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Connecticut Office of Higher Education, Private Provider Noncredit Data Snapshot

Daniel Douglas, Dulce Perez, Sean Seepersad

Project Background

Short-term noncredit education and the non-degree credentials (NDCs) to which noncredit education can lead (e.g., certificates, certifications, licenses) are increasingly viewed as viable educational pathways, and interest is on the rise.[1] An estimated 4.1 million community college students are enrolled in noncredit offerings, accounting for 39 percent of all enrollments,[2] and recent surveys have found that many adults question the value of a four-year college degree considering the time, money, and effort involved.[3] At the same time, state investments in short-term educational programs have been increasing, approaching $8.1 billion.[4]

Despite the considerable role that noncredit instructional activity plays in higher education, the Integrated Postsecondary Education Data System (IPEDS) does not capture data on noncredit programs and enrollments at the federal level.[5] Collection and analysis of noncredit program data at the state level are inconsistent, and the scant data available make it challenging to conduct analyses on the value of short-term workforce programs. Prior research has shown that approximately three-quarters of states collect at least

[1]Levine, I. (2025, October 23). *Interest surging in nondegree credentials but how do students finance them?* Pew. https://www.pew.org/en/research-and-analysis/articles/2025/10/23/interest-surging-in-nondegree-credentials-but-how-do-students-finance-them; Strada. (2020, September 16). *Public viewpoint: Interested but not enrolled: Understanding and serving aspiring adult learners*. https://cci.stradaeducation.org/pv-release-september-16-2020/

[2]AACC. (2025). *Fast Facts 2025*. https://www.aacc.nche.edu/research-trends/fast-facts/; Jacoby, T. (2021). *The indispensable institution: Taking the measure of community college workforce education*. Opportunity America. https://opportunityamericaonline.org/wp-content/uploads/2021/10/FINAL-survey-report.pdf

[3]Fry, R., Braga, D., & Parker, K. (2024). *Is college worth it?* Pew Research Center. https://www.pewresearch.org/social-trends/2024/05/23/is-college-worth-it-2/

[4]Murphy, S. M. (2025). *A 2025 update of state investments in short-term credential pathways*. HCM Strategists. https://hcmstrategists.com/resources/a-2025-short-term-credentials-typology-update

[5]Mullin, C. M. (2024). *Aligning certificates, diplomas, degrees, and emerging forms of credentials: Macro, micro, and maintenance credentials*. National Postsecondary Education Cooperative. https://nces.ed.gov/ipeds/pdf/NPEC/data/Aligning-Certificates-Diplomas-Degrees-and-Emerging-Forms-of-Credentials-Macro-Micro-and-Maintenance-Credentials.pdf

some data on noncredit offerings.[6] Though these data are limited, many states are making strides toward improving data collection.[7] The recent push toward Workforce Pell implementation, an important use case for robust noncredit data, has drawn national attention to available data and processes used to identify programs and assess their compliance with the program's rigorous guardrails.[8]

Noteworthy challenges faced by states include inconsistent definitions, lack of educational and labor market outcomes data, often poor data quality,[9] and challenges in connecting with other data sources that include NDCs. No US state has comprehensive data on all types of NDCs awarded by different entities.[10]

The limited nature of state-level noncredit data poses a range of problems:

- States and institutions where noncredit plays an important role are limited in demonstrating the value of their program offerings. Noncredit students are often undercounted, which can result in noncredit programming—a major activity, particularly for community colleges—being overlooked in the development of funding formulas and distribution.[11] This can also lead to overestimates of per-student funding.[12]
- States and institutions face challenges in determining noncredit program quality in terms of whether and how programs lead to further education and/or gainful employment. This hinges on both analyzing outcomes data for students who participate in noncredit offerings and understanding the program characteristics associated with those outcomes.[13]

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[6]Erwin, M. (2020). *Noncredit enrollment and related activities* (NPEC 2019). US Department of Education. National Postsecondary Education Cooperative. https://nces.ed.gov/ipeds/pdf/NPEC/data/NPEC_Paper_Noncredit_Enrollment_and_Related_Activities.pdf

