

2025 Exit Survey Analysis: Common Questions across FIT

July 2025



Academic Affairs
Institutional Research
and Effectiveness

Introduction

Exit Surveys are a robust tool for program and institutional improvement¹. These surveys assess graduating students' satisfaction, perceptions of learning outcomes, overall educational experience, teaching quality, facility and equipment ratings, and curriculum relevance.² Exit surveys often collect information on post-graduation plans. If the survey is not anonymous, contact information can also be collected, though typically colleges collect that on graduation application forms.

The School of Art and Design has been administering anonymous exit surveys at both the Associate and Baccalaureate levels for many years. The A&D surveys consisted of a common item set across all programs followed by a set of program-specific questions, leveraging Survey Monkey survey logic. The Baker School of Business and Technology has been conducting an anonymous exit survey for graduating students in ACBSP-accredited Bachelor's programs for years via Peregrine, but not at the Associate level. Degree programs within the School of Liberal Arts and Sciences had not been deploying exit surveys.

Because exit surveys are beneficial in identifying strengths and weaknesses, can inform continuous improvement, planning and budgeting efforts, and are a critical component of data collection and assessment for the Academic Program Review process, IRE worked with Deans and Chairs in 2025 to design and implement surveys in Survey Monkey for the programs that did not have one. In addition, IRE worked with Deans and Chairs to align the common general questions, so data could be aggregated not just across programs but also across schools. This allows for the results to be utilized by a wider audience for accreditation reporting, recruitment, and marketing efforts.

As a result of this work, exit surveys were deployed across all but two degree programs at FIT during the Spring 2025 term (Technical Design BS and Direct and Interactive Marketing BS). In addition, a link to a Google Form was provided at the end

Administration and Response Rates

With declining online response rates, IRE and academic departments worked together to administer surveys in-person during class where possible. Each chair identified the Capstone or Capstone equivalent course running in the Spring 2025 term that would best capture graduating students. It is important to note that a small percentage of enrollments in Capstone are from students in the major not about to graduate. Some of the courses identified to serve as Capstones enroll students in other majors.

Next, IRE sent each of the faculty of the 112 course sections (excluding Baker BS surveys) to determine when the survey would be administered between the window of 4/21 - 5/16 and if

¹ Yunita, L. Applying Exit Survey Analysis in Ensuring the Improving Quality of Academic Quality, Journal of Mathematics Education, 2017

² Weber, Marshall, Pons & Smith, 2023. Charting the course for student success: harnessing the potential of an accreditation-focused hospitality student-exit survey. International Hospitality Review, July 2023

the faculty desired an IRE staff member to conduct the survey during class. Instructors of fully online capstone courses were provided with survey links to distribute via email.

Typically, if an instructor allows time during class, response rates are higher than a traditional survey delivered by email. IRE staff prepared QR codes for the surveys to either bring to a classroom visit (selected by the instructor) or for the instructor to share the QR code themselves in class.

For ACBSP-accredited programs in Baker, a Brightspace shell was created for all the students enrolled in Capstone sections. In the course, students would find out how to access the exit survey in conjunction with the Peregrine exam.

Survey results were downloaded after the survey closed and analyzed. The overall response rate for the surveys administered through SurveyMonkey by IRE was 58%. Survey completions were also strong, with a completed response rate of 56%. Response rates varied by school, degree level, and program. Overall, AAS courses had a lower response rate (56%) compared to Baccalaureate courses (73%).

Table 1. Response Rates

School	Degree Level	# of Course Sections	Enrollment*	# of Responses	Response rate
A&D	AAS	36	850	442	52%
A&D	BFA	40	618	394	64%
Baker	AAS	33	765	464	61%
Baker (via Peregrine)	BS	N/A	907	726	80%
SLAS	AAS	1	16	6	38%
SLAS	BS	2	30	21	70%

**Enrollment may have changed between the time the enrollment figures were pulled vs when the survey was actually administered. This number includes non-majors and those who may not be graduating on time.*

Executive Summary

Student satisfaction ratings were high, with 81% of Art and Design students rating their experience as good or excellent. About 70% of Business and Technology and Liberal Arts and Sciences students would choose the same major again.

Overall 79% of graduating Associate students agree that their program courses challenged them to do their best work and 75% agreed their courses in their major were well-organized with having the right mix of new material and review of material taught in previous classes. Overall 81% of graduating Bachelor's students agreed that their program courses challenged them to do their best work and 74% agreed their courses in their major were well-organized with having the right mix of new material and review of material taught in previous classes. Some differences were seen at both degree levels by school.

While students are mostly satisfied, not as many students feel they had the flexibility they needed to explore with electives and minors. 66% of Business and Technology and Liberal Arts and Sciences students felt their major allowed their desired level of flexibility. As this is a key goal in FIT's strategic plan, this question should be added to the exit survey instrument used by the School of Art and Design.

57% of AAS students and 57% of bachelor's students agreed that their General Education / Liberal Arts classes strengthened core skills and provided breadth of knowledge. There were differences by school and program. For example, Menswear AAS at 79% and Fine Arts AAS at 44%. Among bachelor's programs, Art History and Museum Professions was high at 81% with Production Management only at 30%.

When asked about confidence, 82% of AAS students reported feeling confident to be successful in a Bachelor's program, with some differences across schools. About 76% of Baker and Liberal Arts students (AAS and BS combined) agree they are prepared for their career. As career preparation is a key component of FIT's mission, this question should be added to the exit survey instrument used by the School of Art and Design.

Graduating students were asked about their future. Overall 76% of AAS students plan to continue their education. When asked why they would not be continuing at FIT, reasons included that they already had a bachelor's or were working on a bachelor's at their home institution, some felt ready to work, some needed a break, and a few had had a negative experience at FIT. Among bachelor's students, Liberal Arts and Science BS students had the highest level of interest in attending graduate school.

