



ACADEMIC INNOVATION

ANNUAL REPORT 2022-23



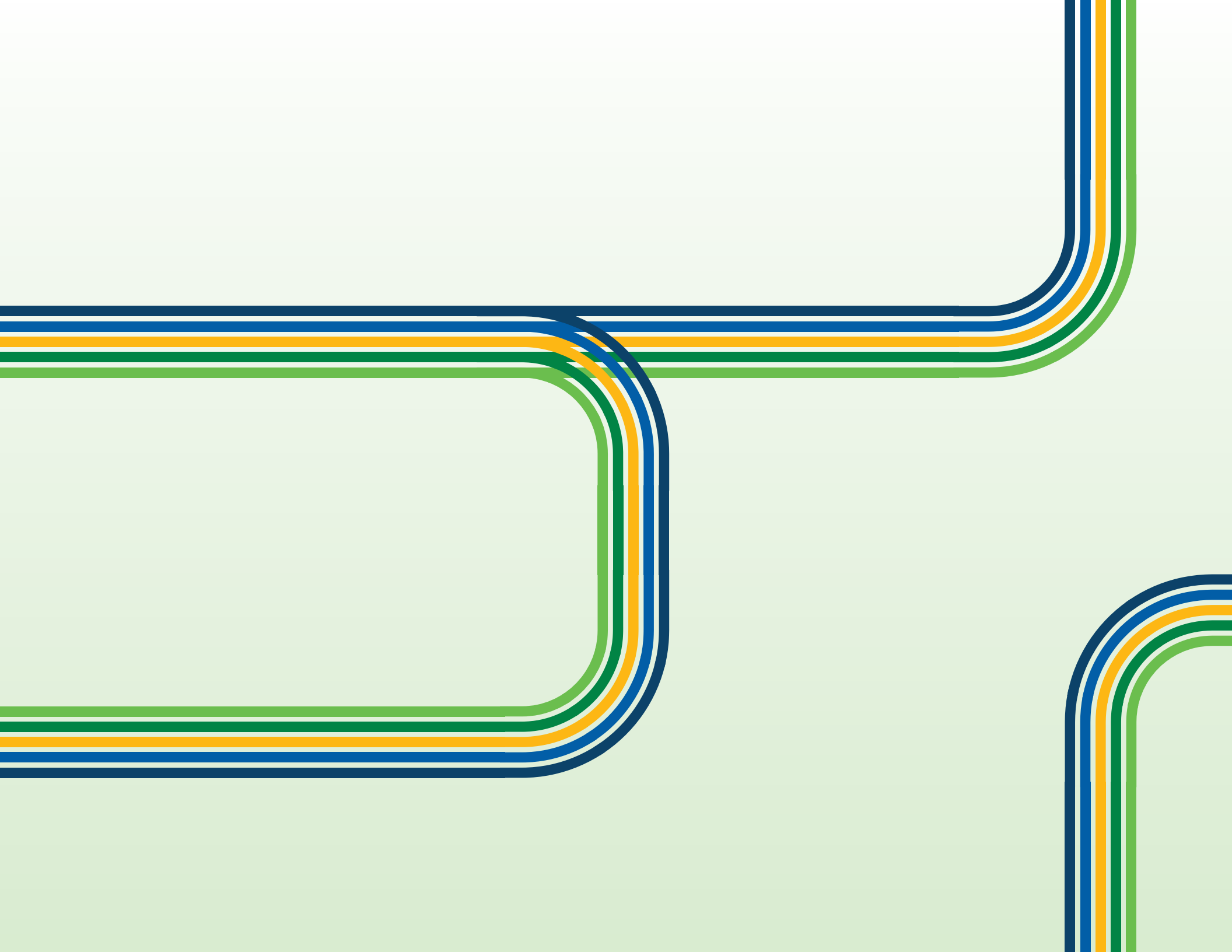


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LETTER FROM THE ASSOCIATE VICE PRESIDENT OF ACADEMIC INNOVATION



Dear friends of Academic Innovation,

The Office of Academic Innovation had another successful year, thanks to your support and engagement. We have settled into hybrid work and held most of our events in person this year. Our *raison d'être* is the success of our students and we continued to collaborate closely with the campus community to advance Cal Poly Pomona's mission of cultivating "success through a diverse culture of experiential learning, discovery, and innovation." AI's growth and success would not have been possible without the dedicated faculty, students, staff, and external partners and their continued commitment to Cal Poly Pomona's Learn-by-Doing philosophy. We thank each one of you for your support.

