



2022-2023



Hello students, future students, and parents!

Welcome to West Texas! This is a great place to call home! The Permian Basin is our home and we are so excited that you are exploring what makes our University and this part of the country so special. We're known for our spectacular sunsets, our thriving economic opportunities, and some of the nicest people you'll ever meet.

The Permian Basin is one of the fastest-growing, culturally vibrant, economically invigorated regions of the country – full of industry, culture, and wide open spaces. At the academic heart of this area sits The University of Texas Permian Basin – which every year, delivers smart, savvy leaders across the U.S. Any student who wants to shape the future of West Texas and beyond should know that UT Permian Basin is their best option – an affordable, modern school that thinks large and lives local.

It is an exciting time to be a Falcon. As your president, I am on a mission to grow our University so that we can meet the needs of our region. Our number one priority is to equip every student with the tools they need to graduate and begin a fulfilling career. We are committed to offering quality academic programs along with opportunities to connect with career pathways early and often.

The University of Texas Permian Basin is the academic heart of the region. We play a vital role in improving the quality-of-life with music and art, athletic events, and beautiful community spaces.

We are thrilled that you're interested in learning more about our University, the region we serve, and the people who make this a magical place to learn. It's my dream job to serve as your President and look forward to helping you explore all the reasons that UT Permian Basin is a great fit for you!

Go Falcons!

Sandy Woodley

President, The University of Texas Permian Basin



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IPEDS Data Users Guide

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from all primary providers of post-secondary education. IPEDS data is used by a variety of stakeholders, including students, parents, policymakers, and researchers, to make informed decisions about post-secondary education.

Reading IPEDS Data

IPEDS data is released in a variety of formats, including tables, charts, and graphs. The data is also available in a variety of levels of aggregation, from institutional-level data to national-level data.

To read IPEDS data effectively, it is important to understand the following:

- **Data definitions:** IPEDS provides definitions for all the data collected. These definitions can be found in Appendix A, or on the IPEDS website.
- **Units of measurement:** IPEDS data is collected in a variety of units of measurement, such as headcount, full-time equivalent (FTE), and dollars. It is important to note the units of measurement when reading and comparing IPEDS data.
- **Data aggregation:** IPEDS data is available in a variety of levels of aggregation, from institutional-level data to national-level data. It is important to remain aware of the level of aggregation when reading and interpreting IPEDS data.
- **Reporting year vs. collection period:** When reading and interpreting the data, it is important to understand the reporting year and collection period. The reporting year is the year the data was reported, and the collection period is the time in which the data was collected.

Tips for Reading IPEDS Data

- Read the data definitions. This will help you understand what the data is measuring and how it is calculated.
- While comparing data, ensure that you are comparing data that is collected in the same unit of measurement and level of aggregation.
- Look for patterns in the data to identify strengths and areas of opportunities.

Important Notes

THIS DOCUMENT USES THE FOLLOWING SYMBOLIC CONVENTIONS LISTED IN THE FOOTNOTES:

- + Data Note
- ++ Key terms: refer to Appendix A
- * Data Year: Refer to Appendix B
- ** Data aggregation adheres to FERPA student privacy guidelines

2022-2023 IPEDS Schedule

Data sources included in this publication only.

	Survey	Collection Period	Reporting Year
Fall Collection	12-Month Enrollment (E12)	2021-22 DY	October 19, 2022
	Completions (C)	2021-22 DY	October 19, 2022
Winter Collection	Graduation Rates (GR)	Cohort	February 8, 2023
	Admissions (ADM)	Fall 2022	February 8, 2023
Spring Collection	Fall Enrollment (FE)	Fall 2022	April 5, 2023
	Finance (F)	2021-2022 FY	April 5, 2023
	Human Resources (HR)	November 1, 2022	April 5, 2023

Reporting Year (RY): 2022-23 submissions

Collection Period: 2021-22

Data Year (DY): July 1 - June 30

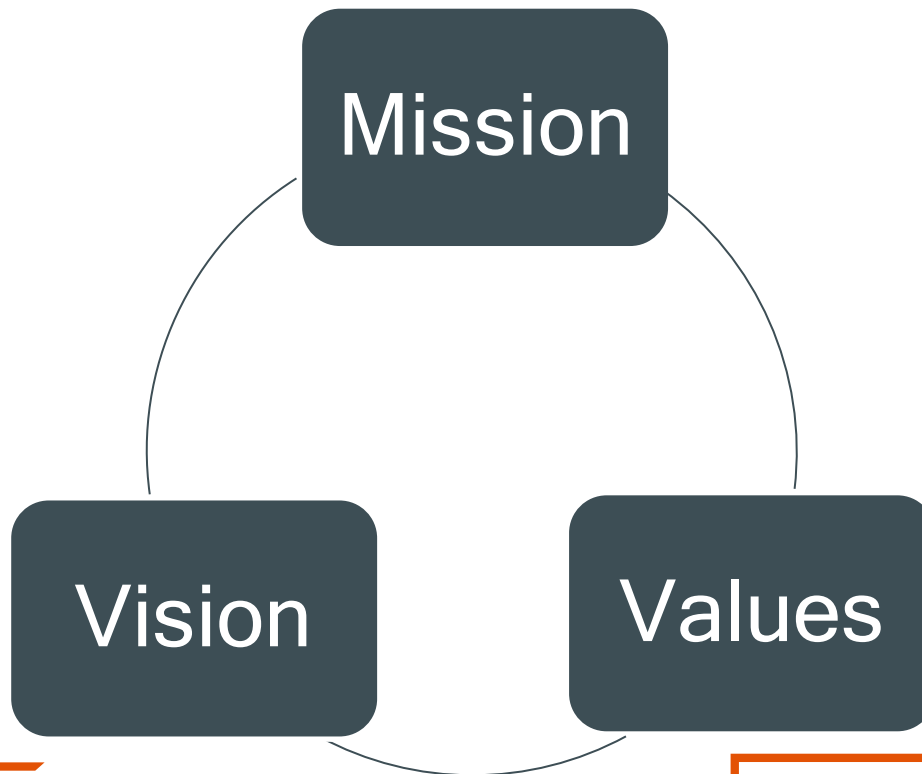
Fiscal Year (FY): September 1-August 31

Cohort: 2016 cohort at 4-yr, 5-yr, and 6-yr

Mission, Vision & Values

OUR MISSION

As a regional, comprehensive institution, The University of Texas Permian Basin serves a diverse community of students from the region, the state, and beyond. Through excellence in student-centered teaching, learning, research, and public service, the University cultivates engaged citizens and impacts lives while advancing technology and the public interests of West Texas.



OUR VISION

The University of Texas Permian Basin will be an innovative, responsive university that thinks large and lives locally. We will lead in advancing education, research, economic competitiveness, and cultural enrichment.

OUR VALUES

- Extra mile service
- Kindhearted
- Integrity
- Collaboration
- Innovation

Goals and Initiatives

Pillars



STUDENT SUCCESS

- Support students in achieving their educational and career goals, and becoming life-long learners, outstanding citizens, and leaders who thrive in a changing world.
- Provide an engaged, healthy, safe, and fun student life.
- Recruit, retain, and support high-quality faculty and staff dedicated to the success of the students.



SERVE THE REGION

- Support education, healthcare, and economic needs by increasing the number of graduates in high-demand professions.
- Partner with community and industry leaders to solve the most pressing challenges and improve the quality of life in the Permian Basin through public service, education, and cultural events.



ADVANCE CREATIVITY & KNOWLEDGE

- Engage in research that enhances knowledge, human health, and well-being.
- Promote creativity and artistic expression.
- Develop and sustain excellent, relevant, and high-impact academic programs.



RESPONSIBLE STEWARDSHIP

- Strategically align and maximize resources.
- Ensure a well-managed, strategic, efficient, and transparent enterprise.
- Understand and exceed expectations of donors, alumni, and other stakeholders.

Falcon Highlights

23,385

Undergraduate
Alumni

4,474

Graduate Alumni

Alumni



96%

of first-time, full-time
undergraduates were
awarded grants and/or
scholarships during fall

Financial Aid



66%

of first-time, full-
time undergraduate
students were
retained in fall 2022

Retention



95%

of undergraduate
admissions rate²

Admissions



1,438

Scholarships awarded
by donors

Scholarships



- ✓ Over **30** Bachelor programs⁴
- ✓ Over **20** Master Programs⁴

Programs



[Undergraduate Research Program](#) available for students interested in exploring project-based opportunities.

