**[ECU Data Resources](https://ipar.ecu.edu/research/rsrch-data-resources/)**

**Institutional Planning, Assessment, & Research**

* [**Publicly available ECU data resources**](https://ipar.ecu.edu/research/rsrch-public-ecu-data/)
	+ **University Dashboard:** The University Dashboard contains interactive data visualizations on admissions and acceptances, new student characteristics, student enrollment and demographics, student achievement metrics, degrees awarded, student post-graduation employment and enrollment, and faculty and staff characteristics. More details about the dashboard components are provided below.
		- Admissions
			* Number of applied, admitted, and enrolled first-year, transfer, and graduate students filterable by term, residency, gender, and race/ethnicity
			* Distribution of admitted new first-year, transfer, and graduate students filterable by term and various demographics (gender, age group, first-generation status, residency, military affiliation, and race/ethnicity)
		- New Students
			* New first-year students: Headcounts of enrolled new first-year students and distribution by various demographics (dual enrollment, first-generation status, gender, high school sector, residency, Pell offered, and race/ethnicity)
			* New transfer students: Headcounts of enrolled new undergraduate transfer students and distribution by various demographics (age group, associate’s degree, gender, residency, military affiliation, Pell offered, transfer institution sector, and race/ethnicity)
			* New graduate students: Headcounts of enrolled new graduate students and distribution by various demographics (alumni status, age group, gender, residency, and race/ethnicity; can also be filtered by college)
		- Enrollment
			* Student Headcounts and FTE filterable by student characteristic (admit type, enrollment status, face-to-face/online, full-time/part-time, residency, primary career level, primary class level, and primary degree level), career level (graduate, professional, undergraduate), degree level, class level, admit type, enrollment status, and term (fall, spring)
			* Student Demographics: Distribution of students by term, career level, enrollment status, and demographic (gender, age group, first-generation status, military affiliation, Pell offered, residency, social generation, and race/ethnicity)
			* Student Residency (with map) by term, career level, enrollment status, and residency location
			* Student Majors and Minors: Number of enrolled students by college, department, and program filterable by term, career level, enrollment status, and subject area; numbers presented separately for declared vs. intended majors
		- Courses
			* Courses and Class Sections Offered by academic year, course level, delivery method, and instructional format; filterable by college and face-to-face/online
			* Student Credit Hours: Total credit hours attempted by year and academic discipline filterable by college, face-to-face/online, and course level
		- Graduation
			* Degrees and Certificates Awarded by degree level, admit type, and degree distinction filterable by career level and college
			* Demographics of the Graduating Class: Distribution of graduating students by year, age group, gender, residency, military affiliation, Pell recipient, social generation, and race/ethnicity filterable by career level
			* Degrees and Certificates Awarded by Major: Number of credentials awarded by college, department, and program filterable by year, college, and subject area; numbers presented separately by level (undergraduate, graduate, professional)
		- Achievement
			* Retention and Graduation Rates: First-to-second year retention and four-, five-, and six-year graduation rates for new first-year and new transfer students; can choose to obtain rates for ECU or any U.S. university and display data by total population or broken down by gender, Pell status, residency (rural vs. non-rural NC county), or race/ethnicity. Also available are comparisons with ECU peer institutions.
			* Critical Workforces, Low Income, and Rural North Carolina Completions: Number of students graduating with degrees in N.C. critical workforce areas (health care, K-12 education, STEM), both in total and by area, as well as number of graduated low-income and rural undergraduate students
			* Undergraduate Degree Efficiency: The number of undergraduate degrees awarded per 100 full-time students by academic year, gender, Pell recipient status, residency (rural vs. non-rural NC county), and race/ethnicity
			* Licensure Exam Pass Rates by academic year for education, nursing, medicine, dental medicine, and other professional practice programs with comparison to state or national averages when available
		- First Destination: This dashboard presents data from student survey respondents on post-graduation employment and higher education enrollment status within six months of receiving a degree from ECU. Data can be viewed by year, college, employment location, employer, and institution/program of study for students enrolled in further education after leaving ECU.