[7]Erwin, 2020; D'Amico, M., Van Noy, M., Srivastava, A., Bahr, P., & Xu, D. (2023). *The state community college noncredit data infrastructure: Lessons from Iowa, Louisiana, and Virginia*. Rutgers, the State University of New Jersey, School of Management and Labor Relations, Education and Employment Research Center. https://sites.rutgers.edu/state-noncredit-data/wp-content/uploads/sites/794/2023/08/The-State-Community-College-EERC-8.2023.pdf

[8]D'Amico, M. M., & Van Noy, M. (2025). Workforce Pell for community college noncredit education: How well positioned is the state noncredit data infrastructure? [Advance Online Publication]. *Community College Journal of Research and Practice*, 1–12. https://doi.org/10.1080/10668926.2025.2546361

[9]D'Amico, M. M. (2017). Noncredit education: Specialized programs to meet local needs. *New Directions for Community Colleges, 180*, 57–66. https://doi.org/10.1002/cc.20281; Erwin, 2020; Romano, R. M., & D'Amico, M. M. (2021, July/August). How federal data shortchange the community college. *Change: The Magazine of Higher Learning, 53*(4), 22–28. https://doi.org/10.1080/00091383.2021.1930978

[10]Leventoff, J. (2018). *Measuring non-degree credential attainment: A 50-state scan*. National Skills Coalition. https://www.nationalskillscoalition.org/resource/publications/measuring-non-degree-credential-attainment-a-50-state-scan/

[11]D'Amico, M. M., Morgan, G. B., Katsinas, S. G., Adair, J. L., & Miller, M. T. (2017). A national analysis of noncredit community college education: Enrollment, funding, accountability, and contextual issues. *Community College Journal of Research and Practice, 41*(4–5), 288–302. https://doi.org/10.1080/10668926.2016.1251349

[12]Romano and D'Amico, 2021.

[13]Van Noy, M., Hughes, K., & Bjorn, G. (2023). Its own standard: Approaches to quality in community college noncredit workforce education. Rutgers Education and Employment Research Center. https://smlr.rutgers.edu/sites/default/files/Documents/Centers/EERC/Its%20Own%20Standard%20-%20Approaches%20to%20Quality%20Final%20Formatted%206.14.23.pdf

- Inconsistencies in the availability of noncredit and associated labor market outcomes data make comparisons difficult across programs, institutions, and states. These inconsistencies result in challenges to understanding the value and quality of short-term training, particularly for learners seeking to make decisions about what to invest time and money in, as well as for employers trying to evaluate the meaning of noncredit program offerings and NDCs in hiring.

To address these limitations, the Rutgers Education and Employment Research Center (EERC) and key partners have collaborated with state leaders as part of the State Noncredit Data Project (SNDP). The SNDP seeks to examine noncredit data in the service of three primary goals:

- Support states in building their noncredit data infrastructure by maintaining a comprehensive Noncredit Data Taxonomy with accompanying data elements based on foundational data sources and frameworks.
- Engage states in ongoing, open, and accessible shared learning about noncredit data.
- Position states around noncredit data use cases, such as Workforce Pell.

This report is one in a series that explores the noncredit data infrastructure of US states and presents descriptive analyses of those data at the program level. Connecticut, the state considered in this report – is a relatively small state – with a population of 3.6 million as of 2024 (ranked 29th of 50). Yet, in terms of higher education, it has a relatively large footprint; the state is home to 29 higher education institutions[14], including Connecticut State Community College, which comprises twelve main campuses that were formerly individual community colleges. Along with these institutions, Connecticut offers a further range of noncredit postsecondary education opportunities to its residents. Thus the focus of this report is the data collected and maintained by Connecticut's Office of Higher Education (OHE) on the state's nearly 100 private career schools offering occupational instruction, typically at direct cost to students.

