



RUTGERS-NEW BRUNSWICK

**Education and Employment
Research Center**

School of Management and Labor Relations

Data Informed Community College

New Jersey Community College Summit
June 10, 2026

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Monica Kerrigan, Rowan University

Overview

- Opening Discussion
- Review of EERC's Research
 - Sources and Uses of Labor Market Information (LMI)
 - Using Data to Promote Quality
 - Building the Data Infrastructure
- Closing Discussion



What data do you most want access to?

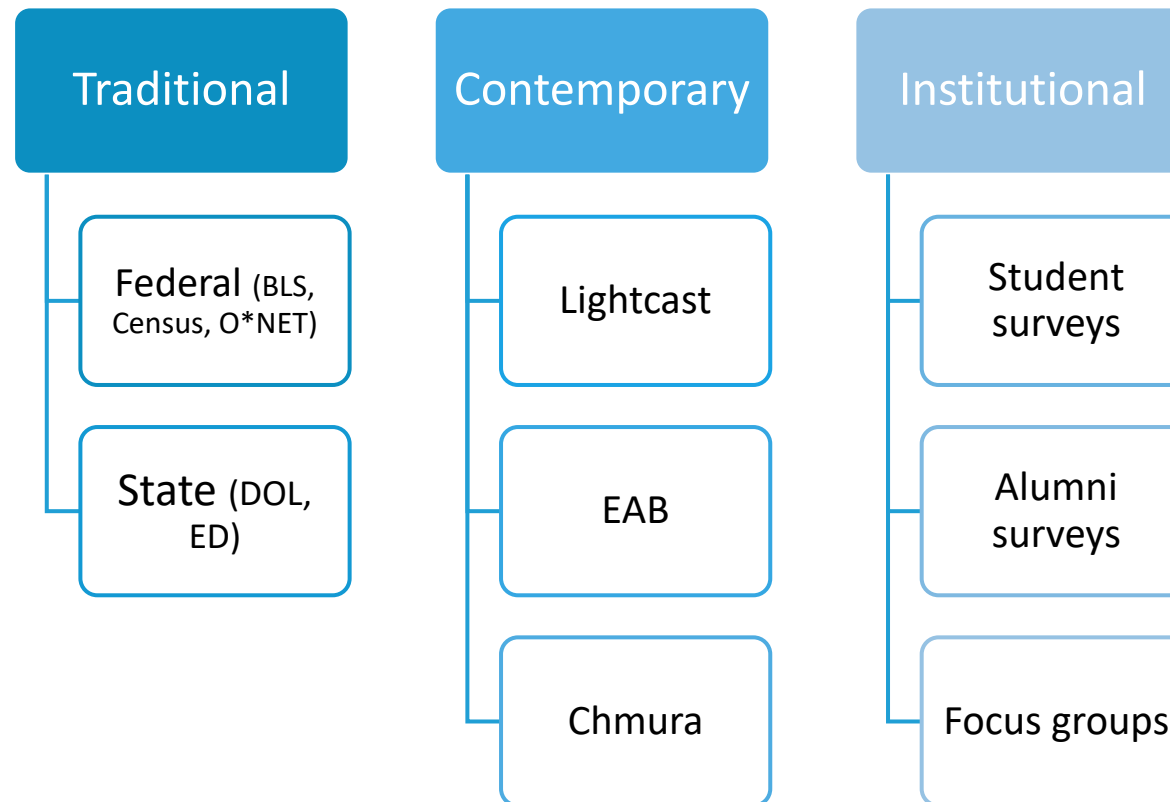


What decisions or actions would that data help you make?

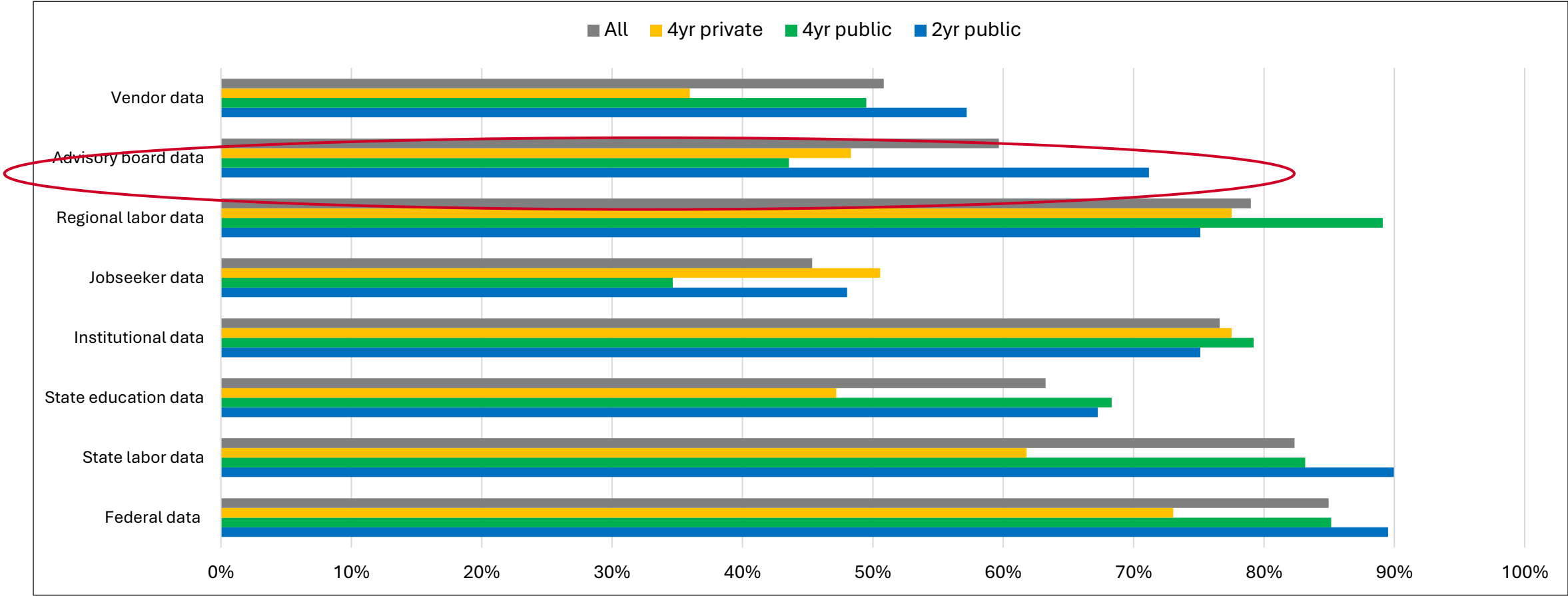
Sources and Uses of Labor Market Information (LMI)

LMI Data Sources

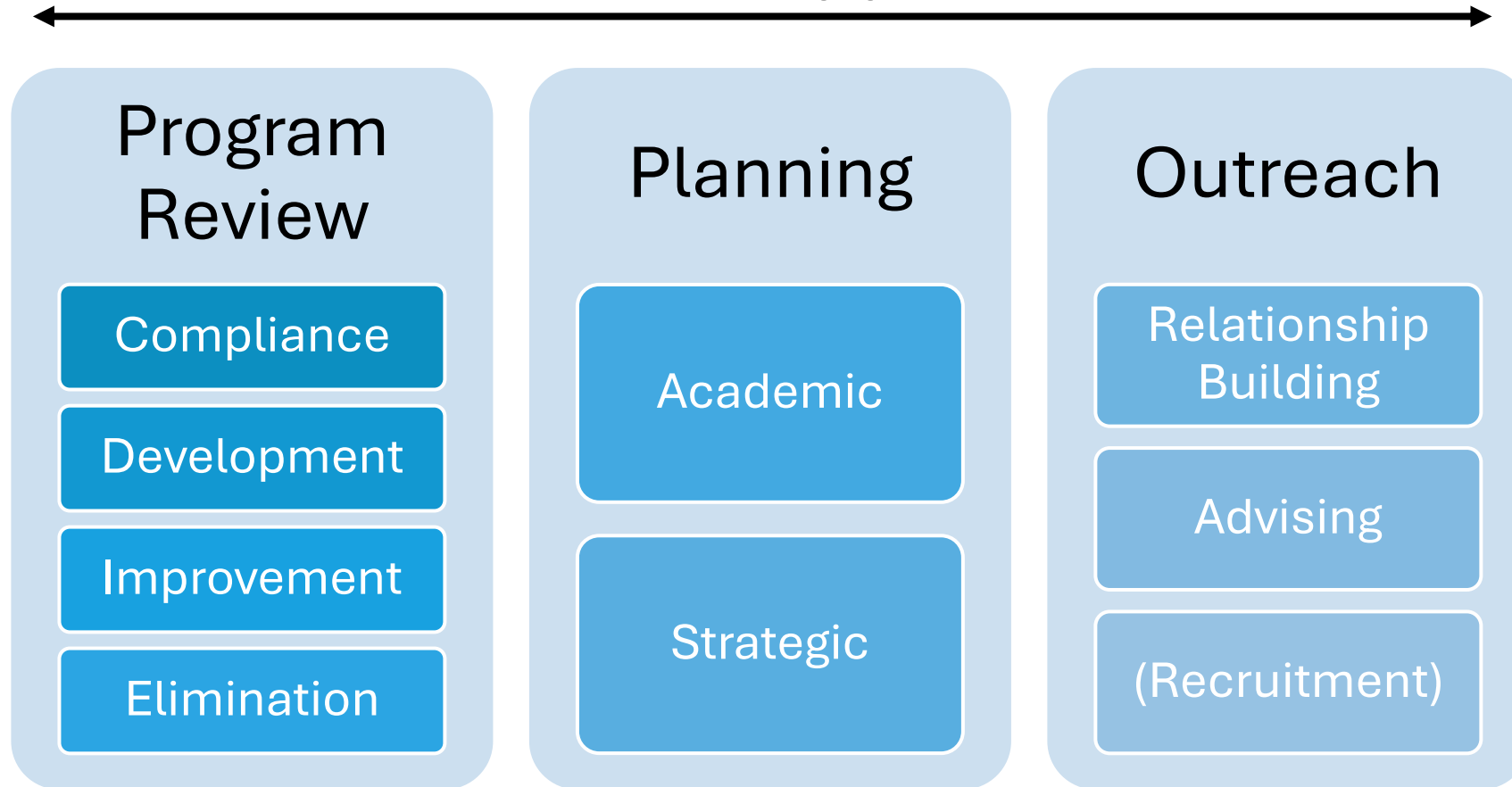
Colleges and universities often require multiple sources of data, a fact that has implications for the cost of implementation.



