

2026 Exit Survey Analysis: Common Questions across FIT

August 2026



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 Survey results help to identify strengths and weaknesses, inform continuous improvement, planning and budgeting efforts, and are a critical component of data collection and assessment for the Academic Program Review process.

Exit surveys often collect information on post-graduation plans. If the survey is not anonymous, contact information can also be collected. Many colleges make exit surveys, and the collection of post-graduation contact information, a part of the graduation application process.

The administration of exit surveys at FIT has evolved, and is a partnership between the program administrators and the Office of Institutional Research and Effectiveness. 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 as part of the Peregrine exam for years. The Baker School began administering exit surveys via Survey Monkey to Associate graduating students in 2025 and to non-ACBSP BS program graduating students in 2026. In 2025, degree programs within the School of Liberal Arts and Sciences began deploying exit surveys.

In addition to working to implement an exit survey in every degree program at FIT, IRE worked with Deans and Chairs to align the common general questions, so data could be aggregated across programs and across schools. This allows for the results to be utilized by a wider audience for accreditation reporting, recruitment, and marketing efforts.

Currently, a link to a Google Form is provided at the end to collect post-graduation contact information for graduating students, including a personal email-address, which is not collected on the graduation application managed by the Registrar's office. The graduation application asks for a mailing address for the diploma, which may not be their new local address.

Data Collection

With declining online response rates, and reports from students and employees that FIT emails are too numerous, IRE and academic departments worked together to administer surveys in-person during on-campus classes. Each chair identified the Capstone or Capstone equivalent course running in the Spring 2026 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. Chairs requested that IRE administer exit surveys a month earlier, in

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

mid-March instead of mid-April, than in the past, as the final weeks of capstone courses are so busy.

Next, IRE sent each of the instructors of the 110 course sections (excluding the Baker BS capstones surveys) an email on March 19th with a link to a jot form scheduler for the faculty member to choose when an IRE staff member could make a class visit to conduct the survey during class. Instructors of the six 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. However, if the survey class visit was towards the end of the semester, in some cases students were either too busy completing projects, or classroom attendance was low, which dampened the response rate.

Faculty requested class visits for 95 of the 110 in-person capstone sections. 3 faculty responded that instead of a class visit, they would share the survey link with their students. Faculty did not respond for just 12 sections, despite follow-up emails. As it got closer to the end of the semester, IRE staff sent the faculty links to the survey and asked the instructor to please share the link with their students.

Response Rates

The overall response rate for the surveys administered through SurveyMonkey by IRE was 58%, the same as last year despite the earlier window for class visits. Survey completions were also strong, with a completion rate of 56%.

Response rates varied greatly by degree level. AAS response rates increased to 59% from 56% in 2025 while the Baccalaureate response rate dropped from 73% to 54%.

Response rates also vary greatly by school and program. See Table 1 for response rates by school and Appendix 1 for response rates by program.

Considering the strain on the IRE staff to make 95 class visits, and that in many cases the class visits garnered response rates below 50%, FIT needs to consider new ways to deploy exit surveys. The priority should be to make the completion of the survey part of the graduation application earlier in the academic year. Students could be assured that while the survey is not anonymous, it would be confidential. Class visits could be targeted just in cases where response rates were low heading into the last half of the spring term.

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. 733 students took the Exit Survey, an 81% response rate.

Table 1. Response Rates

School	Degree Level	# of Course Sections 2026	Course Enrollment 2026	# of Responses 2026	Response Rate 2026	# of Responses 2025	Response Rate 2025
A&D	AAS	40	826	510	62%	442	52%
A&D	BFA	37	647	363	56%	394	64%
Baker	AAS	32	758	428	56%	464	61%
Baker non-ACBSP	BS	4	76	44	58%	-	--
SLAS	AAS	1	22	11	50%	6	38%
SLAS	BS	2	41	28	68%	21	70%
Total		116	2370	1384	58%	1327	58%
Baker BS ACBSP via Peregrine	BS	44	909	733	81%	726	80%
Total		160	3279	2117	65%	2053	64%

*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.