Methods

The process of gathering data began with engagement with state partners at OHE through direct conversations (i.e., virtual meetings) and email discussions. The data come from the private career school extraction of OHE's Credential Registry which was shared with EERC researchers in January of 2026. The authors reviewed, cleaned, took inventory, and analyzed the contents of this extract. The unit of analysis for this project is the noncredit offering, which may be a single course or an entire program. Thus, the process of cleaning the data for analysis focused on ensuring that there were no duplicative observations for individual offerings. In total, we assessed program-level data from 687 occupationally-oriented noncredit offerings from 97 providing institutions. This data inventory was accompanied by a self-administered qualitative interview with the OHE database manager; the interview was supplemented by follow-up questions via email. Further, because the data contained offerings of only one noncredit type – professional training – we do not distinguish analyses by noncredit type, which has been the focus of other reports in this series.

[14] Those with a primary campus located in Connecticut.

The data analyzed represent a point-in-time extract from OHE's Credential Registry[15]. OHE has continued to refine its regulatory workflows and Credential Registry since that transition, including strengthening required fields and validation to improve the completeness and consistency of structured data. Accordingly, missing values in this analysis may reflect legacy records or the structure of the analyzed extract rather than information OHE does not collect or maintain through its broader authorization process.

Connecticut's Policy Context for Noncredit

Noncredit mission and priorities

OHE's broad mission is to support Connecticut residents in pursuing educational opportunities beyond high school, while also ensuring the quality and integrity of the state's postsecondary landscape.[16] The agency administers state financial aid programs, reviews educational programs for veterans (those that access U.S. Department of Veterans Affairs education benefits), oversees private colleges and career schools, and manages initiatives such as the Alternate Route to Teacher Certification[17] and Serve Connecticut – the state's branch of AmeriCorps. OHE also provides public-facing information to help students understand available educational options and make informed decisions.

Noncredit education fits within this mission through OHE's authorization function which includes private career schools - whose offerings are entirely noncredit. They also authorize certain noncredit offerings at colleges and universities. OHE operates under statutory authority defined in Connecticut General Statutes, Chapter 185, which governs the approval and oversight of institutions and programs.[18]

Through the authorization process, OHE ensures that schools and programs meet standards established in Connecticut statutes and regulations, which serve as the agency's primary measure of quality. OHE also maintains the state's Credential Registry, which includes credentials offered at the state's public and private colleges and universities, as well as those offered at approved private career schools.[19] The registry serves as a source of public information about available post-secondary educational opportunities in Connecticut. The Credential Registry includes a range of information on both schools and programs, including: institutional accreditation, admissions requirements, licensure eligibility, financial aid options, and estimated earnings.

Notably, occupational noncredit education is the primary form of noncredit activity within OHE's scope. The agency's noncredit oversight and data collection are focused on postsecondary occupational training programs,

[15] Some records were originally maintained in OHE's legacy Microsoft Access database and were migrated to Veoci in late 2021.
[16] While OHE does collect and maintain key data repositories that include all the state's institutions – including its public colleges and universities – program approval for public institutions is handled by their respective governing boards. The University of Connecticut's programs are under the authority of its Board of Trustees. Programs at the state's other public colleges and universities are under the authority of the Connecticut State Colleges and Universities (CSCU) Board of Regents.
[17] ARC is an alternative educator-preparation pathway for individuals seeking initial teacher certification in Connecticut. OHE administers the ARC program, while the Connecticut State Department of Education is responsible for issuing the educator certificate.
[18] The text of the authorizing legislation can be found at https://www.cga.ct.gov/current/pub/chap_185.htm
[19] OHE's credential registry is publicly available at https://p.veoci.com/CTCredentialRegistry

particularly those offered by private career schools and certain authorized institutions that prepare students for specific careers or licensure. Thus, other forms of noncredit education - remedial programs, sponsored programs at community colleges, and recreational education - are not under OHE purview or contained in its data.

