



RUTGERS–NEW BRUNSWICK

**Education and Employment
Research Center**

School of Management and Labor Relations

Noncredit Data Practices: Lessons from the States

State Higher Education Executive Officers
Higher Education Policy Conference
August 12, 2025

State Noncredit Data Project
Rutgers, Education and Employment Research Center

State Noncredit Data Project

Rutgers Education and Employment Research Center

- (1) Generate research to better understand noncredit education and advance the development of the noncredit data infrastructure;
- (2) Build and refine our national data taxonomy to guide national, state, and institutional data collection efforts;
- (3) Promote peer learning to share knowledge and build networks through our quarterly learning community and state specialized working groups.

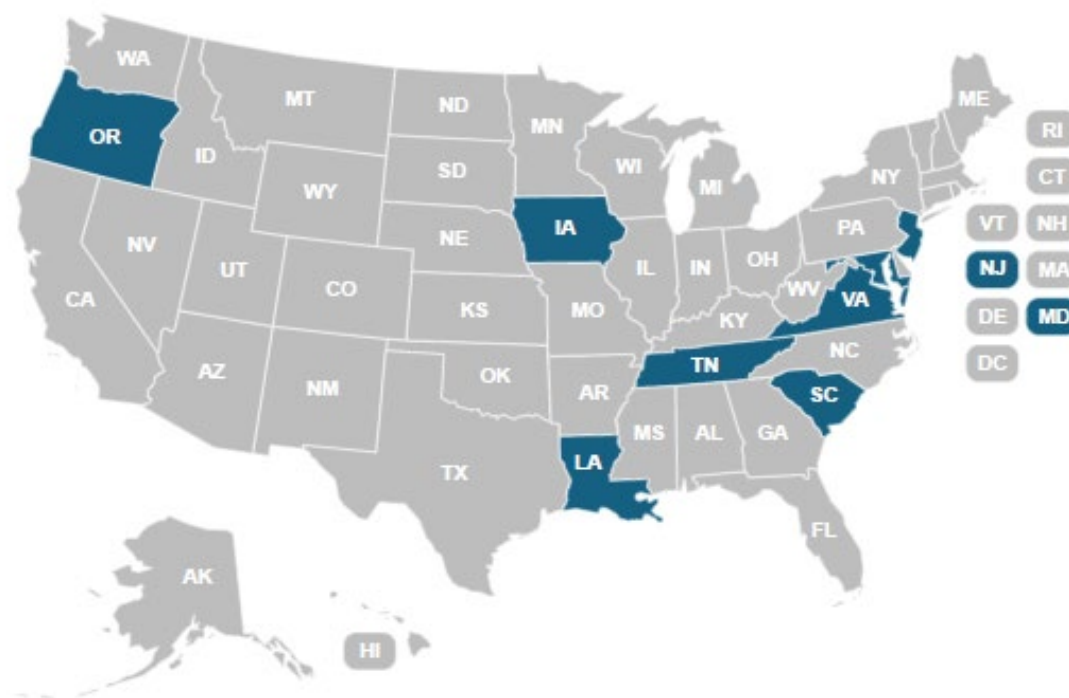
With support from the National Center for Science and Engineering Statistics within NSF, the Bill & Melinda Gates Foundation, and the Strada Education Foundation



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GATES *foundation*

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**
 - Additional research partner states
 - Advancing the National Learning Community
 - National data taxonomy



Exploring the Noncredit Data Infrastructure

Courses/Programs

- Field of Study (name, CIP, SOC, Career Cluster)
- Type (occupational, sponsored, pre-college, personal interest)

Outcomes

- Non-degree Credentials (industry certification, occupational license, college-issued certificate, micro-credential, apprenticeship)
- Noncredit-to-credit articulation
- Student Outcomes (continue to credit, completion, employment, salary/wages)

Instructional Characteristics

- Length (number of classes for program, contact hours)
- Admission Requirements (prerequisites, tests, age)
- Delivery (F2F, location, online, blended, competency-based)
- Work-based learning requirement
- Faculty (FT credit/noncredit, FT noncredit, PT/adjunct, external/contract)

Finance

- Tuition
- Government Funding (state reimbursement, WIOA eligible, econ development incentive, other federal and state grants)

Enrollment

- Headcount
- Demographics (race/ethnicity, age, sex/gender)
- Prior Educational Attainment

