Annual Report – Year Three (Abridged)
SEEC: Student Enrollment and Engagement through Connections

Report Period: 1 July 2009 – 30 June 2010

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This material is based on work supported by the National Science Foundation under Grant 0653236
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SEEC Data Update

The goal of the SEEC Project is to increase the number of engineering graduates at Iowa State University by 100 per year. More specifically the numeric goals of SEEC are as follows:

- Increase in graduates (degrees) per year: 100 (12.5% increase compared to baseline)
- Total graduates per year: approximately 900
- Increase in diversity of graduates per year: increase the number of minority graduates by a minimum of 20 (to 75) and women graduates by a minimum of 45 (to 175)

Year 3 Data – Where are we at now?

Enrollment numbers (new freshmen and transfer students) and retention rates need to increase in order to increase ISU engineering graduates. Just as the 2001-2002 incoming enrollments led to the 2005/2006 peak graduating classes, the 2007-2008 enrollments should lead to the 2012 graduating class, which is the first target class for SEEC. Table 1 shows ISU enrollment numbers for these pivotal years.

Table 1  
*Engineering Fall Enrollment for Iowa State University*

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Enrollment</th>
<th>Fr</th>
<th>So</th>
<th>Jr</th>
<th>Sr</th>
<th>Sp</th>
<th>Total</th>
<th>New Fr</th>
<th>New Tr</th>
<th>New Enrollment (Fr + Tr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>1566</td>
<td>920</td>
<td>1060</td>
<td>1277</td>
<td>53</td>
<td>4876</td>
<td>1264</td>
<td>216</td>
<td>1523</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>1371</td>
<td>1112</td>
<td>952</td>
<td>1472</td>
<td>56</td>
<td>4963</td>
<td>1107</td>
<td>207</td>
<td>1361</td>
<td></td>
</tr>
<tr>
<td>01, 02 Average</td>
<td>1469</td>
<td>1016</td>
<td>1006</td>
<td>1375</td>
<td>55</td>
<td>4920</td>
<td>1186</td>
<td>212</td>
<td>1442</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>1344</td>
<td>928</td>
<td>939</td>
<td>1369</td>
<td>20</td>
<td>4600</td>
<td>1200</td>
<td>206</td>
<td>1423</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>1383</td>
<td>965</td>
<td>989</td>
<td>1312</td>
<td>27</td>
<td>4676</td>
<td>1231</td>
<td>215</td>
<td>1469</td>
<td></td>
</tr>
<tr>
<td>07, 08 Average</td>
<td>1364</td>
<td>947</td>
<td>964</td>
<td>1341</td>
<td>24</td>
<td>4638</td>
<td>1216</td>
<td>211</td>
<td>1446</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>1506</td>
<td>1076</td>
<td>1005</td>
<td>1475</td>
<td>23</td>
<td>5085</td>
<td>1304</td>
<td>252</td>
<td>1575</td>
<td></td>
</tr>
</tbody>
</table>

The fall 2009 new student enrollment in engineering at ISU is 1575 students. Of these new students, 57.5% are residents and 42.4% non-residents; 16.0% are transfers, and 82.8% new freshmen. For fall 2009, 123 DMACC students (8% of all DMACC students at ISU) are enrolled as engineering majors at Iowa State compared to 103 in fall 2008 (7% of all DMACC students at ISU). One hundred fifty-two (152) new transfers from DMACC were admitted in fall 2009 in STEM majors, and of these 47 in engineering. See table 2 below for a more detailed comparison of 2007-2009 enrollment numbers.

Table 2  
*DMACC Relevant Enrollment for Iowa State University*

<table>
<thead>
<tr>
<th>Year</th>
<th>New Enrollment in Engineering</th>
<th>Total DMACC Students Enrolled at ISU</th>
<th>Former DMACC students in ISU STEM majors</th>
<th>Former DMACC Students in ISU Engineering Majors</th>
<th>New DMACC transfers to ISU STEM majors</th>
<th>DMACC transfers to ISU Engineering majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1423</td>
<td>1144</td>
<td>310</td>
<td>94</td>
<td>97</td>
<td>31</td>
</tr>
<tr>
<td>2008</td>
<td>1469</td>
<td>1242</td>
<td>393</td>
<td>103</td>
<td>130</td>
<td>42</td>
</tr>
<tr>
<td>2009</td>
<td>1575</td>
<td>1358</td>
<td>453</td>
<td>123</td>
<td>152</td>
<td>47</td>
</tr>
</tbody>
</table>

Iowa State SEEC Program Year 3 Annual Report (Abridged), 2009-2010
Further review of 2007-2009 enrollment numbers for freshmen and transfer students by ethnic minority and gender can be seen in Table 3.

