



THE UNIVERSITY OF TEXAS  
**PERMIAN BASIN**



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Office of Institutional Research, Planning &  
Effectiveness

[IR@utpb.edu](mailto:IR@utpb.edu)

30 September 2024

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**2023-2024**

**Fact Book**

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# President's Welcome

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## You belong here.

In my seventh year as president at The University of Texas Permian Basin, I am more convinced than ever that we are the right university, at the right time, in the right place for today's students. A modern campus with relevant academic programs, outstanding faculty, and support for students at every step of their journey – UTPB is worth the investment! Whether you are studying on our campuses in Odessa or Midland or joining us remotely as an online student, your degree will set you up for success.

In 2023, UTPB launched our 50th anniversary celebration. We are so proud of the impact we've had in a very short time, and we know we're just getting started! UTPB is an economic engine in one of the most important geographic locations in the world. We are laser-focused on providing a highly skilled workforce – professionals who can strengthen industries including healthcare, education, energy and so much more.

UTPB's strategic plan is designed to propel us toward a future of innovation and growth. Over the next ten years, we plan to double the number of degrees and credentials we award. By achieving this goal, we'll impact generations of families who will discover a future filled with possibilities. Another important goal for UTPB is our campus transformation. Construction is already underway on improvements designed to modernize spaces for students, faculty, and community members. The projects include new signage, a bold main entrance, beautiful and sustainable landscaping, outdoor performance and learning spaces, and new artwork.

We are thrilled that you're interested in learning more about The University of Texas Permian Basin. I 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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# 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.

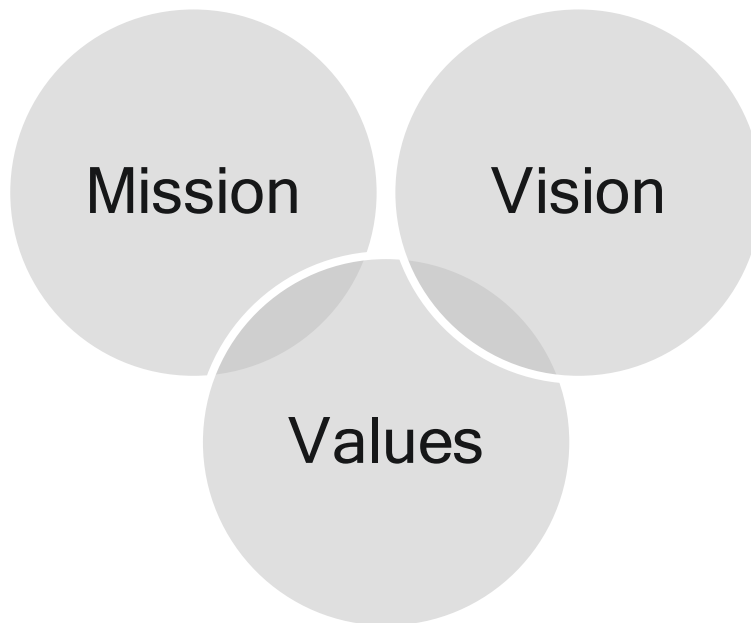
*THIS DOCUMENT USES THE FOLLOWING SYMBOLIC CONVENTIONS LISTED IN THE FOOTNOTES:*

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

# 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



## 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

24,552

Undergraduate  
Alumni

7,542

Graduate Alumni

Alumni



94%

of first-time, full-time  
undergraduates were  
awarded grants and/or  
scholarships during fall  
2022<sup>1</sup>

Financial Aid



61%

of first-time, full-time  
undergraduate  
students were  
retained in fall 2023<sup>3</sup>

Retention



14 NCAA Teams

Men's and Women's  
Sports

Sports



1,339

Donor funded  
scholarships awarded

Scholarships



✓ Over 30 Bachelor  
Programs<sup>4</sup>

✓ Over 20 Master  
Programs<sup>4</sup>

Programs



Undergraduate  
Research Program

offers project-based  
student opportunities

Research



Over 30 student  
organizations

Student  
Organizations



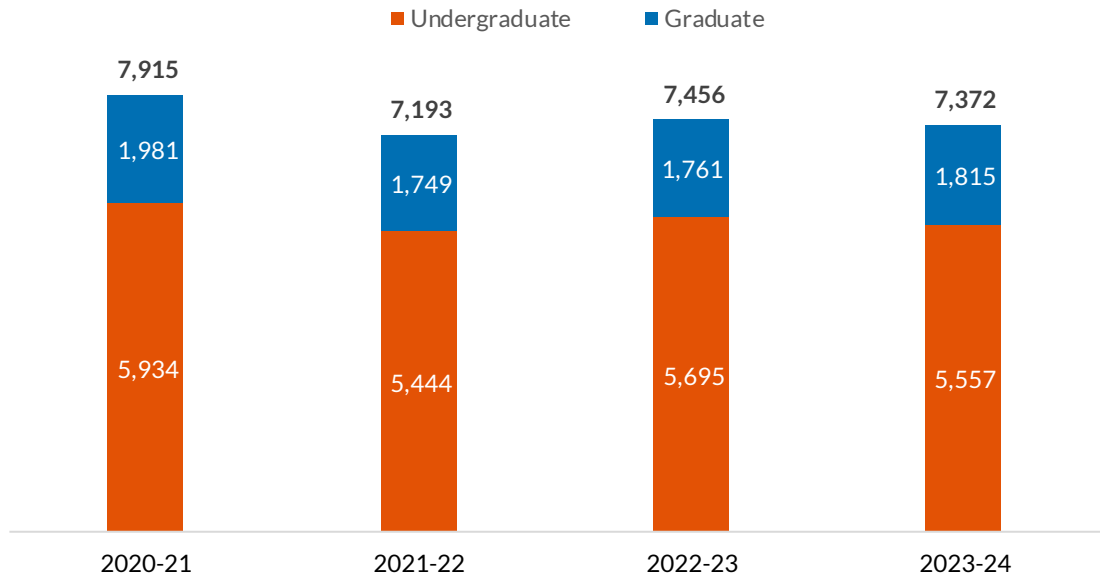
20 to 1

Student-  
Faculty Ratio



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

# Annual Enrollment



		2023-24	2022-23	2021-22	2020-21
<b>Undergraduate</b>	Hispanic/Latino	2,853	2,944	2,720	2,931
	White	1,519	1,649	1,753	2,038
	Black or African-American	425	413	370	413
	U.S. Nonresident <sup>+</sup>	305	292	256	209
	Two or more races	136	133	127	147
	Asian	124	127	122	137
	Race and ethnicity unknown	165	112	71	40
	Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native <sup>**</sup>	30	25	25	19
	<b>Total</b>	<b>5,557</b>	<b>5,695</b>	<b>5,444</b>	<b>5,934</b>
<b>Graduate</b>	Hispanic/Latino	651	668	644	696
	White	644	610	686	856
	U.S. Nonresident <sup>+</sup>	239	232	162	133
	Black or African-American	118	129	141	154
	Asian	81	57	51	62
	Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native/Two or more races <sup>**</sup>	40	38	43	52
	Race and ethnicity unknown	42	27	22	28
	<b>Total</b>	<b>1,815</b>	<b>1,761</b>	<b>1,749</b>	<b>1,981</b>
<b>Grand Total</b>	<b>7,372</b>	<b>7,456</b>	<b>7,193</b>	<b>7,915</b>	

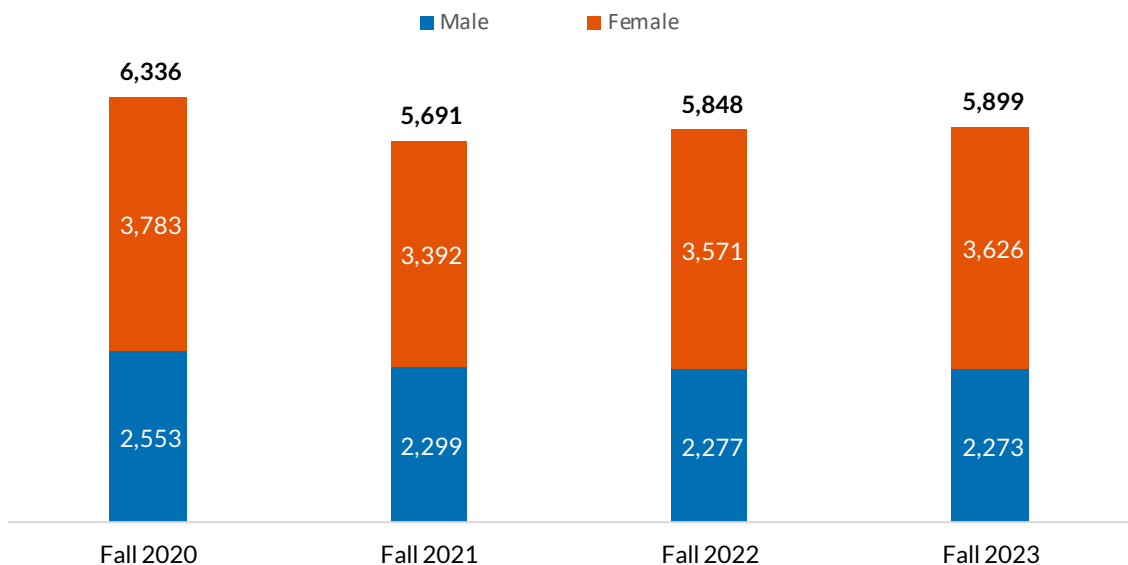
Data Source: IPEDS 12-Month Enrollment. IPEDS year is based on the reporting period for summer, fall, and spring (e.g., IPEDS year 2023-2024 includes summer 2023, fall 2023, and spring 2024).