Research



Over **30** [student organizations](#)

Student Organizations



18 to 1

Student-Faculty Ratio



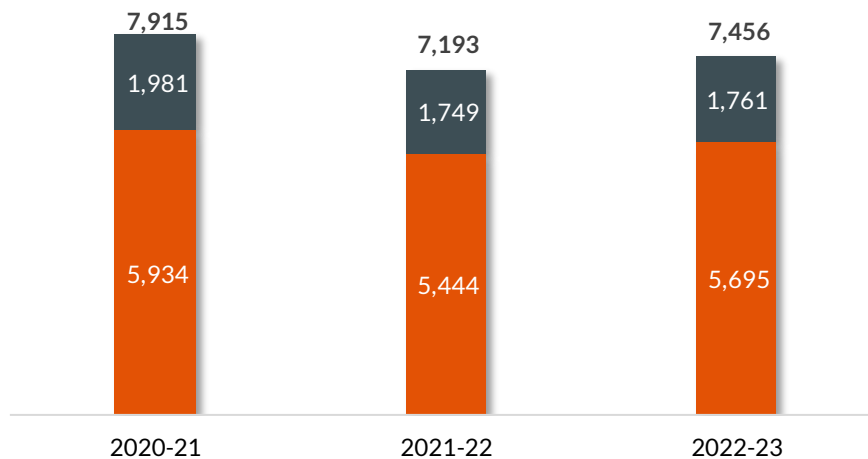
Data Sources: ¹IPEDS Financial Aid, ²IPEDS Admissions, ³IPEDS Fall Enrollment, ⁴THECB Program Inventory

Annual Enrollment

IPEDS Annual Comparison

■ Undergraduate

■ Graduate



		2020-21	2021-22	2022-23
Undergraduate	Hispanic/Latino ⁺	2,931	2,720	2,944
	White ⁺	2,038	1,753	1,649
	Black or African-American	413	370	413
	U.S. Nonresident ⁺	209	256	292
	Two or more races	147	127	133
	Asian	137	122	127
	Race and ethnicity unknown	40	71	112
	Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native ^{**}	19	25	25
	Undergraduate Total	5,934	5,444	5,695
	Graduate	Hispanic/Latino ⁺	696	644
White ⁺		856	686	610
U.S. Nonresident ⁺		133	162	232
Black or African-American		154	141	129
Asian		62	51	57
Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native/Two or more races ^{**}		52	43	38
Race and ethnicity unknown		28	22	27
Graduate Total		1,981	1,749	1,761
Grand Total		7,915	7,193	7,456

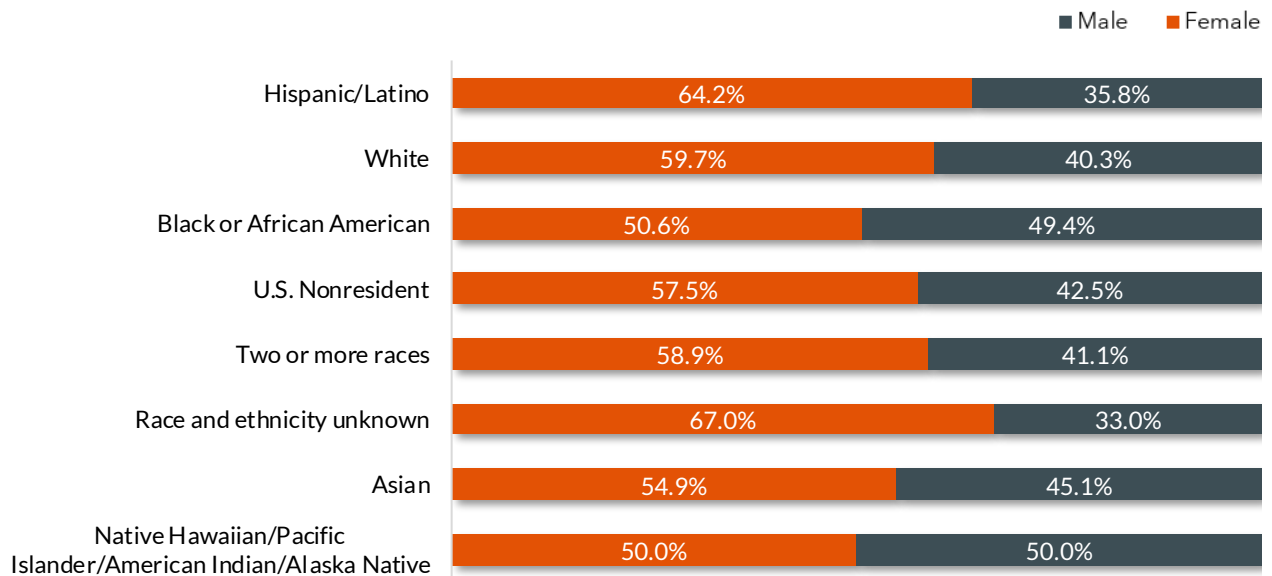
Data Source: IPEDS 12-Month Enrollment. *IPEDS year* is based on the reporting period for summer, fall, and spring (e.g., IPEDS year 2021-2022 includes summer 2021, fall 2021, and spring 2022).

- Reporting year (RY) 2023-24 reflects data from data year (DY) 2022-23 (Appendix B)*
- Reporting year (RY) 2022-23 reflects data from the data year (DY) 2021-22 (Appendix B)*
- Reporting year (RY) 2021-22 reflects data from the data year (DY) 2020-21 (Appendix B)*

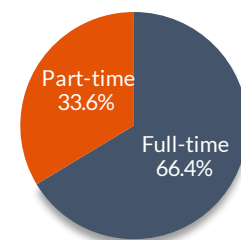
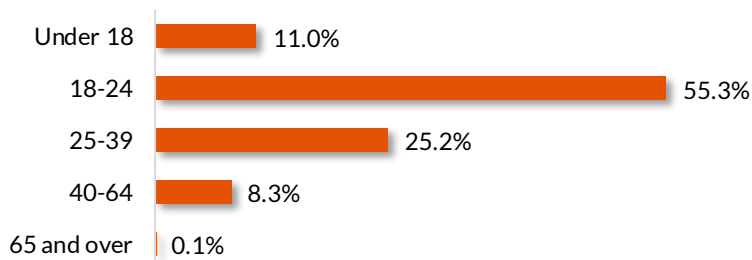
**Data aggregation adheres to FERPA student privacy guidelines.

Undergraduate Fall Enrollment

Student Demographics, IPEDS Fall 2022



	Female		Male		Total	
Hispanic/Latino	1,563	64.2%	871	35.8%	2,434	52.5%
White	775	59.7%	524	40.3%	1,299	28.0%
Black or African American	165	50.6%	161	49.4%	326	7.0%
U.S. Nonresident	149	57.5%	110	42.5%	259	5.6%
Two or more races	63	58.9%	44	41.1%	107	2.3%
Race and ethnicity unknown	67	67.0%	33	33.0%	100	2.2%
Asian	50	54.9%	41	45.1%	91	2.0%
Native Hawaiian/Pacific Islander/American Indian/Alaska Native**	12	50.0%	12	50.0%	24	0.5%
Total	2,844	61.30%	1,796	38.7%	4,640	100.0%



Data Source: 2022-23 IPEDS Fall Enrollment.

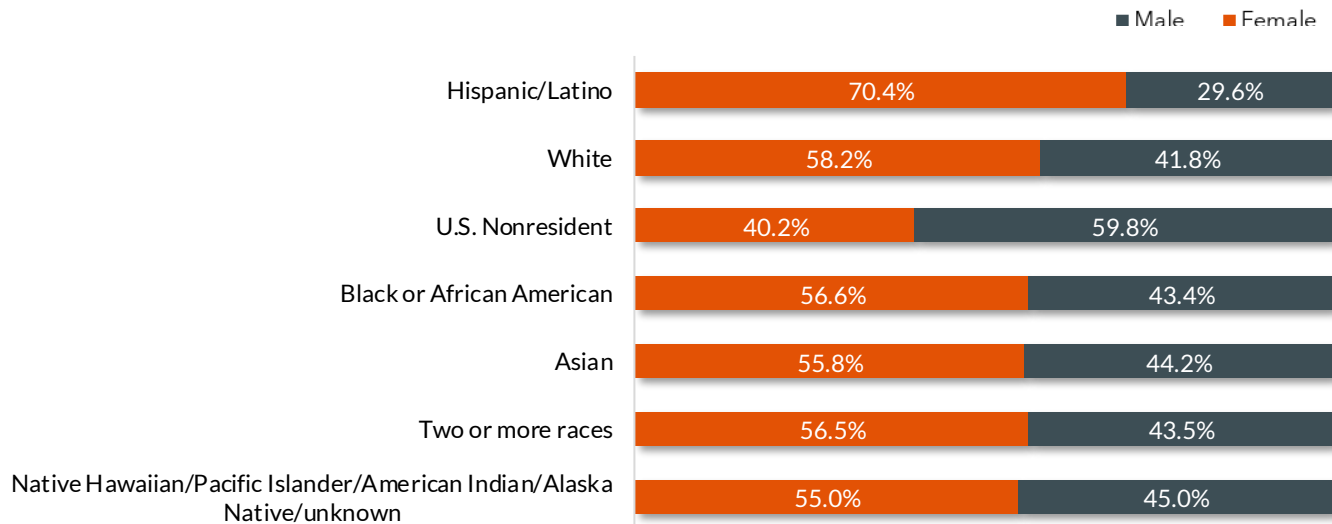
- Reporting year (RY) 2022-23 reflects data for fall 2022.

*Methodology changes are explained in Appendix C.

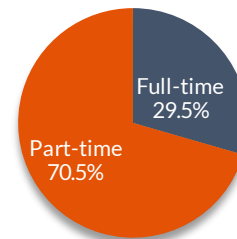
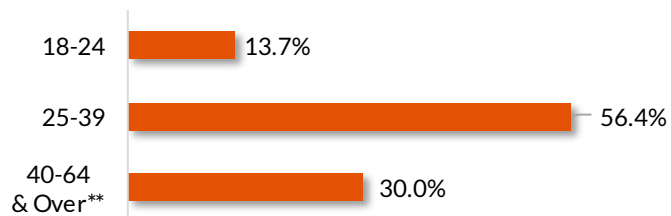
**Data aggregation adheres to FERPA student privacy guidelines.

