



THE UNIVERSITY OF TEXAS **PERMIAN BASIN™**



Office of Institutional Research, Planning &
Effectiveness
IR@utpb.edu
17 October 2025

2024-2025
Fact Book

President's Welcome

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 national data collection program that gathers information from colleges, universities, and other postsecondary institutions. The data supports decision-making for a wide range of users, including students, families, educators, and policymakers.

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.

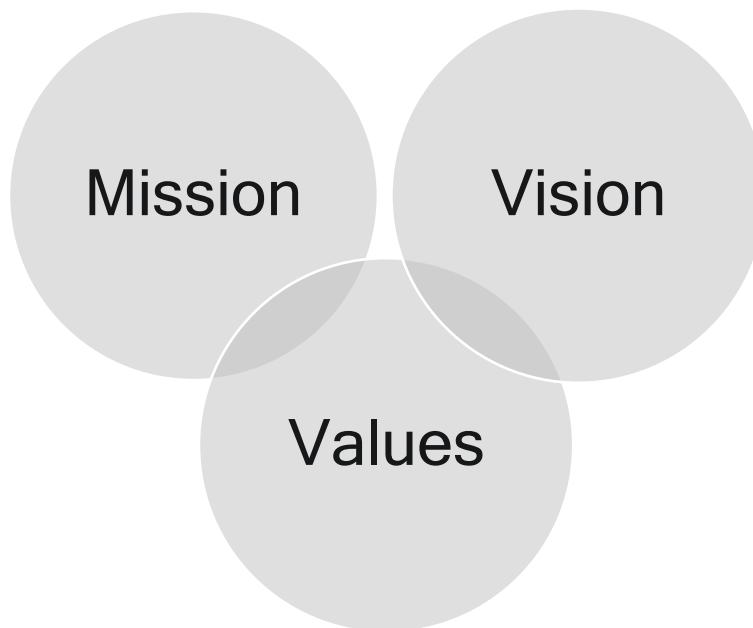
THIS DOCUMENT USES THE FOLLOWING SYMBOLIC CONVENTIONS LISTED IN THE FOOTNOTES:

- + Data Note
- ++ Key terms: Refer to Appendix A
- * Data Year: Refer to Appendix B
- ** Data aggregated in compliance with FERPA 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

24,405

Undergraduate
Alumni

7,973

Graduate Alumni

Alumni



97%

of first time, full-time
undergraduates received
aid+ in fall 2023.¹

Financial Aid



Fall 2024 retention rate
for first-time, full-time
undergraduate students
reached **61%**.³

Retention



14 NCAA Teams

[Men's and Women's
Sports](#)

Sports



1,156

Donor funded
scholarships awarded.

Scholarships



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

Programs



[Undergraduate
Research Program](#)
offers project-based
student opportunities.

Research



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

**Student
Organizations**



19 to 1

**Student-
Faculty Ratio**



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

+ Aid includes grants or scholarships from the federal government, state/local government, or the institution

Institutional Achievements

Academic Affairs

Academic Excellence & Innovation

Our institution continues to advance academic innovation and excellence through the launch of new colleges and programs designed to meet the evolving needs of students and industries.

Restructured Colleges:

- College of Engineering & Sciences (COES)
- College of Arts & Humanities (COAH)
- Reconfigured College of Health Sciences (COHS)

New Programs Introduced:

- Civil Engineering
- Graphic Design
- Digital Media Certificate
- Integration of industry-recognized Coursera microcredentials into course curricula

Accreditation Achievements

We are proud to share that our institution has successfully secured key accreditations, reinforcing our commitment to academic quality and professional standards.

Undergraduate Engineering Programs (Mechanical, Electrical, Chemical, Petroleum): Accredited by ABET

Master of Social Work (MSW): Accredited by CSWE

Ongoing Accreditation Efforts: Nursing, Business, Arts, Education, and additional programs

Graduate Growth & Student Success

Our focus on student success has led to remarkable growth in graduate enrollment and resulted in the highest retention rates in our institution's history, along with strong graduation outcomes.

- **12% increase** in graduate enrollment (2021–2024)
- Consistent increase in retention and graduation rates
- **Over \$500,000** in scholarships awarded annually

Institutional Achievements

Academic Affairs

Research & Funding Milestones

We have achieved unprecedented growth in research funding and grants, supporting both faculty innovation and student success.

- **\$25 million** in external research funding (up from \$9 million)
- **\$5 million** in research expenditures
- **\$14 million** in grants since 2021 dedicated to student success
- 30 UT System STARs Grants totaling **\$9 million** – highest among UT comprehensive institutions

Student Opportunities

We are committed to providing transformative opportunities for our students through internships, research, and financial support.

- Paid internships for **over 100** students
- Research opportunities for **more than 50** students
- Financial assistance provided to **over 500** students
- Major Grants:
 - **\$5 million** HSI STEM Grant
 - **\$3 million** DHSI Grant
 - **\$2.1 million** from Odessa Development Corporation
 - **Over \$1 million** from National Science Foundation Grant to support various research opportunities for our students

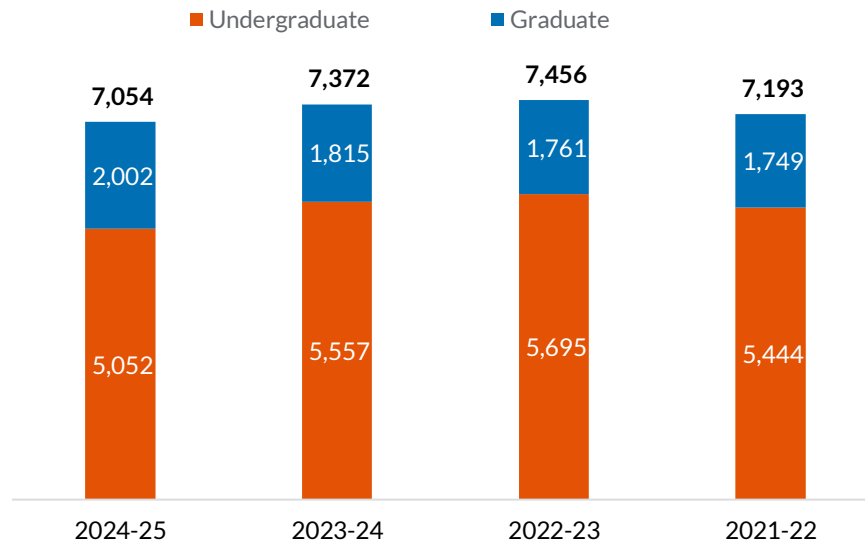
Innovation & Digital Transformation

Our institution is embracing digital transformation and innovation to enhance academic delivery and operational efficiency.

- Established the Office of Innovation & Commercialization.
- Launched a comprehensive Faculty Portal.
- Promoted affordable learning through the OER Provost Fellowship for textbooks, resulting in over \$1 million in textbook savings for students.
- Enhanced digital tools for library services, course evaluations, curriculum development, and online learning.