Findings

Demographics

About a third of the Exit Survey respondents were transfer students.

Table

Response	A&D AAS		B&T AAS		LAS (AAS & BS)		All Schools	
	N	%	N	%	N	%	N	%
Are you a transfer student with previous experience at another college or first-time in college?								
First-time in college	302	69%	315	66%	17	68%	634	68%
Transfer student with previous experience in another college	135	31%	159	34%	8	32%	302	32%
	437	100%	474	100%	25	100%	936	100%

The Baker School asked the question a bit differently on their Bachelor's Exit Survey:

Response	B&T BS	
	N	%
Were you a transfer student to this school with more than 20 credit hours?		
Yes	218	30%
No	503	70%
	721	100%

While one-year AAS students make up about 10% of all AAS students, 17% of all AAS Exit Survey responders were one-year program students, with some variance by school:

Response	A&D AAS		B&T AAS		Combined	
	N	%	N	%	N	%
Are you in a one-year or two-year AAS program?						
One-Year AAS	44	10%	115	24%	159	17%
Two-Year AAS	396	90%	364	76%	760	83%
	440	100%	479	100%	919	100%

Overall Program Satisfaction

Among graduating students in the School of Art and Design, 81% rated their educational experience in their degree program as Excellent or Good, on a five-point Likert Scale, for both AAS and BFA students.

Satisfaction increased two percentage points for BFA students, up from 78% last year, while AAS satisfaction remained consistent.

Question	Level	2024 % Excellent/Good	2025 % Excellent/Good
How would you evaluate your educational experience in your program?	A&D AAS	82%	82%
	A&D BFA	78%	80%

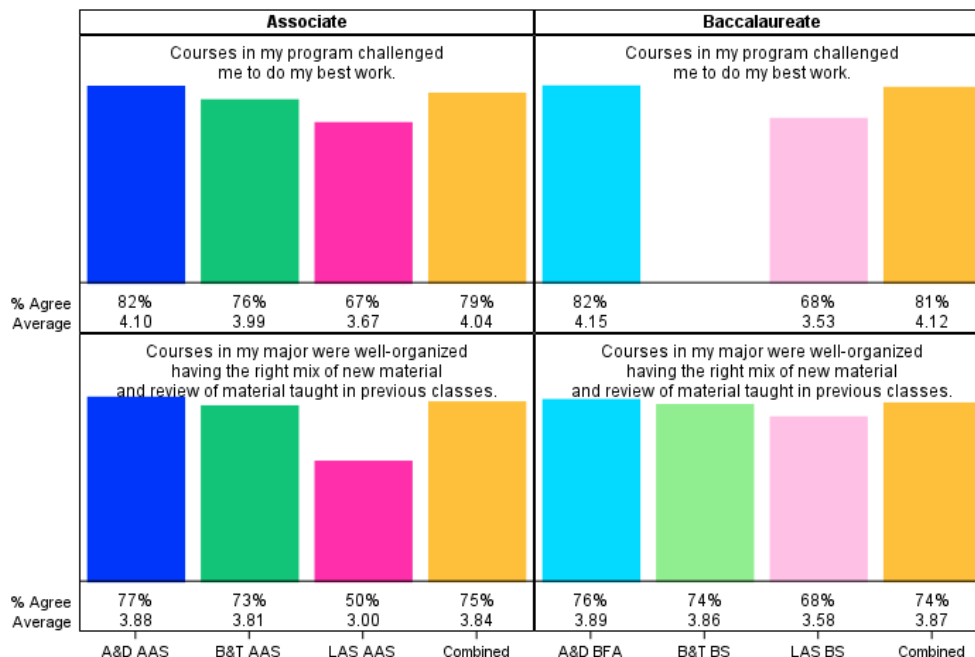
Business and Technology and Liberal Arts and Sciences Exit Surveys asked graduating students if they would choose the same major again. Agreement was very consistent across the schools, with about 69% choosing the same major.

Question	Percent Strongly Agree/Agree			
	B&T AAS	B&T BS	LAS (AAS & BS)	Combined
Given my experience, I would choose the same major again.	68.8%	68.7%	68.0%	68.7%

