Seeking Employment	Not Seeking		
THE BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE	Majors	Architecture	7		14	1	22
		Landscape Architecture			2		2
		Sustainability	4		5		9
			1		1	1	3
		Urban Design					
		Total	12	0	22	2	36
CUNY SCHOOL OF MEDICINE	Majors	Biomed Science			1		
		Total	0	0	1	0	1
COLIN POWELL SCHOOL FOR CIVIC AND GLOBAL LEADERSHIP	Majors	Anthropology	1	2	3	1	7
		Business Administration and Management	7	3	18	1	29
		Economic and Business			2		2
		Economics	8	4	19	3	34
		International Relations			4		4
		International Studies	1	2	8		11
		Mental Health Counseling	2		1		3
		Political Science	7	5	8	2	22
		Psychology	20	16	53	5	94
		Public Policy and Public Affairs			1		1
		Public Service Management	2	1	3		6
		Sociology	4	2	9		15
		Total	52	35	129	12	228

SCHOOL OF EDUCATION	Majors	Childhood Education	12	9	11	3	35
		Education	54	8	15	10	87
		Total	66	17	26	13	122
THE GROVE SCHOOL OF ENGINEERING	Majors	Biomedical Engineering	2	6	9	2	19
		Chemical Engineering	3	2	16	1	22
		Civil Engineering	7	1	10		18
		Computer Engineering	5	2	13		20
		Computer Science	14	2	26	4	46
		Data Science			3		3
		Earth and Atmospheric Science	1		1		2
		Earth System Science and Environmental Engineering	4	1	3		8
		Electrical Engineering	18	1	15		34
		Information Systems	1		2		3
		Mechanical Engineering	15	3	31	1	50
		Total	70	18	129	8	225
DIVISION OF HUMANITIES AND THE ARTS	Majors	Advertising/Public Relations	8		8	1	17
		Art	4	5	17	4	30
		Art History	1	1	2	1	5
		Black Studies			3		3
		Branding and Integrated Communications	3		1		4
		Communications	1		1	1	3
		Creative Writing			1		1
		Electronic Design and Multimedia		1	2		3
		English	2	7	11	3	23
		Film and Video Production	1		7	1	9
		French		1			1
		History	5	2	4		11
		Language and Literacy	2	2		1	5
		Literature				1	1
		Media and Communications Arts	1		1		2
Music	3		2	1	6		

		Philosophy	1	1		1	3
		Public Relations			1		1
		Sonic Arts	1		1		2
		Spanish		1	1		2
		Studio Art				1	1
		Theater	4	1	6	1	12
		Total	37	22	69	17	145
DIVISION OF INTERDISCIPLINARY STUDIES	Majors	Interdisciplinary Studies	7	11	1	4	23
		Total	7	11	1	4	23
DIVISION OF SCIENCE	Majors	Biochemistry	1	1	2		4
		Biology	4	20	19	3	46
		Biotechnology			1		1
		Chemistry	3	4	7	1	15
		Geology			2		2
		Mathematics	7	8	11		26
		Physics	1	1	4		6
		Total	16	34	46	4	100

Appendix E: Table, Full-time Salary Range, Academic Major and School/Division

		Schools [1]	Full-time Salary Range							Total
			\$20K+ – \$30K	\$30K+ – \$40K	\$40K+ – \$50K	\$50K+ – \$60K	\$60K+ – \$70K	\$70K+ – \$80K	\$80K+ – \$90K	
SPITZER	Majors	Architecture	1	1			1			3
		Sustainability					3		1	4
		Urban Design [2]						1		1
	Total	1	1			4	1	1	8	
COLIN POWELL	Majors	Business Administration and Management		1		1				2
		Economics		1	1		1	1		4
		International Studies					1			1
		Mental Health Counseling				1	1			2
		Psychology	5	2	1			1	1	10
		Public Service Management						1		1
	Sociology			1	1				2	
Total	5	4	3	3	3	3		1	22	
EDUCATION	Majors	Childhood Education		2	1	3	2	1		9
		Education [3]	1	1	6	15	17	7	1	48
	Total	1	3	7	18	19	8	1	57	
GROVE SCH. OF ENGINEERING	Majors	Biomedical Engineering			1					1
		Chemical Engineering					1		1	2
		Civil Engineering			2		1			3
		Computer Engineering							2	2
		Computer Science		1			2		2	8
		Earth System Science and Environmental Engineering				1	1	1		3
		Electrical Engineering		1	1	3	1	5	2	13
		Information Systems					1			1
	Mechanical Engineering			2	2	2	4	1	1	12
Total		2	6	6	9	10	5	12	50	
DIVISION OF	Majors	Advertising/Public Relations		2		1	1			4
		Art		1	1	1				3
		Art History		1						1
		Branding and Integrated Communications			1	2				3
		English					1			1