These achievements reflect the collective dedication of our faculty, staff, students, and community partners. Under the visionary leadership of President Sandra Woodley, UTPB is well-positioned for continued growth and meaningful impact in the years ahead. – Dr. Raj Dakshinamurthy

Annual Enrollment



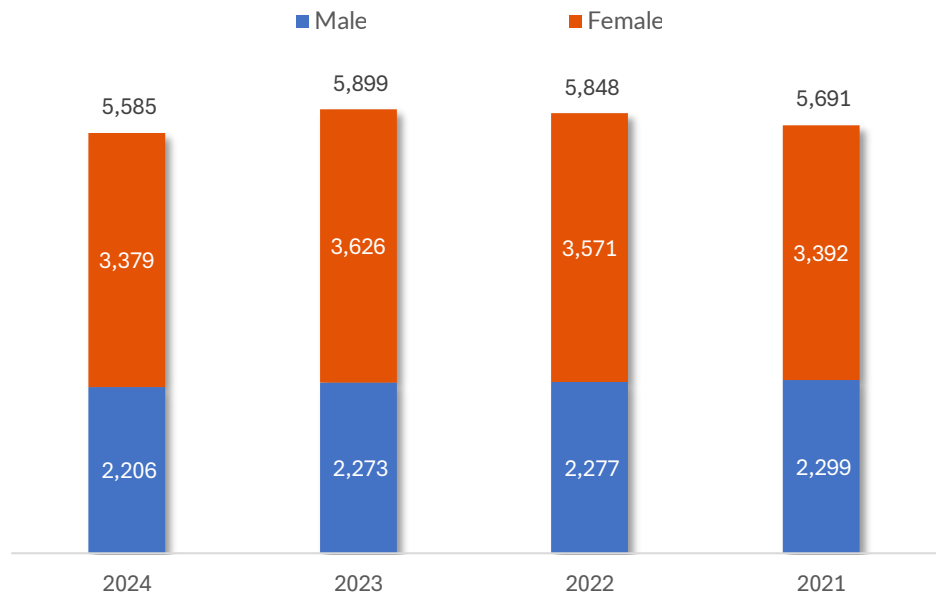
		2024-25	2023-24	2022-23	2021-22
Undergraduate	Hispanic/Latino	2,714	2,853	2,944	2,720
	White	1,312	1,519	1,649	1,753
	Black or African American	380	425	413	370
	U.S. Nonresident	245	305	292	256
	Two or more races	126	136	133	127
	Asian	117	124	127	122
	Race and ethnicity unknown	137	165	112	71
	Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native**	21	30	25	25
	Total	5,052	5,557	5,695	5,444
Graduate	Hispanic/Latino	685	651	668	644
	White	726	644	610	686
	U.S. Nonresident	209	239	232	162
	Black or African American	174	118	129	141
	Asian	96	81	57	51
	Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native/Two or more races**	62	40	38	43
	Race and ethnicity unknown	50	42	27	22
	Total	2,002	1,815	1,761	1,749
Grand Total		7,054	7,372	7,456	7,193

Data Source: IPEDS Fall Enrollment. The IPEDS year includes summer, fall, and spring terms (e.g., IPEDS 2024–25 covers summer 2024 through spring 2025).

*See Appendix B for details.

**Data aggregated in compliance with FERPA guidelines.

Fall Enrollment



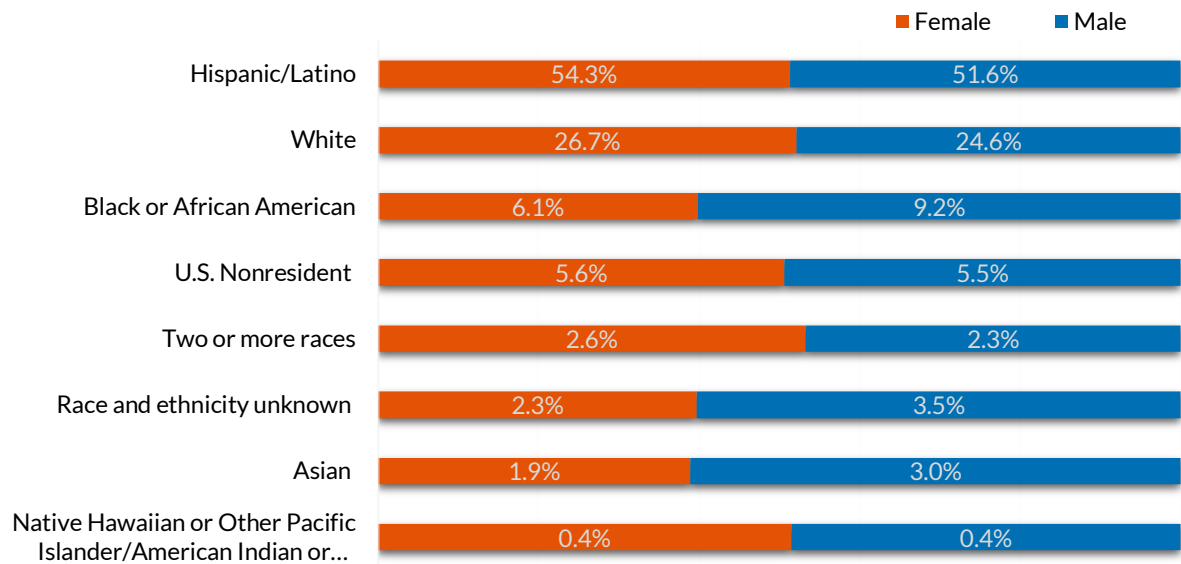
		Fall 2024	Fall 2023	Fall 2022	Fall 2021
Male	Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native / Two or more races**	59	70	68	67
	Asian	81	73	60	61
	U.S. Nonresident	187	207	208	163
	Race and ethnicity unknown	78	57	40	33
	Black or African American	204	183	194	213
	Hispanic/Latino	997	1,017	1,008	1,000
	White	600	666	699	762
	Total	2,206	2,273	2,277	2,299
Female	Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native / Two or more races**	101	94	89	92
	Asian	80	86	74	68
	U.S. Nonresident	199	234	215	165
	Race and ethnicity unknown	74	78	77	42
	Black or African American	217	230	208	194
	Hispanic/Latino	1,726	1,875	1,889	1,692
	White	982	1,029	1,019	1,139
	Total	3,379	3,626	3,571	3,392
Grand Total		5,585	5,899	5,848	5,691

Data Source: IPEDS Fall Enrollment. IPEDS reporting period based on fall 2024.

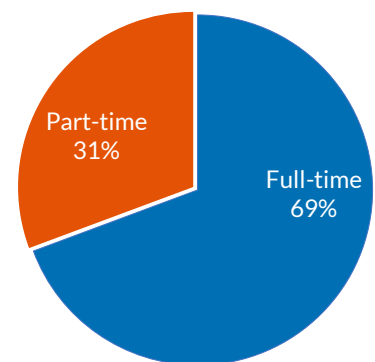
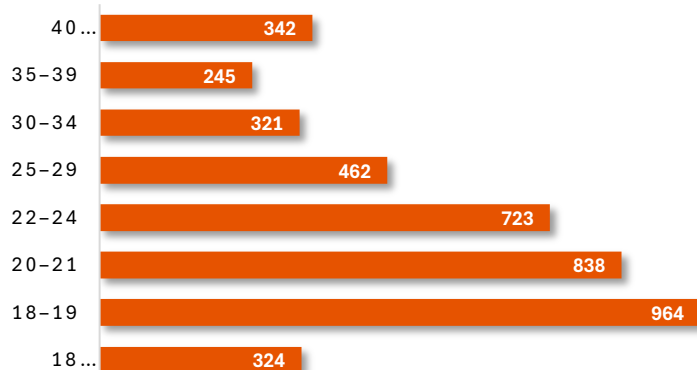
**Data aggregated in compliance with FERPA guidelines.