Table 3
*Engineering Enrollment at ISU for Freshmen and Transfer Students by Ethnic Minority and Gender*

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>12</td>
</tr>
<tr>
<td>African American</td>
<td>101</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>155</td>
</tr>
<tr>
<td>Hispanic</td>
<td>120</td>
</tr>
<tr>
<td>Total Ethnic Minority</td>
<td>388</td>
</tr>
<tr>
<td>Male</td>
<td>3935</td>
</tr>
<tr>
<td>Female</td>
<td>665</td>
</tr>
<tr>
<td>Total</td>
<td>4600</td>
</tr>
</tbody>
</table>

These data reflect the need for continuing emphasis on diversity recruitment and retention activities. New enrollment data for fall 2009 indicate progress in recruitment with estimates of 16% women and 10% minority students.

**Key Programs in Retention and Recruitment**

Learning community participation and Admissions Partnership Programs (APP) have been a major focus of SEEC project efforts to enhance recruitment and retention efforts in the College of Engineering.

The learning community program has existed for some time in the College of Engineering, but through SEEC project efforts new learning communities have been added and participation rates have increased over the last three years to expand the concept of the learning village. A learning community specific to engineering transfer students was added this past year. Learning community participation in engineering and other colleges at ISU is shown in the graph below.

*Figure 1. ISU Learning Community Participation, Fall 2003 to Fall 2009*
A second ISU program successfully utilized by the SEEC project is the Admissions Partnership Program (APP). SEEC project personnel tailored the APP to focus specifically on pre-engineering students and developed the Engineering – Admissions Partnership Program (E-APP) [http://www.eng.iastate.edu/transfer/APP/EAPPBrochure.pdf](http://www.eng.iastate.edu/transfer/APP/EAPPBrochure.pdf). This program has helped potential students engage with advisors in ISU’s College of Engineering thus helping to facilitate a more successful transfer to ISU’s College of Engineering. Table 4 reports enrollment demographics for E-APP students in the academic year 2009-2010.

Table 4

| Enrollment Demographics for E-APP Students, July 1, 2009 – June 20, 2010 |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                             | Female | Male | American Indian or Alaska Native | Asian or Pacific Islander | Black (Not Hispanic) | Hispanic | International | Unknown | White (Not Hispanic) |
| Current E-APP               | 4      | 61   | 2                                | 2                           | 1                             | 2             | 1             | 1        | 56                                    |
| Withdrew from E-APP         | 3      | 21   | 1                                | 2                           | 1                             | 1             | 1             | 1        | 18                                    |
| Previous ISU Enroll         | 1      | 1    |                                  | 2                           | 1                             | 1             | 1             | 1        | 1                                    |
| Current ISU Enroll          | 3      | 49   | 1                                | 2                           | 2                             | 3             | 2             | 42       | 117                                   |
| Total                       | 10     | 132  | 2                                | 5                           | 6                             | 2             | 5             | 5        | 117                                   |

**Note:**
- “Current E-APP” means they are currently in the E-APP program and have not yet come to ISU.
- “Current ISU Enroll” means they came to ISU at some point and their last registered term is Fall 09, Spring 10, or Summer 10.
- “Withdrew from E-APP” means they were in the E-APP program at one time and withdrew without ever coming to ISU during this period of time.
- “Prev ISU Enroll” means they came to ISU prior to the 09-10 academic year but did not stay through to the 09-10 academic year.

Figure 2 illustrates the E-APP demographic data in table 4. Of the 142 students identified in the table, 52 are now at ISU, 1 previously enrolled at ISU, 24 left the E-APP program, and 65 are still in the E-APP program.
1. Project Background

The STEM Student Enrollment and Engagement through Connections (SEEC) project, pronounced “seek,” does what its name implies – seeks students and connections. The goal of the SEEC project is to increase the number of engineering graduates at Iowa State by 100 per year to approximately 900 graduates annually. Included with this goal are increases in the percentages of women and minority graduates in engineering at ISU and the number of pre-engineering students at Des Moines Area Community College.

1.1 Project Organization and Goals

There are six main objectives of the SEEC Project:

O1. **Learning Village.** To build a Learning Village that enhances student engagement and creates ISU connections for community college pre-engineering transfer students.