Graduate Fall Enrollment

Student Demographics, IPEDS Fall 2022



	Female		Male		Total	
Hispanic/Latino	326	70.4%	137	29.6%	463	38.3%
White	244	58.2%	175	41.8%	419	34.7%
U.S. Nonresident	66	40.2%	98	59.8%	164	13.6%
Black or African American	43	56.6%	33	43.4%	76	6.3%
Asian	24	55.8%	19	44.2%	43	3.6%
Two or more	13	56.5%	10	43.5%	23	1.9%
Native Hawaiian/Pacific Islander/American Indian/Alaska Native/Unknown**	11	55.0%	9	45.0%	20	1.7%
Total	727	60.2%	481	39.8%	1,208	100.0%



Data Source: 2022-23 IPEDS Fall Enrollment.

- Reporting year (RY) 2022-23 reflects data for fall 2022.

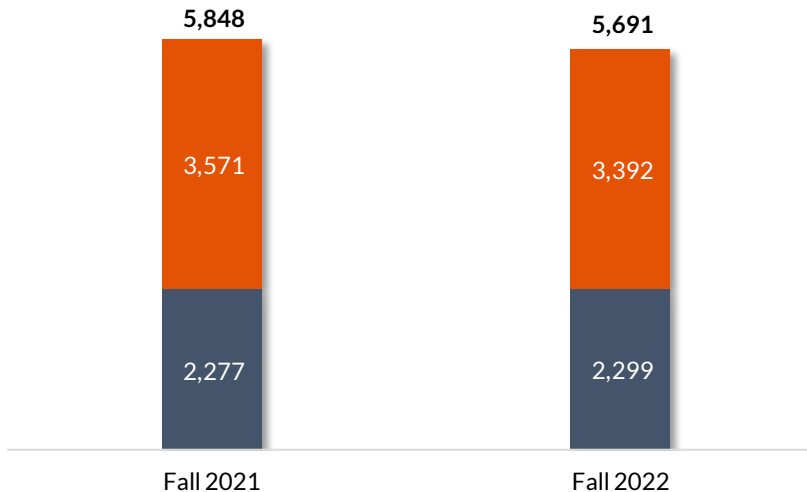
*Methodology changes are explained in Appendix C.

**Data aggregation adheres to FERPA student privacy guidelines.

Fall Enrollment Comparison

Fall 2021 to Fall 2022

■ Male ■ Female



		Male	Female	Total
Fall 2022	Hispanic/Latino	1,008	1,889	2,897
	White	699	1,019	1,718
	U.S. Nonresident	208	215	423
	Black or African American	194	208	402
	Asian	60	74	134
	Two or more races	54	76	130
	Race and ethnicity unknown	40	77	117
	Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native**	14	13	27
	Total	2,277	3,571	5,848
Fall 2021	Hispanic/Latino ⁺	1,000	1,692	2,692
	White	762	1,139	1,901
	Black or African American	213	194	407
	U.S. Nonresident	163	165	328
	Native Hawaiian or Other Pacific Islander/American Indian or Alaskan Native/Two or more races**	67	92	159
	Asian	61	68	129
	Race and ethnicity unknown	33	42	75
	Total	2,299	3,392	5,691

Data Source: IPEDS Fall Enrollment.

- Reporting year (RY) 2022-23 reflects data for fall 2022.
- Reporting year (RY) 2021-22 reflects data for fall 2021

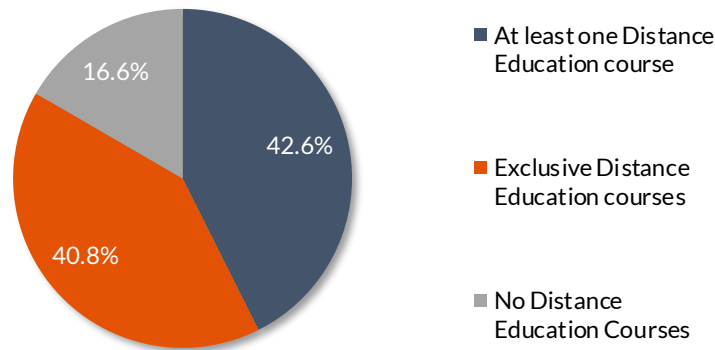
**Data aggregation adheres to FERPA student privacy guidelines.

+ Data differs from IPEDS data center due to applied methodologies meeting reporting requirements.

Undergraduate Distance Education

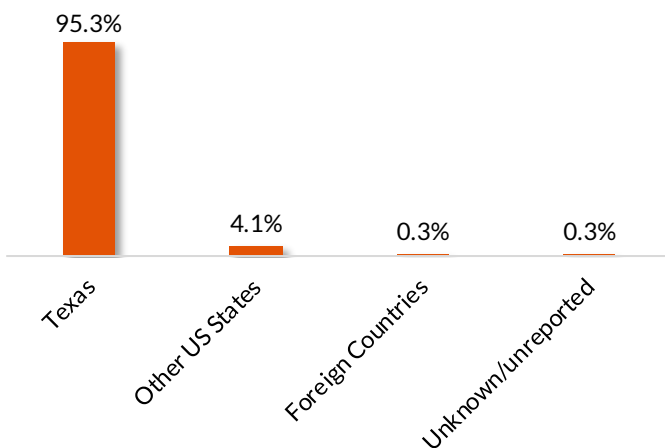
Fall 2022

Enrollment



	Total	
At least one Distance Education course	1,977	42.6%
Exclusive Distance Education courses	1,891	40.8%
No Distance Education Courses	772	16.6%
Total	4,640	100.0%

Exclusive Distance Education



Location	Total	
Texas	1,803	95.3%
Other US States	77	4.1%
Foreign Countries	5	0.3%
Unknown/unreported	6	0.3%
Total	1,891	100.0%

Data Source: 2022-23 IPEDS Fall Enrollment.

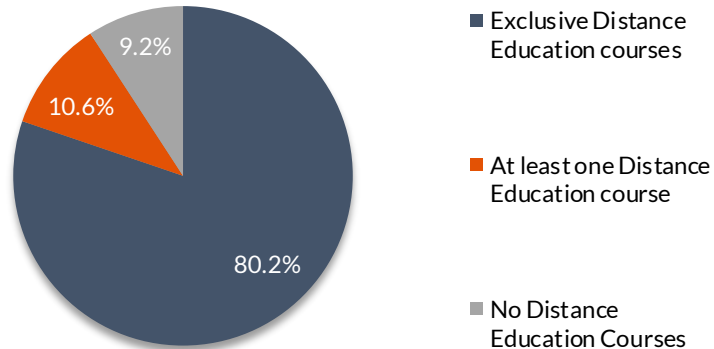
- Reporting year (RY) 2022-23 reflects data for fall 2022.

Key Term(s)- **Distance education course**- single course in which instructional content is delivered exclusively via one or more technology to deliver instruction to students who are separated from the instructor, including via internet, satellite or wireless communication, and audio and video conferences.

Graduate Distance Education

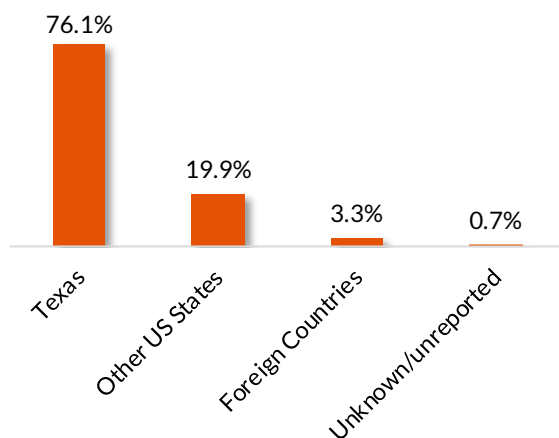
Fall 2022

Enrollment



Graduate	Total	
Exclusive Distance Education Courses	969	80.2%
At least one Distance Education Course	128	10.6%
No Distance Education Courses	111	9.2%
Total	1,208	100.0%

Exclusive Distance Education



Location	Total	
Texas	737	76.1%
Other US States	193	19.9%
Foreign Countries	32	3.3%
Unknown/unreported	7	0.7%
Total	969	100.0%

Data Source: 2022-23 IPEDS Fall Enrollment.