Undergraduate

Fall 2024 Enrollment



	Female		Male		Total	
Hispanic/Latino	1,401	54.3%	846	51.6%	2,247	53.3%
White	689	26.7%	403	24.6%	1,092	25.9%
Black or African American	157	6.1%	151	9.2%	308	7.3%
U.S. Nonresident	145	5.6%	90	5.5%	235	5.6%
Two or more races	68	2.6%	38	2.3%	106	2.5%
Race and ethnicity unknown	59	2.3%	57	3.5%	116	2.8%
Asian	49	1.9%	49	3.0%	98	2.3%
Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native	10	0.4%	6	0.4%	16	0.4%
Total	2,578	100.0%	1,640	100.0%	4,218	100.0%

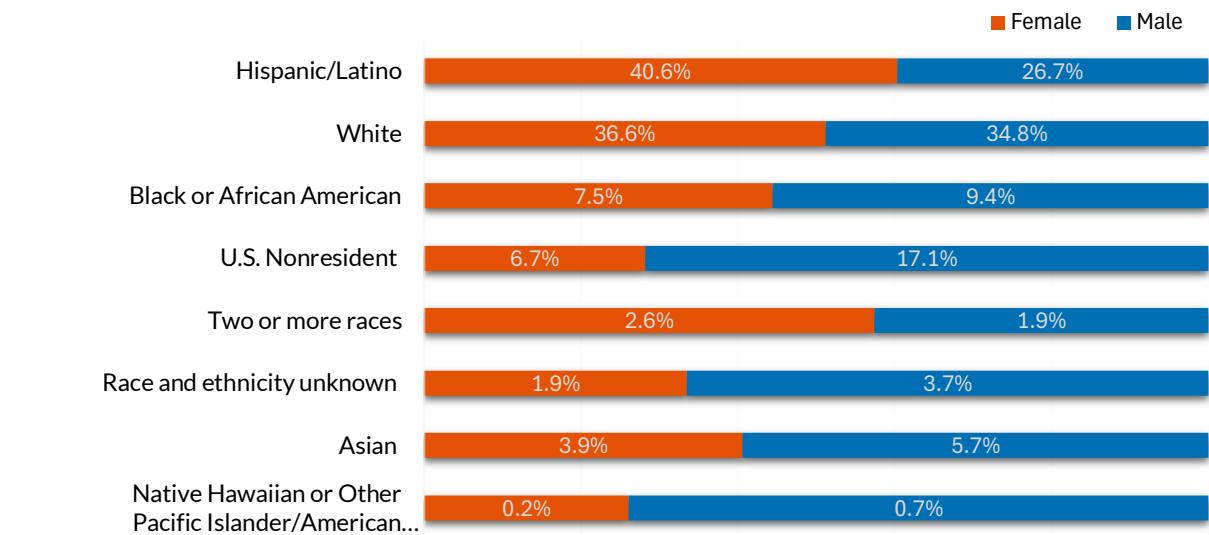


Data Source: IPEDS Fall Enrollment. IPEDS reporting period based on fall 2024.

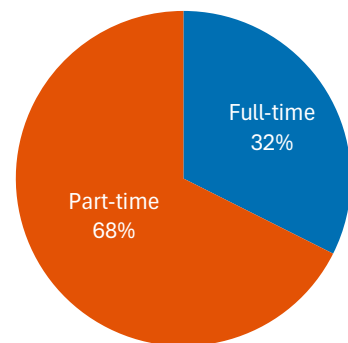
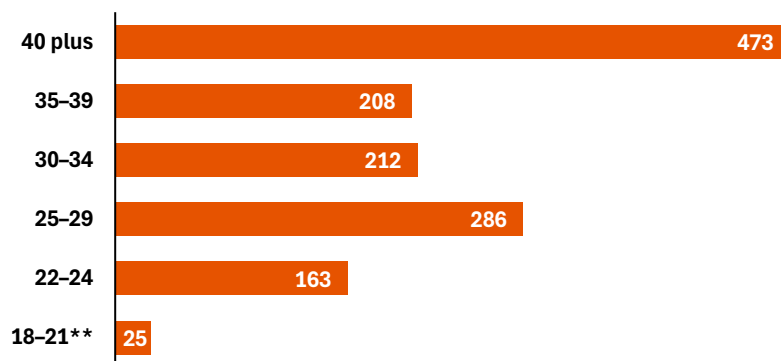
**Data aggregated in compliance with FERPA guidelines.

Graduate

Fall 2024 Enrollment



	Female		Male		Total	
Hispanic/Latino	325	40.6%	151	26.7%	476	34.8%
White	293	36.6%	197	34.8%	490	35.8%
Black or African American	60	7.5%	53	9.4%	113	8.3%
U.S. Nonresident	54	6.7%	97	17.1%	151	11.0%
Two or more races	21	2.6%	11	1.9%	32	2.3%
Race and ethnicity unknown	15	1.9%	21	3.7%	36	2.6%
Asian	31	3.9%	32	5.7%	63	4.6%
Native Hawaiian or Other Pacific Islander/American Indian or Alaska Native	2	0.2%	4	0.7%	6	0.4%
Total	801	100.0%	566	100.0%	1,367	100.0%



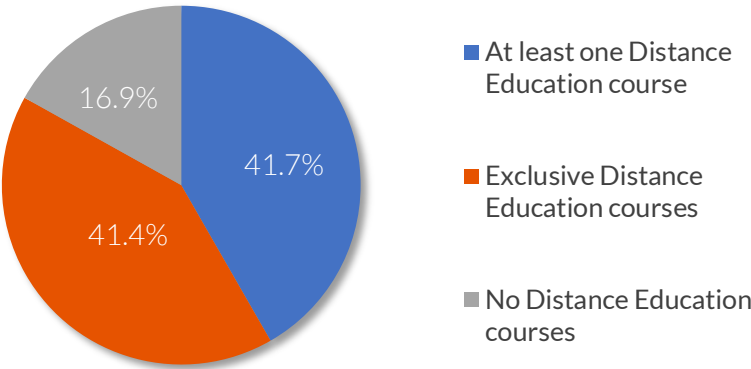
Data Source: IPEDS Fall Enrollment. IPEDS reporting period based on fall 2024.

**Data aggregated in compliance with FERPA guidelines.

Distance Education

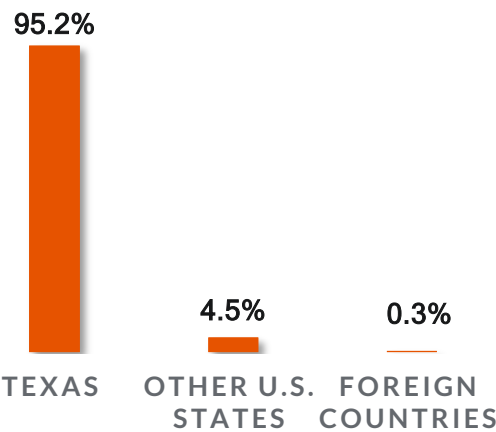
Undergraduate Enrollment

Fall 2024



	Undergraduate	Total
At least one Distance Education course		1,759 41.7%
Exclusive Distance Education courses		1,746 41.4%
No Distance Education courses		713 16.9%
Total		4,218 100.0%

Exclusive Distance Education



Location	Total
Texas	1,662 95.2%
Other U.S. States	79 4.5%
Foreign Countries	5 0.3%
Total	1,746 100.0%

Data Source: IPEDS Fall Enrollment.

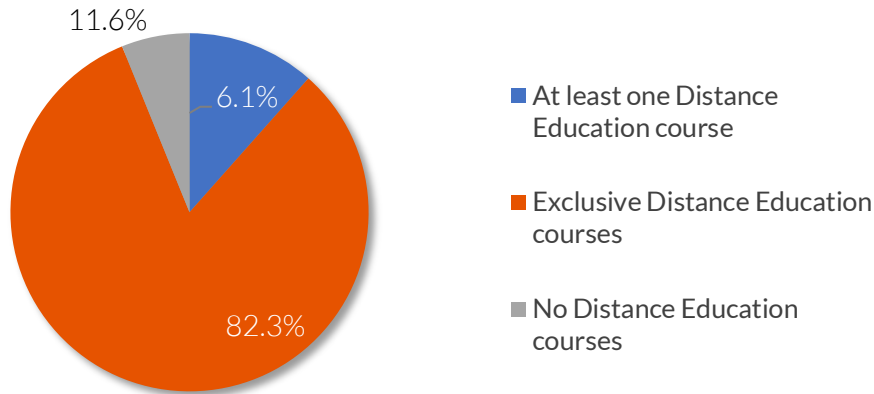
- RY 2024-25 reflects data for fall 2024

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

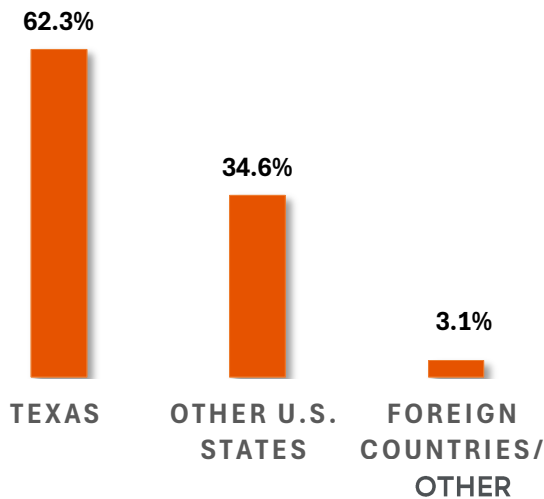
Graduate Enrollment

Fall 2024



	Graduate	Total	
At least one Distance Education course		158	11.6%
Exclusive Distance Education courses		1,125	82.3%
No Distance Education courses		84	6.1%
Total		1,367	100.0%

Exclusive Distance Education



Location	Total	
Texas	701	62.3%
Other U.S. States	389	34.6%
Foreign Countries/ Unknown**	35	3.1%
Total	1,125	100.0%

Data Source: IPEDS Fall Enrollment.

