

Setting the Stage: The Current and Future Data Landscape



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Overview

- NJ Community College Fast Facts
- Briefing on Data Availability
 - Inventory of Credit and Non-Credit Programs
 - Student Record Data: Credit and Non-Credit Programs
 - Student Progress / Success Metrics
 - Post-Program Data: Employment and Continued Education/Transfer
- Overview of the New Jersey Statewide Data System (NJSDS):
Stephanie Walsh, Ph.D., Director of the NJSDS, Heldrich Center
for Workforce Development, Rutgers University

\$12.8B
added
annually
to the NJ
economy

255,000
learners
served in FY25

34% of total learners
are enrolled in
Non Credit or
Customized
Workforce Training

Students
Receiving
Financial Aid
is up 11%
since FY22

53.1%
Success
Rate

NJ Community College Fast Facts

FTEs up
2.8% last
year

\$16,000 saved on average by
FT community college
students on Tuition and Fees
vs four-year institutions

56.2% of
students
attend
Part Time

Dual Enrollment
up by 22.5%
since the start
of pilot funding

100+
Pathways
Created

DRAFT Vision for Data-Informed Community Colleges

What we want

1. Registry of all degree and credential programs offered by all community colleges
2. Students Served
Demographics
Programs
Progress
3. Student Success / Completion Outcomes
Student Progress / Completion
4. Post-Completion Outcomes
Persistence in education
Transfer
Employment, Earnings and Industry

What we have

CREDIT

Ongoing NJCCC project with Credential Engine

IPEDS / SURE

*IPEDS / SURE
Traditional Grad Rates + 8 Year Outcomes
*Richmond Fed SCCO
*Individual college efforts

Request to NJ Statewide Data System

NON-CREDIT

Ongoing NJCCC project with Credential Engine

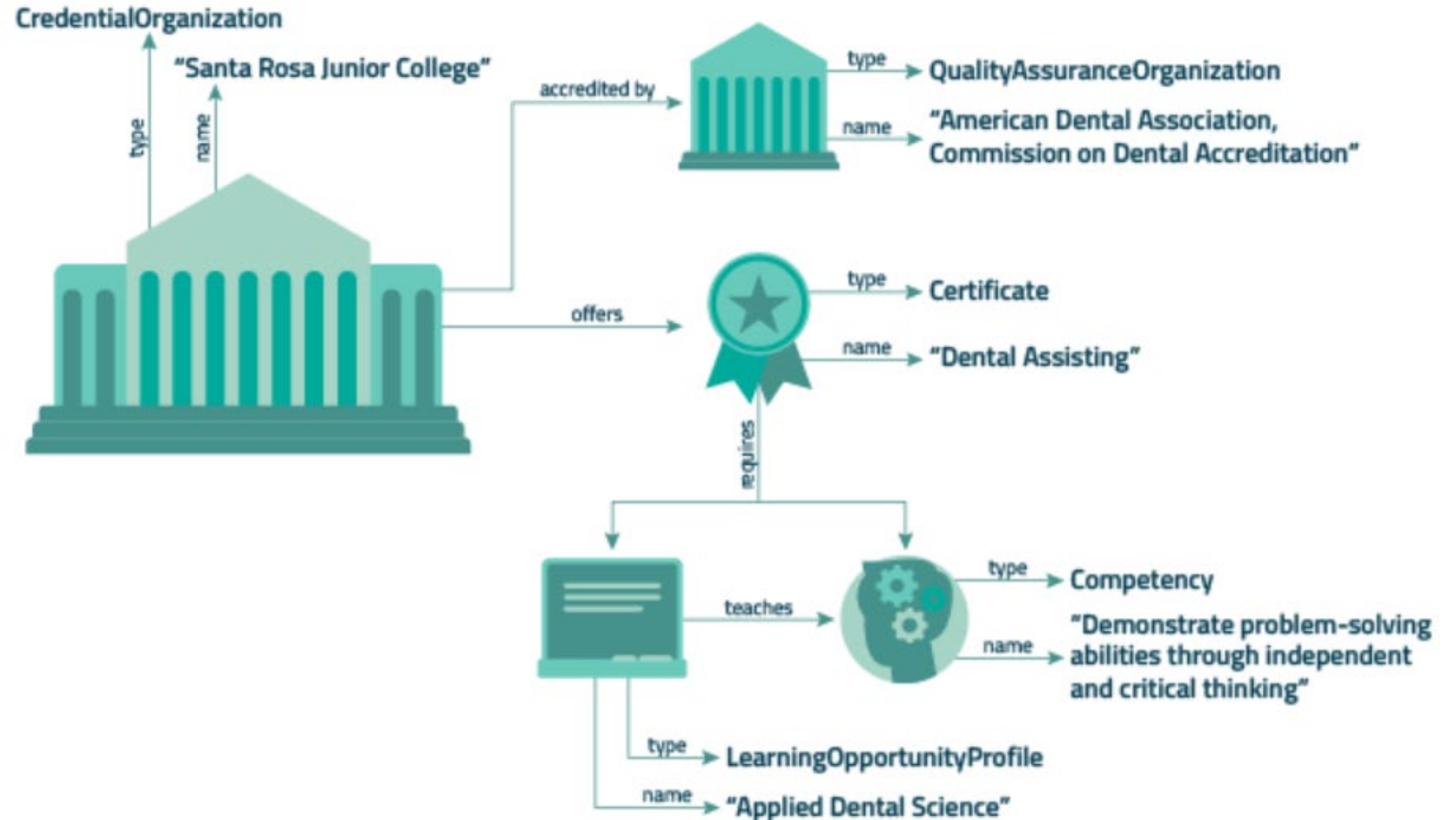
Options:
New system (NJCCC)
IPEDS / SURE
ETPL

Available for participating colleges through ETPL

Available for participating colleges through ETPL

Registry of All Degree and Credential Programs

The Council is currently engaged in work with Credential Engine to publish a Credential Registry for all of the NJ Community Colleges using the Credential Transparency Description Language (CTDL).