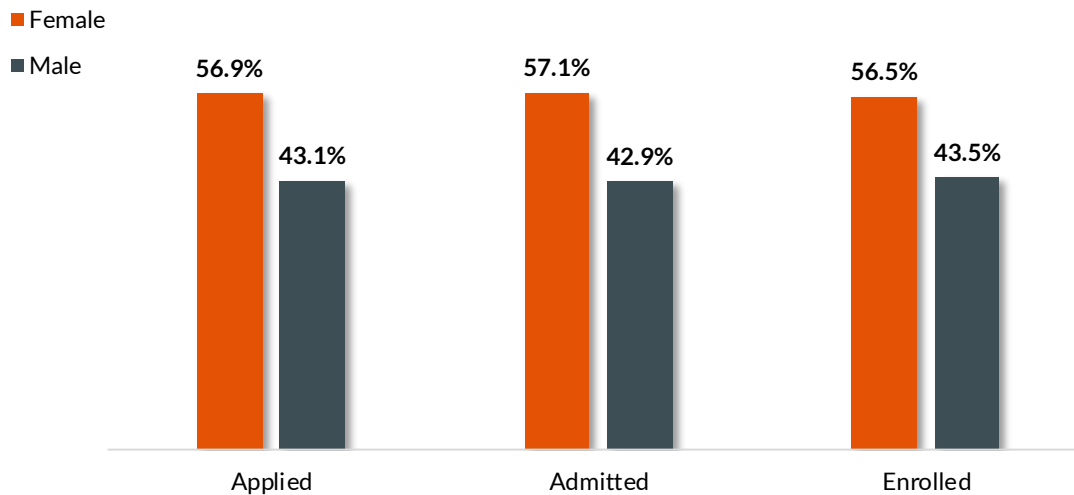
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Key Term(s)- **Distance education course**- single course in which instructional content is delivered exclusively via one or more technology to deliver instruction to students who are separated from the instructor, including via internet, satellite or wireless communication, and audio and video conferences.

Admissions

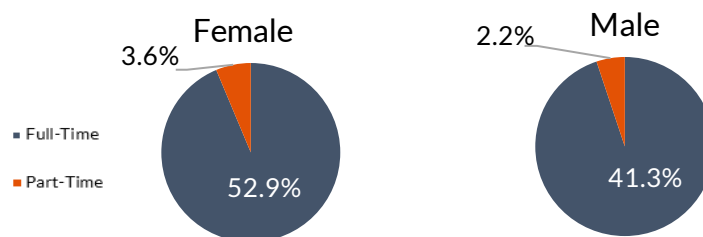
First-Time Undergraduates, IPEDS Fall 2022

Applied, Admitted, Enrolled



	Applied		Admitted		Enrolled	
Female	840	56.9%	798	57.1%	380	56.5%
Male	635	43.1%	599	42.9%	293	43.5%
Total	1,475	100.0%	1,397	100.0%	673	100.0%
<i>Total Conversion</i>				95%		48%

Enrollment Status



	Full-Time		Part-Time		Total
Female	356	52.9%	24	3.6%	380
Male	278	41.3%	15	2.2%	293
Total	634	94.2%	39	5.8%	673

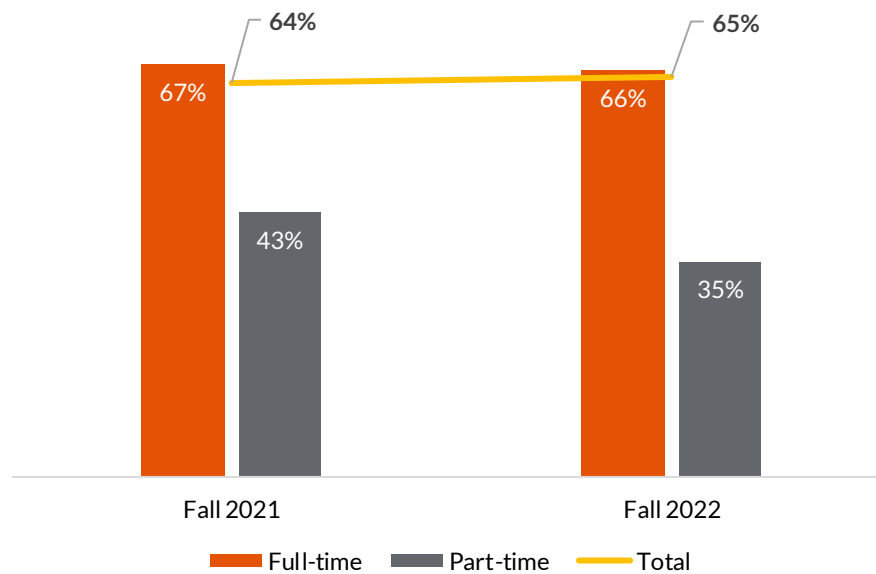
Data Source: 2022-23 IPEDS Admissions.

- Reporting year (RY) 2022-23 reflects data for fall 2022.

Note: The figures represent first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled during the summer or fall of 2022.

Retention Rates

First-time Bachelor's Students



		Full-time	Part-time	Total
Fall 2022	Entered Fall 2021	453	26	479
	Retained Fall 2022	300	9	309
	Retention %	66%	35%	65%
Fall 2021	Entered Fall 2020	439	63	502
	Retained Fall 2021	293	27	320
	Retention %	67%	43%	64%

Data Source: IPEDS Fall Enrollment.

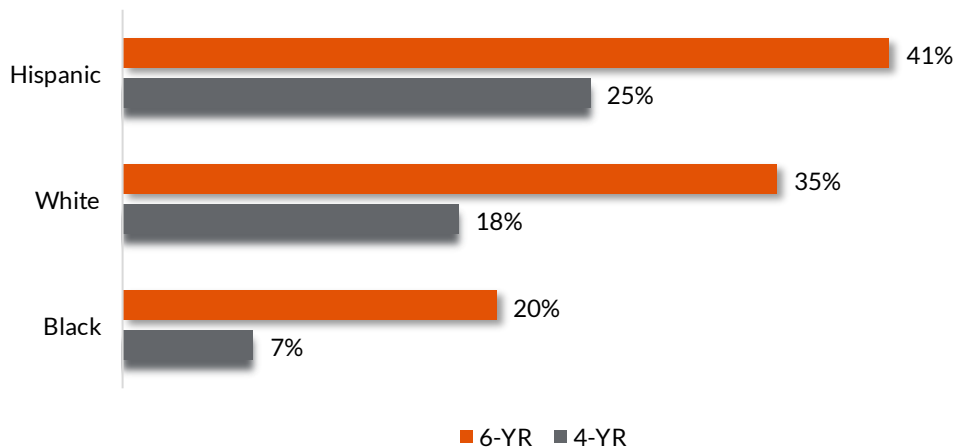
- Reporting year (RY) 2022-23 reflects data for fall 2022.
- Reporting year (RY) 2021-22 reflects data for fall 2021

Key Term(s): **Retention Rate**- Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. This percentage includes first-time bachelor's (or equivalent) degree-seeking undergraduate students from the previous fall who are still enrolled in the current fall. **First-time**- A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level or students enrolled in the fall term who attended college for the first time in the prior summer session, and students who entered with advanced standing. **Full-time**- Students enrolled for 12 or more semester credits in a semester. **Part-time**- Students enrolled for either less than 12 semester credits.

Graduation Rates

4-Year Rates						6-Year Rates					
All Students						All Students					
23%						40%					
Male			Female			Male			Female		
19%			27%			32%			46%		
Hispanic		White		Black		Hispanic		White		Black	
25%		18%		7%		41%		35%		20%	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
21%	28%	14%	22%	0%	25%	35%	46%	27%	43%	9%	50%

Four and Six-Year Graduation Rates



Data Source: 2022-23 IPEDS Graduation Rates.

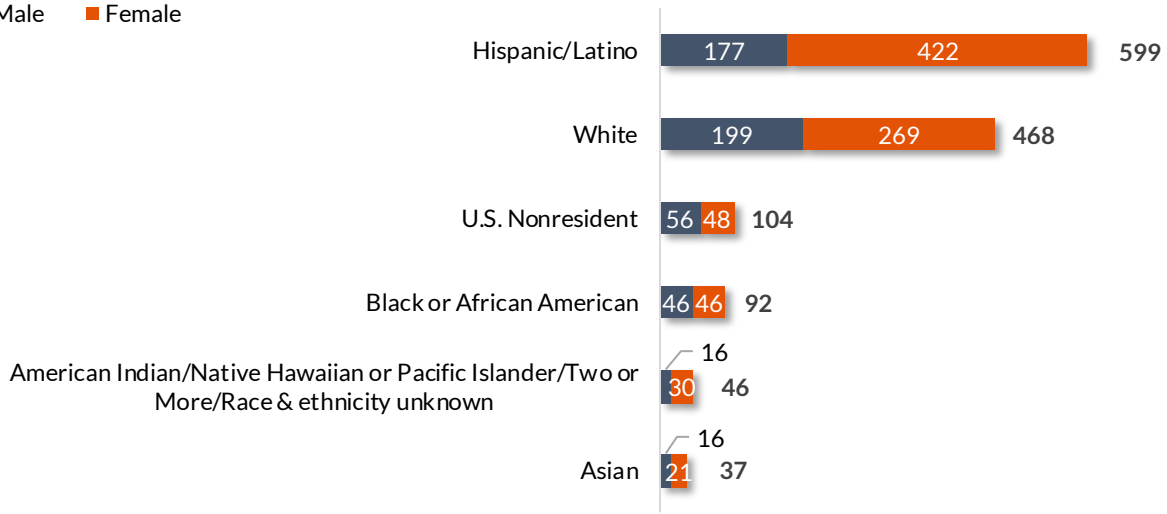
- Reporting year (RY) reflects data for the 2016 cohort

Notes: Includes overall graduation rates for undergraduate students who completed a bachelor's or equivalent with a completion status of 150%.

Key Term(s): Graduation rate-This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort.