Respondent Profile

About a third of the graduating student respondents were transfer students.

Table 2a. Student Status

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	373	67%	280	62%	28	72%	681	65%
Transfer student with previous experience in another college	184	33%	169	38%	11	28%	364	35%
Total	557	100%	449	100%	39	100%	1045	100%

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

Table 2b. Student Status, Peregrine

Response	B&T BS	
	N	%
Were you a transfer student to this school with more than 20 credit hours?		
Yes	228	29%
No	549	71%
Total	777	100%

While one-year AAS students make up about 11% of all AAS students, 19% of all AAS graduating respondents were one-year program students, with some variance by school.

Table 3. Degree Format

	A&D AAS		B&T AAS		LAS AAS		All	
Response	N	%	N	%	N	%	N	%
Are you in a one-year or two-year AAS program?								
One-Year AAS	84	15%	109	24%	0	0%	193	19%
Two-Year AAS	473	85%	340	76%	11	100%	824	81%
Total	557	100%	449	100%	11	100%	1017	100%

Findings

Satisfaction

As there is no universal satisfaction item asked across all the exit survey questionnaires, satisfaction is analyzed across a few items.

Among graduating students in the School of Art and Design, most AAS and BFA students rate their experience as Good or Excellent (78%), consistent from previous years with differences by degree level. Associate respondents reported higher levels of satisfaction than Baccalaureate respondents.

Table 4. Satisfaction with Educational Experience

Question	Level	% Excellent or Good		
		2024	2025	2026
How would you evaluate your educational experience in your program?	A&D AAS	82%	82%	81%
	A&D BFA	78%	80%	74%

Graduating students in Baker and Liberal Arts and Sciences were asked if they would choose the same major again. Agreement was consistent across the schools, with over a third choosing the same major (68%) See Table 5 for a breakdown by school and degree level.

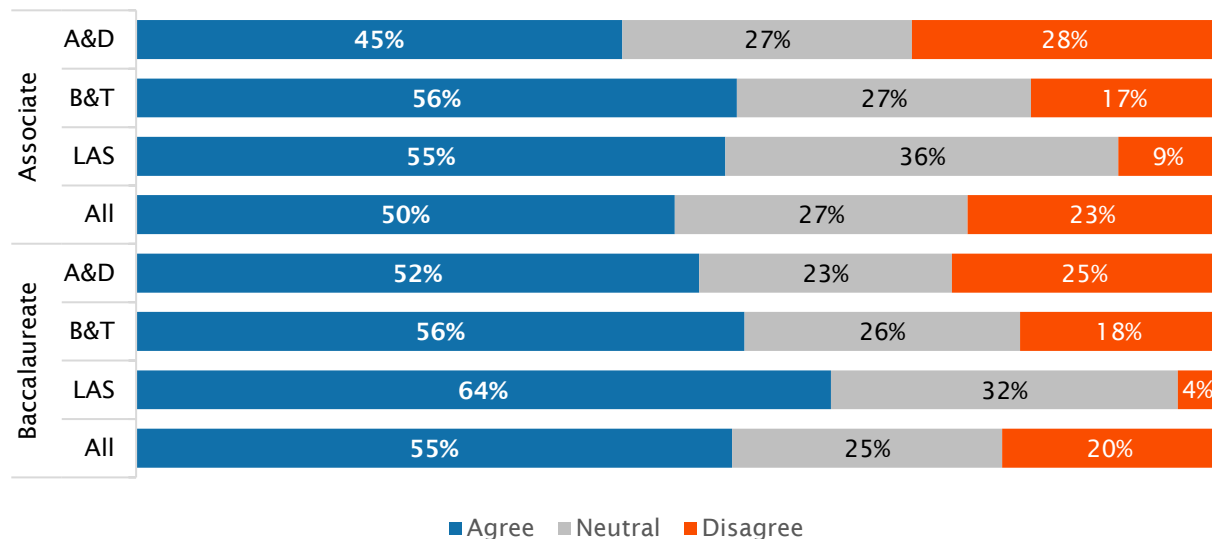
Table 5. Satisfaction with Major

Question	Percent Strongly Agree / Agree			
	B&T AAS	LAS AAS	B&T BS	LAS BS
Given my experience, I would choose the same major again.	70%	73%	66%	68%

General Education Contribution

Among graduating FIT students, there was a low level of agreement about the contribution made by general education courses to their education. Overall, just 50% of AAS respondents and 55% of Bachelor's respondents 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 Liberal Arts and Sciences Bachelor's respondents (64%).