Federal Education & Training Data

Workforce Investment Opportunity Act (WIOA)	Registered Apprenticeships	Carl D. Perkins Act V of 2018	Higher Education Opportunity Act of 2008
• Performance Reporting	• Quarterly Performance Reporting (RAPIDS)	• Consolidated Annual Report	• IPEDS
USDOL	USDOL	USDOL and USDOE	USDOE

Federal Education & Training Data

Workforce Investment Opportunity Act (WIOA)

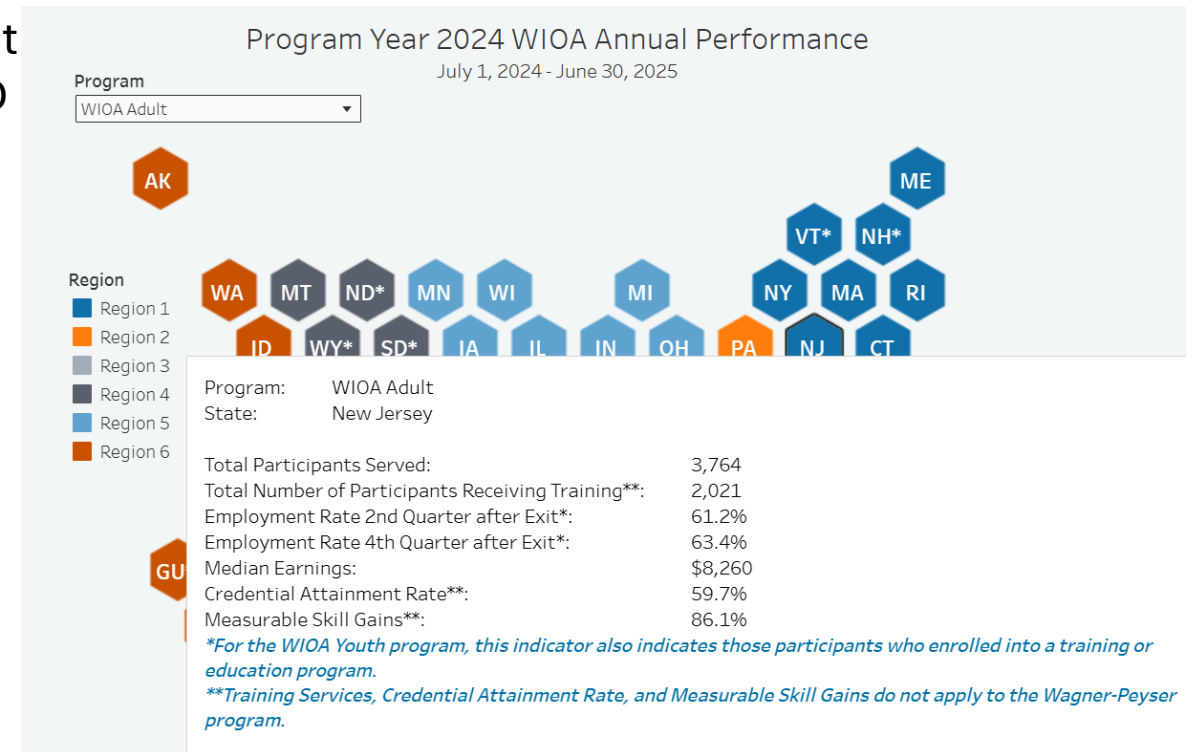
- Annual Performance Reporting

Employment and Training Administration, USDOL

Colleges report student level data to NJDOLWD through the ETPL.

NJDOLWD reports annual performance data to USDOL on WIOA participants.

State level results and national comparisons are available from USDOL for analysis.



NJ Eligible Training Provider List (ETPL)

- Comprehensive list of training providers and training programs (primarily non-credit) that the NJDOLWD has determined eligible to receive federal or state job training funds.
- Student enrollment and exit records are submitted quarterly for programs to be assessed on outcomes, demand, financial impact and equity for quality assurance.
- As of April, there are 874 programs from 17 of our colleges listed on the ETPL, though employment and completion outcomes can only be found for 166 programs at 5 community colleges.

ETPL Employment Outcomes

Unemployment Insurance (UI) Wage Records

- UI Wage records are submitted to the state by employers' in their quarterly filings required under the NJ Unemployment Compensation Law.
- Information required includes SSN, Name, Gross Wages Paid and Base Weeks Earned

State Wage Interchange System (SWIS)

- Interstate exchange of Wage Data between participating state agencies to assess and report on state and local performance of WIOA programs and other permitted purposes.
- Currently 53 states and outlying areas can participate (the 50 states plus D.C., Puerto Rico and the U.S. Virgin Islands)

NJ Training Explorer

Find Quality Job Training Programs:

Access 4,000+ training programs and certifications to further your career. Compare program details, costs, and locations to make an informed choice.

Search Trainings ↓



- 1 Search by occupation, provider, and more
- 2 Filter and compare results
- 3 Dive into training details

Search for training ⓘ

[Clear All](#)

Search →

Filters

Miles from Zip Code

Max Cost

Class Format

Miles



from

ZIP Code

\$

☐ In-Person

☐ Online

<https://mycareer.nj.gov/training>

NJ Eligible Training Provider List – NJ Training Explorer

Search for your institution to see programs on the ETPL

[Home](#) > [Training Explorer](#) > [Search](#)

151 results found for "camden county college"

Show Filters

camden county college



Sort By

Best Match

Items Per Page

10

Accounts Payable Manager Certification (Exam Cost Included)

\$1,295

📍 Camden County College

📊 72.0% employed

📍 Blackwood, Camden County

📊 100.0% completion

🕒 3-5 months to complete

💰 \$24,977 median wage

📄 CIP: 52.0304

Accounting and Finance.

🔥 In-Demand in New Jersey

☐ Compare

NJ Training Explorer Continued

Allows prospective students to explore Consumer Report Card outcomes and learn additional information about desired programs.

Accounts Payable Manager Certification (Exam Cost Included)

Camden County College



 **In-Demand in New Jersey**

This training may be eligible for funding from your [One-Stop Career Center](#).

Consumer report card ⓘ

 Completion rate ⓘ

100%

 Employment rate ⓘ

71% at 6 months
72% at 12 months

 Earnings after training ⓘ

\$16,280 at 6 months
\$24,977 at 12 months

 Top industries for completers ⓘ

- General Medical and Surgical Hospitals
- All Other Outpatient Care Centers
- Nonresidential plumbing and HVAC contractors

[Learn more about the consumer report card](#) 

Program Description

Description

About this Learning Opportunity

While there are no prerequisites to take this course, IOFM recommends that you meet one of the following for APM certification: No degree = 5 yrs. related work experience 2-year degree = 4 yrs. related work experience 4-year degree = 2 yrs. related work experience Advanced degree = 1 yr. related work experience Hardware Requirements: This course can be taken on either a Personal Computer or Mac. Software Requirements: PC: Windows XP or later. Mac: Operating System X Snow Leopard 10.6 or later. Browser: The latest version of Google Chrome or Mozilla Firefox is preferred. Microsoft Edge and Safari are also compatible. Adobe Flash Player. Click here to download the Flash Player. Adobe Acrobat Reader. Click here to download the Acrobat Reader. Software must be installed and fully operational before the course begins. Other: Email capabilities and access to a personal email account. Instructional Material Requirements: The instructional materials required for this course are included in enrollment and will be available on-line. This course will prepare you for the Institute of Finance & Management's (IOFM) Accounts Payable Manager (APM) certification, the gold standard within the financial operations industry. You will gain key AP skills, including leadership, internal controls and oversight, and process improvement. With the world of financial operations evolving at the speed of technology, certified APMs are in demand. In fact, more than 25,000 of your peers have advanced their careers with IOFM certification. Whether you're new to AP or have been in AP for years, this Accounts Payable Manager course is designed for you.