Program Feedback

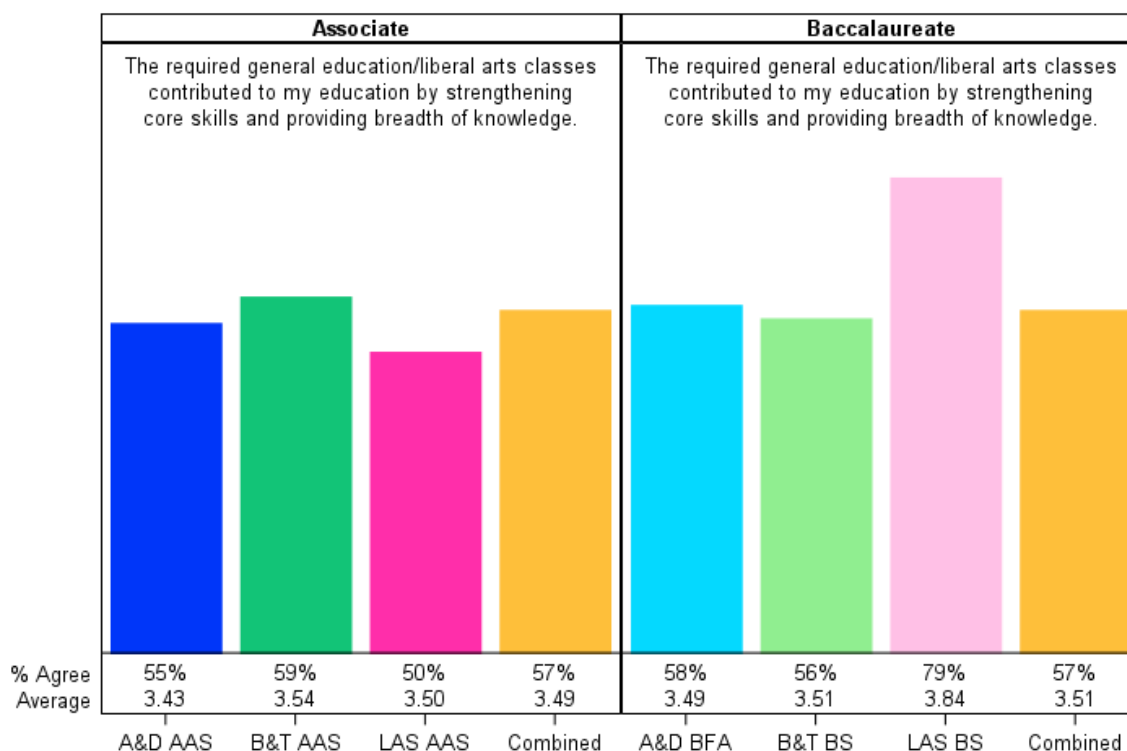
Most students across FIT agree that the courses in their program were well organized with the right mix of new and old material (74%) and challenged them to do their best work (80%). There were some differences across the schools and degree levels, see Figure 1.

Figure 1



General Education

Among graduating FIT students, there was a low level of agreement about the contribution made by general education courses to their education. Overall, just 57% agreed that the required courses strengthened core skills and provided breadth of knowledge. There was variation across schools, with the highest share of agreement among students completing Bachelor's programs in the School of Liberal Arts and Sciences (79%).



Agreement on the value of general education courses varied widely by program, with the highest value reported by Menswear AAS students and Art History and Museum Professions BS students.

The required general education/liberal arts classes contributed to my education by strengthening core skills and providing breadth of knowledge.	Percent Agree
Associate	
All Programs	57%
Advertising and Marketing Communications	62%
Communication Design Foundation	49%
Fashion Business Management	58%
Fashion Design	56%
Film and Media, AAS	50%
Fine Arts	44%
Footwear & Accessories Design	63%
Illustration	61%
Interior Design	59%
Jewelry Design	50%
Menswear	79%

Photography	45%
Production Management	68%
Textile Development and Marketing	47%
Textile/Surface Design	55%
Baccalaureate	
All Programs	57%
Advertising & Digital Design	37%
Advertising and Marketing Communications	56%
Animation, Interactive Media & Game Design	67%
Art History and Museum Professions, BS	81%
Cosmetics and Fragrance Marketing	49%
Entrepreneurship	61%
Fabric Styling	53%
Fashion Business Management	61%
Fashion Design	54%
Film and Media, BS	67%
Fine Arts	58%
Footwear & Accessories Design	67%
Graphic Design	55%
Home Products Development	33%
Illustration	69%
Interior Design	54%
International Trade and Marketing	60%
Packaging Design	63%
Photography	68%
Production Management: Fashion and Related Industries	30%
Spatial Experience Design	60%
Textile Development and Marketing	54%
Textile/Surface Design	40%
Toy Design	57%

Career Preparedness

Overall, 82% of AAS students at FIT feel prepared to be successful in a Bachelor's program.

Question	Percent Strongly Agree / Agree			
	A&D AAS	B&T AAS	LAS AAS	All Schools
I feel prepared academically to be successful in a Bachelor's program.	77%	86%	67%	82%

Overall, most graduating students in Business and Technology and Liberal Arts and Sciences undergraduate degree programs feel prepared to enter their chosen career (76%).

Question	Percent Strongly Agree / Agree			
	B&T AAS	B&T BS	LAS (AAS & BS)	Combined
I feel that my major prepares me well for my chosen career.	77%	77%	48%	76%

Students completing programs in Business and Technology had the highest share of agreement regarding the level of flexibility.

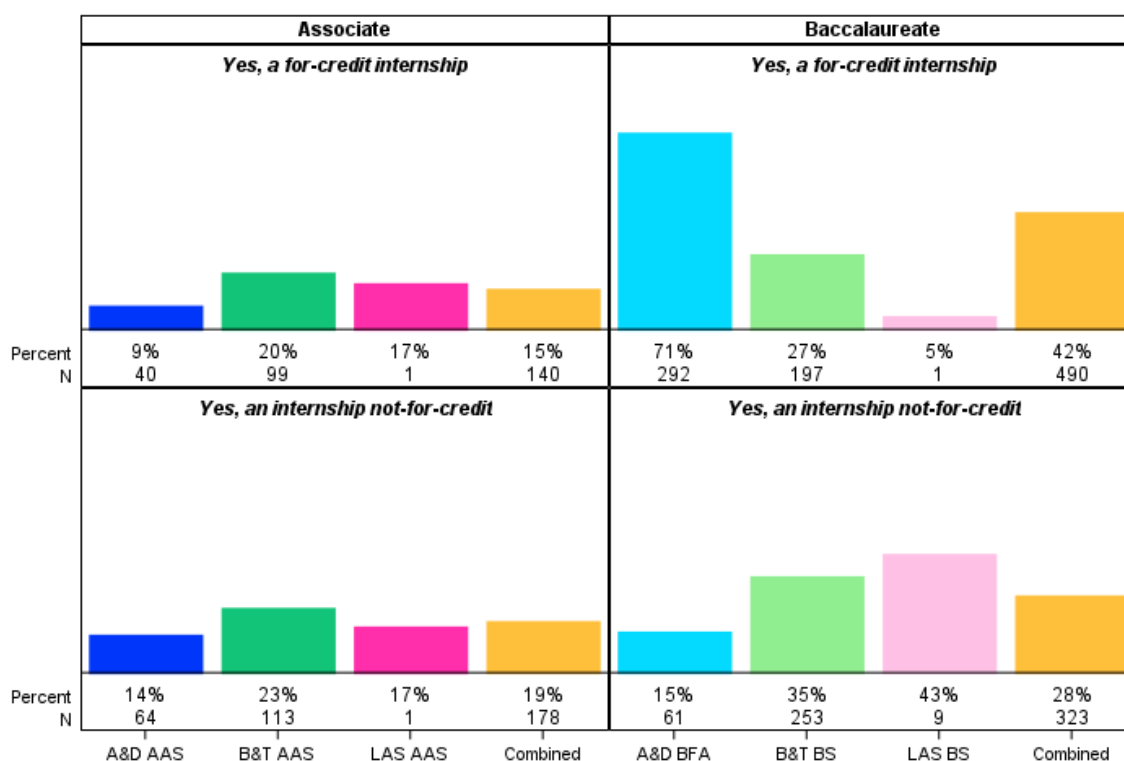
Question	Percent Strongly Agree / Agree			
	B&T AAS	B&T BS	LAS (AAS & BS)	Combined
My major allowed me the flexibility I desired to explore areas of interest such as related area electives and minors.	62%	69%	56%	66%