		- Faculty
			* Faculty Headcounts and FTE by year, full/part-time status, tenure status, academic rank, administrative role, appointment type, and non-tenure track type
			* Faculty Demographics: Distribution of faculty by year, full/part-time status, tenure status, gender, age group, possession of doctoral/terminal degree, social generation, and race/ethnicity
			* Faculty by College and Department: Number of faculty by year, college, department, and tenure status
		- Staff
			* Faculty and Staff Headcounts and FTE by year, employee type, full/part-time status, faculty status, SHRA job family, standard occupational classification group, and UNC System job category
			* Faculty and Staff Demographics: Distribution of faculty and staff by year, employee type, full/part-time status, gender, age range, social generation, and race/ethnicity
			* Faculty and Staff by College and Department: Number of faculty and staff by year, employee type, unit type, college, department, and full/part-time status
	+ **University Quick Facts:** A downloadable suite of reports with frequently requested data
		- Student Highlights: Number of applied, admitted, and enrolled new first-year students; student age categories; enrolled student headcount by level, full/part-time status, and face-to-face/online; and number of credit hours generated by level and full/part-time status over the most recent ten years
		- Faculty and Staff Highlights: Counts of ECU employees by full/part-time status, age group, highest degree earned, gender, race/ethnicity, years of state service, faculty status, and employee type for the most recent ten years
		- Historical Enrollment: Counts of total enrollment and new first-year student enrollment in the fall term from 1909 to present
		- Academic Program Inventory: Listing of academic programs offered at ECU by department, CIP code, and delivery methods as approved by the UNC System Office
		- Enrollment by Major: Number of students in each college, department, and program at ECU filterable by term, program level, and college or school
		- Degrees Awarded by Major: Number of degrees conferred by college, department, and program at ECU filterable by completions year, degree level, college, STEM/Healthcare, Carnegie disciplinary domains, degree intent, CIP code 2-digit series, and CIP code 4-digit series
	+ **ECU Rankings & Recognitions:** Some of ECU’s most notable rankings and recognitions along with our ranking philosophy as created by the College Guide & Ranking Publications Working Group
	+ **Peer Institutions:** A list of ECU's peers (as approved by the UNC Board of Governors) as well as links to their homepages and their Institutional Research offices
	+ **Common Data Set:** The ECU Common Data Set (CDS) is a set of commonly requested figures and statistics developed in compliance with the Common Data Set Initiative and updated annually. The CDS is a collaborative effort among data providers in higher education and publishers as represented by the College Board, Peterson's, and U.S. News & World Report. The CDS includes data on enrollment, admissions, persistence, graduation rates, student expenses, financial aid awarded, and faculty.
	+ **CUPA-HR Faculty Salary Comparisons Report:** The ECU College and University Professional Association for Human Resources (CUPA-HR) Faculty Salary Comparisons Report compiles aggregated CUPA-HR data and compares ECU faculty salaries to those at peer institutions. Salaries are reported by discipline and rank.
	+ **Delaware Study of Instructional Costs and Productivity:** The Delaware Study is a national study of instructional costs and productivity and is generally acknowledged as the "tool of choice" for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, by academic discipline. It is used by major data cooperatives and state agencies, including the University of North Carolina System.
	+ **IPEDS Data Feedback Report:** IPEDS Data Feedback Reports are intended to provide institutions a context for examining the data they submit to IPEDS. The context consists of a custom comparison group selected by each institution. Graphs are provided in each report with data on Admissions, Student Enrollment, Degrees Awarded, Charges and Net Price, Student Financial Aid, Retention and Graduation Rates, Finance, Staff, and Libraries.
* [**ECU data resources accessible by permission only**](https://ipar.ecu.edu/research/rsrch-data-permission/)
	+ **IPAR Power Business Intelligence App**: Each dashboard in this set contains data visualizations as well as KPIs and multiple ways to slice and/or filter data. Most data are available for multiple terms/years. The tutorial available on [this page](https://ipar.ecu.edu/research/) will be helpful in learning to navigate these dashboards.
		- Admissions: Counts, demographics, and scores for applied, accepted, and newly enrolled students (first-year, transfer, and graduate). Demographics include age group, first generation status, gender, residency, military affiliation, Pell offered, race/ethnicity, unmet financial need, and U.S. citizenship. Can be filtered by applicant type, critical workforce, college, department, and program.
		- Students: Headcounts/FTE, demographics, residency, and academics (standing, GPA) of enrolled students. Headcount/FTE available by admit type, enrollment status, F2F/Online, FT/PT, residency, primary career level, primary class level, and primary degree level. Demographics include age group, first generation status, gender, military affiliation, Pell offered, Pell recipient, race/ethnicity, residency, social generation, U.S. citizenship, and unmet financial need. Can be filtered by primary career level, program level, student sub-population, critical workforce, college, department, major type, program, and concentration.
		- Courses: Can be filtered by college, department, course prefix, course level, course, program, concentration, instructional format, delivery method, and section attribute.