- Reporting year (RY) 2024-25 reflects data from data year (DY) 2023-24 (Appendix B)\*
- 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.



# Fall Enrollment



		Fall 2023	Fall 2022	Fall 2021	Fall 2020
<b>Male</b>	Native Hawaiian or Other Pacific Islander/American Indian or Alaskan Native/Two or more races**	70	68	67	69
	Asian	73	60	61	65
	U.S. Nonresident	207	208	163	144
	Race and ethnicity unknown	57	40	33	30
	Black or African American	183	194	213	215
	Hispanic/Latino	1,017	1,008	1,000	1,084
	White	666	699	762	946
	<b>Total</b>	<b>2,273</b>	<b>2,277</b>	<b>2,299</b>	<b>2,553</b>
<b>Female</b>	Native Hawaiian or Other Pacific Islander/American Indian or Alaskan Native/Two or more races**	94	89	92	111
	Asian	86	74	68	83
	U.S. Nonresident	234	215	165	144
	Race and ethnicity unknown	78	77	42	32
	Black or African American	230	208	194	219
	Hispanic/Latino	1,875	1,889	1,692	1,816
	White	1,029	1,019	1,139	1,378
	<b>Total</b>	<b>3,626</b>	<b>3,571</b>	<b>3,392</b>	<b>3,783</b>
<b>Grand Total</b>	<b>5,899</b>	<b>5,848</b>	<b>5,691</b>	<b>6,336</b>	

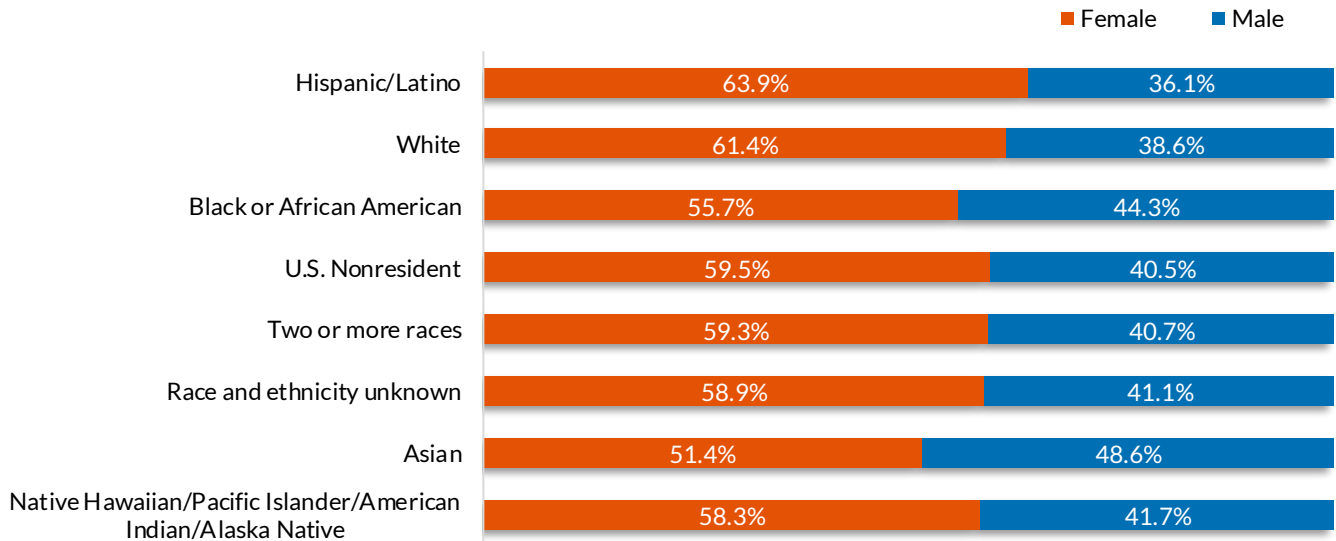
Data Source: IPEDS Fall Enrollment.

- Reporting year 2023-24 reflects data for fall 2023.
- Reporting year 2022-23 reflects data for fall 2022.
- Reporting year 2021-22 reflects data for fall 2021.
- Reporting year 2020-21 reflects data for fall 2020.

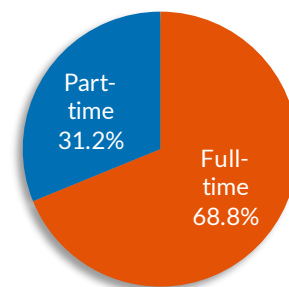
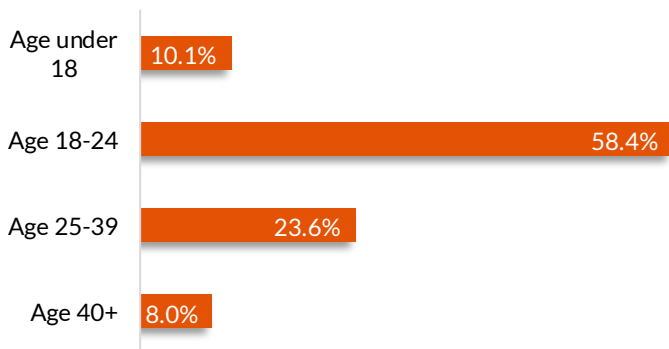
\*\*Data aggregation adheres to FERPA student privacy guidelines.

# Undergraduate

## Fall 2023 Enrollment



	Female		Male		Total	
Hispanic/Latino	1,556	63.9%	880	36.1%	2,436	52.3%
White	768	61.4%	482	38.6%	1,250	26.9%
Black or African American	192	55.7%	153	44.3%	345	7.4%
U.S. Nonresident	163	59.5%	111	40.5%	274	5.9%
Two or more races	67	59.3%	46	40.7%	113	2.4%
Race and ethnicity unknown	63	58.9%	44	41.1%	107	2.3%
Asian	54	51.4%	51	48.6%	105	2.3%
Native Hawaiian/Pacific Islander/American Indian/Alaska Native**	14	58.3%	10	41.7%	24	0.5%
<b>Total</b>	<b>2,877</b>	<b>61.8%</b>	<b>1,777</b>	<b>38.2%</b>	<b>4,654</b>	<b>100%</b>



Data Source: IPEDS Fall Enrollment.