Quick Facts

Details about this Learning Opportunity

-  **Prerequisites:**
While there are no prerequisites to take this course, IOFM recommends having prior work experience.
-  **Completion Time:**
3-5 months
-  **Total Hours:** 
90 hours

Instructional Programs

Type of material covered by the Learning Opportunity

CIP Classification

[Accounting and Finance \(52.0304\)](#) 

Associated Occupations and Industries

Cost

Detailed cost breakdown of the Learning Opportunity

Total Cost **\$1,295**

Tuition	\$1,295
Fees	\$0
Books & Materials	\$0
Supplies & Tools	\$0
Other	\$0

Location and Contact Details

Geographic and contact information for this Learning Opportunity

-  Camden County College
-  [200 College Drive](#)
[Continuing Education](#)
[Blackwood, NJ 08012](#)
-  Kaina Hanna
Associate Dean
(856) 374-4955
-  [www.camdencc.edu](#)

Support Services

Support services provided for the Learning Opportunity

-  Offers evening courses
-  Wheelchair accessible
-  Job placement assistance
-  Childcare assistance

Offerings subject to change - contact the provider to verify these services are still available

Cost

Location/Contact Details

Support Services

CIP & SOC Classification

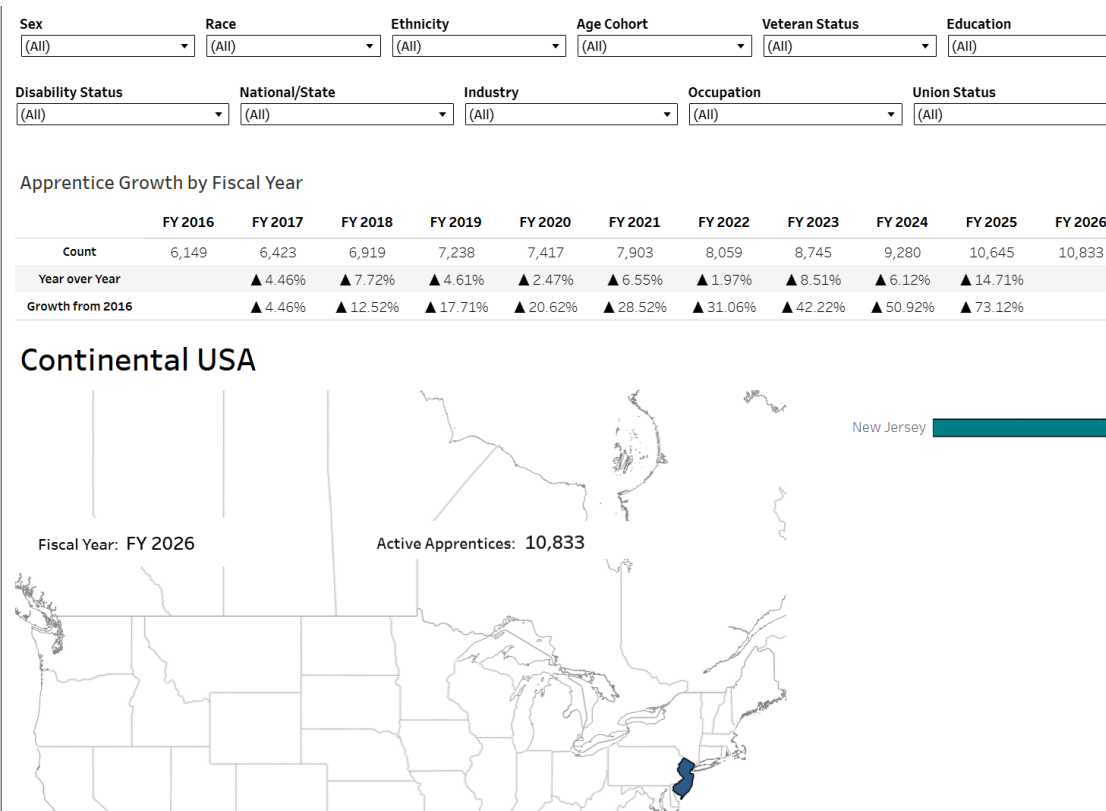
Federal Education & Training Data

Registered Apprenticeships

- Quarterly Performance Reporting (RAPIDS)

Office of Apprenticeship,
USDOL

The Registered Apprenticeship Partners Information Database System (RAPIDS) is a platform for managing apprentices, occupations, job openings, and other relevant program information. Data are submitted on an ongoing basis by registered apprenticeship sponsors and published by state.



Federal Education & Training Data

Carl D. Perkins Act V of 2018

- Consolidated Annual Report

USDOL and USDOE

Grand Total (Total Students)	Grand Total (Agriculture)	Grand Total (Architecture)	Grand Total (Arts)	Grand Total (Business)	Grand Total (Education)	Grand Total (Finance)	Grand Total (Government)	Grand Total (Health)	Grand Total (Hospitality)	Grand Total (Human Services)	Grand Total (IT)	Grand Total (Law)	Grand Total (Manufacture)	Grand Total (Marketing)	Grand Total (STEM)
44,986	193	598	2,973	10,501	1,927	1,175		12,131	1,024	1,402	5,113	4,386	973	269	1,494
57,245	236	777	3,915	13,659	2,513	1,673		13,825	1,396	1,875	6,681	5,943	1,370	366	1,897

Colleges submit enrollment and performance data on CTE programs annually to NJDOE through the Vocational Education Data System (VEDS). These data are submitted to USDOL and USDOE to produce the national Perkins V enrollment and performance data reports.

Perkins V Performance Data Report

Year	State	Education Level	Indicator	Grand Total Unduplicated - Actual Level of Performance	Grand Total Unduplicated - Met 90% of State Determined Performance Level
2024	New Jersey	Postsecondary	1P1: Postsecondary Placement	91.37%	Met
2024	New Jersey	Postsecondary	2P1: Earned Recognized Postsecondary Credential	50.46%	Met
2024	New Jersey	Postsecondary	3P1: Nontraditional Program Concentration	29.30%	Met

Vocational Education Data System (VEDS)

- Student unit record data submitted to NJDOE from secondary and postsecondary institutions in CTE programs including:
 - Personally Identifiable Information (Name, SSN, State, ZIP)
 - Demographics/Special Populations (Gender, Race/Ethnicity, Disability, Military Parent, Foster Care, Homeless, English Learners, Single Parent, Out-of-Workforce, Pell Recipient)
 - Status (CTE Major/Concentrator; Part-Time/Full-Time)
 - Program Information (CIP Code, Program Code, Competency Measure)
 - Success Indicator (Graduation Status, Retention/Transfer, Assessment Results)

