

Spring 2022 Graduation Student Survey Report

Spring 2022 Graduating Class

Office of Institutional Research | The Career and Professional Development Institute

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INTRODUCTION

The Spring 2022 Student Graduation Report examines demographic trends in student experiences and professional pursuits among both undergraduate and graduate students that graduated from The City College of New York (CCNY) at the end of the Spring 2022 term. CCNY surveyed undergraduate and graduate students who applied for graduation in the 2021-2022 academic year to collect data about the job prospects of graduating students and their professional activities after graduation. Since there is 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.

METHODOLOGY

This report is a collaboration between City College's Career and Professional Development Institute (CPDI), and Office of Institutional Research (OIR). The survey was distributed, and data subsequently collected by CPDI while OIR provided data analysis and assembled the report.

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 1,723 students that graduated in the Spring 2022 semester, a total of 828 responded to the survey, a response rate of 48%. There was a total of 103 survey questions, some of which were follow-up questions prompted based on specific answers.

The survey analyzed information about the following areas:

- **Plans After Graduation** - a demographic overview of student's post-graduation pursuits including salary, fields of work, and job search behaviors.
- **School and Division outcomes** - Student's plans after graduation and salary across academic units.
- **Using CPDI Services** - eight different services provided to students and alumni to guide them to explore major and career options.
- **Internships and Experiential Learning** - the frequency and value of completing internships or participating in a variety of experiential learning experiences.
- **Graduate students' perspectives** – a summary of students graduating from master's-degree program, including financial support and student debt.
- **Student Satisfaction** - related to support, quality, and accessibility of several Administrative, Academic, and Health/wellbeing services offered at City College, including faculty support on student's academic success and career preparation.

EXECUTIVE SUMMARY

Overall, most graduating students had career pursuits and were either seeking employment (39%), already employed (37%), or perusing additional education opportunities (16%). Participation in internships and experiential learning seemed to have a positive impact on student's professional goals. Close to half of students graduating (46%) participated in either an

experiential learning opportunity or internship. Over 90% of students who participated stated their internship or experiential learning was directly related to their career field, and nearly 90% expressed the skills gained in these opportunities were either helpful in their current career situation, or in their job search.

Employment type for the graduating class determined not only annual wages, but career fields. While nearly 90% of students working in full-time positions reported working in their career field, only 42% of students in part-time positions said their work was career related. Over 30% of students working in full-time positions were in an education-related career field, while the highest share of part-time employees was split between careers in education and retail/wholesale, at 15%.

Of the 301 total employed graduates (both full-time and part-time), 28% came from the Colin Powell School for Civic and Global Leadership, 21% from the Grove School of Engineering, 19% from the School of Education, 17% from the Division of Humanities & Arts, with the remaining 16% from the Spitzer School of Architecture, the Division of Science, the Division of Interdisciplinary Studies, and Inter-divisional programs. The majority of spring 2022 graduates with a full-time position were earning annual wages greater than \$50,000 dollars, at 55% (108 of 197). The top earners, making an annual salary greater than \$70K, came from the Grove School of Engineering, at 55% (31 of 56). Among graduates earning more than \$80,000 a year, the Grove School of Engineering also had the largest share of 61% (20 of 33).

Overall, student satisfaction was high. Eighty-eight percent of the graduates responded that they would recommend CCNY to family and friends, with over 80% expressing positive sentiment towards faculty support in their academic pursuits, and 84% feeling that CCNY academically prepared them for their career field.

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

DEMOGRAPHICS

Students were asked to share basic demographic information in the survey, including age, race/ethnicity, gender, and school/division they were graduating from.

Academic Unit

The City College of New York has a total of ten academic units:

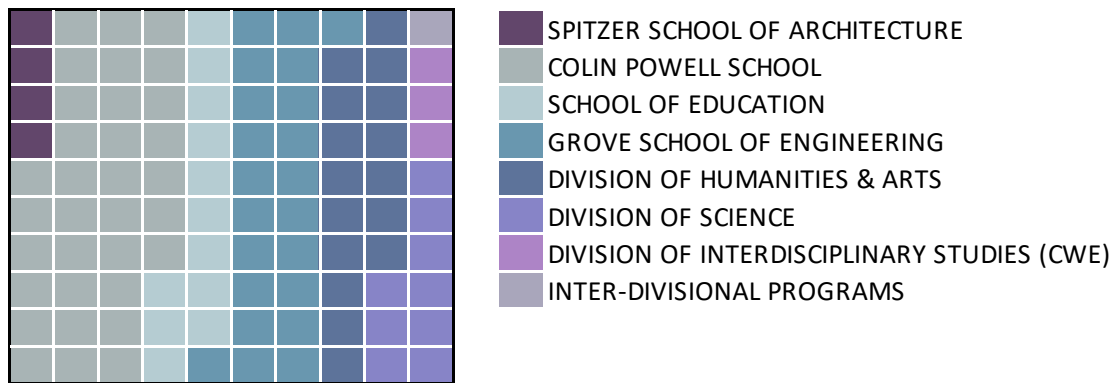
- The Bernard and Anne Spitzer School of Architecture
- The CUNY School of Medicine
- The Colin Powell School for Civic and Global Leadership
- School of Education
- The Grove School of Engineering
- Division of Humanities & the Arts
- Division of Interdisciplinary Studies at Center for Worker Education (CWE)

- Division of Science
- CUNY BA
- Inter-divisional Programs

Both the CUNY School of Medicine and CUNY BA program did not have survey participants and were so excluded from any observation.

Figure 1 displays the proportion of survey participants by the school or division the student graduated from. The largest share of survey participants come from the Colin Powell School, at 33%, followed by the Grove School of Engineering at 22%, and the Division of Humanities & Arts, at seventeen percent. Less than 5% of students graduating from the Spitzer School of Architecture or from the Division of Interdisciplinary Studies (CWE), filled out the survey. There were no graduating students from the School of Medicine that participated in the survey. As such, the School of Medicine is excluded from this report.

Figure 1. Graduating Class by School/Division



Gender

Table I lists the proportion of survey participants by student gender and school/division students graduated from. Gender categories were binary; students could select either male or female, or choose not to respond. Percentages are based on school/division totals. Over 53% (439 of 828) of survey participants were women, just under 40% (322 of 828) were men, and 8% of survey participants did not indicate a gender.

There was a greater share of female survey participants across most schools and divisions. In the Division of Interdisciplinary Studies, 73% (19 of 26) of survey participants were women; the School of Education had the second highest proportion of female survey participants, at 69% (66 of 96). The Colin Powell School had the third highest percentage of female participants, at 66% (179 of 271). The school/division with the lowest proportion of female participants came from the Grove School of Engineering, where 25% (45 of 179) of survey participants were women, and 69% (123 of 179) were men, which was also the largest share of male participants across all other academic units.

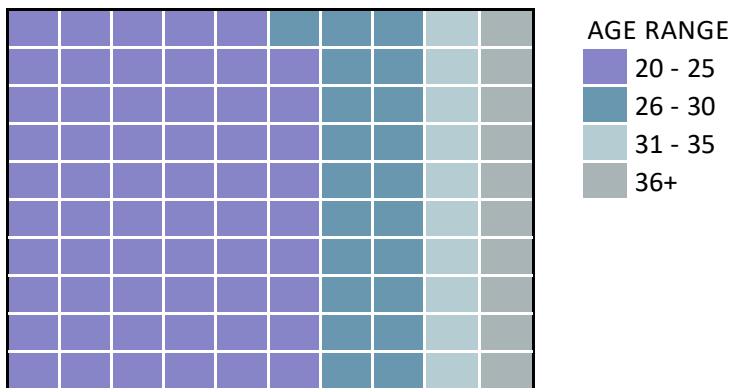
Table 1. Graduating Class by Gender and Academic Unit

ACADEMIC UNIT	TOTAL	WOMEN	MEN	N/A
SPITZER SCHOOL OF ARCHITECTURE	36	15	18	3
		42%	50%	8%
COLIN POWELL SCHOOL	271	179	68	24
		66%	25%	9%
SCHOOL OF EDUCATION	96	66	22	8
		69%	23%	8%
GROVE SCHOOL OF ENGINEERING	179	45	123	11
		25%	69%	6%
DIVISION OF HUMANITIES & ARTS	137	77	46	14
		56%	34%	10%
DIVISION OF SCIENCE	76	35	36	5
		46%	47%	7%
DIVISION OF INTERDISCIPLINARY STUDIES	26	19	5	2
		73%	19%	8%
INTER-DIVISIONAL PROGRAMS	7	3	4	--
		43%	57%	0%

Age-Range

Among survey participants, close to 60% were between the ages 20 - 25 (Figure 2), while just over a fifth of participants were between ages 26 – 30, at 21.4% (168 of 828). About 20% (152 of 828) of these graduating students were greater than 30 years old, while less than one percent were 19 or younger.

Figure 2. Age Range of Graduating Class



Ethnicity

Figure 3 describes the race/ethnicity of the graduating class, while Table 2 further disaggregates by school and division. Over 30% of survey participants in the graduating class were of Hispanic descent, the largest racial-ethnic composition compared to all others. This is followed by Asian students, at 21%, White students at 15%, and Black students at fourteen percent. Less than 5% of students were two or more races, and less than 1% were international students. Thirteen percent of students did not list their race or ethnicity.

Of those graduating, the Division of Interdisciplinary Studies had the largest percentage of Hispanic students, at 42% (11 of 26), followed by Black students, at 35% (9 of 26). The majority of students from the School of Education were also Hispanic, again at 42% (40 of 96), followed by White students, at 20% (19 of 96). Compared to other schools/divisions, Grove School of Engineering had the highest share of Asian students, at 42% (75 of 179), followed by the Division of Science, at 36% (27 of 76).