Noncredit and non-degree standards

OHE quality standards are established in state statutes and regulations, which govern authorization and oversight of noncredit programs. These standards are enforced through OHE's approval and ongoing review processes for private career schools and other authorized institutions. Programs must meet requirements related to areas such as curriculum, instructional hours, faculty qualifications, and administrative practices. Authorization and reauthorization serve as the primary mechanism for ensuring quality in noncredit education under OHE's authority.

OHE defines success in noncredit education primarily by compliance with state statutes and regulations governing authorized programs and institutions. OHE seeks to ensure that programs meet standards for approval and reauthorization, operate in accordance with applicable laws, and maintain accurate and transparent public-facing information.

Issues with noncredit programs are identified through complaints, compliance issues, or enforcement actions. Any of these can indicate that a school or program does not meet required standards. A recent incident occurred in 2023 when three campuses of Stone Academy were closed due to issues with instructor qualifications and clinical placements.[20]

Noncredit data drivers

OHE captures detailed program-level instructional characteristics necessary for authorization, oversight, and public transparency. These elements are used to evaluate whether programs meet statutory and regulatory standards and for ensuring that accurate, detailed information is available to the public through the Credential Registry. Key data elements in the registry include:

- Program structure and length, including total clock hours, weekly hours, and number of weeks
- Delivery format, such as in-person, online, or hybrid instruction
- Schedule and instructional breakdown, including when classes meet and the balance of lecture and clinical instruction
- Program description and competencies, outlining the knowledge, skills, and abilities students are expected to gain
- Admissions requirements, such as prior licensure where applicable
- Class size limits across instructional settings (e.g., classroom, lab)

[20] https://www.highereddive.com/news/a-connecticut-for-profit-nursing-college-shut-down-abruptly-now-its-facin/645954/

OHE also collects related contextual information such as tuition and fees, program costs, and estimated earnings, as well as links to catalogs and program materials.

As of this writing, OHE is in the process of developing approaches to collect and evaluate program-level outcome data for private career schools. These outcomes may include measures such as completion rates, employment outcomes, and licensure attainment. While still in development, these efforts reflect its longer-term goal of incorporating outcome-based benchmarks alongside existing regulatory standards as an additional measure of program effectiveness. OHE is also in the process of building the capacity to collect student-level data from private career schools, which would expand the agency's ability to track outcomes and program effectiveness. Specifically, OHE – in conjunction with its contractor – is developing an annual student-level data reporting process for private career schools. In this process, the first reporting cycle would ask career schools to include records for all students enrolled in the prior year (October 1 through September 30); data would include student identifying information, enrollment history, current enrollment status, and completion or withdrawal information. In subsequent reporting cycles, schools would be asked to include newly enrolled students, and to provide information on student outcomes including job placement and employment, and licensure for applicable programs.

Although OHE does not currently produce public reports specifically focused on noncredit education, it maintains the Credential Registry, a public-facing resource for institution and program information. The Credential Registry includes authorized postsecondary institutions and their programs in Connecticut.[21]

Funding and Articulation

Noncredit programs under OHE's oversight are primarily funded through student-paid tuition and fees. Private career schools establish their own tuition rates and program costs as part of the approval process. OHE does not administer a dedicated funding model for noncredit programs (e.g., enrollment-based or performance-based funding). In limited cases, programs may be supported through external sources such as workforce funding provided by the state or veterans' education benefits provided by the federal government, but these are not primary funding mechanisms managed by OHE.

While in some states, noncredit programs have explicit statewide articulation rules, OHE does not establish or administer any statewide policy for noncredit-to-credit articulation. To the extent that noncredit-to-credit articulation exists, it is determined at the institutional level.[22]

Noncredit data system

As noted thus far, data collection is related to OHE's regulatory function. OHE collects and maintains detailed program information as part of its authorization and oversight responsibilities, particularly for private career

[21]OHE's Credential Registry is publicly available at https://p.veoci.com/CTCredentialRegistry.

[22]A brief internet scan indicated that there were few if any explicit non-credit to credit articulation agreements that would impact students who completed non-credit programs through the private providers covered in this report.

schools and other programs subject to OHE review. The data is used to support regulatory review, compliance monitoring, and public transparency.