Experiential Learning

Internships

Among AAS programs, graduating students in the Baker School of Business and Technology had the highest participation rate in both credit and noncredit internships.

Among Bachelor's programs, graduating students in Art and Design boasted the highest participation rate in credit internships and the Liberal Arts and Sciences in noncredit internships.

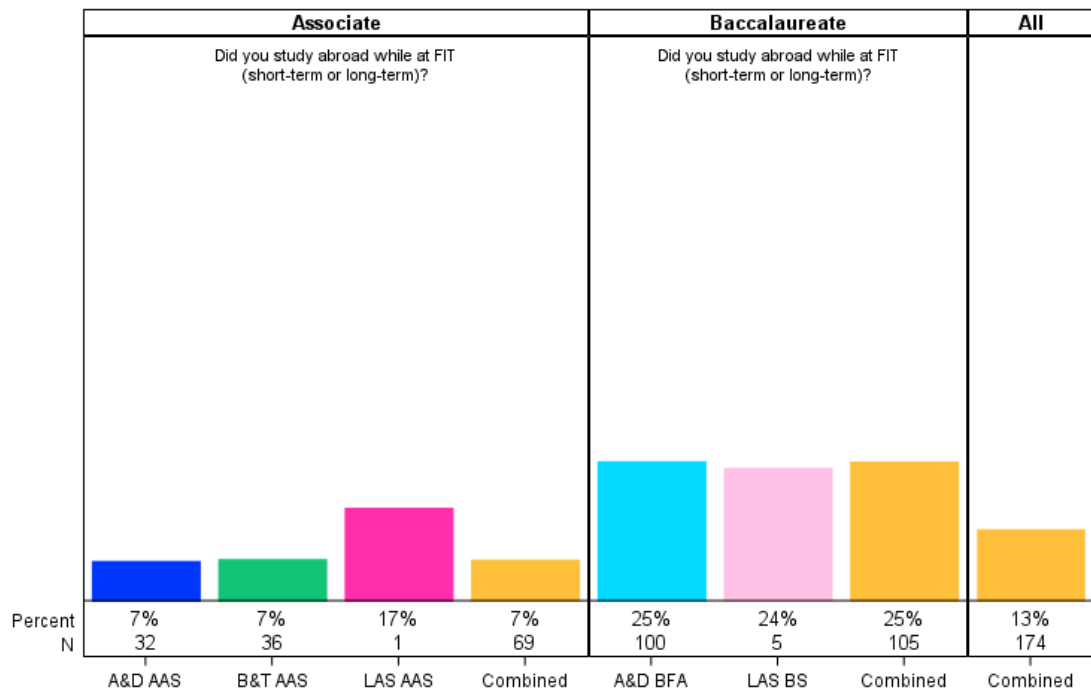


Study Abroad

Among the survey respondents, 13% participated in a short or long-term study abroad experience. About a quarter of Bachelor's students in Art & Design (25%) and Liberal Arts & Sciences (24%) completed a study abroad program during their enrollment. Rates varied by program, with the highest rates in Graphic Design, Animation, Interactive Media & Game Design, and Textile/Surface Design.

Question	A&D AAS	A&D BFA	B&T AAS	LAS AAS	LAS BS	Combined
Did you study abroad while at FIT (short-term or long-term)? *	7%	25%	7%	17%	24%	13%

* 7% of Associate and 25% of Baccalaureate respondents across all schools reported studying abroad.