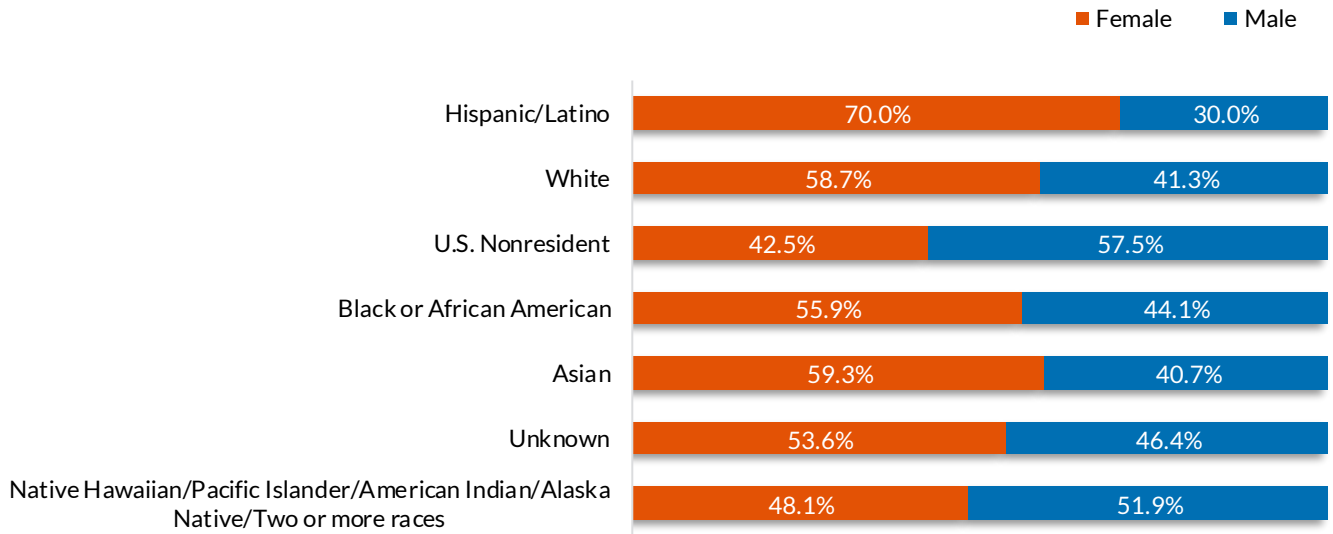
- Reporting year (RY) 2023-24 reflects data for fall 2023.

\*\*Data aggregation adheres to FERPA student privacy guidelines.

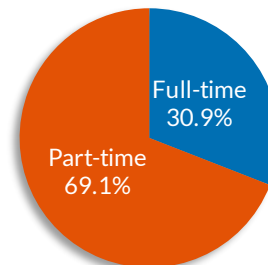
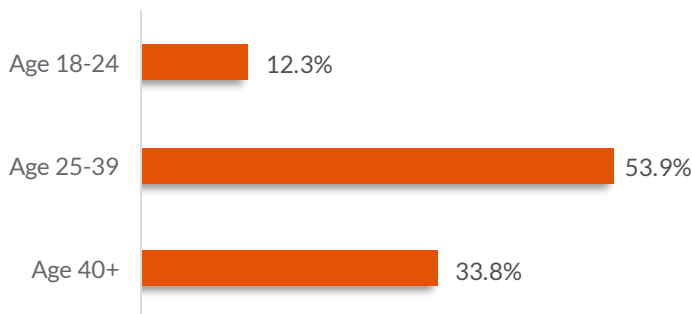
Note: Includes degree and non-degree seeking undergraduate students.

# Graduate

## Fall 2023 Enrollment



	Female		Male		Total	
Hispanic/Latino	319	70.0%	137	30.0%	456	36.6%
White	261	58.7%	184	41.3%	445	35.7%
U.S. Nonresident	71	42.5%	96	57.5%	167	13.4%
Black or African American	38	55.9%	30	44.1%	68	5.5%
Asian	32	59.3%	22	40.7%	54	4.3%
Unknown	15	53.6%	13	46.4%	28	2.2%
Native Hawaiian/Pacific Islander/American Indian/Alaska Native/Two or more races**	13	48.1%	14	51.9%	27	2.2%
<b>Total</b>	<b>749</b>	<b>60.2%</b>	<b>496</b>	<b>39.8%</b>	<b>1,245</b>	<b>100.0%</b>



Data Source: IPEDS Fall Enrollment.

- Reporting year (RY) 2023-24 reflects data for fall 2023.

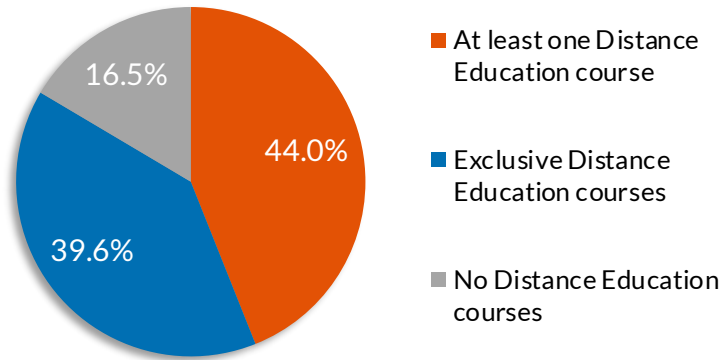
\*\*Data aggregation adheres to FERPA student privacy guidelines.

Note: Includes degree and non-degree seeking graduate students.

# Distance Education

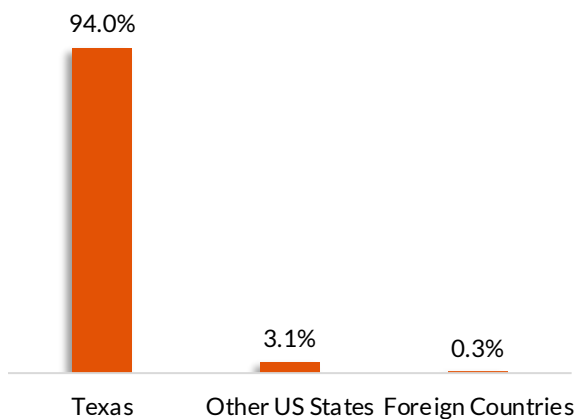
## Undergraduate Enrollment

Fall 2023



	Undergraduate	Total
At least one Distance Education course	2,046	44.0%
Exclusive Distance Education courses	1,841	39.6%
No Distance Education courses	767	16.5%
<b>Total</b>	<b>4,654</b>	<b>100%</b>

## Exclusive Distance Education



Location	Total
Texas	1,777 95.3%
Other U.S. States/Territories	58 4.1%
Foreign Countries	6 0.3%
<b>Total</b>	<b>1,841 100%</b>

Data Source: IPEDS Fall Enrollment.

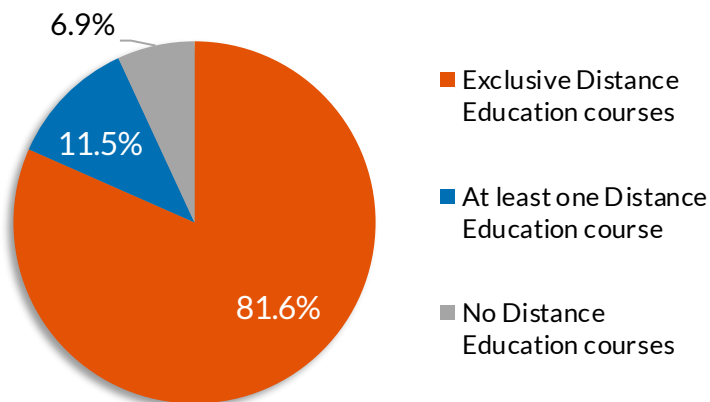
- Reporting year (RY) 2023-24 reflects data for fall 2023.

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.

# Distance Education

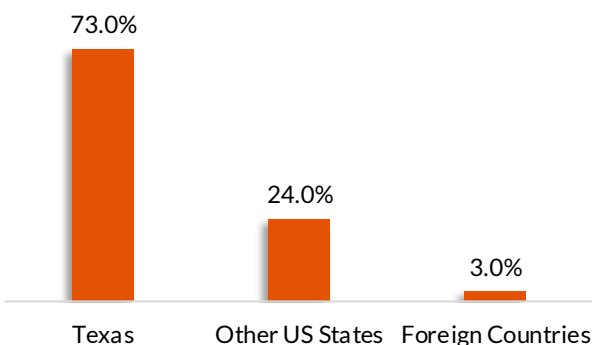
## Graduate Enrollment

Fall 2023



	Graduate	Total
Exclusive Distance Education Courses	1,016	81.6%
At least one Distance Education Course	143	11.5%
No Distance Education Courses	86	6.9%
<b>Total</b>	<b>1,245</b>	<b>100%</b>

## Exclusive Distance Education



Location	Total
Texas	742 73.0%
Other U.S. States/Territories	244 24.0%
Foreign Countries	30 3.0%
<b>Total</b>	<b>1,016 100%</b>

Data Source: IPEDS Fall Enrollment.