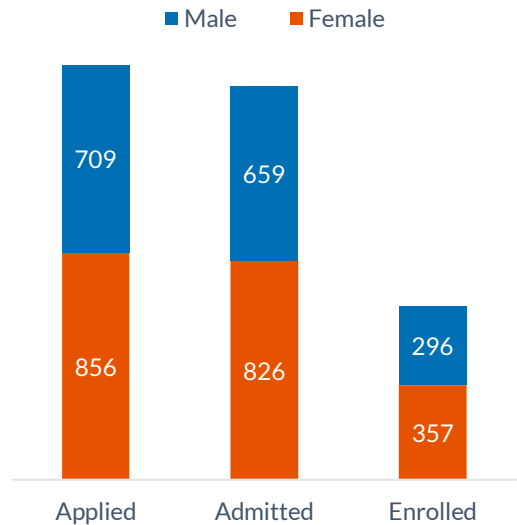
- Reporting year (RY) 2024-25 reflects data for fall 2024.

**Data aggregated in compliance with FERPA guidelines.

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

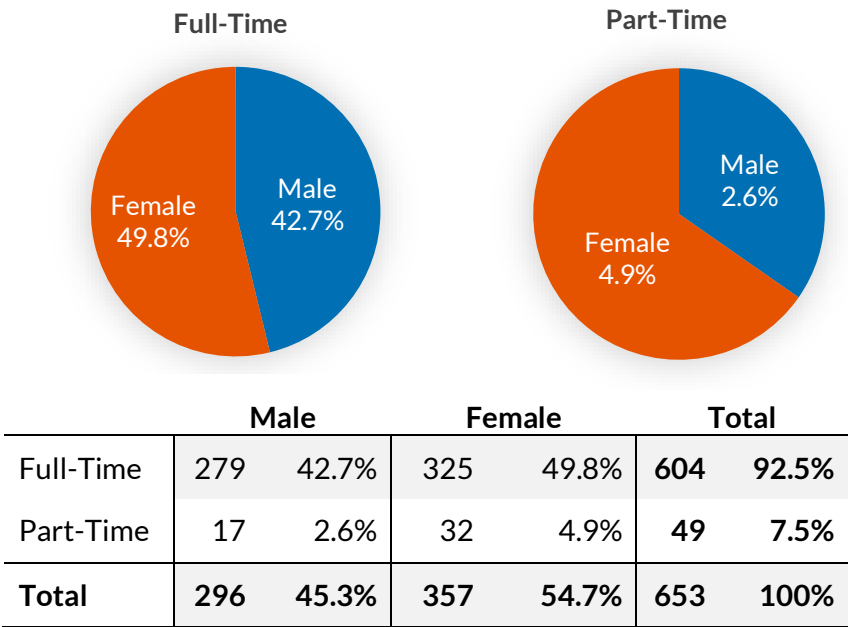
Applied, Admitted, Enrolled



	Male		Female		Total	
Applied	709	45.3%	856	54.7%	1,565	
Admitted	659	44.4%	826	55.6%	1,485	95% Admit Rate
Enrolled	296	45.3%	357	54.7%	653	44% Yield Rate

Key Terms: **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



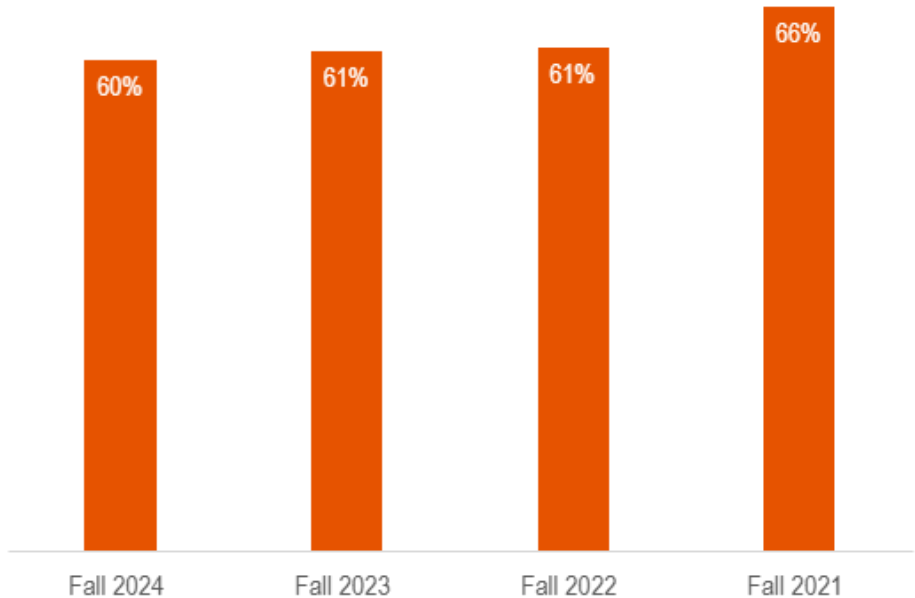
Data Source: IPEDS Admissions.

- RY 2024-25 reflects data for fall 2024

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 2024.

Student Success

Undergraduate Retention Rates



Entering Term	Cohort Count	Year One	Retention Rate	% Change ¹
Fall 2024	593	354	60%	-2.0%
Fall 2023	627	382	61%	-0.7%
Fall 2022	634	389	61%	-7.4%
Fall 2021	453	300	66%	

Data Source: IPEDS Fall Enrollment.

- RY 2024–25: Fall 2023 cohort retained in Fall 2024
- RY 2023–24: Fall 2021 cohort retained in Fall 2023
- RY 2022–23: Fall 2020 cohort retained in Fall 2022
- RY 2021–22: Fall 2019 cohort retained in Fall 2021

¹ % Change is based on prior year

Key Terms: **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

University of Texas Permian Basin						Texas Public Institutions					
All Students						All Students					
28%						40%					
Male			Female			Male			Female		
23%			33%			34%			45%		
Hispanic		White		Black		Hispanic		White		Black	
28%		28%		9%		34%		48%		24%	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
21%	35%	29%	28%	5%	25%	27%	40%	40%	54%	17%	28%

Six-Year Comparison

University of Texas Permian Basin						Texas Public Institutions					
All Students						All Students					
43%						59%					
Male			Female			Male			Female		
38%			48%			55%			63%		
Hispanic		White		Black		Hispanic		White		Black	
41%		44%		43%		54%		67%		42%	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
36%	46%	39%	48%	42%	50%	49%	58%	63%	70%	35%	46%