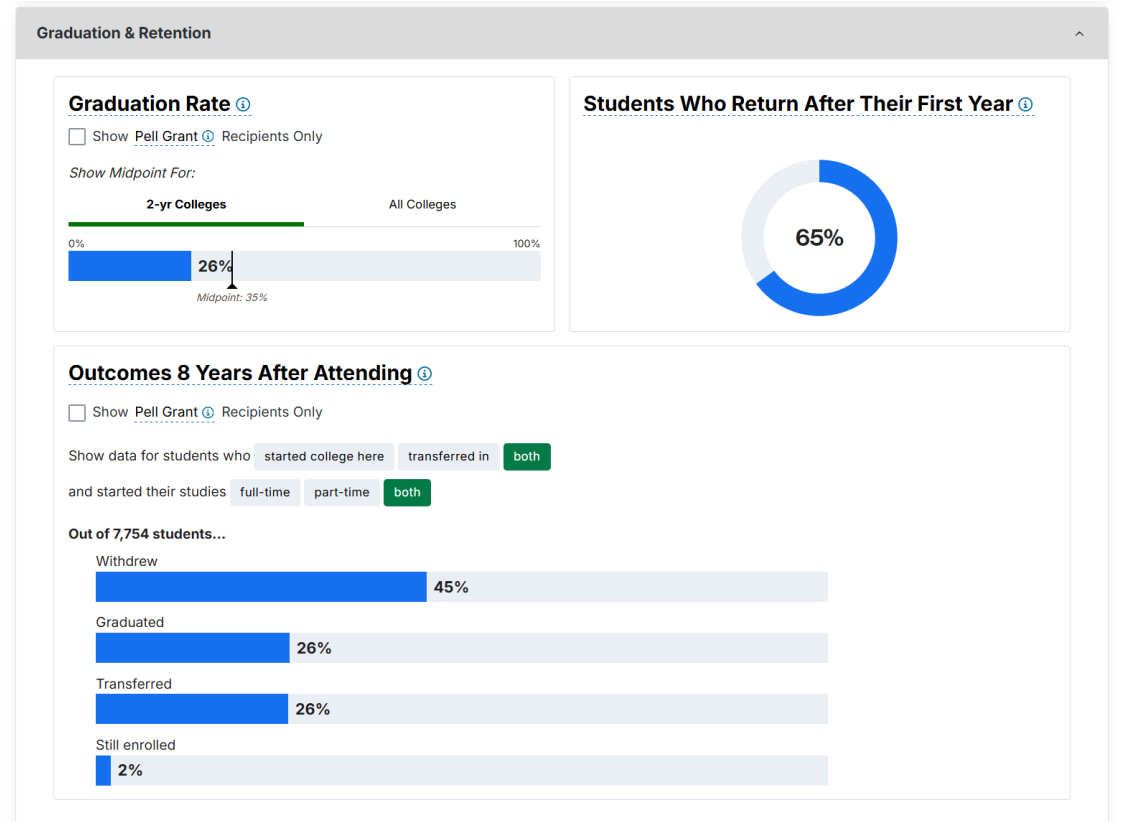
Federal Education & Training Data

Higher Education Opportunity Act of 2008

- Annual reporting (IPEDS)

National Center for Education Statistics, USDOE

Colleges submit aggregate data in numerous reporting categories annually to USDOE through the Integrated Postsecondary Education Data System (IPEDS). Enrollment and completions data are submitted as Student Unit Record data to NJ OSHE through annual SURE reporting. Data are published by institution to populate the College Scorecard and to be used for benchmarking.

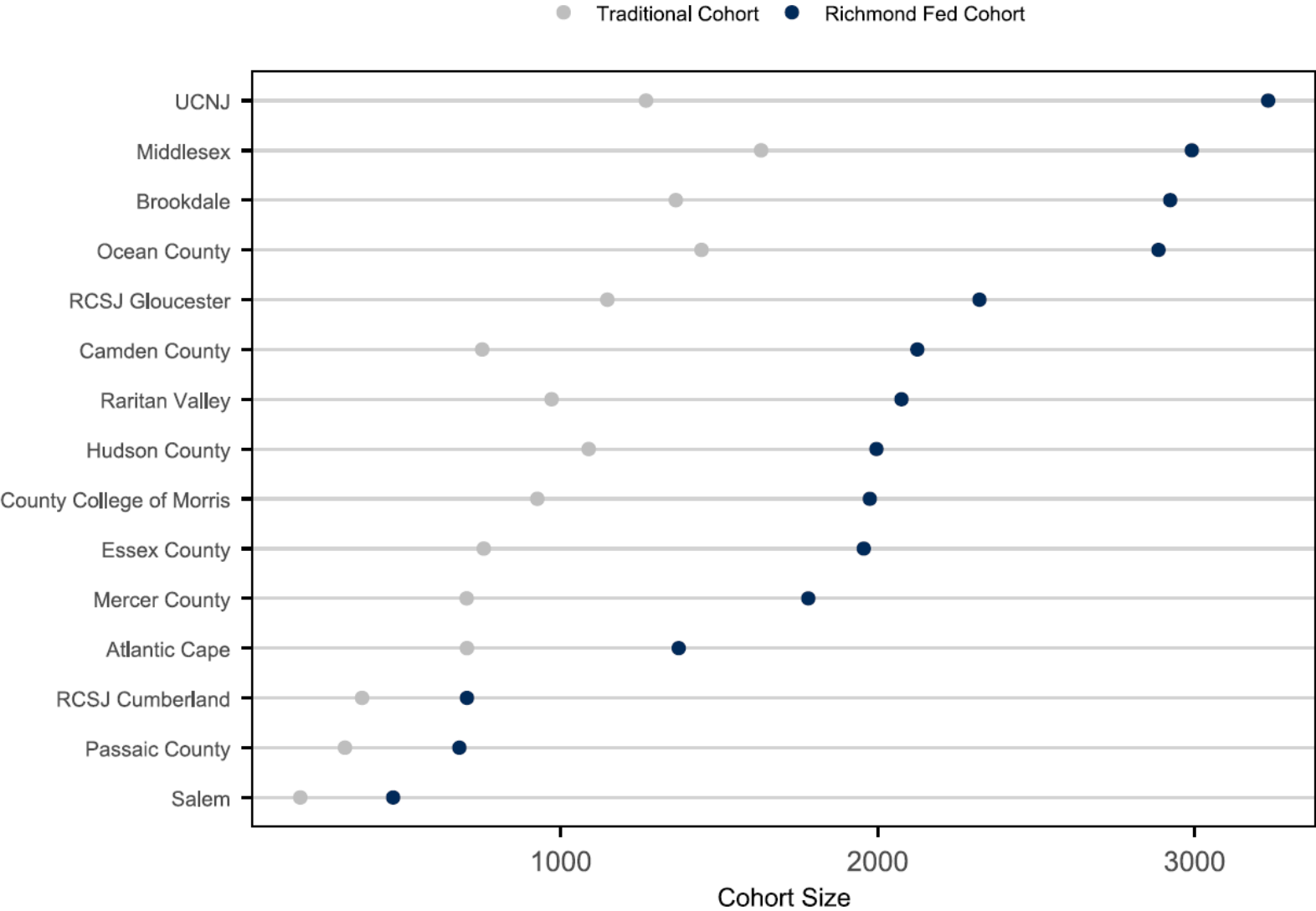


Richmond Federal Reserve Bank Survey of Community College Outcomes

Richmond Federal Reserve Bank Survey of Community College Outcomes: Cohort Comparison