Figure 3. Race/Ethnicity of Graduating Class

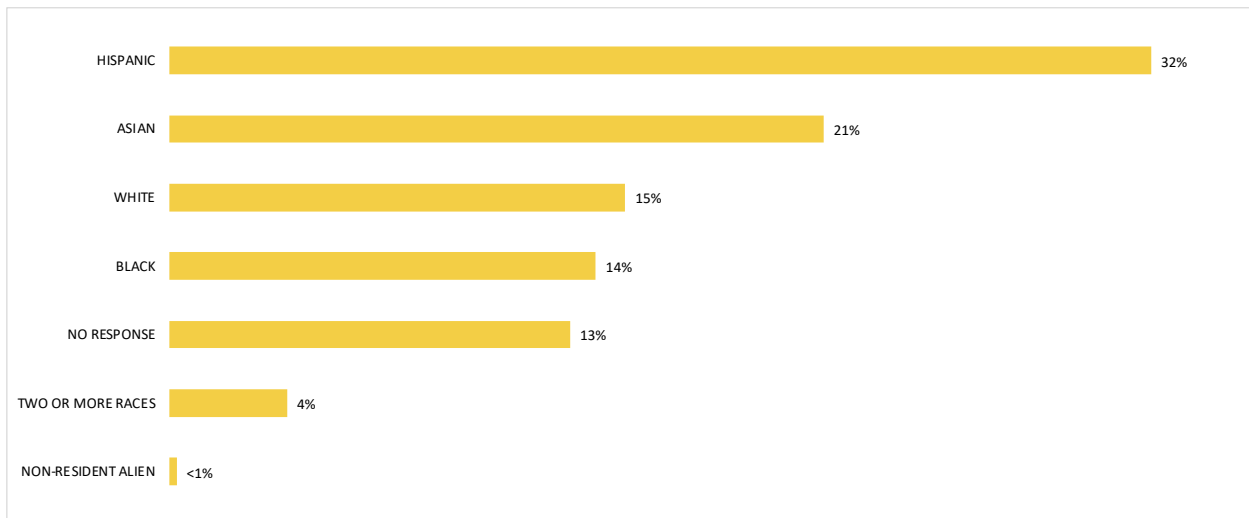


Table 2. Race/Ethnicity of Graduating Class, by Academic Unit

ACADEMIC UNIT	TOTAL	HISPANIC	ASIAN	WHITE	BLACK	NO RESPONSE	TWO OR MORE RACES	NON-RESIDENT
SPITZER SCHOOL OF ARCHITECTURE	36	12 33%	4 11%	10 28%	3 8%	4 11%	3 8%	-- 0%
COLIN POWELL SCHOOL	271	105 39%	48 18%	27 10%	43 16%	37 14%	10 4%	1 0%
SCHOOL OF EDUCATION	96	40 42%	6 6%	19 20%	13 14%	9 9%	9 9%	-- 0%
GROVE SCHOOL OF ENGINEERING	179	32 18%	75 42%	24 13%	17 9%	27 15%	4 2%	-- 0%
DIVISION OF HUMANITIES & ARTS	137	47 34%	14 10%	29 21%	23 17%	21 15%	2 1%	1 1%
DIVISION OF SCIENCE	76	18 24%	27 36%	11 14%	8 11%	8 11%	4 5%	-- 0%
DIVISION OF INTERDISCIPLINARY	26	11 42%	1 4%	2 8%	9 35%	3 12%	-- 0%	-- 0%
INTER-DIVISIONAL PROGRAMS	7	2 29%	3 43%	2 29%	-- 0%	-- 0%	-- 0%	-- 0%

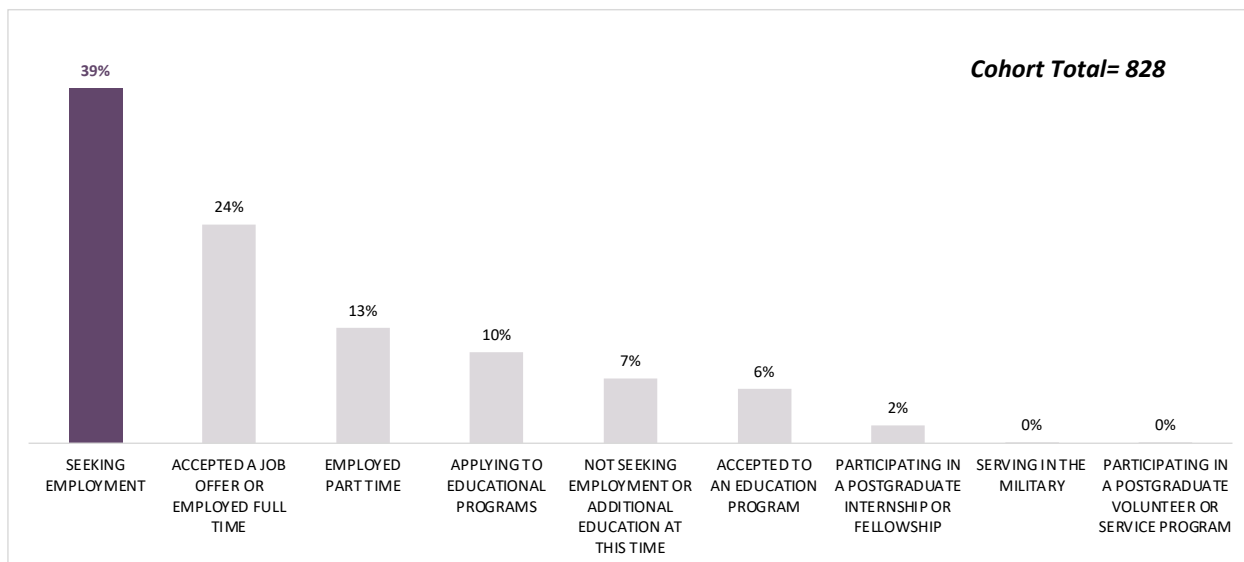
PLANS AFTER GRADUATION

Survey participants were asked to share what their career plans were after they graduated. Participants could choose from a list of options indicating if they were pursuing further education, entering into the work force, engaging in volunteer activities, or if they did not have any education or career-related plans post-graduation.

Employment and Advanced Degree Programs After Graduation

Figure 4 shows the selection of survey participant’s indicated plans after graduation. The largest share of graduates at 39%, were seeking employment. Thirty-seven percent of graduates were either already employed full and/or part-time or had accepted a job offer. About 16% of graduates were pursuing additional education – 10% were applying to a program while 6% received acceptance into an educational program. Just 2% of students had plans to participate in an internship or fellowship, and finally 7% indicated they did not have any job or education-related plans after graduation.

Figure 4. Plans After Graduation



Plans After Graduation by Academic Unit

Table 3 describes survey participants post-graduation plans, by each academic unit. The Bernard and Anne Spitzer School of Architecture accounts for 4% (36 of 828) of respondents. Thirty-six percent (13 of 36) of the Spitzer School of Architecture graduates were seeking employment, the third highest among all schools and divisions. Fifty percent (18 of 36) were employed or had accepted a full-time/part-time job offer.

The Colin Powell School for Civic and Global Leadership accounts for 33% (271 of 828) of respondents. Forty-one percent (110 of 271) of the graduates were seeking employment. Thirty-one percent (84 of 271) were employed or had accepted a full-time/part-time job offer. Twenty percent (53 of 271) of Colin Powell School for Civic and Global Leadership graduates were planning on attending or applying to graduate school.

The School of Education accounts for 12% (96 of 828) of respondents. Fifty-eight percent (56 of 96) of School of Education graduates were employed or had accepted a full-time/part-time job offer and 9% (9 of 96) were planning on attending or applying to graduate school.

The Grove School of Engineering accounts for 22% (179 of 828) of respondents. Thirty-five percent (62 of 179) of graduates were employed or had accepted a full-time/part-time job offer and 8% (15 of 179) were planning on attending or applying to graduate school.

The Division of Humanities & Arts accounts for 17% (137 of 828) of respondents. Thirty-seven percent (51 of 137) of graduates were employed or had accepted a full-time/part-time job offer and 13% (18 of 137) were planning on attending or applying to graduate school.

The Division of Science accounts for only 9% (76 of 828) of respondents. Twenty percent (15 of 76) of graduates were employed or had accepted a full-time/part-time job offer and 36% (27 of 76) were planning on attending or applying to graduate school, the highest share of students with plans for additional education, compared to students in all other academic units.

The Division of Interdisciplinary Studies (CWE) had the lowest share of survey responses, accounting for only 3% (26 of 828) of respondents. Forty-two percent (11 of 26) of graduates were employed or had accepted a full-time/part-time job offer and 31% (8 of 26) were planning on attending or applying to graduate school.

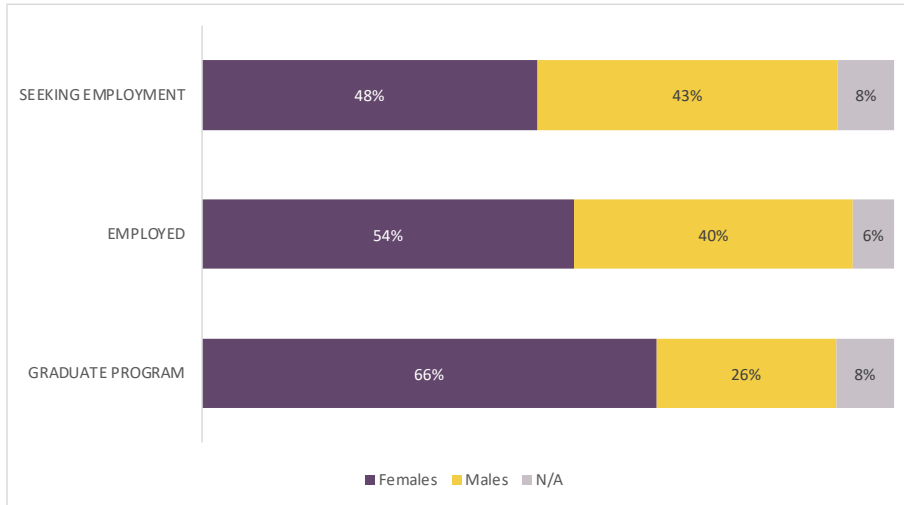
Table 3 Plans After Graduation, by Academic Unit

	SPITZER SCHOOL	COLIN POWELL	SCHOOL OF EDUCATION	GROVE SCHOOL	HUMANITIES & ARTS	DIVISION OF SCIENCE	CWE	INTER-DIVISIONAL PROGRAMS
	36	271	96	179	137	76	26	7
SEEKING EMPLOYMENT	36%	41%	25%	50%	40%	28%	19%	29%
ACCEPTED A JOB/EMPLOYED FT	31%	16%	53%	29%	17%	7%	31%	57%
EMPLOYED PART TIME	19%	15%	5%	6%	20%	13%	12%	--
APPLYING TO EDUCATIONAL PROGRAMS	--	13%	7%	3%	9%	21%	27%	--
ACCEPTED TO AN EDUCATION PROGRAM	3%	7%	2%	6%	4%	14%	4%	--
NOT SEEKING EDUCATION OR EMPLOYMENT	3%	8%	6%	5%	7%	13%	8%	--
POSTGRADUATE INTERNSHIP OR FELLOWSHIP	6%	1%	1%	2%	3%	3%	0%	14%
POSTGRADUATE VOLUNTEER OR SERVICE PROGRAM	3%	--	--	--	--	--	--	--
SERVING IN THE MILITARY	--	--	--	--	--	1%	--	--

Gender, Employment, and Graduate School

Most survey participants that either were seeking employment, already employed, or had plans for graduate study, were female (Figure 5). Close to 70% (86 of 131) of survey participants that were applying or accepted to an educational program were women. Women also made up the majority of employed survey participants at 54% (162 of 301), and 48% (155 of 320) that were seeking employment.