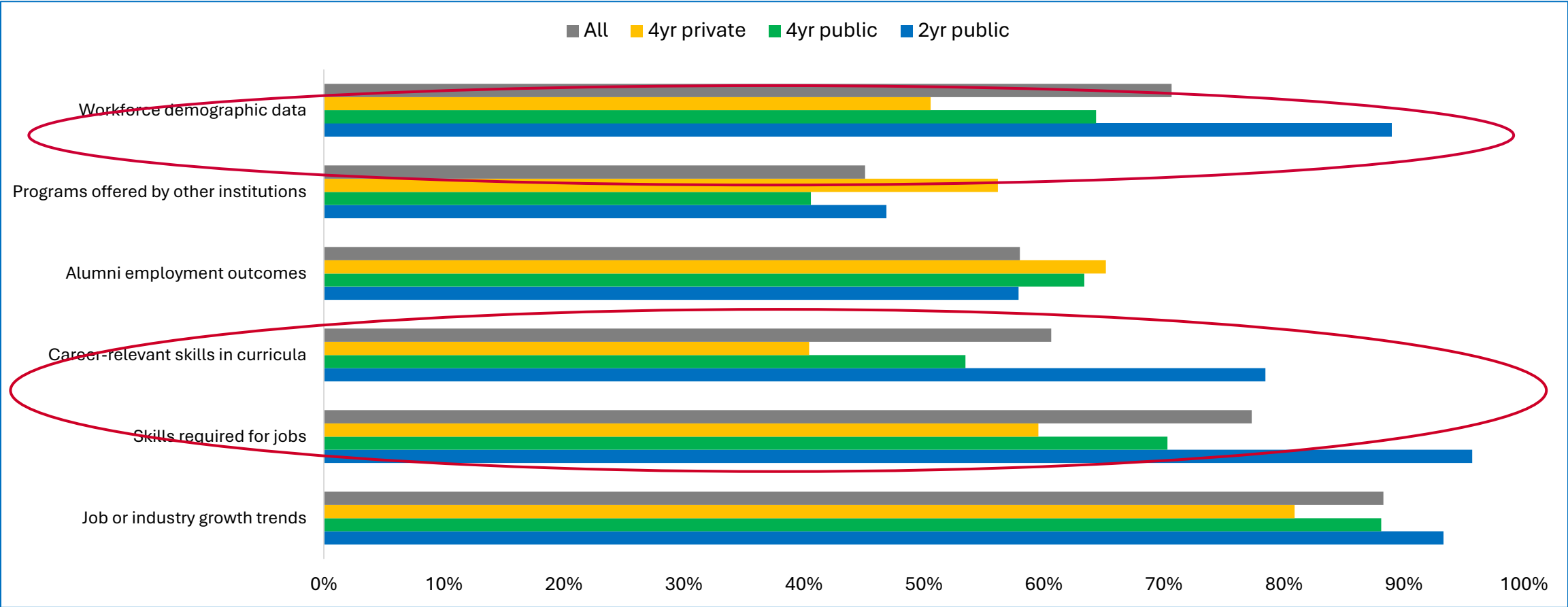
Types of LMI Used at Institutions



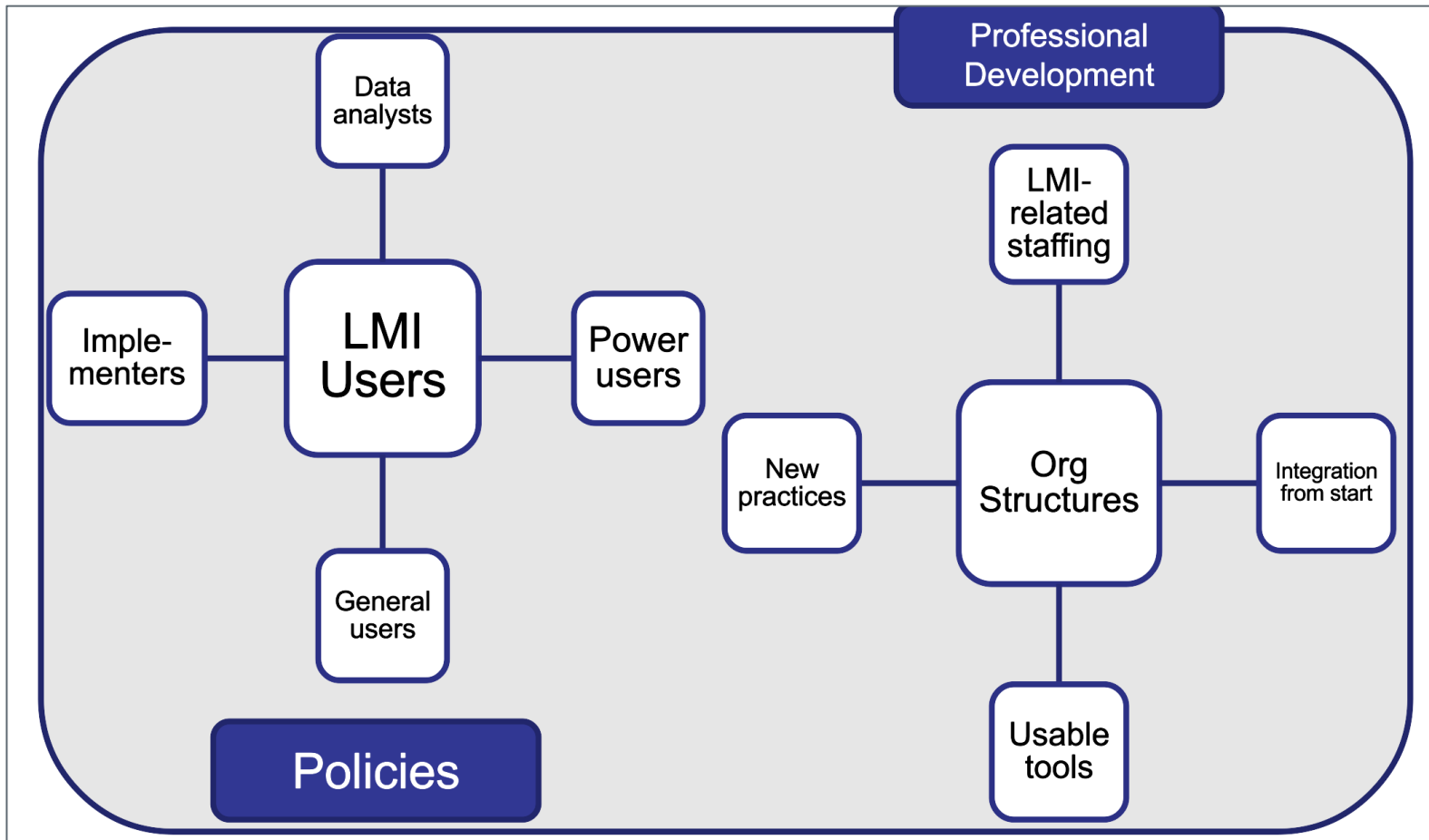
LMI Uses & Applications



What Institutions Seek to Learn from LMI

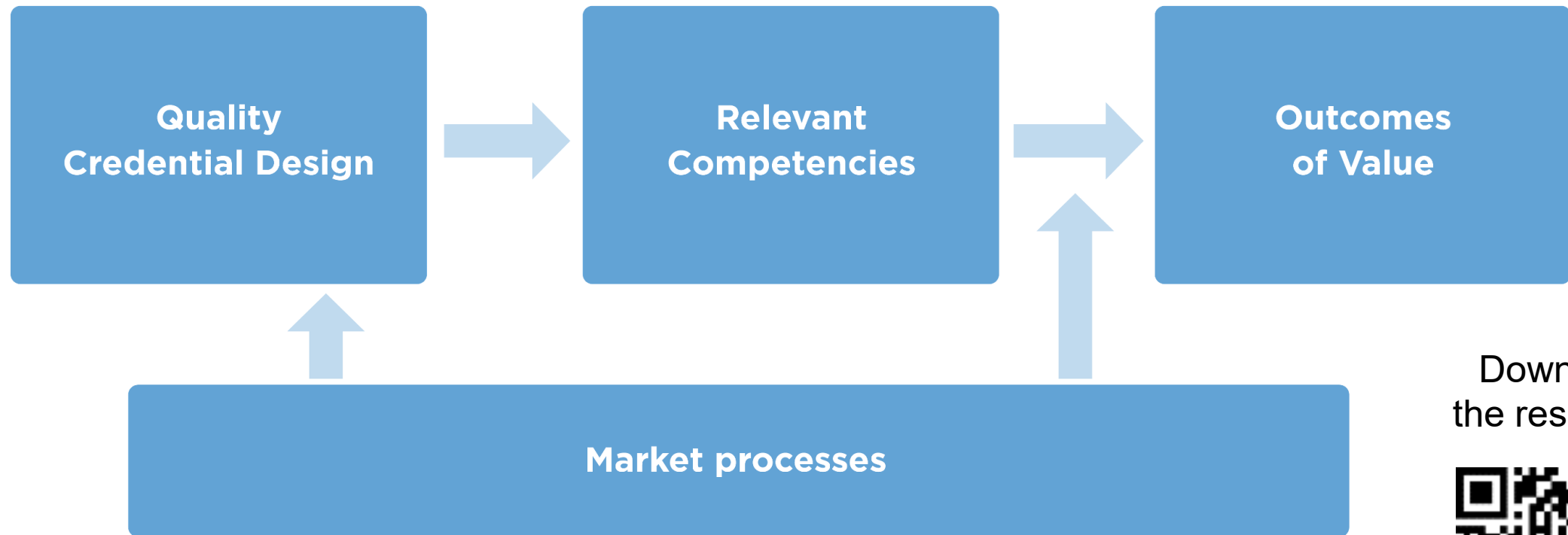


LMI Infrastructure/Needed Organizational



Using Data to Promote Quality

Conceptual Model for Non-degree Credential Quality



Download
the research:



Based on EERC's conceptual model for non-degree credential quality:
<https://go.rutgers.edu/NDCQualityFramework>

Quality Definitions Relate to Stakeholder Goals

<i>Stakeholder</i>	<i>Goal</i>	<i>Key Questions to Consider</i>