	IPEDS Graduation Cohort	Richmond Fed Cohort
Enrollment Intensity	Full-time students	Full-time and part-time students
Enrollment History	First-time students at any post-secondary institution	First-time students at this institution
Semester of Entry	Fall semester	Anytime during the academic year
Enrollment Status	Degree/certificate seeking-students	Degree/certificate-seeking students
Success Timeline	150% expected time to completion	4 years after entry

Fig 1.1 Cohort Size Comparison: IPEDS vs. Richmond Fed



Source: 2025 SCCO, NCES 2023-2024 IPEDS

Richmond Federal Reserve Bank Survey of Community College Outcomes: Success Metric

**Richmond Fed
Success Rate**

=

Students who earned a degree, diploma,
certificate or industry recognized credential

+

Students who transferred without an award

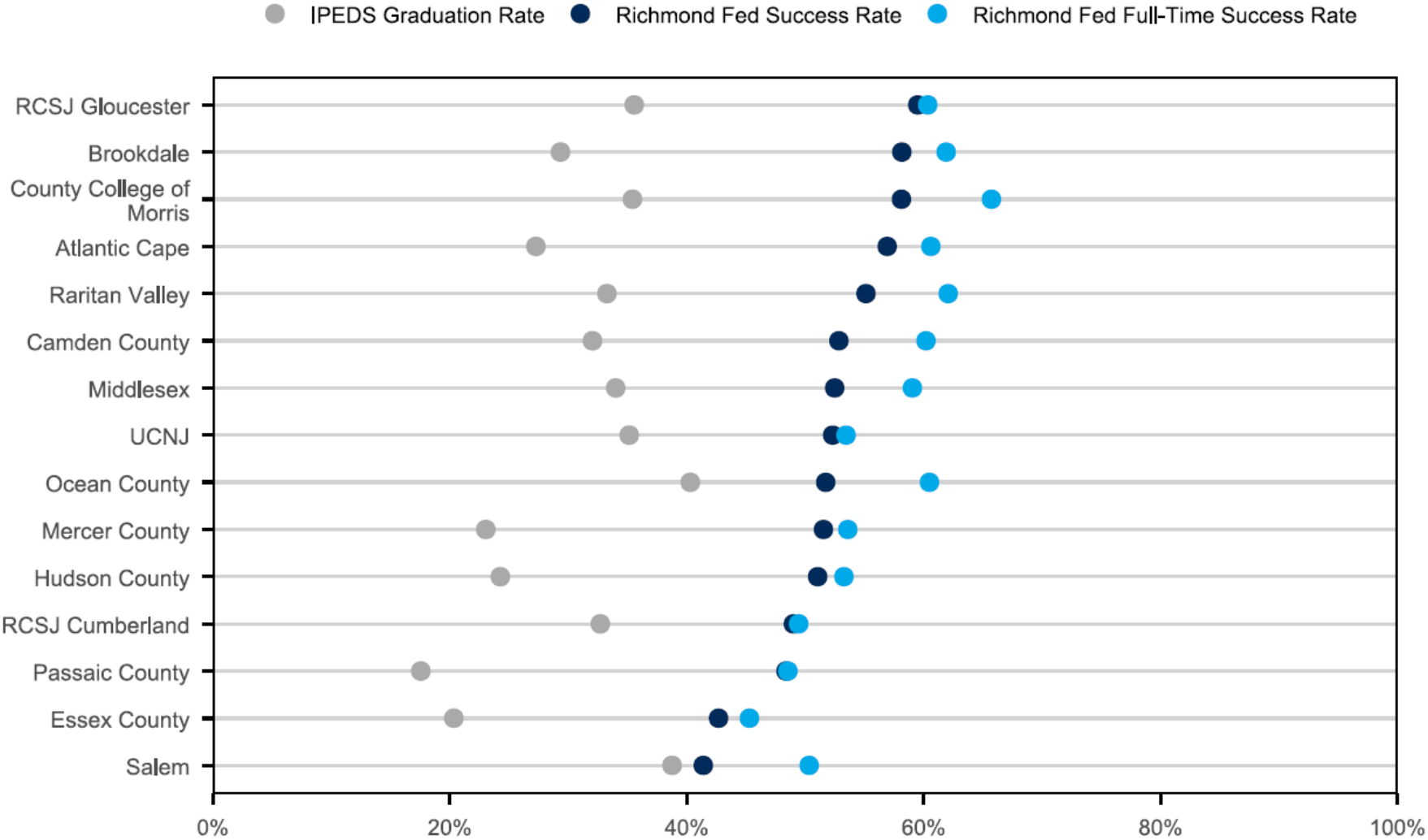
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Students who persisted and are in good standing

Students in cohort

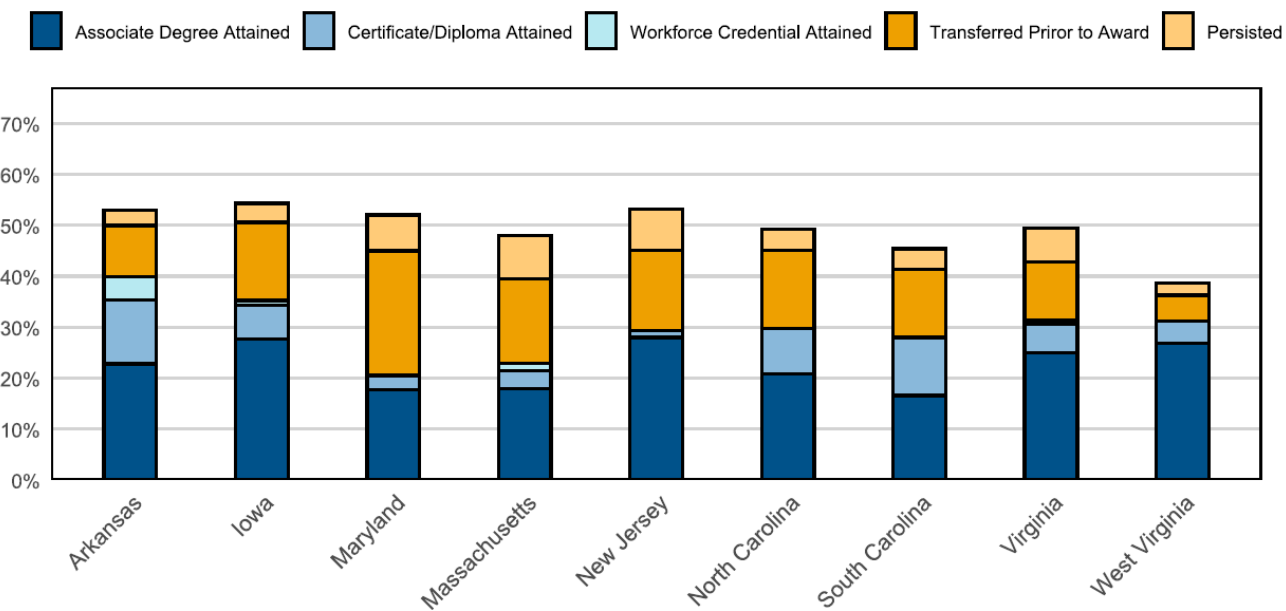
Credit cohort: Measured 4 years after student entry