Figure 5. Plans After Graduation by Gender



Ethnicity, Employment, and Graduate School

Table 4 describes the share of graduates that had employment or education-related plans after graduation, by ethnicity. Compared to others, Hispanics had the highest share of both employment related and education-related plans post-graduation, where 35% (106 of 301) of students employed or seeking employment and 28% (37 of 131) of students applying or accepted into a graduate program, were Hispanic. Asian students and White students had the second highest share of graduates that were employed or accepted a position, at 18% (54 of 301) each. Asian students also had the second highest share that were applying to or accepted into a graduate program, at 21% (27 of 131). This was followed by Black students, at 17% (22 of 131).

Table 4 Plans After Graduation, by Ethnicity

	EMPLOYED OR ACCEPTED POSITION		APPLYING OR ACCEPTED INTO A GRADUATE PROGRAM	
		%		%
TOTAL	300		131	
HISPANIC	106	35%	37	28%
ASIAN	54	18%	27	21%
BLACK	48	16%	22	17%
WHITE	54	18%	15	11%
NO RESPONSE	27	9%	21	16%
TWO OR MORE RACES	11	4%	9	7%
NON-RESIDENT ALIEN	--	0%	--	--

Employment and Career Goals

Students that were employed full-time, had a higher rate that were working in their career field, compared to students working part-time (Figure 6). Among survey participants that stated they were employed full-time or had accepted a position, 86% (170 of 197) reported their position

was in their career field. This is starkly different from students working in part-time positions, where under half reported working in their career field, at 42% (44 of 104).

Table 5 further explores career-related work for participant’s employed in a full-time position, by their academic unit. Academic Units were grouped by if the school was a Professional school or Liberal Arts and Sciences school. Professional schools include the Grove School of Engineering, the School of Education, and the Spitzer School of Architecture. Liberal Arts and Sciences include the Division of Humanities & Arts, Division of Science, and inter-divisional programs. Students that were in a professional school, had higher rates of career-related employment compared to students in a liberal arts and sciences school. Students from the School of Education had the highest proportion of students employed in their career field, at 96% (54 of 56) , followed by the Spitzer School of Architecture at 89% (16 of 18), and the Grove School of Engineering, at 87% (54 of 62). The Colin Powell School had the lowest share of students employed in their career field, at 43% (36 of 84), followed by the Division of Interdisciplinary Studies (CWE) at 64% (7 of 11), and the Division of Humanities & Arts with the third lowest share, at 65% (33 of 51). No students from the inter-divisional academic unit reported having employment as their plan after graduation.

Figure 6. Career-related Employment

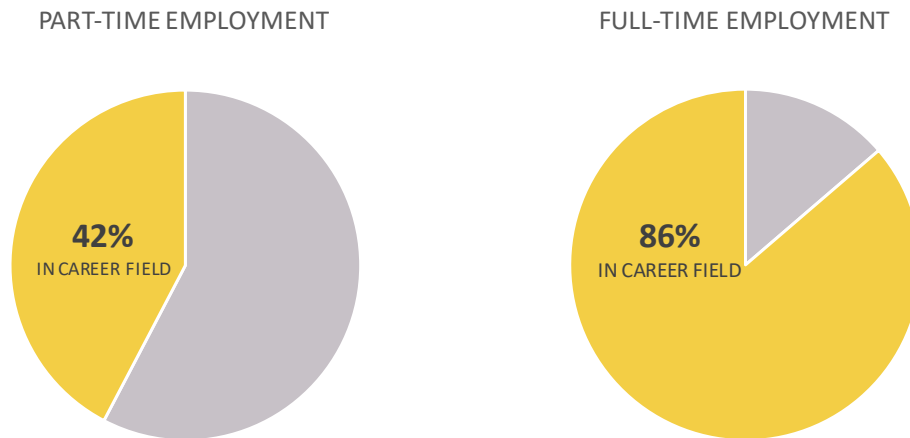


Table 5 Employment by Academic Unit

ACADEMIC UNIT	TOTAL	IN CAREER FIELD	NOT IN CAREER FIELD
PROFESSIONAL SCHOOL			
SPITZER SCHOOL OF ARCHITECTURE	18	16 89%	2 11%
SCHOOL OF EDUCATION	56	54 96%	2 4%
GROVE SCHOOL OF ENGINEERING	62	54 87%	8 13%
LIBERAL ARTS AND SCIENCES			
COLIN POWELL SCHOOL	84	36 43%	48 57%
DIVISION OF HUMANITIES & ARTS	51	33 65%	18 35%
DIVISION OF SCIENCE	15	11 73%	4 27%
DIVISION OF INTERDISCIPLINARY STUDIES	11	7 64%	4 36%

Salaries

Table 6 describes the income ranges survey participants reported earning. Among students employed, 65% (197 of 301) were employed full time, and 35% (104 of 301) were employed part time. There were 21 students employed full-time and 22 students employed part-time that did not report their incomes and were excluded from observations on salaries.

Nearly 90% (73 of 82) of students employed part-time earned a salary up to \$30,000, with a majority having earned between \$10,00-\$20,000, at 40% (33 of 82). Two percent (2 of 82) of students employed part time reported salaries above \$50K a year.

A fifth (35 of 176) of students working full time earned between \$40,000-\$50,000, and over 60% (108 of 176) of students working full time were earning over \$50K a year. The highest share of students employed full time were earning between \$60,000-\$70,000, at 27% (47 of 176). Just over 30% (55 of 176) of students working full time were earning over \$70,000, with 13% (22 of 176) having earned between \$70K-\$80K. Six percent (11 of 176) students employed full time earned between \$80K-\$90K and 13% (22 of 176) earned above \$90,000 a year.

Table 6 Salary Range by Employment Type

SALARY RANGE	EMPLOYED FULL-TIME		EMPLOYED PART-TIME	
	Count	Percentage	Count	Percentage
< \$10	6	3%	19	23%
\$10000 - 20K	3	2%	33	40%
\$20001 - 30K	7	4%	21	26%
\$30001 - 40K	17	10%	7	9%
\$40001 - 50K	35	20%	--	--
\$50001 - 60K	6	3%	1	1%
\$60001 - 70K	47	27%	--	--
\$70001 - 80K	22	13%	1	1%
\$80001 - 90K	11	6%	--	--
> \$90K	22	13%	--	--
TOTAL	176		82	

Salaries and Academic Unit

Both figure 7 and table 7 describes the annual wages earned by students employed in full-time positions, across each academic units. The 52 students from the Grove School of Engineering had the highest average salary compared to earnings in all other academic units, at \$81,558 dollars, with an earning range between \$17,000 to \$150,000. The second highest average annual salary of \$71,648 dollars came from the Division of Humanities & Arts, where 23 participants working in full-time positions ranged between \$25,000 to \$200,000. Five participants were from the School of Science, earning a mean annual salary of \$69,750 dollars, 8 participants from the Division of Interdisciplinary Studies earned a mean annual salary of \$61,371 dollars, and 51 participants from the School of Education reported a mean annual salary of \$59,243 dollars. In the Spitzer School of Architecture, annual salaries for the 43 participants working in full-time positions widely varied, having earnings range from \$10,467 to \$90,000, with a mean annual salary of \$52,483 dollars; the lowest average salary compared to earnings in all other academic units.

