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Lessons from the State Noncredit Data Project: Building the Community College Data Infrastructure

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[In partnership with colleagues from MHEC, Rutgers, UCI, and NRC]

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Relevance of Noncredit Education



Individual Interest

More than 2/3 of adults considering further education prefer a non-degree option, up from about 1/2 before the pandemic (Strada, 2020)

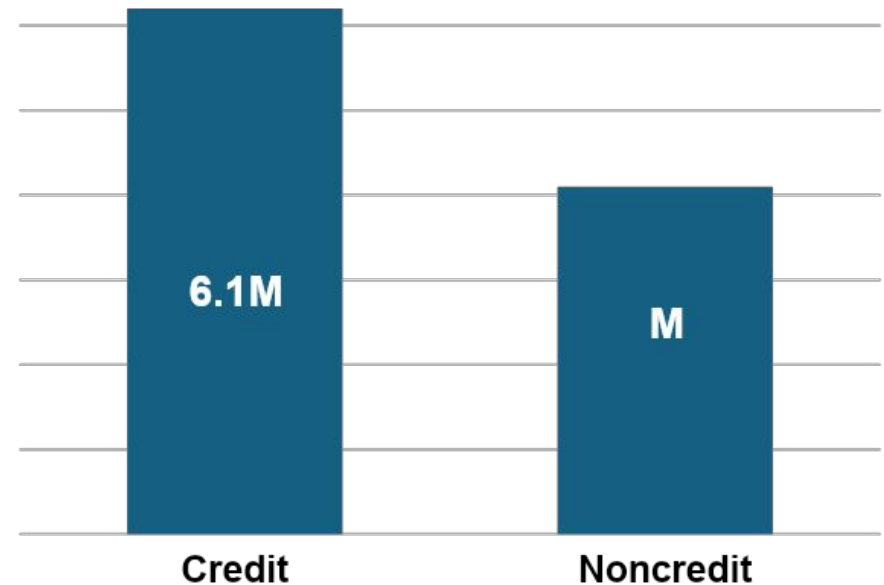


Increasing State Investments

e.g., Get There FL, IN Next Level Jobs, NJ Pay It Forward, LA MJ Foster, SC WINS, VA Fast Forward, and others
Noncredit as an onramp to higher ed and path to a career

Community College Headcount Enrollment

(AACC, 2024)



State Noncredit Data Project

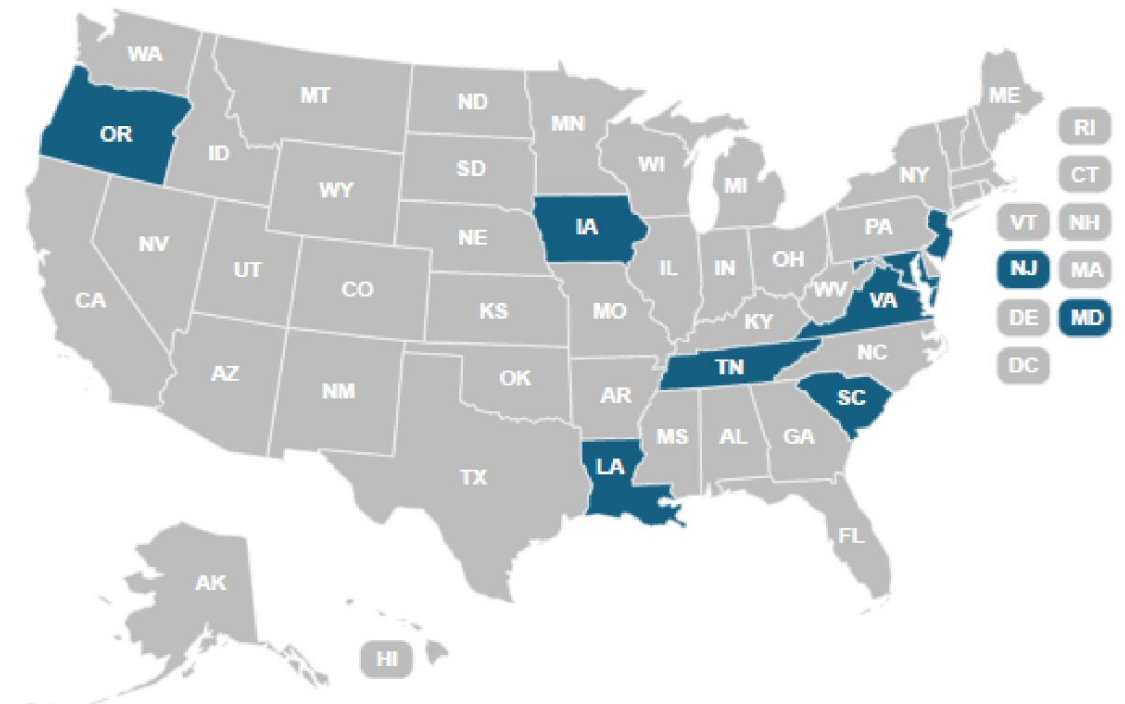
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Phase 1: IA, LA, VA