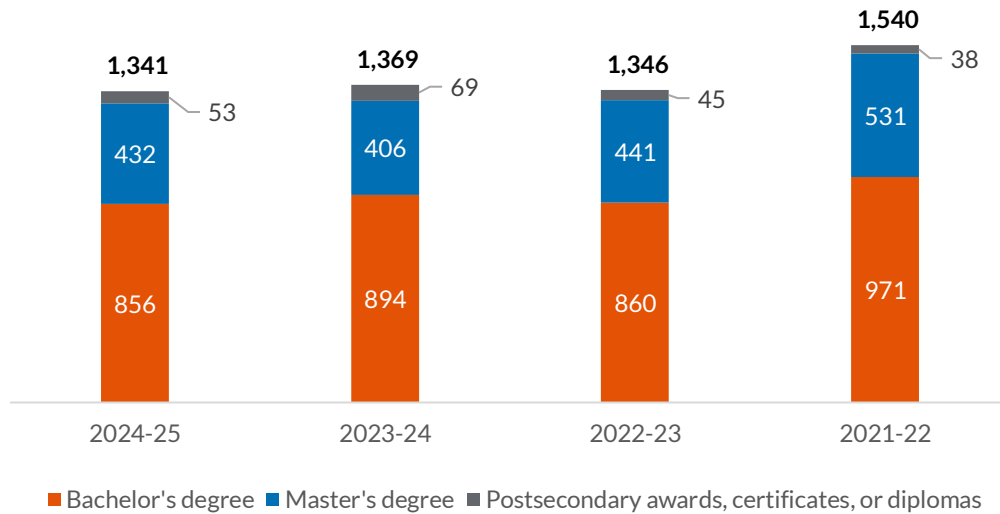
Data Source: IPEDS Graduation Rates.

- RY 2023–24 reflects data for the 2017 cohort, based on the latest available graduation data from the 2022–23 IPEDS Data Center. Data supports analysis of graduation rates at public four-year institutions.

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

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

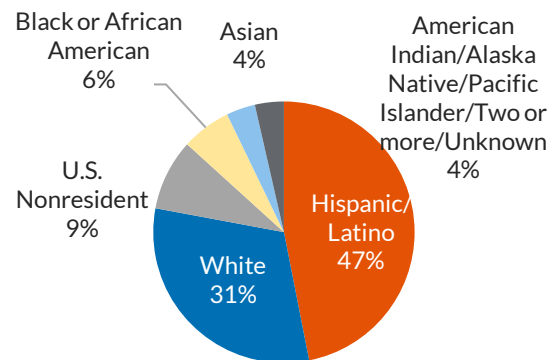
Degrees Awarded



Award Level	%Change ¹	2024-25	2023-24	2022-23	2021-22
Bachelor's degree	-4%	856	894	860	971
Master's degree	6%	432	406	441	531
Postsecondary awards, certificates, or diplomas	-23%	53	69	45	38
Total	-2%	1,341	1,369	1,346	1,540

Demographics 2024-2025

Total Awards	Male	Female	Total	
			N	% of Total
Hispanic/Latino	213	416	629	47%
White	158	258	416	31%
U.S. Nonresident	56	62	118	9%
Black or African American	44	38	82	6%
American Indian/Alaska Native/Pacific Islander/Two or more/Unknown	21	27	48	4%
Asian	25	23	48	4%
Total	517	824	1,341	100%



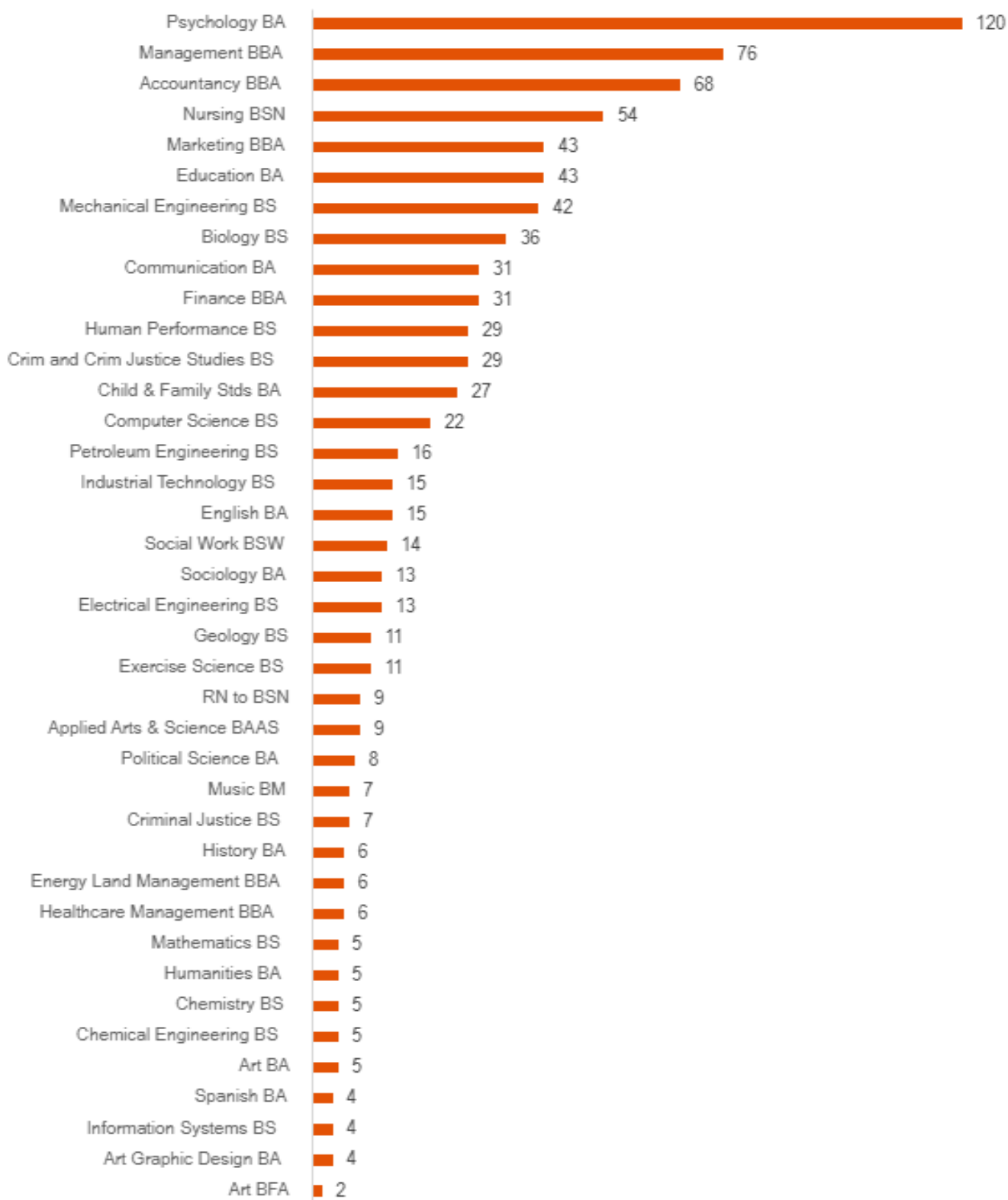
Data Source: IPEDS Completions. The reporting period is between July 1, 2024 - June 30, 2025.

**Data aggregated in compliance with FERPA guidelines.

¹ Percent change based on the two most recent years.

Note: Includes first and second degrees awarded.