AI's 2022-2023 Annual Report showcases our accomplishments and successes. We continued to curate opportunities for experiential learning for the Cal Poly Pomona community through AI units: Career Center, Center for Community Engagement (CCE), Innovation Incubator, Kellogg Honors College (KHC), Office of Undergraduate Research (OUR), and Student Innovation Idea Labs (SIIL). We also expanded our programs including I-Corps and CPP INVESTS. We engaged in a strategic planning effort in fall 2022 with the facilitation of Dr. Nastaran Simarasl. The Career Center was added to AI's portfolio in March 2022. We examined our mission, vision, and strategic goals to ensure they were aligned with the new AI. We developed a new mission statement,

The Office of Academic Innovation (AI) 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/cocurricular strategies aimed at nurturing learning for life and impact in the Cal Poly Pomona community and beyond.

Our new vision statement is: By the year 2028, the office of Academic Innovation (AI) 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.

We identified three strategic initiatives ([see page 3](#)) for which we developed an implementation plan during the 2023 AI Summer Retreat.

We collaborated with Mr. Jerry Yu, Director of Foundation Relations in Central Advancement, to obtain two grants: \$1.6 million from the Michael and Susan Dell Foundation and \$100,000 from the California Community Foundation. The grants will support course embedded micro-internships in non-profit organizations. We conducted two pilots. One in Professor Kathleen Blakistone's fall course: PLT 4975/L – Urban Agriculture Policy and Community Development with community partner Community Alliance Family Farmers (CAFF) and a second in Dr. Andrea L. Metzker's spring course: KIN 4620S - Physical Education Teacher Education Capstone Service Learning with community partner IPoly High School. The pilots showed promising results ([PolyCentric article](#)). We will launch the program in fall 2023.

Last year we reported that we were one of the initial campuses to receive the California 4 All College Corps grant. We successfully completed the first year of the College Corps program in which 35 fellows completed 14, 389 community hours! Ms. Christina Gonzalez-Salgado is the program coordinator. She has successfully recruited the AY 2023-2024 cohort and we are looking forward to another successful year.

We hosted the 2023 winter institute on digital badging titled, Exploring Digital Badging to Support Career and Professional Readiness, from January 18-20, 2023. Seventy-three faculty and staff joined us to learn more about how digital badges support student success. The second annual summer conference titled, Pathways to the Future: Exploring the Intersection of Learning, Work, and Community, was held from May 31 to June 1, 2023. Over 200 participants joined us, including staff and faculty from other campuses.

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 STE2A2M (Science, Technology, Engineering, Education, Arts, Agriculture, and Mathematics) Innovation Hub in Pomona CA. The grant is due to the efforts of Congresswoman Norma Torres. We are close to signing a lease agreement and look forward to a ribbon cutting ceremony during the upcoming academic year. We are thankful for the support of the Office of Government Affairs, Office of Research, Innovation, and Economic Development, Facilities Management and Planning, CPP Enterprises, and the Office of the VP for Administrative Affairs for their collaboration and support. We also thank our community partners who have been instrumental in this effort.

We continued to advance the success of our students in myriads of ways including through the \$3 million NSF CPP INVESTS grant, \$5 million Department of Education STARS grant, career and professional readiness model to support the transition of our students into successful post-graduation life, and CPP NSF I-Corps site 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 Academic Innovation 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

AI 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 (SIIL); support the formulation and implementation of unit goals, and assessment plans; and build a strong, high-functioning, collaborative team culture across AI.



AI 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.

AI INITIATIVE 3

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





ACADEMIC INNOVATION



Vision

By the year 2028, the office of Academic Innovation (AI) 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.

Mission

The Office of Academic Innovation (AI) 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.



