

University of Texas at Arlington
Executive Summary Master's Exit Survey
Fall 2025–Spring 2026

Survey Participation and Student Profile

The Master's Student Exit Survey was administered at UTA during Fall 2025 and Spring 2026 to students completing the requirements for their master's degrees. Across the two terms, 1,405 (47%) of 3,004 graduates responded to the survey. Respondents represented a diverse graduate student population across UTA's colleges and schools, with the largest share pursuing degrees in the College of Nursing and Health Innovation, College of Engineering, College of Business, and School of Social Work (Table 1). Most respondents began their master's degree in fall2024 (56%), followed by fall 2023 (23%). UTA was the students' first-choice institution for approximately 74% of respondents, with the reputation of the program (20%), educational costs (17%), geographical location (15%), and admission requirements (15%) among the most frequently cited reasons for choosing UTA.

Table 1: Survey response rates per college/school

College/School	# Graduates	# Respondents	Response Rate
College of Architecture, Planning and Public Affairs	95	37	39%
College of Business	464	116	25%
College of Education	172	108	63%
College of Engineering	805	263	33%
College of Nursing and Health Innovation	813	368	45%
College of Liberal Arts	86	34	40%
College of Science	144	53	37%
School of Social Work	385	192	50%

Orientation and Understanding of Degree Expectations

Approximately 67% of students reported attending an orientation provided by their graduate program, while another 8% indicated that an orientation was provided but they did not attend. In addition, approximately 79% reported receiving a written set of expectations regarding academic requirements and expected progress, although 15% could not recall receiving such information.

Graduate Program Quality and Academic Experience

The quality of the graduate curriculum, faculty teaching, and overall program was rated positively by most respondents. Approximately 69% rated the quality of the graduate curriculum as Excellent or Very Good, while 66% gave the same rating to graduate-level

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teaching by faculty. 61% rated the overall quality of their graduate program as Excellent or Very Good, and approximately 60% rated their preparation for a thesis, comprehensive examination, or capstone at these levels. Academic advising and guidance received Excellent or Very Good ratings from approximately 57% of students.

Overall, approximately 89% of respondents rated their academic experience as Excellent, Very Good, or Good, indicating that the academic component of the graduate experience is a significant strength.

Faculty and Academic Advising Support

Students' experiences also indicate that faculty and advisors play an important role in supporting graduate education. Among students who received assistance from faculty advisors, approximately 67% rated assistance with planning their program of study as Very Helpful, and 66% rated assistance with learning course material Very Helpful. Assistance with conducting research was rated Very Helpful by approximately 56%, while assistance with exploring career options was rated Very Helpful by approximately 51%.

These results suggest that faculty advising provides meaningful support in students' academic development, particularly in areas directly connected to completing their degree requirements and succeeding academically.

Career Preparation and Employment Assistance

Career preparation represents an area where students' experiences are less consistent. Assistance in finding employment received an Excellent or Very Good rating from only approximately 34% of respondents, compared with 69% for the graduate curriculum and 66% for faculty teaching.

Among students who received assistance with searching for employment, approximately 46% found that assistance Very or Somewhat Helpful, while 31% indicated that they did not receive such assistance. Career advice was most frequently obtained from faculty within students' own departments, accounting for approximately 50% of career-advice responses.

These findings point to an opportunity to strengthen and more consistently integrate career preparation, employment assistance, and professional development into the graduate student experience.

Faculty Mentoring and Professional Development

Faculty mentoring also appears to be an opportunity for continued attention. Approximately 38% of students reported having a faculty mentor in addition to their program, thesis, or

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capstone advisor, while 62% did not. Among students who had a mentor, approximately 93% indicated that the mentor was from their own program or department.

Participation in assistantships and graduate employment experiences varied. Approximately 9% of respondents served as teaching assistants and 8% served as research assistants during their master's studies. For students who participated, these experiences were generally viewed positively: approximately 97% rated their TA experience Very or Somewhat Helpful for professional development, and 96% rated their research experience Very or Somewhat Helpful.