Fig. 2.2 Richmond Fed Success Rate Compared to IPEDS Rate



Source: 2025 SCCO, NCES 2023-2024 IPEDS

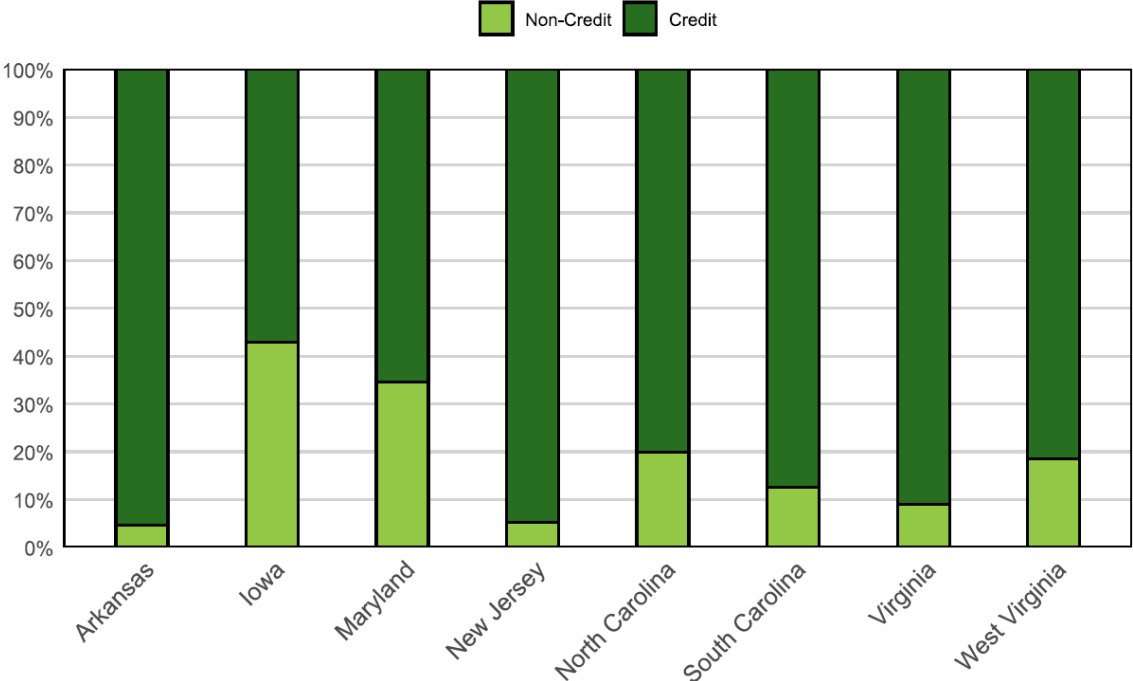
Fig 2.1 Breakdown of Success Rate Components by State



Source: 2025 SCCO

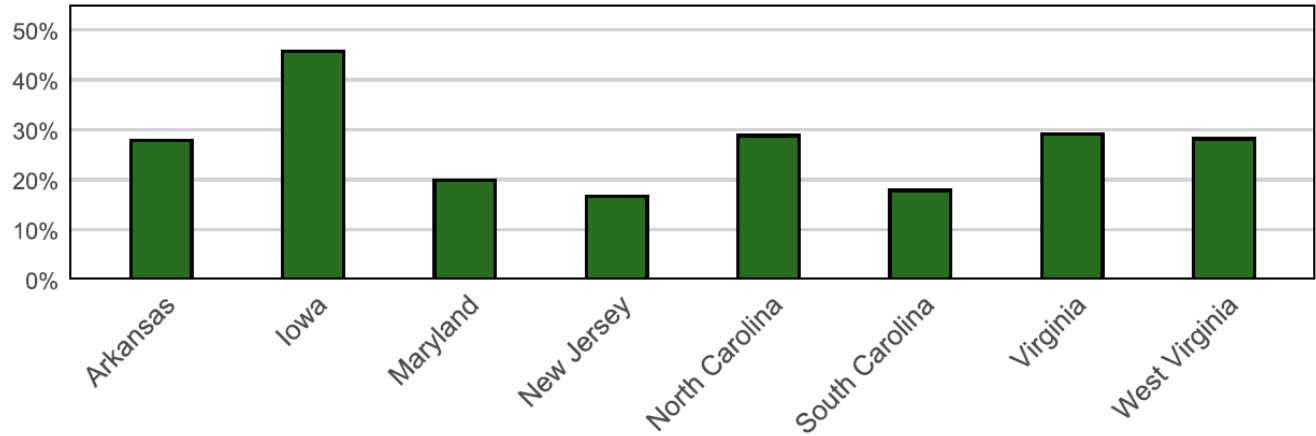
State	Richmond Fed Success Rate	Associate Degree Attained	Certificate/ Diploma Attained	Workforce Credential Attained	Transferred Prior to Award	Persisted
Arkansas	53.0%	22.8%	12.6%	4.5%	10.1%	3.1%
Iowa	54.3%	27.6%	6.6%	1.0%	15.4%	3.7%
Maryland	52.0%	17.7%	2.6%	0.2%	24.5%	7.0%
Massachusetts	47.9%	17.9%	3.5%	1.4%	16.5%	8.5%
New Jersey	53.1%	27.9%	1.3%	0.1%	15.8%	8.1%
North Carolina	49.1%	20.8%	8.9%	0.0%	15.3%	4.1%
South Carolina	45.4%	16.5%	11.4%	0.0%	13.4%	4.0%
Virginia	49.4%	25.0%	5.6%	0.8%	11.3%	6.7%
West Virginia	38.7%	26.9%	4.3%	0.0%	5.1%	2.4%

Fig 3.1 Non-Credit and Credit Shares of Award-Seeking Headcount Enrollment



Source: 2025 SCCO

Fig. 4.1 Dual Enrollment as a Share of Total Credit Enrollment



Source: 2025 SCCO

Data Request to NJ Statewide Data System

Broad Vision: NJ Community Colleges will be national leaders in the use of high-quality, actionable and credible data on the labor market experiences of students to inform and evaluate education and workforce development initiatives and promote upward economic mobility for all residents of New Jersey, especially historically underserved disenfranchised populations.