STAFF



Olukemi Sawyerr, Ph.D.
Associate Vice President



Kara Raymundo
Analyst



Josue Ruiz
Web Developer



Caitlyn Kubulan
Communications Specialist

STUDENT ASSISTANTS



Adriana Jimenez
Marketing Student Assistant



Olivia Lee
Office Student Assistant



Rachel Liu
Graphic Design Student Assistant



Taylor Uster
Marketing Student Assistant

WINTER INSTITUTE 2023

Exploring Digital Badging to Support Career and Professional Readiness

Date: January 18 - 20, 2023

Number of Participants: 73

This 3-day in person institute assisted faculty and staff of all disciplines to learn about [digital badging](#) to support career and professional readiness across campus. Attendees explored the process of how to become a digital badge issuer, learned how digital badging can prepare students for career readiness and the future of work, and heard from industry leaders on the value of digital credentials and how digital badges influence the hiring process.



SUMMER CONFERENCE 2023

Pathways to the Future: Exploring the Intersection of Learning, Work and Community

Date: May 31-June 2, 2023

Number of Participants: 203

The three-day event, held from May 31 to June 2, brought together 203 faculty, staff, and administrators from various disciplines and institutions. Attendees were treated to an array of engaging presentations, workshops, and networking opportunities, centered around the theme "Pathways to the Future: Exploring the Intersection of Learning, Work, and Community." With three tracks provided over the course of the conference, participants learned from various speakers about [digital badging](#), [first-year experiences](#), and mentoring. Throughout the conference, participants had the opportunity to attend a wide array of engaging workshops and presentations facilitated by experts in educational technology, instructional design, and pedagogical innovation.





2023

203
PARTICIPANTS

87.5%
ATTENDANCE RATE

179 CPP PARTICIPANTS

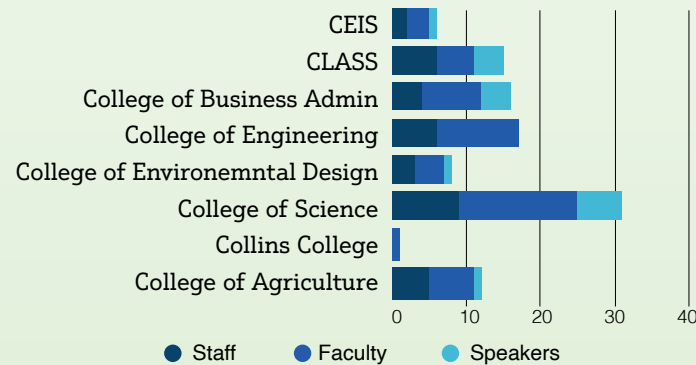
47 FACULTY

101 STAFF

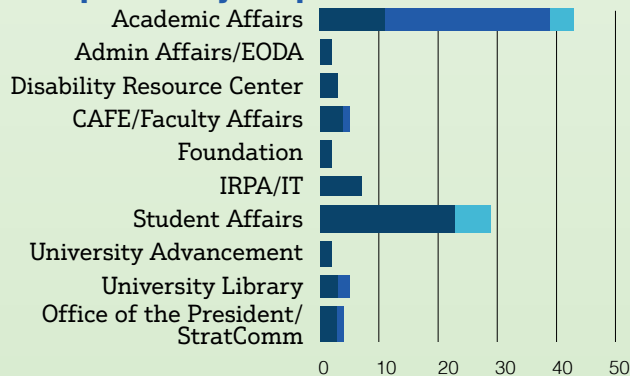
31 GUEST SPEAKERS & PANELISTS

24 NON-CPP PARTICIPANTS

Participants By College



Participants By Department/Division



Non-CPP Attendees

- Cobblestone: 3
- CP Humbolt: 1
- CSU Northridge: 1
- CSU Sacramento: 1
- CSU San Diego: 1
- CSU San Francisco: 1
- CSU San Bernadino: 5
- Instructure/Canvas Credentials: 2
- Occidental College: 1
- CSU Summer Arts: 3
- Scripps College: 1
- Sonoma State: 1
- University of La Verne: 1

- Plenary Speakers**
- Dr. John Gardner
 - La'Tonya Rease-Miles
 - Dr. Olukemi Sawyerr

WINTER INSTITUTE OVERVIEW

73

TOTAL ATTENDEES

27

TOTAL STAFF

46

TOTAL FACULTY

Attendee Breakdown

| Department/Division | Staff | Faculty |
|---------------------|-------|---------|
| Academic Affairs | 22 | 4 |
| Student Affairs | 1 | 4 |

| College | Staff | Faculty |
|----------------------------|-------|---------|
| CLASS | 0 | 7 |
| College of Business Admin. | 2 | 11 |
| College of Engineering | 2 | 11 |
| College of Science | 0 | 5 |
| College of Agriculture | 0 | 8 |



CAREER CENTER

CareerCenter



“

“The Career Center provides Cal Poly Pomona students with the tools, resources, and information needed to navigate the sometimes difficult path from college to career.”