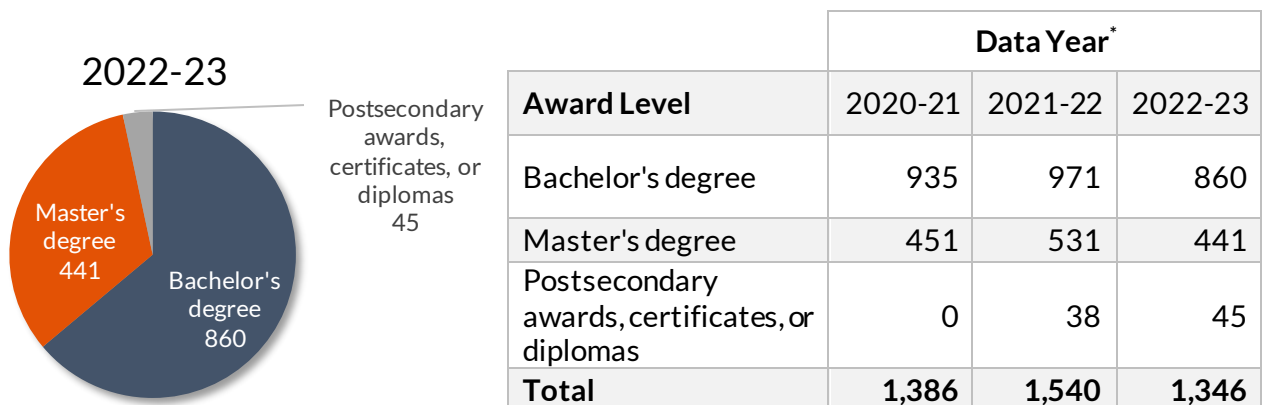
Degrees Awarded

■ Male ■ Female



Data Year 2022-23	Male	Female	Total Awards	
Hispanic/Latino	177	422	599	44.5%
White	199	269	468	34.8%
U.S. Nonresident	56	48	104	7.7%
Black or African American	46	46	92	6.8%
American Indian/Native Hawaiian/Pacific Islander/Two or more/Unknown**	16	30	46	3.4%
Asian	16	21	37	2.7%
Total	510	836	1,346	100.0%

Degree Level



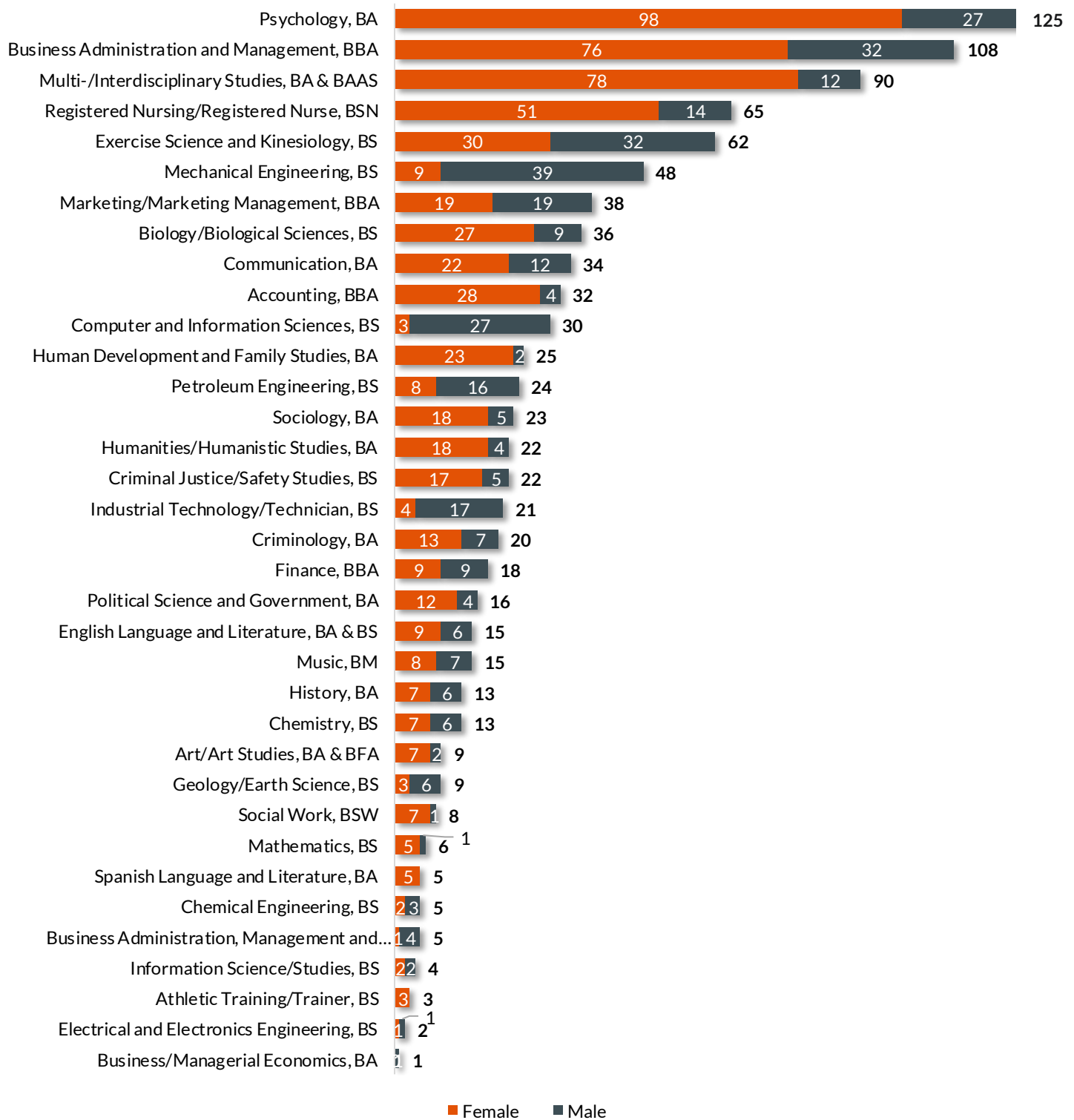
Data Source: IPEDS 2022-23 Completions. The reporting period is between July 1st and June 30th.

- Reporting year (RY) 2023-24 reflects data from data year (DY) 2022-23 (Appendix B)*
- Reporting year (RY) 2022-23 reflects data from the data year (DY) 2021-22 (Appendix B)*
- Reporting year (RY) 2021-22 reflects data from the data year (DY) 2020-21 (Appendix B)*

**Data aggregation adheres to FERPA student privacy guidelines.

Note: Includes first and second degrees earned.

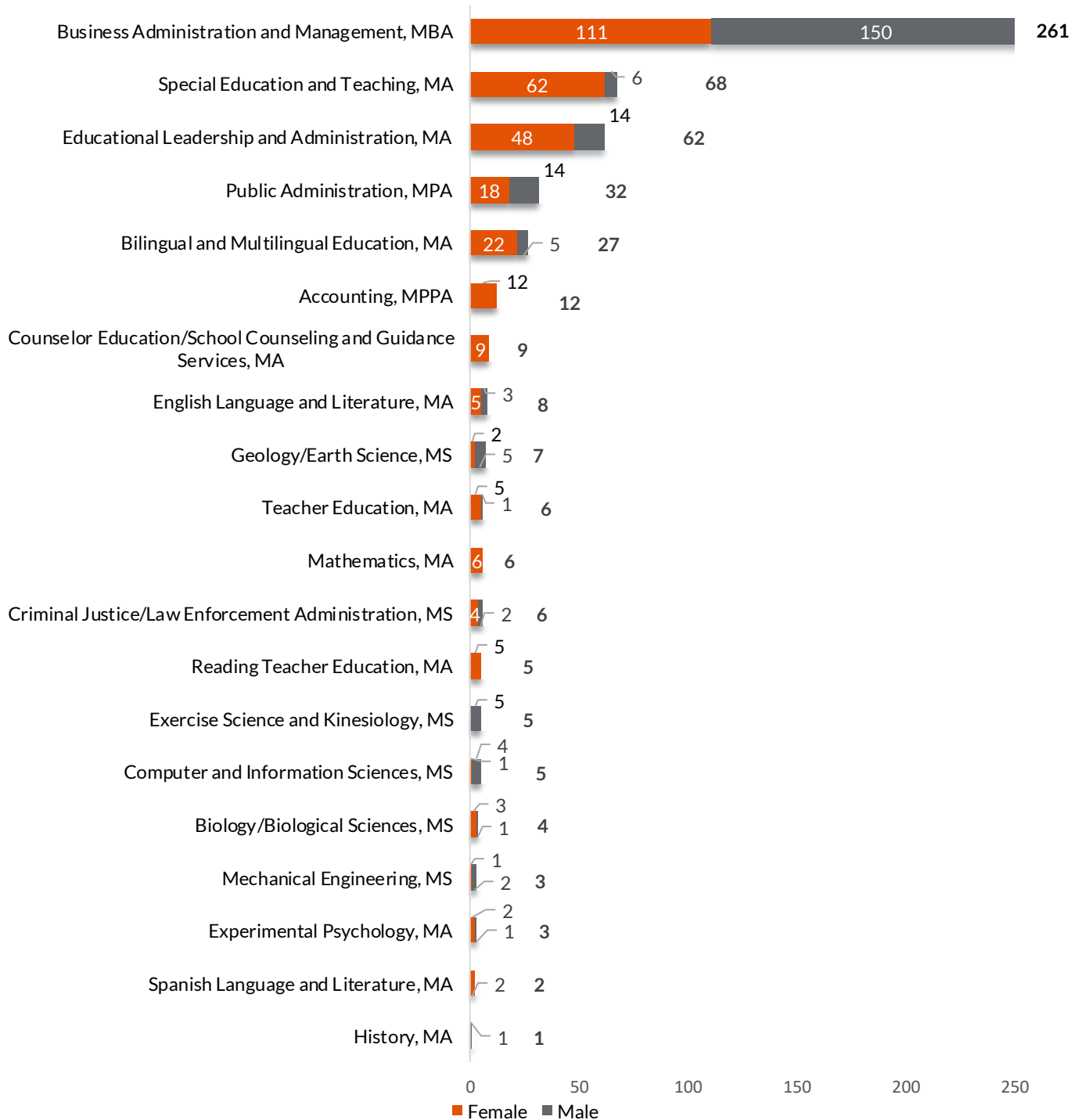
Undergraduate Degrees Awarded



Data Source: IPEDS 2022-23 Completions.