Figure 7 Mean Salary by Academic Unit

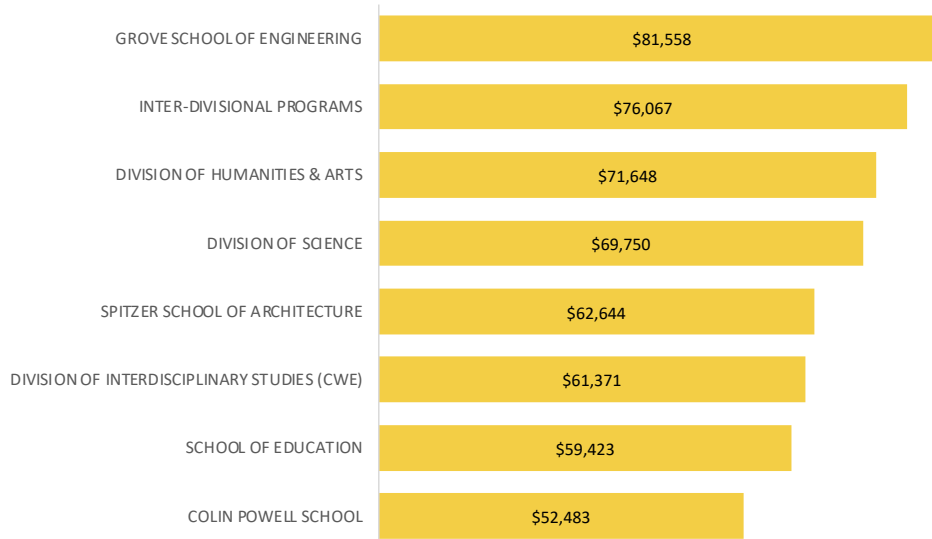


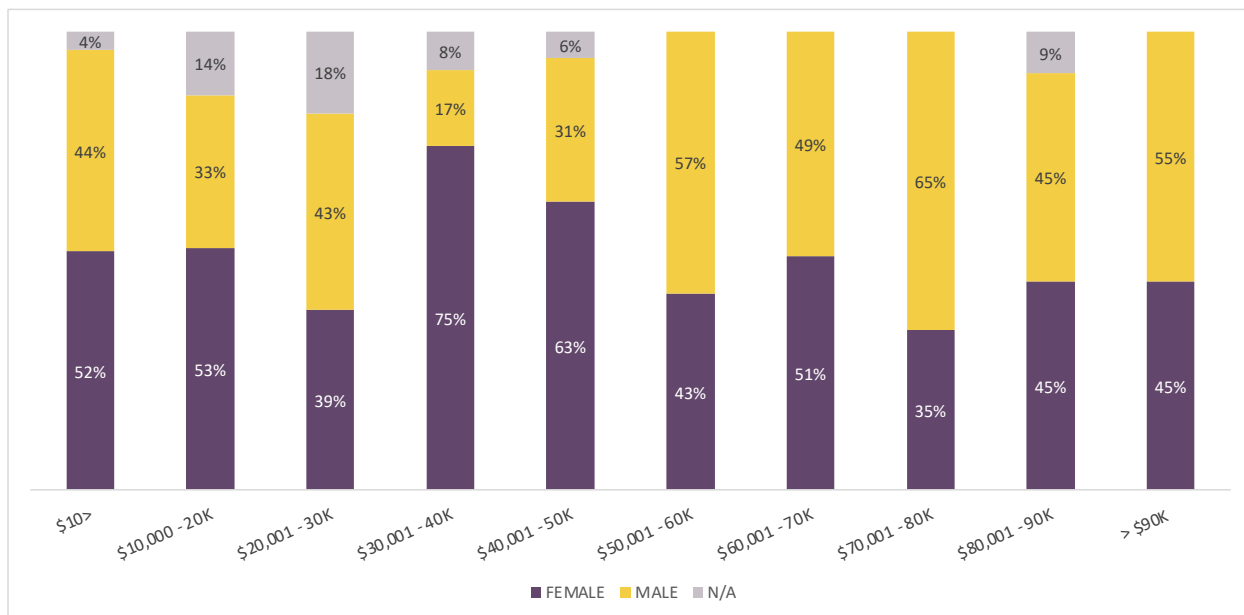
Table 7 Salary Ranges by Academic Unit

ACADEMIC UNIT	MEAN	MIN	MAX
COLIN POWELL SCHOOL	\$52,483	\$10,467	\$90,000
SCHOOL OF EDUCATION	\$59,423	\$30,000	\$93,000
DIVISION OF INTERDISCIPLINARY STUDIES (CWE)	\$61,371	\$36,000	\$123,600
SPITZER SCHOOL OF ARCHITECTURE	\$62,644	\$32,000	\$85,000
DIVISION OF SCIENCE	\$69,750	\$39,000	\$100,000
DIVISION OF HUMANITIES & ARTS	\$71,648	\$25,000	\$200,000
INTER-DIVISIONAL PROGRAMS	\$76,067	\$63,200	\$100,000
GROVE SCHOOL OF ENGINEERING	\$81,558	\$17,000	\$150,000

Salaries and Gender

Figure 8 describes the share of student income ranges, by gender. Students that did not specify a gender were marked as N/A. Salary ranges at \$50K or below were largely reported by women, while salaries greater than \$50,000 were mainly reported by men. Seventy-five percent (18 of 24) of participants earning \$30 - \$40K a year were women, which was also the largest share across income ranges reported by women. Conversely, this was the lowest share reported by men, at 17% (4 of 24). The second highest reported income range for women was \$40-\$50K a year, at 63% (22 of 35), the third highest was \$10K-\$20K a year, at 53% (19 of 36). The largest income range reported by men was \$70,001-\$80K a year, at 65% (15 of 23). The second highest income range reported was \$50,001 - \$60K a year at 57% (4 of 7), and third was over \$90K a year, at 55% (12 of 22). Students earning less than \$10,000 were mainly female, at 52% (13 of 25), whereas those earning over \$90K were mostly male.

Figure 8 Income Ranges by Gender



Salaries and Race/Ethnicity

Table 8 shows a frequency table of salary ranges earned by graduating students, by race/ethnicity. Among the 301 participants that were employed in full-time or part-time positions, 43 did not share their salaries and were excluded from observation.

Among employed Hispanic students, the average reported income for those working full-time was \$50,000 and \$18,000 for respondents employed part-time. Under 30% (26 of 90) earned annual salaries over \$50,000 dollars, with 17% (15 of 90) earning between \$60,001- \$70K a year. Only 2% (2 of 90) of respondents reported earning between \$80,001-\$90K a year, and no student reported earnings greater than \$90K. Forty percent (36 of 90) reported annual salaries at \$30K and under, with those earning under \$10,000 a year and between \$20,001-\$30K a year at 10% (9 of 90) each. The highest income range reported by a majority of Hispanic students was between \$10,001-\$20K, at 20% (18 of 90), with the second highest being \$30,001-\$40K a year, at 18% (16 of 90).

Among employed Asian students, the average reported income for those working full-time was \$68,500 and \$14,500 for respondents employed part-time. Close to 50% (25 of 51) of respondents earned annual salaries over \$50,000 dollars, with 18% (9 of 51) earning between \$70,001- \$80K a year. While only one respondent reported earning between \$80,001-\$90K a year, 12% (6 of 51) of students reported earnings greater than \$90K. Forty-one percent (21 of 51) reported annual salaries at \$30K and under, with 18% (9 of 51) of respondents earning under \$10,000 a year and 16% (8 of 51) earning between \$10,001-\$20K a year.

Among employed Black students, the average reported income for those working full-time was \$73,000 and \$22,800 for respondents employed part-time. Fifty-five percent (22 of 40) of respondents earned annual salaries over \$50,000 dollars, with 25% (10 of 40) earning between

\$60,001- \$70K a year, and 10% (4 of 40) reporting incomes between \$70,001 - \$80K a year. While only one respondent reported earning between \$80,001-\$90K a year, almost 20% (7 of 40) of students reported earnings greater than \$90K. Less than 20% (7 of 40) reported annual salaries at \$30K and under, with 10% (4 of 40) of respondents earning under \$10,000 a year. The income range with the highest share of students was \$60,001-\$70K, at 25% (10 of 40), with the second highest share at \$40,001-\$50K a year, at 20% (8 of 40).

Finally, among employed white students, the average reported income for those working full-time was \$77,000 and \$27,000 for respondents employed part-time. Nearly 55% (25 of 46) of respondents earned annual salaries over \$50,000 dollars, with 9% (4 of 46) earning between \$80,001- \$90K a year, and 17% (8 of 46) of students earning greater than \$90K a year. Less than 30% (13 of 46) reported annual salaries at \$30K and under, with those earning under \$10,000 a year at 4% (2 of 46). The income range with the highest share of students was \$60,001-\$70K, at 22% (10 of 46), with the second highest share was \$90K a year, at 17% (8 of 46).

Table 8 Frequency of Salary Ranges, by Race and Ethnicity → report avg by ft/pt

RACE/ETHNICITY	HISPANIC	ASIAN	BLACK	WHITE	NO RESPONSE	TWO OR MORE RACES	NON-RESIDENT
TOTAL	90	51	46	40	20	10	1
\$10>	10%	18%	4%	10%	5%	--	--
\$10,000 - 20K	20%	16%	11%	5%	15%	--	--
\$20,001 - 30K	10%	8%	13%	3%	35%	10%	--
\$30,001 - 40K	18%	--	4%	8%	15%	--	--
\$40,001 - 50K	13%	10%	13%	20%	10%	10%	100%
\$50,001 - 60K	3%	4%	2%	--	--	10%	--
\$60,001 - 70K	17%	14%	22%	25%	5%	40%	--
\$70,001 - 80K	7%	18%	4%	10%	--	20%	--
\$80,001 - 90K	2%	2%	9%	3%	10%	10%	--
> \$90K	--	12%	17%	18%	5%	--	--

Work Locations and Fields of Work

Respondents were asked to list the location of their employment. Figure 9 is a map of the areas in NYC students reported working in, and table 9 the career fields students reported working in. Of the 301 respondents that were employed in full or part-time positions, over 90% (275 of 301) were working in the tri-state area, and 76% (228 of 301) employed in New York City.

The dot map in Figure 9 shows heavy clusters of employment locations within neighborhoods in Manhattan - 48% (109 of 228) of student reported working in Manhattan, with 39% (42 of 109) working in Harlem neighborhoods, or neighborhoods close to Harlem, including Central Harlem, Morningside Heights, East Harlem, Washington Heights and Inwood. Some other clusters include the LIC/Astoria neighborhood, where 27% (10 of 37) of student working in Queens were located, and the Downtown Heights - Park Slope neighborhoods of Brooklyn, where 25% (9 of 36) of students were working.

Career fields varied by employment type. Over 30% (64 of 197) of students employed full-time reported working within the education sector, followed by engineering at 12% (23 of 197). For students employed in part-time positions, 15% (16 of 104) reported working in education fields and retail/wholesale each.