O2. **Connected Curriculum.** To redesign the first-year engineering curriculum to enable flexibility and commonality across LCs; and to make selected engineering gateway courses available to DMACC students.

O3. **Student-centered Advising.** To develop and enhance academic advising and mentoring programs for precollege, community college, and university students.

O4. **Coordinated Networking.** To establish a recruiting and outreach network across Iowa and with alumni using ISU Extension, DMACC, and involving parents and teachers; to tap into diverse communities of students; and to improve the awareness and understanding of engineering among those who influence student choices.

O5. **Evaluation.** To evaluate project effectiveness and improve project activities.

O6. **Dissemination.** To share best practices on campus in other areas of STEM, with other community colleges in Iowa, with other institutions in the Big 12 consortium, and at national meetings.

1.2 Project Strategy

The objectives of the SEEC project are being addressed through a set of recruitment, retention, and engagement activities associated with developing the community, curriculum, advising, and networking components of the project. Both recruitment and retention goals are supported by project components related to objectives O1-O3 (community, curriculum, and advising). Recruitment goals are primarily supported by the networking component of objective O4.
2. Project Participants

Table 5 lists SEEC project participants for 2009-2010, along with their project role, time involvement, and objective team involvement.

The NSF Fastlane Reporting System limits reporting to 25 project participants. Appendix B of the full annual report provides a more detailed list of project participants for year three (2009-2010) and their roles within each of the objective teams.

Table 5

*SEEC Project Participants, Year Three (2009-2010)*

<table>
<thead>
<tr>
<th>Participant</th>
<th>Institution</th>
<th>Project Role(s)</th>
<th>&gt; 160 Hours</th>
<th>Objective Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Rover</td>
<td>ISU</td>
<td>Principal Investigator</td>
<td>Yes</td>
<td>LE</td>
</tr>
<tr>
<td>Harry McMaken~</td>
<td>DMACC</td>
<td>Principal Investigator</td>
<td>Yes</td>
<td>CO CO LE</td>
</tr>
<tr>
<td>Monica Bruning~</td>
<td>ISU</td>
<td>Co-Principal Investigator</td>
<td>Yes</td>
<td>LE</td>
</tr>
<tr>
<td>Frankie Laanan~</td>
<td>ISU</td>
<td>Co-Principal Investigator</td>
<td>Yes</td>
<td>LE</td>
</tr>
<tr>
<td>Kim Linduska</td>
<td>DMACC</td>
<td>Co-Principal Investigator</td>
<td>No</td>
<td>LE</td>
</tr>
<tr>
<td>Steve Mickelson~</td>
<td>ISU</td>
<td>Co-Principal Investigator</td>
<td>Yes</td>
<td>LE CO</td>
</tr>
<tr>
<td>Mack Shelley~</td>
<td>ISU</td>
<td>Co-Principal Investigator</td>
<td>Yes</td>
<td>LE</td>
</tr>
<tr>
<td>Mary Darrow~</td>
<td>ISU</td>
<td>Senior Personnel</td>
<td>Yes</td>
<td>CO CO LE CO</td>
</tr>
<tr>
<td>Mary Goodwin~</td>
<td>ISU</td>
<td>Senior Personnel</td>
<td>Yes</td>
<td>CO CO LE</td>
</tr>
<tr>
<td>RM Cooper~</td>
<td>ISU</td>
<td>Senior Personnel</td>
<td>Yes</td>
<td>CO</td>
</tr>
<tr>
<td>Mani Mina~</td>
<td>ISU</td>
<td>Senior Personnel</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Derrick Rollins</td>
<td>ISU</td>
<td>Senior Personnel</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Loren Zachary</td>
<td>ISU</td>
<td>Senior Personnel</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Karen Zunkel~</td>
<td>ISU</td>
<td>Senior Personnel</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Jackie Baughman</td>
<td>ISU</td>
<td>Graduate Assistant</td>
<td>Yes</td>
<td>CO</td>
</tr>
<tr>
<td>Paul Castleberry</td>
<td>ISU</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO CO</td>
</tr>
<tr>
<td>Kevin Saunders</td>
<td>ISU</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO CO</td>
</tr>
<tr>
<td>Randall Jedele</td>
<td>DMACC</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Doug Beck</td>
<td>ISU</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO CO</td>
</tr>
<tr>
<td>Anne Howsare</td>
<td>DMACC</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Ahmed Ageyman</td>
<td>DMACC</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Randy Mead</td>
<td>DMACC</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Michael Lentsch</td>
<td>DMACC</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Jay Staker</td>
<td>ISU</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Carol Heaverlo</td>
<td>ISU</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO</td>
</tr>
<tr>
<td>Lora-Leigh Crystal</td>
<td>ISU</td>
<td>Other – collaborator</td>
<td>No</td>
<td>CO</td>
</tr>
</tbody>
</table>