-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.



STAFF



Tracee Passeggi
Director



Alexis Lopez
Career Services Specialist



Gerry Russo
Employer Relations & On Campus
Recruiting Specialist



LaKisha Torrence
Employer Engagement &
Events Specialist



David Craig
Career Specialist



Alie Ivie
Career Specialist



DeVoneia L Jordan
Career Specialist



Cherrie Peters
Career Specialist



Ashley Duran
Career Specialist

STUDENT ASSISTANTS



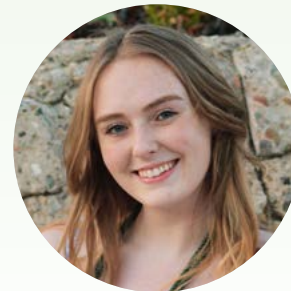
Christian J. Reyes
Student Worker



Gian A. De Jesus
Student Worker



Julia Patricia M. Montgomery
Student Worker



Olivia M. Edmonds
Student Worker

EMPLOYER RELATIONS

EMPLOYER FEEDBACK

“Cal Poly Pomona is one of the elite schools for finding engineering talent. This fact is evident based upon the number of companies attending the fair.”

- Southwest Gas Engineering

“We want to thank your office for the great effort you took to promote CDC’s participation at Cal Poly Pomona’s Career Fair. We were pleased with the number and caliber of students that stopped by our table.”

- Centers for Disease Control and Prevention (CDC)

INFORMATION SESSIONS

The Career Center saw a 64% increase in employer information sessions (41) held on campus. Student interest in these sessions also increased by 58% with 1031 total registrations.

INTERVIEW PROGRAM

The Career Center also partnered with industry to host fifty-one interview opportunities for jobs and internships. A total of five hundred fifteen students were interviewed both on-campus and virtually. With over a 100% total increase in the interview program, there was a 629% employer increase and 1561% student increase.

PARTICIPATING ORGANIZATIONS



EMPLOYER ENGAGEMENT

In-person Career Fairs returned to campus for the first time since spring 2020. Employer registration numbers surpassed pre-pandemic numbers for the Fall, Engineering, Education Expo, and Spring Career Fairs. The Spring Career Fair had the most significant increase with 40% more employers participating than pre-pandemic.

| Registered Employers Per Event | |
|---|------------|
| Fall Career Fair | 130 |
| Engineering High-Tech Career Fair | 175 |
| Graduate & Professional School Fair | 76 |
| Virtual Fall Career Fair | 40 |
| Virtual Engineering High-Tech Career Fair | 42 |
| Virtual Graduate & Professional School Fair | 20 |
| Education Expo | 54 |
| Virtual Ag Day | 8 |
| Hospitality Career Expo | 46 |
| Spring Career Fair | 224 |
| Final Hiring Fair | 69 |
| Total | 884 |

STUDENT ENGAGEMENT

The College of Engineering students had the largest career fair representation with 46% of all registrants. Senior students represented 52% of registrants and junior students accounted for 20%.

| Registered Student Per Event | |
|---|--------------|
| Fall Career Fair | 842 |
| Engineering High-Tech Career Fair | 1046 |
| Graduate & Professional School Fair | 90 |
| Virtual Fall Career Fair | 189 |
| Virtual Engineering High-Tech Career Fair | 357 |
| Virtual Graduate & Professional School Fair | 70 |
| Education Expo | 194 |
| Virtual Ag Day | 85 |
| Hospitality Career Expo | 299 |
| Spring Career Fair | 1401 |
| Final Hiring Fair | 774 |
| Total | 5,347 |

CAREER ASSESSMENT

These assessments help students to identify their skills, interests, and values and connect them to explore the various career paths that are matched to their attributes. During 2022-23 there was a 11% increase in assessments given to students.

JOBS & INTERNSHIPS

48% of undergraduate and 44% of current graduate students have activated their Handshake profile. In 2022-23 AY, a total of (123,732) "job postings" were approved on Handshake. Approximately 87% of the job postings were full-time opportunities and 13% were part-time. Only 24% of undergraduate students have completed their Handshake profiles to include career interests, work history, and skills.

Job Postings By Category

| | |
|-----------------------|---------|
| Cooperative Education | 1519 |
| Experiential Learning | 326 |
| Fellowship | 2308 |
| Internships | 27,128 |
| Jobs | 91,501 |
| On-Campus Jobs | 530 |
| Volunteer | 420 |
| | 123,732 |

WORKSHOPS

The Career Center hosted and co-hosted a total of (86) workshops covering a range of career services topics and a total of (1,679) students attended. The total # of workshops decreased approximately 50% from 2021-22 AY, largely due to counseling team staffing shortages.



APPOINTMENTS

In fiscal year 2022-23, (1,985) students participated in Career Counseling appointments and drop-in advising via CPP Connect. Almost 50% of these students are senior standing, which highlights that many students are seeking career coaching as they prepare to enter the workforce. 80% of all appointments were held virtually via Zoom.

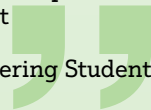
DROP-INS

The College of Engineering represents the largest student group to engage in appointments and drop-ins. The four largest academic colleges (Business, CLASS, Engineering, and Science) make up approximately 84% of all appointments and drop-ins. Career and major exploration and resume/cover letter assistance comprised 31% and 44% of all appointments, respectively, and totaled 75% of all appointments.



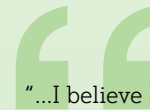
"Thank you miss Cherrie for meeting with me to prepare for my interview. The questions we went over were very similar and I felt super confident during my interview. I wanted to let you know that I have been offered and accepted a position with MWD. I'm super excited to start a career in my field!"

- Jonathan (Engineering Student)



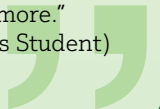
CPU 1100 Career & Personal Exploration Course

CPU 1100 is a 2 -unit course offered in the fall and spring semesters and is designed to provide students with the essential tools and strategies needed to explore career options, make decisions about their education and career field and connect student's interests with the worlds of work. Seventy first time first year and second year students enrolled in CPU 1100 in AY 20222-2023.



"...I believe I found who I really am through this class. This is a class I would recommend for every student to take at some point in their college experience, whether they feel lost or confused like me, or they just want to learn more."

- Laura (Business Student)



LOOKING FORWARD

Division of Information Technology & Institutional Planning played a pivotal role in the vetting and purchase of **uConnect**, an all-in-one virtual career center that simplifies virtual engagement by creating a single home for career data, resources, and opportunities.

SOCIAL MEDIA & BRANDING

The Career Center's social media saw an increase in engagement in 2022-23. Instagram saw an increase of 24% and Facebook saw an increase of 8% followers.



STAFFING

As part of the University's Strategic Initiatives, the Career Center is in the process of hiring Career Coaching Leads for each Academic College. Staffing for these positions have begun with CLASS, Engineering, and Science.

ALUMNI SERVICES

Two hundred and three alumni registered with the Career Center in AY 2022-2023. Approximately 75% (or a total of 152) of new alumni registrations are recent graduates (2019 -Fall 2023). The other 25% are alumni from a range of graduation years (from 1993 to 2018).

CAREER CENTER OVERVIEW

EMPLOYER HIGHLIGHTS

82%

increase in employers recruiting on campus

64%

increase in employer information sessions

40%

increase of employers participating in the Spring Career Fair, marking the return of in-person career fairs

STUDENT HIGHLIGHTS

10,545

total student engagements with the career center (including advising, workshops, information sessions, career fairs, etc.)

only a **28%** decrease in student & advising appointments, despite four career counselor vacancies (1/2 of staff)

Handshake Activation By Class Standing

| | |
|-----------|-----|
| Freshman | 18% |
| Sophomore | 53% |
| Junior | 50% |
| Senior | 77% |

STAFFING

In AY 2021-22, the Career Center was fully staffed with eight Career Counselors (one Counselor assigned to each academic college). In 2022-23 AY, the Career Center had vacancies in 50% of Career Specialist positions resulting in a correlative decrease in appointments and drop-ins by approximately 28%.



CENTER FOR COMMUNITY ENGAGEMENT

“ The CCE works with engaged faculty and community partners to design community engaged learning experiences that empower student to “learn by doing good” by exploring solutions, and empowering students to make an impact.”

- Bryant Fairley

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



Bryant Fairley
Director



Queenie Du
Cooperative Education
Program Coordinator



Christina Gonzalez-Salgado
College Corps Coordinator



Jesus Bermudez
Admin Analyst



Lydia Chen Shah
Faculty Mentor

CALIFORNIA COLLEGE CORPS

The [#CaliforniansForAll College Corps](#) is a brand-new program to help students pay for college, uniting students of different backgrounds with a common purpose. CPP students receive up to \$10,000 towards their education when they commit to serve for a year. The program is also the first state service opportunity open to AB540 eligible Dreamers.

#CaliforniansForAll College Corps is a debt-free college pathway for Broncos who commit to serve their community.

Goal 1 -Engage college students in meaningful service opportunities that build leadership skills and civic responsibility.

Goal 2 -Help students from diverse backgrounds graduate college on time and with less debt.

Goal 3 -Support the work of community-based organizations focused on key local priorities.



“What I really enjoy most about this program is that I get to create an impact specifically on the education community, it’s really inspiring for me to see that I’m making a difference in students’ lives”.

- Vivian Huynh
4th Year

“With College Corps help we have been able to distribute over 3 million pounds of food last year and have helped us with our agency partner feed over 800,000 people on a monthly basis”.

- Los Angeles Food Bank
Partner Testimonial



CO-OP PROGRAM

The [Co-Op Education Program](#) is a paid education program created for current sophomore, junior, and first quarter/semester senior undergraduate students. This program offers valuable practical work experience in addition to their academic studies. By providing on-the-job training specifically tailored to their majors and career goals, the program equips students with the necessary skills to succeed in the workforce.

The program also offers employers a unique opportunity to assess potential full-time employees while engaging them in meaningful projects. By combining academic knowledge with real-world experience, the Co-Op Education Program sets students up for success and helps bridge the gap between academia and industry.



“Ultimately, my Co-Op Education Program under NASA’s SOFIA project offered an incredible opportunity to grow as an aspiring engineer. It not only provided real-world experience of what an engineering job entails, but also taught valuable skills that cannot easily be emulated in an academic setting. It is an experience I cannot recommend enough.”

- Andre Perez-Estrella
Engineering Co-Op Student for NASA/USRA/SOFIA

“The Co-Op Education Program allowed me to master a handful of tasks, as opposed to briefly learning a wide array of skills in textbooks and classroom settings. I feel like I matured significantly during my two and a half years working at the Metropolitan Water District of Southern California. I have become more confident in a professional work environment.”

- Karissa Fong
Chemistry Co-Op Student for Metropolitan Water
District of Southern California, La Verne

“I am pleased by the performance of all the Co-Op students from Cal Poly Pomona. Their contributions are valuable to the USRA, NASA, and SOFIA Program.”

- Murali Kandlagunta, PhD
NASA Armstrong Flight Research Center

BRONCO STAMPEDE OF SERVICE

POMONA BEAUTIFICATION DAY

Hosted by the Center for Community Engagement and in partnership with the city of Pomona, students, faculty, and staff had the opportunity to volunteer for the [14th Annual Pomona Beautification Day](#) on May 6th, 2023. Cal Poly Pomona students, staff, and faculty joined more than 500 volunteers from Pomona to participate in dozens of service projects around the city. The projects ranged from trash cleanup, gardening, painting to organizing. After a morning of work, volunteers could enjoy a celebration lunch offered by the Poly Trolley Food Truck and a ticket to the LA County Fair.

“This Pomona Beautification Day is the first one post pandemic, an occasion that is particularly significant to the community... As Pomona continues to heal from the pandemic and the growing impacts of the housing crisis, it is as important as ever to help to clean litter and remove graffiti from our streets and signs of blight in our parks and reclaim our communities and neighborhoods. I am hopeful our CPP campus community of students, faculty, and staff will join us in this city pride, citywide beautification effort ”

- Bryant Fairley
Director of the Center of Community Engagement



9/11 DAY

A Bronco Stampede of Service was held on Sunday, September 11th to coincide with the 21st Anniversary of the [9/11 National Day of Service & Remembrance](#). Partnering with LA Works, over 40 students participated in the service project involved coordinating with local leaders and corporate participants in packing meal kits for distribution in the Los Angeles Area. Students were tasked with creating an efficient line and assembling components of the kits as a team. Students successfully packed over 250,000 meal kits.

CCE OVERVIEW

AY 2022 - 2023 ACADEMIC INTERNSHIP SUCCESS

| | |
|--------------------------------|---------------|
| Number of Hours | 10,579 |
| Number of Student Participants | 518 |
| Number of Courses | 114 |

AY 2022 - 2023 ENGAGED LEARNING COURSE OUTCOMES

| | |
|--------------------------------|--------------|
| Number of Hours | 9,269 |
| Number of Student Participants | 640 |
| Number of Courses | 72 |

POMONA BEAUTIFICATION DAY

| | |
|-----------|-------------------------|
| 41 | Student Attendees |
| 5 | Faculty/Staff Attendees |

CO-OP PROGRAM

| | |
|---------------|---|
| 16,956 | Total hours worked |
| 40 | Average hours per week worked during academic year |
| 20 | Average hours per week worked during summer |
| 30 | Students hired |
| 11 | Students will start work for the MWD of SoCal, LA |
| 3 | Students will start work for the MWD of SoCal, La Verne |
| 1 | Students will start work for Cal Fire |

CALIFORNIA COLLEGE CORPS

| | |
|--------------------------------------|--------------|
| Number of CPP Fellows | 35 |
| Number of Community Site Supervisors | 10 |
| Number of Community Service Hours | 9,862 |

FOOD INSECURITY

| | |
|-------------------------------|--------------|
| Millions of Meals Served | 4.5 |
| Number of Volunteers Utilized | 7,403 |

K-12 EDUCATION

| | |
|-----------------------------|------------|
| Number of Students Mentored | 240 |
| Number of Mentoring Hours | 614 |

FOOD INSECURITY

| | |
|---|--------------|
| Number who received Environmental Education | 2,104 |
| Number of Community Collaborators | 12 |



CPP INVESTS

About the Grant

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.





Olukemi Sawyerr, Ph.D.
Principal Investigator



Nina Abramzon, Ph.D.
Co-Principal Investigator



Alison Baski, Ph.D.
Co-Principal Investigator



Winny Dong, Ph.D.
Co-Principal Investigator

STAFF



Claudia Garcia-Des Lauriers, Ph.D.
Co-Principal Investigator



Ever Barraza, Ed.D.
Senior Personnel



Jesus Bermudez
Alternative Learning Records



Victoria Bhavsar, Ph.D.
Senior Personnel



Won Choi
CPP INVESTS Data Analytics



Rebecca Eddy
Cobblestone Program
Evaluator



Bryant Fairley
Senior Personnel



Keith Forward
CUREs Liaison



Courtney Koletar
Cobblestone Program
Evaluator



Kenneth Lamb, Ph.D.
Senior Personnel



Dora Lee, Ph.D.
Senior Personnel



Judy Nguyen
Project Coordinator



Ericka Olguin
Senior Personnel



Janel Ortiz, Ph.D.
CUREs Liaison



Mai Tran
Program Manager



Preeti Wadhwa, Ph.D.
Senior Personnel



Timothy Tsang
Student Assistant

FIRST YEAR EXPERIENCE (FYE) & PEER LEARNING ASSISTANTS (PLA)

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.

Objectives for the FYE LC:

- 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: i) Embed course-based undergraduate research experiences (CURES) into every STEM discipline. ii) Embed CURES into critical second year STEM courses, FYEs, capstone courses and upper division GE courses. iii) Change the culture at CPP so that CURES are celebrated, recognized, and valued. INVESTS will accomplish this through the following activities: i) Document the extent that CURES are currently included in STEM courses in years 1 and 2 of the grant. ii) 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. iii) 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: i) Collaborate with academic departments to identify gateway junior and senior-level courses to embed micro-internships. ii) 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. iii) Place 50 students per semester beginning in year 3 for a total of 300+ students for the life of the grant. iv) 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.

ALTERNATE LEARNING RECORDS (ALRs)

INVESTS participates in the following efforts to accomplish the goal of implementing, piloting, and assessing ALRs to enhance the transition of STEM students into the workforce by creating two career development pathways each with two learning records each: 1) leadership career development pathway with teamwork and communication learning records, and 2) research career development pathway with information literacy and problem-solving learning records. Leadership and research are connected to the elements of CPP's inclusive polytechnic education model. After these two pathways are established, others can be created and managed within the ALR.