Individuals	Informed decision making	How do we know as an individual whether it is a good investment of time and money to pursue an NDC?
Employer	Informed decision making	How do we know whether NDCs are a useful indicator of skill and competency to be used in hiring and advancement?
Policy Makers	Accountability	How do we know whether public funds should be used to support the attainment of NDCs?
Credential Providers	Program Improvement	How can NDCs be improved?

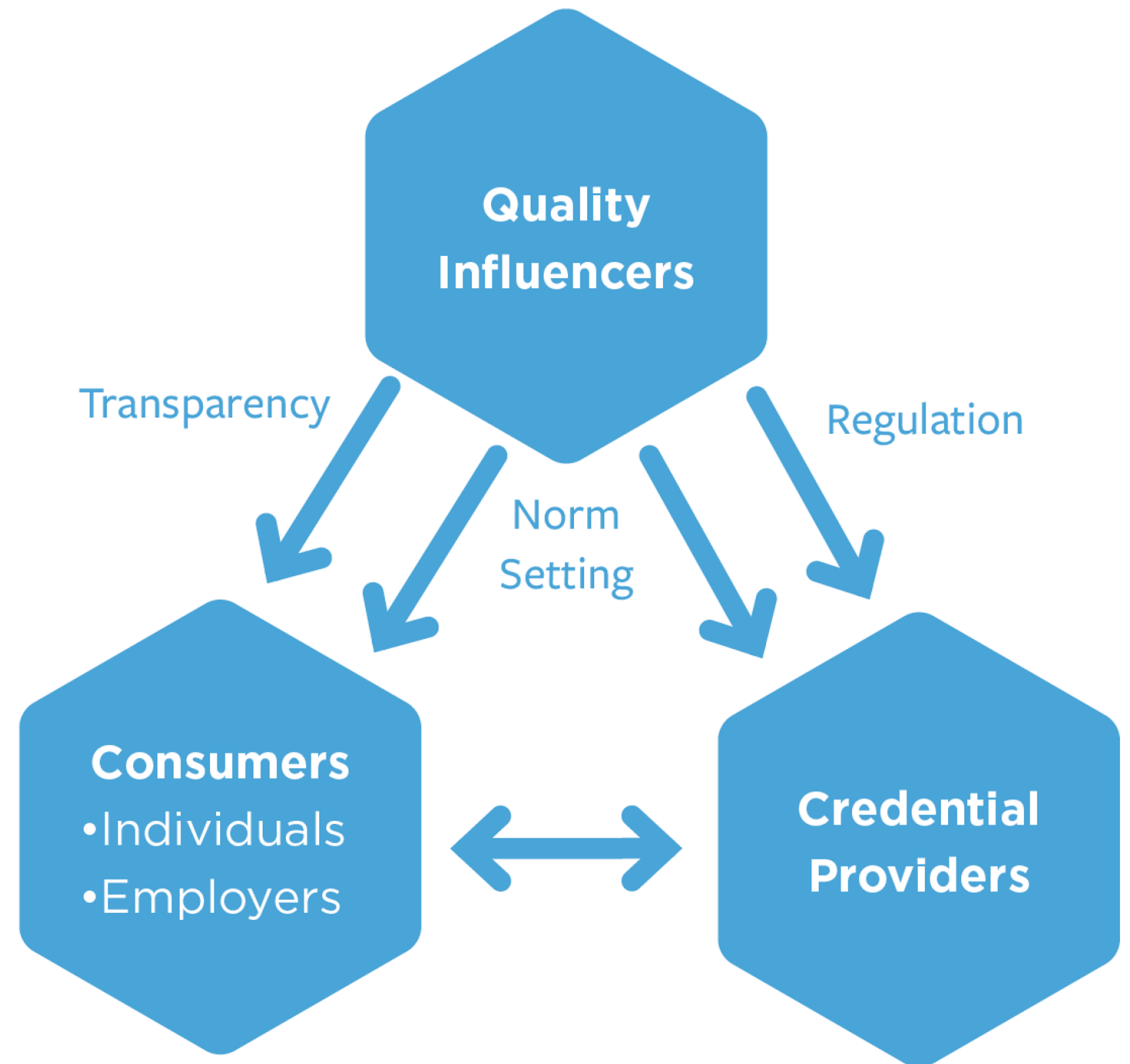
Landscape Scan of Quality Influences on Non-degree Credentials

Download the
research:



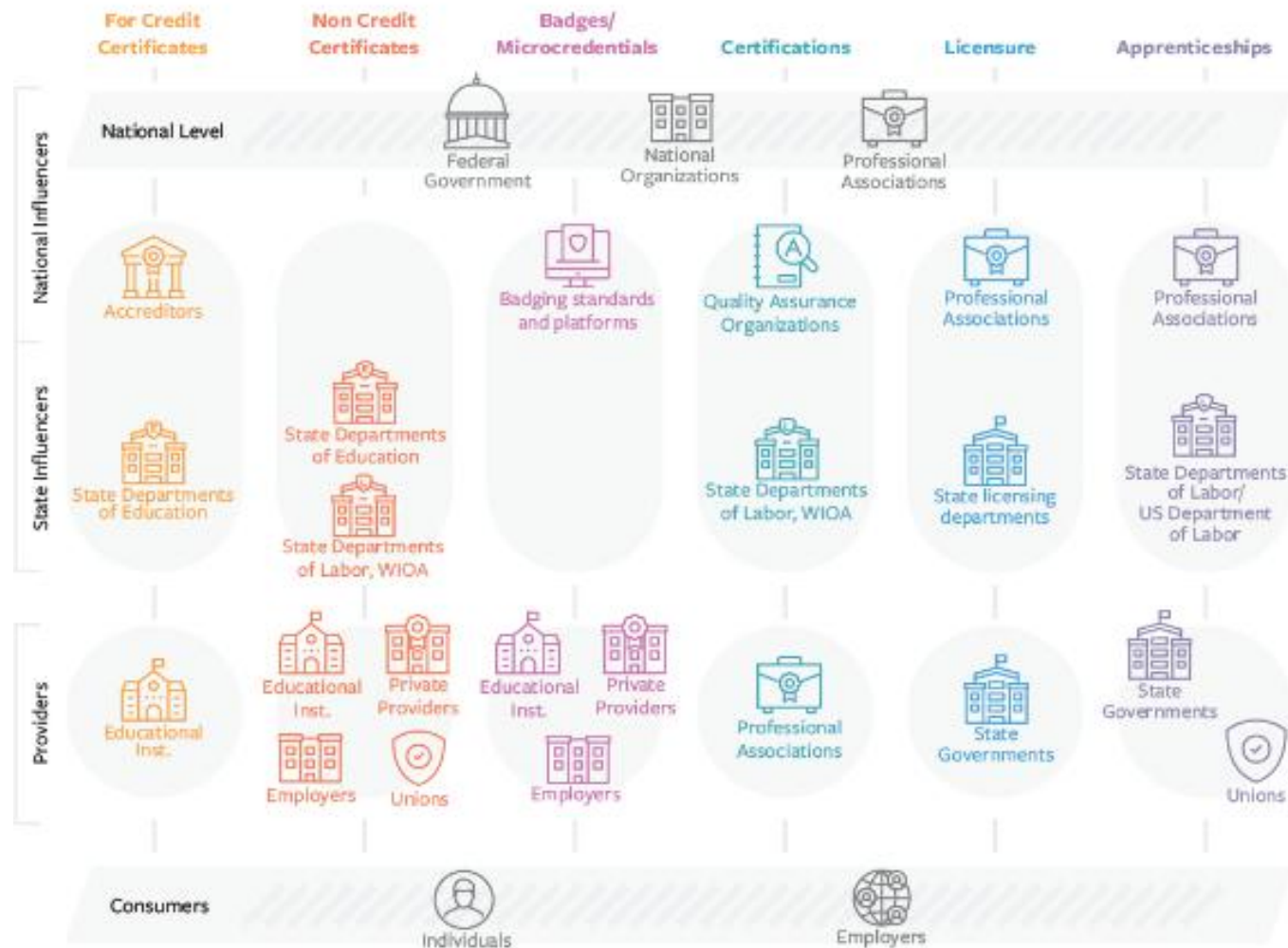
For more information on the quality ecosystem research:
<https://go.rutgers.edu/MappingNDCMarket>

