

University of Texas at Arlington
Executive Summary Undergraduate Exit Survey
Fall 2025–Spring 2026

Survey Participation and Student Profile

The Undergraduate Student Exit Survey was administered at UTA during Fall 2025 and Spring 2026 to students completing their undergraduate degrees. Across the two terms, out of 6,716 graduating students, approximately 2,949 (44%) responded to the survey. Respondents represented all major colleges and schools, with the largest proportions completing degrees in the College of Nursing and Health Innovation, College of Business, College of Engineering, College of Liberal Arts, and College of Science (Table 1). Among respondents providing demographic information, approximately 63% identified as female and 34% as male, with approximately 2% identifying as another gender identity or preferring not to answer. Approximately 40% were ages 22–24, 17% were ages 25–29, and 14% were ages 20–21. Approximately 37% identified as Hispanic/Latino, while respondents identified as White (48%), Black or African American (18%), Asian (18%), or another race/ethnicity. Approximately 4% identified as international students. About 48% identified as single, 26% as being in a committed relationship, and 21% as married, while approximately 23% reported having children.

Table 1: Survey response rates per college/school ¹

College/School	# Graduates	# Respondents	Response Rate
College of Architecture, Planning and Public Affairs	148	46	31%
College of Business	1398	417	30%
College of Education	89	72	81%
College of Engineering	922	398	43%
College of Nursing and Health Innovation	2381	848	36%
College of Liberal Arts	885	343	39%
College of Science	688	294	43%
School of Social Work	191	106	55%
Division of Student Success	229	80	35%

Choice of UTA and Student Decision Factors

UTA was the first-choice institution for approximately 74% of respondents. Among the factors influencing students' decision to attend UTA, the reputation of the program was the most frequently identified factor (approximately 20%), followed by educational costs (17%), geographical location (15%), and admission requirements (15%). Approximately 10% indicated that receiving their undergraduate degree at UTA influenced their decision.

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These results indicate that students' decisions to attend UTA are influenced by a combination of academic reputation, affordability, accessibility, and admissions considerations.

Overall Academic Experience

Students reported a generally positive assessment of their academic experience at UTA. Approximately 86% rated their academic experience as Excellent or Good, with a smaller proportion selecting Fair or Poor.

Students also reported positive perceptions of their major and department. Approximately 79% rated aspects of their major or department as Excellent or Good, while approximately 20% rated them Fair or Poor. The results indicate that the academic program and major experience are important contributors to students' overall perception of UTA.

Educational Preparation and Learning Outcomes

The survey results demonstrate strong perceptions of the skills and competencies students developed through their undergraduate education. Approximately 95% of respondents reported that their undergraduate education prepared them Very Well or Adequately for problem solving, while approximately 94% indicated that they were Very Well or Adequately Prepared to think outside the box and generate new ideas.

These findings suggest that students generally perceive their UTA education as contributing meaningfully to problem solving, critical thinking, creativity, and preparation for future academic or professional pursuits.

Faculty and Classroom Experience

Students expressed generally positive views of their classroom experiences. Approximately 91% agreed or strongly agreed that class sizes were appropriate, while approximately 89% agreed or strongly agreed that faculty were genuinely interested in their academic success.

Approximately 89% also agreed or strongly agreed that course content reflected current trends, and approximately 90% agreed or strongly agreed that degree requirements were relevant to their professional goals.

These findings reinforce the importance of faculty engagement, appropriate learning environments, current curriculum, and career relevance as strengths of the undergraduate academic experience.

Advising and Access to Academic Information

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Academic advising and access to information were generally viewed positively, although the results indicate opportunities to improve consistency and ease of access.

Approximately 79% rated overall academic advising as Excellent or Good. Approximately 82% rated the availability and accuracy of information about their major positively, while approximately 83% rated the accuracy of online information positively.

Approximately 83% rated the clarity of degree requirements as Excellent or Good, while approximately 79% gave a positive rating to the ease of online registration.

The results suggest that students generally have access to the academic information they need, while the relatively lower rating for ease of navigating information indicates an opportunity to make academic requirements, advising resources, and online information more intuitive and easier to locate.

