

*In the OPASsphere – May 6, 2008*

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*A service of the Oregon Pre-Engineering & Applied Sciences Initiative (OPAS)*

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*In this issue:*

- *Jo returns to the office Wednesday, May 14*
- *Comments Sought – NAE & NRC*
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- *Equity – Fewer Minorities pursue STEM*
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- *Research – New eJournal; Is there really a STEM Worker Shortage?*

*Comments Sought*

- **Deadline for Comments May 15, 2008:** The **National Academy of Engineering** and **National Research Council** are seeking public comment on their project, "**Understanding and Improving K-12 Engineering in the United States**" which is examining the scope and nature of efforts to teach engineering to K-12 students. A project summary report can be downloaded at [www.nae.edu/K-12engineering](http://www.nae.edu/K-12engineering). Comments can be sent to: [K-engineering@nae.edu](mailto:K-engineering@nae.edu). Please feel free to share this information with interested individuals or organizations. For questions about the project or summary report, contact Greg Pearson at the NAE, [gpearson@nae.edu](mailto:gpearson@nae.edu).

*Weblinks*

- *From Celeste Baine, Engineering Education Service Center:* a new blog on marketing engineering programs, replacing the The Engineering Education Advocate e-newsletter. The new format will help you sift and decipher the important/useful information faster. This blog is about finding, educating, inspiring and recruiting students in engineering or other technical fields. If you have short articles about engineering recruitment, retention, camps, events or programs that could help others, feel free to forward them. Guest blogging a possibility. The blog currently has about 4600 subscribers.  
[http://www.engineeringedu.com/celestes\\_blog/](http://www.engineeringedu.com/celestes_blog/)
- *Eschool News has several interesting articles this week;* locating them is left as an exercise for the reader -- <http://www.eschoolnews.com/emails/esnTW/esntw050508.htm>

*Equity*

- [NACME: Growing 'Opportunity Gap' Exists in the Number of Minority Students Pursuing STEM Degrees](#) - Interest among American students of all races and ethnicities in the fields of science, technology, engineering and mathematics (STEM) has dissipated over the last several years. *From Diverse Online, thanks to Di Saunders.*  
[http://www.diverseeducation.com/artman/publish/article\\_11106.shtml](http://www.diverseeducation.com/artman/publish/article_11106.shtml)

*Articles*

- Computing Group Strives to get students into Computer Careers  
[http://chronicle.com/wiredcampus/index.php?id=2962&utm\\_source=wc&utm\\_medium=en](http://chronicle.com/wiredcampus/index.php?id=2962&utm_source=wc&utm_medium=en)  
*Thanks to Steffen Moller*

*The OPAS Vision is that all Oregonians have the opportunity to choose and successfully pursue engineering or applied science as their field of study and career, thereby helping Oregon's industries contribute to state economic needs, and innovate and prosper in the global economy.*

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**Research**

- NEW eJOURNAL: International Journal for Service Learning in Engineering (IJSLE) – peer-reviewed, free, electronic, semi-annual, published by Penn State University. “The Journal welcomes manuscripts based on original work of students and researchers with a specific focus or implication for service learning in engineering, engineering entrepreneurship in service, or related service learning pedagogy ... an invaluable resources for students, faculty, practicing engineers and local communities.”
  - Home: <http://www.engr.psu.edu/IJSLE/home.htm>
  - Subscribe: <http://www.engr.psu.edu/IJSLE/subscribe.htm>
  - Grants to Higher Ed Students at <http://www.engr.psu.edu/IJSLE/Carter.htm>
  
- Lowell & Salzman, **Into the Eye of the Storm: Assessing the Evidence on Science and Engineering Education, Quality, and Workforce Demand**, October 2007 – from the abstract “... our review of the data fails to find support for those presumptions. Rather, the available data indicate *increases* in the absolute numbers of secondary school graduates and *increases* in their math and science performance levels. Domestic and international trends suggest that that U.S. schools show steady improvement in math and science, the U.S. is not at any particular disadvantage compared with most nations, and the supply of S&E-qualified graduates is large and ranks among the best internationally. Further, the number of undergraduates completing S&E studies has grown, and the number of S&E graduates remains high by historical standards. Why, then, is there a purported failure to meet the demand for S&E college students and S&E workers?” *Thanks to Tom Thompson.*

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