The Emerging Quality Ecosystem



Multiple Influences and Ecosystems for Quality

NDC Quality Ecosystem by NDC Type



Efforts to Influence Quality Occur at Many Levels

NDC Quality Influencers Focused on Consumers



Information for Individuals

- US DOL Career
- OneStop
- State ED
- State DOL ETPLs



Information for Employers

- Guild
- SHRM
- Chamber
- BHEF
- EQOS

NDC Quality Influences Targeted at States



Standards: National Skills Coalition (NSC), New England Commission on Higher Education (NECHE), Quality Assurance Commons (QAC), Digital Promise (DP), Education Strategy Group (ESG)

Reforming Practice: Advance CTE, C-BEN, NGA, SHEEO

NDC Quality Influencers Targeted at Providers

Program-Based Short-Term Occupational Credentials

Certificates, Badges



Educational Institutions

Reforming practice: Education Strategy Group (ESG), League for Innovation, Education Design Lab (EDL), American Association of Community Colleges (AACC), New America, Business Higher Education Forum (BHEF)

Competency-based education/CPL: Council for Adult and Experiential Learning, American Council on Education (ACE), Competency-Based Education Network (C-BEN), Quality Assurance Commons

Standards: New England Commission on Higher Education (NECHE), Higher Learning Commission (HLC), University Professional and Continuing Education Association (UPCEA), Accrediting Commission of Career Schools and Colleges (ACCSC), Middle States



Private Providers

Middle States, CIRR
Online Providers
Quality Matters,
Digital Promise



Professional Associations

Workcred, ANSI National Accreditation Board (ANAB), Institute for Credentialing Excellence (I.C.E.), National Commission for Certifying Agencies (NCCA), American Society for Testing and Materials (ATM), International Organization for Standardization and the International Electrotechnical Commission ISO/IEC



State Government Agencies

National Council on State Legislators (NCSL), Council on State Governments, Council on Licensing Enforcement and Regulation (CLEAR)

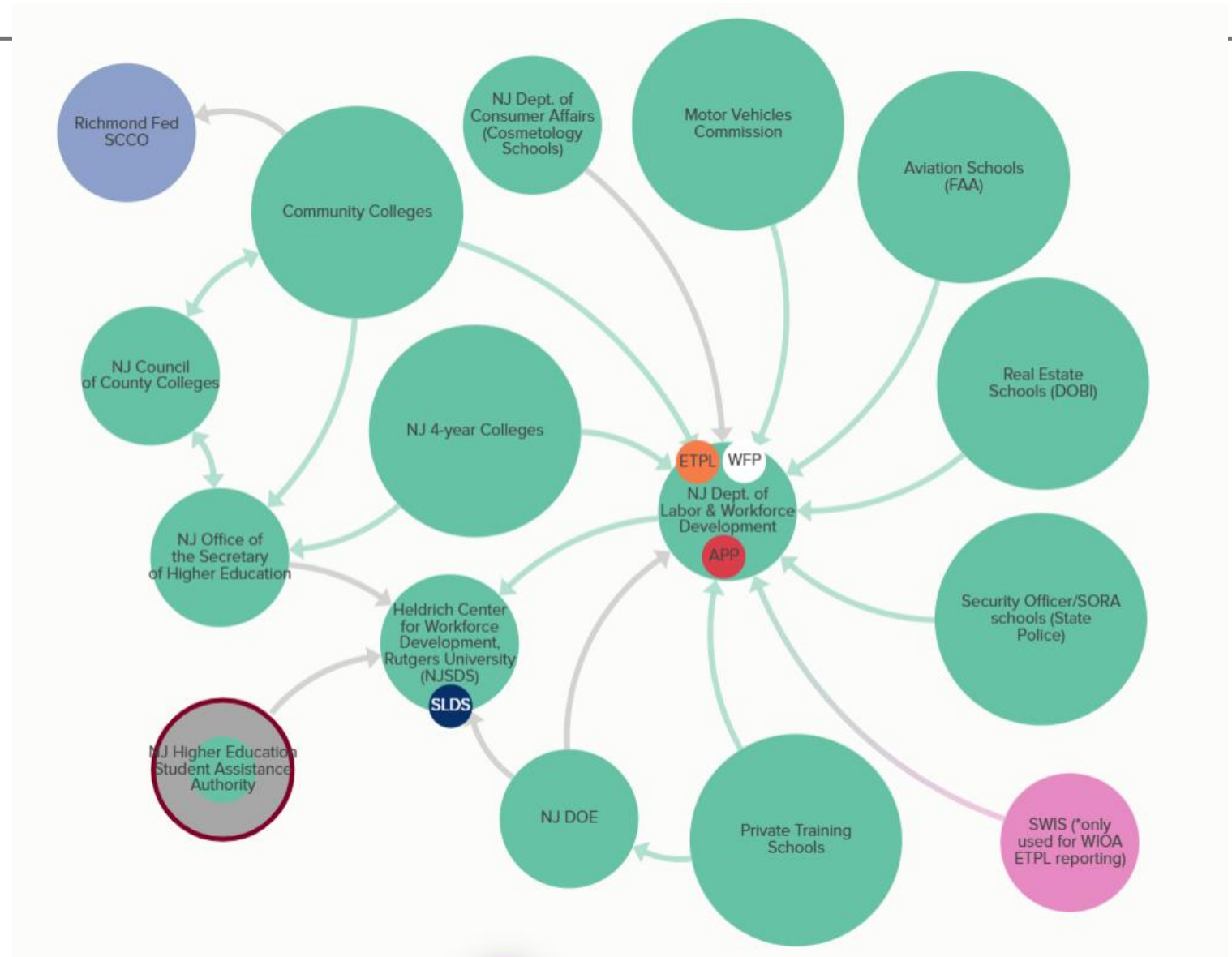


Badging (across providers)

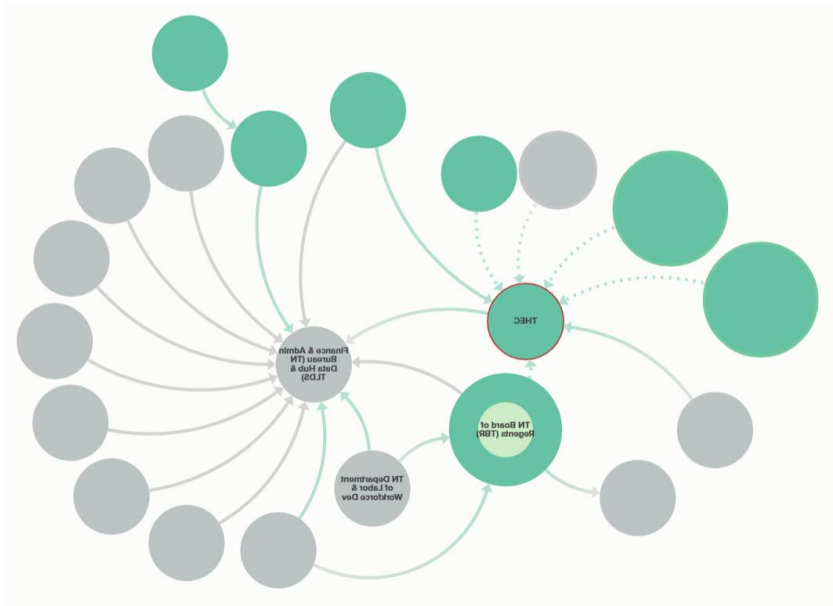
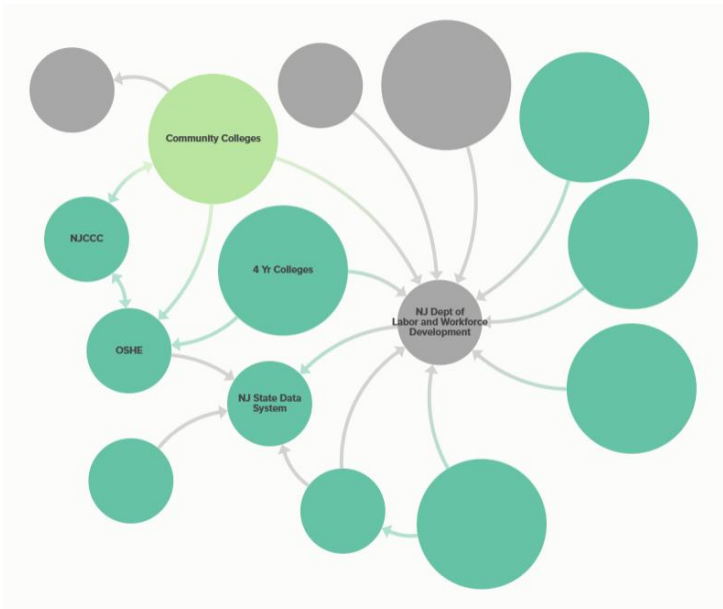
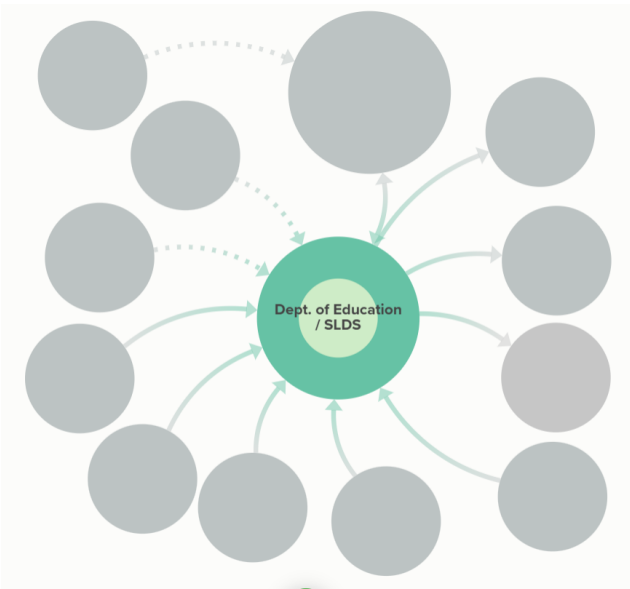
Credly, Canvas Credentials (formerly Badgr), IMS Global, Open Badges, Digital Promise, other platforms

