

## Did you know...?

**Ninety percent of Intel's revenue in December came from products that didn't exist in January.**

(Source: Intel's community engagement/education manager, Common Core and STEM panelist, October 2014  
<http://www.telegram.com/article/20141023/NEWS/310239851/1116>)

## Student Success Initiative: reports cover history of collaboration

(OCCA Digest)

Shalee Hodgson, Education Division Director at CCWD, and Elizabeth Cox Brand, Student Success and Assessment Director at OCCA, gave a presentation to the HECC Student Success and Institutional Collaboration subcommittee in October.

The report covered the long history of student success efforts in which Oregon community colleges have been engaged for the past decade. In particular, the Student Success Oversight Committee (SSOC) – a voluntary group made of representatives from across the mission of community colleges – was highlighted along with the landmark reports the group has produced, Measure What You Treasure (2008) and the Oregon Community College Connection and Preparation, Progression and Completion Strategic Plan (2013).

The reports are available by request from Elizabeth Cox Brand at [Elizabeth@occa17.com](mailto:Elizabeth@occa17.com).

Ben Cannon reported at a subsequent HECC meeting that he recognized the multifaceted efforts toward a student success agenda, and he said it would be included in HECC strategies for the 2015-17 biennium.

## Some Oregon students are signing up for a fifth year of high school

Some Oregon students are signing up for a [fifth year of high school — that's really a first year of community college](#). The state pays the district about "\$6,500 per student, and the district in turn uses the money to pay for three terms of community college tuition, fees and books," reports the *Oregonian*.

Students get a year of college for free. The district ends up with enough funding to hire a counselor to help students handle the transition.

Read the complete *Hechinger Report Community College Spotlight* article here:

[http://communitycollegespotlight.org/content/oregon-13th-grade-free-year-college\\_18157/](http://communitycollegespotlight.org/content/oregon-13th-grade-free-year-college_18157/)

## Bachelor's required

[Burning Glass Technologies](#) set out to quantify the prevailing wisdom that employers are seeking a bachelor's degree for jobs that have not needed one in the past (and whose skill requirements, in many cases, haven't changed much). [Comparing job holders](#) with online job postings in its database, the analysts conclude: Many middle-skill career paths are closed to those without a bachelor's.

Job Title	% Job Postings Requiring Bachelor's	% Job Holders With B.A.
Architectural/civil drafter	41%	27%
Computer user-support specialist	60%	39%
Credit authorizer/checker/clerk	66%	26%
Executive secretary/assistant	65%	19%
Human resources assistant	51%	29%
Insurance claims/policy processing clerk	49%	25%
Production/planning/expediting clerk	48%	32%
Supervisor of retail sales workers	48%	26%

Source: American Community Survey (job holders), Burning Glass

THE NEW YORK TIMES

## Student loan forgiveness (and other ways the government can help you repay your loans)

Loan forgiveness is the cancellation of all or some portion of federal student loan balances. The U.S. Department of Education's Home Room blog has posted an FAQ about student loan forgiveness: [Student Loan Forgiveness](#)

## Obama administration issues rules to regulate colleges with career-training programs

For-profit colleges will have to limit how much debt students amass in career-training programs or have their federal funding cut, according to rules issued Thursday by the Obama administration.

The rules are the culmination of years of contentious debates over the responsibility for-profit colleges have to ensure that graduates of career programs receive "gainful employment." While the restrictions could place 1,400 programs in jeopardy of losing federal student aid, critics say the rules still leave room for schools to abuse the system.