*Maximum of 25 participants are allowed to be entered into NSF Fastlane System
~Received grant funds

Note: L=Learning Village, C=Curriculum, A=Advising, N=Networking, E=Evaluation; LE=Leader, CO=Contributor/Collaborator
2.1 Partnering Organizations

Currently, DMACC is the only external organization partnering and participating in the SEEC grant with ISU.

2.2 Internal and External Advisory Groups

Internal and external advisory boards met twice during year three. The members include:

ISU Institutional Advisory Board (Internal to ISU)
Chair: Elizabeth Hoffman, Executive Vice President and Provost
Sandy Gahn, Senior Analyst, Institutional Research
Doug Gruenewald, Co-Director, Learning Communities
Connie Hargrave, Associate Professor, Curriculum and Instruction
Thomas Hill, Vice President of Student Affairs
Mary Holz-Clause, Associate Vice President, Extension and Outreach
Gary Mirka, Professor and Chair, Industrial and Manufacturing Systems Engineering

DMACC Institutional Advisory Board (Internal to DMACC)
Chair: Kim Linduska, Executive Vice President for Academic Affairs, Ankeny Provost
Ahmed Ageyman, Academic Advisor
Randy Mead, Executive Dean for Program Development
Randy Smith, Professor and District Chair of Mathematics
Carol (Renee) White, Professor, Civil Engineering Technology
Laurie Wolf, Executive Dean for Student Services

External Advisory Board
Chair: Jim Melsa, Professor and Dean Emeritus, ISU College of Engineering
Kimberly Douglas-Mankin, Director, Women in Engineering & Science Program, Kansas State University
Robert Driggs, Dean of Mathematics & Science, Kirkwood Community College
Leigh Hagenson Thompson, Technology Manager & Project Leader, The Dow Chemical Company

2.3 Additional Collaborators

The SEEC project collaborates with a number of ISU internal organizations and departments outside of the College of Engineering as well as a few industry partners. Specific collaborations and activities with SEEC project partners are listed under each of the activity areas in the full report. SEEC partners include:

- E-SET (ISU Extension)
- Program for Women in Science and Engineering (PWSE)
- Iowa 4-H Clubs
- Office of Admissions
- Office of Community College Research and Policy (OCCRP)
- Office of Financial Aid
- Office of the Registrar
3. Project Activities

This abridged version of the year three annual report emphasizes the learning community and transfer activities of the project. The complete array of activities is summarized in the full annual report.

3.1 Selected Activities

- The college has customized ISU’s Admissions Partnership Program (APP) with Iowa community colleges to support prospective transfer students in engineering, called E-APP. As a part of E-APP, DMACC students are assigned an academic advisor, invited to join an online professional network, introduced to ISU transfer peer mentors, and invited to participate in transfer events on campus including the Engineering Career Fair and VEISHEA.
- DMACC has identified pre-engineering student cohorts and created a four-semester learning community. The number of pre-engineering students at DMACC increased from 47 in 2008 to 94 in 2009.
- DMACC, in collaboration with ISU, has created its own introductory engineering orientation course, EGR 100, and revised its advising system for pre-engineering students.
- Through a new transfer peer mentor program, an enhanced peer mentor relationship is being built with pre-engineering students.
- ISU transfer peer mentors, faculty, and staff make presentations in DMACC’s EGR100 class.
- PWSE transfer peer mentors and engineering staff visited DMACC EGR100 class and then hosted 7 female pre-engineering students for a networking lunch at the DMACC Ankeny Campus.
- DMACC has significantly advanced its engineering-related programs, communications, and services.
- DMACC has identified, developed, and implemented a comprehensive communication plan that familiarizes high school students, parents, faculty, and staff with career opportunities and educational pathways in engineering.
- DMACC and ISU co-sponsored a Discover Engineering Day at the DMACC Ankeny Campus FFA Building. Eighty high school students (29 female) and 60 parents attended this event. ISU Engineering provided speakers, student orgs, and staff support for this event.
• ISU provided an engineering speaker, dinner, and various speakers and booths at the annual Phi Theta Kappa Conference held at the Boone Campus.
• ISU Engineering provided two sessions and booths at the Innovate Week Events at the DMACC West Campus.
• ISU Engineering hosted over 75 DMACC/ISU advisors and recruiters for the SEECing Connections professional development workshop, to introduce engineering resources, discuss student transfer issues, network, and visit engineering departments.
• 152 new transfers from DMACC were admitted to ISU in the fall 2009 in STEM majors; of these, 47 were in engineering.
• The SEEC Project Executive Team compiles and disseminates transfer student success data, to inform program and policy development.
• Through the complementary NSF S-STEM (E2020) project, ISU provides 4-year $10,000 scholarships to transfer students, including students from DMACC; www.engineering.iastate.edu/e2020/.