Student Services

- Academic Advising
- Career Advising
- Nonacademic Support

Identifiers

- ID types (SS#, institutional ID, consistent ID, student names, birth dates)

State-Level Data Availability

Category	Subcategory	Iowa (2020-2021)	Louisiana (2020-2021)	Maryland (2022-2023)	New Jersey OSHE Unit Records (2021-2022)	Oregon (2022-2023)	South Carolina (2021-2022)	Tennessee Community Colleges (2022-2023)	Virginia (2020-2021)
Purpose and Design									
Field of Study	Course/program name	All	All	All	None	All	All	All	All
	CIP code	All	Most	Most	None	Some	None	None	Most
Program Length	Total contact hours	All	Most	All	None	All	All	All	All
Outcomes									
Academic Outcomes	Students continue to credit	All	Some	None	None	All	None	None	All
	Completion data	All	Most	Many	None	None	None	None	All
Demographics and Enrollment									
Enrollments	Headcount	All	Many	Most	All	All	All	All	All
Demographics*	Race/ethnicity	All	Many	Many	Many	Some	All	None	All
	Age	All	Many	Many	Some	Some	All	None	All
	Sex/gender	All	Many	Many	Most	Some	All	None	All
Identifiers	Social Security Number	All	Most	Many	Many	None	Some	None	All
	Institutional ID number	All	Most	All	All	None	All	None	Most
	Name	All	Most	None	None	All	All	None	Most
	Birth date	All	Most	None	Some	Some	All	None	Most
Finance and Policy									
Funding	State funding	All	None	All	None	All	All	Most	Most
Data Availability Legend									
Indicates the degree to which data are available on each data element at the offering (course/program) level.									
All	Data are available on all noncredit offerings.								
Most	Data are available on 2/3 or more offerings.								
Many	Data are available on more than 1/3 but fewer than 2/3 of offerings.								
Some	Data are available on 1/3 or fewer offerings.								
None	Data are available on no offerings.								
*Note: Availability of data by course/program does not guarantee that data are available on all students within programs for which data are available. Missing data values are particularly common in demographic categories for noncredit enrollments									

Noncredit Data Taxonomy

Purpose & Design

- Field of Study
- NoncreditType
- Program Length
- Delivery
- Associated Credentials

Outcomes

- Academic Outcomes
- Labor Market Outcomes
- Nondegree Credential Outcomes

Demographics & Enrollment

- Enrollments
- Demographics
- Identifiers

Finance

- Tuition
- State and Federal Funding

- Based on inventory & analysis of first 3 partner states (IA, LA, VA)
- Addresses realities & aspirations
- Data availability dependent on data systems, mandates, and partnerships
- Full taxonomy includes complete list of data elements and operational definitions

Original Noncredit Data Taxonomy (1.0)

Purpose and Design captures data elements that pertain to an offering's focus and how it is delivered to students (field of study, noncredit type, program length, program delivery, associated credentials)

Outcomes captures data elements covering participants' academic, labor market, and non-degree credential outcomes (academic outcomes, labor market outcomes, non-degree credential outcomes)

Demographics and Enrollment includes data elements pertaining to identities of noncredit program participants and enrollment intensity of offerings (student demographics, enrollment, student identifiers)

Finance holds data elements that have to do with the way participants and offerings are funded (tuition, state funding, federal funding)

Field Testing: Lessons Learned Implementing the Taxonomy in SNDP Phase 2



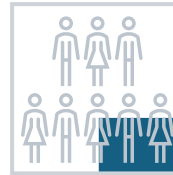
Purpose & Design

- Most data elements remained applicable such as the noncredit types, program length, mode of instruction
- Minor differences included MD's use of state-specific codes rather than CIP or SOC
- NJDOL data from the ETPL showed gaps regarding accessibility and student services (e.g., career advising, academic advising, childcare)



Outcomes

- Outcomes data remained mostly aspirational with Phase 2 states resulting in little need to expand outcomes in the taxonomy
- Some pockets of traction, however: MD's workforce completers data included quarterly earnings & NDCs; NJDOL data included completion & credential outcomes; TN CCs included data on alignment with industry certifications for many offerings; SC will begin capturing completion with next cycle



Demographics & Enrollment

- Data collection on headcount and contact hours generally consistent
- Significant gaps across the two phases in terms of demographics
- NJDOL presented additional detail such as citizenship, residency, disability status, foster care, etc.