Figure 1. 'The required general education/liberal arts classes contributed to my education by strengthening core skills and providing breadth of knowledge' By Award Level and School



Preparedness for the Future

Overall, 81% of AAS graduating student respondents feel prepared to be successful in a Bachelor's program, similar to last year. However, less students report feeling prepared for their careers.

Table 6a. Preparedness, Associate Level

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%	87%	73%	81%
I feel that my major prepares me well for my chosen career.	--	77%	55%	--

Overall, most Baker BS respondents feel prepared for their career (75%), while only 46% of Liberal Arts and Sciences BS respondents do. Students in the School of Art and Design were not asked this question.

Table 6b. Preparedness, Bachelor's Level

Question	Percent Strongly Agree / Agree	
	B&T BS	LAS BS
I feel that my major prepares me well for my chosen career.	75%	46%

Organization, Rigor and Flexibility of Curriculum

Most graduating student respondents across FIT agree that the courses in their program were well organized with the right mix of new and reviewed content (75%), challenged them to do their best work (81%). There were some differences across the schools and degree levels, see Table 7.

Table 7. Organization and Rigor

Question	Level	Percent Strongly Agree / Agree			
		A&D	B&T	LAS	All
Courses in my major were well-organized and steadily build my knowledge through a balance mixed of new and reviewed content	Associates	82%	76%	73%	79%
	Baccalaureate	73%	72%	61%	72%
Courses in my program challenged me to do my best work	Associate	83%	80%	55%	82%
	Baccalaureate	81%	68%	57%	78%
It made sense to me that courses in my major were required for my degree	Associate	--	87%	91%	--
	Baccalaureate	--	76%	64%	--

Most Baker and LAS respondents agreed that it made sense that the courses in their major were required for their degree (80%), similar to last year with some differences among school and degree level. Students in the School of Art and Design were not asked this question.

Only about two-thirds of Baker and LAS respondents agreed their major allowed the flexibility desired to explore areas of interest (67%), similar to last year. LAS AAS students had the lowest agreement with flexibility at 55%

Table 8. Flexibility

Question	Percent Strongly Agree / Agree			
	B&T AAS	B&T BS	LAS AAS	LAS BS
My major allowed me the flexibility I desired to explore areas of interest such as related area electives and minors.	67%	68%	55%	75%

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.

Table 9. Internship Participation

Question	A&D AAS	A&D BFA	B&T AAS	B&T BS	LAS AAS	LAS BS	All
Did you participate in an internship? *	17%	75%	39%	68%	27%	39%	50%
Did you get college credit for an internship? **	46%	92%	45%	49%	0%	0%	59%
Were you paid for an internship? ***	32%	42%	31%	65%	33%	55%	39%

* 27% of Associate and 69% of Baccalaureate respondents across all schools reported participating in an internship.

** Of those who participated in an internship, 45% of Associate and 63% of Baccalaureate respondents across all schools received college credit.

*** Of those who participated in an internship, 31% of Associate and 45% of Baccalaureate respondents across all schools were paid.

Study Abroad

Overall, 12% of respondents participated in short-term or long-term study abroad experiences. Participation was higher among Bachelor with nearly a quarter of A&D and B&T students participating, and roughly 20% of LAS students participating. Rates varied by program, with the highest rates of participation being in Fashion Design BFA (34%), Illustration BFA (33%), Technical Design BS (27%), and Art History and Museum Professions BS (25%).