OHE maintains a centralized, program-level noncredit data system through the Credential Registry, which serves as a state-level source of information on postsecondary programs in Connecticut, including private career schools and their programs. As such, noncredit offerings are primarily characterized as programs of study, including information such as program title, instructional hours, occupational alignment, and approval status. In practice, instruction for many private career schools takes place both inside classrooms, and through work and shadowing in practical settings – e.g., beauty salons or barber shops. These latter activities, though necessary for practical preparation, would not neatly fit into the designation of courses. While individual courses may exist within programs, they are not typically the primary unit of record for regulatory or reporting purposes. Thus, the focus is on the full program as the approved unit under state statutes and regulations.

All private career school programs, as well as other authorized noncredit offerings under OHE's jurisdiction, are required to submit program-level information for inclusion in the Credential Registry.

Required data elements include, but are not limited to:

- Program title and description
- Program length (clock hours, weeks, weekly hours)
- Delivery method and schedule
- Program structure and competencies
- Admissions requirements
- Class size limits
- Tuition, fees, and total program cost
- Methods of payment and financial information
- Alignment to licensure (if applicable)
- Supporting documentation (e.g., catalogs, syllabi)

Additional data elements may be collected through institutional submissions, such as estimated earnings or other program-specific details, though these may vary by program.

Data Inventory

When engaging research partners, the SNDP project team engages with stakeholders to gain a sense of the noncredit data collected by each. In this case, we only analyze data from a single source, Connecticut's Office of Higher Education. The following tables show which data elements are available in the private career school extraction of OHE's Credential Registry for occupationally oriented programs offered by private providers.

The analysis examines if data are available on *all* offerings, *most* offerings (2/3 or more), *many* offerings (more than 1/3 but fewer than 2/3), *some* offerings (1/3 or fewer), or *none* of the noncredit offerings.

The inventory presented here is based on the SNDP Noncredit Data Taxonomy 2.0. Since the data provided for this analysis are at the program level, the relevant broad categories from Taxonomy 2.0 are "Purpose and Design" and "Finance and Policy." The analyzed extract does not include student-level Outcomes or Enrollment & Demographics data. As noted above, Connecticut OHE is in the process of developing a process to collect student-level data from its private career schools, which would permit a more comprehensive inventory relative to the SNDP Taxonomy. We note at the outset that the results below are based on a point-in-time extract provided to EERC as a research partner. Thus, the results do not necessarily indicate that OHE does not collect or maintain these data through its authorization and oversight processes.

Data Elements: Purpose and Design and Finance and Policy

Table 1 shows the inventory of noncredit data elements present in the private career school extraction of OHE's Credential Registry (covering two sections of Taxonomy 2.0) and assesses the degree to which those elements were populated in the extract. Notably, the analysis does not include the full set of Finance and Policy elements from Taxonomy 2.0. Some private career school programs may be eligible for federal Title IV student aid or other state or federal funding; the absence of those financing elements from the analysis does not mean that all programs were ineligible for student aid.

Data relating to program type, including name, description, SOC, and CIP code, are generally available. Program length was available for most programs. Admission requirements were not identified in the extract. The extract identifies the mode of instruction for many offerings, but it does not contain a structured program-level field identifying the specific location of face-to-face instruction. Registry listings are organized by school campus, either main or branch, and face-to-face instruction may also occur at an approved classroom site associated with a campus.

The extract contains incomplete or missing values in several categories, including program length, delivery, and accessibility. These gaps limit what we can determine from the extract about program accessibility and available student services.