Finance

- Phase 2 finance data were relatively sparse (no tuition, WIOA eligibility)
- Several Phase 2 states show noncredit eligibility for formula funding (MD, OR, SC, TN TCAT) and some eligibility for state grants
- Policy and state priorities seen as drivers of funding and intertwined with data elements

Additions in the Noncredit Data Taxonomy 2.0

Expanded data categories: accessibility and student services; provider information; more delineation of enrollment, demographics, and identifiers; WIOA

Addition of “policy” to the finance section

New data elements: nearly doubled data elements and operational definitions, now more than 90

Noncredit Data Taxonomy 2.0

Based on Multi-Phase,
Multi-State Noncredit Data
Inventory

Purpose and Design

- Field of Study
- Noncredit Type
- Program Length and **Admission**
- Delivery
- **Accessibility**
- **Provider Information**
- **Student Services**
- Associated Non-Degree Credentials

Outcomes

- Academic Outcomes
- Labor Market Outcomes
- Non-Degree Credential Outcomes

Enrollment & Demographics

- Enrollments
- Demographics
- Identifiers

Finance & **Policy**

- Tuition and **Student Costs**
- State and Federal Funding
- **WIOA Information**

*(New Components)

Sample Data Element Table

Table 3. Noncredit Outcomes: Data Elements and Definitions

Category	Subcategory	Operational Definitions
Academic Outcomes	Noncredit-to-Credit Transitions	Whether noncredit student enrolls in credit courses/programs
	Completion	Course/program completion data and type of available data (pass/fail, grades, complete/not complete, credential earned)
	Exit Date (Non-Completers)	Non-completers' date of last attendance
Labor Market Outcomes	Pre-Enrollment Employment	Student employment status before enrolling in offering
	Post-Enrollment Employment	Student employment status after enrolling in offering
	Pre-Enrollment Salary/Wage	Student salary/wage before enrolling in offering
	Post-Enrollment Salary/Wage	Student salary/wage after enrolling in offering
Non-Degree Credential Outcomes	Industry Certification	Student attainment of industry certification(s) “awarded by industry certification bodies” or “awarded for third-party, independent competency assessment”
	Occupational Licensure	Student attainment of license(s) “awarded by government agencies” or “awarded for meeting requirements of an occupation”
	College-Issued Certificate	Student attainment of certificate(s) offered by any entity (e.g., education providers). Certificates can be awarded for participation, completion, achievement, or by assessment.
	Microcredentials	Student attainment of microcredential(s), which “verify, validate, and attest that specific skills and/or competencies have been achieved. They differ from traditional degrees and certificates in that they are generally offered in shorter or more flexible time spans and tend to be more narrowly focused.”
	Apprenticeship	Student attainment of DOL-registered apprenticeship credential

^[1] Workcred, 2021.
^[2] Ibid.
^[3] Ibid.
^[4] Educause (2025). *Earn and display your microcredentials*. <https://www.educause.edu/microcredentialing/earn-and-display-your-microcredentials>
^[5] Apprenticeship USA, 2015.

Taxonomy Implications and Opportunities Across Levels and Sectors

Entity	Role in Noncredit Data Ecosystem	Current and Potential Contributions to the Noncredit Data Taxonomy	Potential Uses of the Noncredit Data Taxonomy
State Agencies and Associations	Govern, regulate, monitor noncredit data collection statewide	Taxonomy based on state CC data; project expansion to include university systems	Establish operational definitions and policy at state level to ensure consistency
Community/ Technical Colleges: Institutions	Delivery majority of noncredit; report data to state entity	Institution data typically more complete than state-level; institution input to refine	Engage in predicable data reporting; prepare for potential IPEDS and Workforce Pell
State Departments of Labor and Workforce	Oversee ETPL and WIOA; collect data on providers	Taxonomy 2.0 informed by NJDOL	Consistent data could help between labor and higher education
Universities	Deliver offerings through executive education and professional studies	University input would help applicability to sector	Engage in predicable data reporting; prepare for potential IPEDS reporting
State Longitudinal Data Systems (SLDS)	Can be repository for outcomes data useful across sectors; data sharing	Taxonomy 2.0 informed by input from one SLDS	Noncredit taxonomy across sectors could improve alignment
State Apprenticeship Agencies/Offices	Collect and oversee apprenticeship data through RAPIDS and state-specific systems	RAPIDS items may inform future iterations	Help align RAPIDS data and state-specific apprenticeship data
Private Training Providers	Deliver noncredit offerings	May collect different/additional data on noncredit compared with public providers	Expand or refine noncredit data collection process
Other State Gov (e.g., Governor's Offices)	Manage initiatives related to noncredit data in some states	May bring together data from across different agencies to inform the taxonomy	Taxonomy may guide data alignment across agencies and providers