Table 10. Study Abroad Participation

Question	A&D AAS	A&D BFA	B&T AAS	B&T BS	LAS AAS	LAS BS	All
Did you study abroad while at FIT (short-term or long-term)? *	8%	22%	6%	21%	0%	18%	12%

* 7% of Associate and 22% of Baccalaureate respondents across all schools reported studying abroad.

152 respondents answered the question “How did studying abroad enrich your education?” Students discussed how the experience allowed them to see how designs and industry differ in other cultural contexts. Students described the experience as engaging and challenging, as well as inspiring and creatively freeing. In addition to the educational experience and professional development, students shared how the experience was personally enriching as well, helping them discover who they are and learning to be independent.

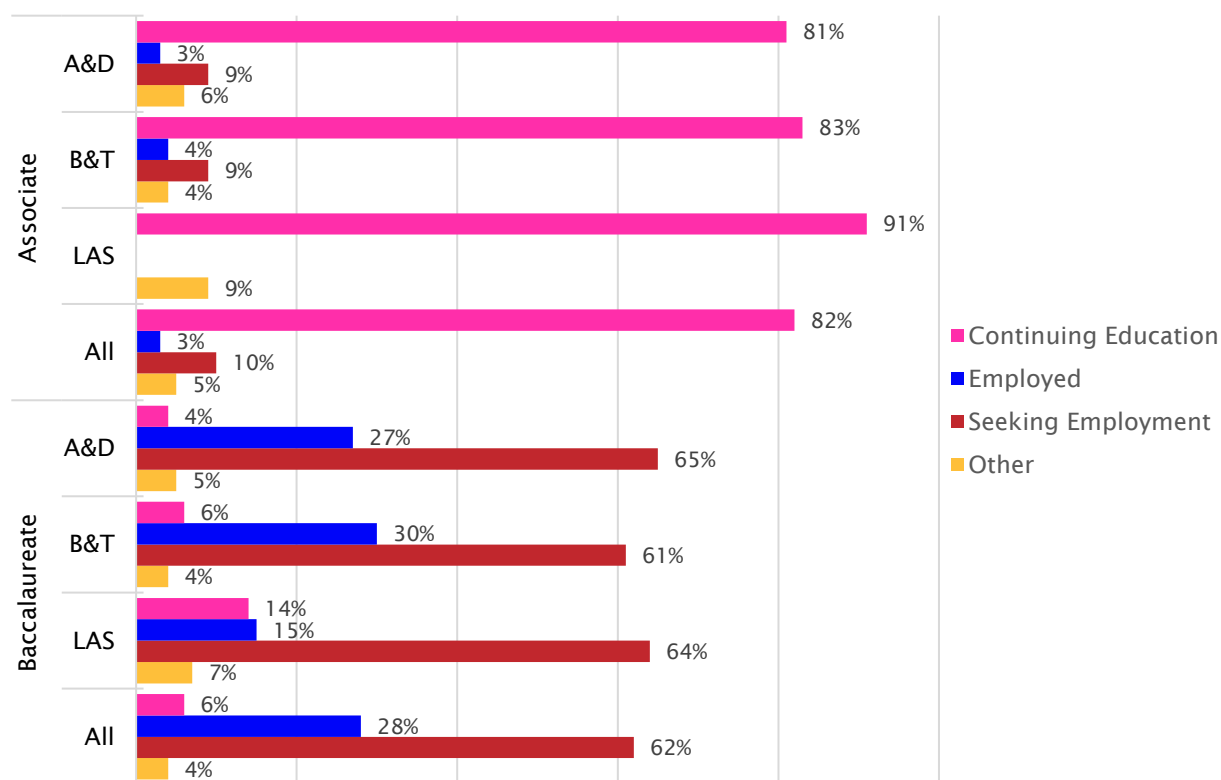
Future Plans

Respondents were asked about their plans after graduation.

Three-quarters of graduating AAS students plan to pursue a Bachelor’s degree at FIT (76%), down slightly from 80% last year. About 10% are looking for work, 6% are pursuing a Bachelor’s at their home institution, 5% are determining their next steps and 3% secured employment.