- 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



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State Noncredit Data Drivers/Needs

Consistent data collection and definitions for mandatory reporting, often connected to funding (D'Amico et al., 2014; D'Amico, 2017; 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)

**Noncredit Data
Taxonomy**
Based on Multi-State
Noncredit Data Inventory

**Purpose and
Design**

- Field of Study
- Noncredit Type
- Program Length and Delivery
- Associated Credentials

Outcomes

- Academic Outcomes
- Labor Market Outcomes
- Nondegree Credential Outcomes

**Demographics &
Enrollment**

- Enrollments
- Demographics
- Identifiers

Finance

- Tuition
- State and Federal Funding

Key Approaches and Findings

CC Noncredit Types (D'Amico et al., 2014)	IPEDS Categories for IC-Header
Occupational Training	Workforce Education
Sponsored Occupational (Contract) Training	Contract Training/Customized Training
Personal Interest	Recreational/Avocational/Leisure/ Personal Enrichment
Pre-College	Developmental Education Adult Basic Education Adult High School Diploma or Equivalent English as Second Language
[University Focused]	Continuing Professional Education

- Occupational & sponsored comprise most offerings
- Missingness common in demographic & credential data

Results from Survey of 30 States

- 25% had some industry certification data connected with noncredit
- 58% w/o certification data indicated plans
- Lack of central coordination a barrier

(Peterson et al., 2024)

Data Partnerships and Types of Data Matched to Noncredit



Iowa

- Workforce Development (employment & wages)
- Dept. of Corrections (data on students in incarceration)
- Dept. of Ed (HS students/grades)
- Dept. of Inspection and Appeals (CNA licensing)
- Dept. of Public Health (health occupation and related licenses)
- Dept. of Transportation (CDLs)
- National Student Clearinghouse (postsecondary enrollment)