How-To Guide for Engaging the Noncredit Data Journey

If your state has begun collecting noncredit data:

Step 1: Inventory current noncredit data.

Whether or not your state has begun data collection:

Step 2: Begin with essentials and build over time.

Step 3: Choose a data platform that allows for interconnectivity.

Step 4: Build data partnerships to collect outcomes.

Step 5: Engage statewide and national data ecosystems.

Publications & Resources

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

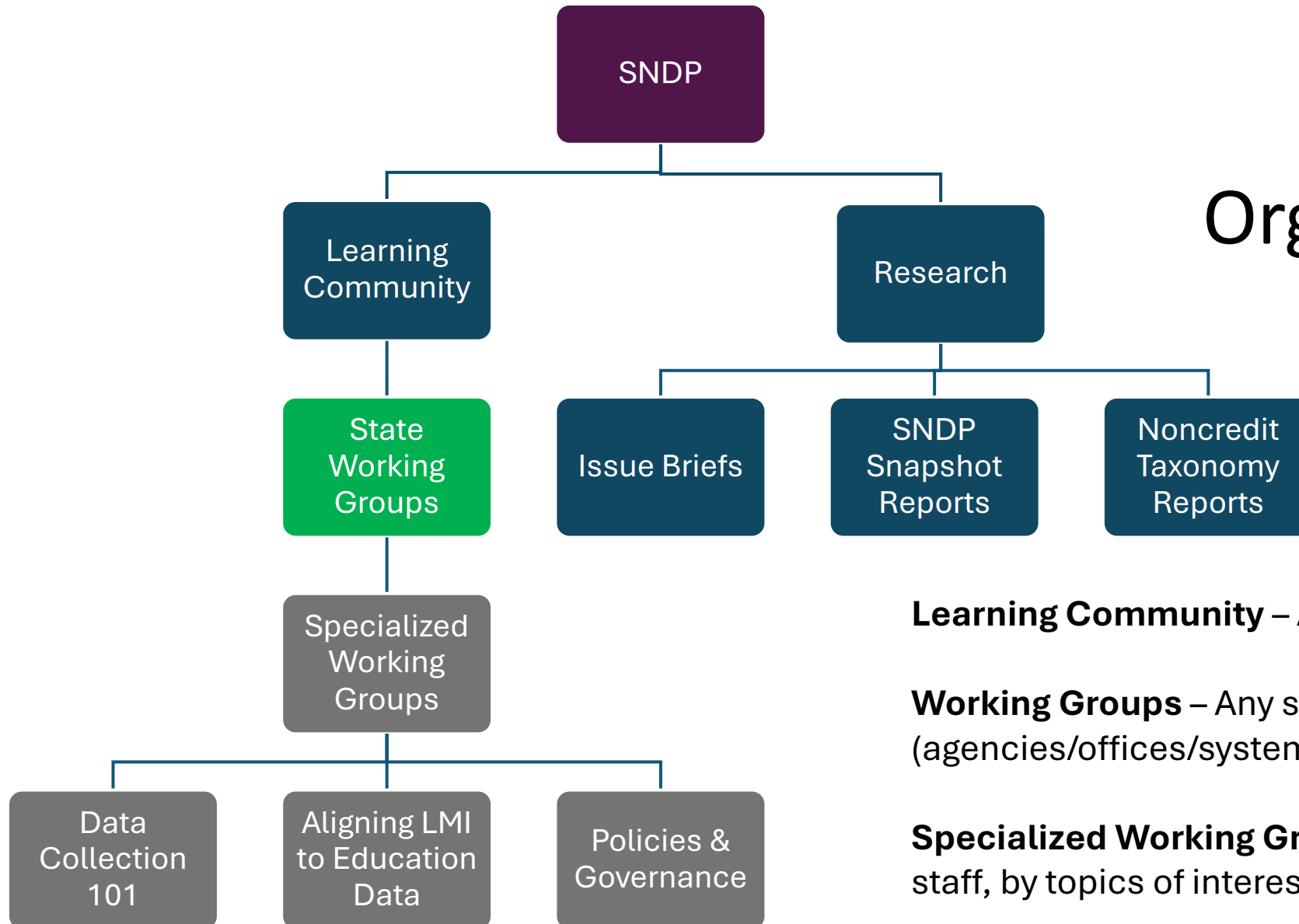
- **National Noncredit Data Taxonomy**
- **Cross-state analysis of state noncredit data**
- **Briefs**
 - State Data briefs on: IA, LA, VA, MD, NJ, OR, TN, SC
 - Practice briefs on: dashboards, data systems, partnerships, etc.
- <https://sites.rutgers.edu/state-noncredit-data/publications/>