Table 1: Data Elements and Alignment

Category	Data Element	CT Office of Higher Education 2026
Field of Study	Course/Program Name	All
	Course/Program Description	Most
	CIP Code	Many
	SOC Code	Many
	Career Cluster	All
	State-Specific Code	None
Noncredit Type	Occupational Training	All
Program Length and Admission	Number of Courses if Multi-Course Program	Some
	Total Contact (Clock) Hours for Offerings	Most
	Calendar Length	Most
	Admission Requirements	None
Delivery	Face-to-Face, Online, Blended	Many
	Face-to-Face Location	None
	Competency-Based, Work-based Learning, Faculty Data	None
Accessibility	Evening Courses	Some
	Transportation, Access for Disabled, Language of Instruction	None
Provider Information	Provider Name	All
	Provider ID	All
	Provider Type	All
Student Services	Career Advising, Academic Advising, US Department of Labor (US DOL) One-Stop Services, Personal Counseling, America's Job Bank (AJB)/America's Talent Bank (ATB), Childcare Assistance and Services	None
Associated Non-Degree Credentials	Industry Certification, State Licensure	Some
	College-Issued Certificate, Microcredential Apprenticeship	None
Tuition and Student Costs	Course/Program Tuition	Many
	Financial Aid	None
	Application Fees	Many
	Registration Fees	Many
	Books and Supplies	Some
	Other Costs	None
	Total Costs	None

Note: "None" indicates that the element was not identified as a structured field in the dataset supplied for this analysis.

Table 2 provides an overview of program traits in the analyzed extract. All offerings in the extract refer to non-employer sponsored occupational training. The majority (62%) of offerings were delivered in person, with some (22%) delivered in hybrid format. About 15 percent of offerings did not indicate the delivery method. Most offerings (55%) indicated full-time intensity, and over a quarter (28%) were delivered at part-time intensity. 17 percent of offerings had no recorded data on intensity. In terms of information on

credentials, 31 percent of offerings were identified as preparing students for professional licensure, 38 percent were identified as not preparing students for licensure, and the remaining 31 percent did not explicitly indicate licensure status. About a third (34%) of the offerings did not include data on the CIP program area. Among offerings that had CIP information, the largest categories were Healthcare (26%), Personal Services (18%), Transportation, and Construction (6% each).

Table 2: Program Traits

Trait	Frequency	Percentage
Noncredit Type		
Occupational Training	687	100%
Delivery Method		
In-Person	428	62.3%
Blended/Hybrid	154	22.4%
Online	2	0.3%
Unknown	103	15.0%
Program Intensity		
Part-time	194	28.2%
Full-time	378	55.0%
Unknown	115	16.7%
Professional Licensure		
No	261	38.0%
Yes	216	31.4%
Unknown	210	30.6%
CIP Program Area		
Communications and Communication Tech	6	0.9%
Computer Info/Science	1	0.1%
Personal Services	127	18.3%
Engineering Tech	12	1.7%
Construction	41	5.9%
Repair Technology	15	2.2%
Production	4	0.5%
Transportation	44	6.3%
Visual and Performing Arts	9	1.3%
Healthcare	181	26.0%
Digital Communication	10	1.4%
Unknown	237	34.4%

Table 3 examines duration and cost characteristics of program offerings. Two measures of program duration were combined to facilitate analysis: offerings that reported clock hours were used directly, while those that reported credit hours were equated to clock hours for consistency.[23] The number of weeks was used as a second measure of program duration.

[23] To obtain clock hour equivalencies, Quarter Credit Hours were multiplied by 20, and Semester Credit Hours were multiplied by 30.

Nearly all offerings indicated the number of clock hours, though data on the number of weeks was missing for a substantial number of offerings. Half of the offerings were less than 120 clock hours, but the number of hours varied widely (range = 2,440), with very long programs skewing the average to 512. Program length as measured in weeks was less variable, with half of programs lasting 14 weeks or less. A handful of programs were substantially longer, up to 204 weeks or nearly four years. Thus, we can say that while many programs had relatively short calendar lengths, three to six months, the intensity of programs during those time periods can vary widely. For example, two programs that both had calendar durations of five weeks had hourly durations of 100 hours (Nail Technologist, Esthetician) and 100 hours (Phlebotomist), respectively. Another pair of programs that each lasted four weeks had hourly durations of 30 hours (Certified Nurse Aide Refresher) and 65 hours (CDL Tractor Trailer Training), respectively. This variability is consistent with the presence of both part-time and full-time programs in the analyzed extract.