Louisiana

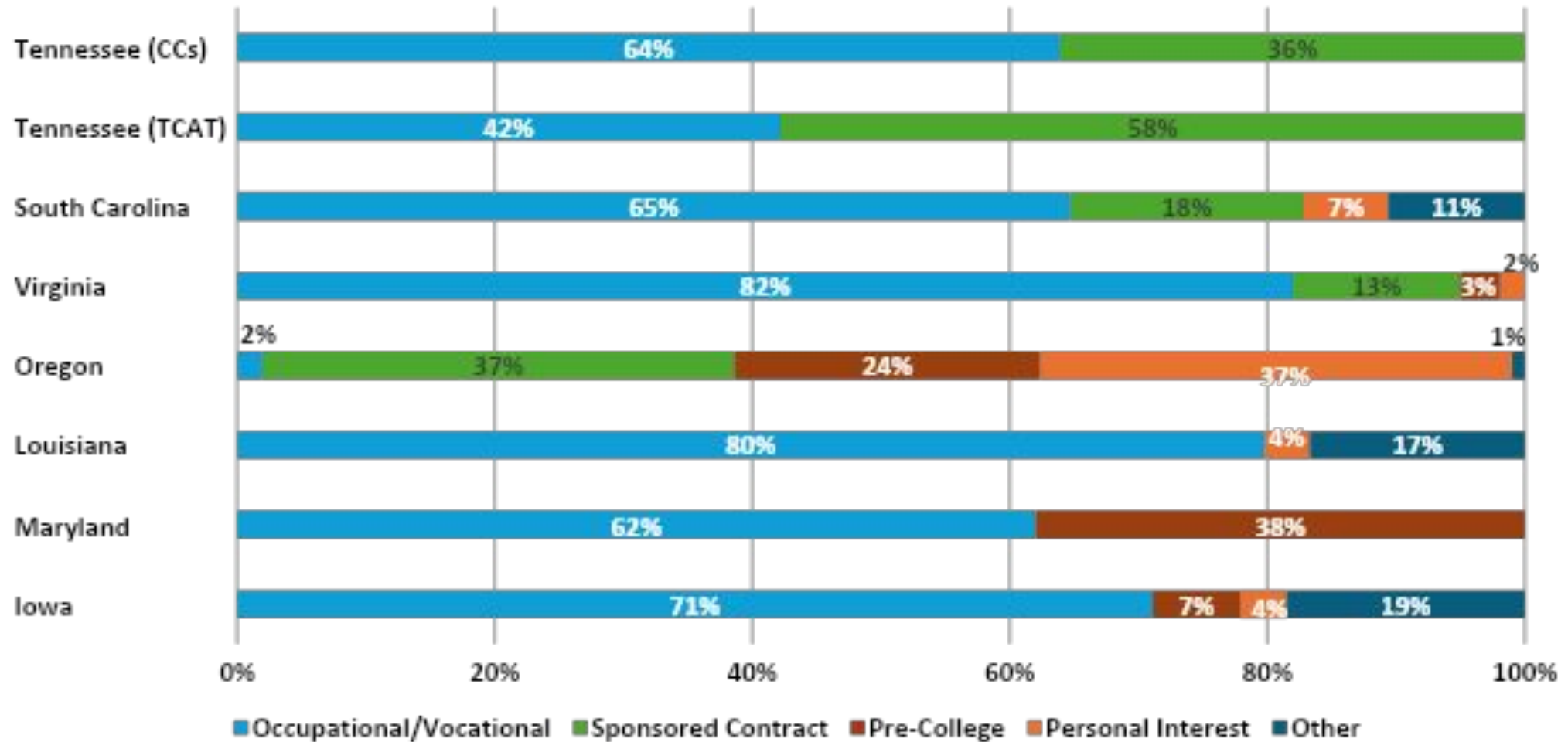
- Workforce Commission (employment & wages)
- Board of Regents (enrollments and completers)
- Dept. of Children and Family Services – SNAP Employment and Training (enrollments and completers)
- National Student Clearinghouse (postsecondary enrollment)



Virginia

- Employment Commission (employment and wages)
- Dept. of Health Professions (nursing and other health occupational and related licenses, including CNA)
- Dept. of Professional and Occupational Regulation (skilled trades, cosmetology, athletics, and other regulated occupational licenses)
- Dept. of Social Services (as a SNAP 50/50 provider and for special research and collaborative projects)
- National Student Clearinghouse (postsecondary enrollment)

Noncredit Offerings by Type



Roadmap for States Building the Noncredit Data Infrastructure

If your state has begun collecting noncredit data:

Step 1: Take an inventory of current noncredit data elements and the data being collected.

Whether or not your state has begun data collection:

Step 2: Begin with essentials and build over time.

Step 3: Ensure that your mission or multiple missions are captured and differentiated.

Step 4: Choose a data platform that allows for interconnectivity.

Step 5: Build partnerships over time for credentials and labor market outcomes.

Step 6: Develop organizational systems that allow for growth and refinement.

Learn more
about the *State
Noncredit Data
Project*

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



*Collecting and Understanding
Noncredit Community College Data: A
Taxonomy and How-To Guide for States*

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Maryland Noncredit Data Snapshot

- Goal: explores the noncredit data infrastructure of Maryland and presents descriptive analyses of available data at the course/program level
- Data sources
 - Full records of noncredit course offerings from the fiscal year 2023
 - Maryland's public-facing "Workforce Training Completion Dashboard"

Maryland's Course Offerings Dataset

Scope

- 6,590 noncredit course offerings reported in 2022–23.
- Data covers 16 institutions statewide.
- Includes key course-level details on every approved noncredit course.