Scan the QR code to access
all our project publications

SNDP

Organizational Map



Learning Community – Anyone interested in noncredit data

Working Groups – Any staff of state entities (agencies/offices/systems) that manage noncredit data

Specialized Working Groups – Subgroups of state entity staff, by topics of interest

Partnerships

- *295 Registered for SNDP Learning Community*
 - 48 States Represented
 - Higher Education (Universities, Community/Technical Colleges, Department's of Education, Commissions, etc.)
 - Governing Agencies
 - Workforce Commissions/Departments
 - Nonprofits
 - Post Secondary Education Outcomes (PSEO)/Census
- *135 Registered for the SNDP Working Groups (Data)*
 - 37 States Represented

Join the State Noncredit Data Project Learning Community

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



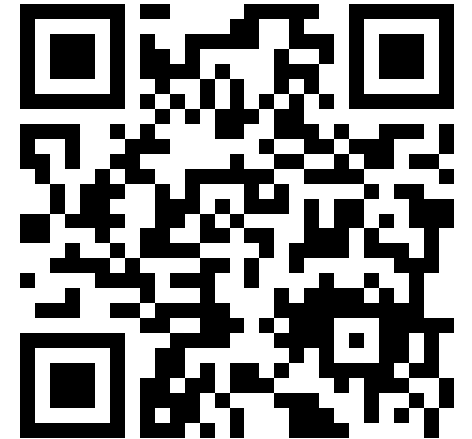
Join our next meeting on September 8 at 4:00pm Eastern – We will discuss how states are planning around the newly emergent Workforce Pell and share newly released SNDP practice briefs.

Specialized Working Groups for States

Specialized Working Groups (SWG's) for SNDP partners:

<https://sites.rutgers.edu/state-noncredit-data/specialized-working-groups/>

- Data Collection 101 (Where Do I Start) Techniques
- Aligning Program Data and Labor Market Information
- Policy & Governance (Developing Partnerships)



Policy & Governance Foundations for Noncredit Programs

- Key Objectives:
 - Establish robust policy frameworks and governance models for noncredit data.
 - Align noncredit credentials with workforce needs and institutional goals.
- Core Concepts:
 - Noncredit Credentials: Certifications, licenses, apprenticeships.
 - Governance Models: Centralized, Federated, Collaborative.
- Legislative Examples:
 - Florida SB 266, Indiana Workforce Ready Grant, Louisiana Master Plan, California Strong Workforce Program.

Strategic Partnerships

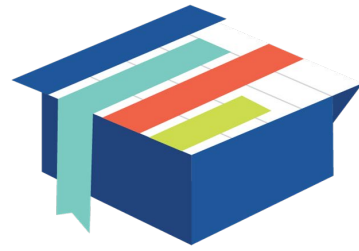
- Key Objectives:
 - Building cross-sector partnerships to support policy and program implementation.
- Strategic Themes:
 - Collaboration: Higher ed, workforce boards, employers.
 - Stakeholder Engagement: MOUs, advisory councils, joint task forces.
 - Data Governance: Standardize definitions, shared systems, regular reviews.
- Action Planning:
 - Identify partnership opportunities, define shared goals, pitch initiatives to policymakers.