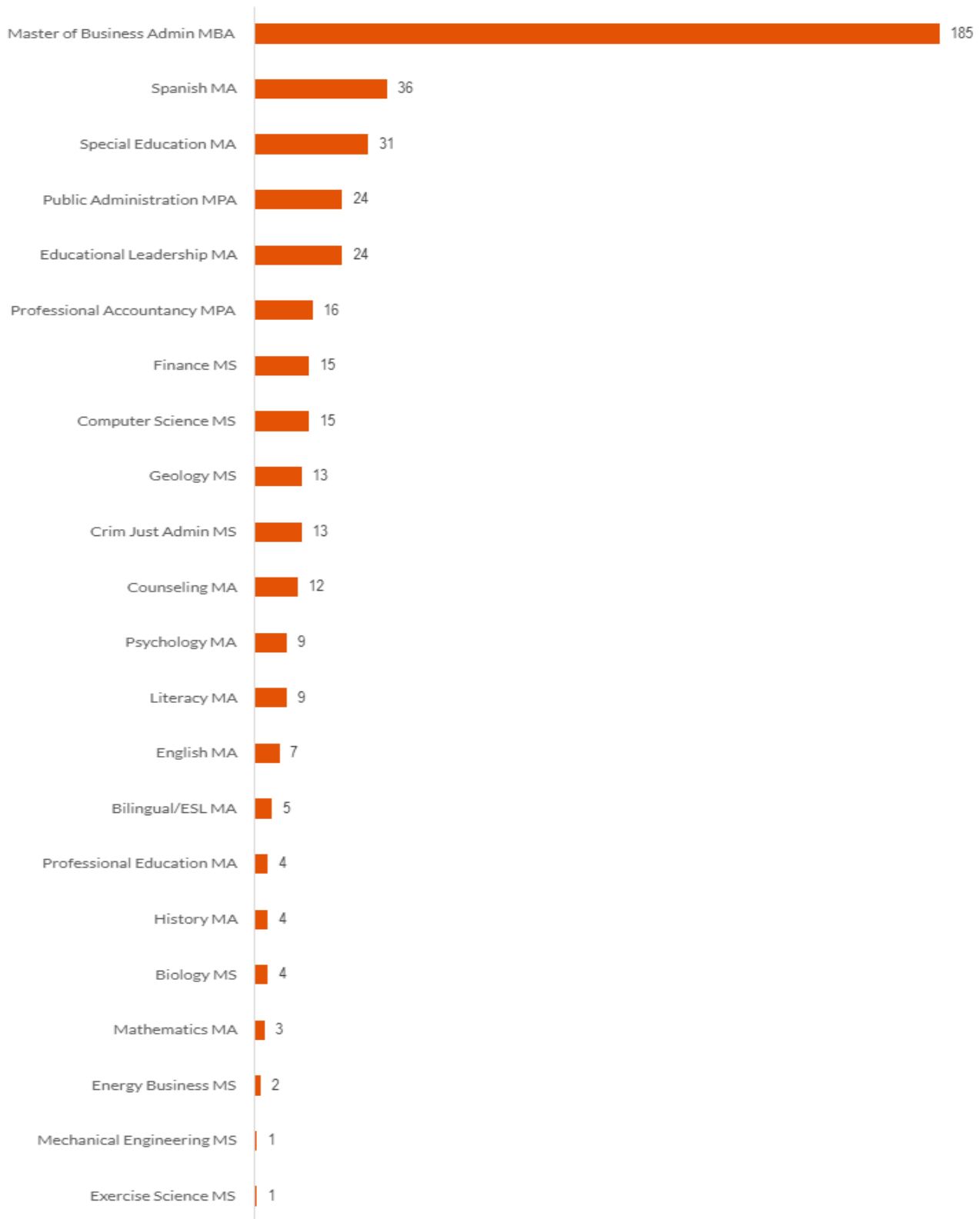
Undergraduate Degrees



Data Source: IPEDS Completions.

Note: Includes first major bachelor's degrees awarded between July 1, 2024, and June 30, 2025.

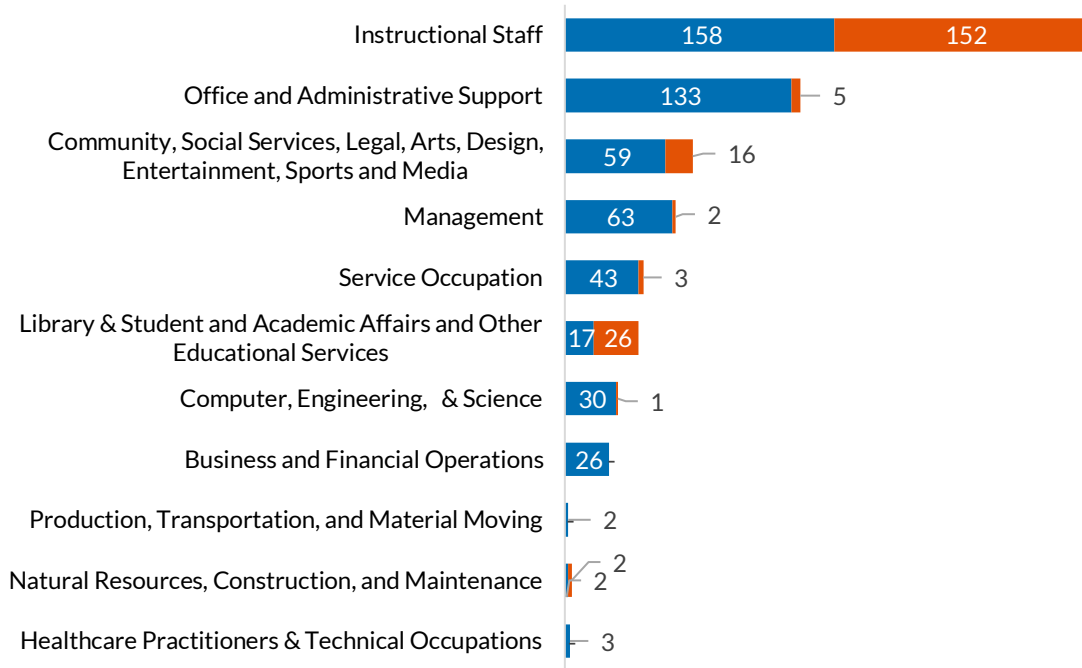
Graduate Degrees



Data Source: IPEDS Completions.

Note: Includes first major bachelor's degrees awarded between July 1, 2024, and June 30, 2025.

Employees



Occupational Category	FT Staff	PT Staff		Total
Instructional Staff	158	152	**	310
Office and Administrative Support	133	5		138
Community, Social Services, Legal, Arts, Design, Entertainment, Sports, and Media	59	16		75
Management	63	2		65
Service Occupation	43	3		46
Library & Student and Academic Affairs and Other Educational Services	17	26		43
Computer, Engineering, & Science	30	1		31
Business and Financial Operations	26	-		26
Production, Transportation, and Material Moving	2	-		2
Natural Resources, Construction, and Maintenance	2	2		4
Healthcare Practitioners & Technical Occupations	3	-		3
Total⁺	536	207		743

Data Source: IPEDS Human Resources (HR).

- RY 2024-25 reflects data collected on November 1, 2024

⁺Graduate assistants are excluded.

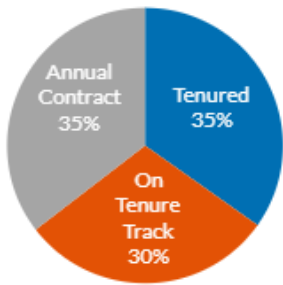
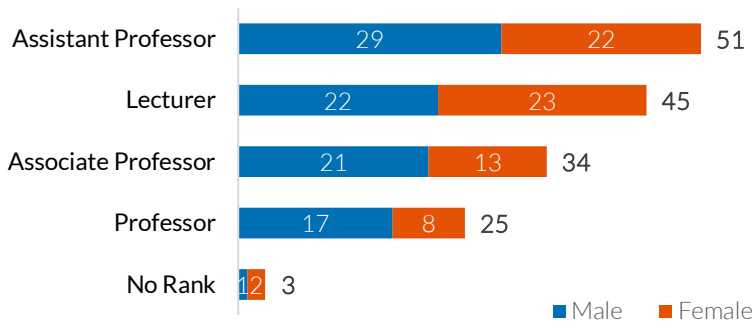
****** Two Part-time Instructional Staff were not reported due to template error; data will be corrected in IPEDS.