Read the complete *Washington Post* article here: [http://www.washingtonpost.com/business/economy/white-house-issues-rules-to-regulate-colleges-with-career-training-programs/2014/10/29/daa89996-5fa7-11e4-91f7-5d89b5e8c251\\_story.html?tid=hpModule\\_79c38dfc-8691-11e2-9d71-f0feafdd1394&hpid=z13](http://www.washingtonpost.com/business/economy/white-house-issues-rules-to-regulate-colleges-with-career-training-programs/2014/10/29/daa89996-5fa7-11e4-91f7-5d89b5e8c251_story.html?tid=hpModule_79c38dfc-8691-11e2-9d71-f0feafdd1394&hpid=z13)

In a related article:

### Gainful employment rules overly burdensome

After years of wrangling and a court challenge, the U.S. Education Department has issued final regulations on "gainful employment," but the [American Association of Community Colleges](#) (AACC) believes the rules are still deeply flawed.

Read the complete *Community College Daily* article here: <http://www.ccdaily.com/Pages/Government/Gainful-employment-rules-overly-burdensome-.aspx>

## Don't be afraid of the redesigned GED® score report



Take a look at the [redesigned Enhanced Score Report](#). As always, it tells students what they did well on, what skills they need to work on, and gives them a personalized study plan to help them score higher. Plus it includes their written responses for the GED Ready® practice test for you to provide feedback.

So what has changed? Here's what you should look for:

- The personalized study plan is front and center, so it's easier for students to select publisher materials and get the pages they need to study
- It includes RLA and Social Studies written response scores on the GED® test
- A more intuitive design makes it easier for students to use all the score report's features

Take a look at the redesigned score report for yourself! [Watch this video so you know what to expect when working with your students.](#)

## A new push to get low-income students through college

The United States fails to do right by most low-income students who excel in school. They overcome long odds and do well enough in high school to show they can thrive in college. Nevertheless, many never receive a bachelor's degree. Now, though, the country may be approaching something of a turning point.

Read the complete *New York Times* article here: <http://www.nytimes.com/2014/10/28/upshot/a-new-push-to-get-low-income-students-through-college.html?ref=education&r=0>

## Demystifying the MOOC

When massive open online courses first grabbed the spotlight in 2011, many saw in them promise of a revolutionary force that would disrupt traditional higher education by expanding access and reducing costs. The hope was that MOOCs — classes from elite universities, most of them free, in some cases enrolling hundreds of thousands of students each — would make it possible for anyone to acquire an education, from a villager in Turkey to a college dropout in the United States.

Following the “[hype cycle](#)” model for new technology products developed by the Gartner research group, MOOCs have fallen from their “peak of inflated expectations” in 2012 to the “trough of disillusionment.”

Read the complete *New York Times* article here:

[http://www.nytimes.com/2014/11/02/education/edlife/demystifying-the-mooc.html?ref=education&\\_r=1](http://www.nytimes.com/2014/11/02/education/edlife/demystifying-the-mooc.html?ref=education&_r=1)

## Community college best practices for graduation, retention

The Center for Community College Student Engagement [released](#) a report analyzing practices at community colleges to increase rates of course completion and student retention. The report found a positive relationship between the practices, which included orientations, linked courses the involved groups of students, classes that had non-classroom components or assignments and supplemental instruction, and rates of course completion and student persistence. The report recommended changing the community college experience to provide students with career advisors and opportunities to apply learning by completing internships and projects.

## Half of Oregon's community college enrollees need remedial classes

Since 2013, a statewide work group has been meeting to examine current educational policies and practices in Oregon and form recommendations of ways to ensure student success in college. Called the Developmental Education Redesign Work Group, it will present its findings to the Higher Education Coordinating Commission and the Oregon Community College Presidents’ Council.

Earlier this year as part of the work group, Michelle Hodara, a senior researcher with Education Northwest, conducted research on developmental education participation and the outcomes of Oregon high school graduates in Oregon community colleges.

Read about the research results in this *Mail Tribune* article:

<http://www.mailtribune.com/article/20141102/NEWS/141109943/101067/NEWS>

## CWRC/NCRC E-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 edition here: <http://us8.campaign-archive2.com/?u=0264f1038c8c96d67fafa92b5&id=d11e12b257&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)

---

*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

---