Key Areas of Analysis

- Distribution of Noncredit Offerings:
 - Workforce training
 - Personal enrichment
 - Basic skills programs
- Non-Degree Credentials:
 - Types and volume of credentials awarded
 - Insights into credentialing trends across noncredit programs
- Instructional Characteristics:
 - Delivery modes: In-person, online, hybrid
 - Course duration and structure
 - Faculty qualifications and instructional requirements

Maryland's Workforce Sequence Completers Dataset

- **Data Source:** MHEC's data dashboard, focusing on students who completed noncredit workforce training programs
- **Scope**
 - 22,648 noncredit awards granted to 17,522 unique completers across 16 community colleges.
 - Awards include workforce certificates leading to:
 - Apprenticeships
 - Employment
 - Licensure
 - Job skill enhancement
- **Key Insights Gained from the Data**
 - Demographics of noncredit workforce training completers.
 - Completion subjects and program pathways.
 - Post-completion employment outcomes and workforce alignment.

Key Findings from the Course Offerings Dataset

Noncredit Offerings by Type

Noncredit Type	Number of Offerings	% of all Noncredit Offerings	
Workforce Development	Job preparatory	788	12%
	Licensure or certification	1,634	25%
	Job skill enhancement	1,667	25%
Basic Skills	571	9%	
General Education	1,930	29%	
Total	6,590	100%	

Non-Degree Credentials by Noncredit Type

Noncredit Type		Number of Offerings	% Associated with an Industry Certificate
Workforce Development	Job preparatory	788	1%
	Licensure or certification	1,634	62%
	Job skill enhancement	1,667	2%
Basic Skills		571	0%
General Education		1,930	<1%
Total		6,590	Approx. 16%

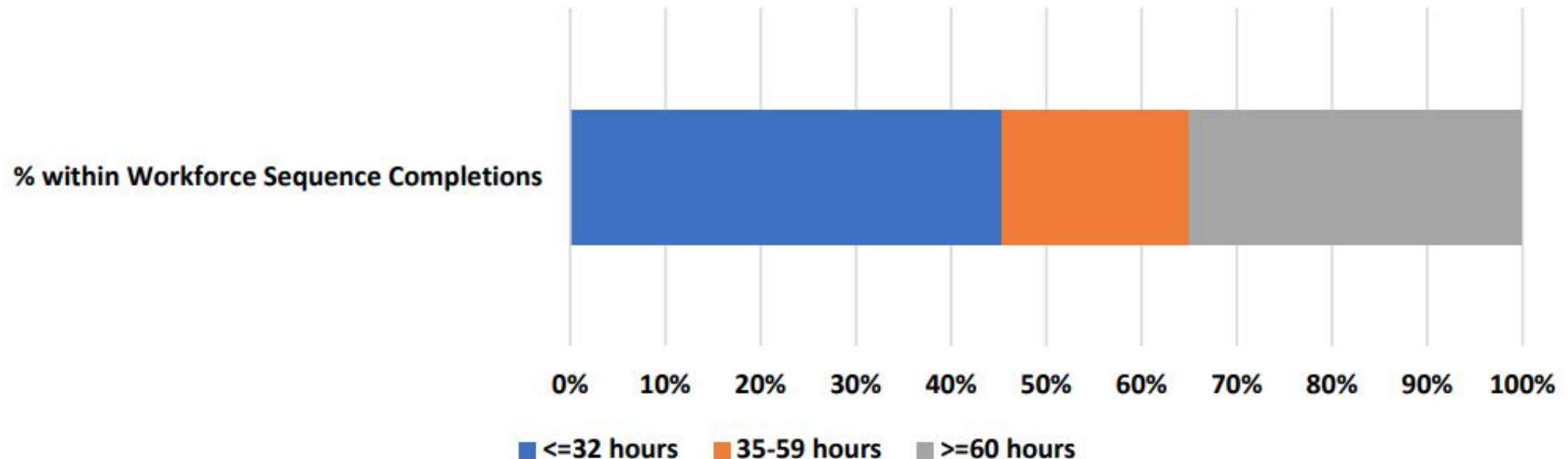
Instructional Characteristics by Noncredit Type