NJ Noncredit Data Governance Ecosystem

- Configuration / hub entities
- Location of
 - SLDS
 - Community Colleges
 - Department of Labor
 - Workforce Pell



Noncredit Data Governance Comparisons



Building the Data Infrastructure

State Noncredit Data Drivers/Needs

Inconsistent data collection at the state level and limited data on outcomes (D'Amico et al., 2014; D'Amico, 2017; Van Noy et al., 2008)

Definitions for mandatory reporting, often connected to funding (D'Amico et al., 2014; D'Amico, 2017; Milam, 2005; US DOE, OCTAE, 2014; Van Noy et al., 2008)

Noncredit and non-degree credential quality (Peterson & Van Noy, 2024; Van Noy et al., 2023)

Preparation for Workforce Pell and IPEDS: enrollment, outcomes, and program duration

Enhanced opportunities such as noncredit-to-credit articulation (D'Amico et al., 2019; Jacoby, 2021; Xu & Ran, 2015)

State Noncredit Data Project: Exploring the Noncredit Data Infrastructure

Phase 1: IA, LA, VA

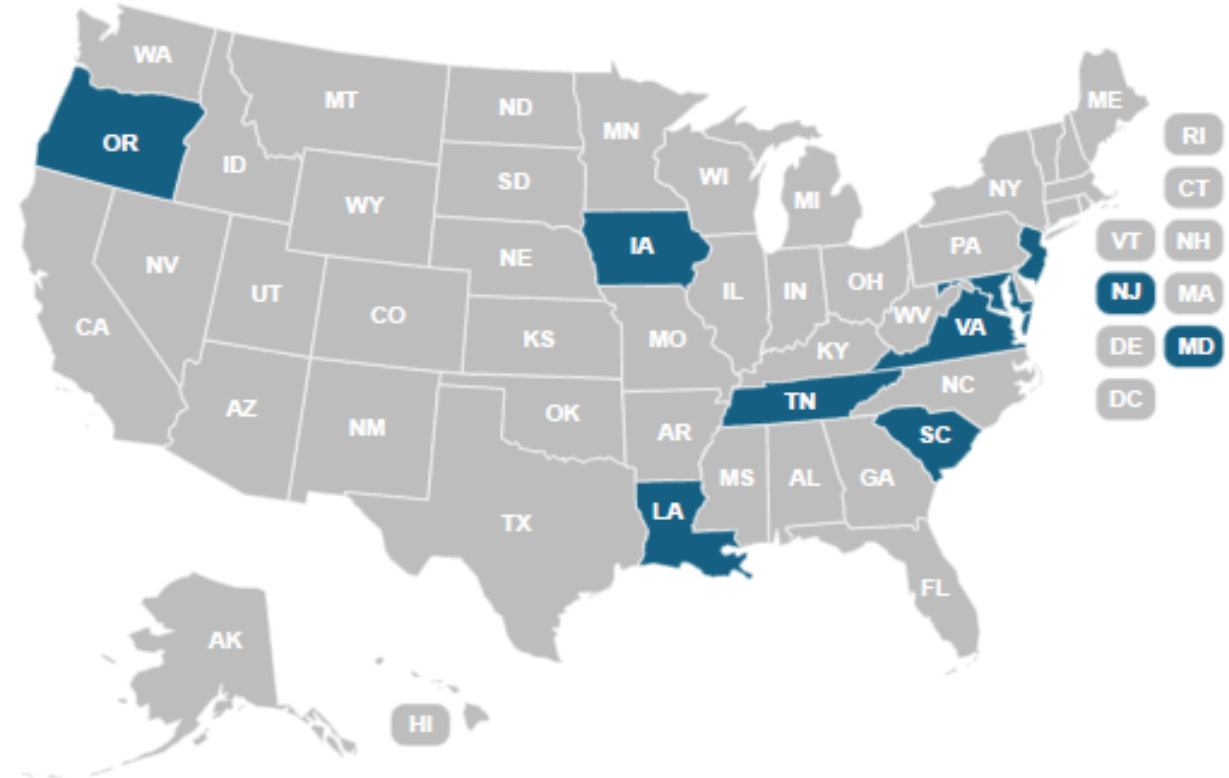
- Noncredit data inventory
- Capturing course/program level data
- Develop noncredit data taxonomy across states

Phase 2: MD, NJ, OR, SC, TN

- Established and emerging states
- National learning community

Phase 3: National Expansion

- Update Noncredit Data Taxonomy
- State policy and governance scans
- National Learning Community
- Peer Learning through Specialized Working Groups



With support from:



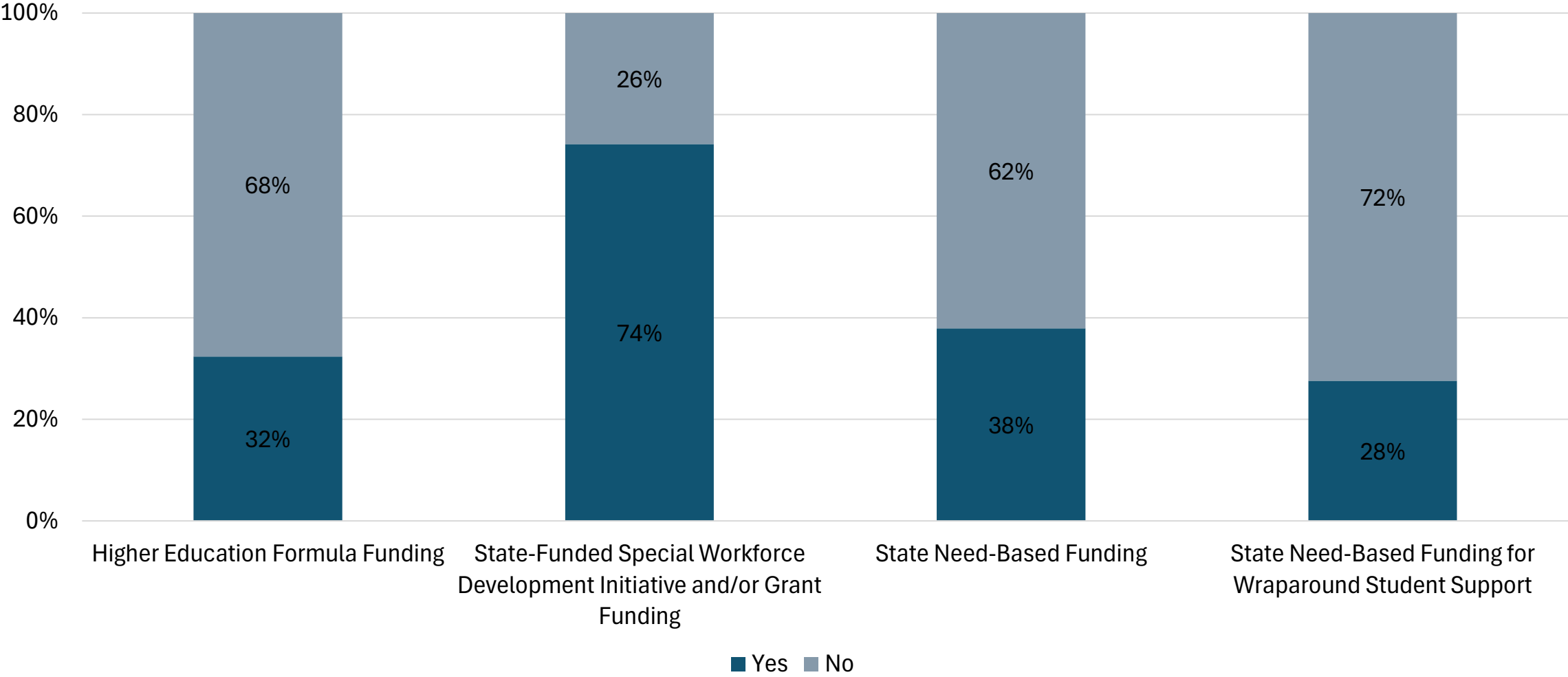
Gates Foundation

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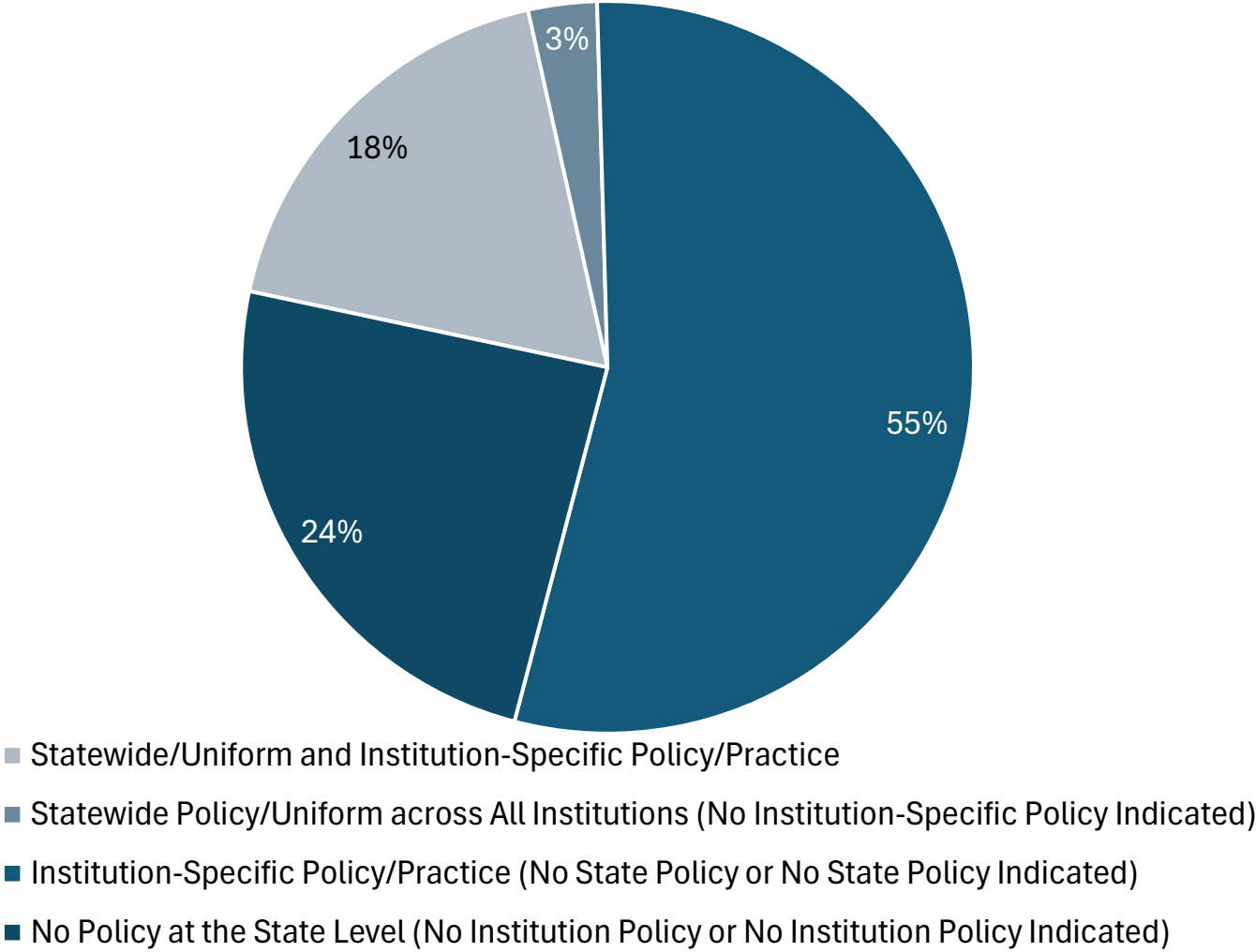


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FOUNDATION

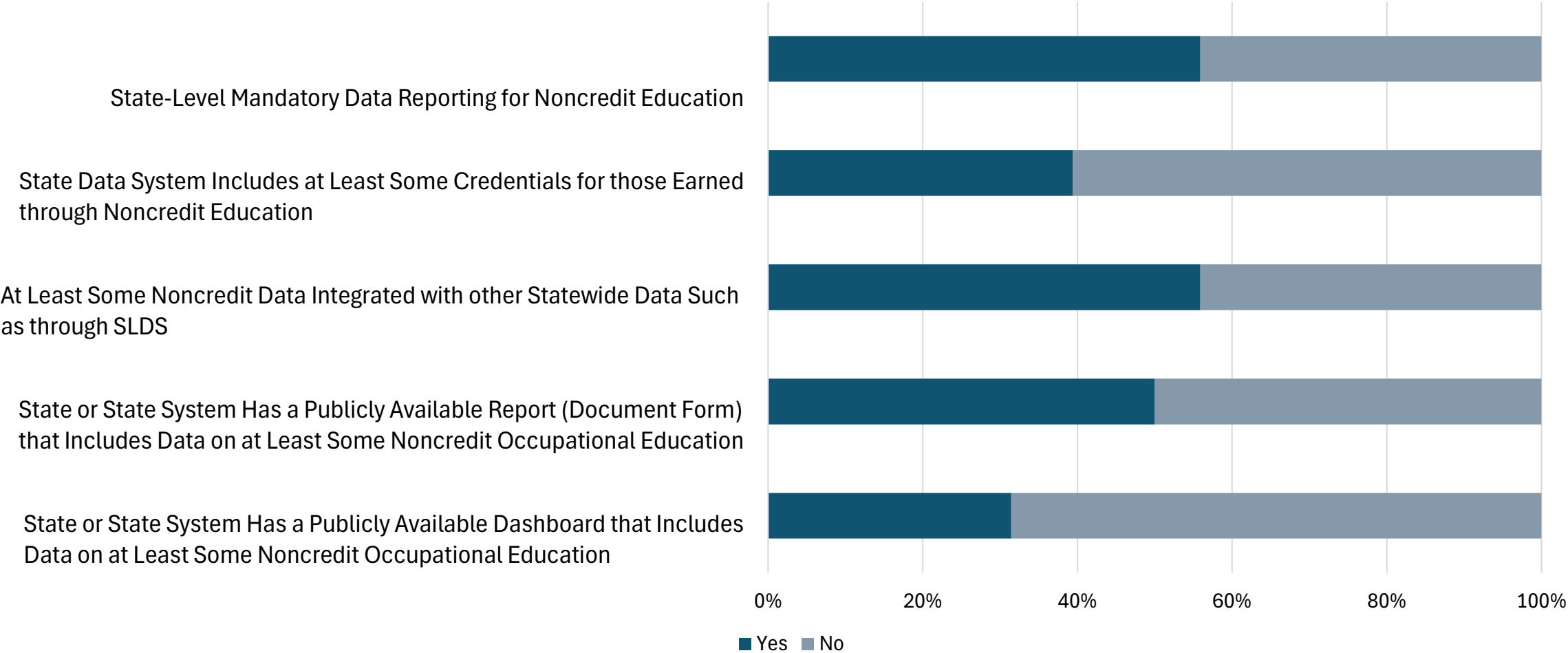
**State Funding for Noncredit Occupational Education
(Based on 28-31 States)**



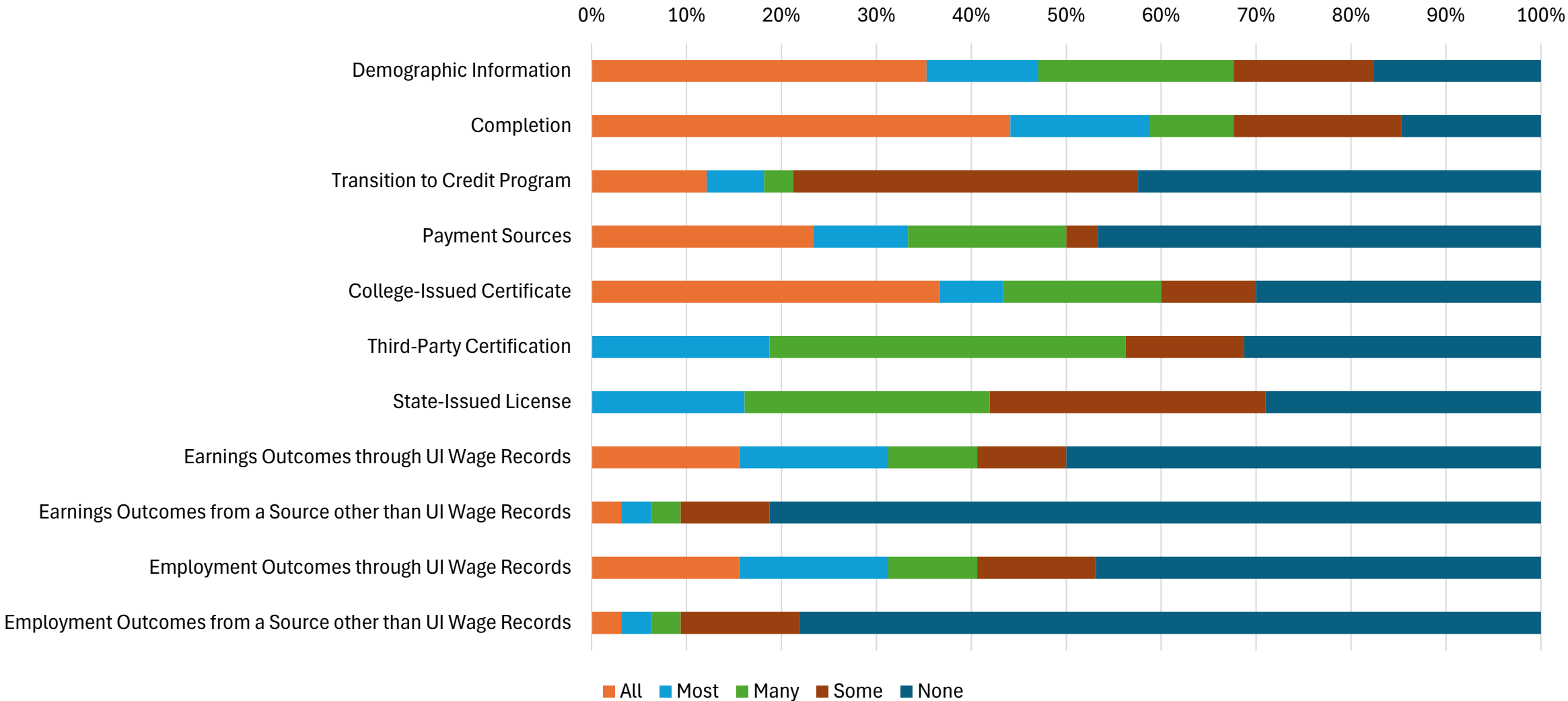
**State Policy on Noncredit-to-Credit Articulation
(Based on 28 States)**



