

OAKLAND UNIVERSITY

Office of Government and Community Relations

August 2013

OUWB celebrates launch of new medical laboratories



This August, the Oakland University William Beaumont School of Medicine celebrated the opening of the new Hannah Hall of Science School of Medicine Laboratories.

The new labs will provide state-of-the-art space for teaching human medical gross anatomy, neuroanatomy, microbiology, immunology, pathology, physiology and other disciplines.

Interdisciplinary education with medical and physical therapy students will take place in the new anatomy lab. The medical school active learning lab will also be used collaboratively for teaching



physiology to undergraduate biology students.

Oakland University faculty, staff, students and supporters joined OUWB School of Medicine Founding Dean Robert Folberg at



a ribbon cutting ceremony and tour of the new facility. Arthur Dalley, Ph.D., author of "Clinically Oriented Anatomy and Essential Clinical Anatomy," delivered the keynote address.

The labs are located in Hannah Hall of Science on the campus of Oakland University.



The OUWB was established in 2011 with a charter class of 50 students. The OUWB is Michigan's first new medical school in



47 years, and combines science coursework with clinical training through every step of the program.

To learn more about OUWB, including programs, curriculum, events and more, visit oakland.edu/medicine.

OUWB Receives "A" on 2013 AMSA PharmFree Scorecard

The Oakland University William Beaumont School of Medicine received an "A" grade on the American Medical Student Association PharmFree Scorecard that was released recently. OUWB is one of two medical schools in Michigan to receive an "A" grade.

For more information and to view the scorecard, please visit: <http://www.amsascorecard.org>.



Latino and low-income students underrepresented at top colleges

A recent study published by Georgetown University Center on Education and the Workforce highlights the importance of where Hispanic high school graduates go to college and how it determines not only if they'll graduate but also their future prospects.

The report reveals Latino students are underrepresented at America's 465 select four-year colleges, while they are overrepresented at open-access, two-year colleges. This is also true for low-income students in general.

Huffington Post
Monday, August 12, 2013

Over 60 percent of students transferring from a two-year college go on to complete four-year degrees

Community colleges play an increasingly important role for students on the way to a baccalaureate degree, and this pathway is very successful for those who transfer. More than 60 percent of students who transferred from two-year schools in the 2005-2006 academic year obtained degrees at four-year institutions. Another eight percent remained in college and were still working on a four-year degree six years after transfer. These are the findings of the National Student Clearinghouse™ Research Center® in their latest Signature Report, "Baccalaureate Attainment: A National View of the Postsecondary Outcomes of Students Who Transfer from Two-

Year to Four-Year Institutions."

The report is based on student-level data made available to the Clearinghouse by its more than 3,500 participating colleges and universities, including 98 percent of students attending public and private nonprofit postsecondary institutions. Studying six-year outcomes of students who transferred during the 2005-2006 academic year, the report also found that:

- Most students transfer from two- to four-year institutions without first receiving a credential from the two-year institution, which is consistent with findings from previous Signature Reports.
- Baccalaureate attainment rates were higher for students who transferred with a two-year degree or certificate (72%) than for those who transferred without a credential (56%).
- Students transferring to a four-year public institution had a 65 percent completion rate compared to a 60 percent completion rate for those transferring to a four-year private institution.
- The gap in the six-year completion rate was large (26 percentage points) between students who transferred to a four-year institution within one year of their most recent enrollment at a two-year institution and students who transferred after stopping-out for more than one year.
- There is a negligible difference (less than 2%) in completion after transfer between women and men.

- Students attending full time after transfer had a better chance of graduating than those who attended part time or with mixed enrollment (83 percent, 24.8 percent, and 62.1 percent, respectively).

University Business
August 12, 2013

Blacks attend underfunded 'racially separate' colleges

Despite high test scores and access to higher education, Black students often attend poorly-funded colleges and receive certificates instead of earning degrees, according to a recent report.

The report titled "Separate and Unequal," by the Georgetown University Center on Education and the Workforce, found that, "White students are increasingly concentrated today, relative to population share, in the nation's 468 most well-funded, selective four-year colleges and universities while African-American and Hispanic students are more and more concentrated in the 3,250 least well-funded, open-access, two- and four-year colleges."