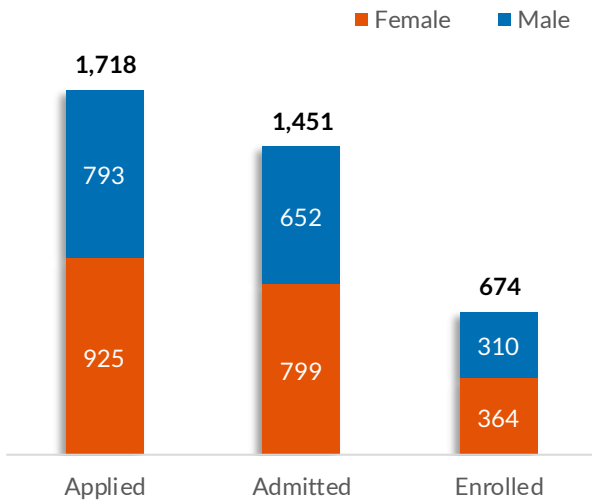
- Reporting year (RY) 2023-24 reflects data for fall 2023.

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 Undergraduate, Fall 2023

### Applied, Admitted, Enrolled



	Female		Male		Total	
<b>Applied</b>	925	53.8%	793	46.2%	<b>1,718</b>	
<b>Admitted</b>	799	55.1%	652	44.9%	<b>1,451</b>	<b>84%</b> Admit Rate
<b>Enrolled</b>	364	54.0%	310	46.0%	<b>674</b>	<b>46%</b> Yield Rate

**Applicant:** An individual who has fulfilled the institutions 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.

**Admitted Student:** Applicants that have been granted an official offer to enroll.

### Enrollment Status



	Male		Female		Total	
<b>Full-Time</b>	293	43.5%	340	50.4%	<b>633</b>	<b>93.9%</b>
<b>Part-Time</b>	17	2.5%	24	3.6%	<b>41</b>	<b>6.1%</b>
<b>Total</b>	<b>310</b>	<b>46.0%</b>	<b>364</b>	<b>54.0%</b>	<b>674</b>	<b>100%</b>

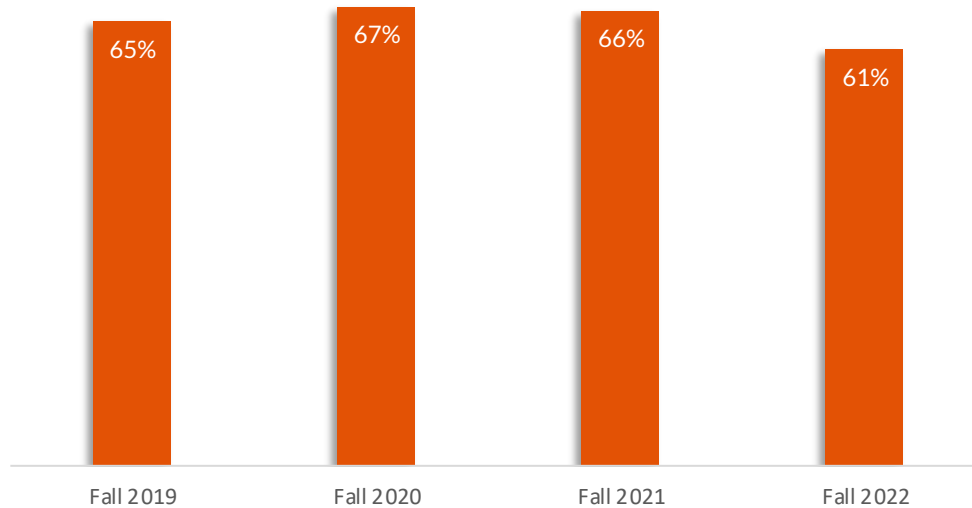
Data Source: IPEDS Admissions.

- Reporting year (RY) 2023-24 reflects data for fall 2023.

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 2023.

# Student Success

## Undergraduate Retention Rates



Entering Cohort	Cohort Count	Year One	Retention Rate	% Change <sup>1</sup>
Fall 2022	634	389	61%	-7.4%
Fall 2021	453	300	66%	-0.8%
Fall 2020	439	293	67%	+3.0%
Fall 2019	355	230	65%	

Data Source: IPEDS Fall Enrollment.

- Reporting year (RY) 2023-24 reflects data for entering cohort fall 2022, retained in fall 2023.
- Reporting year (RY) 2022-23 reflects data for entering cohort fall 2021, retained in fall 2022.
- Reporting year (RY) 2021-22 reflects data for entering cohort fall 2020, retained in fall 2021.
- Reporting year (RY) 2020-21 reflects data for entering cohort fall 2019, retained in fall 2020.

<sup>1</sup> % Change is based on prior year

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.

# Student Success

## Graduation Rates

### Four-Year Comparison

UTPB						Texas Public Institution					
All Students						All Students					
23%						39%					
Male			Female			Male			Female		
19%			27%			34%			44%		
Hispanic*		White*		Black		Hispanic		White		Black	
25%		17%		7%		32%		47%		24%	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
21%	28%	14%	22%	0%	25%	26%	37%	41%	53%	18%	28%

### Six-Year Comparison

UTPB						Texas Public Institution					
All Students						All Students					
40%						59%					
Male			Female			Male			Female		
32%			46%			56%			62%		
Hispanic*		White*		Black		Hispanic		White		Black	
41%		35%		20%		54%		65%		44%	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
35%	46%	27%	44%	9%	50%	49%	58%	63%	67%	37%	49%

Data Source: IPEDS Graduation Rates.

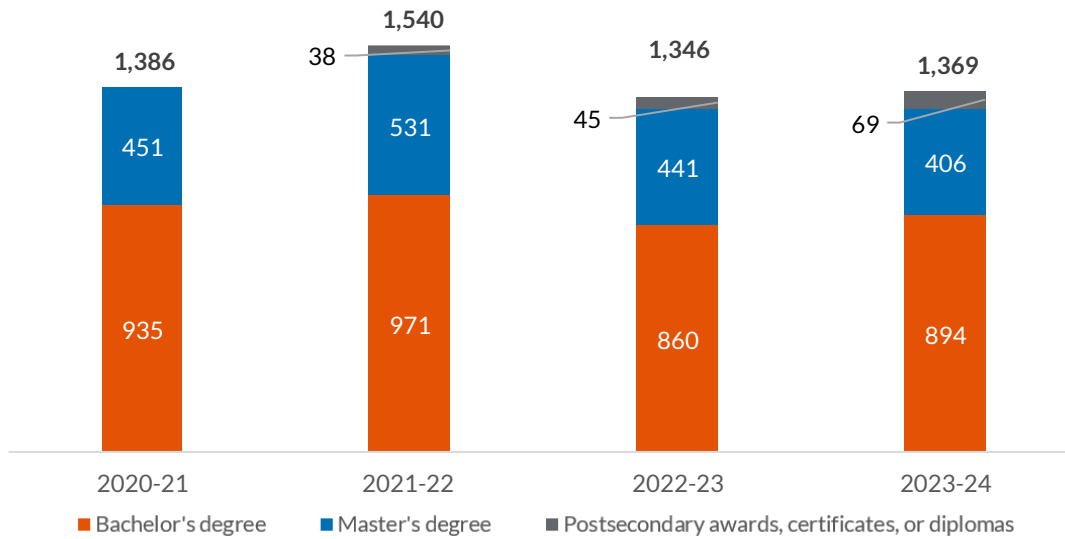
- Reporting Year 2022-23 reflects data for the 2016 cohort. The information provided is based on the most recent graduation data available on the IPEDS Data Center for the 2021-2022 data year. This data is collected to analyze and compare graduation rates among public institutions that offer four-year degrees.

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.



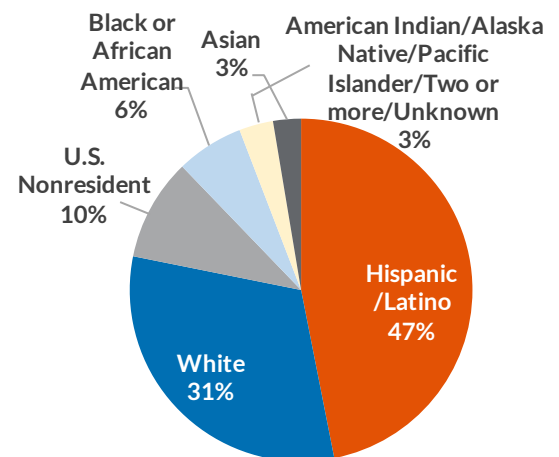
# Degrees Awarded



Award Level	% Change <sup>1</sup>	2023-24	2022-23	2021-22	2020-21
Bachelor's degree	+4.0%	894	860	971	935
Master's degree	-7.9%	406	441	531	451
Postsecondary awards, certificates, or diplomas	+53.5%	69	45	38	0
<b>Total</b>	<b>+1.7%</b>	<b>1,369</b>	<b>1,346</b>	<b>1,540</b>	<b>1,386</b>

## Demographics 2023-2024

	Male	Female	Total Awards	
			N	% of Total
Hispanic/Latino	192	450	642	46.9%
White	170	258	428	31.3%
U.S. Nonresident	73	59	132	9.6%
Black or African American	36	51	87	6.4%
American Indian/Alaska Native/Pacific Islander/Two or more/Unknown	19	25	44	3.2%
Asian	15	21	36	2.6%
<b>Total</b>	<b>505</b>	<b>864</b>	<b>1,369</b>	<b>100.0%</b>



Data Source: IPEDS Completions. The reporting period is between July 1st and June 30<sup>th</sup>.