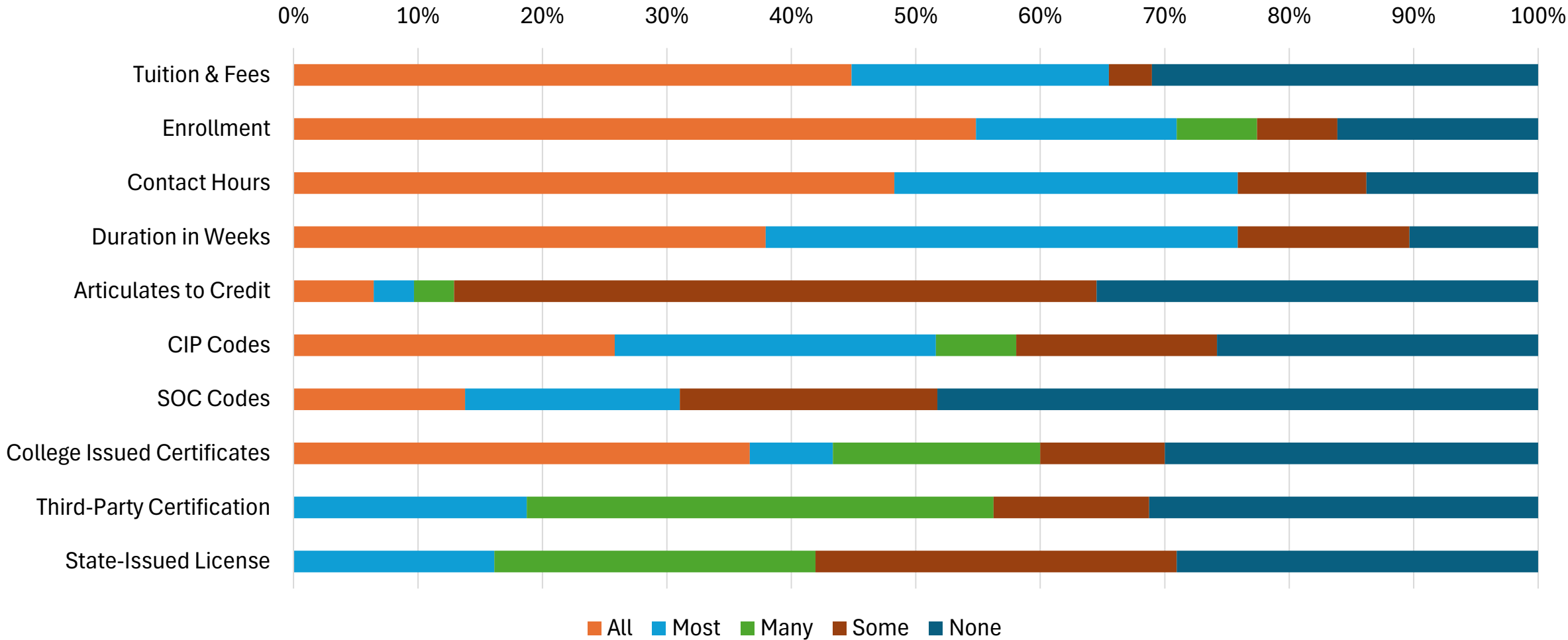
**State-Level Noncredit Data and Reporting
(Based on 33-35 States)**



**Student-Level Noncredit Data Element Availability for Occupational Noncredit
(Based on 34 States)**



**Program-Level Noncredit Data Element Availability for Occupational Noncredit
(Based on 31 States)**



Workforce Pell Data Readiness by Taxonomy Category (CC Data Primarily)

Taxonomy Data Elements (Workforce Pell Relevant)	States								
	Iowa (2020-21)	Louisiana (2020-21)	Maryland (2022-23)	New Jersey DOL (21-22)	Oregon (2022-23)	South Carolina (2021-22)	Tennessee CCs (2022-23)	Tenn. TCAT (2022-23)	Virginia (2020-21)
	Purpose and Design								
Total contact hours	All	Most	All	All	All	All	All	Many	All
Calendar length	Unknown	Unknown	Unknown	All	Unknown	Unknown	Unknown	Unknown	Unknown
Course/program name	All	All	All	All	All	All	All	All	All
Distance ed (online)	All	Many	All	All	None	All	None	All	All
CIP code (6-digit)	All	Most	Most	All	Some	None	None	All	Most
SOC codes	Most	Many	None	All	Some	Most	None	None	None
Associated non-degree credentials	Many	Many	All	Most	Some	None	None	Some	Most
Offered as Registered Apprenticeship RTI	None	None	None	All	Some	None	None	None	None
ID as “high-skill, high-wage, in-demand”	To be added to Taxonomy								
Articulates to credit	To be added to Taxonomy								
	Outcomes								
Students continue to credit	All	Some	None	None	All	None	None	None	All
Completion data	All	Most	Many	All	None	None	None	Some	All
Post-enrollment employment	Many	Some	Many	In Development	None	None	None	None	All
Post-enrollment employment in field	To be added to Taxonomy								
Post-enrollment salary/wage	Many	Some	Many	In Development	None	None	None	None	All
Industry certification	Many	Many	Many	All	None	None	Most	None	Most
Occupational licensure	Some	Some	Many	All	None	None	None	None	Most
College-issued certificate	Many	Many	None	All	Some	None	None	Some	None
Demographics and Enrollment									
Social Security Number	All	Most	Many	All	Some	Some	None	Most	All
Name	All	Most	Many	All	All	All	None	All	Most
Birth date	All	Most	Many	All	Some	All	None	Most	Most
State of residence	Unknown	Unknown	Many	Unknown	Most	Unknown	Unknown	Unknown	Unknown
Finance and Policy									
Course/program tuition	None	Most	None	All	None	None	None	None	All
Workforce Pell eligible	To be added to Taxonomy								



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Virginia: Fast Forward & Workforce Credential Program (WCG)



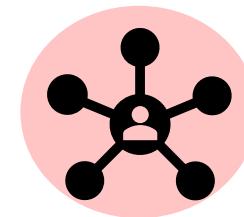
A signature initiative of the Virginia Community College System is the **FastForward** program, which funds short-term training programs in high demand fields.



1/3 + 1/3 + 1/3

The program cost is split between the college, the student, and the state.

The student only has to pay for 1/3 of the cost **if** they successfully complete the training program.



Lessons Learned

- ✓ **Funding** can drive noncredit data system improvement
 - ✓ Cross-agency **collaboration** & outside partnerships are key for developing a comprehensive noncredit dataset
 - ✓ Insights from increased noncredit data capacity can help shape developments in **policy & practice**
-

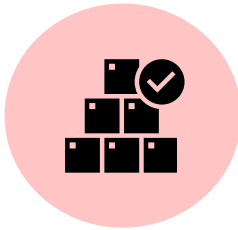


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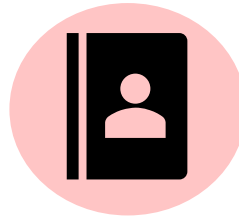
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Louisiana: Integrating Noncredit & Credit Data Systems



The Louisiana Community and Technical College System (LCTCS) integrated their member college's data systems for noncredit and for-credit education into **one centralized system**.



To accomplish this, LCTCS used **Banner** (the longtime for-credit data collection system) to gather data elements including enrollment, completion time, subject area and demographic information.



Lessons Learned

- ✓ Statewide data integration is achievable on a budget & in a timely fashion
 - ✓ Data integration helps with case making, securing funding, and reporting
-



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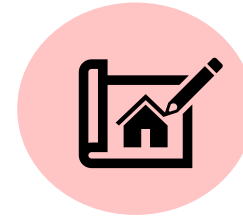
Iowa: Leading in State Data Sharing Partnerships



The Iowa Department of Education (IDOE) has led the way **leveraging public and private partnerships** to develop a robust noncredit dataset in key industries.