Noncredit Type	Courses		Contact Hours		<i>Online ONLY</i>	<i>Face-to-Face ONLY</i>	<i>Hybrid ONLY</i>	<i>Dual Delivery</i>	
	N	%	Median	Mean	%	%	%	%	
Workforce Development	Job preparatory	788	12	30	41	27	54	5	14
	Licensure or certification	1,634	25	40	47	15	52	12	21
	Job skill enhancement	1,667	25	20	24	30	45	4	22
Basic Skills	571	9	57	55	7	60	6	28	
General Education	1,930	29	18	22	15	55	1	29	
Total	6,590	100	20	34	19	52	5	23	

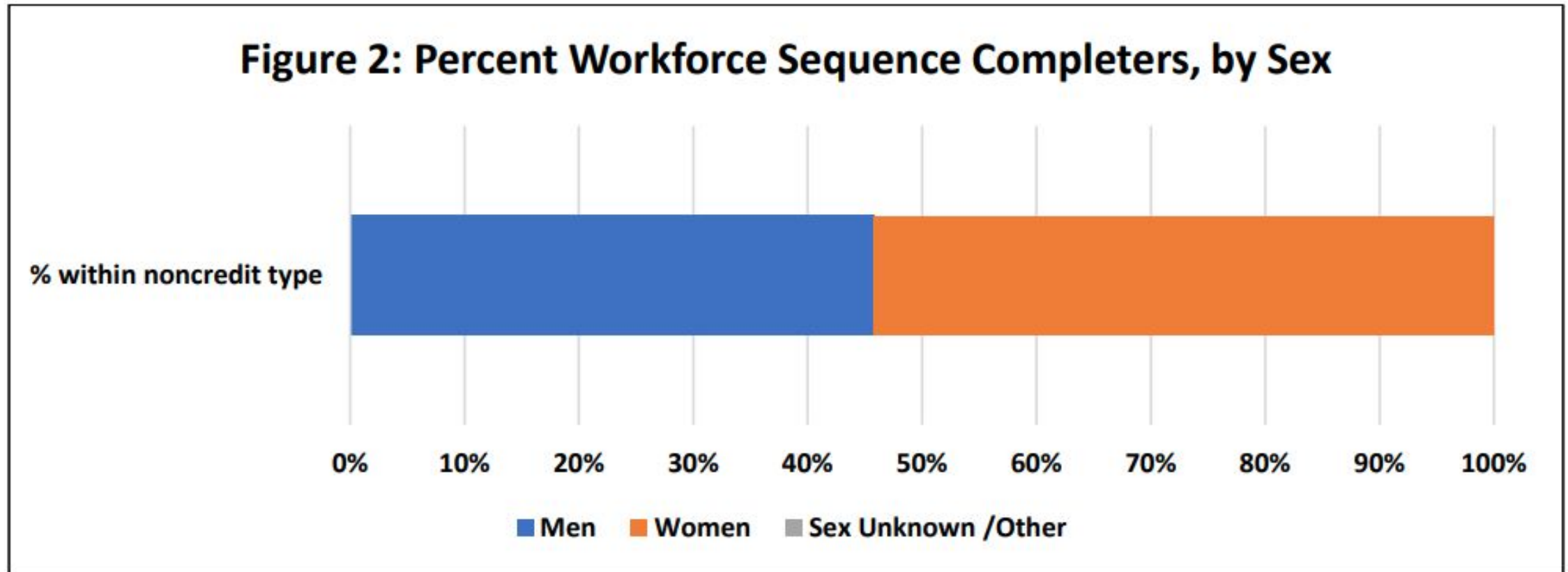
Key Findings from the Workforce Sequence Completers Dataset