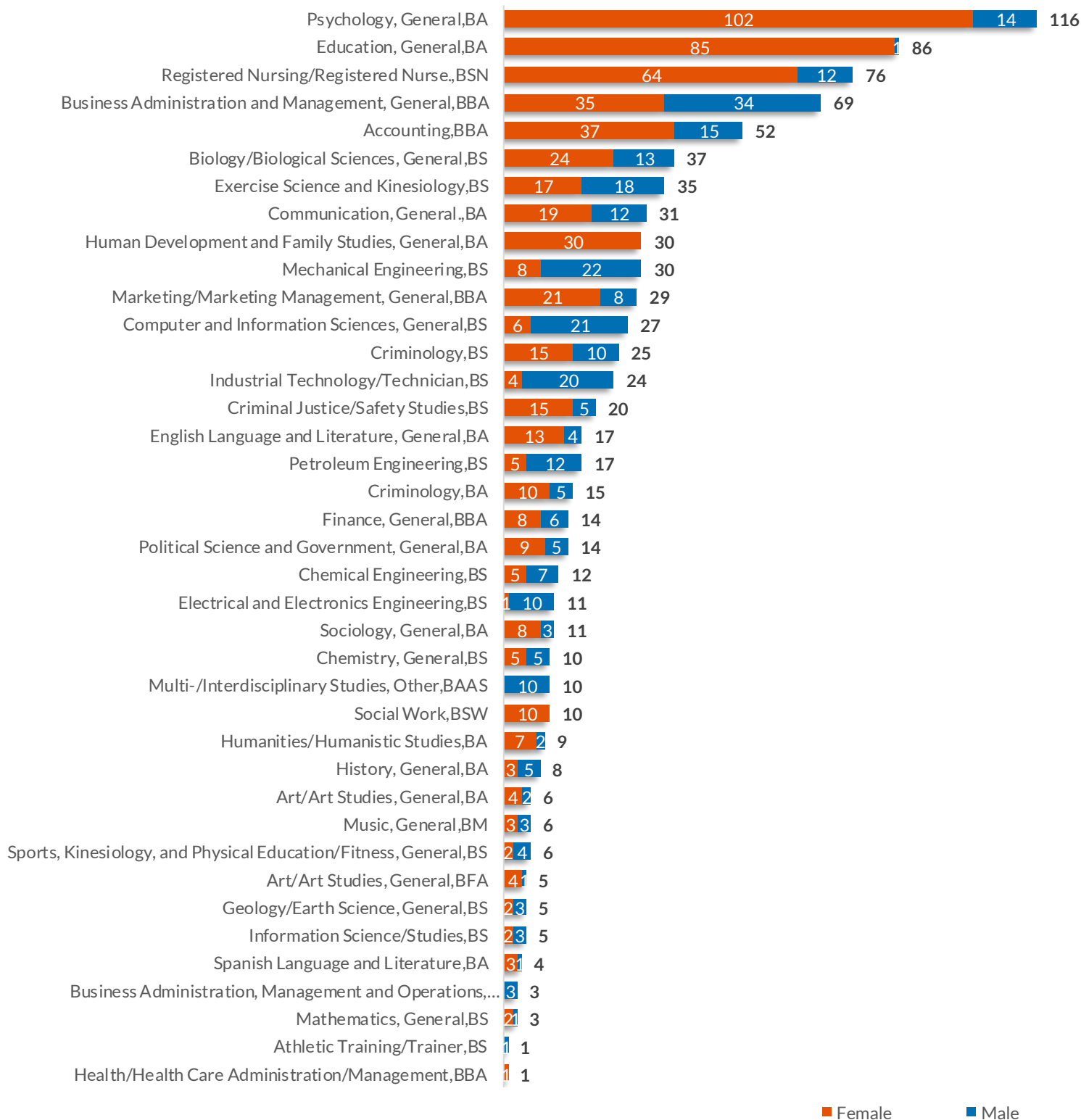
- Reporting year (RY) 2024-25 reflects data from data year (DY) 2022-23 (Appendix B)\*
- Reporting year (RY) 2023-24 reflects data from data year (DY) 2022-23 (Appendix B)\*
- Reporting year (RY) 2022-23 reflects data from the data year (DY) 2021-22 (Appendix B)\*
- Reporting year (RY) 2021-22 reflects data from the data year (DY) 2020-21 (Appendix B)\*

\*\*Data aggregation adheres to FERPA student privacy guidelines.

<sup>1</sup> % Change - based on the most recent two years

Note: Includes first and second degrees awarded.

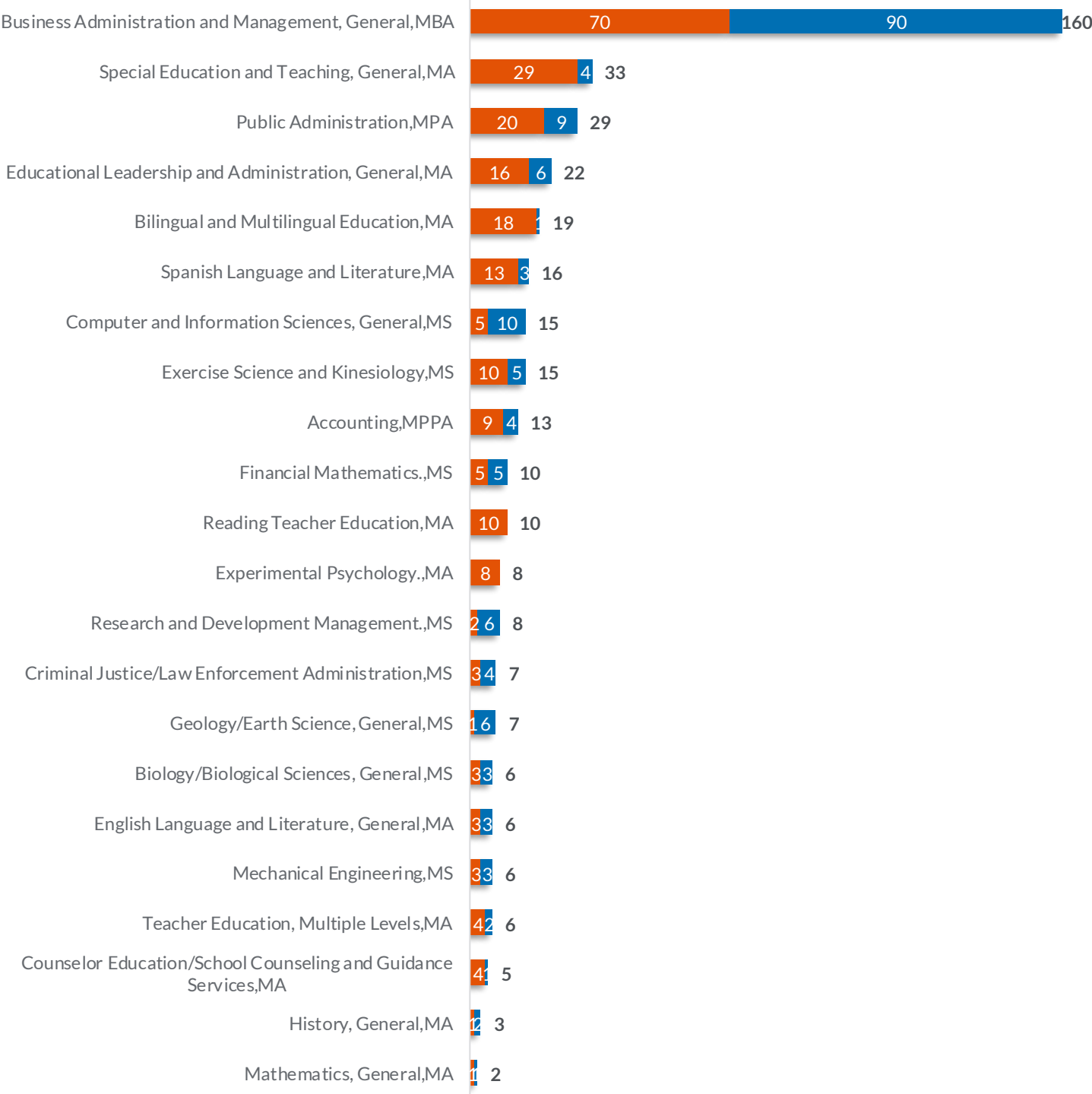
# Undergraduate Degrees



Data Source: IPEDS 2023-24 Completions.

