

National results are shown in NAVY |

results are shown in GRAY

College seniors are juggling multiple commitments as they prepare to enter the workforce. Such activities may lead them to be stretched too thin. Ultimately, students have decided that the investment in college is a worthy one, as they work toward achieving many admirable long-term goals.

### As undergraduates, students are making plans for their post-college careers...



67%

Participated in an internship



Met with an advisor to discuss career plans



34%

Spent 3 or more hours per week on career planning

#### ...But many also work during school.



**53%** Worked on campus senior year

46%

Worked off campus senior year



28%

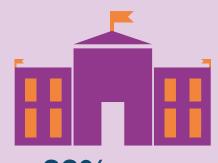
Worked a full-time job while taking classes

Missed class due to work

### Some credit their institution with preparing them for next steps...



Strongly agreed that college prepped them for their career



39%

Strongly agreed that college prepped them for advanced education

## Between future plans and financial obligations, senior year can be stressful...

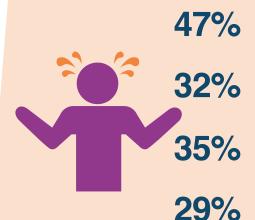
...But students are invested in their future.

**Very Important or Essential Goals** 

29%

49%

71%



Contributed money

to support their family

Frequently felt overwhelmed

Took out at least \$10.000 in loans

Spent at least \$3,000 of their own resources on educational expenses

# ...But students are divided on their feelings about institutional resources.





**56%**Felt satisfied with career-related

resources and support

52%

Influencing the political structure

Promoting racial understanding

Becoming a community leader

Understanding other countries and cultures



The College Senior Survey (CSS) connects academic, civic, and diversity outcomes with a comprehensive set of college experiences to measure the impact of college. When used as a follow-up instrument to other HERI surveys, such as The Freshman Survey (TFS) or the Your First College Year (YFCY) survey, the CSS generates valuable longitudinal data on students' cognitive and affective growth as they graduate from college.

www.heri.ucla.edu