Workforce Pell Legislation & Implementation

- Overview:
 - Effective July 2026, Workforce Pell expands Pell Grant eligibility to short-term workforce programs.
 - Targets programs between 150–600 clock hours aligned with high-demand, high-wage sectors.
 - Requires 70% completion and job placement rates for eligibility.
- Key Goals:
 - Increase access to short-term credentials.
 - Align education with labor market needs.
 - Support economic mobility through stackable pathways.
- Implementation Timeline:
 - 2025–2026: Assessment, strategic planning, systems preparation, and go-live.
 - Post-2026: Ongoing monitoring and compliance.

Implementation Checklist

- **Phase 1: Assessment (Jul–Sep 2025)**
 - Inventory eligible programs.
 - Analyze completion and job placement data.
 - Review employer partnerships.
- **Phase 2: Strategic Planning (Oct–Dec 2025)**
 - Select pilot programs.
 - Draft approval templates.
 - Design stackable pathways and tracking protocols.
- **Phase 3: Systems Prep (Jan–Mar 2026)**
 - Update tech systems and dashboards.
 - Train staff on Workforce Pell and loan changes.
 - Finalize compliance infrastructure.
- **Phase 4: Implementation (Apr–Jun 2026)**
 - Secure state approvals.
 - Update public materials and disclosures.
 - Launch communications and monitoring tools.
- **Ongoing (Jul 2026+)**
 - Monthly: Monitor completion and placement.
 - Quarterly: Evaluate earnings and financing uptake.
 - Annually: Recertify lenders, audit compliance, assess viability.