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

Faculty

Fall 2024

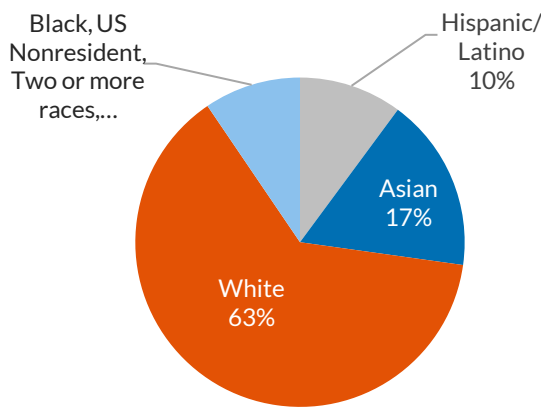
Full-Time Faculty



	Male	Female	Total
Assistant Professor	29	22	51
Lecturer	22	23	45
Associate Professor	21	13	34
Professor	17	8	25
No Rank	1	2	3
Total	90	68	158

Instructional Staff		
Tenured	55	35%
On Tenure Track	47	30%
Annual Contract	56	35%
Total	158	100%

Demographics



Ethnicity	Male	Female	Total	
Hispanic/ Latino	4	12	16	10%
Asian	19	8	27	17%
White	61	39	100	63%
Black, US Nonresident, Two or more races, Unknown	6	9	15	9%
Total	90	68	158	100%

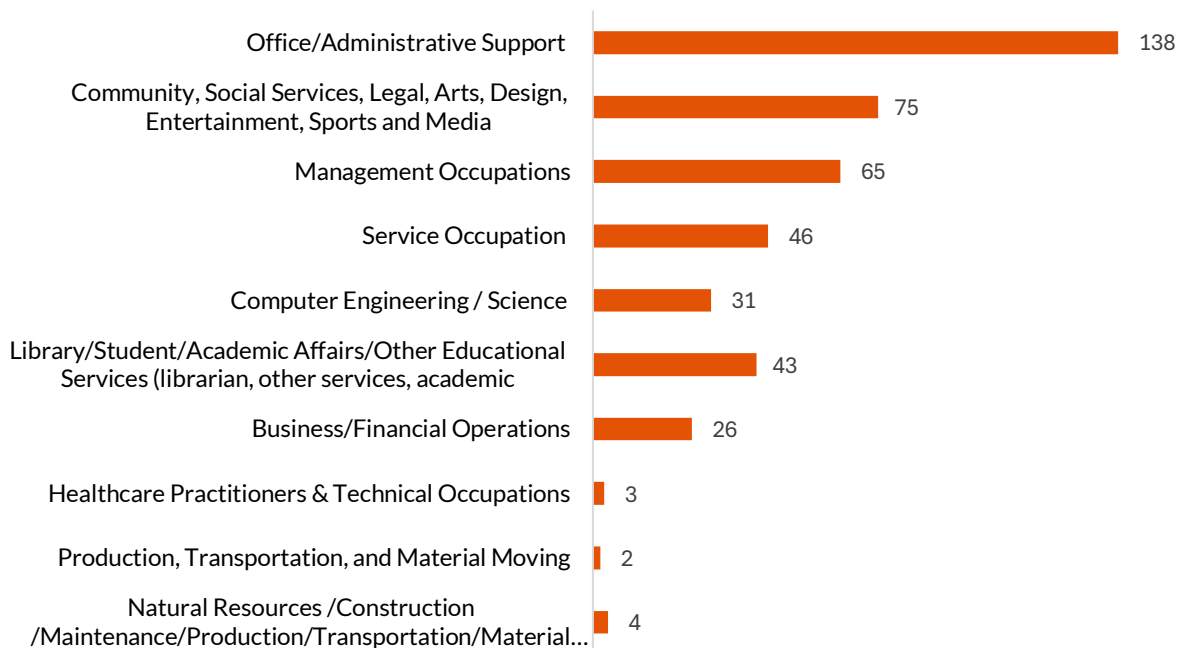
Data Source: Human Resources (HR).

- RY 2024-25 reflects data collected on November 1, 2024

Key Term: 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 2024



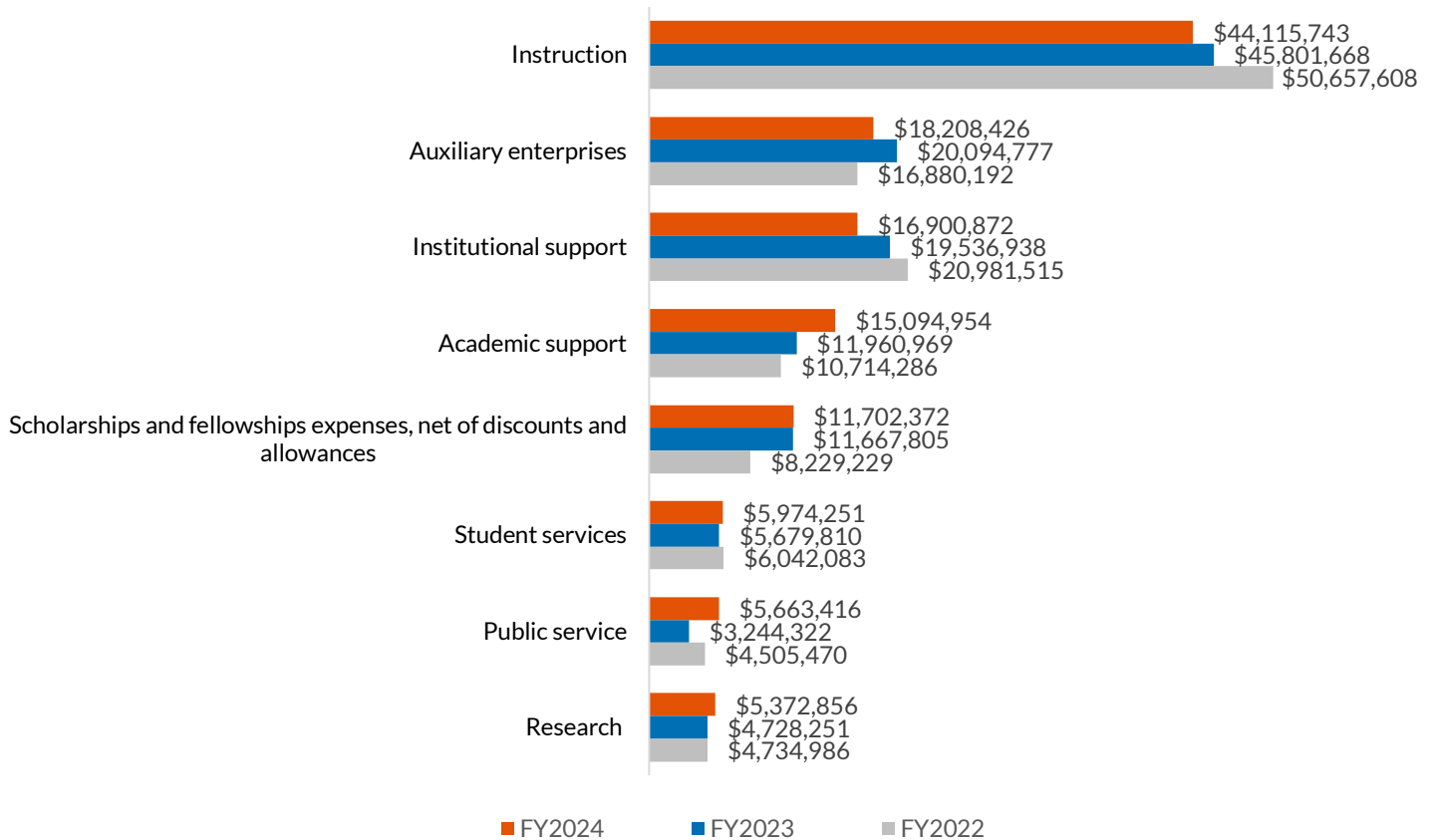
Occupational Category	Total ¹	Percentage
Office/Administrative Support	138	31.9%
Community, Social Services, Legal, Arts, Design, Entertainment, Sports and Media	75	17.3%
Management Occupations	65	15.0%
Service Occupation	46	10.6%
Computer Engineering / Science	31	7.2%
Library/Student/Academic Affairs/Other Educational Services (librarian, other services, academic)	43	9.9%
Business/Financial Operations	26	6.0%
Healthcare Practitioners & Technical Occupations	3	0.7%
Production, Transportation, and Material Moving	2	0.5%
Natural Resources /Construction /Maintenance/Production/Transportation/Material Moving/Sales & Related Occupations	4	0.9%
Total	433	100%

Data Source: IPEDS Human Resources (HR).