Tuition cost for these programs had a median of $5,000 and an average of just over $10,000, suggesting a skew based on more expensive programs. The range ($60,000) further indicates that tuition varied widely among programs. By contrast, registration fees were low (md= $75, mean= $104) and relatively consistent (range = $1,000), and most offerings had no or low application (md=$0, mean=$29, range=$500).

Table 3: Program Duration and Cost Characteristics

Trait	Mean	Median	Standard Deviation	Minimum	Maximum	Valid N
			Program Duration			
Clock Hours	512.1	120	594.8	0	2440	670
Number of Weeks	24.6	14	24.8	0	204	553
			Program Cost			
Tuition	10105.8	5000	10462	0	60000	684
Registration Fee	103.9	75	136	0	1000	572
Application Fee	28.7	0	62.5	0	500	570

Note: Program records with missing information on these traits were not included in table calculations.

Conclusions and Recommendations

Based on the inventory of the Connecticut Office of Higher Education's noncredit data infrastructure, the following are a series of conclusions and recommendations:

- The private career school extraction of OHE's Credential Registry reflects the agency's primarily regulatory function, its emphasis on providing transparent information to the public about postsecondary offerings, and the scope of its mandate for private colleges and career schools.
- OHE is in the process of scaling up its noncredit data collection to include completion, licensure, and earnings outcomes at the program/offering level, as well as student-level and outcomes information – the other two components needed within the SNDP Taxonomy. These expanded efforts will enhance OHE's ability to ensure that the state is providing robust postsecondary options for its students.

- Examining the elements of the analyzed extract suggests an important insight about the possibility of more detailed "course-unit" data for career preparation programs. While academic programs are typically built solely around a series of courses, career preparation, particularly for many licensure programs (e.g., barber school, beauty school, and commercial driving school) is composed of hours of training and shadowing in practical settings. These units of instruction/preparation are not easily entered in a transcript as courses. As such, measuring students' progress in these programs needs to proceed differently than counting courses completed.
- The data inventory identifies opportunities to improve the completeness and consistency of structured data in the Credential Registry. Some missing values may reflect legacy records migrated from OHE's Access database to Veoci in late 2021 or information maintained in other authorization materials rather than information OHE does not collect. OHE has continued to improve its regulatory workflows and required data fields to support more complete and consistent data entry. Table 1 also identifies areas where additional structured information could strengthen future analyses, including detailed aspects of course delivery, program accessibility, student services, fields of study, and associated credentials and licenses.
- Analysis of the existing data (Tables 2) indicates that occupational training offered by private providers under OHE's purview includes a range of delivery formats (online, in-person, hybrid), and schedules (full-time and part-time), across numerous occupations.
- Programs vary widely in terms of duration and cost, suggesting a need for prospective students to choose carefully among available options.
- Additional data on non-credit offerings would likely come from the CT State Community College. A more comprehensive data inventory would by necessity include noncredit offerings from this system. Similarly, any public-facing resources would be enhanced by allowing prospective students to compare offerings from the private career schools covered in OHE's data extract analyzed here with similar offerings from CT State Community College. This could be an important area for further joint development by OHE and CSCU.

Following a third round of state-specific explorations, including this one on private provider data in Connecticut, the project team intends to use unique settings and data, such as this example of private provider noncredit data to inform the evolving noncredit data taxonomy. In addition, Connecticut's context could help other states and systems as they seek to expand their noncredit data collection efforts and gain a better understanding of the impact of their noncredit offerings across institutions, agencies, and sectors.

About the Authors

Daniel Douglas is a researcher at the Education and Employment Research Center at the Rutgers School of Management and Labor Relations and an associate professor at Massey University.

Dulce Perez is a graduate student studying Social Research and Data Analysis and a research assistant at Montclair State University.

Sean Seepersad is division director of Academic Affairs at the Connecticut Office of Higher Education.

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