Figure 9 Work Locations in New York City

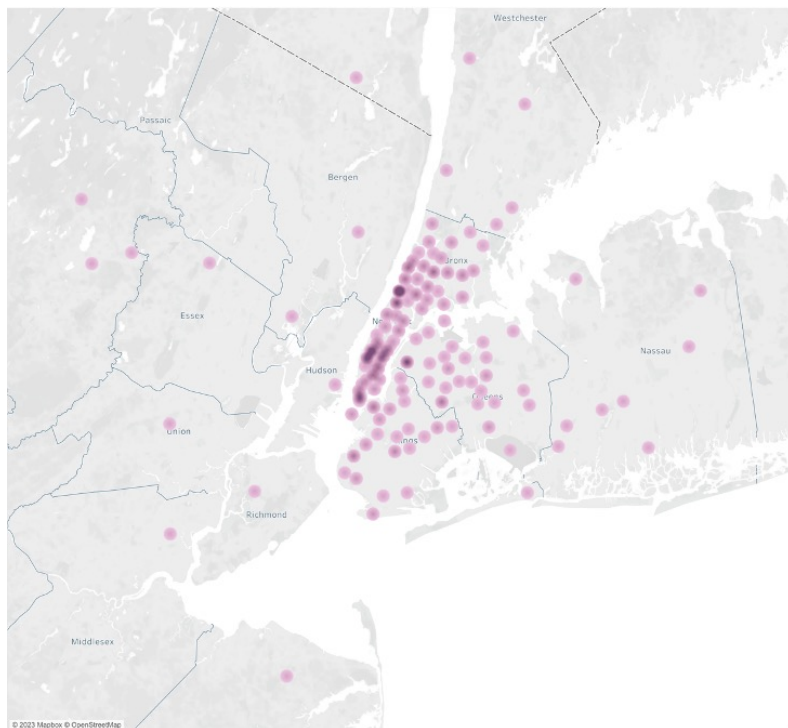


Table 9 Fields of Work for Full-time and Part-time Employment

CAREER FIELDS	FULL-TIME	PART-TIME
Education	32%	15%
Engineering	12%	4%
Health Care	7%	8%
Retail/Wholesale	2%	15%
Other	4%	10%
Architecture/Urban Planning	4%	5%
Aerospace	5%	0%
Government/Public Administration	5%	0%
Food Services	1%	7%
Financial Services	4%	1%
Non-Profit/Philanthropy	1%	5%
Computers	2%	2%
Entertainment	1%	3%
Construction	3%	0%
Arts	1%	4%
Biotech & Pharmaceuticals	2%	2%
Consulting	2%	1%
Marketing	1%	3%
Consumer Products	2%	1%
High Tech/Information Technology	2%	0%
Sports & Recreation	1%	2%
Business Services	1%	1%
Transportation	1%	2%
Law	2%	0%
Advertising	1%	1%
Hotel, Restaurant, Hospitality	1%	2%
Chemicals	0%	2%
Sciences	1%	0%
Communications/Media	1%	1%
Automotive	1%	1%
Accounting	1%	0%
Energy	1%	1%
Museums & Libraries	0%	2%
Military & Defense	1%	0%
Fashion	0%	1%
Electronics	1%	0%
Investment Banking	1%	0%
Telecommunications	1%	0%
Internet	1%	0%
Insurance	1%	0%
Manufacturing	1%	0%

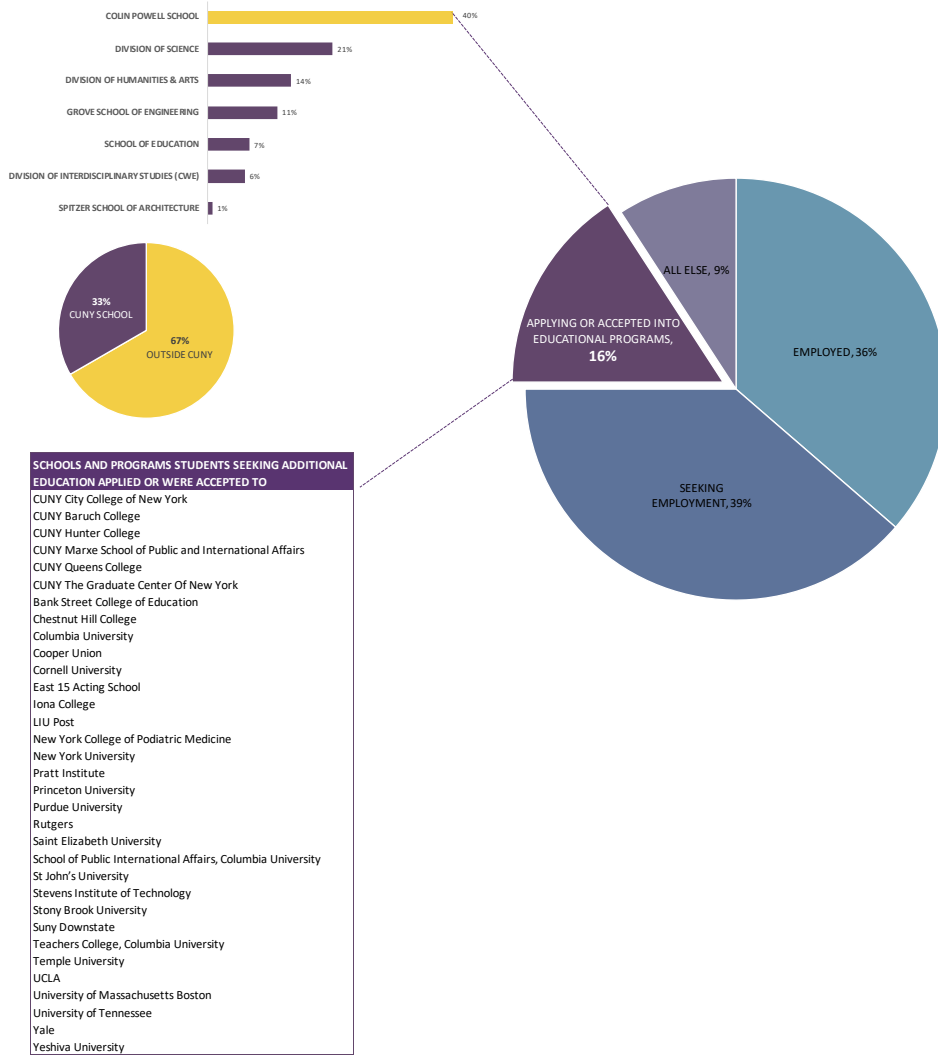
Additional Education

There were 16% (131 of 828) of respondents that shared plans for enrolling or applying into an additional education program (Figure 10). Forty-one percent (53 of 131) of these students came from the Colin Powell School, and 21% (27 of 131) from the Division of Science.

Forty-nine students were accepted into a program at time of the survey. Of the 49 students, 67% were accepted into a school outside of CUNY. Figure 10 offers a list of all the schools students were accepted into. Most schools were in the New York or New Jersey areas,

primarily in New York City. Six schools were within the CUNY education system, including City College.

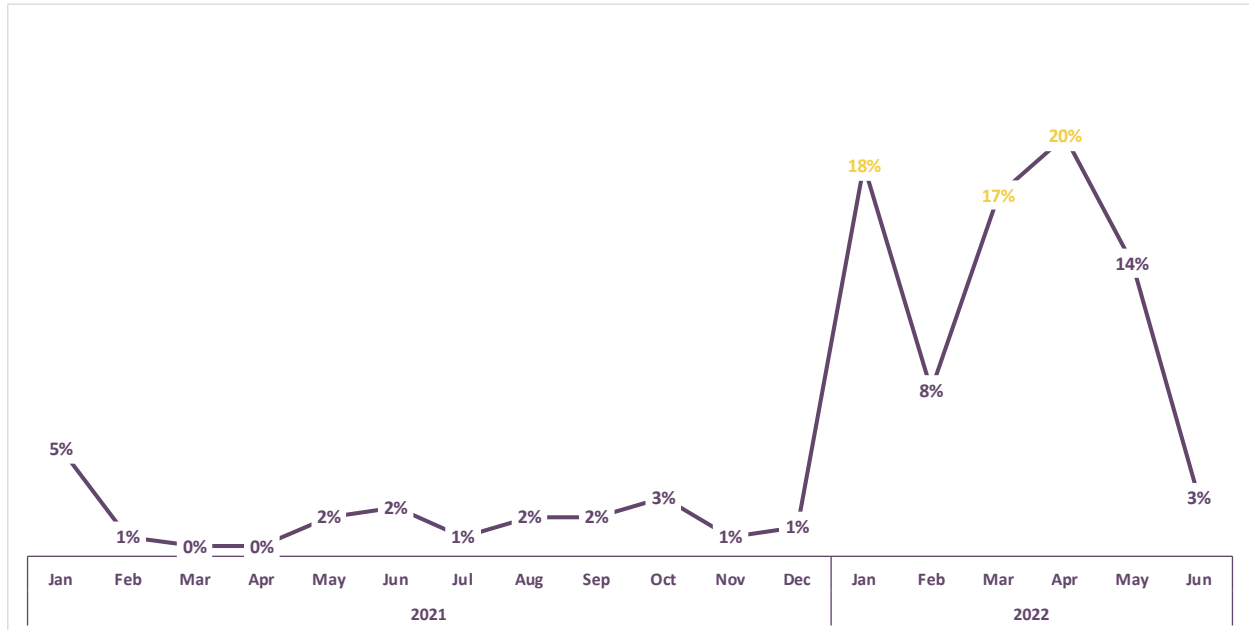
Figure 10. Additional Education



Seeking Employment

Respondents that were seeking employment were asked to specify when they started their job search. Figure 11 shows the percentage of students seeking employment that were actively looking for jobs each month from the start of 2021 until their graduation in June of 2022. Overall, most students seeking employment started a job search within six months before graduation, at 79% (173 of 218). Among students seeking employment, 36% (79 of 218) started their search within the three months leading to graduation. Eighteen percent (40 of 218) started their search over winter break in January, the second largest frequency within a month. Over the spring semester from February to May, 58% (127 of 218) of students were searching for jobs.

