Computer Science Department hosts EYH workshop

In an effort to get girls excited about going into technology fields, the Computer Science Department hosted it’s third Digital Empowerment workshop last month.

This year the event attracted 30 young women and their parents, and took aim at improving girls’ skills in computing, while inspiring them to seek careers in the tech field.

Participants were able to create a computer program that analyzed color combinations. Women in STEM Ambassadors and computer science students were on hand to give direction, while participants and their parents practiced coding, debugging and building a program that they could take home.

Anne Arendt, technology management instructor, as well as Computer Science Professor Kirk Love, shared information about high-paying technology careers as well as Web opportunities.

The Digital Empowerment workshop was held in conjunction with the Expanding Your Horizons conference, an event that attracts over 800 junior high and high school girls in an effort to expose them to careers in STEM, including astronomy, dentistry, forensic science, medicine, rocket and space science, and veterinary medicine.

CTE Director Susan Thackeray delivered the keynote address to the girls, encouraging them to not be afraid to step outside the box and pursue what they want in a career.

CTE News

The CTE department will accept Carl D. Perkins Act project proposal submissions for fiscal year 2013-14 until 5:00 p.m. April 3, 2013. Although not required, it is strongly recommended that all proposed projects for professional development, outreach or career pathway projects also be submitted before April 3.

Information on how to apply and to determine if your project or program is qualified to receive funding from the Carl D. Perkins, is available at http://uvu.edu/cte/app/

Please review the Steps to Apply and Appropriate Use of Perkins Funds. For questions call Ext. 7221.
According to a recent study, more students are turning to community colleges, or universities with a community college role like UVU, to enhance their skills, especially for careers in science, technology, engineering and math, even after completing another degree.

Traditionally attributed with their prevalent role in accommodating minorities and students from lower-income households, community colleges have become esteemed higher education programs within the last five years, servicing students from various backgrounds. With the community-oriented design of the two-year colleges, particularly in their tailored curriculum to accommodate the high demands of STEM careers, such institutions are reinventing themselves as the leaders of technological education.

“A lot of the STEM fields are occupationally defined programs that lead directly to employment. With many of our two-year associate programs, students enter our colleges and immediately begin studying in the field that they plan to work in,” said Chris Mullins, program director for policy analysis with the American Association of Community Colleges.

The customized studies that students see at community colleges has attributed largely to the surge of post-graduate students that the two-year institutions have begun to withhold. According to the National Post Secondary Student Aid Study, 8 percent of students entering community college already completed some form of higher education, whether they received a bachelor’s, master’s or sometimes even a doctoral degree.

Nearly 30 percent of associate degree holders make more than those with bachelor’s degrees. And 44 percent of graduates from four-year college have higher earnings than those with graduate degrees, said Carnevale.