• RY 2024-25 reflects data collected on November 1, 2024

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

Expenditures



Expenditures	%Change ¹	FY2024	FY2023	FY2022
Instruction	-4%	\$ 44,115,743	\$ 45,801,668	\$ 50,657,608
Auxiliary enterprises	-9%	\$ 18,208,426	\$ 20,094,777	\$ 16,880,192
Institutional support	-13%	\$ 16,900,872	\$ 19,536,938	\$ 20,981,515
Academic support	26%	\$ 15,094,954	\$ 11,960,969	\$ 10,714,286
Scholarships and fellowships expenses, net of discounts and allowances	0%	\$ 11,702,372	\$ 11,667,805	\$ 8,229,229
Student services	5%	\$ 5,974,251	\$ 5,679,810	\$ 6,042,083
Public service	75%	\$ 5,663,416	\$ 3,244,322	\$ 4,505,470
Research	14%	\$ 5,372,856	\$ 4,728,251	\$ 4,734,986
Total expenses and deductions	0%	\$ 123,032,890	\$ 122,714,540	\$ 122,745,369

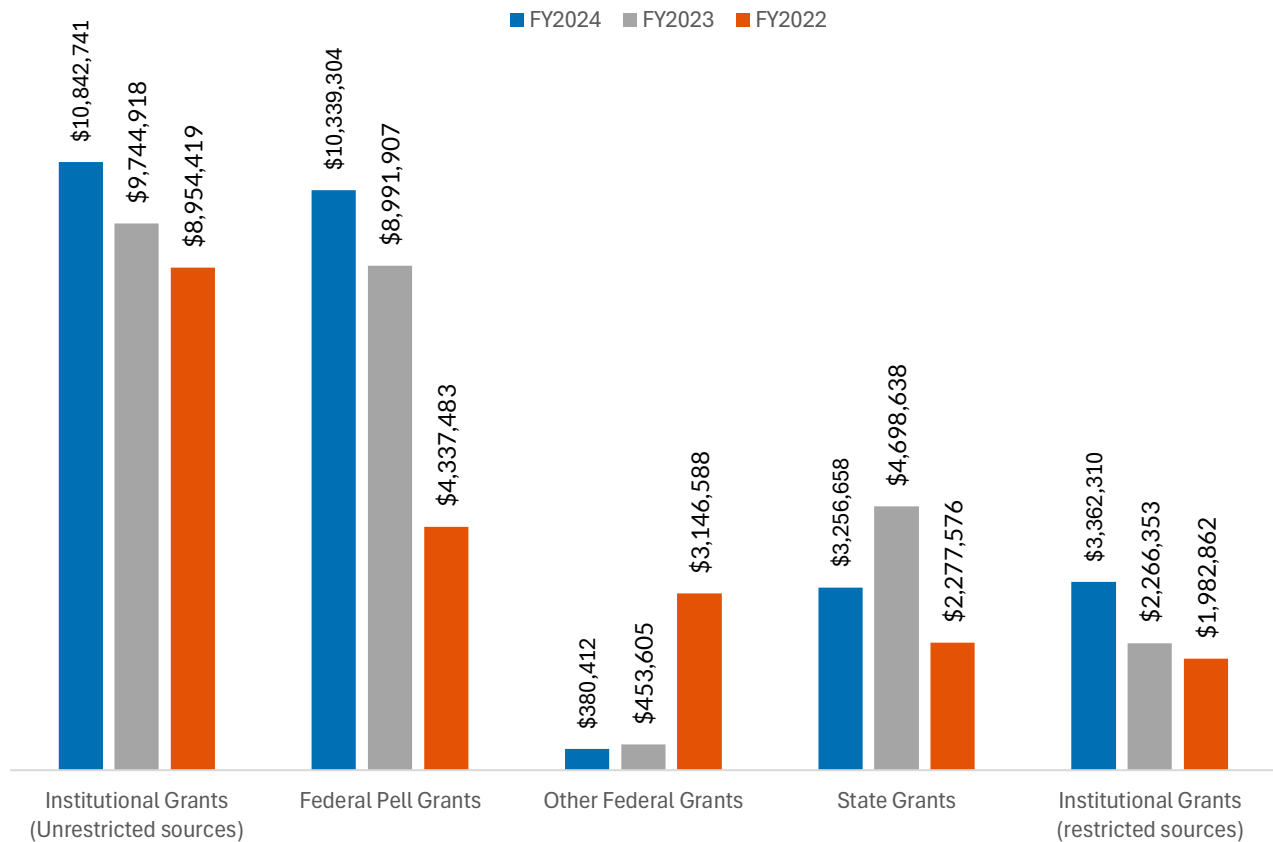
Data Source: IPEDS Finance.

- RY 2024-25 reflects fiscal year 2024.

¹Percent change compares the most recent fiscal year to the previous year.

Excludes other functional expenses and deductions.

Grants



	%Change ¹	FY2024	FY2023	FY2022
Institutional Grants (Unrestricted sources)	11%	\$ 10,842,741	\$ 9,744,918	\$ 8,954,419
Federal Pell Grants	15%	\$ 10,339,304	\$ 8,991,907	\$ 4,337,483
Other Federal Grants	-16%	\$ 380,412	\$ 453,605	\$ 3,146,588
State Grants	-31%	\$ 3,256,658	\$ 4,698,638	\$ 2,277,576
Institutional Grants (restricted sources)	48%	\$ 3,362,310	\$ 2,266,353	\$ 1,982,862
Total	8%	\$ 28,181,426	\$ 26,155,421	\$ 20,698,928

Data Source: IPEDS Finance.

- RY 2024-25 reflects Fiscal Year 2024.

¹Percent change compares the most recent fiscal year 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
UT Permian Basin	<i>Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)</i>
College of Arts & Humanities	
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 Advance Collegiate School of Business (AACSB)
Energy and Land Management	American Association of Professional Landmen
College of Engineering & Sciences	
Chemical, Electrical, Mechanical, and 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	
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	Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 clock hours a week each term. Graduate: 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 2024-2025 IPEDS year reports data from the preceding academic year, 2023-2024. 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., 2024-2025) is not the year in which the data were collected; rather, it reflects the year for which the data are being reported.

For the 2024-2025 IPEDS year, the data collected pertains to the 2023-2024 year. This means that any statistics, trends, or analyses based on the 2024-2025 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 2024-2025 IPEDS dataset. Consequently, any changes or developments that occurred after the 2023-2024 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

	Survey	Collection Period	Reporting Year
Fall Collection	12-Month Enrollment (E12)	2024-25 DY	October 16, 2025
	Completions (C)	2024-25 DY	October 16, 2025
Winter Collection	Admissions (ADM)	Fall 2024	February 5, 2025
Spring Collection	Fall Enrollment (EF)	Fall 2024	April 2, 2025
	Finance (F)	2023-2024 FY	April 2, 2025
	Human Resources (HR)	November 1, 2024	April 2, 2025

Reporting Year (RY): IPEDS 2024-25

Collection Period: 2023-24

Data Year (DY): July 1 – June 30

Fiscal Year (FY) 2024: September 1, 2023 -August 31, 2024

****Graduation Rates-** The most recent data year available for graduation rates on the IPEDS data center is 2022-23. This data is collected to analyze and compare graduation rates among public institutions that offer four-year degrees.



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UTPB Admissions