Figure 11 Timeframe Students Seeking Employment Began Their Job Search



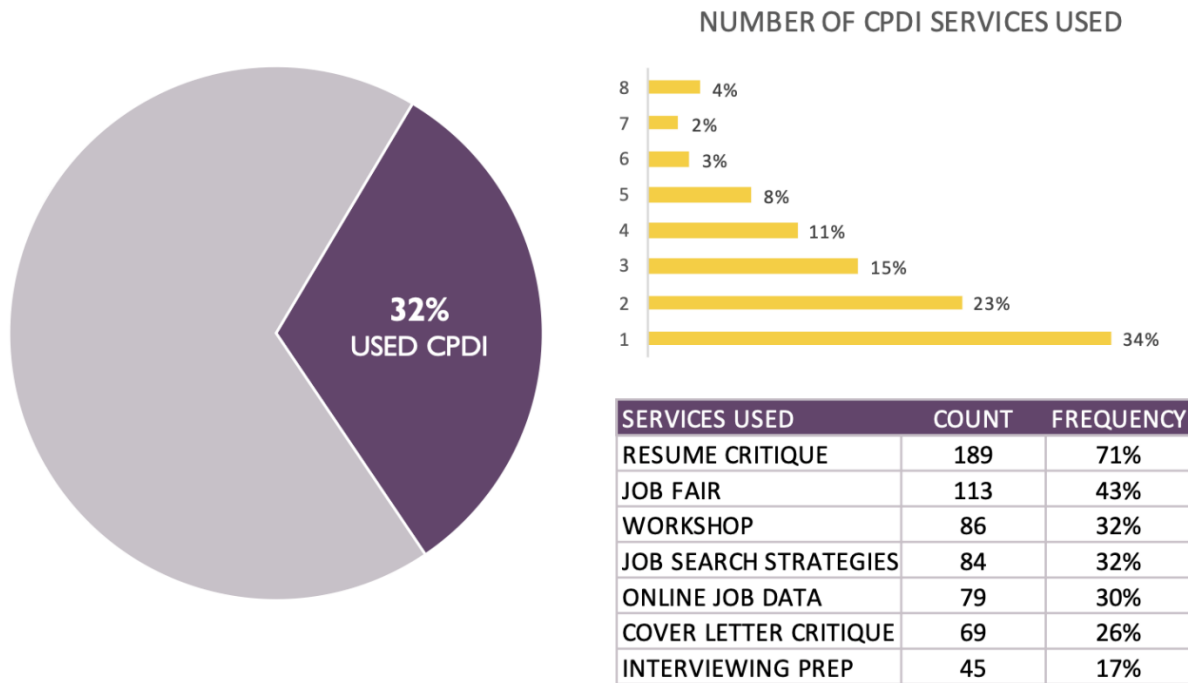
USING CPDI SERVICES

The Career and Professional Development Institute (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.

Figure 12 shows the share of students that used CPDI services, followed by a bar chart of the number of services used, and a frequency table of each service used. Thirty-two percent (265 of 828) of respondents took advantage of CPDI services while in school. Sixty-six percent (90 of 265) of these students utilized more than one CPDI service, with nearly a third of students (73 of 265), using at least four services from CPDI.

The most used service was resumé critique, at 71% (189 of 265). A bit over 40% of students (113 of 265) attended a job fair, and close to a third of students either attended a workshop (86 of 265), made career counseling appointments for job search strategies (84 of 265) and/or utilized the CCNY Career Connections online job database (79 of 265). The least used service was interview prep, at 17% (45 of 265).

Figure 12. Share of Students Using CPDI Services



CPDI Usage by Division, Plans After Graduation

Table 10 shows the proportion of students that used CPDI service by schools and divisions, and Table 11 shows the share of students that used CPDI by their selected post-graduation plans. Fifty percent (89 of 179) of students from the Grove School of Engineering utilized CPDI services, the largest share across all other academic units, while the lowest share came from the School of Education, where 13% (12 of 96) of students from this division used CPDI. The second highest share of CPDI services used was from Inter-divisional Programs, where 3 of the 7 survey participants used CPDI, at 43%, followed by the Division of Science, at 37% (28 of 76).

Table 10 Use of CPDI Services Across Schools/Divisions

ACADEMIC UNIT	TOTAL	USED CPDI	DID NOT USE
SPITZER SCHOOL OF ARCHITECTURE	36	32%	68%
COLIN POWELL SCHOOL	271	32%	68%
SCHOOL OF EDUCATION	96	13%	87%
GROVE SCHOOL OF ENGINEERING	179	50%	50%
DIVISION OF HUMANITIES & ARTS	137	19%	81%
DIVISION OF SCIENCE	76	37%	63%
DIVISION OF INTERDISCIPLINARY STUDIES (CWE)	26	36%	64%
INTER-DIVISIONAL PROGRAMS	7	43%	57%

The largest share of students that used CPDI services were students with plans to participate in a postgraduate internship or fellowship, at 44% (7 of 16). The second highest share was among students seeking employment, at 39% (125 of 320). A third of survey participants that were employed either full-time or part-time also used CPDI services, at 31% (61 of 197) and 30% (31 of 104), respectively. About a fifth (18 of 82) of students seeking additional education were able to use CPDI, while almost 30% (13 of 27) of students accepted into an educational program, were able to utilize career and professional development services. The lowest share of students that used CPDI services came from students not seeking employment or additional education post-graduation, at 16% (9 of 58).

Table 11 Use of CPDI Services and Plans After Graduation

PLANS AFTER GRADUATION	TOTAL	USED CPDI	DID NOT USE
PARTICIPATING IN A POSTGRADUATE INTERNSHIP OR FELLOWSHIP	16	44%	56%
SEEKING EMPLOYMENT	320	39%	61%
ACCEPTED A JOB OFFER OR EMPLOYED FULL TIME	197	31%	69%
EMPLOYED PART TIME	104	30%	70%
ACCEPTED TO AN EDUCATION PROGRAM	49	27%	73%
APPLYING TO EDUCATIONAL PROGRAMS	82	22%	78%
NOT SEEKING EMPLOYMENT OR ADDITIONAL EDUCATION AT THIS TIME	58	16%	84%
PARTICIPATING IN A POSTGRADUATE VOLUNTEER OR SERVICE PROGRAM	1	0%	100%
SERVING IN THE MILITARY	1	0%	100%

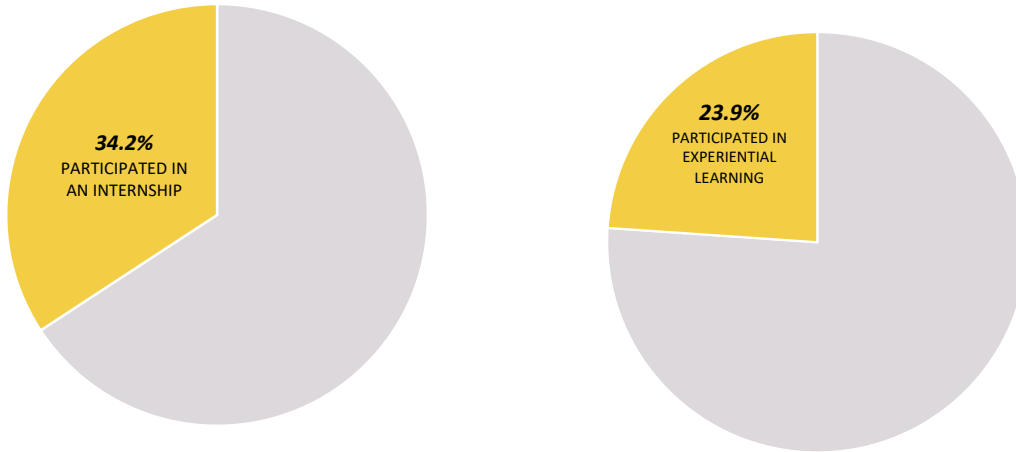
INTERNSHIPS AND EXPERIENTIAL LEARNING

Survey participants were asked to share if they participated in an internship or experiential learning opportunity during their time at City College. Internships included those on and off-campus, while experiential opportunities included any of the following:

- Clinical preparation and practicum
- On-campus employment
- Research and/or field study
- Service learning/community service
- Student club participation
- Student government
- Student teaching
- Study abroad

In all, nearly 50% of students graduating participated in an internship or experiential learning during their time at City College, where 34% (283 of 828) of students indicated they had an internship (Figure 13), and 24% (198 of 828) sharing they participated in an experiential learning opportunity.

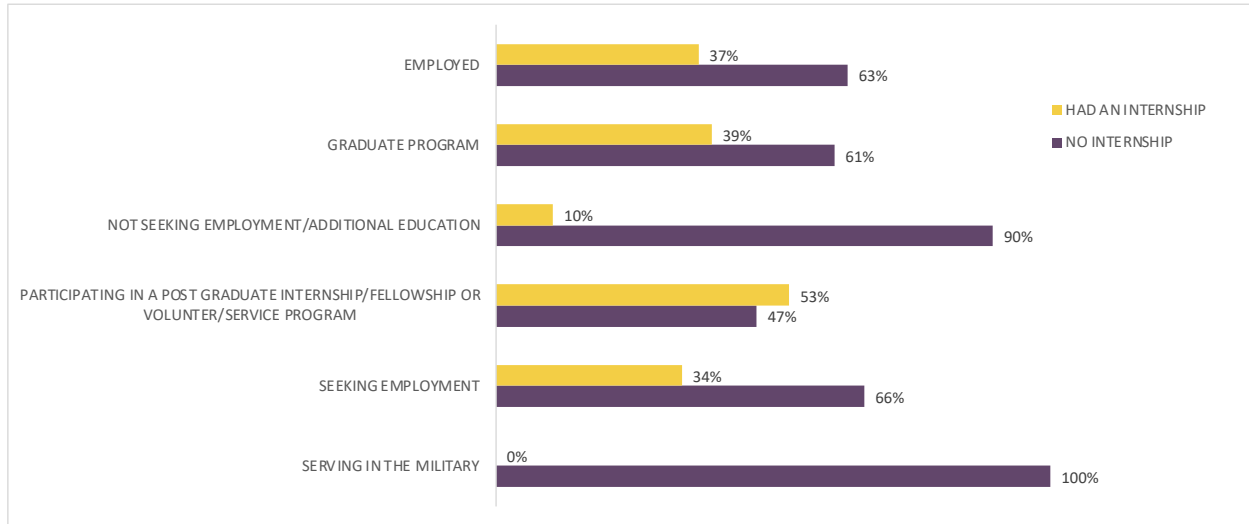
Figure 13. Shares of Student Participation in an Internship or Experiential Learning



Internships and Plans After Graduation

Figure 14 is a bar chart of students plans after graduation by those that both participated and did not participate in an internship. Having an internship in school did not seem to affect students plans after graduation. Among students seeking employment, 66% (212 of 319) did not participate in an internship, compared to the 38% (82 of 319) that did. Similarly, there was a smaller share of students that had an internship during their time at City College that were employed, at 37% (110 of 301) compared to the 61% (191 of 301) of students with no internship. Likewise, for students with plans for graduate school, 39% (51 of 131) had an internship and 61% (80 of 131) did not. The largest share of students who had an internship at City College, had plans to participate in a post-graduate fellowship or internship, at 53% (9 of 17).