Workforce Sequence Completions and Completers

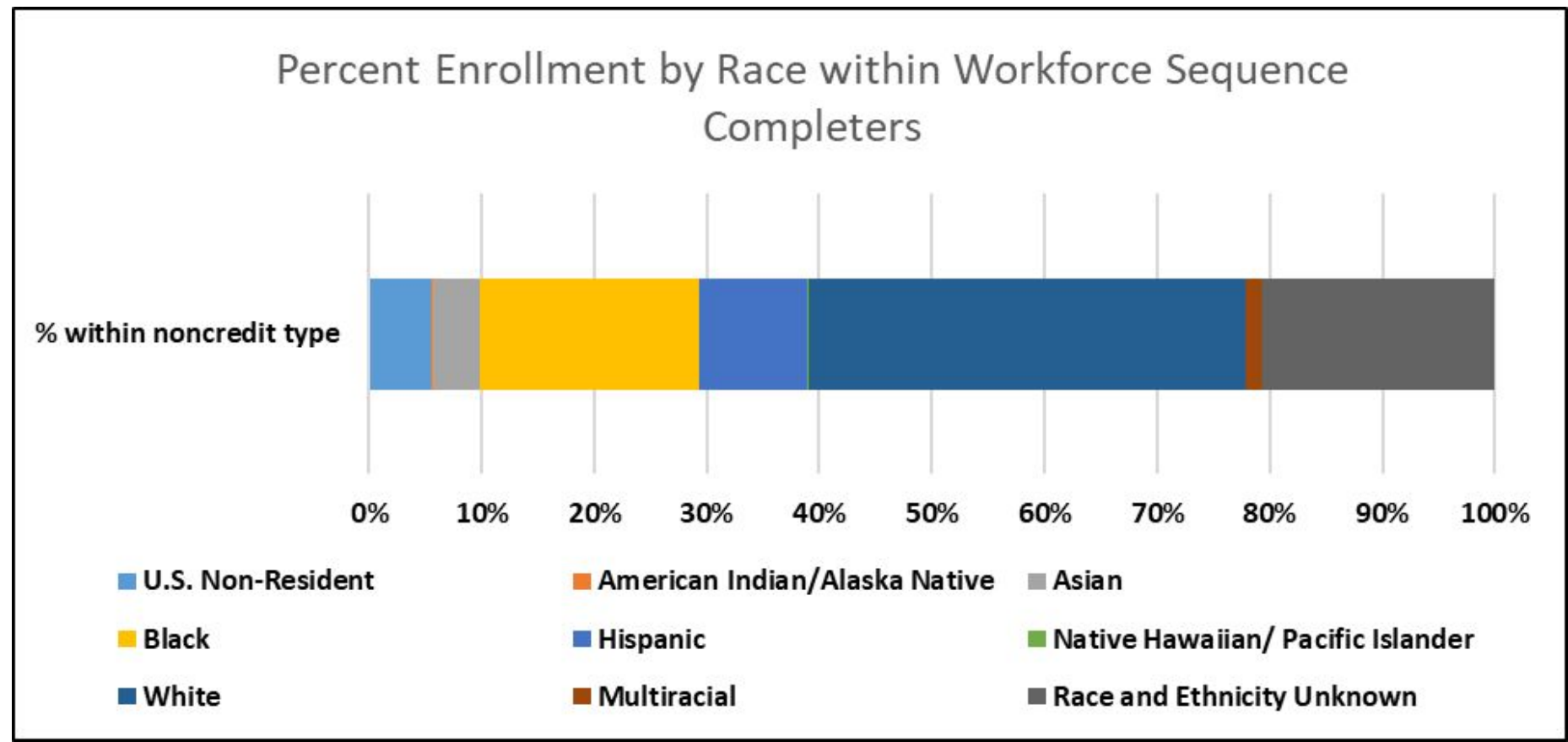
- In the 2022–23 academic year, there were 17,522 unique completers but a total of 22,648 completions, indicating that some students completed multiple courses or sequences.
- Percent workforce sequence completions, by program length