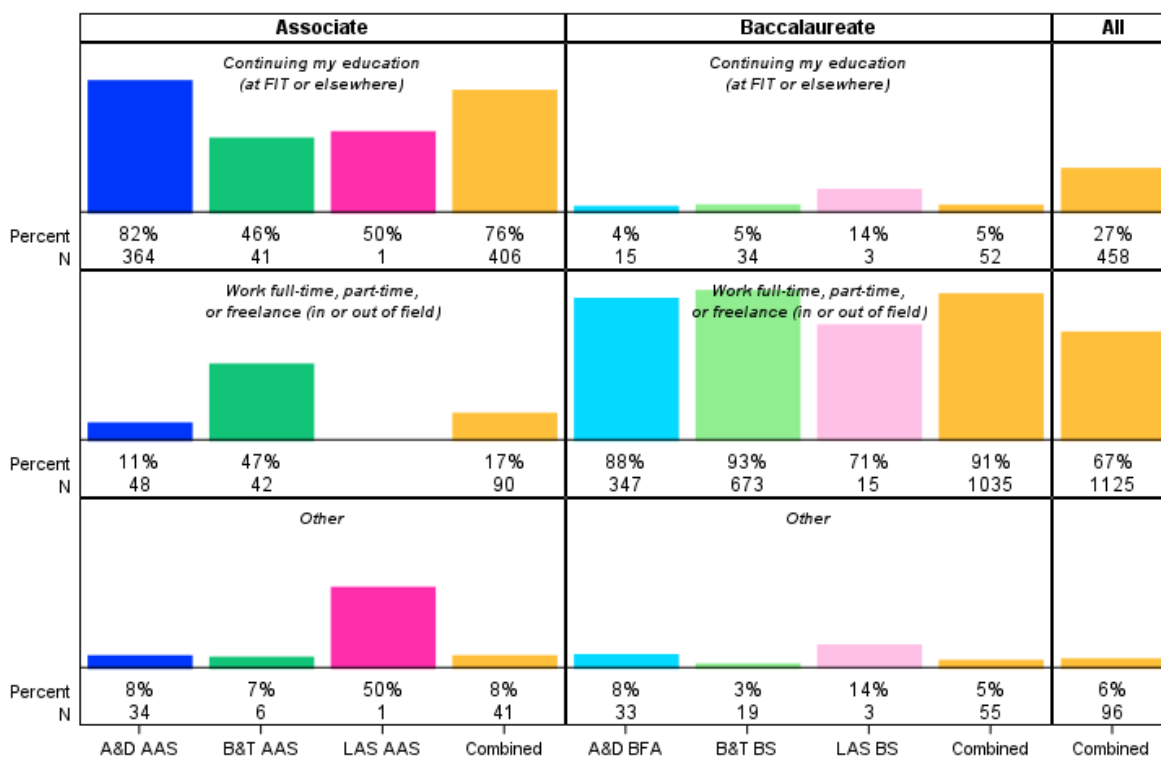
148 answered the question "How did studying abroad enrich your education?" Students discussed how their experience inspired their design and creativity, developed their adaptability and resilience, enriched their understanding of other cultures, and provided insights into their industry of interest

Post-Graduation Plans

Respondents were asked about their plans after graduation.

AAS students were asked if they would be enrolling in a Bachelor's program, whether at FIT or elsewhere, 76% responded yes. Most students who reported continuing their education at FIT shared that they would continue in the same program as their AAS.

Most Bachelor respondents plan on working after graduation (91%), with another 5% continuing their education.



Qualitative Feedback

Why not return to FIT for a bachelor's?

School of Art & Design

Reasons Students Within the School of Art & Design Chose Not to Return to FIT:

- Already hold a Bachelor's degree or are a visiting student
- Taking a break from school due to personal, medical, or financial reasons
- Feel their AAS provided sufficient preparation to begin their career
- Experienced an underwhelming school environment, including negative interactions with faculty or peers, inadequate facilities, or limited access to resources
- Their AAS program does not offer a pathway to a Bachelor's degree
- Were not accepted into the FIT Bachelor's program they applied to

School of Business & Technology

Reasons Students Within the School of Business & Technology Chose Not to Return to FIT:

- Already hold a Bachelor's degree or are a visiting student
- Taking a break from school due to financial challenges or uncertainty about their academic direction
- Feel their AAS provided sufficient preparation to begin their career
- Experienced an underwhelming school environment due to negative interactions with faculty or peers

School of Liberal Arts & Sciences

One student responded to this question. They reported the reason for them not returning to FIT is because they want to take a gap year and have had a change in career goals.

Program Strengths

School of Art & Design

Students in the School of Art & Design praised faculty for their industry experience and supportive attitude towards their academic progress. Across all programs, students highlighted the strong development of technical and foundational skills. In programs incorporating digital tools, students appreciated the balance between traditional hands-on techniques and digital methods. They also noted the breadth of their programs, which offered a variety of courses and opportunities for creative exploration. Many students highlighted the industry-specific knowledge they were taught, sharing how it helped prepare them for working in their respective fields. Lastly, students emphasized the strong sense of community and enjoyed the opportunities for collaboration and group work.

The professors and their skills are strengths. They help us and teach us skills we need and use their outside professional knowledge. The professors often went out of their way to provide us with opportunities. ~ Advertising and Digital Design BFA

The program offers a well-balanced education that combines traditional techniques, such as hand painting, weaving, and screen printing, with digital tools. I also appreciated how the faculty actively helps students connect with industry professionals through design fairs, industry parties, textile talks, and field trips. These experiences helped us see how the industry works in real life and gave us valuable insight before graduation. I also believe that, compared to other schools, FIT focuses more on preparing students for a career in the industry, rather than approaching textiles solely as fine art. ~ Textile/Surface Design BFA

I think that their strength comes from the hands on approach and the way that we are introduced to draping and digital design from the beginning which allows us to learn in conjunction with our other classes and further ourselves each semester as well rounded designers. ~ Fashion Design AAS

School of Business & Technology

Students in the School of Business & Technology praised faculty for their industry experience and knowledge, which translates to hands-on projects replicating real-world scenarios. They highlighted industry preparation as a major strength, noting the variety and breadth of courses and electives offered helped them realize they have a range of career paths to pursue, even beyond fashion. Students also highlighted internships, guest talks, and field trips as enriching experiences. Students appreciated the program's balance between creative and business education, as well as technical and hands-on skills. Lastly, students emphasized the strong sense of community, the many opportunities for making connections and networking, and group projects.