Figure 14. Internships and Plans After Graduation



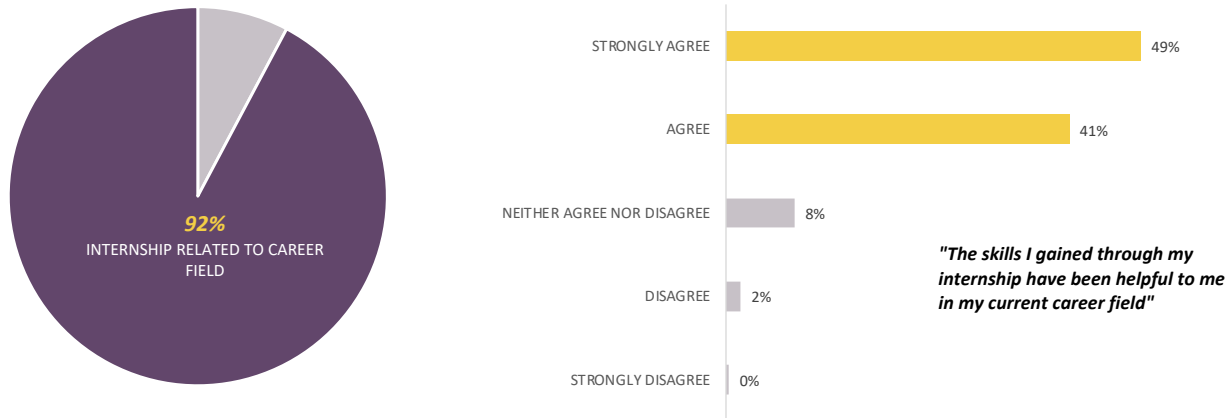
Nearly 70% (189 of 283) of all internships were paid, either through hourly wage or stipend (Table 12). While most students reported earnings in ranges been \$15/hour to \$20/hour at 44% (125 of 283), 14% (38 of 283) reported earnings between \$21 to \$35/hour and 2% (6 of 283) of students earned over \$35/hour at their internship.

Table 12. Internship Wages

INTERNSHIP WAGE GROUPS	%
UNPAID	29%
\$15 AN HOUR	16%
\$16 - 18 AN HOUR	16%
\$19 - \$20 AN HOUR	12%
\$21 - 25 AN HOUR	8%
\$26 - 35 AN HOUR	6%
OVER \$35 AN HOUR	2%
STIPEND	7%
N/A	4%

Students that participated in internships appeared to have a beneficial experience. Ninety-two percent (261 of 283) of students that participated in an internship reported it was related to their career field. Additionally, a large share of students also felt the skills gained at their internship were useful in their career fields, at 90% (254 of 283).

Figure 15. Internships and Career Field



Experiential Learning and Plans After Graduation

Table 13 shows a frequency table of the types of experiential services used by students, and Figure 16 shows a bar chart of students plans after graduation, by whether they participated in experiential learning. The most frequently used service was research and field work, at 45% (89 of 198), followed by student club participation at 44% (88 of 198). Twenty-three percent (45 of 198) of students engaged in student teaching and on-campus employment each. Less than ten percent of students were involved in clinical preparation, at 6% (11 of 198), and student government, at 5% (9 of 198). Less than five percent (5 of 198) of students participated in a study abroad program.

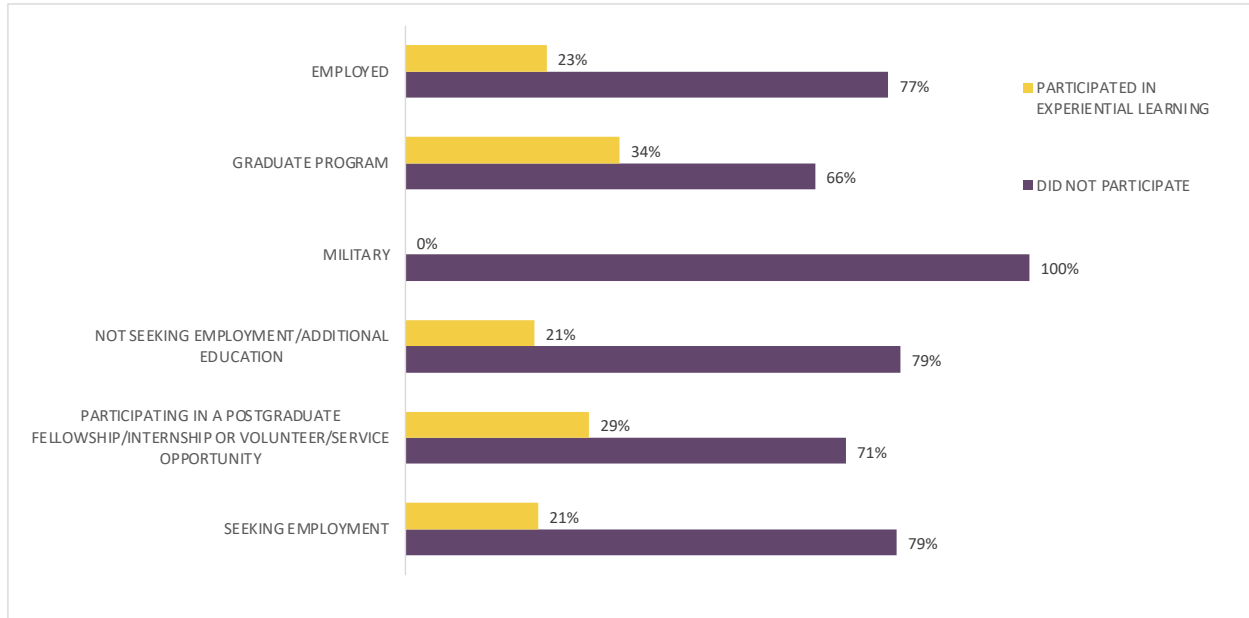
Table 13. Share of Experiential Opportunities Used

EXPERIENTIAL LEARNING OPPORTUNITIES	COUNT OF PARTICIPANTS	%
STUDENT TEACHING	45	23%
RESEARCH/FIELD WORK	89	45%
STUDENT CLUB PARTICIPATION	88	44%
STUDENT GOVERNMENT	9	5%
SERVICE LEARNING	24	12%
STUDY ABROAD	5	3%
CLINICAL PREPARATION	11	6%
ON-CAMPUS EMPLOYMENT	45	23%
OTHER	39	20%

Participating in experiential learning did not seem to have an impact on students plans after graduation (Figure 16). Among students seeking employment 79% (252 of 320) had not

participated in experiential learning. Likewise, only 21% (68 of 301) 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, 34% (45 of 131) participated in an experiential learning while at CCNY, the highest share compared to all others.

Figure 16. Experiential Learning and Plans After Graduation → switch colors



Although a small share of students participated in experiential learning, the experience proved to be beneficial towards their career fields. Table 14 shows the Likert scale response to student satisfaction on experiential learning. Over 80% of survey participants shared the skills gained through experiential learning were helpful in their current career situation (173 of 198), or in their job search (168 of 198).

Table 14. Experiential Learning and Career Fields → update percentages to whole

	"The skills I gained through experiential learning have been helpful to me in my current career situation"	"The skills I gained through experiential learning have been helpful to me in my job search"
STRONGLY AGREE	39%	43%
AGREE	45%	44%
NEITHER AGREE NOR DISAGREE	12%	10%
DISAGREE	2%	2%
STRONGLY DISAGREE	1%	1%

ADVANCED DEGREE-GRADUATES' PERSPECTIVE

A total of 212 advanced degree graduates completed the 2021-2022 Graduation Exit Survey, including 209 master's students and 3 PhD students. The three students who earned a PhD degree were excluded from this analysis due to the small population size.

Enrollment at City College

Among the 209 master's students who responded to the question "How did you learn about City College of New York?", 38% (79 of 209) was from an internet search, sixteen percent (33 of 209) attended City College as an undergraduate, while 11% (23 of 209) attended another CUNY college as an undergraduate. Ten percent (20 of 209) received a referral either through a graduate of the program or by a faculty member. Table 15 further highlights the distribution of how these graduates learned about the City College of New York.

Table 15. How Graduates Learned of CCNY

HOW GRADUATES LEARNED ABOUT CCNY	
INTERNET SEARCH	38%
OTHER	22%
UNDERGRADUATE AT CITY COLLEGE	16%
UNDERGRADUATE AT ANOTHER CUNY COLLEGE	11%
REFERRED BY A GRADUATE OF THE PROGRAM	7%
CUNY REPRESENTATIVE	3%
REFERRED BY FACULTY MEMBER OR ACADEMIC ADVISOR	3%
GRADUATE SCHOOL GUIDE (PETERSON'S, ETC)	1%

On average, graduates took about two and a half years to complete their master's degree (Figure 18). The frequency shows that 55% (115 of 209) completed their degree in 2 years or less, while the other 45% (94 of 209) took between 2.5 years to more than 4 years to complete their advanced degree.