Work, Financial, and Family Commitments

Employment outside UTA was common among respondents. Approximately 51% reported working off-campus for additional income during their master's studies, and 80% of those students worked full-time. Approximately 85% reported that this employment was related to their field of study.

Work and financial commitments were identified as a major obstacle to academic success by approximately 42% of respondents, while family obligations were identified as a major obstacle by approximately 28%. These findings highlight the importance of considering the needs of working graduate students when designing program structures, course schedules, and student support.

Overall UTA Experience and Student Engagement

Students' assessments of their broader experience at UTA were positive overall but less strong than their assessments of the academic experience. Approximately 87% rated their overall experience at UTA as Excellent, Very Good, or Good.

Student life received positive ratings from approximately 79% of respondents. Connecting with other students was also more mixed, with approximately 68% providing an Excellent, Very Good, or Good rating and about 20% rating the experience Fair or Poor, excluding students who selected Not Applicable.

These findings suggest that while students generally value their academic experience, opportunities remain to strengthen student connection, engagement, and the broader graduate student experience.

Institutional Resources and Support Services

Institutional resources were generally viewed favorably. Library and electronic research resources received Excellent, Very Good, or Good ratings from approximately 84% of

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respondents, while information technology resources received positive ratings from approximately 72%.

Financial support received positive ratings from approximately 60% of respondents. Physical facilities and tutoring/academic support were rated positively by approximately 58% and 62%, respectively. These items also had substantial Not Applicable responses, suggesting that the results should be interpreted in the context of students' differing levels of exposure to these services.

Post-Graduation Employment and Educational Plans

Students' post-master's outcomes provide additional context for the value of their graduate education. Approximately 46% were employed full-time, with another 7% employed part-time or combining employment with further study. Approximately 39% were seeking employment, while 5% were pursuing another degree.

Among those employed, 88% reported holding a permanent career position, and approximately 91% indicated that their employment was at least somewhat related to their field of study. Nearly half of employed respondents worked in Healthcare and Social Assistance (50%), followed by Educational Services (20%).

Among respondents reporting a base annual salary, approximately 32% reported earning \$100,000 or more, while approximately 34% reported salaries between \$60,000 and \$84,999. These results are descriptive of survey respondents and should not be interpreted as employment outcomes for all UTA master's graduates.

Financing Graduate Education

Financing graduate education remains an important consideration. Approximately 57% of respondents reported taking out loans to pay for their master's education. Among those who borrowed, approximately 39% reported borrowing more than \$40,000, and approximately 62% indicated that more than 75% of their loans were used for tuition and fees.

Only 25% of respondents who reported off-campus employment indicated that some portion of their master's education was paid through an employer-sponsored reimbursement or direct payment plan.

Overall Satisfaction and Willingness to Recommend UTA

The survey indicates generally favorable overall perceptions of UTA. Approximately 69% indicated that they would definitely or probably select UTA again, while 77% indicated that they would definitely or probably select the same field of study.

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About 74% would definitely or probably recommend UTA to someone considering their field of study, and 91% were pleased with their choice of UTA.

Conclusion and Implications for UTA

The Fall 2025–Spring 2026 Master's Student Exit Survey indicates that UTA's graduate academic experience is a significant strength. Students generally express satisfaction with their curriculum, faculty teaching, overall programs, and academic experiences, and most report that they are pleased with their decision to attend UTA.

At the same time, the results identify several areas that warrant continued institutional attention. Career preparation and employment assistance, faculty mentoring, student connection and engagement, and support for students balancing graduate education with employment and family responsibilities emerge as important considerations.

The findings also suggest that strengthening pathways among academic programs, faculty mentoring, career development, and post-graduation employment could further enhance the value of the graduate experience.

Overall, the results show that UTA delivers a generally positive graduate academic experience while also highlighting opportunities to strengthen the broader educational, professional, and support environment around that experience.