

# OFFICE OF GOVERNMENT AND COMMUNITY RELATIONS

OAKLAND  
UNIVERSITY

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## Project Upward Bound celebrates 50 years of student success

When Pontiac native Stephanie Bell's mother signed her up for Oakland University's Project Upward Bound College Prep Academy (PUB), she was less than thrilled that she would have to spend her summer doing homework.

Years later, Bell, who now attends Santa Monica College in Santa Monica, California, realizes the University's college prep program not only helped her get ready for college — it indirectly helped her decide what she wants to do with the rest of her life.

"Project Upward Bound is an amazing program that has had a positive impact on my life and continues to help me through my journey," says Bell, who graduated from the Pontiac Academy for Excellence and wants to work in media production.

"The skills that I gained through this program are still useful and will continue to be as I move forward in life. Although I was hesitant about joining this program at first, I am happy that I did and I am extremely grateful."

### Upward Bound

Project Upward Bound, Oakland University's longest running continual community outreach effort, has been in place at Oakland since 1966. The federally funded program, which now

serves 133 eligible participants per year, on June 1 is celebrating its 50th anniversary and will be hosting a variety of activities on July 16, 17 and 21 to mark the golden anniversary.

Through the PUB program, high school students receive help raising their grades and tutoring for statewide testing. They also prepare for college life through various academic and financial aid counseling offerings, team-building exercises, dorm living experiences, community service projects and more.

Geraldine Graham, PUB director, says professionals with TRIO programs — a grouping of multiple federally funded programs similar to PUB — turn roadblocks into opportunities.

"We work with a population that has inherent barriers to higher education. So while PUB's primary role is to move scholars toward increased academic proficiency, to accomplish this we must also apply social, cultural, and career enrichment resources in a safe environment to assure that scholars experience successes," explains Graham.

"This, in turn, enhances their self-esteem and self-confidence, broadens their exposure to and interaction with the world around them, and illuminates their

potential so that they graduate from high school with many concrete college and career choices.

"That doesn't sound like anything extraordinary to some, but for students born into situations where a college degree isn't the norm or into the belief that economics excludes them from higher education, PUB serves as a battering ram that allows them to experience the exuberance of breaking down barriers."

### Lasting experiences

Bell, who stayed on campus as part of the program during her freshman year in high school, said her experience gave her the chance to see what college would be like three years before she even started.

"Almost everything that I did over that summer at Oakland University I am doing now. Overall, it was a really amazing experience that I wish all high school students could experience," says Bell.

The program not only helped Bell find her path in life. PUB members also helped her submit paperwork that contributed to her selection as a 2015-16 Gates Millennium Scholar.

For more information about Project Upward Bound, visit [oakland.edu/upwardbound](http://oakland.edu/upwardbound).

# NEWS YOU CAN USE

## **Eye Research Institute receives grant for instrument to study cataract disease**

Scientific studies show that 20 million people over age 40 across the country have cataracts in either eye.

Oakland University researchers now have a piece of high-tech equipment to help them better understand maturity-onset cataract and potentially assist in developing therapies that can delay the global health problem, thanks to a \$41,220 grant from the DMC Foundation.

The high-powered instrument, called a Bio Tek Cytation 3 Multi-Mode Reader, will assist with studies Oakland's Eye Research Institute (ERI) is conducting into how cataracts form on a molecular level.

The total cost of the instrument, \$56,220, was also partially paid for by the ERI, the Provost's Office and ERI Director Frank Giblin, Ph.D., through a donation to the university.

Giblin said his studies, which are funded by the National Eye Institute through 2018, will investigate how proteins in the center of the lens of the eye bind together to ultimately cause cataracts.

"About one in every seven Americans exhibits some type of cataractous lens change," said Giblin. "Although the success rate of cataract surgery is high, information on how to prevent or delay the onset of cataract would be very beneficial."

The instrument can also help with projects already being carried out

by Oakland students, and will be made available for use by other Oakland University biomedical researchers in the Biology, Chemistry and Physics departments, Giblin said.

"We are very grateful to the DMC Foundation for its generosity," Giblin said. "The studies that we plan to conduct with the instrument would be impossible without it."

The DMC Foundation is a philanthropic organization created in 2010 to promote the well-being of people in the metro Detroit area through the support of health-related research, education and community benefit activities.

In recent years, the foundation has awarded grants to the Wayne State University School of Medicine, the American Diabetes Association and several others.

For more information about the Eye Research Institute, visit [www.oakland.edu/eri](http://www.oakland.edu/eri).

## **Oakland grad chosen for Teach For America fellowship**

Graduating senior Hailie Hogan-Wilson has been chosen to the Teach For America 2016 teaching corps, program officials announced.

Teach For America is a national nonprofit working to expand educational opportunity for low-income students. Corps members commit to teach for two years in high-need urban or rural public schools and become lifelong leaders in pursuit of educational equity.

Wilson will begin teaching art in Mississippi in June. "For myself, I am looking forward to gaining

some professional experience that is emotionally and morally satisfying," said Wilson. "When I graduated, I wanted to do something that mattered, and I believe with TFA I have that opportunity."