	History			2		1	1			4	
	Language and Literacy			1					1	2	
	Media and Communications							1		1	
	Music				1					1	
	Sonic Arts		1							1	
	Theater		1							1	
	Total		6	5	5	3	1	1	1	1	22
INTERDISCIPLINARY	Majors	Interdisciplinary Studies	2	2		1				5	
	Total		2	2		1				5	
DIV. SCIENCE	Majors	Biochemistry	1							1	
		Chemistry	1							1	
		Mathematics				1		2	1	1	5
		Physics					1				1
	Total		2			1	1	2	3	3	8

[1] CUNY School of Medicine / The Sophie Davis Center of Biomedical Education has no respondent providing salary information and is excluded in Appendix E.

[2] One respondent majored in Urban Design with a salary range of \$40,000 – 60,000 is recoded as \$50,000.

[3] One respondent majored in Education with a salary of \$8,000 is excluded.

[4] One respondent majored in Electrical Engineering with a salary of \$13,000 is excluded.

Appendix F: Table, Academic Preparation and Academic Major

Major Field of Study with Your CCNY Degree	I feel CCNY academically prepared me for my career field:				Total
	No		Yes		
	Count	%	Count	%	
Advertising/Public Relations	0	0%	18	100%	18
Anthropology	1	14%	6	86%	7
Architecture	4	17%	20	83%	24
Art	7	22%	25	78%	32
Art History	0	0%	5	100%	5
Biochemistry	0	0%	4	100%	4
Biology	14	30%	32	70%	46
Biomed Science	0	0%	1	100%	1
Biomedical Engineering	2	11%	17	89%	19
Biotechnology	0	0%	1	100%	1
Black Studies	0	0%	3	100%	3
Branding and Integrated Communications	0	0%	5	100%	5
Business Administration and Management	7	24%	22	76%	29
Chemical Engineering	3	14%	19	86%	22
Chemistry	2	13%	13	87%	15
Childhood Education	1	3%	34	97%	35
Civil Engineering	4	22%	14	78%	18
Communications	0	0%	3	100%	3
Computer Engineering	1	5%	19	95%	20
Computer Science	10	21%	37	79%	47
Creative Writing	1	100%	0	0%	1
Data Science	0	0%	3	100%	3
Earth and Atmospheric Science	0	0%	2	100%	2
Earth System Science and Environmental Engineering	1	12.5%	7	87.5%	8
Economic and Business	1	50%	1	50%	2
Economics	9	26%	25	74%	34
Education	7	8%	82	92%	89
Electrical Engineering	7	21%	27	79%	34
Electronic Design and Multimedia	0	0%	3	100%	3
English	7	28%	18	72%	25
Film and Video Production	3	33%	6	67%	9
French	1	100%	0	0%	1
Geology	1	50%	1	50%	2
History	2	18%	9	82%	11
Information Systems	2	50%	2	50%	4
Interdisciplinary Studies	3	13%	20	87%	23