This program has such strong potential. The chemistry courses, specifically the ones required to be taken junior year, were the most insightful in my opinion. The field trips that we went to were extremely helpful and enjoyable! The

panels of industry professionals we had optional access to were all amazing and insightful. These all contribute to the great lengths of connections offered to us within the industry. ~ CFM BS

Creative freedom and thinking in the classroom allows for different perspectives of discussion and understanding of modern culture and historical significance. A focus on presentations, pitching, and planning prepared students for communicative readiness within the workplace dynamic. ~ AMC AAS

The people, from the professors/faculty to my peers, were definitely strong points of ITM. There was always a wealth of knowledge that they had, especially as most of the professors are still professionals in the field. Having points of contacts and networking, as well as getting to meet previous alum and other current ITM students have been very impactful and beneficial to my professional and personal growth as well. I also think that the opportunities to learn more about the major through events, scholarships, and club involvement were really important as well. ~ ITM BS

School of Liberal Arts & Sciences

Students in the School of Liberal Arts & Sciences praised their faculty for their teaching and support. Both Film and Art History & Museum Profession students emphasized courses and curriculum as strengths. AHMP students highlighted trips and guest speakers as enriching to their educational experience.

The strengths of this program include extensive art history education, examination of art theory, history of museums and their role in society, and the inclusion of guest speakers who have prominent roles in the museum. ~Art History & Museum Professions BS

The film studies courses, the teachers, the extracurriculars ~ Film & Media AAS

Weaknesses/Opportunities

School of Art & Design

Students across nearly all programs within the School of Art & Design have expressed several recurring concerns. Students voiced a need for business courses and getting assignments that are more aligned with the workplace. On that note, many students emphasized the need for more internship opportunities, job assistance, and preparation for the industry/workplace.

I feel as though there is a need for more professors in industry to teach the classes about work readiness. ~ Footwear & Accessories Design BFA

I think my teachers prepared me well for upcoming work in the illustration field, but I know that the curriculum is equal in that regard. I think having teachers talk more about the business (taxes, business plans, advertising reps, etc. would be helpful). ~ Illustration BFA

Another commonly voiced concern was the need to better balance instruction between traditional, hands-on techniques and the use of digital tools and technologies. Additionally, students suggested that the course sequence and curriculum structure be reviewed to ensure greater continuity and progression in the concepts being taught. Consistency across different sections of the same course was also identified as an area needing improvement.

It's unfortunate there's no interdisciplinary courses with the textile/fashion/interior design departments. There is so much intermingling within the fields in the industry that it's a shame students were not encouraged enough to exchange ideas with other departments. Being that FIT is renown for all three fields, there is a missed opportunity for the students to create work that relates to one another and has actual applications in the outside world. ~ Textile Surface Design AAS

More computerized classes, the Associates level had more computer classes than bfa and with the way society is changing, more computerized classes are needed. ~ Fashion Design BFA

There have been courses where different professors for the same course are teaching vastly different material. Some professors completely omit parts of the written curriculum and a portion of the class misses out on those skills and concepts. Professors for the same course could try to be more on the same page with each other. ~ Photography AAS

Students want to be able to collaborate with students in other majors. A known issue, facility and equipment limitations were also noted. Students would like to have more equipment/materials, more open studio hours, more techs, and better maintenance of the existing equipment/materials.

The classes are too crowded with not enough space to work in as well as not having access to an open studio 24/7, the bathrooms never have soap inside as well as the sinks in the classrooms so there's almost always no way to wash your self or your materials when you're done cleaning. This department feels like it's stuck in 80s and it's so frustrating. ~ Fine Arts AAS

Although the painting and drawing studio open hours have been helpful, the open studio hours for the Printmaking lab are very inconsistent from semester to semester, and often coincide with other fine arts classes. Most of my peers, me included, are rarely able to go to the Printmaking open studio, or if we do go then we have to skip a class. ~ Fine Arts BFA

I think having better lab hours or just general accessibility to the classrooms would make it more encouraging to work during open time. Also new easels, I think the program could use an equipment upgrade in some areas. ~ Fine Arts BFA

Better resources for program. We do lots of printing, cutting, button making, stickers, packaging for our final projects and it would be helpful if these resources were free for us instead of having to pay for test prints. We are in a field with projects taking lots of iterations, sometimes paying for each attempt can be costly. ~ Communication Design AAS

Finally, students highlighted the importance of increasing faculty diversity.

Less white male architect professors. Our program, at least in my year, is full of women... Queer women, women of color, etc. The only times that we are introduced to people who look like us are through guest crit's, we need more representation in the major. Especially, when many projects have cultural backgrounds and context ~ Interior Design BFA

More diversity within faculty. I have experienced a lot of pushback from faculty and it primarily comes from the ones that don't look like me. ~ Fashion Design BFA

School of Business & Technology

Students across a majority of programs in the School of Business & Technology have raised several recurring concerns. A primary issue is the perceived lack of rigor and repetitive nature of the coursework - particularly among students who have transitioned from an AAS to a BS program.

A lot of the information is repeated from class to class and just regurgitated. I think some of the course in FBM feel too similar, and it's not as stimulating as it could be. ~ Fashion Business Management AAS

As someone who was in TDM for Associates, there have been multiple times where things feel very repetitive. Especially in the first semester of bachelor's, it felt like everything I had done in the two years prior were being repeated and summarized for those who just joined. Also, the most I feel I've learned about marketing was in the vertical integration class in the second year of associates. I really enjoyed that class and it was taught really well. The knowledge from that class has given me most of the knowledge that makes me feel comfortable saying Textile Development and Marketing. Besides that, it is just textile development. ~ Textile Development & Marketing BS

When discussing courses, students expressed a desire for more hands-on learning, greater opportunities for creative experiences, assignments that incorporate real-world applications, stronger industry preparations, and more field trips and experiential learning.