Most Bachelor respondents plan to enter the workforce, with 62% looking for work and 28% already securing full or part time employment. Another 6% plan to continue their education, and the remaining 6% are determine their next steps.

Figure 2. Post-Graduation Plans by Award Level and School



Qualitative Feedback

Strengths

Across all three schools, key recurring strengths include faculty expertise and support, and strong industry ties. Students across A&D and B&T specifically highlighted the curriculum's breadth and emphasized hands-on and real-world learning opportunities as essential to their career preparation. Students also highlighted affordability and location as one of the main reasons they attended, noting that FIT is a great value and that the cost offers an edge over private institutions.

Weaknesses

Across all three schools, a few key themes emerged. Students highlighted a need for more meaningful faculty communication and support. Additionally, they discussed improving quality of teaching with more hands-on experiences, along with improved quality of and access to facilities and equipment. They also recommended updating the curriculum to align with current industry trends, improve course structure and sequencing, and reduce redundancy.

Other Feedback

Students were given an opportunity to share additional feedback about their experience at FIT. Positive comments were notably centered on faculty and strong industry connections, as discussed in the Strengths section. On the other hand, students noted concerns about curriculum relevancy to current trends and a need for greater student support. A few commented mentioned lacks of sensitivity toward students with disabilities, course scheduling

challenges such as classes filling up quickly and commuters being left with later options, inflexible attendance policies, and better support for securing internships.

Next Steps

Effort needs to continue during the 2025-26 to further standardize the phrasing of questions across schools to ease analysis and provide a comprehensive view of the FIT student experience at degree completion. FIT also needs to deploy the survey as part of the graduation application, a standard practice to ensure all graduating students receive the opportunity and reminders can be sent.

Appendices

Response Rates by Program

			2025			2026			
School	Degree Level	Program	Enrollment	Responses	Response Rate *	Enrollment	Responses	Response Rate *	Change
A&D	AAS	Communication Design Foundation	137	72	53%	142	86	61%	8%
A&D	AAS	Fashion Design	271	104	38%	289	164	57%	19%
A&D	AAS	Fine Arts	72	55	76%	70	33	47%	-29%
A&D	AAS	Footwear and Accessories Design	12	8	67%	15	9	60%	-7%
A&D	AAS	Illustration	142	79	56%	142	96	68%	12%
A&D	AAS	Interior Design	60	51	85%	49	29	59%	-26%
A&D	AAS	Jewelry Design	17	6	35%	26	14	54%	19%
A&D	AAS	Menswear	31	14	45%	33	28	85%	40%
A&D	AAS	Photography	73	31	42%	60	35	58%	16%
A&D	AAS	Textile/Surface Design	35	22	63%	25	16	64%	1%
A&D	BFA	Advertising and Digital Design	40	30	75%	42	31	74%	-1%
A&D	BFA	AIMGD	22	10	45%	21	17	81%	36%
A&D	BFA	Fabric Styling	26	17	65%	23	16	70%	5%
A&D	BFA	Fashion Design	215	127	59%	247	105	43%	-16%
A&D	BFA	Fine Arts	44	12	27%	48	23	48%	21%
A&D	BFA	Footwear and Accessories Design	16	12	75%	20	14	70%	-5%
A&D	BFA	Graphic Design	37	31	84%	31	20	65%	-19%
A&D	BFA	Illustration	82	55	67%	87	49	56%	-11%

