Senior exit surveys can provide feedback from students about their experiences in an undergraduate degree program. Depending on the program, what feedback is needed/desired from students may vary. The information below describes four common foci for senior exit surveys and provides some examples at WSU. ATL is available to help programs and colleges design senior exit surveys and analyze data.

**Whole Student Experience**
*Purpose and Structure:* Many programs want holistic feedback from their students. These surveys include questions about curriculum, learning, advising, student services, and students’ future plans, as well as general overall questions. While these surveys can provide programs with a full understanding of their students’ experiences in their program, it can be challenging to get adequate response rates.

*Example(s):* School of Biological Sciences Senior Exit Survey, online link given to students upon application for graduation, survey required for graduation to ensure participation

**Curriculum and Learning**
*Purpose and Structure:* Exit surveys can also focus on curriculum and student learning. Questions in these types of surveys emphasize student progress on learning outcomes and perceptions about the set of courses that they took. They can address student perceptions about gaps or redundancies in the curriculum, and ask students for courses that they perceive as being helpful in preparing them for their intended careers. These types of surveys are not meant to replace or duplicate course evaluations. Rather, they allow students to reflect on their curriculum as a whole.

*Example(s):* While no WSU programs are currently using exit surveys that inquire only about curriculum/learning, several include a section on this topic (e.g., CAHNRS Exit Survey)

**General/Basic**
*Purpose and Structure:* General or basic exit surveys can be short (1-5 questions). Short exit surveys can be useful for programs, because they can be completed as part of a regularly scheduled meeting (e.g., in class, as part of an advising appointment, etc.). Questions tend to be broad and ask students for feedback on their overall experiences, or future plans (e.g., work or graduate school). Results from these types of surveys may show programs major “red flags,” or areas that need further attention. Because of their brevity, they generally do not provide information about specific program initiatives or areas of focus.

*Example(s):* Mathematics Senior Exit Survey, given to students in advising appointment, less than ten questions

**Advising and Student Services**
*Purpose and Structure:* Programs often want to gather information about how advising and student services are working for students. Questions from these types of surveys focus on student satisfaction with these services and can be either broad or specific (i.e., students provide feedback on particular advisors).

*Example(s):* Several WSU degree programs use exit surveys that a section or a question about advising or student services. Advising units may survey their students, so academic programs should coordinate with them to avoid unintended duplication.