Note: Includes first major bachelor degrees awarded between July 1, 2021, and June 30, 2022.

Graduate Degrees Awarded

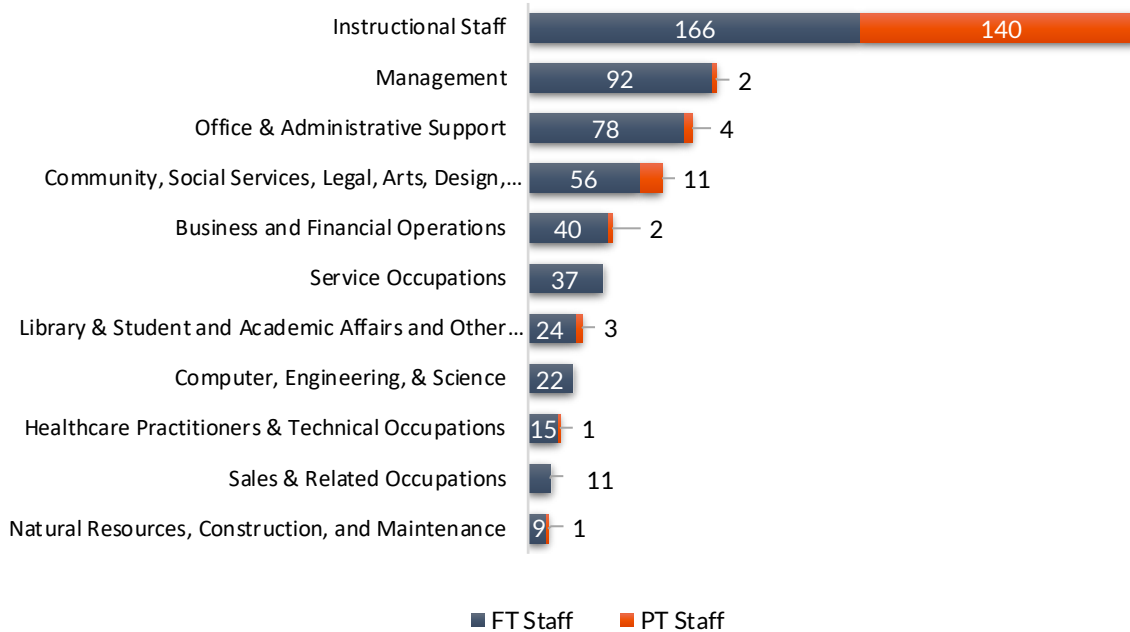


Data Source: IPEDS 2022-23 Completions.

Note: Includes first major Master's degrees awarded between July 1, 2021 and June 30, 2022.

Employees

Occupational Categories, Fall 2022



Occupational Category	Full-time	Part-time	Grand Total
Instructional Staff	166	140	306
Management	92	2	94
Office & Administrative Support	78	4	82
Community, Social Services, Legal, Arts, Design, Entertainment, Sports and Media	56	11	67
Business and Financial Operations	40	2	42
Service Occupations	37	0	37
Library & Student and Academic Affairs and Other Education Services	24	3	27
Computer, Engineering, & Science	22	0	22
Healthcare Practitioners & Technical Occupations	15	1	16
Sales & Related Occupations	11	0	11
Natural Resources, Construction, and Maintenance	9	1	10
Production, Transportation, and Material Moving	0	1	1
Grand Total	550	165	715

Data Source: IPEDS 2022-23 Human Resources (HR).

- Reporting year (RY) 2022-23 reflects data obtained on November 1, 2022

Note: Graduate assistants are not included in the data shown above.

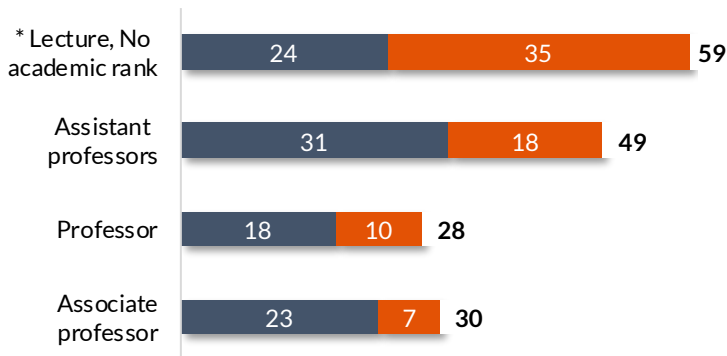
Key term(s): Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations.

Faculty

Full-time Faculty, Fall 2022

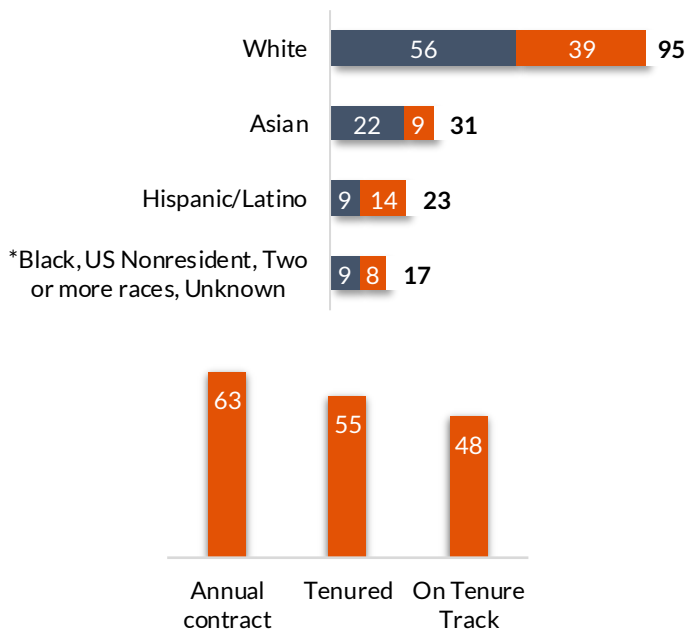
Academic Rank

■ Male ■ Female



Academic Rank	Male	Female	Total	
Lecture, No academic rank*	24	35	59	36%
Assistant professors	31	18	49	30%
Associate professor	23	7	30	18%
Professor	18	10	28	17%
Total	96	70	166	100%

Demographics/Status



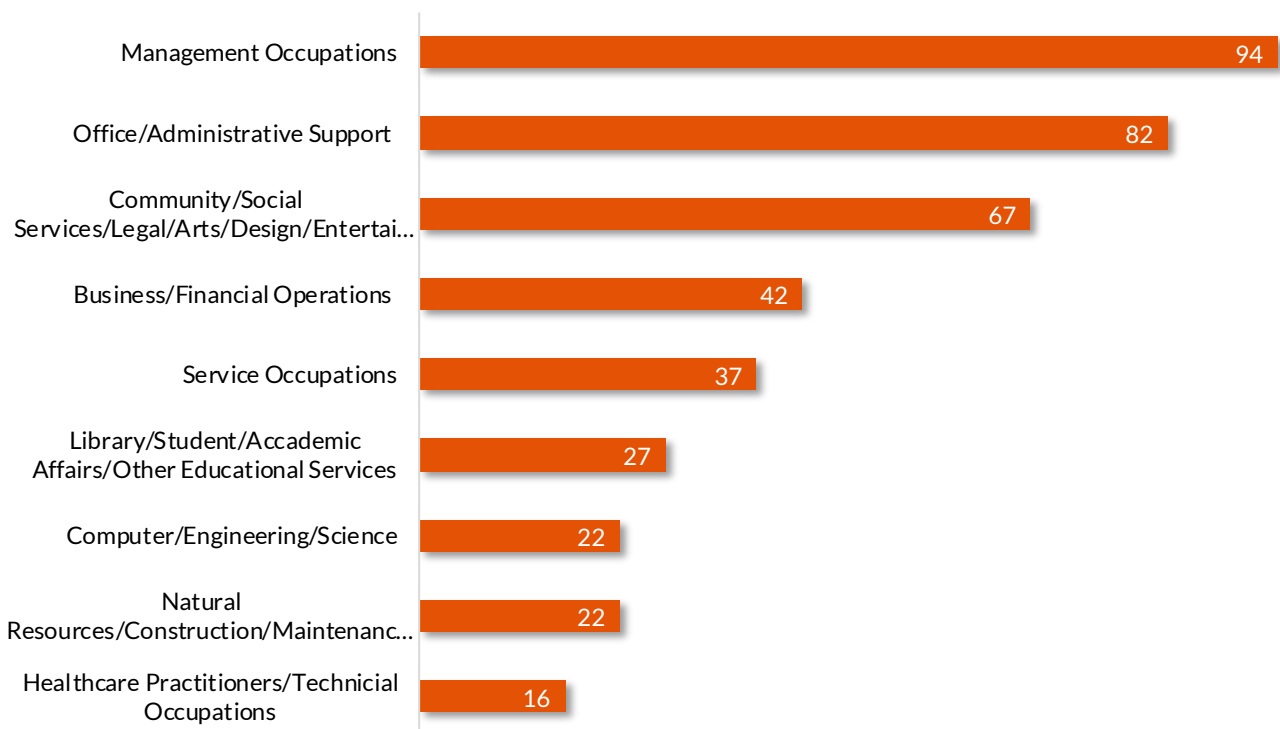
Ethnicity	Male	Female	Total	
White	56	39	95	57%
Asian	22	9	31	19%
Hispanic/Latino	9	14	23	14%
Black, US Nonresident, Two or more races, Unknown*	9	8	17	10%
Total	96	70	166	100%

Data Source: IPEDS 2022-23 Human Resources (HR).