I would change what we learn about; specifically how the production management is now in 2025, updated classes basically. As well as, give us more interactive classes that give us world-real experiences. I would like to add that I did feel like things like facilities/the management of facilities and supply chain should be more hand on and visual

experience because I would see what things might actually look like and how process are handled. ~ Production Management BS

More experiences outside of the FIT campus being integrated into the EP curriculum. Conferences, talks, customer discovery excursions, networking events, business tours, meetings with entrepreneurs, etc... I think that the program would be more enriching if we got out of the classroom more, Bill and Renee encourage students to go to extra curricular enrichments, and I take advantage when I can, but I would love if there were more "real-world" learning experiences integrated in the classes. Also the pros should tell students about all the clubs associated with all the facets of business we are learning about. For example- Advertising/Marketing Clubs, Product Development Clubs, Entrepreneurship Club, Finance Clubs, etc, ~ Entrepreneurship BS

More field trips and Guest speakers ~ Cosmetics & Fragrance Marketing BS

I wish the business degree had more creative opportunities and more focus on tech ~ Fashion Business Management BS

Another frequently mentioned concern relates to scheduling. Students seek more flexibility in the registration process.

I would maybe change the flexibility of the registration process, I personally always ended up needing to be overtailed into at least one CFM class per semester. I would also maybe try and aid students more in color cosmetics career opportunities, as most currently are towards fragrancng. ~ Cosmetics & Fragrance Marketing BS

The only thing I would change about this program is to create more classes! It has been such a struggle to align class schedules while being able to take classes I really want to take. ~ Advertising & Marketing Communications BS

Although I enjoy the small department, it has led to issues with scheduling. I am currently have a full-time job which I held several years before attending FIT. The limited availability of sections made it challenging to create a schedule that would coincide with my 9 to 5. ~ Production Management BS

Maybe more class flexibility, by offering more sections of the required courses such as the bussiness transaction course. ~ International Trade & Marketing BS

Finally, students voiced a need for improved academic and career guidance, and more support in finding internships and job opportunities.

One thing I would change about the program is making it more inclusive for older students, especially when it comes to internships. As someone who's 29, I've noticed that a lot of the internship opportunities seem geared toward younger students with less work experience. There isn't much guidance for those of us who are career changers or already have professional backgrounds but still need that industry-specific experience. It would be helpful if there were more internship resources tailored for non-traditional students, like flexible options or partnerships with companies that value diverse work histories. ~ Advertising & Marketing Communications BS

If I were speaking to someone entering the Fashion Business Management major at FIT, I'd tell them to choose their classes wisely based on where they want to be by the time they graduate. For example, if you're interested in a career in planning, take as many math- and data-driven courses as possible. One of the biggest challenges at FIT is that no one really provides a solid four-year academic plan. If you don't take initiative to plan ahead, you may end up feeling unprepared for the field you've spent years studying—exactly how I feel now. As an 18-year-old, it's completely understandable not to know which classes to take. But if you only follow the minimum requirements, trust me, you won't be ready for the real world. I strongly believe the school should offer better academic advising—students need guidance and someone who genuinely looks out for them. ~ Fashion Business Management BS

School of Liberal Arts & Sciences

Students in both Film & Media and AHMP shared they wished the program would have taught them more about the roles in their fields, aside from directing or curating. AHMP students discussed wanting to see a focus beyond museums into the gallery or non-profit world. Additionally, students in both programs shared they'd like more hands-on work. AHMP students discussed having more opportunities for creating showcasing exhibitions on campus and collaborating with other majors.

Next Steps

Effort needs to continue during the 2025-26 to further standardize the phrasing of questions related to transfer status, choosing major again, career preparation, experiential learning, and post-graduate plans to ease analysis and provide a comprehensive view of the FIT student experience at degree completion. The implementation of an exit survey in the Technical Design and Direct and Interactive Marketing BS programs will complete this picture.

FIT should consider ways to encourage exit survey participation. A general reminder on the FIT graduation checklist was a move in the right direction as was providing faculty an option to share the link during class, but without a universal instrument with a singular link, students can't be sent reminders to complete the survey.

Appendices

Art & Design AAS Exit Survey (Common Questions)

How would you evaluate your educational experience?

- a. Excellent
- b. Good
- c. Fair
- d. Poor
- e. Very poor

Courses in my major were well organized to build my knowledge and skills over the semesters of the AAS

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

Courses in my program challenged me to do my best work

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

I feel prepared academically to be successful in a Bachelors program

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

The required general education/liberal arts classes contributed to my education by strengthening core skills and providing breadth of knowledge

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

During your education, did you participate in an internship? Check all that apply.

- ☐ Yes, a for-credit internship
- ☐ Yes, an internship not-for-credit
- ☐ No

Did you study abroad while at FIT (short-term or long-term)?

- a. Yes
- b. No

How did studying abroad enrich your education? [open-ended]

What are your plans for after graduation?

- a. Enter a bachelor's program at FIT
- b. Enter a bachelor's program at another institution
- c. Secure a full-time position in my field
- d. Secure freelance work in my field
- e. Other (please specify) [open-ended]

Please explain your decision to not pursue a bachelors degree at FIT and what your career goals are [open-ended]

Are you...

a. A transfer student with previous experience at another college

b. First-time in college

Are you...

a. in a one-year AAS program

b. in a two-year AAS program?

What do you view as the strengths of this program?

What would you change about the program to make it better?

Art & Design BFA Exit Survey (Common Questions)

How would you evaluate your educational experience in the BFA program?