Technology and the Learning Environment

Technology is an integral component of students' undergraduate educational experience. Canvas had a substantial impact on learning for approximately 86% of respondents, who indicated that it had "a great deal" of impact. Computers had a similar level of influence, with approximately 78% reporting a great deal of impact. Online syllabi influenced learning substantially for approximately 77%, while Microsoft Office and Microsoft Teams were also identified as important educational technologies.

These results demonstrate the central role that digital learning platforms, instructional technology, and online course resources play in students' academic experiences.

Student Life, Campus Environment, and Sense of Connection

Students' perceptions of the broader campus experience were more mixed than their perceptions of the academic experience. Approximately 49% rated their social experience as Excellent or Good, while approximately 39% rated it Fair or Poor.

The attractiveness of the campus also received a more moderate assessment, with approximately 56% providing an Excellent or Good rating. Safety measures received positive ratings from approximately 64%.

The comparatively lower ratings for social experience and campus environment suggest that opportunities remain to strengthen student connection, campus engagement, belonging, and the overall undergraduate experience beyond the classroom.

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Student Services and Institutional Resources

Students' assessments of individual services varied considerably. The library received positive ratings from approximately 73% of respondents, while student assessments of the bookstore were more moderate at approximately 67%.

Some services received substantially lower positive ratings, including Career Services (53%), health services (45%), and food services (39%). UTA administration received a positive rating from approximately 66%.

These findings should be interpreted cautiously because several student-service questions included substantial Not Applicable/No Opinion responses, suggesting that students' exposure to and ability to evaluate particular services varied. Nevertheless, the results identify several areas where continued examination of service awareness, accessibility, quality, and student utilization may be beneficial.

Student Employment and Financial Circumstances

Financial and employment circumstances are an important part of the undergraduate student experience. Approximately 69% of employed respondents reported working 31 or more hours per week, indicating that a substantial proportion of students are balancing significant employment responsibilities with their education.

Students identified cost of attendance, availability of their major, geographical location, and financial aid or scholarship offers among the factors influencing their decision to attend UTA. Cost of attendance was identified by approximately 16% of responses, while availability of the major accounted for approximately 18%.

The primary sources of financial support were grants and scholarships (29%), students' own employment (26%), parents or other family members (21%), and loans (11%).

These findings highlight the importance of affordability, financial aid, and flexibility for a student population that includes many individuals balancing education with substantial work and family responsibilities.

Overall UTA Experience and Institutional Loyalty

Students' overall perceptions of UTA were generally positive. Approximately 83% rated their overall experience at UTA as Excellent, Very Good, or Good. In addition, approximately 92% agreed or strongly agreed that they would recommend UTA to a friend or relative.

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Approximately 83% indicated that they would probably or definitely select UTA again, and approximately 77% indicated that they would probably or definitely select the same field of study. Approximately 74% indicated that they would probably or definitely recommend UTA to someone considering their field of study.

These results suggest that despite variation in students' experiences across specific services and aspects of campus life, overall institutional satisfaction and willingness to recommend UTA remain strong.

Conclusion and Implications for UTA

The Fall 2025–Spring 2026 Undergraduate Student Exit Survey indicates that UTA's academic experience is a significant institutional strength. Students generally report positive experiences with their majors, faculty, classroom environments, curriculum relevance, and development of important skills such as problem-solving and creative thinking. The high levels of willingness to recommend UTA and to select the University again further reinforce the positive overall perception of the institution.

At the same time, the results identify several areas that warrant continued institutional attention. Student connection and social experience, campus environment, career services, health services, food services, and the ease of navigating academic information receive comparatively lower ratings than the core academic experience. In addition, the substantial proportion of students working significant hours while completing their degrees highlights the importance of affordability, flexibility, financial support, and services designed for students balancing multiple responsibilities.

Overall, the findings suggest that UTA is providing a strong academic foundation for undergraduate students, while opportunities remain to strengthen the broader student experience surrounding that academic foundation. Continued attention to belonging and engagement, student services, career preparation, accessible academic information, and support for working students could further enhance students' experience and strengthen the connection between academic success and the overall UTA experience.