The NJSDS would produce standardized reports and dashboards for each community college that will include the following:

- *Student / Graduate Summary*: Overview of the graduating cohort by program area and student demographic characteristics
- *Enrollment of Community College Completers in Further Education*: Enrollment status, type of institution, 6-digit CIP of the program(s) for the five years after completion.
- *Employment and Earnings*: Employment status, annualized earnings, and most common industries of employment the quarter before enrollment and for up to five years after completion.



New Jersey Statewide Data System

NJCCC Opportunity Summit

June 10, 2026

What is a Statewide Longitudinal Data System?



- SLDSs connect statewide information from separate agencies which span early childhood, K-12 and postsecondary education, health, human services, criminal justice involvement, and employment.
- SLDSs enable cross-sector data analysis to build evidence that help leaders address important policy questions and better support the public.
- SLDSs can help the public – families, educators, local leaders – get information they need to make informed decisions.



Source: Data Quality Campaign



Why Longitudinal Data Matters



- Cross-Sector Tracking: Links early childhood, K-12, higher education, and the workforce over time.
- Exposing Leaks: Pinpoints critical transition dropouts that traditional annual snapshots miss.
- Direct Public Benefit: Equips educators and local leaders with evidence-based pathways to design equitable supports.



Introduction



- The New Jersey Statewide Data System (NJSDS) is the State of New Jersey's centralized longitudinal data system for administrative data. Formed in 2012, NJSDS connects people to data to improve policy outcomes by providing access to information in support of research and evaluation.
- Administered by the Heldrich Center at Rutgers University, NJSDS is a partnership of four state agencies:



History of NJSDS



2012	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Awarded grants from USDOE and USDOL to establish NJEEDS	Established multi-agency Memoranda of Understanding with data owners Launched NJEEDS website	HESAA added as new partner	Awarded SLDS FY19 grant from USDOE Awarded Round 7 WDQI grant from USDOL ETA	Partnered with the Coleridge Initiative on ADRF	Hosted Applied Data Analytics Training Established Eastern States Longitudinal Data Collaborative	Launched External Grant pilot and State Data Policy Internship programs	NJEEDS renamed NJSDS Rebranded and updated NJEEDS website as NJSDS Awarded SLDS FY23 grant from USDOE	Continued to expand research products, including new annual and multi-state reports	Launched External Researcher Application program	Authorized in legislation