- The reporting year (RY) 2022-23 reflects data obtained on November 1, 2022

Key Term(s): **Instructional Staff**: An occupational category that is comprised of staff who are either: 1) Primarily Instruction or 2) Instruction combined with research and/or public service. The intent of the Instructional Staff category is to include all individuals whose primary occupation includes instruction at the institution.

Staff



Occupational Category	Total ¹	
Management Occupations	94	23.0%
Office/Administrative Support	82	20.0%
Community/Social Services/Legal/Arts/Design/Entertainment/Sports/Media	67	16.4%
Business/Financial Operations	42	10.3%
Service Occupations	37	9.0%
Library/Student/Academic Affairs/Other Educational Services	27	6.6%
Computer/Engineering/Science	22	5.4%
Natural Resources/Construction/Maintenance/Production/Transportation/ Material Moving/Sales & Related Occupations **	22	5.4%
Healthcare Practitioners/Technical Occupations	16	3.9%
Grand Total	409	100.0%

Data Source: IPEDS 2022-23 Human Resources (HR).

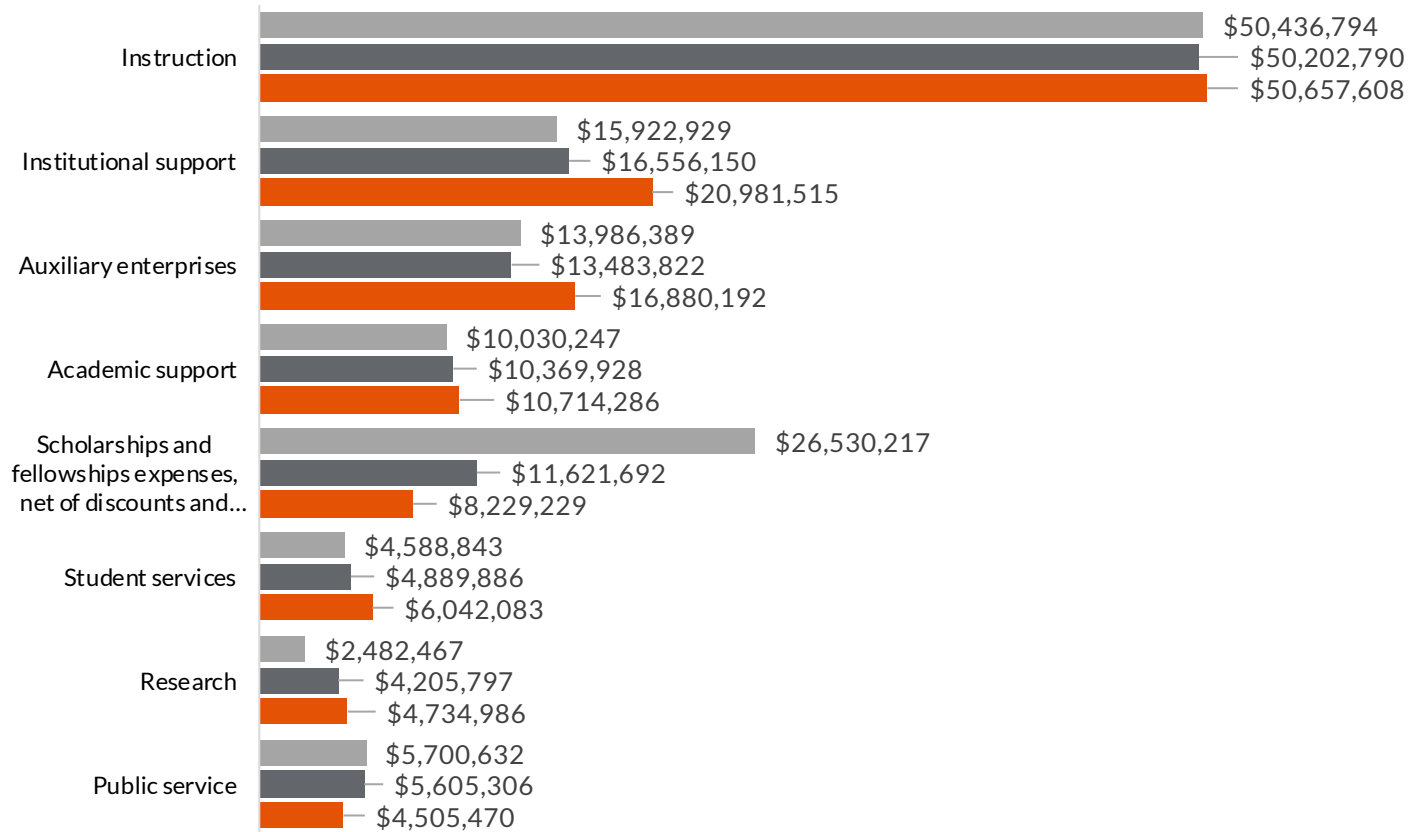
• The reporting year (RY) 2022-23 reflects data obtained on November 1, 2022

¹Includes full-time and part-time non-instructional staff.

**Data aggregation adheres to FERPA student privacy guidelines.

Expenditures

■ FY 2020 ■ FY 2021 ■ FY 2022

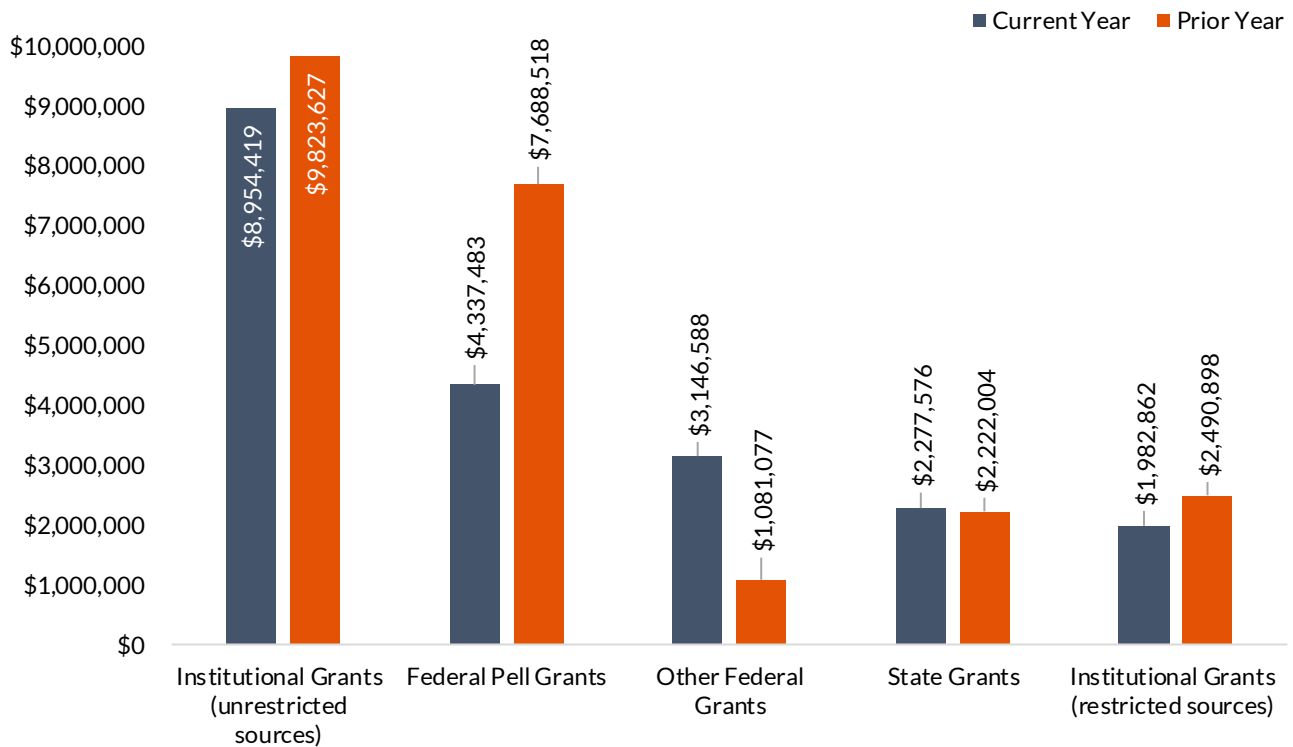


Expenditures	FY 2022	FY 2021	FY 2020
Instruction	\$ 50,657,608	\$ 50,202,790	\$ 50,436,794
Institutional support	\$ 20,981,515	\$ 16,556,150	\$ 15,922,929
Auxiliary enterprises	\$ 16,880,192	\$ 13,483,822	\$ 13,986,389
Academic support	\$ 10,714,286	\$ 10,369,928	\$ 10,030,247
Scholarships and fellowships expenses, net of discounts and allowances	\$ 8,229,229	\$ 11,621,692	\$ 26,530,217
Student services	\$ 6,042,083	\$ 4,889,886	\$ 4,588,843
Research	\$ 4,734,986	\$ 4,205,797	\$ 2,482,467
Public service	\$ 4,505,470	\$ 5,605,306	\$ 5,700,632
Total expenses and deductions	\$ 122,745,369	\$ 116,935,371	\$ 129,678,518

Data Source: IPEDS 2022-23 Finance.