- a. Excellent
- b. Good
- c. Fair
- d. Poor
- e. Very poor

Courses in my major were well organized to build my knowledge and skills over the semesters of the BFA

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

Courses in my program challenge me to do my best work

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

The required general educational/liberal arts classes contributed to my education by strengthening core skills and providing breadth of knowledge

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

During your BFA education, did you participate in an internship? Check all that apply.

- ☐ Yes, a for-credit internship
- ☐ Yes, an internship not-for-credit
- ☐ No

Did you study abroad while at FIT (short-term or long-term)?

- a. Yes
- b. No

How did studying abroad enrich your education? [open-ended]

What are your plans after graduation?

- a. Secure a full-time position in my field
- b. Secure freelance work in my field
- c. Continue my education
- d. Seek a position in another field
- e. Other (please specify) [open-ended]

What do you view as the strengths of this program?

What would you change about the program to make it better?

Business & Technology AAS Exit Survey (Common Questions)

Are you...

- a. A transfer student with previous experience at another college
- b. First-time in college

Are you...

- a. in a one-year AAS program
- b. in a two-year AAS program

During your education, did you participate in an internship? Check all that apply.

- a. Yes, a for-credit internship
- b. Yes, an internship not-for-credit
- c. No

Did you study abroad while at FIT (short-term or long-term)?

- a. Yes
- b. No

How did studying abroad enrich your education? [open-ended]

Are you enrolling in a FIT bachelor's program within the next year?

- a. No
- b. Yes, this program: [open-ended]

What are your plans for after graduation?

- a. Enrolling in a program at another college or university within a year
- b. I'm in a joint program earning a bachelor's degree at my home institution
- c. Entering the workforce full-time
- d. Other (volunteer program, military, etc.)

Please explain your reasons for not pursuing a bachelor's at FIT and how that aligns with your career goals. [open-ended]

The courses in my major had the right mix of new material and review of material taught in previous classes

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

Courses in my program challenge me to do my best work

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

My major allowed me the flexibility I desired to explore areas of interest such as related area electives and minors

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

The required general education/liberal arts classes contributed to my education by strengthening core skills and providing breadth of knowledge

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

I feel that my major prepares me well for my chosen career

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

I feel prepared academically to be successful in a Bachelors program

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

Given my experience, I would choose the same major again

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

What do you view as the strengths of this program? [open-ended]

What would you change about the program to make it better?

Liberal Arts & Sciences Exit Survey (Common Questions)

Are you...

- a. A transfer student with previous experience at another college
- b. First-time in college

During your education, did you participate in an internship? Check all that apply.

- ☐ Yes, a for-credit internship
- ☐ Yes, an internship not-for-credit
- ☐ No

Did you study abroad while at FIT (short-term or long-term)?

- a. Yes
- b. No

How did studying abroad enrich your education? [open-ended]

Are you enrolling in a FIT bachelor's program within the next year?

- a. Yes
- b. No

What are your plans for after graduation?

- a. Enrolling in a program at another college or university within a year
- b. I'm in a joint program earning a bachelor's degree at my home institution
- c. Entering the workforce full-time
- d. Other (volunteer program, military, etc.)

Please explain your reasons for not pursuing a bachelor's at FIT and how that aligns with your career goals. [open-ended]

The courses in my major had the right mix of new material and review of material taught in previous classes

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

Courses in my program challenged me to do my best work

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

The required general education/liberal arts classes contributed to my education by strengthening core skills and providing breadth of knowledge

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

I feel that my major prepares me well for my chosen career

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

Given my experience, I would choose the same major again

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

I feel prepared academically to be successful in a Bachelors program

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

What do you view as the strengths of this program? [open-ended]

What would you change about the program to make it better? [open-ended]

Business & Technology BS Exit Survey - *Peregrine* (Common Questions)

Were you a transfer student to this school with more than 20 credit hours?

- a. Yes
- b. No

During your BS education, did you participate in an internship? Check all that apply.

- a. Yes, a for-credit internship
- b. Yes, a not-for-credit internship
- c. Yes, both credit and not-for-credit internships
- d. No
- e. Unsure

Post-graduation Intentions: What are your plans for the next year?

- a. I have secured a new full-time position (30 hours or more per week)
- b. I have secured new part-time or freelance employment (less than 30 hours per week)
- c. I am currently seeking employment within the field of business
- d. I am currently seeking a job that is not in the field of business
- e. I will be continuing my education (at FIT or elsewhere)
- f. I am looking to advance with my current employer upon graduation
- g. Other, not listed

What are your future higher education plans?

- a. I plan to complete a bachelor's program after I graduate from my current program
- b. I plan to complete a master's program after I graduate from my current program
- c. I plan to complete a doctoral program after I graduate from my current program
- d. I do not plan to go any further in higher education after I graduate from my current program

The courses in my major had the right mix of new material and review of material taught in previous classes.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

It made sense to me that the courses in my major were required for my degree.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

I feel that my major prepares me well for my chosen career.

- a. Strongly Agree
- b. Agree

- c. Neutral
- d. Disagree

- e. Strongly Disagree

Given my experience, I would choose the same major again.

- a. Strongly Agree
- b. Agree
- c. Neutral

- d. Disagree
- e. Strongly Disagree

My major allowed me the flexibility I desired to explore areas of interest such as related area electives and/or minors.

- a. Strongly Agree
- b. Agree
- c. Neutral

- d. Disagree
- e. Strongly Disagree

The required general education/liberal arts classes contributed to my education by strengthening core skills and providing breadth of knowledge.

- a. Strongly Agree
- b. Agree
- c. Neutral

- d. Disagree
- e. Strongly Disagree

What do you view as the strengths of this program? [open-ended]

What would you change about the program to make it better? [open-ended]

Please share any other comments that you would like to make about your FIT experience. [open-ended]