A&D	BFA	Interior Design	33	26	79%	23	19	83%	4%
A&D	BFA	Packaging Design	20	19	95%	19	8	42%	-53%
A&D	BFA	Photography	32	28	88%	40	21	53%	-35%
A&D	BFA	Spatial Experience Design	34	15	44%	33	19	58%	14%
A&D	BFA	Textile/Surface Design	10	5	50%	22	9	41%	-9%
A&D	BFA	Toy Design	7	7	100%	12	12	100%	0%
B&T	AAS	Advertising and Marketing Communications	252	135	54%	241	103	43%	-11%
B&T	AAS	Fashion Business Management	451	281	62%	466	295	63%	1%
B&T	AAS	Production Management	39	28	72%	30	13	43%	-29%
B&T	AAS	Textile Development and Marketing	23	20	87%	21	17	81%	-6%
B&T	BS	Direct and Interactive Marketing	--	--	--	15	14	93%	--
B&T	BS	Technical Design	--	--	--	61	30	49%	--
LIB	AAS	Film and Media	16	6	38%	22	11	50%	12%
LIB	BS	Art History and Museum Professions	21	16	76%	24	20	83%	7%
LIB	BS	Film and Media	9	5	56%	17	8	47%	-9%

Art & Design Exit Survey (Common Questions)

Are you...

- a. In an AAS program
- b. In a BFA program

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

How would you evaluate your educational experience in your program?

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

Overall, how would you rate the quality of teaching in your program?

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

How useful for your development was the feedback faculty in your major provided on your work?

- 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

- 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 Bachelor's program (*only asked of AAS students*)

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

The facilities (classrooms, studios, labs, etc.) met my educational needs

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

The quality of equipment met my educational needs

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

e. Strongly disagree

How much has the program strengthened your ability to evaluate your own work?

- | | |
|----------|---------------|
| a. A lot | c. A little |
| b. Some | d. Not at all |

How much has the program strengthened your ability to evaluate the work of others?

- | | |
|----------|---------------|
| a. A lot | c. A little |
| b. Some | d. Not at all |

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

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

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

- | | |
|------------------------------|-----------------------------|
| ☐ Yes | ☐ No |
|------------------------------|-----------------------------|

Did you get college credit for an internship?

- | | |
|--------|-------|
| a. Yes | b. No |
|--------|-------|

Were you paid for an internship?

- | | |
|--------|-------|
| a. Yes | b. 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
(AAS asked only) | e. I am currently seeking employment
within the field of art and design |
| b. Enter a bachelor's program at
another institution/complete my
bachelor's at my home institution
(AAS asked only) | f. I am currently seeking a job that is
NOT in the field of art and design |
| c. I have secured a new full-time
position (30 hours or more per
week) | g. I will be continuing my education (at
FIT or elsewhere) (BFA asked only) |
| d. I have secured a new part-time or
freelance employment (less than 30
hours per week) | h. I am looking to advance with my
current employer upon graduation |
| | i. Other |

What FIT Bachelor's program are you enrolling in and is it different from your AAS? [open-ended] (asked if selected choice A, and only AAS students)

What institution and program are you enrolling in? [open-ended] (asked if selected choice G, and only BFA students)

List other programs you've considered or applied for (admitted or not) [open-ended] (asked if selected choice G, and only BFA students)

Please let us know where you will transfer and the reasons you decided to move to a different institution [open-ended] *(asked if selected choice B, and only AAS students)*

Please explain your reasons for not pursuing a bachelor's degree and how that aligns with your career goals [open-ended] *(asked if selected choice F or I, and only AAS students)*

What new field do you want to enter? [open-ended] *(asked if selected choice F, and only BFA students)*

What are your plans? [open-ended] *(asked if selected choice I, and only BFA students)*

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 comment on how prepared you feel to enter your chosen career [open-ended]

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

Business & Technology Exit Survey (Common Questions)

Are you...

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

Why did you choose to study at FIT and how does it relate to your career goals? [open-ended]

Are you...

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

Student Status (*BS students only*)

- a. Traditional Full-time
- b. Traditional Part-time
- c. Non-traditional

Were you a transfer student to this school with more than 20 credit hours? (*BS students only*)

- a. Yes
- b. No

Do you understand the importance of this program assessment? (*BS students only*)

- a. Yes
- b. No

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

- a. Yes
- b. No

Did you get college credit for an internship?

- a. Yes
- b. No

Were you paid for an internship?

