

## Did you know...?

**Just 17 percent of community college students borrow federal loans, but with college costs rising faster than grant aid or family incomes, more students are turning to federal loans to help fill the gap.**

*(Source: Association of Community Colleges, 2014,  
[http://www.ticas.org/files/pub/Protecting\\_Colleges\\_and\\_Students.pdf](http://www.ticas.org/files/pub/Protecting_Colleges_and_Students.pdf))*

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## Students get same-day GED® test scores

Students shouldn't wait for their test scores. They need their results so they can start studying for their next test or apply to college or a job. Since the GED® test's initial analysis period (IAP) ended in June, **85% of students get their test scores back within 1 hour of finishing their test. And 95% of students get their scores within 1 day.**

During the IAP, which lasted January - June 2014, students' constructed responses (CR) were scored twice - by both the automated scoring system and by teams of human scorers. This way, GED Testing Service could make sure the automated scoring system was giving students the scores they deserved.

So now that the IAP has successfully concluded, students can get their test results back the same day and be confident their responses are scored correctly! Go to <https://ged.com/> to find out more.

GED® testing centers that have questions about administering the 2014 GED® test in their center can call a new support line at 1-866-389-3665. This new support line is just for GED® testing centers. [Download the GED® Testing Center Support Line Matrix to learn more.](#)

## Educating nontraditional students: webinar

Even if educators frequently use the term "nontraditional students," the term makes little sense at a growing number of colleges and universities. That's because the term assumes a dominant population of "traditional" students – 18-22 year-olds who enroll shortly after graduating from a high school that has prepared them well for college. And at many campuses, the unusual students would be those who are thought of as traditional. Further, many campuses that have relied on a traditional population realize that they can no longer find enough such students – so institutional sustainability depends on serving broader cohorts of students.

Join Inside Higher Ed editors Scott Jaschik and Doug Lederman on **Thursday, September 11** for a lively discussion on these issues in a free webinar. Before attending the webinar, we invite you to download our free booklet, *Educating Nontraditional Students*, a compilation of articles and opinion essays from Inside Higher Ed offering a range of ideas and perspectives, at [www.insidehighered.com/booklets](http://www.insidehighered.com/booklets). The *Educating Nontraditional Students* booklet and webinar are made possible in part by the support of Smart Degree. Your registration information will be shared with the company.

Additional information and registration is located here: [https://events-na3.adobeconnect.com/content/connect/c1/1002564123/en/events/event/shared/default\\_template/event\\_landing.html?sco-id=1408757316& charset =utf-8](https://events-na3.adobeconnect.com/content/connect/c1/1002564123/en/events/event/shared/default_template/event_landing.html?sco-id=1408757316& charset =utf-8)

## National Governor's Association highlights recent community college reports

### **Remedial Education, Peer-Support Groups Help Degree Completion, Skill Acquisition**

The U.S. Departments of Labor, Education, Commerce, and Health and Human Services released a report summarizing current evidence on the effectiveness of job-training policies for youth and adults. The report found that bridge community college programs, designed to provide remedial instruction in conjunction with regular college courses (such as the I-BEST program in Washington) helped students attain relevant credentials and acquire basic skills. Additionally, students participating in Tennessee Technology Centers' postsecondary peer-support training groups were found to have high rates of degree completion and job attainment. Read the full report here: <http://www.dol.gov/asp/evaluation/jdt/jdt.pdf>

### **Detailed demographics emerge for those with some college, no degree**

The National Student Clearinghouse Research Center released a report examining attendance patterns and demographics of the 31 million adults who have obtained college credit but not a degree. The report found that approximately one-third of those with some college but no degree have attended two or more institutions. The need to transfer credits from multiple institutions may complicate their ability to complete a degree. The report also found that potential completers, defined as the nearly 4 million adults who have two or more years of college credits, had enrolled in two- and four-year institutions in equal proportions.

Read the report here: <http://nscresearchcenter.org/signaturereport7/>

### **Degree remains key predictor of student loan default**

The Institute for College Access and Success and the Association of Community College Trustees released a report looking at factors that affect community college students' likelihood of defaulting on student loans. The report found that whether or not a student received a degree was more of a factor in determining whether or not they would default than other factors (for example, family income or degree of high school preparation). The report recommends that community colleges increase efforts to facilitate degree completion to reduce defaults. Read the full report here: [http://www.ticas.org/files/pub/Protecting\\_Colleges\\_and\\_Students.pdf](http://www.ticas.org/files/pub/Protecting_Colleges_and_Students.pdf)

## **Where did all the entry-level jobs go?**

*Wall Street Journal*

Entry-level work isn't what it used to be. Companies bruised by the recession have stayed lean by automating and outsourcing core functions while slashing training budgets and payrolls. But in an effort to cut costs, some companies also have cut entry-level jobs that serve as a crucial first step on the path to a professional career. And others have made the responsibilities for first-timers more sophisticated, raising the bar for new graduates, who are expected to arrive job-ready from day one.

Read the full article here: <http://online.wsj.com/articles/want-an-entry-level-job-youll-need-lots-of-experience-1407267498>

## **NCRC Newsletter**

The CWRC/NCRC E-Newsletter is designed to provide stakeholders with a condensed summary of the most current information, events, and data related to Certified Work Ready Communities (CWRC) the National Career Readiness Certificate (NCRC) efforts across the state.

Read the current newsletter here: <http://us8.campaign-archive1.com/?u=0264f1038c8c96d67fafa92b5&id=37dd1b1560&e=ce0d0831bd>

## **Higher Education Coordinating Commission (HECC) and Subcommittee Meetings**

<http://education.oregon.gov/Pages/HECC-Meeting-Materials.aspx>

## **Oregon Education Investment Board (OEIB) and Subcommittee Meetings**

<http://education.oregon.gov/Pages/default.aspx>

## **Oregon Workforce Investment Board (OWIB) Meeting Dates**

[http://www.oregon.gov/gov/skilled\\_workforce/Pages/Vision%20and%20Strategic%20Plan.aspx](http://www.oregon.gov/gov/skilled_workforce/Pages/Vision%20and%20Strategic%20Plan.aspx)

## **HECC-OWIB Joint Task Force Meetings**

[http://www.oregon.gov/gov/skilled\\_workforce/Pages/HECC-OWIB-Joint-Task-Force.aspx](http://www.oregon.gov/gov/skilled_workforce/Pages/HECC-OWIB-Joint-Task-Force.aspx)

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*The Mission of the Oregon Department of Community Colleges and Workforce Development is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.*

<http://www.oregon.gov/CCWD/> 503-947-2401

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