Note: Includes first major bachelor degrees awarded between July 1, 2022 and June 30, 2023.

# Graduate Degrees

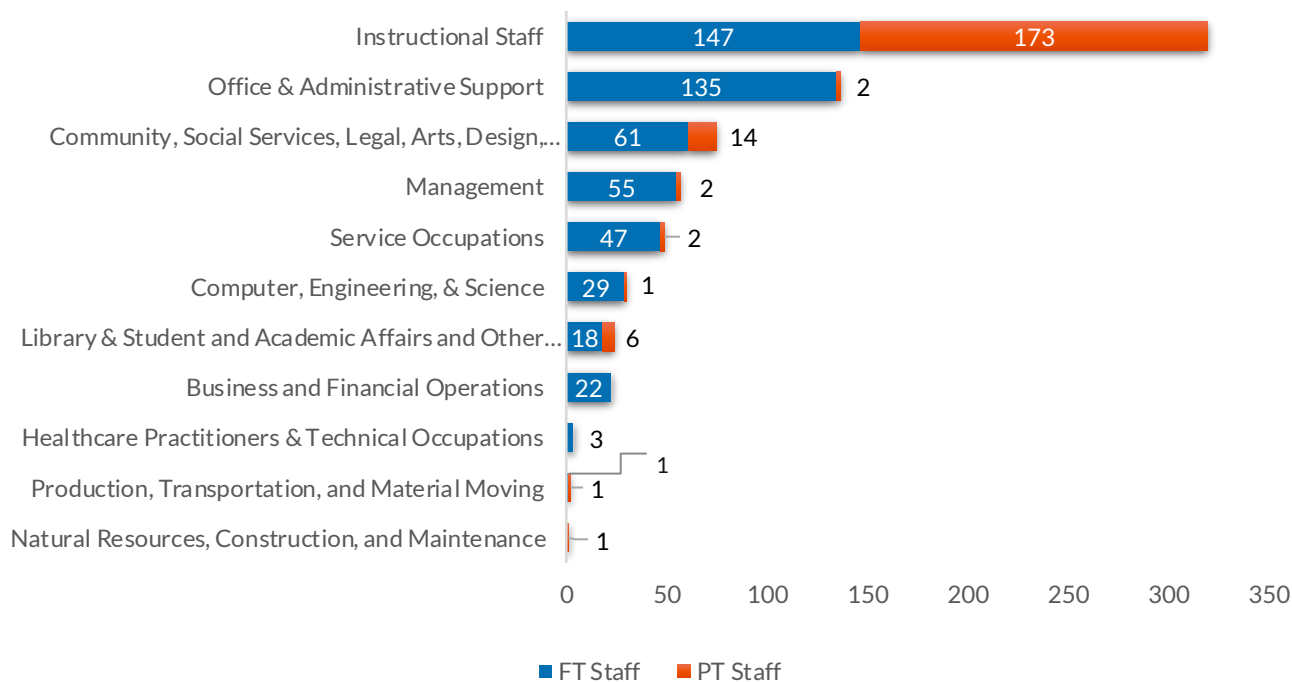


Female Male

Data Source: IPEDS 2023-24 Completions.  
 Note: Includes first major Master's degrees awarded between July 1, 2022 and June 30, 2023.

# Employees

Fall 2023



Occupational Category	FT Staff	PT Staff	Total
Instructional Staff	147	173	320
Office & Administrative Support	135	2	137
Community, Social Services, Legal, Arts, Design, Entertainment, Sports and Media	61	14	75
Management	55	2	57
Service Occupations	47	2	49
Computer, Engineering, & Science	29	1	30
Library & Student and Academic Affairs and Other Education Services	18	6	24
Business and Financial Operations	22	0	22
Healthcare Practitioners & Technical Occupations	3	0	3
Production, Transportation, and Material Moving	1	1	2
Natural Resources, Construction, and Maintenance	0	1	1
<b>Total</b>	<b>518</b>	<b>202</b>	<b>720</b>

Data Source: IPEDS Human Resources (HR).

- Reporting year (RY) 2023-24 reflects data obtained on November 1, 2023

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

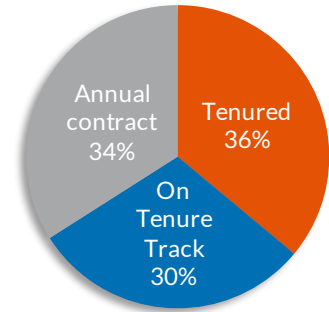
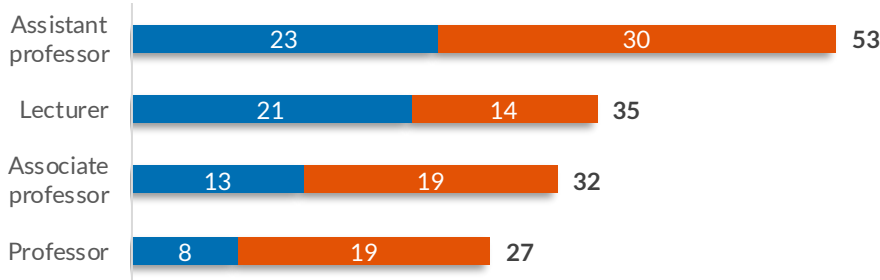
Key term(s): Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations.

# Faculty

Fall 2023

## Full-Time Faculty

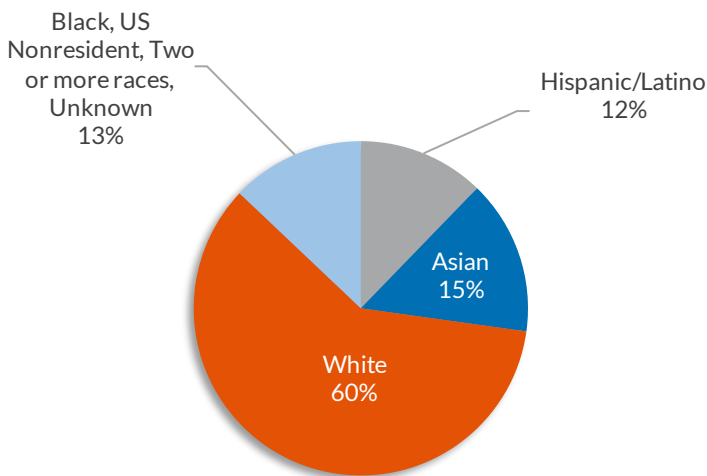
■ Male ■ Female



	Male		Female		Total	
Assistant professor	23	43.4%	30	56.6%	53	36.1%
Lecturer	21	60.0%	14	40.0%	35	23.8%
Associate professor	13	40.6%	19	59.4%	32	21.8%
Professor	8	29.6%	19	70.4%	27	18.4%
<b>Total</b>	<b>65</b>	<b>44.2%</b>	<b>82</b>	<b>55.8%</b>	<b>147</b>	<b>100.0%</b>

Function	Instructional Staff	
Tenured	53	36.1%
On Tenure Track	44	29.9%
Annual contract	50	34.0%
<b>Total</b>	<b>147</b>	<b>100.0%</b>

## Demographics



Ethnicity	Male	Female	Total	
Hispanic/Latino	6	12	18	12%
Asian	15	7	22	15%
White	49	39	88	60%
Black, US Nonresident, Two or more races, Unknown	12	7	19	13%
<b>Total</b>	<b>82</b>	<b>65</b>	<b>147</b>	<b>100%</b>