According to the report, Black freshman enrollment increased by 73 percent compared to 15 percent for Whites freshman from 1995-2009, but 72 percent of Black college students attend resource-bare schools.

The Sacramento Observer
August 6, 2013

State and National Headlines

Tapping private resources for public university good

As we pass the governance torch from the State Board of Higher Education to independent boards at the University of Oregon, Portland State University and Oregon State University, we will be navigating a future of heightened risks and rewards.

The rewards lie in the private sector reinforcements that are coming to the aid of our three major research universities. The caliber of some board nominees are similar to those found at Stanford, Yale, Harvard and other prestigious private universities. Major Oregon CEOs and entrepreneurs have volunteered to use their power, influence and resources to benefit Oregon's public universities.

OregonLive
August 8, 2013

Perils of online college learning

Let it not be said that San Jose State University hasn't taught the world a valuable lesson in the promises and pitfalls of the fancy new craze for online university learning.

The Cal State University campus set itself up as a pioneer in the field in January, when it announced plans to enroll up to 300 students in three introductory online courses; the fee would be \$150, a deep discount from the usual cost of more than \$2,000.

A few weeks ago the results of the experiment came in. More than

half the students flunked. San Jose's work with Udacity, the well-funded Silicon Valley start-up that set up the online program, will be suspended for the fall semester — put on "pause," as the partners say — so the courses can be retooled.

"We want to reduce the hype and take a scientific look at the results," San Jose State's provost, Ellen Junn, told me.

Providence Journal
August 6, 2013

Student services fuel rising college costs

President Obama has announced that he plans to address the rising cost of higher education. College affordability is a noble goal. However, in their efforts to make higher education more affordable, the federal and state governments have inadvertently contributed to rising costs. Good intentions are counterproductive precisely because policymakers don't understand the complicated forces that drive costs.

It is easy to assume that college professors are getting fat and rich off of tuition dollars. In fact, it is popular in some conservative circles to disparage academics, claiming they work too few hours and make far too much money. The Obama administration seems to be of similar mindset. When asked about college costs at a town-hall meeting in Pennsylvania last year, Vice President Joe Biden responded, "Salaries for college professors have escalated significantly."

In fact, faculty salaries are not escalating. According to a 2012 salary study by the American Association of University Professors, faculty salaries have been relatively stable, when adjusted for inflation. For example, tuition has increased in public colleges 72 percent since 2002, while professors' salaries increased by less than 1 percent. Similar trends are observed at private colleges.

Lancaster Online
August 5, 2013

In higher education, the Great Recession's unlikely impact: an innovation revolution

On a warm spring evening, hundreds of investment bankers, venture capitalists and geeky tech entrepreneurs gathered near the pool of the Phoenician, a luxury resort outside Phoenix. The occasion? A high-profile gathering of education innovators, and as guests sipped cocktails and nibbled hors d'oeuvres, the mood was upbeat.

Major innovations — forged by the struggles of the Great Recession and fostered by technology — are coming to higher education.

Investment dollars are flooding in — a record-smashing 168 venture capital deals in the United States alone last year, according to conference host GSV Advisors. The computing power of "the cloud" and "big data" are unleashing new software. Public officials, desperate to cut costs and measure results, are open to change.



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State and National Headlines *CONTINUED*

And everyone, it seems, is talking about MOOCs, the "Massive Open Online Courses" offered by elite universities and enrolling millions worldwide.

AP via The Star Tribune
August 5, 2013

Arts majors jump ahead of tech grads in landing jobs

Here's a surprise for college students: Recent graduates with technology degrees are having a tougher time finding a job than their peers in the arts.

The unemployment rate for recent grads with a degree in infor-

mation systems is more than double that of drama and theater majors, at 14.7% vs. 6.4%, according to a recent Georgetown University study. Even for computer science majors, the jobless rate for recent grads nears 9%.

Anthony Carnevale, director of Georgetown's Center on Education and the Workforce, said the statistics reflect the recession that officially ended in 2009. Certain job markets, like IT, are inherently cyclical, and are more affected by dips in the economy, Carnevale explained.

USA Today
August 1, 2013