Specifically, IDOE forged partnerships with the Department of Transportation and Iowa HHS to create web-based platforms that provide Iowans with information about outcomes for students with CDL and some health science licenses, respectively.



Lessons Learned

- ✓ Show the value of data partnership to potential partners by suggesting new funding sources & showing potential use cases for the data.
 - ✓ Connect with other state agencies on their workforce, education and training initiatives to share your knowledge.
 - ✓ Partner with credential providers to capture a more comprehensive dataset.
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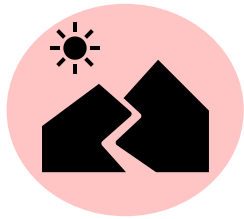
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State Dashboards for Noncredit Data

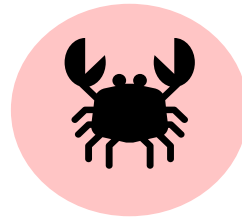
Dashboards and other interactive online tools have the potential to provide vital information on noncredit offerings, trends and outcomes to students, potential students and other stakeholders.

Promising Elements in a Quality Noncredit Dashboard



Include elements that compare and contextualize the data.

Ex. Virginia's dashboard allows for comparison of noncredit completion data across institutions as well as a view on statewide trends.



Include definitions of key terms.

Ex. Maryland's dashboard includes extensive technical notes defining key terms.



Always add educational labor market outcome data, when possible.

Ex. Iowa's Noncredit Programs outcome dashboard presents statewide and college-specific outcomes.

Figure 2. Noncredit Data Taxonomy 3.0

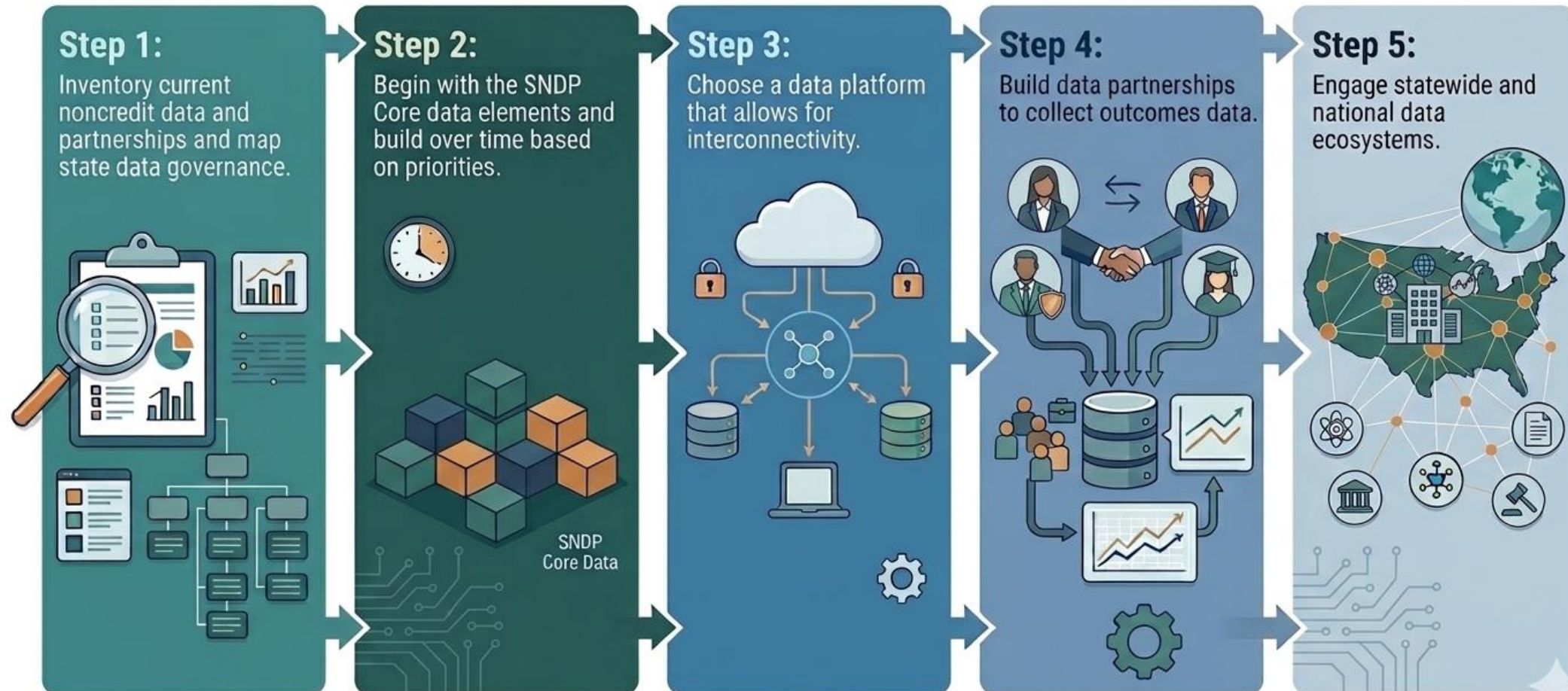
Purpose and Design	Student Outcomes	Enrollment and Demographics	Finance and Policy
• Field of Study • Noncredit Type • Program Design and Delivery • Provider Information • Accessibility and Student Services • Associated Non-Degree Credentials & Competencies	• Academic Outcomes • Labor Market Outcomes • Non-Degree Credential Outcomes	• Enrollment and Completion • Demographics • Identifiers	• Tuition and Student Costs • State Funding • Federal Funding • Policy-Relevant Program Outcomes

Key Updates

- Consolidation of subcategories
- Differentiate between program- and student-level outcomes
- Expansion from 90 to 119 data elements—due to WFP (e.g., HHI, implementation date, outsourcing, stackability/articulation, placement rate, estimated VAE)
- Refinement of data elements (e.g., post-enrollment to post-completion; institution identifier to unique identifier)
- Introduction of SNDP Core (52 data elements)



HOW-TO GUIDE FOR ENGAGING THE NONCREDIT DATA JOURNEY



COMING SOON

Taxonomy Self-Assessment Tool



Join the State Noncredit Data Project Learning Community (open to all)

<https://go.rutgers.edu/learningcommunitysignup>



Nearly 300 participants from 48 states have joined, representing higher ed, governing agencies, workforce commissions/departments, and nonprofit organizations

Join our next meeting on September 14 at 4:00pm Eastern

Available Reports & Resources

LMI

Bjorn, G. & Kerrigan, M.R. (2023). *The Evolution, Conceptualization, and Use of Labor Market Information (LMI) in Postsecondary Institutions: A Systematic Literature Review*. EERC Working Paper No. X, Piscataway, NJ: Education and Employment Research Center, Rutgers University.

Kerrigan, M.R., Coty, V., Lenahan, Bjorn, G., & Van Noy, M. (2023). Emerging insights into the use of labor market information in postsecondary education. EERC, Piscataway, NJ: Rutgers Education and Employment Research Center.

Van Noy, M., Kerrigan, M.R., Coty, V., Bjorn, G., Lenahan, J. (2023). How colleges and universities are using labor market information (LMI): A national snapshot. EERC, Piscataway, NJ: Education and Employment Research Center, Rutgers University.

Quality in Noncredit Education

Quality in Community College Non-Credit Education:

Noncredit Students at Two Community Colleges: Who Are They and What Are Their Experiences?

<https://go.rutgers.edu/btfb9aay>

A Snapshot of the Shifting Landscape of Noncredit Community College Workforce Education:

<https://go.rutgers.edu/l8d zdzkm>

Its Own Standard: Approaches to Quality in Community College Noncredit Workforce Education:

<https://go.rutgers.edu/tuy1h2o3>

Career Decision Making and Community College Noncredit Students: <https://go.rutgers.edu/pcqio9jf>



To learn more about Quality in Noncredit Education project, scan the QR code or visit:
<https://go.rutgers.edu/4l15shwu>

Review of the Evidence of Noncredit Education:

Review of Recent Research on Noncredit Outcomes:

<https://go.rutgers.edu/NCoutcomes>

Mapping the Non-Degree Credential Market:

Landscape Scan of National Influences on NDC Quality

<https://go.rutgers.edu/LandscapeScan>

Building a System for Non-Degree Credential Quality: A Landscape Scan of National Influences in NDC Quality

<https://go.rutgers.edu/buildingNDC>

Making Sense of Quality in The NDC Marketplace – Implications for Policymakers and Practitioners

<https://go.rutgers.edu/QualityNDC>

To learn more about Mapping the NCD Market project, scan the QR code or visit:

<https://go.rutgers.edu/MappingNDCMarket>



To learn more about our *Review of the Evidence of Noncredit Education*, scan the QR code or visit <https://go.rutgers.edu/dzlk1ljk>



SNDP

As part of the State Noncredit Data Project (SNDP) through Rutgers University, the following resources are available:

- **Noncredit Data Taxonomy 3.0**
- **Cross-state analysis of state noncredit data**
- **Briefs**
 - State Data briefs on: IA, LA, VA, MD, NJ, OR, TN, SC
 - Practice briefs on dashboards, data systems, partnerships



Scan the QR code to access
all our project publications

<https://sites.rutgers.edu/state-noncredit-data/publications/>



Closing Discussion:

What are the opportunities for improving high-quality data collection at your institution?

For More Information on EERC...

Contact Michelle Van Noy,
mvannoy@rutgers.edu

Visit the EERC Website:
<http://smlr.rutgers.edu/eerc>

Join EERC's mailing list:

