

# ANNUAL REPORT

## 2023 - 2024



CalPolyPomona

Office of  
Academic Innovation

# OFFICE OF ACADEMIC INNOVATION

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# LETTER FROM THE AVP OF THE OFFICE OF ACADEMIC INNOVATION



Dear friends of AI,

We have concluded another year in the Office of Academic Innovation (OAI). We thank you for your continued support and engagement without which we cannot accomplish our goal to curate experiential learning opportunities for our students, faculty, staff, and community.

Our mission remains the cultivation of the success of diverse students by:

- Fostering an inclusive culture of innovation and creativity in teaching, research, and experiential learning.
- Preparing students for a variety of dynamic and rapidly changing career and professional experiences.
- Collaborating with students, faculty, staff, and community and industry partners to foster innovative curricular/cocurricular strategies aimed at nurturing learning for life and impact in the Cal Poly Pomona community and beyond.

Our vision statement is:

By the year 2028, the office of Academic Innovation (OAI) at Cal Poly Pomona will be an adaptive and versatile national model for developing intentional, equity-minded, and transformative educational experiences that prepare students for the future of work, human, and civic engagement.

There were leadership changes in OAI. Dr. Winny Dong, the founding faculty director of the Office of Undergraduate Research, transitioned into a new role as the Senior Director of Innovation and Grants in the Office of Academic Innovation. She will continue to lead the grants in OAI including the newly awarded \$5 million Department of Education ENGAGE grant and the \$5 million Department of Education STARS grant, for which Dr. Winny Dong serves as PI. Dr. Everardo Barraza was appointed the new faculty director of the OUR, effective June 1, 2024.

Dr. Olive Li was appointed the interim director of the Student Innovation Idea Labs (iLabs) effective June 1, 2024. Dr. Kenneth Lamb returned to the Civil Engineering Department after serving as iLabs faculty director for five years. We thank Dr. Lamb for his leadership and contributions to the development and growth of the iLabs.

As you will see in the following pages, OAI had a successful academic year. We expanded the [micro-internship \(MI\)](#) pilot under the leadership of Innovation Incubator. This year we served 615 students with 657 micro-internship opportunities embedded in 28 upper-division

courses with 61 community partners. The micro-internships served 64% URM, 50% Pell-Eligible, and 58% first-generation students. Preliminary pre-post research design showed significant increases for students in the following constructs: vocational concepts, exploring occupations, making career decisions, skilling, and school to work transition. Results also showed a significant level of satisfaction with the MI among students, faculty, and community partners. The [Dell Foundation Grant](#) of \$1.6 million that we received enabled us to hire two full-time staff in the Office of Innovation Incubator: a MI program manager and a MI program coordinator. The grant also enabled us to fund project evaluation which is being conducted by Cobblestone Applied Research and Evaluation, Inc. The Dell grant requires a match and thanks to Provost Gomez and VP Teves, we have been awarded \$275,000 from the Kellogg Legacy Foundation to support the Future Career Paths initiative.

We reported last year on the \$1 million grant from the U.S. Small Business Administration Financial Services and General Government (FSGG) spending bill to create a [Community Innovation Hub](#) in Downtown Pomona CA. The grant is due to the efforts of Congresswoman Norma Torres. We are happy to report that we have signed a lease agreement, hired a full-time Analyst, Santino Lopez, and created an Advisory Board to support the space. The ribbon cutting ceremony is scheduled for August 29, 2024. We hope to see you there.

Our funding for College Corps was renewed for cohorts 3 and 4 (AY 2024-2026). We are part of the College Corps Consortium led by Cal State LA in partnership with Rio Hondo College and East LA College. The total award to the consortium was \$6,905,954 and CPP's subaward is \$1,573,800. We look forward to continuing to provide this amazing opportunity to our students.

We continued to advance the success of our students in myriads of ways including through the \$3.58 million NSF CPP INVESTS grant. We continue to implement pieces of the career and professional readiness model to support the transition of our students into successful post-graduation life. We have provided proof of concept for micro-internships and look forward to institutional support to continue to scale the program. CPP NSF I-Corps site pivoted to an asynchronous program to continue to support students, faculty, and staff to transition their research into the marketplace.

As you look through the following pages of our Annual Report you will see how OAI continued to transform the experiences of students, faculty, staff, and external partners.

We are eager to continue making a difference, and we thank you for the part you have played in our success thus far!

*Olukemi Sawyerr*

Olukemi Sawyerr, Ph.D.  
Associate Vice President  
Office of Academic Innovation



# STRATEGIC INITIATIVES

## OAI INITIATIVE 1

Provide strategic leadership, oversight, and guidance to the Career Center (CC), Center for Community Engagement (CCE), Innovation Incubator (II), Kellogg Honors College (KHC), Office of Undergraduate Research (OUR), and Student Innovation and Idea Labs (iLabs); support the formulation and implementation of unit goals and assessment plans; and build a strong, high-functioning, and collaborative team culture across OAI.

### Objectives:

- Perform annual reviews of strategic goals/priorities
- Perform annual reviews of program evaluation and/or assessment plans
- Provide professional development opportunities to OAI leadership team (ALT) and staff
- Create and support a culture of data-driven decisions based on strategy and program evaluation and assessment
- Create and support a culture of collaboration to leverage the synergies that exist among OAI units
- Hold bi-annual OAI retreats and incorporate professional development and team building exercises and provide multiple opportunities for formal and informal social interactions.



## OAI INITIATIVE 2

Lead the design and institutionalization of an equity-minded career and professional readiness model that enables our diverse students to develop, through sequenced curricular and co-curricular experiences, the essential skills and competencies that prepare them for a variety of dynamic, rapidly changing professional landscapes.

### Objectives:

- Expand CPP INVESTS model to serve all CPP students, faculty, and staff
- Engage campus community in design sprints to design and develop a career and professional readiness model to gain broader institutional engagement and buy-in
- Create a governance structure for Future Career Paths initiative
- Inventory existing career and professional readiness efforts within curricular and co-curricular activities
- Continue to expand the development of PolyX to support career and professional readiness competencies in students
- Collaborate with academic and non-academic units to intentionally embed PolyX in a wide array of curricular and co-curricular experiences to inculcate career and professional readiness competencies in students
- Develop a campus digital credentialing and badging system for students to demonstrate the career and professional readiness competencies developed in curricular and cocurricular learning experiences

## OAI INITIATIVE 3

Create infrastructure to support faculty and staff success in developing and launching inclusive, equity-minded innovative curricula and co-curricular experiences for students.

### Objectives:

- Collaborate with faculty and staff to develop inclusive and equity-minded pedagogies infused with creative and innovative practices in curricular and co-curricular learning experiences of students.
- Support faculty and staff to raise intramural and extramural funding to develop and implement innovative and transformative educational experiences (\$500,000 by 2028).





CalPolyPomona  
Office of  
Academic Innovation

# OFFICE OF ACADEMIC INNOVATION

## MISSION

The Office of Academic Innovation (OAI) at Cal Poly Pomona cultivates the success of diverse students by:

- Fostering an inclusive culture of innovation and creativity in teaching, research, and experiential learning.
- Preparing students for a variety of dynamic and rapidly changing career and professional experiences.
- Collaborating with students, faculty, staff, and community and industry partners to foster innovative curricular/co-curricular strategies aimed at nurturing learning for life and impact in the Cal Poly Pomona community and beyond.

## VISION

By the year 2028, the Office of Academic Innovation (OAI) at Cal Poly Pomona will be an adaptive and versatile national model for developing intentional, equity-minded, and transformative educational experiences that prepare students for the future of work, human, and civic engagement.

## STAFF



**Dr. Olukemi Sawyerr**  
Associate Vice President



**Dr. Winny Dong**  
Inaugural Senior Director,  
Innovation and Grants



**Kara Raymundo**  
Analyst



**Caitlyn Kubulan**  
Communications Specialist



**Josue Ruiz**  
Web Developer

## FACULTY FELLOW



**Dr. Jeyoung Woo**  
College of Engineering

## STUDENT ASSISTANTS



**Berenice Ramos**  
Graphic Design  
Student Assistant



**Olivia Lee**  
Office Student Assistant



**Camille McCurry**  
Marketing Student Assistant



**Rachel Liu**  
Graphic Design  
Student Assistant



**Benjamin Kittaka**  
Graphic Design  
Student Assistant



**Britt Rhodimer**  
Graduate Student Assistant

# 2024 WINTER INSTITUTE

## Exploring Micro-Internships: A Guide to Understanding and Successfully Implementing Short-Term Work Experiences

Date: January 17 - 18, 2024

Number of Participants: 71

The 2024 Office of Academic Innovation Winter Institute focused on the theme of 'Exploring Micro-Internships: A Guide to Understanding and Successfully Implementing Short-Term Work Experiences.' This event brought together over 71 faculty and staff members from various colleges, offering workshops and panel discussions with insights from industry partner Parker Dewey. The institute emphasized the importance of Micro-Internships in enhancing student career readiness, showcasing how these short-term, practical experiences can significantly impact students' future career paths.

### During this Institute Faculty and Staff:

- Gained an understanding of the significance and necessity of micro-internships in relation to accessibility, equity, and student career readiness.
- Acquired knowledge and tools to integrate micro-internships into their syllabi.
- Learned effective methods for evaluating and assessing micro-internships as a component of the course.
- Gained insights into the identity and contributions of our campus partner Parker-Dewey within the micro-internship landscape.
- Engaged in the NSF INVESTS research on micro-internships.



**71**  
TOTAL  
ATTENDEES

**37**  
STAFF

**34**  
FACULTY

### PARTICIPANTS BY DEPARTMENT

DEPARTMENT	STAFF	FACULTY
Academic Innovation	26	4
Alumni and External Affairs	1	0
Division of Information Technology & Institutional Planning	3	0
Government and External Affairs	1	0
Process and Project Management Office	1	0
Student Health and Wellness Services	1	0

### PARTICIPANTS BY COLLEGE

COLLEGE	STAFF	FACULTY
CEIS	0	1
CLASS	0	4
College of Business Administration	2	9
Don B. Huntley College of Agriculture	0	6
College of Science	0	5
College of Engineering	1	5
CPGE	1	0





# 2024 SUMMER CONFERENCE

EXPLORING THE FUTURE OF WORK



## SUMMER CONFERENCE OVERVIEW

Keynote Speakers: Jeremy Podany, Dr. Olukemi Sawyerr, Matthew Brink

# 136

ATTENDEES

# 19

TOTAL EXTERNAL ATTENDEES

# 9

NON-CPP STAFF

# 9

NON-CPP FACULTY

# 1

COBBLESTONE ATTENDEE

# 117

TOTAL CPP ATTENDEES

# 91

STAFF

# 24

FACULTY



Date: May 29 – 31, 2024

Number of Participants: 136

The 2024 Office of Academic Innovation Summer Conference was a dynamic and forward-thinking three-day event centered on 'Exploring the Future of Work.' It brought together faculty and staff from Cal Poly Pomona and other universities to delve into the critical intersection of education and the evolving workforce. Participants engaged with insightful keynote presentations, interactive panel discussions, and hands-on workshops led by renowned experts in education and workforce development. These sessions provided a platform for sharing innovative strategies and fostering collaborative networks to build a more resilient and adaptive future.

### During this Conference Faculty and Staff:

- Grasped the essentials of career readiness integration into curricula, emphasizing its significance for student success in the workforce.
- Mastered the design and assessment of career-preparedness-focused curricula using adaptable tools and methodologies for diverse teaching formats.
- Applied interdisciplinary strategies for career readiness in academic programs, leveraging campus resources and engaging in hands-on workshops.
- Gained insights from employer and alumni panels on valued skills and competencies, informing actionable plans for curriculum enhancement.
- Collaborated with career centers and academic colleagues to implement and refine career readiness initiatives, ultimately empowering students for professional success.
- Gained a comprehensive understanding of NACE Career Readiness Competencies and their importance in student employment.
- Learned practical strategies for integrating competency development into student employment practices.
- Learned how to use the Iowa GROW® initiative and guided reflection to make student employment a high-impact learning experience.
- Equipped managers with tools and strategies for incorporating guided reflection into their management practices, enhancing students' competency awareness and workplace performance.

COLLEGES	STAFF	FACULTY
CEIS	2	4
CLASS	2	0
College of Business Administration	3	5
Don B. Huntley College of Agriculture	0	5
College of Science	0	2
College of Engineering	0	3
College of Environmental Design	0	1
CPGE	1	0
DEPARTMENT	STAFF	FACULTY
Academic Affairs	26	4
Student Affairs	57	0

### Attendees from:

- Whittier College
- Cal State LA
- Chancellor's Office
- Citrus College
- Cal State San Marcos
- San Diego State
- Cal Poly Humboldt
- Cal State San Bernardino





# STAFF

# CAREER CENTER



The Career Center assists students as they explore career paths and identify the steps needed to achieve their ideal careers. We place an intentional focus on leveraging innovation and technology to assist in maximizing student engagement with career services.



- Tracee Passeggi, Director of Career Center

## MISSION

Lead, develop and connect a diverse Cal Poly Pomona community in career readiness and preparing students for the future of work.

## VISION

We envision being the leaders in the future of work by creating an equity-minded career readiness model while focusing on collaboration and becoming a valued part of the campus community.



**Tracee Passeggi**  
Director



**Alexis Lopez**  
Career Services Specialist



**Gerry Russo**  
Employer Relations & On  
Campus Recruiting Specialist



**LaKisha Torrence**  
Employer Engagement  
& Events Specialist



**Amber Freeland**  
Lead Career Coach  
College of Agriculture



**Beth Lee**  
Lead Career Coach  
College of Business



**Alie Ivie**  
Lead Career Coach  
College of Engineering



**DeVoneia Jordan**  
Lead Career Coach  
College of Science



**David Craig**  
Career Specialist  
CLASS



**Cherrie Peters**  
Lead Career Coach  
CLASS

# STUDENT ASSISTANTS



**Gian A. De Jesus**  
Office Student Assistant



**Enid Bilau**  
Office Student Assistant



**Olivia Edmonds**  
Office Student Assistant

## Not Pictured

Fabian Cuevas - Office Student Assistant

# EVENTS STUDENT ASSISTANTS

**Arturo Espinoza**  
**Ashley Orellana**  
**Malia Palmer**  
**Toba Ayo-Ariyo**  
**Saiaashish Ravuri**

**Nicholas S. Hammer**  
**Neiah Torres**  
**Olinda E. Mejia**  
**Zoe T. Vega**  
**Chardonnay Marquez**  
**Madison Wilmes**

# CAREER CENTER OVERVIEW

## Promotions

The Career Center promoted three internal staff members to Lead Career Coaches:

- Alie Ivie, College of Engineering
- Cherrie Peters, College of Letters, Arts, and Social Sciences
- DeVoneia Jordan, College of Science

## New Staffing

The Career Center welcomed two new Lead Career Coaches:

- Amber Freeland, College of Agriculture
- Beth Lee, College of Business

- 10,618 total student engagement with the Career Center (including workshops, advising, information sessions, career fairs, etc.)
- Successful launch of revamped Career Center website, increasing and maintaining our online engagement at 55%+
- All Career Center staff completed the Federal Advisor Certificate Program
- Worked closely with the Division of Information Technology & Institutional Planning to vet and purchase Focus 2 Career (intuitive career & education decision-making model to help students choose/explore majors) and VMock (Online platform that provides resume review and career preparation services using AI & machine learning algorithms to analyze & provide resume feedback)
- Partnered with the Office of Academic Innovation to plan and facilitate the OAI Summer 2024 Conference on the Future of Work and developed meaningful sessions for on-campus student employment and Strengths Quest.
- Career Center saw an increase in student and advising appointments by 10% despite four career coach vacancies (50% of counselor staff).
- Partnered with Alumni Affairs to create the College of Engineering Career Coaching Pilot Program
- Planning for a new Peer Advisor program is underway. Eight new student employees will be hired to oversee drop-in advising and career workshops.

# APPOINTMENTS & DROP-INS

2167 students participated in career counseling appointments and drop-in advising. This is a 10% increase from the 2022-23 AY.

Approximately 60% of these students are senior standing.

The Career Center pivoted to hosting only in-person drop-in advising this year. 55% of all appointments were held in person, compared to 80% being virtual last year.

The College of Business represents the largest student group taking advantage of appointments and drop-ins. The four largest academic colleges (Business, CLASS, Engineering, and Science) make up approximately 86% of all appointments and drop-ins. Compared to last AY, the Career Center saw a 6% increase in business students and a 7% decline in engineering students.



Resume/Cover Letter and Career & Major Exploration comprise 73% of all appointment topics. This representation was similar to 2022-23 AY, which provides resourceful information as the Career Center begins planning the new Peer Advisor Program for 2024-25 AY.

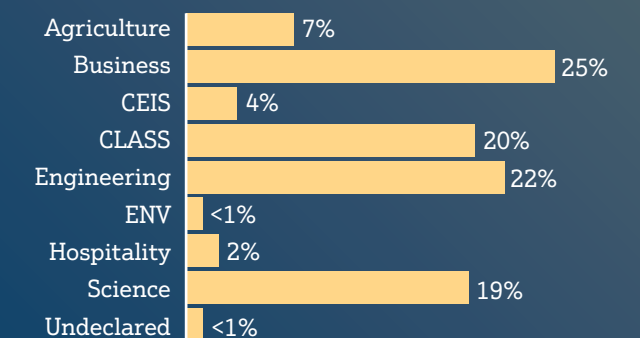
## STUDENT PARTICIPATION

Appointments	1,328
Drop-Ins	839
TOTAL	2,167

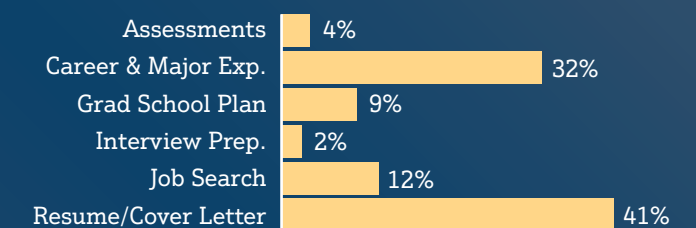
## CLASS STANDING

Freshman	105
Sophomore	242
Junior	335
Senior	1,302
Graduate	126
Alumni	57
TOTAL	2,167

## APPOINTMENTS & DROP INS BY COLLEGE



## APPOINTMENTS BY COLLEGE





## CAREER FAIRS EMPLOYER ENGAGEMENT

All Career Fairs were held in person for the first time since AY 2018-19. Employer registration increased by 17% for the fall fairs compared to the previous year. The Career Center saw a 10% decline in the spring fairs compared to 2023.

The Career Center introduced the newly renamed "STEM Career Fair" to align with industry hiring trends better. During the 2023-24 career fair season, they hosted almost 800 employers.



### REGISTERED EMPLOYERS

Fall Career Fair	151
STEM Career Fair	210
Graduate & Professional School Fair	84
Hospitality Career Expo	54
Spring Career Fair	202
Education Career Expo	36
Final Hiring Fair	62
<b>TOTAL</b>	<b>799</b>

## CAREER FAIRS EMPLOYER EXPERIENCE AND SURVEY

In Fall 2023, Handshake launched the Employer Booth Check-In feature for career fairs. This new process enabled the Career Center team to gather valuable insights into student-employer interactions during in-person events. It encourages continued communication between employers and students post-fair, ensuring that meaningful connections made during the event can be maintained and developed further. Utilizing this new tool, the Career Center now obtains more accurate numbers regarding student attendance and employment engagements at career fairs.

For the Career Center's larger career fairs, student check-in numbers have increased from a few hundred to over 1000. Booth Check-In significantly enhances the tracking process for in-person career fairs while streamlining the student check-in experience.

"Love the energy from students and the CPP career staff!"  
-Enterprise Mobility

"I loved the large turnout of the event - it was very nice to see so many students/alumni in attendance!"  
-KIPP SoCal Public Schools

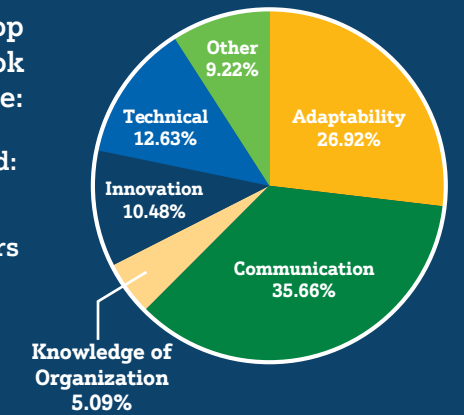
For the spring 2024 career fairs, the Career Center received 103 employer responses:

- 92.01% of employers are very satisfied or moderately satisfied with student preparedness at career fairs.
- 94.45% of employers strongly agree or agree that CPP students are career ready.

When asked what the top skills that employers look for in applicants are:

Other responses indicated:

- Willingness to learn
- Works well with others
- Mechanically inclined
- Empathy
- Coachable
- Interpersonal skills
- Passion/dedication
- Problem-solving



## CAREER FAIRS STUDENT ENGAGEMENT

### STUDENT ATTENDANCE

Fall Career Fair	1201
STEM Career Fair	1795
Graduate & Professional School Fair	121
Hospitality Career Expo	186
Spring Career Fair	1122
Education Career Expo	101
Final Hiring Fair	312
<b>TOTAL</b>	<b>4838</b>

### CLASS STANDING

Freshman	2%
Sophomore	8%
Junior	11%
Senior	54%
Alumni	17%
Graduate	7%
Unknown	1%

### COLLEGE REPRESENTATION

Agriculture	3%
Business	15%
CEIS	<2%
CLASS	7%
Engineering	47%
ENV	<2%
Extended Univ.	1%
Hospitality	4%
Science	20%
Undeclared	<1%
Unknown	<1%

College of Engineering students had the largest representation with 47% of all attendees. Agriculture, CEIS, and ENV students had 6% representation combined. In previous years, the Career Center reported on student registration for events. This year, Career Center staff implemented reliable check-in stations throughout all career fairs.



## STUDENT LOUNGE

The Career Center hosted a student lounge during the spring semester career fair. This was a space for students to prepare before going to network with employers, connect with Career Center staff for last-minute tips, and enjoy snacks/refreshments. **124 students** checked into the student lounge.

## HEADSHOTS SPONSORED BY ENTERPRISE

Thanks to a philanthropic gift from Enterprise Mobility, students at the spring semester career fair had the option to receive a free professional headshot. Students used their new headshots to update their LinkedIn and Handshake profiles.

## INFORMATION SESSIONS

The Career Center continued to engage with industry by hosting **26 information sessions** with employers seeking to recruit CPP student talent. A total of **300 students** attended the in-person and virtual info sessions. Information sessions decreased for a second year, **down 36% from 2022-23**. Like the career fairs, Career Center staff implemented reliable check-in procedures to report on attendance versus registered students.

A few participating organizations:

- Air Force Civilian Service
- Caltrans
- Central Intelligence Agency
- City Year
- LEAP Emerge
- Lockheed Martin
- Louis Vuitton
- University of Southern California
- USDA

## INTERVIEW PROGRAM

### EMPLOYER PARTICIPANTS

Virtual Interviews	6
On-Campus Interviews	30
<b>TOTAL</b>	<b>36</b>

The Career Center also partnered with industry to host **36 interview opportunities**. A total of **293 students participated and were interviewed** both on-campus and virtually. The interview program saw a 43% decrease in students interviewed and a 29% decrease in employer participation.

## OTHER EMPLOYER ENGAGEMENT

EMPLOYER ENGAGEMENTS	2022-23	2023-24
Job Advertisements	45	86(+91%)
Employer Recruitment Meetings	24	23(-4%)
Public Relations Tables	5	24(+380%)

The Career Center saw an increase in almost all other areas of employer engagement compared to the previous AY.

## WEBSITE REVAMP INTEGRATION WITH UCONNECT

The Career Center launched its all-in-one virtual Career Center on October 12, 2023. The strategy behind this website revamp was to create relevant online content and resources that align with current industry hiring trends. In partnership with uConnect, the Career Center is confident that its new online presence will meet students' career readiness needs.

- In the initial 222 days since launch, the virtual career center has 147,721 page views.
- Since launching, the Career Center's engaged sessions have increased by 726%.
- 'Become Career Ready' communities have generated the most pageviews. 'Career Fairs' and 'On-Campus Employment' rank among the top two viewed communities with 7,329 & 3,402-page views, respectively.
- Successfully leveraged automated and custom email communications.
- Published 17 resources, 43 blogs, 2,431 jobs, and 99 events.
- Online engagement rate has maintained 55%+ since launch.

## ENGAGEMENT OVERVIEW

	30 DAYS POST-LAUNCH	90 DAYS POST-LAUNCH	TOTAL ENGAGEMENT (222 DAYS)
Users	4,700	8,966	36,620
Active Users	4,689	8,950	36,546
Sessions	7,308	14,546	61,762
Engaged Sessions	4,102	8,171	33,883
Pageviews	20,553	40,386	147,721
Engagement Rate	56%	56%	55%

## STEM HIGHLIGHTS

### STEM Success Conference

On April 11, 2024, 100 students attended the STEM Success Conference which aimed to inspire, educate, and empower participants by providing invaluable insights into a broad spectrum of STEM careers, fostering networking opportunities with industry professionals, and equipping attendees with essential resources to navigate paths to success.

### Engineering Resumaniac

This event, hosted on September 14, 2023, was designed to allow students to have their resumes reviewed by professionals. It was a great opportunity to receive feedback to help students improve their resumes in preparation for the STEM Career Fair. Ninety Engineering majors attended, and eight companies were represented, including Griffith Company, Glenair, Lockheed Martin, Kimley Horn, and Edison.

### COE Coaching Program

In partnership with Alumni Affairs and Dr. Kenneth Lamb, the College of Engineering pilot program launched this AY with the intention of preparing upper-division engineering students for a successful transition from the classroom to the boardroom. Twelve students participated in the pilot program coaching sessions, where coaches helped students identify general competencies that will help them develop the necessary tools for early career development. The 2024-25 AY goal is 20-30 student participants.

## HANDSHAKE & JOBS/INTERNSHIPS

Handshake remains CPP's career services platform for seeking jobs, internships, and employer engagement opportunities. Students must activate their accounts and learn to use this multifunctional platform to improve their job searching. In 2023-24 AY, 47.4% of undergraduate and 41.5% of graduate students have activated their Handshake profiles.

### ACTIVAION BY UNDERGRAD CLASS STANDING

Freshman	18.9%
Sophomore	49%
Junior	47.3%
Senior	68.8%
Graduate	41.5%

### JOB POSTINGS BY CATEGORY

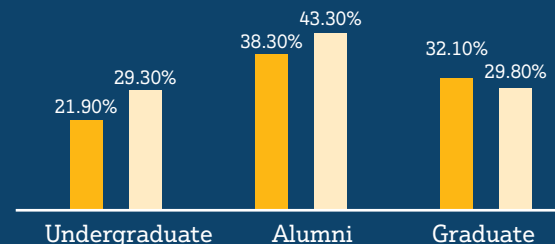
Cooperative Education	649
Experiential Learning	298
Fellowship	1,498
Internships	32,792
Jobs	117,103
On-Campus Jobs	623
Volunteer	427
TOTAL	153,390

A total of **153,390 job postings** were approved on Handshake during the 2023-24 AY, and **3,283 new employers** were activated on Handshake.

There were 10,262 unique logins into the CPP Handshake platform during the 2023-24AY. Only 21.9% of undergraduate students have completed their Handshake profiles, including their career interests, work history, and skills. The chart on the next page compares activated profiles with those of CPP's peer campuses on Handshake. CPP graduate-level students have a higher average, which presents an opportunity to close the gap with undergraduate students and alumni.



Profile Completion Rate  
Peers' Profile Completion Rate



Cal Poly Pomona's overall activation rate on Handshake is 2.5% less than our peers. However, the Handshake activation rate among alumni is 26.5% higher, demonstrating our commitment to career readiness for graduating students!

Peers include CSU San Bernardino, CSU Long Beach, CSU Fullerton, San Diego State, and Cal Poly SLO.

## WORKSHOPS & CAMPUS OUTREACH

The Career Center hosted and co-hosted 115 workshops covering multiple career service topics, and 3,020 students attended these workshops. Forty percent of the workshops were for Resume/Cover Letter topics. Compared to the previous AY, workshop numbers increased by 34%, and student participants increased by 80%.

WORKSHOP TOPIC	TOTAL WORKSHOPS	STUDENT ATTENDEES
Career Center Overview	19	846
Career Exploration	3	31
Career Fair Preparation	6	48
Graduate School Planning	4	62
Interview Preparation	6	88
Job Search	12	441
Resume/Cover Letter	49	1,211
Strengths Quest Assessment	16	293
TOTAL	115	3020

## ALUMNI SERVICES

CPP Alumni receive access to the Handshake platform for one year after graduation. Beyond the one-year mark, alumni can register with the Career Center Alumni Services program to receive access to the Handshake platform and career counseling appointments at no charge.

### AY 2022-23 REGISTRATIONS

**319**  
ALUMNI

## CAREER ASSESSMENTS

Career Assessments are free to students during career counseling appointments and career exploration workshops. Students complete these assessments and answer questions about their skills, interests, and values to explore career paths that match their attributes.

### AY 2022-23 ASSESSMENTS PROVIDED

MBTI	190
Strengths Test	766
Strong Interest Inventory	328
TOTAL	1,284



# INNOVATION INCUBATOR

## STAFF



**Ericka Olguin**  
Director



**Priyatham Sai Chand Bazaru**  
Technical Lead



**Jesus Bermudez**  
Micro-Internships  
Program Manager



**Debbie Tanaka**  
Micro-Internships  
Program Coordinator

“ I am proud to oversee programs such as PolyX, Digital Badging, Pop-Up courses, and Micro-Internships. Our goal is to spark creativity, discovery, and innovation by encouraging and supporting experiential learning across campus. We strive to enhance student success and prepare our students for the future of work. Their success is our success! ”

- Ericka Olguin, Director of Innovation Incubator



## FACULTY FELLOW



**Ghada Gad**  
College of Engineering

### MISSION

The Innovation Incubator at Cal Poly Pomona aims to invite, inspire, motivate, and incubate experiential learning initiatives and curricula which align with the university's commitment to creativity, discovery, and innovation.

### VISION

Innovation Incubator's vision is to foster a diverse community of learners composed of students, faculty, and staff engaged in purposeful, collaborative, creative, and impactful experiential learning experiences to suit their curiosity beyond the university experience.

## STUDENT ASSISTANTS



**Kanwardeep Singh**  
Graduate Student Assistant



**Pavish Patel**  
Student Assistant



# DIGITAL CREDENTIALS

Digital Credentials are an effort to give students the opportunity to earn virtual credentials based on classes, clubs, or programs which teach them core competencies and special skills at Cal Poly Pomona.

**541** individual badges that include competencies and/or program badges have been created and are continuously being awarded.

## SHARED BADGES

Badges via LinkedIn	80
Badges through LinkedIn profile	455
Badges on Facebook	3
<b>Total</b>	<b>541</b>

# SIGNATURE POLYTECHNIC EXPERIENCES (POLYX)

PolyX offers students a one-of-a-kind educational experience through experiential learning, multi-disciplinary perspectives, collaboration, and professional readiness.

Signature polytechnic experiences (PolyX) at Cal Poly Pomona promote students' discovery of the opportunities and challenges within the field and the development of creative and innovative solutions to those conditions. Through collaborative learning and intense mentoring, PolyX engages students beyond the classroom and prepares them for professional and civic success.

There are currently **98** PolyX opportunities in the hub.

**10** PolyX faculty and staff from six different colleges were awarded mini grants.

This year, for the first time, the Innovation Incubator combined PolyX-designated courses with FYE-designated courses. Students from these courses presented their work at the PolyX showcase.

# MICRO-INTERNSHIPS

Micro-Internships are short-term, paid, professional assignments that are similar to those given to new hires or interns. These projects enable students to demonstrate skills, explore career paths, and build their networks as they seek the right full-time role.

Faculty Partners  
 ▪ Fall 2023: 7  
 ▪ Spring 2024: 22

**29** TOTAL FACULTY PARTNERS

Community Partners  
 ▪ Fall 2023: 10  
 ▪ Spring 2024: 57

**67** TOTAL COMMUNITY PARTNERS

# HIGHLIGHTS

Web Design Team redesigned the [Micro-Internship Webpage](#)

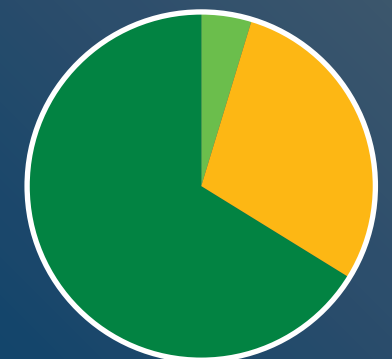
The Innovation Incubator **exceeded the goal** of onboarding 500 students in Micro-Internships in AY 2023-24

- Fall 2023: 160 students
- Spring 2024: 497 students

This comparison shows an absolute increase of 333 students, reflecting more than a doubling of participation with a **growth rate of 208.13%**

Innovation Incubator exceeded its goal to place and assess at least 100 students as of Year 3 of the Micro-Internships, and expects to more than triple this Spring 2024 alone.

## MICRO-INTERNSHIP PARTICIPATION



Spring 2023  
14 Students

Fall 2023  
90 Students

Spring 2024  
205 Students

# INNOVATION INCUBATOR OVERVIEW

Innovation Incubator received **\$1.7 million in grants** from the Michael & Susan Dell Foundation and the California Community Foundation to fund hands-on Micro-Internships through courses until 2027, integrating experiential learning into class curriculums and enhancing students' career readiness.



## 8,669

TOTAL BADGES AWARDED UNIVERSITY-WIDE

## DIGITAL CREDENTIALS

### TOP 4 DIGITAL CREDENTIALS AWARDED

Research 101, Part 3: Finding Information	955
Research 101, Part 5: Using and Citing Information	938
Research 101, Part 4: Evaluating Information	828
Research 101, Part 1: Asking Questions	800

## WINTER INSTITUTE 2024

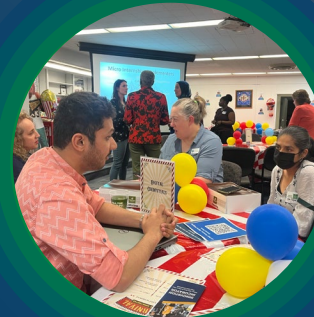
### MICRO-INTERNSHIPS

**30** DAY 1 FACULTY ATTENDEES

**17** DAY 2 FACULTY ATTENDEES

**36** DAY 1 STAFF ATTENDEES

**24** DAY 2 STAFF ATTENDEES



## POLYX SHOWCASE

Presenters	480
Attendees	612
Faculty Mentors	87

## POLYX

Number of PolyX	98
Accepted Fall '23	12
Accepted Spring '24	5

## FACULTY AND STAFF SERVED

Winter Institute	71
Carnival of Opportunities	42
Micro-Internship Mixers	10
PolyX Mini Grant	10
PolyX Showcase	87
PolyX Writing Workshop Fall '23	13
PolyX Writing Workshop Spring '24	12

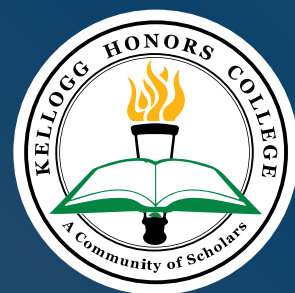
## STUDENTS SERVED

Micro-Internships Completed	653
Digital Badges Awarded	8,669
PolyX Showcase Participants	612





# KELLOGG HONORS COLLEGE



“

The Kellogg Honors College strives to be a model of inclusive academic excellence.

”

- Claudia Garcia-Des Lauriers, KHC Director

## MISSION

The Kellogg Honors College cultivates students' many forms of talent within an inclusive, nurturing, and academically enriching community preparing them to be civically engaged, intellectually curious, lifelong learners.

## VISION

The Kellogg Honors College promotes inclusive academic excellence by fostering a community where personal growth and a sense of belonging are paired with deep learning, innovation, career readiness, leadership and civic engagement to prepare resilient, visionary global citizens.

## STAFF



**Dr. Claudia Garcia-Des Lauriers**  
Director



**Won Choi**  
Academic Coordinator



**Cynthia Perez**  
Administrative Analyst

## FACULTY FELLOW



**Dr. Preeti Wadhwa**  
College of Business  
Administration

## STUDENT ASSISTANTS



**Jenaveve Gregory**  
Student Assistant



**David Vargas**  
Student Assistant



# CIVIC ENGAGEMENT

The Kellogg Honors College continues its partnership with the Center for Community Engagement, the Career Center, and other organizations to provide Civic Engagement opportunities for students. This year **64 different events were offered as CE opportunities** for students. The majority of students completed their service requirements (66%) with a total of 1,396 hours of service provided by KHC students to partnering organizations. In addition, the KHC had several students participating in **College Corps** this year and serving as part of a course where community service was embedded and credited as part of other important programs.

## SUMMARY OF CIVIC ENGAGEMENT

Events/Opportunities Offered	64
Participating Students	224
Credits Completed/Earned	349
Total Hours of Service	1,396



# STUDENT SUCCESS HIGHLIGHTS

KHC is committed to student success by offering opportunities to participate in research, seek out internships and scholarships at all levels, and guide honors students through the process of applying for these opportunities. This year KHC awarded \$69,000 in scholarships to 58 honors students. Seven honors students received a Presidential Scholarship, one of the most prestigious awards on the CPP campus. Four students presented their research at the Western Regional Honors Conference in Long Beach, CA.

## CPP Presidential Scholars and KHC Students

Left to Right: Alex Jimenez Cruz (Finance, Real Estate Law), Harini Pootheri (Computer Informatics), Rein Mortada (Political Science), Michael Perez (Criminology), Nuoyan Promise Li (English), Anai Hernandez (Music), Gina Lalli (Biology)



# OTHER NOTABLE ACHIEVEMENTS

# STUDENT RESEARCH



KHC Student Presenters at the Western Regional Honors Conference, Long Beach, CA  
Left to Right: Chun Choi, Andy Anderson, Araceli Niño, Emma Del Real

- Katie Wilson - Class of 2024 Valedictorian Collins College of Hospitality Management, Job at Marriott, Boston MA
- Roy Mouad - McPhee Scholar, College of Engineering; Job at Fluor, Process Design Engineer
- Alikei Bakis - Received offers of admission from Doctoral of Physical Therapy programs at USC, Western University and University of New England, and will be attending Mass General Hospital-Institute of Health Professions
- Angelica Whisnant - Ph.D. Astronomy, The Ohio State, REU programs at UCSD and National Radio Astronomy Observatory, Virginia
- Angela Gotingco - Ph.D. Chemistry, UC Irvine
- Cleo Yau - AAB Memorial Science for All Scholarship; Internship at Deloitte
- Krista Zagarian - Computer Systems Architect Intern, Manhattan Beach; Accepted position as Software Engineer at Northrop Grumman and MA program in Engineering Management at UCLA.

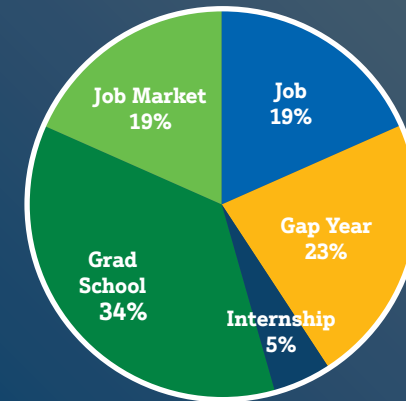


# KHC CLASS OF 2023-24 OVERVIEW

The class of 2024 included 68 KHC students who completed the program requirements, the largest cohort in five years. The average time to graduation was less than four years for first time freshmen and 2.4 years for transfer students. KHC celebrated commencement at Kellogg West this year at the end of April. Exit interview data shows that honors students are continuing their path to excellent outcomes.

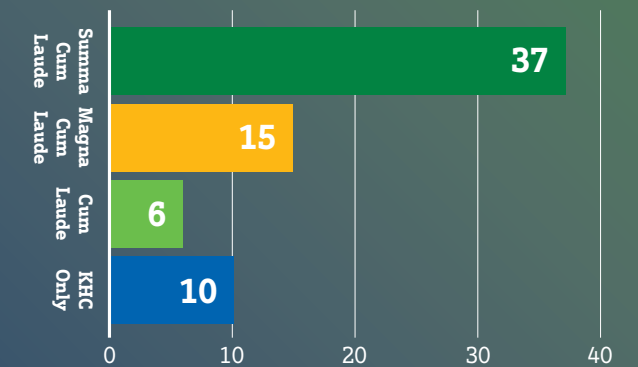


## POST-GRAD PLANS



Total is > 100% due to some students working and going to grad school.

## UNIVERSITY HONORS



## CLASS OF 2024

AVERAGE GPA: **3.77**

## YEARS TO GRADUATION

FIRST YEAR: **3.99** YEARS

TRANSFER: **2.40** YEARS

## COMPANIES HIRING

Food Exploration and Discovery  
Lockheed Martin  
Costco  
SpaceX  
John A. Martin and Associates  
Mariott  
Kimley-Horn  
Deloitte  
Northrop Grumman  
Fluor  
HNTB  
Control Air

## GRADUATE PROGRAMS RECRUITING

Purdue University  
UC Davis  
Cal Poly Pomona  
University of Iowa  
The Ohio State  
UC Irvine  
University of Southern California  
CSU Dominguez Hills  
UCLA  
UC Berkeley  
University of York  
University of the Pacific  
Colorado University, Boulder  
Mass General Hospital-  
Institute of Health Professionals

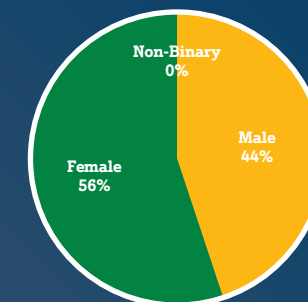
## FALL 2024 INCOMING COHORT

**459**

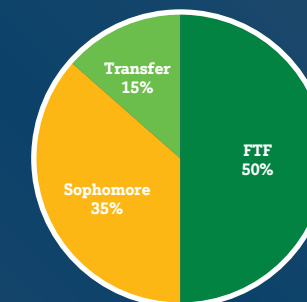
TOTAL APPLICATIONS

**158**

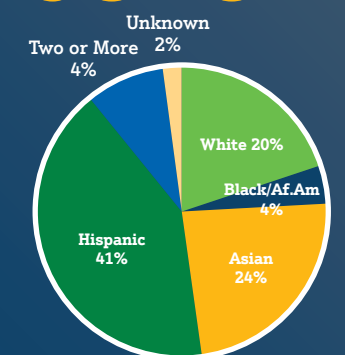
INCOMING STUDENTS



GENDER DIVERSITY



POINT OF ENTRY



RACIAL AND ETHNIC DIVERSITY



# STAFF

## MISSION

Increase the awareness of, participation in, and opportunities for undergraduate research across the disciplines and for students who are traditionally underrepresented in research: lower division students, and first-year transfer students, as well as underrepresented and first-generation students. Support faculty members who mentor undergraduate student researchers. As an umbrella office, it coordinates efforts of programs that provide undergraduate research opportunities.

## VISION

Support a diverse culture of experiential learning, discovery, and innovation by ensuring access to research for every undergraduate student.



# OFFICE OF UNDERGRADUATE RESEARCH

“Undergraduate research provides students with the opportunity to dive more deeply into their chosen discipline, work with peers, and be mentored by faculty. The OUR works to provide these experiences to as many students as possible and highlights the impact of the students’ work.”

- Dr. Winny Dong,  
Former Director of Office of Undergraduate Research



**Dr. Winny Dong**  
Former Faculty Director



**Dr. Ever Barraza**  
Faculty Director



**Hosne Afrin**  
Program Coordinator



**Jennette Ramirez**  
STARS Assistant  
Program Director



**Lauren Bernal**  
RIO Program Coordinator &  
Lead Graphic Designer



**Kaira Pettway**  
STARS Program  
Coordinator



**Amanda Riggle**  
Program Coordinator



**Alicia Nunez**  
Web Developer



**Arianne Muramoto**  
Events and Financial  
Aid Coordinator

## FACULTY FELLOWS



**Dr. Sandra Emerson**  
College of Letters, Arts,  
and Social Sciences



**Dr. Alyssa Kermad**  
College of Letters, Arts,  
and Social Sciences



**Dr. Mario Guerrero**  
College of Letters, Arts,  
and Social Sciences

## STUDENT ASSISTANTS



**Ari Perez**  
Student Assistant



**Hoa Bui**  
Student Assistant



**Fernando Padilla**  
Student Assistant

# STUDENT VOICES



"Being able to communicate complex ideas and research findings to a variety of audiences is essential, whether you're trying to secure funding for your work, explain your findings to a non-specialist audience, or collaborate with colleagues from different disciplines."

- Raul P., Chemistry Student



"Before SURE, I was excited and had expectations of the program. Now that I've finished the project, I feel very proud of myself. It's really amazing to see my research come together."

- Alysah A., Physics Student



"Working with faculty mentor Dr. Farbod Khoshnoud allowed me to expand my knowledge and skills within my field of study. This opportunity has impacted my personal academic growth by providing me with a first experience conducting research and presenting at a conference."

- Sergio B., Electromechanical Engineering Student



"This is my first research experience, so I was really nervous in the beginning. After attending SURE workshops, it helped me start my research and understand every aspect of it."

- Basil C., Bioengineering Student

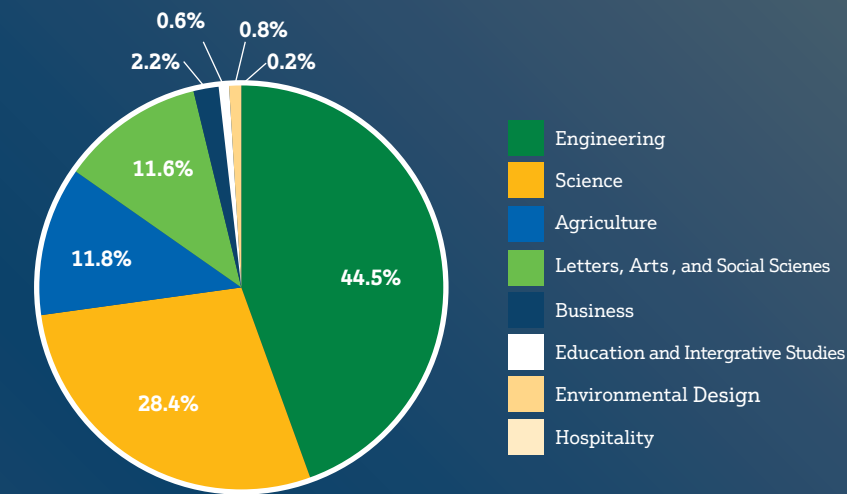
# 1,060

TOTAL STUDENTS SERVED

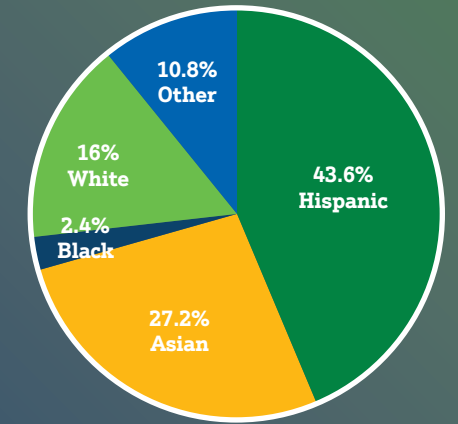
# OUR OVERVIEW

## NUMBER OF STUDENTS BY PROGRAM

ASP	32
RIO	31
STARS	58
Project Hatchery	202
RSCA	236
CARS	74
Research Distinction	14



COLLEGES BY PERCENTAGE



ETHNIC DIVERSITY

# 48.6%

FIRST GENERATION

# 41.5%

PELL RECIPIENTS

# HIGHLIGHTS

- The OUR achieved a substantial turnout for the fully in-person Research Scholarship and Creative Activities Conference.
- The OUR conducted a detailed and far-reaching analysis of the programs and their larger implications for student success, finding evidence to support research as a critical intervention for graduation.
- The OUR secured funding for RIO for the fourth consecutive year, demonstrating consistent university support.
- SURE/STARS/Engage successfully expanded its program welcoming both STEM and non-STEM majors from local community colleges including Fullerton College, Mt. SAC, Cypress, Citrus, and Rio Hondo Colleges comprising a cohort of 98 students to conduct research with CPP faculty.



# NSF I-CORPS



# TEACHING TEAM

“

With the NSF I-Corps grant approaching the end, the CPP I-Corps Site Program has transitioned to virtual offering through asynchronous mini-credential short courses with a digital badge awarded for completing participants. The digital credential program is aimed to prepare researchers with essential entrepreneurship knowledge and practical skills on market study and customer discovery so that they are able to extend their focus beyond the university laboratory and move toward commercialization.

”

- Dr. Olive Yao Li



**Dr. Olukemi Sawyerr**  
Associate Vice President  
Academic Innovation



**Dr. Winny Dong**  
Inaugural Senior Director,  
Innovations and Grants



**Dr. Trayan Kushev**  
College of Business Administration



**Dr. Giuseppe Lomiento**  
College of Engineering



**Dr. Yu Sun**  
College of Science

## ABOUT NSF I-CORPS

The National Science Foundation (NSF) I-Corps program prepares researchers to extend their focus beyond the university laboratory and accelerates the economic and societal benefits of research projects that are ready to move toward commercialization. Through I-Corps, researchers learn to identify valuable product opportunities that can emerge from academic research and gain skills in entrepreneurship through training in customer discovery and guidance from established entrepreneurs. In 2018, Cal Poly Pomona was one of three CSUs to earn an NSF Innovation Corps Grant. As an I-Corps site, Cal Poly Pomona coordinates projects through the various stages of commercialization. Teams participate in a program consisting of team building, customer discovery, developing a Business Model Canvas and finally presenting their ideas to industry professionals. Since 2019, the CPP I-Corps Site program has successfully recruited and trained 59 teams through 10 cohort offerings. These teams consisted of 90 students, 36 faculty members, and 24 local entrepreneurs in a total of 150 participants.

# STAFF



**Dr. Yao Olive Li**  
Site Manager



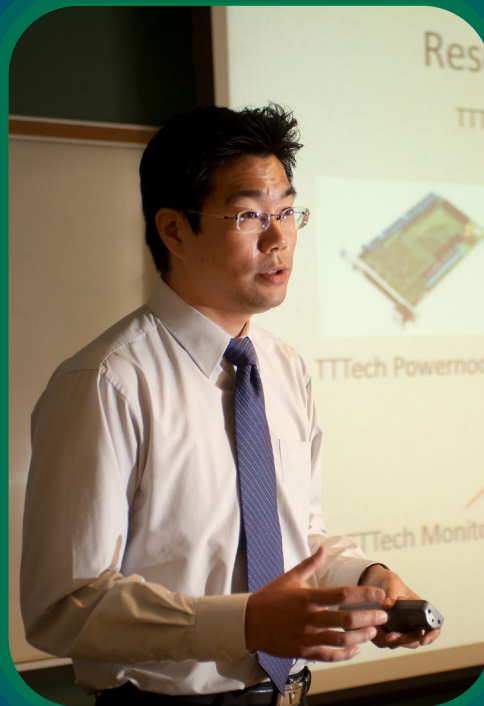
**Serena Chun**  
Program Coordinator

# CPP I-CORPS MINI-BADGR SPRING 2024

In the NSF I-Corps Mini-Badgr Spring 2024 program, 14 applicants participated, comprising seven faculty/staff members, one alumnus, and six students. Over the course of 10 weeks, participants submitted an initial project abstract, completed a demographic survey, and worked through eight comprehensive modules that included PowerPoint slide decks and pre-recorded videos, each accompanied by a brief reflection note. At the end of the program, participants submitted a final reflection summary of their learning experience and completed a final experience survey. Due to the rigorous requirements, only four participants successfully completed the program and received a certificate.

## Some projects include:

- Developing a platform to generate data for studying, training, and improving cyber skills in the context of critical systems.
- Exploring options to commercialize research ideas into marketplace products or services, including new product development and AI-driven marketing campaigns.
- Researching MEMS devices commonly found in smartphones, with the goal of developing a grant proposal to fund further research.
- Creating a web app prototype using generative AI to help people find meaning in their work and align their lives with their core values and purpose.
- Developing AI-powered technologies for injury prevention and performance improvement in athletes, integrating wearable sensors and real-time data analytics to reduce injuries and enhance performance.
- Developing a platform offering virtual environments like cafes, study rooms, and movie spaces to foster connection and productivity across physical distances.



"This course opened our mind and introduced our team to a proper pathway to commercialization of our idea"

-Dr. Payam Parsa, Associate Professor,  
Department of Industrial and  
Manufacturing Engineering

"This course has been very useful and informative. Particularly in grounding my movement forward by providing clarity through the sources and resources made available in the course."

- Maria F.

"The course has been very helpful, and it would be beneficial to maintain access to all units and recordings after its end. Indeed, many steps come at different stages of development and most often proceed as an iterative process. Looking forward to maintaining collaboration with I-Corps team for future opportunities and updates from my activities at ECE department of Cal Poly Pomona."

- Valerio F.

"This course has taught me a lot of aspects of the way that business people think and what the best ways to grow my start up are."

- Nicole S.





# COHORT 11

Held during Summer 2023, Cohort 11 had four teams that attended the courses consisting of a diverse group of five current students, one faculty member, and two alumni.

Their projects included:

- Commercializing an energy-efficient, resilient, sustainable, and affordable house for the California housing market.
- Using multiple autonomous unmanned aerial vehicles (UAVs) for search and rescue missions.
- Providing a framework for lifelong health and fitness, improving longevity and quality of life.
- Designing a shoe sole with barefoot design elements for comfort and functionality.



"Thank you for accepting Team Roots' application for the Summer 2023 NSF I-Corps Short Course. One faculty in civil engineering & one student from business administration took this course, gaining knowledge in topics like customer acquisition, intellectual property, and private and public funding strategies. We're extremely grateful, as we placed third in Market Potential contest at the inaugural Orange County Sustainability Decathlon, marketing sustainable and affordable design-build of residential homes. Furthermore, we're thrilled to move on to the next stage of I-Corps, with the eventual goal of proceeding to the national program; this wouldn't have been possible without the support of the NSF I-Corps Short Course."

- Dr. Sunai Kim, Ph.D., S.E., Assistant Professor  
Structural & Earthquake Engineering, Department of Civil Engineering

"Cal Poly Pomona's NSF I-Corps Short Course program was invaluable in helping me and my faculty advisor, Dr. Sunai Kim, to understand the intricacies of positioning our project team to respond to market demand. Through lessons on topics like Intellectual Property, discussions on weighing the advantages of private vs. public funding, and exercises in conducting potential customer interviews, we created a report for one of ten contests in the first ever Orange County Sustainability Decathlon to demonstrate that we were ready to respond to the market and make a positive impact on California's housing crisis responsibly with the creation of our sustainable, efficient, and stylish student-built home. With the CPP I-Corps team's guidance, we placed top three in the Market Potential contest as well as the overall competition, a feat which we plan to continue improving upon in the next Decathlon."

-Jerry Kwan

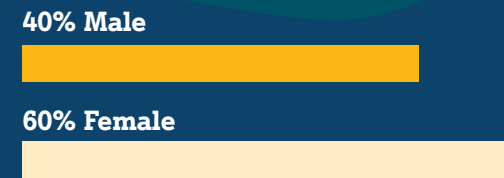


# I-CORPS OVERVIEW

## MINI BADGR SPRING 2023

**14** **4**  
APPLICANTS COMPLETED

### GENDER IDENTITY OF PARTICIPANTS



### MAJOR OR DISCIPLINE OF PARTICIPANTS

- Educational Leadership, Ed.D (2)
- Industrial Engineering
- Data Science
- Business Administration
- Electrical and Computer Engineering (4)
- Biology (2)
- Plant Science (2)
- Anthropology (2)

## COHORT 11 (SUMMER 2023)

**4**  
TEAMS

### GENDER IDENTITY OF PARTICIPANTS

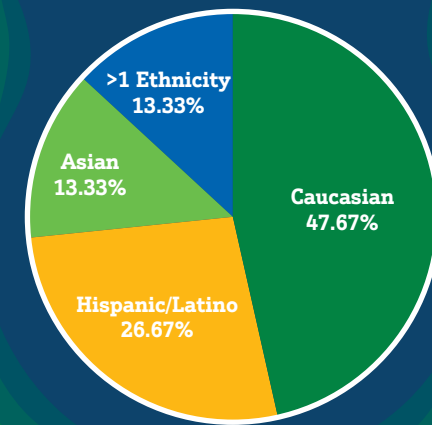


### MAJOR OR DISCIPLINE OF PARTICIPANTS

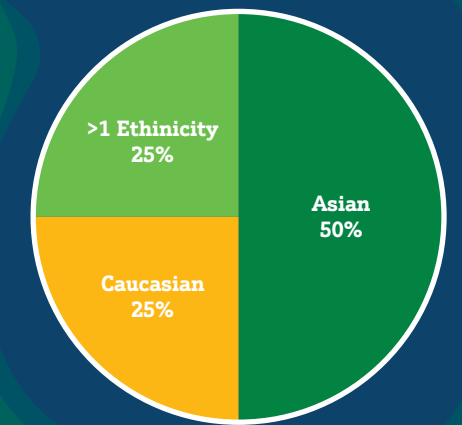
- Finance, Real Estate, and Law
- Civil Engineering
- Business Administration
- Aerospace Engineering



### ETHNICITY OF PARTICIPANTS



### ETHNICITY OF PARTICIPANTS







# CPP INVESTS

# STAFF

## MISSION

Cal Poly Pomona Intentional Venture Engaging STEM Students (CPP INVESTS) is a National Science Foundation funded grant (Award #2122567) aimed at improving undergraduate Science, Technology, Engineering, and Mathematics (STEM) education at Hispanic Serving Institutions (HSI). CPP INVESTS aims to enhance the quality of undergraduate STEM education and the recruitment, retention, and graduation rates of STEM students at Cal Poly Pomona by expanding student pathways to continued STEM education and integration into the STEM workforce. INVESTS will embed experiential learning through selected High Impact Practices (HIPs) at critical transitions in the STEM student life cycle to engage students from their first year to post-graduation with particular attention to students from underrepresented and minoritized groups and those who are first-generation. In addition, CPP INVESTS will offer faculty professional development in the areas of inclusion, diversity, equity, and accessibility (IDEA). INVESTS has three inter-related goals.

- Goal #1: Embed High Impact Practices (HIPs) at critical transition of the student life cycle.
- Goal #2: Implement four alternative learning records (ALRs) to enhance the transition of STEM students into the STEM workforce.
- Goal #3: Provide STEM faculty professional development opportunities anchored in inclusion, diversity, equity, and accessibility.



**Dr. Olukemi Sawyerr**  
Principal Investigator



**Dr. Alison Baski**  
Co-Principal Investigator



**Dr. Winny Dong**  
Co-Principal Investigator



**Dr. Claudia Garcia-Des Lauriers**  
Co-Principal Investigator



**Dr. Nina Abramzon**  
Co-Principal Investigator



**Dr. Kenneth Lamb**  
Senior Personnel



**Dr. Dora Lee**  
Senior Personnel



**Dr. Ever Barraza**  
Senior Personnel



**Dr. Victoria Bhavsar**  
Senior Personnel



**Dr. Preeti Wadhwa**  
Senior Personnel



**Courtney Koletar**  
Program Evaluator



**Mai Tran**  
Program Manager



**Judy Nguyen**  
Project Coordinator



**Won Choi**  
Data Analytics



**Jesus Bermudez**  
Program Manager,  
Micro-Internships



**Debbie Tanaka**  
Micro-Internships  
Program Manager



**Priyatham Sai Chand Bazaru**  
Technical Lead



**Dr. Amy Dao**  
CURES Liaison



**Dr. Janel Ortiz**  
CURES Liaison



## FIRST YEAR EXPERIENCE (FYE) & PEER LEARNING ASSISTANTS (PLA) MICRO-INTERNSHIPS

Course-based Undergraduate Research Experiences (CUREs) plans to achieve the following goals:

- Embed course-based undergraduate research experiences (CUREs) into every STEM discipline.
- Embed CUREs into critical second year STEM courses, FYEs, capstone courses and upper division GE courses.
- Change the culture at CPP so that CUREs are celebrated, recognized, and valued.

INVESTS will accomplish this through the following activities:

- Document the extent that CUREs are currently included in STEM courses in years 1 and 2 of the grant.
- Based on this information, identify additional STEM courses, with a focus on second-year, FYE, capstone, and upper division GE courses, that would be strong candidates to add CUREs.
- Work with academic departments to identify and integrate CUREs into these courses from years 3 to 5 of the grant.

The goal of the Learning Community (LC) is to provide a collegial community for First Year Experience (FYE) instructors, offer a more uniform experience to students across FYE sections, and learn from each other what works and what doesn't work for our students. This is an opportunity to challenge and support one another, while developing FYE syllabus or activities.

- Understanding first-year students and trends
- Considering pedagogy for first-year students, and curriculum design
- Developing FYE syllabus and/or activities emphasizing PolyX activities
- Nine faculty from the Colleges of Agriculture, CLASS, and Science participated in the Spring 2022 FYE Faculty Learning Community.



## CURES

Course-based Undergraduate Research Experiences (CUREs) plans to achieve the following goals:

- Embed course-based undergraduate research experiences (CUREs) into every STEM discipline.
- Embed CUREs into critical second year STEM courses, FYEs, capstone courses and upper division GE courses.
- Change the culture at CPP so that CUREs are celebrated, recognized, and valued.

INVESTS will accomplish this through the following activities:

- Document the extent that CUREs are currently included in STEM courses in years 1 and 2 of the grant.
- vBased on this information, identify additional STEM courses, with a focus on second-year, FYE, capstone, and upper division GE courses, that would be strong candidates to add CUREs.
- Work with academic departments to identify and integrate CUREs into these courses from years 3 to 5 of the grant.

## MICRO-INTERNSHIPS

INVESTS proposes to accomplish the following goal: Create, pilot, and assess six-week project-based paid internship experiences during the 15-week semester embedded in eight gateway junior STEM courses and senior capstone STEM courses (three in Engineering, three in Science and two in Agriculture). INVESTS will accomplish these goals through the following activities:

- Collaborate with academic departments to identify gateway junior and senior-level courses to embed micro-internships.
- Collaborate with industry and community partners to develop a clearinghouse of 100+ project-based experiences over the life of the grant that students can complete in five to six hours per week working virtually or in-person for a total of 30-40 hours per project.
- Place 50 students per semester beginning in year 3 for a total of 300+ students for the life of the grant.
- Assess the micro-internship program to better understand its impact on student success, graduation, and retention rates and to ensure it is aligned with learning outcomes, meets students' expectations for relevance and rigor, develops work habits and attitudes necessary for career success, and provides meaningful deliverables for industry partners.



# INVESTS OVERVIEW

## FIRST YEAR EXPERIENCE (FYE)

- Developed five new STEM FYE courses in the College of Science
- Seven STEM faculty and staff participated in the Fall 2023 FYE LC

## DIGITAL BADGING/ALR

- Developed and approved badges by the Digital Credential and Badging Advisory (DCB) Board: Teamwork, Oral Communication, Written Communication and Information Literacy

## PROJECT LEARNING ASSISTANTS (PLA)

- 15 STEM session/class placed with PLAs in Fall 2023
- 17 STEM students placed in the training course during Spring 2024
- Nine Science and eight Engineering majors

## CUREs/ALEs

- Faculty Learning Community – 18 participants

## FALL 2023 FACULTY LEARNING COMMUNITY

Math	8
English	1
Engineering	4
Anthropology	1
Agriculture	3
Physics	1

## SPRING 2024 PEER COACHING PARTICIPATION

Math	7
English	2
Anthropology	1
Engineerig	4
Physics	1
Education	1
Agriculture	5
Poli Sci	1
Business	1

## QUOTES FROM PEER COACHING LC

"I wanted to share a valuable insight... regarding the significance of regularly assessing students' comprehension during calculation-intensive lectures. [Partner] highlighted that even when students might not readily respond to questions, the act of posing inquiries or assessing their understanding serves as a catalyst, encouraging them to actively engage and think critically, thereby fostering a more effective learning environment."

"One particular approach that I have observed from my peer's teaching is the use of group work quizzes. After the instructor distributed a quiz, students were encouraged to work individually, then engaged in short group discussions, and then completed and submitted their work. I observed that this method promoted active student engagement, collaborative learning, and the mutual exchange of knowledge among peers. I am thinking about implementing this approach in my upcoming courses."

## DISSEMINATION

- Preeti Wadhwa, Olukemi Sawyerr, Jennifer Leigh, and Narentheren Kaliappen. "Future of Work & Curriculum Innovations in Management Education: Are We Ready to Make our Students Career Ready?" 2024 International Management and Organization Behavior Teaching Society (IMOBTS) Conference, June 27 - 30, 2024, James Cook University, Singapore.
  - Barraza, E., 2023. *Becoming servingness-conscious for Hispanic-serving grant programs and initiatives*. Conference on Diversity, Equity, and Inclusion. Henderson, Nevada. 9-11 March 2023.
  - Barraza, E., Dong, W. 2023. *Culturally responsive and data-driven undergraduate research programs: Utilizing peer mentoring and developing an internal database for equity*. Council for Undergraduate Research Connect UR Conference. Pittsburgh, Pennsylvania. 20-21 June 2023.
  - Lamb, K., Gipson, K. G., & Sullivan, S. C. (2023, June). *Assessing levels of psychological safety and teamwork satisfaction in engineering senior capstone teams*. In 2023 ASEE Annual Conference & Exposition.
- FYE Dissemination: 43rd Annual Conference on The First-Year Experience, February 18-21, 2024**
- Workshops:
    - Professional and Community Development for FYE Faculty and Staff/ N. Abramzon, D. Lee, A. Dawn, D. Rahimi
    - Project-based Learning Experience, Assessment and Student Advising in FYE Courses/ X. Yang, J. Snyder, D. Lee, N. Abramzon



# CENTER FOR COMMUNITY ENGAGEMENT



“

Community Engagement provides critical pathways to sustainability, benefiting the common good. It empowers and uplifts the community through intentional involvement and reciprocal relationships. This opens doors to transparent collaboration and co-education in meeting community needs, new career opportunities for students, and increased civic engagement.

”

- Lydia Chen Shah, Interim Director of the Center for Community Engagement

## MISSION

The Center for Community Engagement (CCE) strives to enhance learning, encourage career exploration, inspire civic engagement and empower students with meaningful community-engaged learning experiences that have a positive impact on our local community, region, and world.

## VISION

The Center for Community Engagement (CCE) connects students with opportunities to learn by doing good: explore career pathways, enrich educational experiences through experiential learning, and engage the community through civic engagement and volunteer service.

## STAFF



**Lydia Chen Shah**  
Interim Director



**Lizette Rayela**  
Engaged Learning  
Coordinator



**Queenie Du**  
Academic Cooperative  
(Co-Op) Education  
Program Analyst



**Natalie Flores**  
College Corps  
Program Manager



**Kaila Bryant**  
College Corps  
Program Coordinator



**Judy Nguyen**  
Program Support

## FACULTY ASSOCIATES



**Dr. Hyeryung Hwang**  
College of Education and  
Integrative Studies



**Prof. Kathleen Blakistone**  
Huntley College of  
Agriculture

## FACULTY FELLOWS



**Dr. Sharonda Bishop**  
Faculty Fellow  
College of Business Administration



**Dr. Nastaran Simarasl**  
Faculty Fellow  
College of Business Administration



**Dr. Chloe Simpson**  
Faculty Fellow  
College of Science

## STUDENT ASSISTANTS



**Joseline Ly**  
Student Assistant



**Naomi Dodd**  
Student Assistant



**Paulson Cheng**  
Student Assistant



**Ivy Chen**  
Student Assistant



**Andrew Segura**  
Student Assistant



# CALIFORNIA COLLEGE CORPS



The #CaliforniansForAll College Corps program helps students pay for college by bringing together individuals from diverse backgrounds for a common cause. CPP students can receive up to \$10,000 towards their education by committing to a year of service. This program is also the first state service opportunity available to AB540 eligible Dreamers. The #CaliforniansForAll College Corps offers a debt-free pathway to college for Broncos who are dedicated to community service.

## Goals:

- Engage college students in meaningful service opportunities that develop leadership skills and civic responsibility.
- Help students from diverse backgrounds graduate on time with less debt.
- Support community-based organizations focused on key local priorities.

## FOCUS AREAS

**K-12 EDUCATION**  
**CLIMATE ACTION**  
**FOOD INSECURITY**

## GOALS

- Engage college students in meaningful service opportunities that develop leadership skills and civic responsibility.
- Help students from diverse backgrounds graduate on time with less debt.
- Support community-based organizations focused on key local priorities.



## QUOTES

"I learned what it takes to make an impact within communities, the time commitment, and the adaptability on a daily basis. Completing service is not just being at your site for a certain amount of hours but, being present and delivering a service to help a community. College Corps will give you an opportunity to help a community with a fantastic support system, worth its weight in gold."

- Alejandro Salinas, College Corps Fellow  
Political Science major



"I grew not only as a person, mentor, and friend but also witnessed our fellow's remarkable growth throughout the year. It was truly amazing to see his development, and we're thrilled to have extended his time with us into the upcoming academic year."

- Jennifer Lupercio, Calibrate Site Supervisor  
Community Host Partner



# SERVICE-LEARNING COURSES

Service-learning courses integrate service projects or experiences as part of the overall grade, embodying the university's "learn by doing" philosophy. These courses provide students with structured opportunities to engage in community projects that directly connect with their course instruction, enhancing critical thinking, interpersonal skills, academic performance, and career development. Through service-learning, students gain a deeper understanding of course content while developing social awareness and addressing community issues.

"The Social Impact & Nonprofit Marketing class has been the most unique experience for me at Cal Poly Pomona. Not only have I learned of a new passion for myself, but I have learned how I can make a positive difference with my future career and that is amazing."

- Nikita Luhar,  
Marketing Student



"Service-learning is a wonderful opportunity to put our Cal Poly Pomona motto learn by doing into action. It is taking what you're learning in class and going out to help others in your community. Instead of just reading about a topic or discussing it in class, you actually go out and work with organizations or individuals who can benefit from your knowledge and skills, while also gaining experience and making a positive impact on others."

- Natalie Lin,  
Kinesiology Student

# FACULTY FELLOWS PROGRAM

The Faculty Fellows Program is a one-year, cohort-based professional development program designed to assist faculty with integrating service-learning into a new course. Each cohort receives training for building strong reciprocal partnerships, developing academically relevant service projects, and sustaining collaborative community engagement.



"I can't thank Center for Community Engagement enough for the Faculty Fellows program. I have learned so much from this experience about developing community partnerships."

-Dr. Chloe Simpson, College of Science



# BRONCO STAMPEDE OF SERVICE

## 9/11 DAY OF SERVICE

On Sept. 11 the CCE in partnership with LA Works, hosted a 9/11 day of service dedicated to remembrance and community impact. Volunteers gathered at the Frank Hotchkin Memorial Center, home to the Los Angeles Fire Department Leadership Academy, for a day filled with meaningful projects. Volunteers created disaster preparedness kits, beautified the outdoor break space, and provided the center with a fresh coat of paint. The annual event served as a powerful tribute to those affected by the events of Sept. 11, 2001 by collectively making a positive impact through volunteer service.

"It was a wonderful experience to volunteer with my Cal Poly Pomona peers. There was a sense of community as everyone was so helpful and committed to give back to the community."

-Illiki Valencia, College of Professional and Global Education

## CÉSAR CHÁVEZ DAY OF SERVICE

This event honored the legacy of César Chávez and the vital contributions of farm workers. Chávez's fight for workers' rights left a lasting impact that extended beyond the Latino community. Participants embodied the principle of "Learn by Doing Good" by volunteering at Lopez Urban Farm, a local nonprofit inspired by Ignacio Lopez's legacy. During the service project, volunteers engaged in various activities such as planting, harvesting crops, turning compost, and assisting with repairs and other projects around the farm.

"This day of service, brought to life through our partnership with Cal Poly Pomona's CCE, truly embodies the spirit of volunteerism and community empowerment. The engagement in meaningful activities like spring planting and social justice discussions at our farm has vividly brought forth the impactful legacy of Chavez, bringing together students and community members for a unified cause."

-Lisa Christie, associate director of Community Partners 4 Innovation.

"Being a part of the Cesar Chavez Day of Service was an incredibly fulfilling opportunity that allowed me to make a tangible difference in my community, intimately connect with nature and broaden my understanding of the environment. The combination of hands-on farming and learning sessions made this experience not only unforgettable but deeply influential."

-Nathan Weimer, English Major

# CO-OP PROGRAM

The Co-Op Education Program is a paid opportunity designed for current sophomore, junior, and first-quarter/semester senior undergraduate students. This program offers valuable practical work experience alongside their academic studies. Through on-the-job training tailored to their majors and career goals, students gain essential skills for workforce success. Additionally, the program allows employers to evaluate potential full-time employees while involving them in meaningful projects. By integrating academic knowledge with real-world experience, the Co-Op Education Program prepares students for success and bridges the gap between academia and industry.



"The Co-Op program has been one of the most beneficial experiences of my civil engineering education at CPP. Working side-by-side with Engineers and Firefighters at CalFire has given me the opportunity to view a vast variety of teamwork and ways to problem solve that could only be experienced first-hand. Overall, my Co-Op experience at CalFire was a positive and enriching experience."

-Maryo Hakim,  
Civil Engineering Student

# ACADEMIC INTERNSHIPS

Academic internships provide students with a unique opportunity for learning about fields through a combination of direct hands-on experience and formal study and are designed to complement the more traditional curriculum. While the program's main intent is to provide students with experiential learning opportunities in their chosen fields, it also provides an opportunity for career exploration.

# CCE OVERVIEW

## CO-OP PROGRAM

**41** STUDENTS HIRED

**36,900** HOURS



Cal Poly Pomona is recognized as a LEAD California Member.

## CALIFORNIA COLLEGE CORPS

**14,202**

DIRECT SERVICE HOURS

**39**

FELLOWS

**9**

COMMUNITY PARTNERS



## BRONCO STAMPEDE OF SERVICE

### 9/11 DAY OF SERVICE

- 24 Total (mix of students and staff)

### CESAR CHAVEZ DAY OF SERVICE

Students	14
Faculty	2
Staff	4
Alumni	2
Guests	6
TOTAL	28



### METROPOLITAN WATER DISTRICT - LAVERNE

\$245,000 JUNE 1, 2023 - MAY 31, 2024

### METROPOLITAN WATER DISTRICT - LOS ANGELES

\$245,000 DEC 1, 2021 - NOV 30, 2024

### CALFIRE CIVIL ENGINEERING INTERNSHIP

\$99,999 JUNE 30, 2024 - JUNE 29, 2027

### HUSSMAN/PANASONIC

\$28,070 APRIL 1, 2024 - APRIL 4, 2025



## ACADEMIC INTERNSHIPS

Nearly **400** Active Internship Partners

**120+** Partners Onboarded

**414** Student Placements



# STUDENT INNOVATION IDEA LABS



“ As I am stepping into an interim directorship role for the Student Innovation Idea Lab (iLABs), I am grateful for the opportunity to allow me to bring in some successful experiences with running the CPP I-Corps Site Program sponsored by NSF. I want to pay sincere tribute to the former iLab directors, Dr. Olukemi Sawyerr and Dr. Kenneth Lamb; under their leadership, all iLab team members including faculty fellows, staff members, student lab technicians and ambassadors who contributed greatly over the past years to create and sustain a vibrant startup ecosystem to nurture and support creative ideas, innovative projects, and student entrepreneurs on campus. I feel empowered with the continuing support from the staff and student team members, building upon the well-established platform including three lab spaces and associated resources, we will be able to grow, expand, and elevate our startup ecosystem on and beyond our campus in the coming years!

-Dr. Y. Olive Li, Interim Director, Student Innovation Idea Labs

## MISSION

The mission of the Cal Poly Pomona Student Innovation Idea Labs (iLABs) is to create and maintain an ecosystem that fosters creativity, innovation, and entrepreneurship.

## VISION

The vision of the Student Innovation Idea Labs is to be a catalyst for innovation through the establishment of strategic partnerships with internal and external stakeholders on the Cal Poly Pomona campus and throughout the greater Pomona Valley region.

## STAFF



Dr. Yao Olive Li  
Interim Director



Kenneth Lamb, Ph.D.  
Former Director



Alyssa Perez  
Administrative Coordinator



Santino Lopez  
Program Coordinator

## FACULTY FELLOWS



Kate Ozment  
Faculty Fellow  
College of Letters, Arts,  
and Social Sciences



Nastaran Simarasi  
Faculty Fellow  
College of  
Business Administration

## STUDENT ASSISTANTS



Renwell Queyquep  
Web Developer



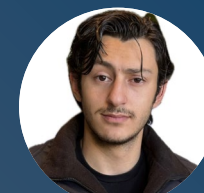
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Aidan Brahms  
Technician



Benjamin Villa  
Technician



Diego Jimenez  
Technician



Maria Christiana Marasigan  
Technician



Mohraiel Matta  
Marketing



Elena Montalvo  
Technician



Martin White  
Technician



Isabelle Woo  
Graphic Designer

## STUDENT AMBASSADORS

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Evan Alexander  
Hector Barrera  
Sergio Brown  
Richard Caracoza  
Jacob Campos  
Helen Chu  
Christian Contreras  
Emma Del Real

Luke Esperiquette  
Gladys Franco  
Catherine Gutierrez  
Ryan Heumann  
Cyrus Hoi Ken Kwok  
Ryan Ikeda  
Ryo Ishiguro  
Jayleen Lam  
Seth Laske

Dennis Lee  
Dylan Lim  
Verena Makary  
Anthony Naguib  
Thalia Navarrette  
Audrey Maragliotti  
Karsten Patzer  
Jose Ramirez  
Benjamin Ruangsangthai

Emmett Sloan  
Jaxon Soberg  
Aidan Thomas  
Quinlan Tobin  
Kylie Tulley  
Jumhelle Viduya  
Adam Webb  
Richie Wong  
Michael Yip

# ACCOMPLISHMENTS

As the Student Innovation Idea Labs closes our ninth year in operation, we are excited to share our many adventures. We highlight achievements in each area of our strategic plan to support creativity, innovation, and entrepreneurship. This includes the expansion of our Startup Ecosystem, gains in our creativity and training certifications, the workshops we hosted, and the partnerships we created across campus. Here are a few of the highlights from each area:

## STARTUP ECOSYSTEM

By partnering with campus faculty, we increased the number of teams participating in the Bronco Startup Challenge from five teams in 2023 to 33 teams in 2024. We especially thank Dr. Nastaran Simarasl for being the iLABs faculty fellow and building connections with faculty across campus.

## CREATIVE CERTIFICATIONS

iLABs certified 20 new digital badges, including 12 at the Creator Level 2 and 8 at Creator Level 1. These students join our cohort of 16 students who were acknowledged as certified creators last year. We issued 993 equipment and training certifications, helping students create safely and supporting the learn-by-doing of CPP.

## WORKSHOPS

We offered seven workshops attended by 120 students. The workshops continue to be our primary vehicle for building a supportive network of student creators and innovators.

## PARTNERSHIPS

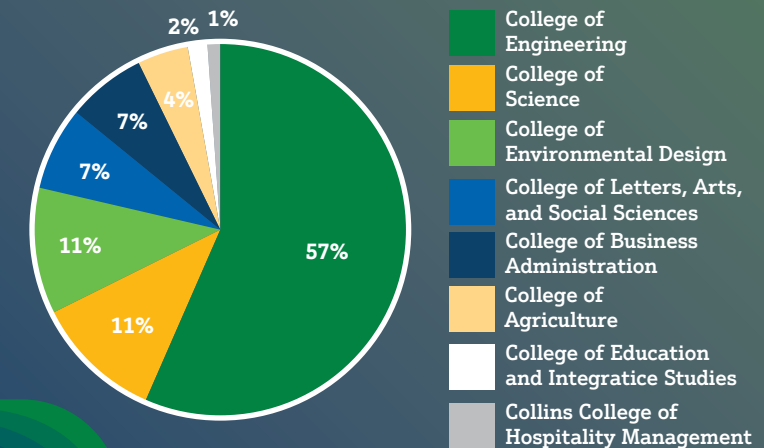
We re-established a partnership with the Collegiate Entrepreneurs Organization (CEO) student club to support startup programming and workshops. We supported the CEO club as they offered ten workshops facilitated by faculty and outside entrepreneurs to help students build an entrepreneurial mindset. The CEO club also helped plan and execute the fall Fast-pitch competition and the spring Bronco Startup Challenge.

# OVERVIEW

## CANVAS TRAINING

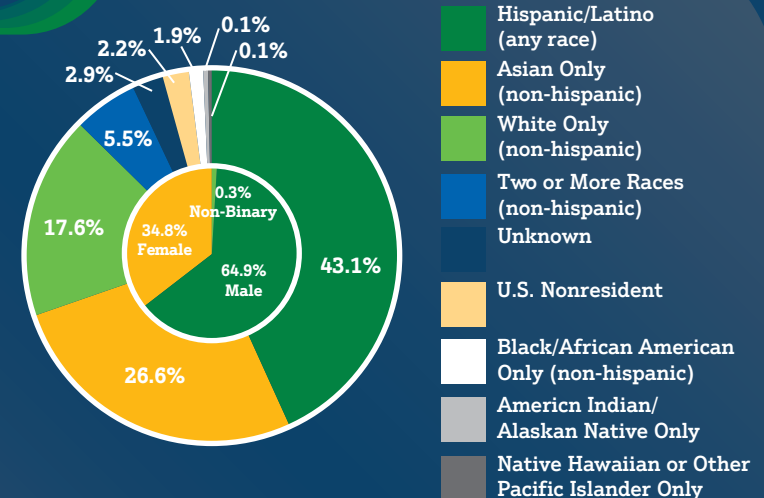
**832** NEW PEOPLE REGISTERED DURING 2023-2024

**993** EQUIPMENT CERTIFICATION AWARDS TO 771 INDIVIDUALS SINCE 2021



## DIGITAL BADGES

- 12 Creator Level 2 certified
- 24 Creator Level 1 certified (Among 24 badgers, 8 were awarded in AY23-24 on top of 16 awardees from AY 22-23"22 completed three equipment certifications)
- 132 completed two equipment certifications
- 535 Completed one equipment certification





# VISITOR DATA

# 1,216

UNIQUE PEOPLE VISITED  
iLABS SPACES  
THIS PAST YEAR

# 433

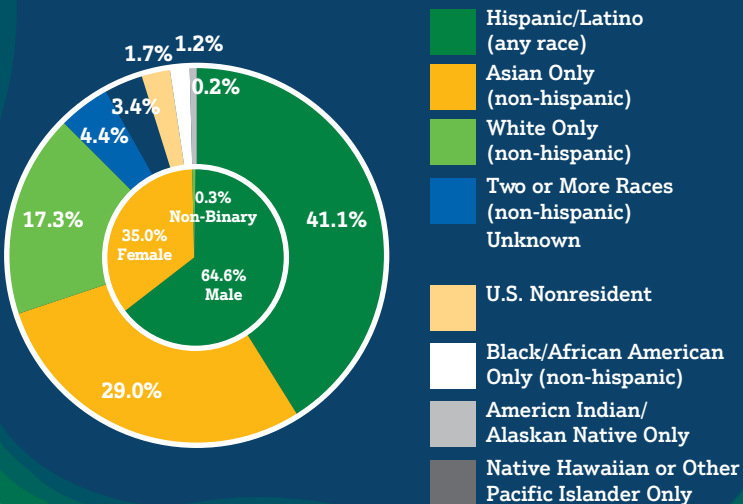
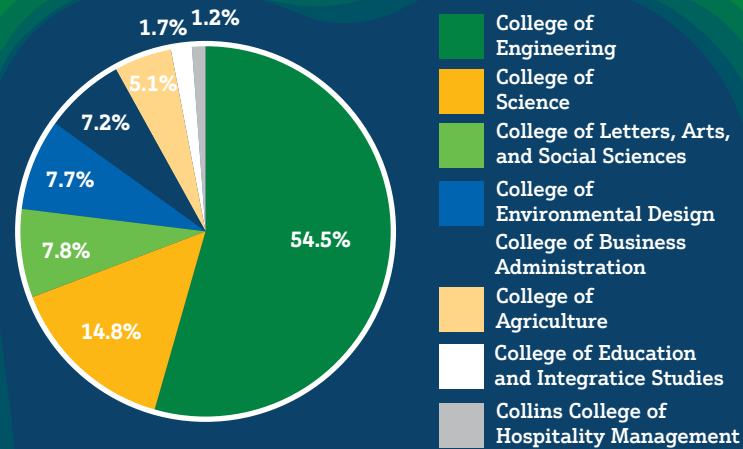
VISITORS PER MONTH  
ACROSS ALL iLABS SPACES



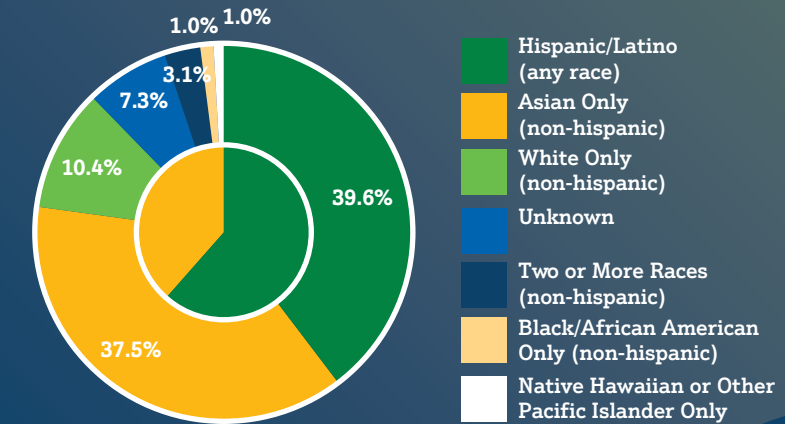
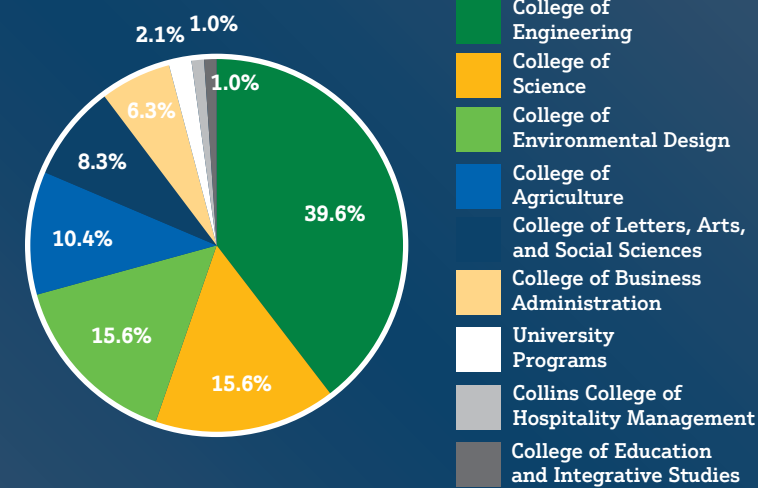
## WORKSHOP TIMELINE

- Intro to GitHub Workshop - Mar 27, 2024
- Acrylic Keychain - Feb 28, 2024
- Metal Rose Workshop - Feb 14, 2024
- Leather Working - Nov 3, 2023
- Crochet Workshop - Oct 20, 2023
- Laser Cut Keychains - Oct 5, 2023
- Plushie Workshops - Sep 22, 2023
- Custom T-Shirts & Tote Bags - Sep 8, 2023

## iLABS VISITOR BREAKDOWN



## WORKSHOP ATTENDEE BREAKDOWN





# WALL OF FAME

## POLYX COMMITTEE



Preeti Wadhwa



Ghada Gad



Gabriel Granco



Mehrdad Koohikamali



Elli Menounou



Mai Naraski-Jara



Giselle Navarro-Cruz



Christy Orgeta



Jessica Perez



Joanne Sohn



Don St. Hilaire



Chantal Steiber



Helen Trejo



Jason Zhang

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Olukemi Sawyerr



Winny Dong



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Preeti Wadhwa



Nina Abramzon



Victor Okhuysen



Kara Raymundo



Caitlyn Kubulan



Josue Ruiz



Mai Tran



Judy Nguyen



Tracee Passeggi



Xiomara Tapia



Jocelyn Chong



James Rocker



Ginny Templeton



Jason Lu



Cherrie Peters



# HATCHERY MENTORS

# HATCHERY MENTORS CONTINUED



Han Nguyen



Steven K. Dobbs



Kenneth Lamb



Paul Hottinger



Carlos Castro Candelas



Randy Stein



Pezhman Hassanpour



Behnam Bahr



Mary Danico



Anthony Acock



Tarek Elsharhawy



Mohammad Husain



Donald L. Edberg



Jae Min Jung



Markus Eger



Michael Pina



Bharti Sharma



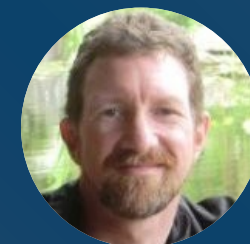
Nina Abramzon



Brian J Ramirez



Laila Jallo



Stephen James



Andrea Bonisoli-Alquati



Juanita Jellyman



Tim Lin



Zahra Sotoudeh



Sean Monemi



Maryam Shafahi



Rachel Baumsteiger



Hyung Chul Han



Holly Greene



Fatheema Begum Subhan

## Not Pictured

Charlie Royas  
Eduardo Corpuz  
Josef Velten  
Jiefeng Feng  
Nicole Curtis-Brown



# THANK YOU, OAI TEAM!



**DESIGNED BY:**

**Rachel Liu, Caitlyn Kubulan, Camille McCurry, Ben Kittaka & Nico Morales**