Other Highlights (not specific to SEEC)
• Two ISU engineering departments are actively pursuing 2+2 programs in Industrial Engineering and in Chemical Engineering to expand pathway options for pre-engineering students.
• ISU Engineering has proposed a new Bachelor of Engineering Technology (BET) degree program in information and computer engineering technology, which will afford a new career path for DMACC students.
• ISU Engineering hosts high school and CC/DMACC students for information technology/cyber security competitions through IT Adventures and IT Olympics.
• ISU Engineering provides Project Lead The Way training to high school and CC faculty in Merged Area 11. Regional training recently occurred at the DMACC Ankeny Campus FFA Building. ISU coordinates PLTW certification visits at Merged Area 11 high schools.
• ISU engineering is working with DMACC high school programming staff to plan a FIRST Lego League tournament at the DMACC Ankeny Campus.

Advisory Board Meetings and Reports
Several meetings took place in year three with the internal and external advisory boards. Minutes from the advisory board meetings can be found in Appendix F of the full (non-abridged) annual report.

• A SEEC Internal Advisory Board meeting was conducted on December 15, 2009. Agenda - http://www.eng.iastate.edu/seec/agenda-iboard-Dec09.pdf
• A SEEC External Advisory Board meeting was conducted on December 16, 2009. Agenda - http://www.eng.iastate.edu/seec/boardmtgs/external/agenda-eboard-Dec09.pdf
• A SEEC External Advisory Board meeting was conducted on April 15, 2010 (small group). Meeting Notes - http://www.eng.iastate.edu/seec/eboard-notes-Apr10.pdf
• A SEEC ISU/DMACC Internal Advisory Board meeting was conducted on May 11, 2010. Agenda - http://www.eng.iastate.edu/seec/events/internal-board-mtg-2010May11.pdf
3.3 Opportunities for Training and Development from Year Three Activities

The team members, even those involved peripherally, have gained greater awareness about curricular issues in relation to recruitment, retention, and student success. Student diversity and transfer student pathways have been foci of discussions during year three, and substantial information has been shared. This awareness will be translated into actions as the project continues.

The E2020 curriculum groups are involved with curriculum development in areas that will enhance teaching skills, especially in relation to putting engineering into a societal context.

Graduate research assistants and transfer peer mentors on this project have been afforded ample experiences to collect and use data to inform programming decisions and to evaluate impact. Additionally, transfer peer mentors develop leadership and teaching skills through planning and organizing seminars, presentations, and workshops for learning community participants.

Other Opportunities

- Continued relationship building, collaboration, communication, and resource dissemination will lead to increased awareness and public understanding of engineering careers among students, parents, faculty, and staff (including K-14 audiences).
- The project will explore, strategize, and develop approaches to reach and enroll more women and under-represented domestic minority students.
- For this coming year, ISU Engineering has established E-APP as a new ISU learning community, with the intention of increasing community college pre-engineering student engagement prior to coming to Iowa State.
- Further study, dissemination, and professional development related to engineering transfer students’ success and retention will lead to more informed programming, advising, and student choices.
- The project will facilitate expansion of pre-engineering offerings at other DMACC campuses. ISU can assist in recruiting new engineering faculty and/or grad students to teach at DMACC.
- Additional funding opportunities exist that can help maintain momentum for 2- to 4-year STEM initiatives (National Science Foundation, Lumina, Iowa Department of Economic Development, Iowa Workforce Development, private funding, etc.)
- Transfer scholarship opportunities and processes need to be a priority in order to ensure access for economically disadvantaged transfer students.