- a. Yes
- b. 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 (*AAS only*)
- b. Enter a bachelor's program at another institution/complete my bachelor's at my home institution (*AAS only*)
- c. I have secured a new full-time position (30 hours or more per week)
- d. I have secured a new part-time or freelance employment (less than 30 hours per week)
- e. I am currently seeking employment within the field of business
- f. I am currently seeking a job that is NOT in the field of business
- g. I will be continuing my education (at FIT or elsewhere) (*BS only*)
- h. I am looking to advance with my currently employer upon graduation
- i. I will be participating in a full-time volunteer or service program (Teach for America, Peace Corps) (*BS only*)
- j. I will be serving in the U.S. Military (*BS only*)
- k. Other (*AAS only*)
- l. Other, not listed (*BS only*)

What FIT Bachelor's program are you enrolling in, and is it different from your AAS? [open-ended] *(asked if selected choice A, and only AAS students)*

Please let us know where you will transfer and the reasons you decided to move to a different institution [open-ended] *(asked if selected choice B, and only AAS students)*

Please explain your reasons for you not pursuing a bachelor's degree and how that aligns with your career goals [open-ended] *(asked if selected choice F or K, and only AAS students)*

What are your future higher education plans? *(BS only)*

- | | |
|--|--|
| a. I am looking to complete a bachelors program after I graduate from my current program | c. I am looking to complete a doctoral program after I graduate from my current program |
| b. I am looking to compete a masters program after I graduate from my current program | d. I am not looking 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 | d. Disagree |
| b. Agree | e. Strongly disagree |
| c. Neither agree nor disagree | |

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

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

Courses in my program challenge me to do my best work

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

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

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

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

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

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

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

I feel prepared academically to be successful in a Bachelors program *(AAS only)*

- | | |
|-------------------|----------|
| 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? [open-ended]

Liberal Arts & Sciences Exit Survey (Common Questions)

Are you...

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

Why did you choose to study at FIT and how does it relate to your career goals? [open-ended]

During your education, 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]

During your education, did you participate in an internship?

- a. Yes
- b. No

Did you get college credit for an internship?

- a. Yes
- b. No

Were you paid for an internship?

- a. Yes
- b. No

What are your plans for after graduation?

- a. Enter a bachelor's program at FIT (AAS only)
- b. Enter a bachelor's program at another institution/complete my bachelor's at my home institution (AAS only)
- c. I have secured a new full-time position (30 hours or more per week)
- d. I have secured a new part-time or freelance employment (less than 30 hours per week)
- e. I am currently seeking employment within the field of liberal arts
- f. I am currently seeking a job that is NOT in the field of liberal arts
- g. I will be continuing my education (at FIT or elsewhere) (BS only)
- h. I am looking to advance with my current employer upon graduation
- i. Other

What FIT bachelor's program are you enrolling in and is it different from your AAS? [open-ended] *(asked if selected choice A, and only AAS students)*

Please let us know where you will transfer and the reasons you decided to move to a different institution [open-ended] *(asked if selected choice B, and only AAS students)*

Please explain your reasons for not pursuing a bachelor's degree and how that aligns with your career goals [open-ended] *(asked if selected choice F or I, and only AAS students)*

What institution and program are you enrolling in? [open-ended] *(asked if selected choice G, and only BS students)*

List other programs you've considered or applied for (admitted or not) [open-ended] *(asked if selected choice G, and only BS students)*

What new field you do you want to enter? [open-ended] *(asked if selected choice F, and only BS students)*

What are your plans? [open-ended] *(asked if selected choice I, and only BS students)*

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

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

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

- | | |
|-------------------------------|----------------------|
| a. Strongly agree | d. Disagree |
| b. Agree | e. Strongly disagree |
| c. Neither agree not disagree | |

Courses in my program challenged me to do my best work

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

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

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

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

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

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

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

Given my experience, I would choose the same major again

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

I feel prepared academically to be successful in a Bachelors program *(AAS only)*

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

Business & Technology Peregrine Survey (Common Questions)

Student Status

- a. Traditional full-time
- b. Traditional part-time
- c. Non-traditional

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 | d. Disagree |
| b. Agree | e. Strongly Disagree |
| c. Neutral | |

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

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

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]