

IOWA STATE
UNIVERSITY

DMACC
DES MOINES AREA
COMMUNITY COLLEGE



NATIONAL SCIENCE FOUNDATION
STEM Talent Expansion Program (STEP)

STEM Student Enrollment and Engagement through Connections

E-APP

Building “Transfer Capital”

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STEM Student Enrollment and Engagement through Connections

Student Learning Outcomes

- E-APP students are engaged and feel more connected to ISU's COE faculty, staff, and peers (i.e. peer mentors).
- E-APP students and peer mentors will develop “transfer capital” (i.e. academic preparation, transfer knowledge, transfer and graduation planning skills, career knowledge, academic success skills, professional success skills, etc.).

STEM Student Enrollment and Engagement through Connections

Learning Village/Engineering APP Menu

- EGR100
- Advising (On-Site and In Person)
- Transfer Planning and Grad Planner
- Social Network (Facebook, email, meetings, events, etc)
- Peer Mentor Program
- AP and Transfer Recruitment Events
- VEISHEA Transfer Event
- Engineering Career Fair (other events)
- Connections with PWISE
- Connections with Student Orgs. (VEISHEA)
- Scholarships (ETEC & E2020)
- Engineering Projects
- Undergraduate Research Experience

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Peer Mentor Role

SEEC Peer mentors are expected to be leaders in building a sustainable learning community that enhances student engagement and creates an ISU connection with community college pre-engineering transfer students.



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**Encourage DMACC Pre-
Engineering Students to
apply TODAY!**





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Resources

- Foor, C.E., Walden, S.E., Tryten, D.A. *I wish that I belonged More in this whole Engineering Group: Achieving Individual Diversity*, Journal of Engineering Education, April 2007, pp. 103-115.
- Townsend, B.K., Wilson, K.B., *A Hand Hold for A Little Bit: Factors Facilitating the Success of Community College Transfer Students to a Large Research University*. Journal of College Student Development, Volume 47, Number 4, July/August 2006, pp. 439-456.
- Handel, S.H., *Second Chance, Not Second Class: A Blueprint for Community College Transfer*. Change, September/October 2007, pp.38-45.