Demographic Composition of Workforce Sequence Completers

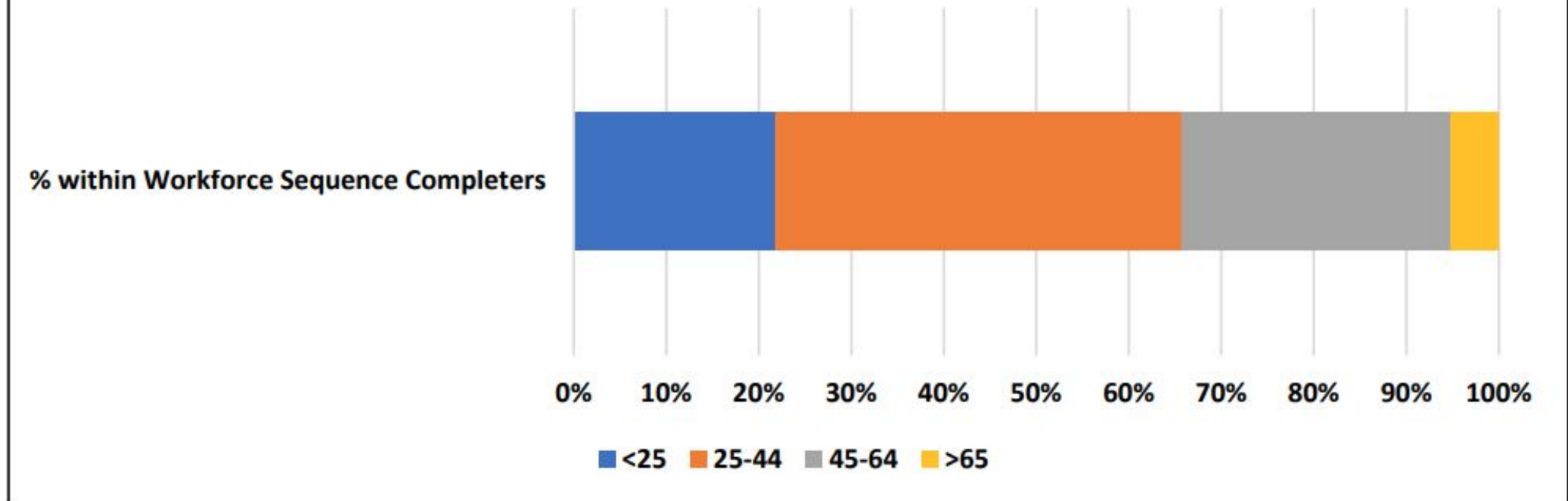


Demographic Composition of Workforce Sequence Completers



Demographic Composition of Workforce Sequence Completers

Figure 4: Percent Workforce Sequence Completers, by Age



Workforce Sequence Completions by Licensure/Industry Certification Requirements

		Workforce Sequence Completions	
		n*	%
Licensure/Industry Certification Required	Industry exam external to course ¹	10,240	45.2%
	Concurrent with course work ²	3,854	17.0%
	Industry exam internal to course ³	2,162	9.5%
No Licensure/Industry Certification Required ⁴		5,798	25.6%
Licensure/Industry Certification Requirement Not Specified ⁵		594	2.6%
Total		22,648	100.0%

Notes.

*n = Number of licenses/certifications earned

¹Licensure/industry certification is an external requirement for completion of course or sequence.

²Licensure/industry certification is awarded upon completion of course or sequence.

³Licensure/industry certification is required for completion of course or sequence.

⁴Course or sequence does not require licensure/industry certification for completion.

⁵Course or sequence does not specify whether licensure/industry certification is required for completion.

Key Takeaways from Maryland's Noncredit Data Infrastructure

- **Robust Data Collection:** Maryland prioritizes noncredit workforce training data, offering insights into demographics, employment outcomes, and program effectiveness.
- **Accessible and Impressive Data Tools:** The MHEC dashboard enables policymakers and stakeholders to explore trends, compare credit vs. noncredit outcomes, and make informed decisions.
- **Opportunities for Enhancement:**
 - Expanding data collection to include total enrollment could provide a more comprehensive picture of program reach and student participation.
 - Incorporating additional details on instructional characteristics and credentialing processes (e.g., work-based learning and certification testing) may offer deeper insights into student success.
 - Exploring ways to capture data on personal enrichment and basic skills programs could further strengthen the understanding of Maryland's noncredit landscape.
- **Future Growth Potential:** Maryland remains committed to evolving its noncredit data infrastructure, which could serve as a model for other states.

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Thank you!

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