Figure 17. Years Graduates Took to Complete a Master's Degree

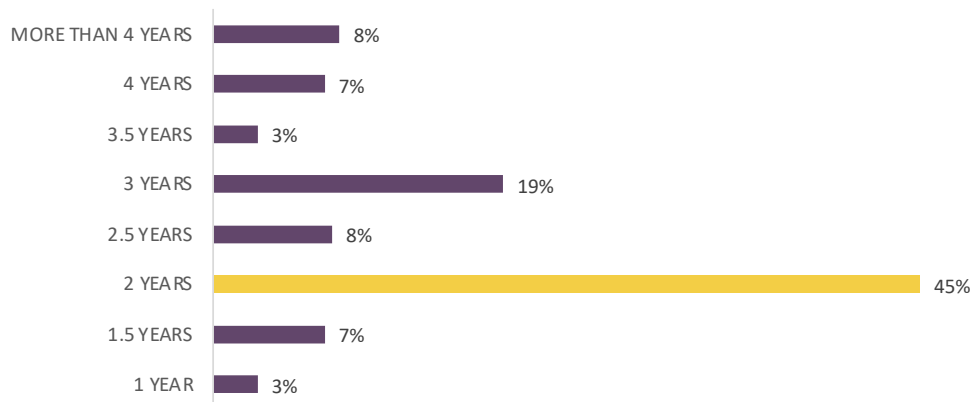
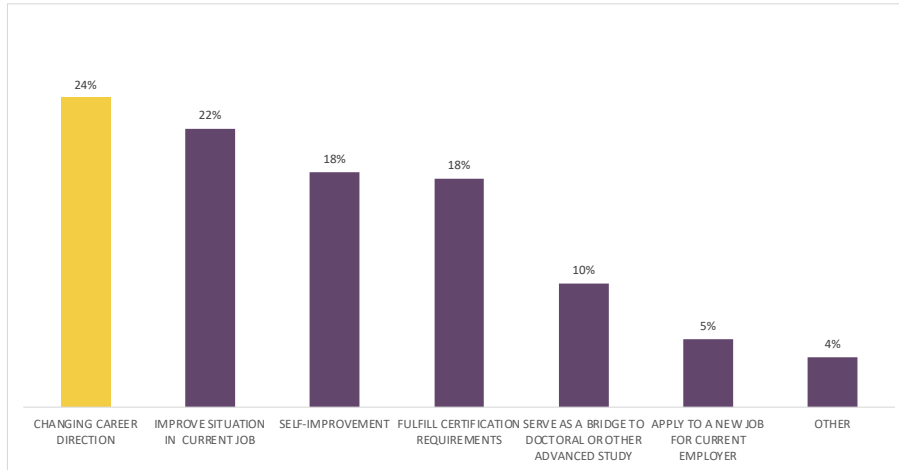


Figure 19 describes the motivations behind student’s studying for a master’s degree. The top three motivations were to change the direction of career, at 24% (50 of 209), to improve their situation in a current job, at 22% (45 of 209), and tying at 18% (37 of 209), to fulfill certification requirements, and for self-improvement.

Figure 18. Motivation For Earning a Master’s Degree



Financial Support

Table 16 describes the type of financial support master’s students received when completing their degree. Approximately 54% (113 of 209) of graduates did not receive any financial support, whereas the remainder had CCNY scholarships or fellowships at 15% (32 of 209), private scholarships at 6% (13 of 209), with 5% (11 of 209) each of student having a paid internship, NYC teaching fellowship, or receiving employer reimbursement. Fifteen percent (32 of 209) received other types of financial support including teaching grants. Most student that did receive some type of financial support, were also working. Between 69% - 100% of students within each field of financial support, were also maintaining outside employment.

Table 16. Types of Financial Support

TYPES OF FINANCIAL SUPPORT	FREQUENCY	%	% WORKING
DID NOT RECEIVE FINANCIAL SUPPORT	113	54%	84%
CCNY SCHOLARSHIP OR FELLOWSHIP	32	15%	69%
OTHER	25	12%	80%
PRIVATE SCHOLARSHIP	13	6%	85%
PAID INTERNSHIP RELATED TO RESEARCH STUDIES	11	5%	73%
NYC TEACHING FELLOW	11	5%	100%
EMPLOYER REIMBURSEMENT	10	5%	90%
TEACH GRANT	7	3%	86%

Moreover, 43% (91 of 209) of the graduates spent more than 31 hours a week on outside employment while in graduate school, compared to 18% (38 of 209) who did not have outside

employment (Table 17). Twenty-seven percent (57 of 209) of respondents had a student loan of \$30,000 or more, while 43% (89 of 209) had no debt. Among the 171 students who had outside employment, 33% (57 of 171) of them had \$30,000 or more owed for student loans (for both undergraduate and graduate study, without interest).

Table 17. Outside Employment and Student Debt

STUDENT DEBT	TOTAL	NO OUTSIDE EMPLOYMENT	<10 HOURS	10-20 HOURS	21-30 HOURS	31-40 HOURS	40+ HOURS
NO DEBT	89	23	11	16	10	18	11
%	43%	11%	5%	8%	5%	9%	5%
<\$5000	16	1	--	4	4	4	3
%	8%	0%	0%	2%	2%	2%	1%
\$10,000 - 14,999	15	2	1	4		5	3
%	7%	1%	0%	2%		2%	1%
\$15,000 - 19,999	7	1	1	3	1	1	--
%	3%	0%	0%	1%	0%	0%	0%
\$20,000 - 24,999	9	2	--		1	4	2
%	4%	1%	0%		0%	2%	1%
\$25,000 - 29,999	16	4	--	2	3	5	2
%	8%	2%	0%	1%	1%	2%	1%
\$30,000 +	57	5	8	7	4	18	15
%	27%	2%	4%	3%	2%	9%	7%
TOTAL	209	38	21	36	23	55	36
%	100%	18%	10%	17%	11%	26%	17%

STUDENT SATISFACTION

Survey participants were asked to rate several services offered on campus. They were asked to list if they have used the service, how accessible the service was, and their overall satisfaction with the service provided. Table 18 describes the share of students that used any of the listed student services. In all, 82% of students used at least one service on campus. The student service with the highest share of student use was the Financial Aid office, at 66%, followed by CPDI at 32%, and tutoring services, at twenty-six percent. The least used service was health services, at six percent.

Table 18 Services Used on Campus

	UTILIZED SERVICES	DID NOT USE
CAMPUS FITNESS CENTER	22%	78%
CPDI SERVICES	32%	68%
COUNSELING CENTER SERVICES	13%	87%
FINANCIAL AID OFFICE	66%	34%
HEALTH SERVICES	6%	94%
TUTORING SERVICES	26%	74%
USED ANY SERVICE	82%	18%

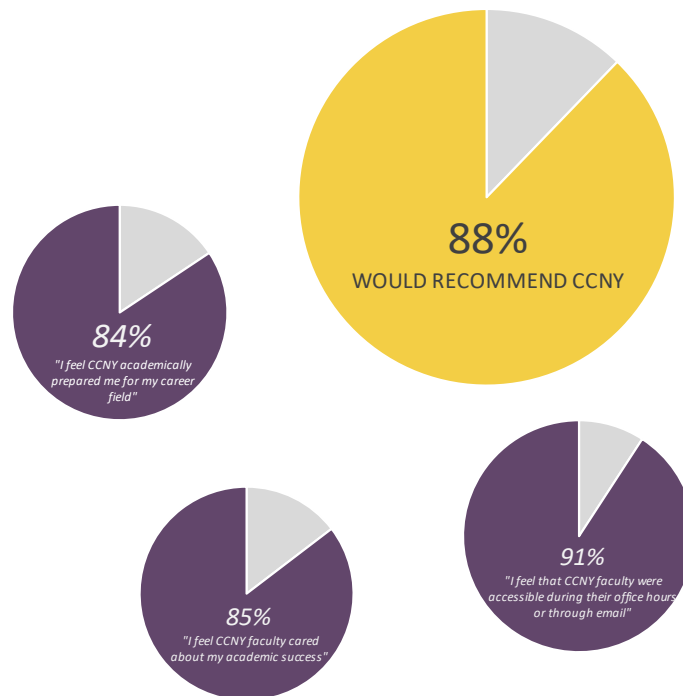
Students were asked to rate the overall quality of each service available (Table 19). In general, there was high praise among students for the quality of student services. In every category, over 60% of students felt the quality of services ranged from good to excellent. Advising received the highest share of student satisfaction, with 39% (312 of 801) of students rating their experience as excellent, followed by the Counseling Center, where 35% (36 of 1014) also rated services as excellent. Under 15% of all responses stated the student service in any category as poor, over 85% of all services offered were considered at least fair or greater.

Table 19 Rating of Services Available or Used

	TOTAL RATED	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
ADMINISTRATIVE SERVICES						
FINANCIAL AID OFFICE	545	19%	22%	28%	19%	13%
ADMISSIONS OFFICE	746	19%	23%	36%	16%	6%
BURSAR'S OFFICE	757	17%	20%	35%	20%	8%
REGISTRAR'S OFFICE	763	17%	21%	36%	19%	7%
OFFICE OF TECHNOLOGY	673	22%	28%	33%	15%	2%
ACADEMIC SUPPORT SERVICES						
CPDI	260	33%	26%	27%	11%	3%
ADVISING	801	39%	22%	22%	11%	5%
TUTORING	218	27%	32%	28%	11%	2%
HEALTH + WELLBEING SERVICES						
HEALTH CENTER	46	33%	35%	26%	2%	4%
COUNSELING CENTER	104	35%	33%	21%	9%	3%
CAMPUS FITNESS CENTER	182	26%	29%	29%	14%	2%

In all, student satisfaction was high. As shown in Figure 19, over 80% of students felt City College academically prepared them for their career field, with over 80% of students sharing a strong sentiment towards faculty support and accessibility. Overall, 88% of the Spring 2022 graduating class would recommend City College.

Figure 19 Student Satisfaction



DISCUSSION

This report examined the overall trends on student life activity and post-graduation plans for students graduating in the Spring 2022 term. A majority of students graduating had plans in place to begin their career, whether that was seeking employment, additional education, or working in their career field.

Most students already employed in full-time work, were already working in their career-field and had starting mean salaries between \$50,000 - \$80,000 dollars annually. Over 30% of those employed in full-time work, were pursuing careers in education, and over 75% of students graduating were employed in New York City.

Many of the services available to students on campus worked at the benefit of students graduating. Whether using resources offered in the Career and Professional Development Institute, working in an internship, participating in experiential learning, or utilizing other services on campus, these resources aided students in preparation for their career field.

Taken together, the survey data about services, job search outcomes and patterns presented a good snapshot of the CCNY Spring 2022 graduates, with a response rate of 49%.