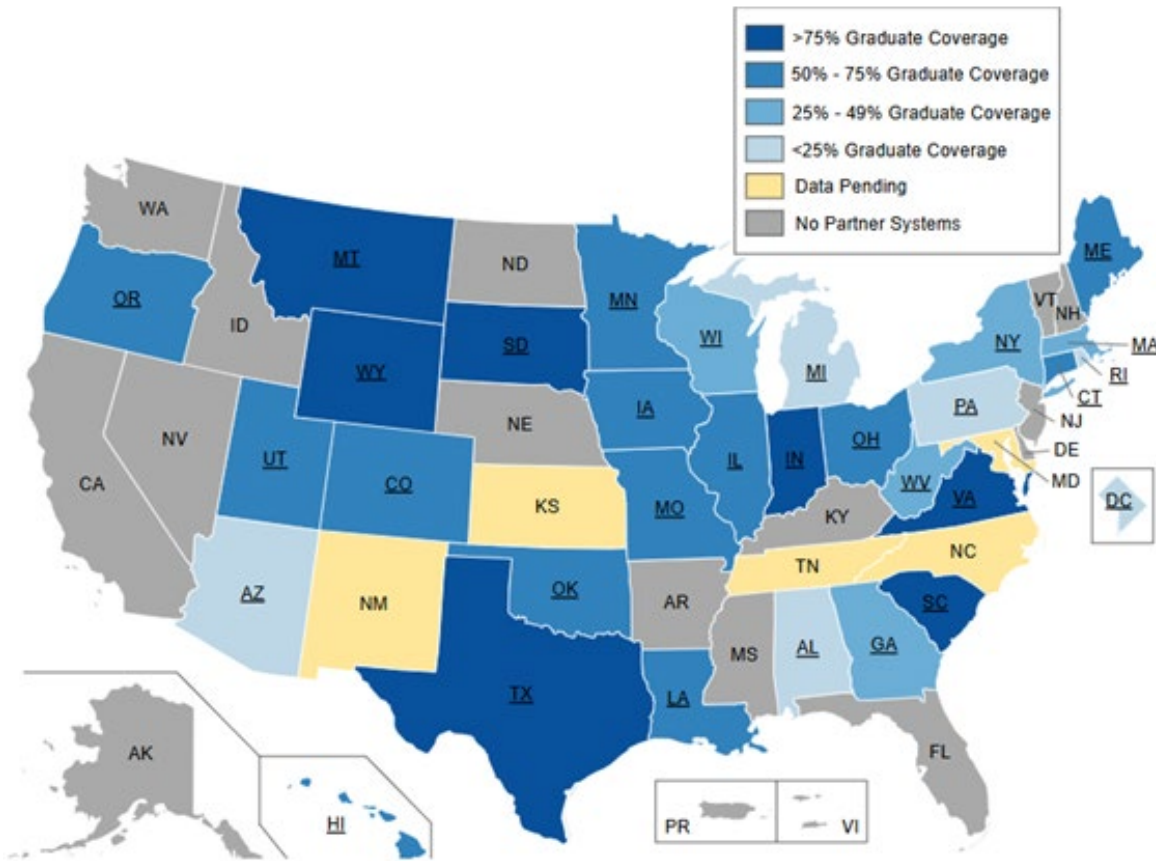


PSEO
COALITION

Gina Johnson, PhD

Principal & Cofounder, Data EmpowerED Consulting

Director, PSEO Coalition



PSEO Coverage as of August 2025

- **Texas & Census Partnership:** Initial collaboration with the U.S. Census Bureau to link Texas educational workforce data, providing insights into graduate employment outcomes
- **State Expansion:** Grew from Texas to a national coalition, engaging multiple states in adopting PSEO frameworks and expanding access to employment data
 - From one institutional system (13 institutions) to over 35 states (more than 1000 institutions)
 - Current states exploring expansion of institutions sharing data
 - Additional states and systems currently exploring participation

PSEO Coalition and SNDP partnership

State Noncredit Data Project

- Research noncredit data in a range of contexts {community colleges in 8 states and growing}
- National taxonomy to aid states in development of noncredit data
- Advance successful practices in noncredit education and non-degree credential data collection through peer learning

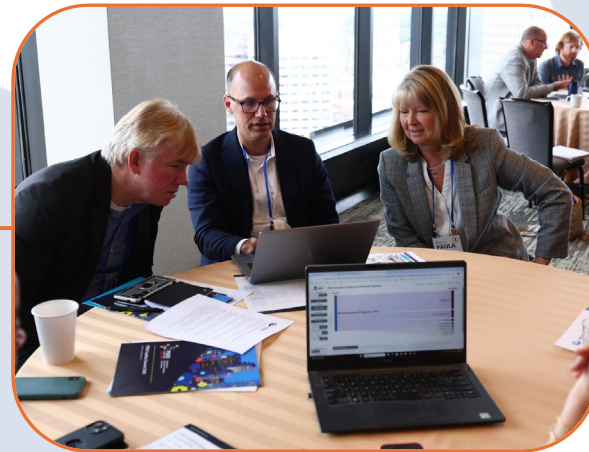
PSEO Coalition

- 37+ states with participation from agencies, systems, and institutions
- Agreed-upon data-sharing and connection framework
- Peer learning focused on generating, analyzing, and sharing employment data

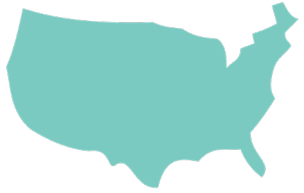
Discussing pilot inclusion of noncredit data in future version of PSEO



Collaboration within and across states is critical



PSEO Resources



PSEO Coalition

pseocoalition.org



Resource Library

pseocoalition.org/resource-library/



PSEO Explorer

lehd.ces.census.gov/applications/pseo



PSEO Datasets

lehd.ces.census.gov/data/pseo_experimental.html



What's Next: Workforce Pell (July 1, 2026)

Short-term, high-quality job training program

What does that mean exactly for an accredited institution....

- Program between 150 and 599 clock hours
- Training length 8 to 15 weeks
- Aligned with high-skill, high-wage or in-demand industry sector/occupation
- Must meet hiring requirements of potential employers
- Must lead to a recognized stackable/portable credential
- Program articulation to credit
- Verified completion rate of at least 70%
- Job placement rate of at least 70% within 180 days of completion

The Challenge and Opportunity of Workforce Pell Implementation:

How can WF Pell implementation serve as an opportunity to build broader quality systems in states and institutions?

Discussion Topics

- Aligned with high-skill, high-wage or in-demand industry sector/occupation
 - How does your Governor measure high-skill, high-wage and in-demand in your state?
- Must meet hiring requirements of potential employers
 - How do we identify employer hiring requirements?
- Must lead to a recognized stackable/portable credential
 - Is there a list of recognized credentials?
- Program articulation to credit
 - Will the pathway programs be considered when identifying skill, wage and demand?
- Job placement rate of at least 70% within 180 days of completion
 - Will there be legislation to allow for identification of employment through UI records or something else?