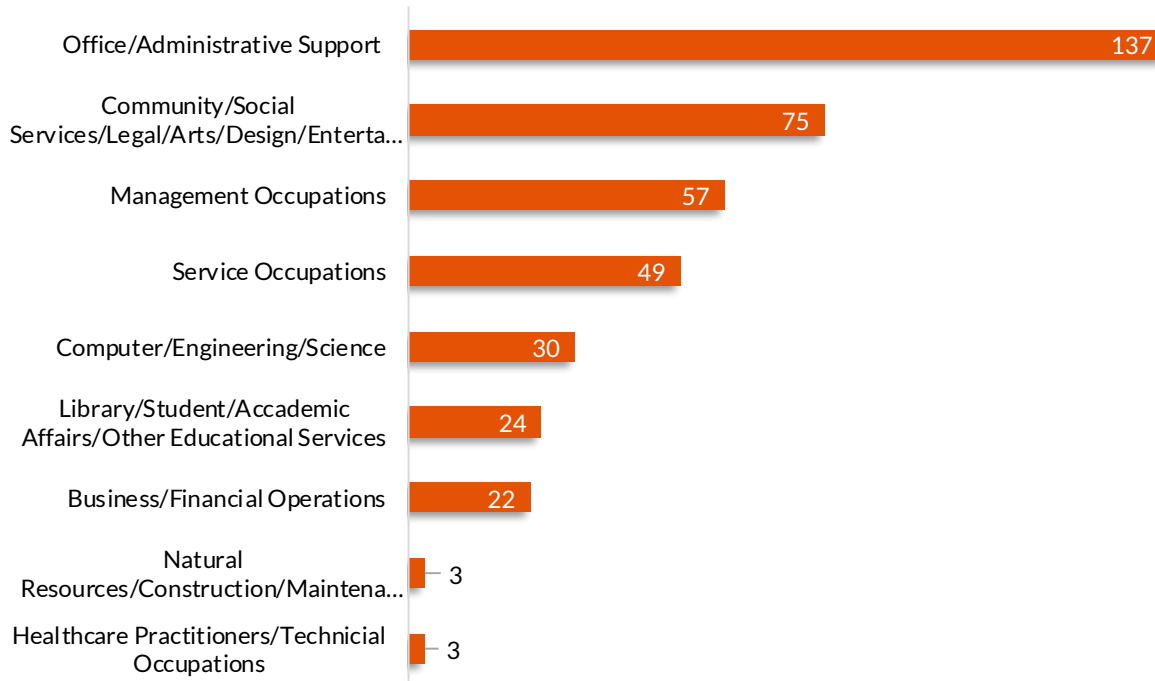
Data Source: Human Resources (HR).

- The reporting year (RY) 2023-24 reflects data obtained on November 1, 2023

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

Fall 2023



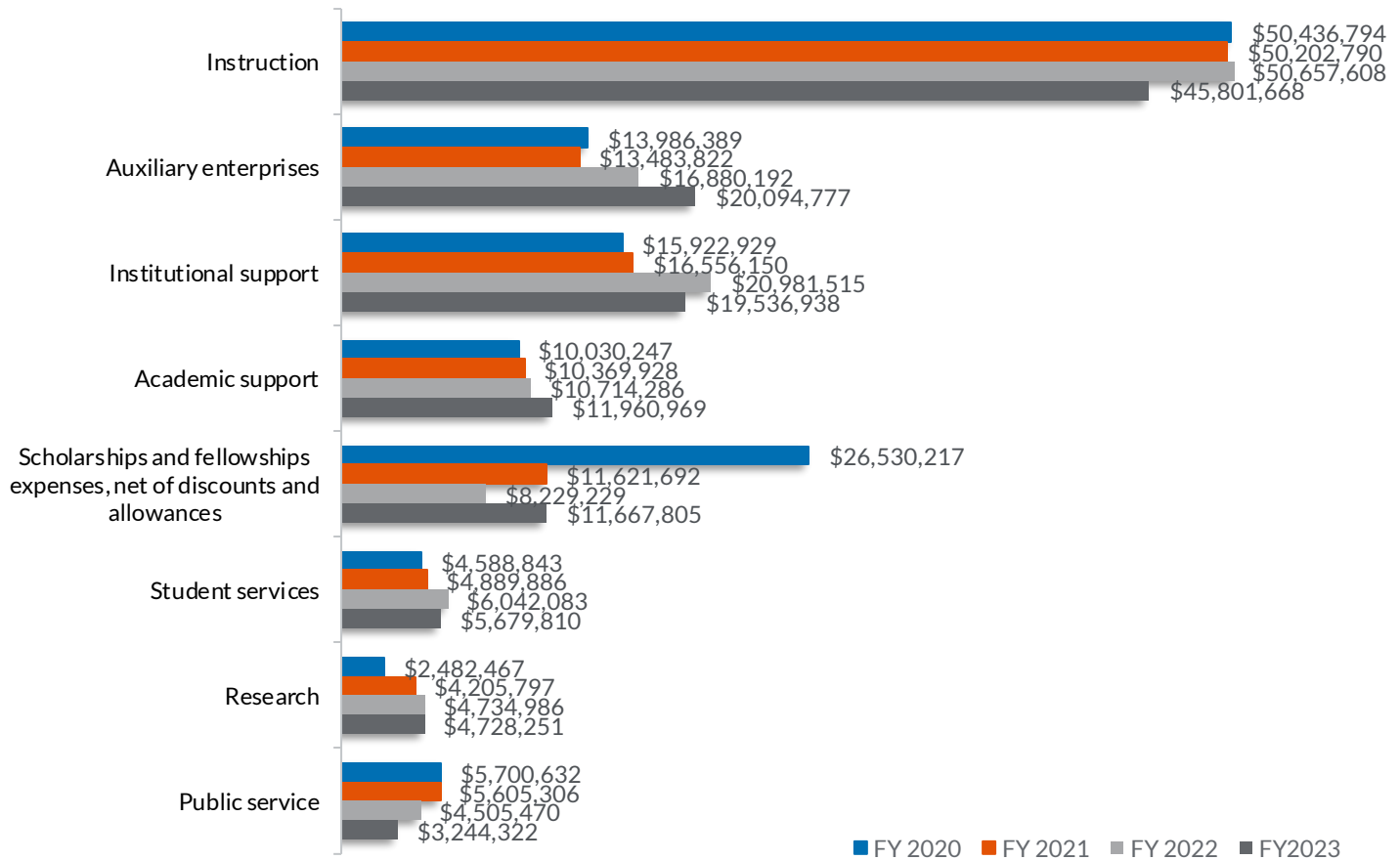
Occupational Category	Total <sup>1</sup>	Percentage
Office/Administrative Support	137	34.3%
Community/Social Services/Legal/Arts/Design/Entertainment/ Sports/Media	75	18.8%
Management Occupations	57	14.3%
Service Occupations	49	12.3%
Computer/Engineering/Science	30	7.5%
Library/Student/Academic Affairs/Other Educational Services	24	6.0%
Business/Financial Operations	22	5.5%
Natural Resources/Construction/Maintenance/Production/Transportation/Material Moving/Sales & Related Occupations	3	0.8%
Healthcare Practitioners/Technical Occupations	3	0.8%
<b>Total</b>	<b>400</b>	<b>100%</b>

Data Source: IPEDS Human Resources (HR).

- The reporting year (RY) 2023-24 reflects data obtained on November 1, 2023

<sup>1</sup>Includes full-time and part-time non-instructional staff.