- Reporting year 2022-23 reflects fiscal Year 2021-22

Grants



	Current Year	Prior Year	% Change
Institutional Grants (unrestricted sources)	\$ 8,954,419	\$ 9,823,627	-9%
Federal Pell Grants	\$ 4,337,483	\$ 7,688,518	-44%
Other Federal Grants	\$ 3,146,588	\$ 1,081,077	191%
State Grants	\$ 2,277,576	\$ 2,222,004	3%
Institutional Grants (restricted sources)	\$ 1,982,862	\$ 2,490,898	-20%
Total	\$ 20,698,928	\$ 23,306,124	-11%

Data Source: IPEDS 2022-23 Finance.

- Reporting year 2022-23 reflects fiscal Year 2021-22

Accreditations

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) serves as the accreditor for The University of Texas Permian Basin (UTPB). Discipline-specific accrediting agencies and governing bodies grant accreditation to the following academic programs:

College/Program	Accrediting Agency
UT Permian Basin	<i>Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)</i>
College of Arts and Sciences	
Music	National Association of Schools of Music (NASM)
Visual Arts	National Association of School of Art and Design (NASAD)
College of Business	
Business Administration	The Association to Advanced Collegiate School of Business (AACSB)
Energy and Land Management	American Association of Professional Landmen
College of Engineering	
Mechanical Engineering Program	Engineering Accreditation Commission of ABET
Petroleum Engineering Program	Engineering Accreditation Commission of ABET
College of Education	
Educator Certification	The Council for Accreditation of Educator Preparation (CAEP)
Texas Education Agency	Accountability System for Educator Preparation (TEA)
College of Health Sciences & Human Performance	
Nursing	Commission on Collegiate Nursing Education (CCNE)
Social Work	Council on Social Work Education (CSWE)

Appendix A

IPEDS Data Definitions

Academic Rank	A status designated by the institution according to the institution's policies. The IPEDS HR survey includes the ranks of Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer.
Academic support	A functional expense category that includes expenses of activities and services that support the institution's primary missions of instruction, research, and public service. It includes the retention, preservation, and display of educational materials (for example, libraries, museums, and galleries); organized activities that provide support services to the academic functions of the institution (such as a demonstration school associated with a college of education or veterinary and dental clinics if their primary purpose is to support the instructional program); media such as audiovisual services; academic administration (including academic deans but not department chairpersons); and formally organized and separately budgeted academic personnel development and course and curriculum development expenses. Also included are information technology expenses related to academic support activities; if an institution does not separately budget and expense information technology resources, the costs associated with the three primary programs will be applied to this function and the remainder to institutional support. Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.
Admitted students	Applicants that have been granted an official offer to enroll in a postsecondary institution.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Applicant	An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn by applicant or institution.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Bachelor's Degree	An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.
Black or African American	A person having origins in any of the black racial groups of Africa.

Cohort	A specific group of students established for tracking purposes.
Completer	A student who receives a degree, diploma, certificate, or other recognized postsecondary credential. In order to be considered a completer, the degree/award must actually be conferred.
Completers within 150% of normal time	Students who completed their program within 150% of the normal (or expected) time for completion.
Credit	Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, or other recognized postsecondary credential, irrespective of the activity's unit of measurement.
Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other recognized postsecondary credential. This includes students who: -received any type of federal financial aid, regardless of what courses they took at any time; - received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer seeking program; or -obtained a student visa to study at a U.S. postsecondary institution. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.
Distance Education	Distance education is considered as education that uses one or more types of technology to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. The following types of technology may be used for distance instruction: Internet; Satellite or wireless communication; and Audio and video conferencing
Expenses	The outflow or other using up of assets or incurrence of liabilities (or a combination of both) from delivering or producing goods, rendering services, or carrying out other activities that constitute the institution's ongoing major or central operations or in generating revenues. Alternatively, expenses may be thought of as the costs of goods and services used to produce the educational services provided by the institution. Expenses result in a reduction of net assets.
Fall cohort	The group of students entering in the fall term established for tracking purposes. For the Graduation Rates component, this includes all students who enter an institution as full-time, first-time degree or certificate-seeking undergraduate students during the fall term of a given year.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school).

Full-time staff	As defined by the institution. The type of appointment at the snapshot date determines whether an employee is full-time or part-time. The employee's term of contract is not considered in making the determination of full- or part-time.
Full-time student	<u>Undergraduate</u> : A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more clock hours a week each term. <u>Graduate</u> : A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered fulltime by the institution.
Graduate student	A student who holds a bachelor's degree or above and is taking courses at the postbaccalaureate level. These students may or may not be enrolled in graduate programs.
Graduation rate	The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort.
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Institutional support	A functional expense category that includes expenses for the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development. Also includes information technology expenses related to institutional support activities. If an institution does not separately budget and expense information technology resources, the IT costs associated with student services and operation and maintenance of plant will also be applied to this function.
Instructional Staff	An occupational category that is comprised of staff who are either: 1) Primarily Instruction or 2) Instruction combined with research and/or public service. The intent of the Instructional Staff category is to include all individuals whose primary occupation includes instruction at the institution.
Master's degree	An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Part-time staff (employees)	As determined by the institution. The type of appointment at the snapshot date determines whether an employee is full-time or part-time. The employee's term of contract is not considered in making the determination of full- or part-time. Casual employees (hired on an ad-hoc basis or occasional basis to meet short-term needs) and students in the College Work-Study Program (CWS) are not considered part-time staff.
Part-time student	<u>Undergraduate</u> : A student enrolled for either less than 12 semester or quarter credits, or less than 24 clock hours a week each term. <u>Graduate</u> : A student enrolled for less than 9 semester or quarter credits.

Race and ethnicity unknown	The category used to report students or employees whose race and ethnicity are not known.
Retention rate	A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
Scholarships and fellowships	Outright grants-in-aid, trainee stipends, tuition and fee waivers, and prizes awarded to students by the institution, including Pell grants. Awards to undergraduate students are most commonly referred to as "scholarships" and those to graduate students as "fellowships." These awards do not require the performance of services while a student (such as teaching) or subsequently as a result of the scholarship or fellowship. The term does not include loans to students (subject to repayment), College Work-Study Program (CWS), or awards granted to a parent of a student because of the parent's faculty or staff status. Also not included are awards to students where the selection of the student recipient is not made by the institution.
Tenure	Status of a personnel position with respect to permanence of the position.
Tenure track	Personnel positions that lead to consideration for tenure.
Undergraduate	A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Appendix B

IPEDS Year Reporting

Introduction: The Integrated Postsecondary Education Data System (IPEDS) is a vital resource for collecting and reporting data on various aspects of postsecondary education in the United States. This data note aims to clarify that the 2022-2023 IPEDS year reports data from the preceding academic year, 2021-2022. This is an important distinction to ensure accurate interpretation and usage of the data collected by IPEDS.

Background: IPEDS collects data from institutions of higher education across the United States, including universities, colleges, and technical schools. These data encompass a wide range of categories, such as enrollment, graduation rates, financial aid, institutional characteristics, and more. Accurate reporting and understanding of the timeframe associated with IPEDS data are critical for educational institutions, policymakers, researchers, and the public.

Reporting Year vs. Data Year: IPEDS operates on a reporting cycle that often lags behind one year. This lag is primarily due to the time required for data collection, validation, and reporting by participating institutions. As a result, the year being reported (e.g., 2022-2023) is not the year in which the data were collected; rather, it reflects the year for which the data are being reported.

For the 2022-2023 IPEDS year, the data collected pertains to the 2021-2022 year. This means that any statistics, trends, or analyses based on the 2022-2023 IPEDS data should be understood in the context of the preceding academic year.

Implications for Users: Understanding this time lag is crucial when interpreting and utilizing IPEDS data. Users should be aware that they are accessing data that are at least one year old when using the 2022-2023 IPEDS dataset. Consequently, any changes or developments that occurred after the 2021-2022 year will not be reflected in this dataset.

Recommendations: To ensure accurate and up-to-date information, users of IPEDS data are encouraged to consider the reporting year when conducting analyses, making policy decisions, or conducting research. It is also advisable to cross-reference IPEDS data with other sources or more recent data if timeliness is essential to their work.



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