			* Courses and sections offered by course catalog characteristics
			* Enrollments and credit hours attempted by course and student characteristics (level, course attempt, gender, race/ethnicity, residency, financial need)
			* Course completion rates by course and student characteristics (delivery method, instructional format, gender, financial need, race/ethnicity, residency, level, course attempt)
			* Grade distributions and DFW rates by course and student characteristics (delivery method, instructional format, gender, financial need, race/ethnicity, residency, level, course attempt)
		- Graduation: Can be filtered by program level, critical workforce, division, college, department, major or minor, program, and concentration.
			* Degrees awarded by student and degree characteristics (admit type, level, F2F/Online, FT/PT)
			* Graduating student headcounts by demographic characteristics (first generation status, gender, residency, Pell offered, Pell received, race/ethnicity, social generation, age, and US citizenship)
			* Grade point averages and accumulated credit hours of graduating students by admit type, degree level, gender, race/ethnicity, FT/PT, F2F/Online
			* Time-to-Degree of graduating students by admit type, degree level, gender, race/ethnicity, FT/PT, F2F/online
		- Success: Can be filtered by critical workforce, division, college, department, program, and program term.
			* Undergraduate
				+ Retention, persistence, and graduation rates by cohort type, entry term, and demographic characteristics (admit type, first generation status, gender, residency, Pell offered, Pell received, race/ethnicity, US citizenship)
				+ Percent of students from an entering cohort with a course load of at least 15 credit hours in the eight fall and spring terms following their entry year (course load benchmark)
				+ Percent of students from an entering cohort who have earned the minimum number of credit hours necessary to advance to the next class level at the end of the given academic year (credit hour benchmark)
				+ Cohort enrollment flow/pathways from entry term to graduation (enrolled at ECU, enrolled elsewhere, graduated from ECU, graduated elsewhere, dropped out)
				+ Cohort major change flow/pathways from year to year with cumulative number of major changes
			* Graduate
				+ Retention, persistence, and graduation rates by entry term and student/demographic characteristics (admit type, age group, F2F/online, financial need level, gender, highest earned degree at admission, residency, military affiliation, race/ethnicity, U.S. citizenship, and unmet financial need)
				+ Enrollment flow/pathways from entry term to graduation (enrolled at ECU, enrolled elsewhere, graduated from ECU, graduated elsewhere, dropped out)
		- Surveys: Can be filtered by gender, race/ethnicity, division, college, department, and program.
			* National Survey of Student Engagement (NSSE): Information about first year and senior students in five categories: (1) participation in educationally purposeful activities, (2) institutional requirements and challenging nature of coursework, (3) perceptions of the college environment, (4) estimates of educational and personal growth since starting college, and (5) background and demographic characteristics
			* Graduating Senior Survey: Data from a survey of undergraduates who have applied to graduate regarding their academic and non-academic experiences and post-graduation plans
			* Graduate Student Exit Survey: Data from a survey of master’s and doctoral students who have applied to graduate regarding their academic and non-academic experiences and post-graduation plans
			* First Destination Study: Post-graduation status of graduates by academic year, employers of graduates & employment location, post-graduation enrollment in graduate/professional programs
		- Faculty: Can be filtered by division, college, and department.
			* Headcounts and FTE by year, tenure status, academic rank, academic rank modifier, administrative role, appointment type, employee type, faculty status, and full/part-time status
			* Demographics: Distribution of faculty by year, gender, age range, doctoral/terminal degree, highest earned degree level, race/ethnicity, social generation, and citizenship
			* Retention and Turnover: Percentage of new permanent assistant professors retained each year 1 to 10 and percentage tenured by end of each year 1 to 10; data can be displayed for total, by gender, by race/ethnicity, or by gender and race/ethnicity
		- Personnel: Can be filtered by division, college, department, employee type, and full/part-time status
			* Headcounts and FTE of ECU employees by year, employee type, EEO category, faculty status, Office of State Human Resources category, SHRA schematic family, Standard Occupational Classification category, and UNC System job category
			* Demographics: Distribution of personnel by year, gender, age range, highest degree earned level (for EHRA), race/ethnicity, social generation, and citizenship
			* Retention and Turnover: Percentage of permanent ECU employees retained each year 1 to 9 and percentage of turnover each year 1 to 9; data can be displayed by total, employee type, full/part-time status, gender, race/ethnicity, and UNC System job category
		- Data Resource Guides: Several how-to guides are made available in this App to assist faculty involved in program planning or review. They are as follows:
			* UNC System Data: Detailed instructions for obtaining enrollment or degree numbers for specific academic programs from the public data dashboards available on the UNC System website
			* IPEDS Data: Detailed instructions for obtaining number of degrees awarded in specific academic programs at all U.S. institutions receiving federal financial aid
			* NCTower Data: Detailed instructions for retrieving post-graduation North Carolina employment and education information for graduates of UNC public 4-year or NC Community College System schools by level and program
			* Occupational Projections Data: Information on using labor market and employment projections data available on the websites of the United Stated Bureau of Labor Statistics and the North Carolina Department of Commerce
			* Delaware Study Data: Information on how to interpret the Delaware Study of Instructional Costs and Productivity report available on IPAR’s website; available in this report are metrics such as student credit hours per faculty FTE and instructional cost per faculty FTE for most departments at ECU
		- Glossary of Terms: Definitions for all terms used in the dashboards
		- Help and FAQ: How to export data and visualizations, reset filters, and get additional help in navigating Power BI dashboards
	+ **IPAR Strategic Actions App:** The IPAR Strategic Actions App is a set of dashboards visualizing ECU data in line with the UNC System performance metrics as well as data for lagging, leading, and related indicators of those metrics. Most include filters by college and department; a few have filters for program and types of students (e.g., in/out-of-state, full/part-time).