# Expenditures



Expenditures	% Change <sup>1</sup>	FY2023	FY 2022	FY 2021	FY 2020
Instruction	-9.59%	\$ 45,801,668	\$ 50,657,608	\$ 50,202,790	\$ 50,436,794
Institutional support	-6.88%	\$ 19,536,938	\$ 20,981,515	\$ 16,556,150	\$ 15,922,929
Auxiliary enterprises	+19.04%	\$ 20,094,777	\$ 16,880,192	\$ 13,483,822	\$ 13,986,389
Academic support	+11.64%	\$ 11,960,969	\$ 10,714,286	\$ 10,369,928	\$ 10,030,247
Scholarships and fellowships expenses, net of discounts and allowances	+41.78%	\$ 11,667,805	\$ 8,229,229	\$ 11,621,692	\$ 26,530,217
Student services	-6.00%	\$ 5,679,810	\$ 6,042,083	\$ 4,889,886	\$ 4,588,843
Research	0.14%	\$ 4,728,251	\$ 4,734,986	\$ 4,205,797	\$ 2,482,467
Public service	27.99%	\$ 3,244,322	\$ 4,505,470	\$ 5,605,306	\$ 5,700,632
<b>Total expenses and deductions</b>	<b>0.03%</b>	<b>\$ 122,714,540</b>	<b>\$ 122,745,369</b>	<b>\$ 116,935,371</b>	<b>\$ 129,678,518</b>

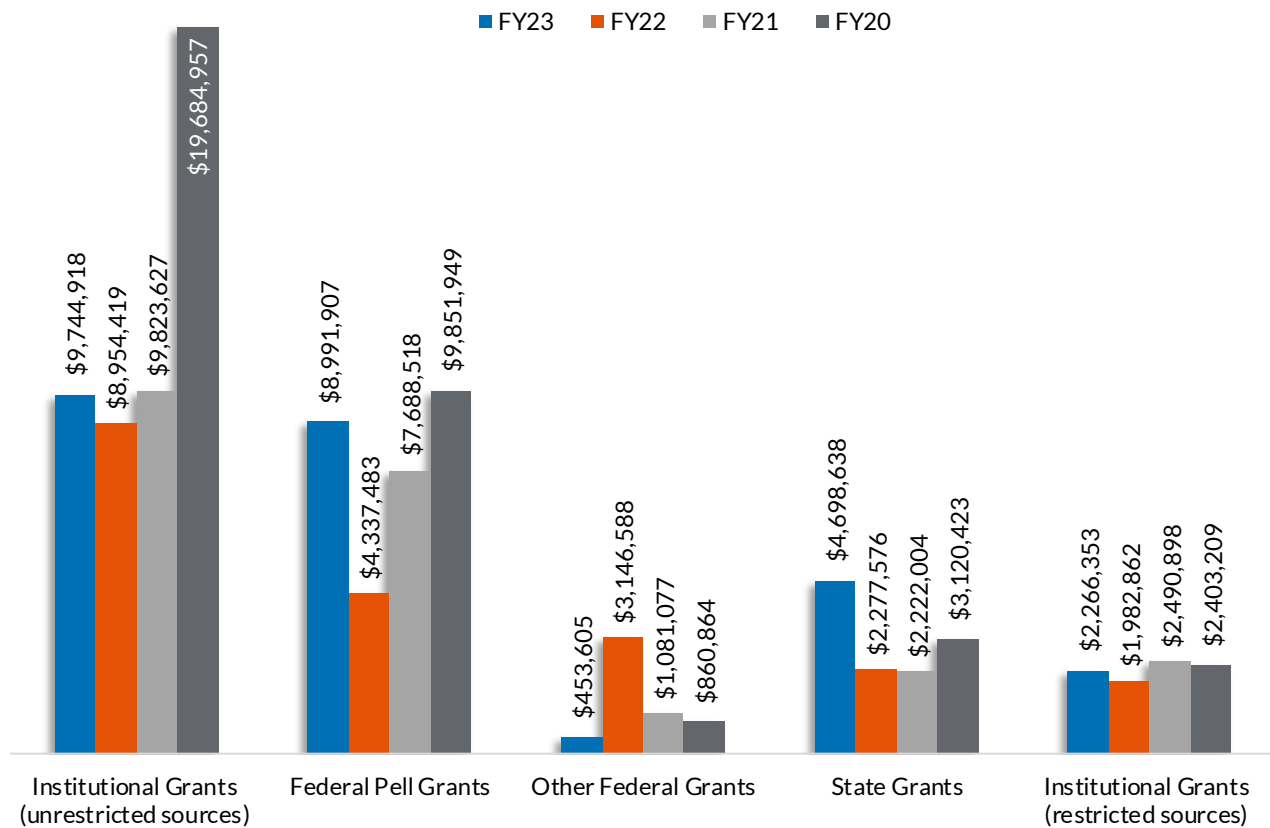
Data Source: IPEDS Finance.

- Reporting year 2023-24 reflects fiscal Year 2022-23

<sup>1</sup>Percent change- based on the most recent fiscal year compared to the previous year.

Excludes expenses and deductions under "other functional expenses and deductions."

# Grants



	% Change <sup>1</sup>	FY23	FY22	FY21	FY20
Institutional Grants (unrestricted sources)	+8.83%	\$9,744,918	\$8,954,419	\$9,823,627	\$19,684,957
Federal Pell Grants	+107.31%	\$8,991,907	\$4,337,483	\$7,688,518	\$9,851,949
Other Federal Grants	-85.58%	\$453,605	\$3,146,588	\$1,081,077	\$860,864
State Grants	+106.30%	\$4,698,638	\$2,277,576	\$2,222,004	\$3,120,423
Institutional Grants (restricted sources)	+14.30%	\$2,266,353	\$1,982,862	\$2,490,898	\$2,403,209
<b>Total</b>	<b>+26.36%</b>	<b>\$26,155,421</b>	<b>\$20,698,928</b>	<b>\$23,306,124</b>	<b>\$35,921,402</b>

Data Source: IPEDS Finance.

- Reporting year 2023-24 reflects fiscal Year 2022-23
- <sup>1</sup>Percent Change- based on the most recent fiscal year compared to the previous year.



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

# Appendix A

## IPEDS Data Definitions

<b>Academic Rank</b>	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.
<b>Academic support</b>	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.
<b>Admitted students</b>	Applicants that have been granted an official offer to enroll in a postsecondary institution.
<b>American Indian or Alaska Native</b>	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.
<b>Applicant</b>	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.
<b>Asian</b>	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.
<b>Bachelor's Degree</b>	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.
<b>Black or African American</b>	A person having origins in any of the black racial groups of Africa.

<b>Cohort</b>	A specific group of students established for tracking purposes.
<b>Completer</b>	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.
<b>Completers within 150% of normal time</b>	Students who completed their program within 150% of the normal (or expected) time for completion.
<b>Credit</b>	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.
<b>Degree/certificate-seeking students</b>	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.
<b>Distance Education</b>	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
<b>Expenses</b>	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.
<b>Fall cohort</b>	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.
<b>First-time student (undergraduate)</b>	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).

<b>Full-time staff</b>	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.
<b>Full-time student</b>	<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.
<b>Graduate student</b>	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.
<b>Graduationrate</b>	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.
<b>Hispanic/Latino</b>	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
<b>Institutional support</b>	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.
<b>Instructional Staff</b>	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.
<b>Master's degree</b>	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.
<b>Native Hawaiian or Other Pacific Islander</b>	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
<b>Part-time staff (employees)</b>	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.
<b>Part-time student</b>	<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.

<b>Race and ethnicity unknown</b>	The category used to report students or employees whose race and ethnicity are not known.
<b>Retention rate</b>	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.
<b>Scholarships and fellowships</b>	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.
<b>Tenure</b>	Status of a personnel position with respect to permanence of the position.
<b>Tenure track</b>	Personnel positions that lead to consideration for tenure.
<b>Undergraduate</b>	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.
<b>White</b>	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

# Appendix B

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## 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 2023-2024 IPEDS year reports data from the preceding academic year, 2022-2023. 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., 2023-2024) is not the year in which the data were collected; rather, it reflects the year for which the data are being reported.

For the 2023-2024 IPEDS year, the data collected pertains to the 2022-2023 year. This means that any statistics, trends, or analyses based on the 2023-2024 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 2023-2024 IPEDS dataset. Consequently, any changes or developments that occurred after the 2022-2023 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.

# IPEDS Schedule

## IPEDS Reporting Schedule

Data sources included in this publication only.

	Survey	Collection Period	Reporting Year
Fall Collection	12-Month Enrollment (E12)	2023-24 DY	October 16, 2024
	Completions (C)	2023-24 DY	October 16, 2024
Winter Collection	Admissions (ADM)	Fall 2023	February 7, 2024
	Fall Enrollment (FE)	Fall 2023	April 3, 2024
Spring Collection	Finance (F)	2022-2023 FY	April 3, 2024
	Human Resources (HR)	November 1, 2023	April 3, 2024

**Reporting Year (RY):** IPEDS 2023-24

**Collection Period:** 2022-23

**Data Year (DY):** July 1 - June 30

**Fiscal Year (FY):** September 1-August 31

**\*\*Graduation Rates-** The most recent data year available for graduation rates on the IPEDS data center is 2021-222. This data is collected to analyze and compare graduation rates among public institutions that offer four-year degrees.



THE UNIVERSITY OF TEXAS  
**PERMIAN BASIN**

**The University of Texas Permian Basin**

*4901 E. University Blvd.  
Odessa, Texas 79762*

Email: [IR@UTPB.edu](mailto:IR@UTPB.edu)

**UTPB Admissions**