International Relations	0	0%	4	100%	4
International Studies	2	17%	10	83%	12
Landscape Architecture	0	0%	2	100%	2
Language and Literacy	0	0%	5	100%	5
Literature	0	0%	1	100%	1
Mathematics	7	26%	20	74%	27
Mechanical Engineering	12	24%	38	76%	50
Media and Communications Arts	0	0%	2	100%	2
Mental Health Counseling	1	33%	2	67%	3
Music	4	67%	2	33%	6
Philosophy	0	0%	3	100%	3
Physics	1	17%	5	83%	6
Political Science	5	22%	18	78%	23
Psychology	26	28%	68	72%	94
Public Policy and Public Affairs	0	0%	1	100%	1
Public Relations	0	0%	1	100%	1
Public Service Management	3	43%	4	57%	7
Sociology	2	13%	13	87%	15
Sonic Arts	0	0%	2	100%	2
Spanish	1	50%	1	50%	2
Studio Art	1	100%	0	0%	1
Sustainability	0	0%	9	100%	9
Theater	3	23%	10	77%	13
Urban Design	0	0%	3	100%	3
Total	169	19%	728	81%	897

Appendix G: Table, Faculty Access and Academic Major

Major Field of Study with Your CCNY Degree	I feel CCNY academically prepared me for my career field:				Total
	No		Yes		
	Count	%	Count	%	
Advertising/Public Relations	0	0%	18	100%	18
Anthropology	1	14%	6	86%	7
Architecture	1	4%	23	96%	24
Art	3	9%	29	91%	32
Art History	0	0%	5	100%	5
Biochemistry	0	0%	4	100%	4
Biology	7	15%	39	85%	46
Biomed Science	0	0%	1	100%	1
Biomedical Engineering	1	5%	18	95%	19
Biotechnology	0	0%	1	100%	1
Black Studies	1	33%	2	67%	3
Branding and Integrated Communications	0	0%	5	100%	5
Business Administration and Management	5	17%	24	83%	29
Chemical Engineering	0	0%	22	100%	22
Chemistry	3	20%	12	80%	15
Childhood Education	2	6%	33	94%	35
Civil Engineering	2	11%	16	89%	18
Communications	0	0%	3	100%	3
Computer Engineering	2	10%	18	90%	20
Computer Science	5	11%	42	89%	47
Creative Writing	0	0%	1	100%	1
Data Science	1	33%	2	67%	3
Earth and Atmospheric Science	0	0%	2	100%	2
Earth System Science and Environmental Engineering	1	13%	7	88%	8
Economic and Business	1	50%	1	50%	2
Economics	3	9%	31	91%	34
Education	7	8%	82	92%	89
Electrical Engineering	3	9%	31	91%	34
Electronic Design and Multimedia	0	0%	3	100%	3
English	1	4%	24	96%	25
Film and Video Production	0	0%	9	100%	9
French	0	0%	1	100%	1
Geology	1	50%	1	50%	2
History	1	9%	10	91%	11
Information Systems	0	0%	4	100%	4
Interdisciplinary Studies	0	0%	23	100%	23

International Relations	0	0%	4	100%	4
International Studies	0	0%	12	100%	12
Landscape Architecture	0	0%	2	100%	2
Language and Literacy	0	0%	5	100%	5
Literature	1	100%		0%	1
Mathematics	1	4%	26	96%	27
Mechanical Engineering	8	16%	42	84%	50
Media and Communications Arts	0	0%	2	100%	2
Mental Health Counseling	0	0%	3	100%	3
Music	0	0%	6	100%	6
Philosophy	1	33%	2	67%	3
Physics	1	17%	5	83%	6
Political Science	3	13%	20	87%	23
Psychology	3	3%	91	97%	94
Public Policy and Public Affairs	0	0%	1	100%	1
Public Relations	0	0%	1	100%	1
Public Service Management	0	0%	7	100%	7
Sociology	3	20%	12	80%	15
Sonic Arts	0	0%	2	100%	2
Spanish	0	0%	2	100%	2
Studio Art	0	0%	1	100%	1
Sustainability	1	11%	8	89%	9
Theater	1	8%	12	92%	13
Urban Design	0	0%	3	100%	3
Total	75	8%	822	92%	897

Appendix H: Count of CPDI Services Used

Number of Services Used	Count	Frequency
1 Service	82	26%
2 Services	62	20%
3 Services	53	17%
4 Services	42	14%
5 Services	33	11%
6 Services	16	5%
7 Services	8	3%
8 Services	14	5%