Governing Bodies



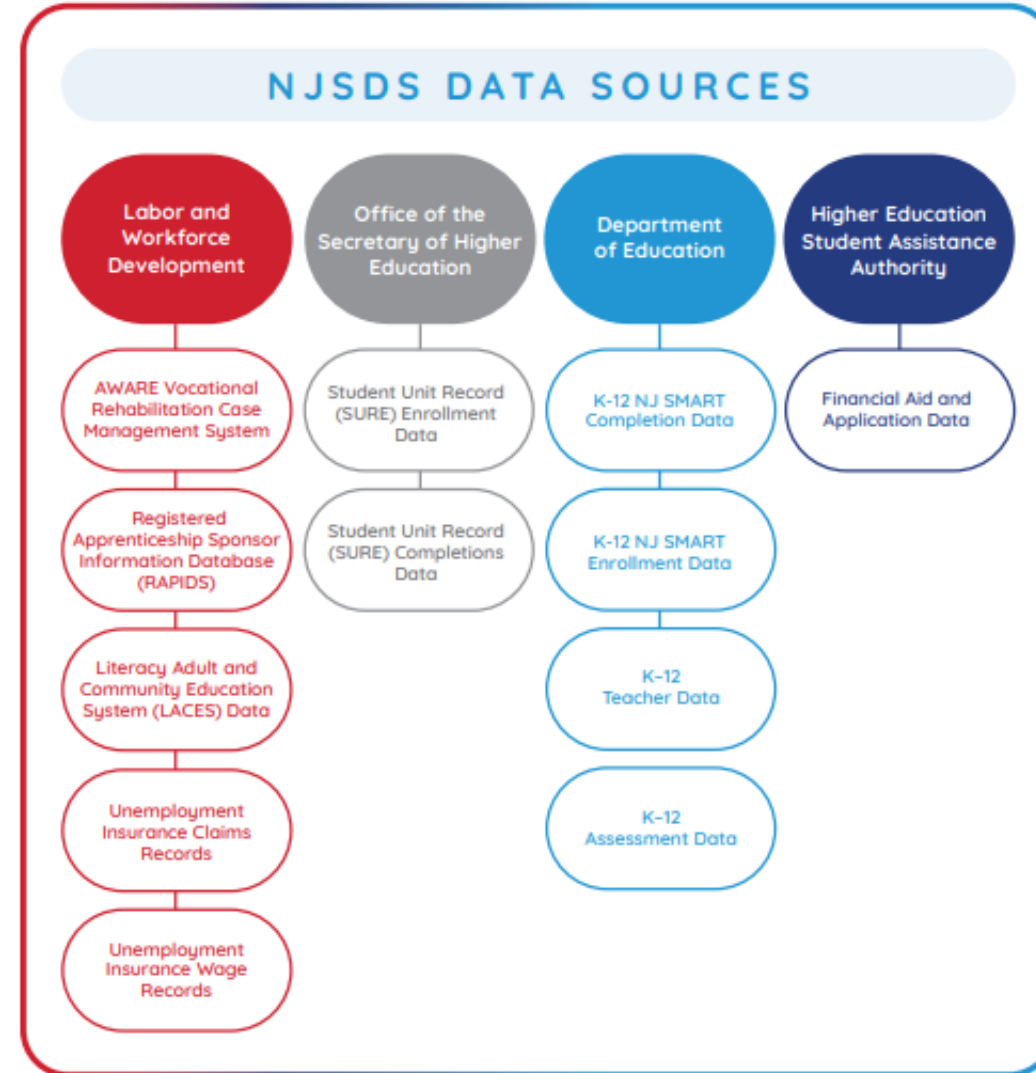
Executive Leadership Committee

Data Stewards Work Group

External Data Advisory Council



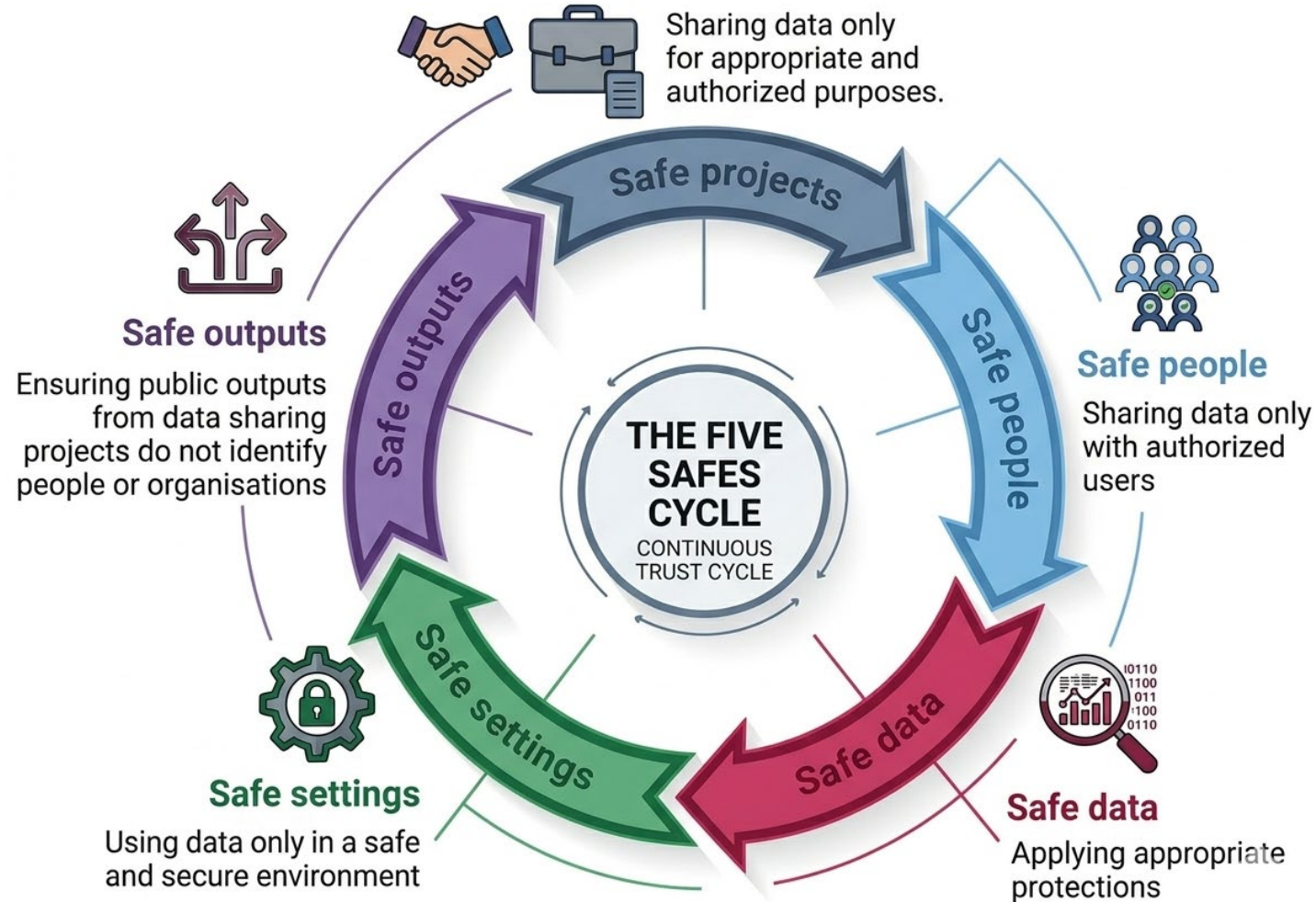
Current Data Sources



Privacy and Confidentiality: Managing Risk



THE FIVE SAFES: A FRAMEWORK FOR SECURE DATA SHARING





Current Research Agenda

- Every three years, the NJSDS governing body develops a research agenda which guides the development of internal and external products.
- This year, we updated the research agenda with stakeholder feedback to include new research topics guiding the next three years.



New Jersey Statewide Data System
Research Agenda
2024-2027

Consistent with its mission to develop and maintain a statewide longitudinal data system linking administrative records for state agency partners to inform policymaking and decision-making in New Jersey, the following vision guides the research agenda:

NJSDS aims to help the public and stakeholders make data-informed decisions to improve public policies and practices for New Jersey residents. This includes facilitating longitudinal and linked-data research, providing statistical data, and publishing reports on the NJSDS website.

The research agenda for 2024 through 2027 was guided by stakeholder feedback and a review of policy priorities in the state. It is presented first through overarching priorities, then through high-level research areas of interest.

Priorities

I. Cross-Sector Data and Accuracy

There are several priority areas stakeholders identified related to improving the scope of the data in NJSDS and the quality of administrative data across the state and within the system. Efforts aligned with this priority area include:

- More comprehensive data collection on social determinants of health and sexual orientation/gender identity variables
- More nuanced and shared definitions of variables such as disability type
- Stakeholders across sectors noted the importance of expanding the scope of NJSDS data to include additional linkages to better understand holistic individual experiences throughout their service and program pathways:
 - To health records
 - Homelessness and other content-specific survey data
 - Licensure data
 - Industry certification data
 - Justice data
 - Treasury/self-employment records
 - Human services data

Regarding source data provided by state agencies, a related priority area is improving data quality to ensure administrative data is useable. This may include exploring how to enhance the State's ability to manage ID resolution internally within each agency, as well as across sectors. In addition, expanded data

Final v1 July 2, 2024





NJSDS Study Finding Highlights

- **Economic Benefits of Higher Education:** Higher levels of education result in higher earnings for individuals and higher income tax generated for the state.
- **Impact of Dual Enrollment Programs:** Participation in dual enrollment programs correlates with higher college enrollment and completion rates among New Jersey high school graduates, particularly for low-income students and students of color.
- **Trends in Remedial Education:** Traditional remedial course offerings have decreased in NJ and degree completion was higher among students who were not required to take remedial courses.
- **Outmigration of New Jersey Students:** A large portion of students who enroll in higher education outside of the state ultimately return to work in New Jersey.
- **Postsecondary Education and Employment Outcomes:** The dashboard provides employment outcomes among those graduating from college in New Jersey, showing how many become employed in the state and their earnings by educational program, institution, and demographic characteristics.
- **Teacher Workforce Report:** The overall number of teachers has remained stable over time, but there were certain areas such as multi-language learning instructors and math and science teachers which saw sharper declines over time.





What is Next for NJSDS?

- Enhancing Current Products and Developing New Products
- Expanded External Access
- New State and Agency Partnerships
- 2027-2030 Research Agenda



THANK YOU!