According to the National Center for Education Statistics, by the time they reach fourth grade, students eligible for free and reduced lunch are almost two years behind in reading and a year and a half behind in math, when compared to their higher income peers. Working in partnership with parents and principals, and alongside educators of all backgrounds, Wilson joins a diverse group of individuals dedicated to addressing these gaps.

"Our corps members and alumni have made a meaningful impact with their students and communities over time," said Elisa Villanueva Beard, co-CEO of Teach For America. "I can't wait to see the leadership, passion, dedication, and innovation this year's corps will bring to their classrooms nationwide."

Wilson said she hopes to gain an understanding of the educational system in America and learn "what I as an individual can do to help every child that walks into my classroom understand that they are worth getting an education. A family friend and a current TFA corps member suggested Teach for America. When I began to look into it, it simply felt like the right fit to help make a needed change to the public school systems of America, which I truly believe is our nation's most important critical issue."

# STATE AND NATIONAL HEADLINES

## **It can be a hard road from two to four year college**

It's a lot of work to get through college, but a recent study shows it's even harder for the ones starting out in community colleges.

According to a national study by the Community College Research Center at Columbia University, just one in seven students transferring from community colleges to four-year schools actually got a degree.

As the study states, transfers from two to four year schools are essential to national education goals and it is a local priority.

Those working toward transfers make up the largest group of students in Alamance Community College and ACC is among the top 20 community colleges in North Carolina sending students on to the UNC System. More than 200 who graduated from ACC Friday night were transferring to four-year schools.

THE COLUMBIA STUDY did not look at ACC specifically, but tracked 700,000 students entering community colleges around the country in 2007. Of the ones starting community college intending to get a four-year degree just 14 percent went on to get a four-year degree nationally and just 10 percent of those in North Carolina.

Once students actually did transfer into a four-year college the success rate improved, and 42 percent actually got their four-year degree within six years. North Carolina's average was closer to 40 percent.

Completion rates were somewhat higher on average for students who transferred to public colleges — they competed at 42 percent — while the ones who went to private

non-profit schools graduated at 31 percent.

Just 8 percent on those going to for-profit schools completed their degrees, according to the study.

*The Times News*  
May 22, 2016

## **Manufacturing's return creates greater need from higher ed**

### **Dive Brief:**

- After losing more than 5.7 million jobs between 2000-2010, the U.S. is slowly regaining ground in manufacturing output.
- Among the most important factors in sustaining manufacturing growth is the ability to recruit job-ready employees, likely from community colleges and four-year institutions.
- According to the *Wall Street Journal*, the U.S. Department of Commerce is seeking to designate 20 institutions of higher education as "manufacturing universities, which will qualify them for access to \$20 million designed to improve manufacturing strength in their individual states through engineering and business.

*Education Dive*  
June 9, 2016

## **For Most, Higher Ed. Is First Stop After High School**

"Condition of Education 2016" After years of "college for all" initiatives, most U.S. high school graduates have absorbed the message and are moving on to postsecondary study—but significant gaps remain in their paths, finds new federal data.

The U.S. Department of Education's

latest annual compendium of education statistics finds that 75 percent of students who completed high school by fall 2013 had enrolled in some sort of postsecondary coursework, be it a bachelor's or associate degree program, an occupational certificate, or even individual classes. That's a significant ramp-up from earlier years: Prior longitudinal studies showed only 40 percent of the class of 1974 and 60 percent of the class of 2006 enrolled in postsecondary education immediately after high school.

*Education Week*  
June 7, 2016

## **Higher Education as a Public and Private Good**

The extraordinary value to our Nation of higher education is pervasive and undeniable. As this companion brief highlights, our colleges and universities not only are the envy of the world, but they also remain more important than ever to the future health, safety, security, and economic competitiveness of our Nation.

Yet, understanding of the value of higher education among policymakers, the media, and the general public varies widely and in some cases has become alarmingly limited. The narrative most commonly emphasizes individual gainful employment in the area of the degree received, personal lifelong earnings at levels notably above those associated with a high school diploma, and the provision of a workforce that helps the United States to remain the world leader in research, technology, defense, and innovation. These attributes of the higher education system are extraordinarily important, readily



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**State and National Headlines *CONTINUED***

measurable, and undeniably essential to our future, as this companion brief highlights. However, such indicators represent an incomplete accounting of the full value of higher education. The National Science Board believes that higher education plays a broader, intangible, and crucial role in supporting the past, current, and future success of our democratic society. This role must be highlighted and better appreciated.

***National Science Board***

**CO: Homeless college kids now have easier time getting in-state tuition**

Colorado Governor John Hickenlooper signed a bill last week that allows students under 22 years old to use documents like school and motor vehicle records to establish residency so they can qualify for in-state tuition rates. Prior to the new law, students had to use their parents' address as proof of their Colorado residency. For homeless students or students estranged from their parents, this meant that while they might qualify for federal student aid, they were not eligible for in-state tuition. The number of homeless youth in Colorado's public schools has increased 50 percent from the 2009-10 school year to 2012-13.

***Colorado Public Radio***  
May 17, 2016