		- Graduation Rates
			* Course Load Benchmarks: The course load benchmark leading indicator calculates the percent of students from an entering cohort with a course load of at least 15 credit hours in the eight fall and spring terms following their entry year.
			* Credit Hour Benchmarks: The credit hour benchmark leading indicator calculates the percentage of students from an entering cohort who have earned the minimum number of credit hours necessary to advance to the next class level at the end of the given academic year.
			* Retention Rates by Program: The retention rate leading indicator calculates the percent of students from an entering cohort who are still enrolled at ECU in the fall terms of the second and third years following their entry term.
			* Course Barrier Index: The course barrier index leading indicator describes the relationship between how adequately students are meeting course expectations (i.e., DFW rates) and how successfully students can progress in the given curriculum (i.e., repeat rates).
			* First-Year Graduation Rates
			* Transfer Graduation Rates
		- Degree Efficiency: The number of undergraduate degrees awarded by an institution per 100 Full-Time Equivalent (FTE) undergraduates.
			* Replacement Ratio: This elementary ratio determines an academic unit’s (college, department, or program) strength to replace graduating students with enrolled students.
		- Student Loan Debt
			* First-Year Debt Accumulation
			* Transfer Debt Accumulation
			* Debt at Graduation
		- Expenses per Degree (not available to all users)
			* Instructional Expenditures per Credentials Awarded
		- Sponsored Research & Licensing
			* Sponsored Research Awards
	+ **IPAR Enrollment Management App (Restricted Access):** The IPAR Enrollment Management App contains interactive dashboards on focused admissions and enrollment research topics for enrollment management administrators. Access is restricted to senior university administrators; professional staff in University Communications and Marketing; and professional staff in select departments under Academic Operations.
	+ **IPAR Productivity Metrics App (Restricted Access):** The IPAR Productivity App contains interactive dashboards on departmental and academic program metrics for senior academic and administrative officers and program directors. Access is restricted to senior university administrators; academic deans, chairs, and school directors; and academic program coordinators.
* [**Publicly available data resources located outside of ECU**](https://ipar.ecu.edu/research/rsrch-public-data-outside-ecu/)
	+ **IPEDS Data Center:** IPEDS (Integrated Post-secondary Education Data System) is the core postsecondary education data collection program for the National Center for Education Statistics (U.S. Department of Education). Data are collected from all primary providers of postsecondary education in the country in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. These data are made available on the IPEDS website to students, researchers, and others.
	+ **University of North Carolina Academic Program Inventory:** The UNC Academic Program Inventory provides a listing of academic programs for each school in the UNC system. The listing includes the following components: discipline division, CIP Code, CIP Discipline, Degree Abbreviation, and Degree Program Title.
	+ **University of North Carolina System Data Dashboards:** The UNC Data Dashboards are interactive reports sourced from an online databased that gives students, parents, policymakers, and taxpayers expanded access to detailed system data on selected core measures: Enrollment, Transfer Students, Freshmen Admissions and Performance, Degrees, and Educator Quality.

For data not found in any of the above dashboards/reports, data requests can be submitted [here](https://ipar.ecu.edu/requests/). This page also contains links to documents describing what data can and cannot be supplied by Institutional Research as well as instructions for how to request data to be used in research projects.

If you would like to talk with an IR representative and go through the available data resources together, please contact Dr. Beverly R. King, Director, Institutional Research (kingb14@ecu.edu) to request a meeting.