PROFESSIONAL DEVELOPMENT

Opportunities for Faculty Professional Development

The professional development team composed of Dr. Claudia García-Des Lauriers and Dr. Victoria Bhavsar have worked diligently to schedule two University of Southern California Equity Institutes that will take place during the Fall 2022 and Spring 2023 semesters. In addition, we have already completed our recruitment of faculty that will participate in the first cohort in the Fall of 2022 and the spring cohort is about 60% recruited. These opportunities are brought to you thanks to CPP INVESTS and President Coley's support. Faculty participants will receive institutional data support, \$500 stipends, and certificates of completion.



CPP INVESTS OVERVIEW

DIGITAL BADGING

50

INDIVIDUAL BADGES AWARDED

11,864

TOTAL BADGES AWARDED

302

BADGES AWARDED TO LINKEDIN PROFILES

USC INSTITUTE

FALL 2022

| | |
|------------------------|----|
| Agriculture | 3 |
| Business | 2 |
| CLASS | 4 |
| Engineering | 7 |
| Science | 5 |
| Total | 21 |
| (1 staff & 20 faculty) | |

SPRING 2023

| | |
|------------------------|----|
| Academic Affairs | 2 |
| Admin Affairs | 1 |
| Agriculture | 1 |
| Business | 3 |
| CLASS | 1 |
| Engineering | 2 |
| Faculty Affairs | 5 |
| Science | 2 |
| Hospitality | 1 |
| Total | 18 |
| (8 staff & 10 faculty) | |

MICRO-INTERNSHIPS

FALL 2022

8

COMPLETED MICRO-INTERNSHIPS WITH URBAN AGRICULTURE

SPRING 2022

7

COMPLETED MICRO-INTERNSHIPS WITH KINESIOLOGY

CUREs

13

PARTICIPANTS

PARTICIPANTS

| | |
|---------------------|---|
| Academic Affairs | 1 |
| Agriculture | 2 |
| CLASS | 1 |
| Engineering | 2 |
| Environmental Deign | 1 |
| Science | 5 |
| CPP Library | 1 |
| Active Participants | 7 |

FYE

FALL 2022

9

PARTICIPANTS (STEM: 7)

SPRING 2022

12

PARTICIPANTS (ALL STEM)

PLA

SPRING 2023 TRAINING

| | |
|--------------------|----|
| Agriculture | 1 |
| CLASS | 1 |
| Engineering | 5 |
| Science | 4 |
| Total Participants | 11 |

FALL 2022

7

PLAs (STEM MAJORS: 5)

SPRING 2022

2

PLAs (ALL STEM)



“CPP I-Corps Site program is one of three CSU-based programs funded by NSF. It serves as a miniature incubator by providing resources, infrastructure, advice, training, more importantly, networking opportunities, to nurture and support local entrepreneurial teams (including faculty and students) who want to transition their technology from concept to marketplace.”

- Dr. Olive Li



I-CORPS

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.



TEACHING TEAM



Trayan Kushev, Ph.D.
Teaching Team



Giuseppe Lomiento, Ph.D.
Teaching Team



Yu Sun, Ph.D.
Teaching Team



Winny Dong, Ph.D.
Teaching Team



Sadiq Shah, Ph.D.
Teaching Team



Olukemi Sawyerr, Ph.D.
Director



Yao Olive Li, Ph.D.
Program/Project Manager



Serena Chun
Program Coordinator

COHORT 10 (SPRING 2023)

Held during Spring 2023, Cohort 10 had 5 teams that attended the course consisting of a diverse group of 4 current students, 3 faculty members, and 3 alumni. Their projects included:

- Promoting natural dyeing to the textile and agricultural industry. The dyeing of natural fibers with plants dyestuff is an alternate coloration practice, which is preferable for the trend of Eco and healthy in modern life by consumers and major fashion brands or retailers.
- Developing a new mechanism that allows drones to exchange energy and data efficiently in mid-air. There are several innovations this project aims to deliver from building a new generation of drones that consume less power than the existing solutions while it operates without blades.
- Developing a platform in virtual reality (VR) for students to learn biology and chemistry laboratory techniques while having an immersive and interactive experience.
- Using VR technology to provide immersive, realistic training for UAV (Unmanned Aerial Vehicle) pilots to ensure compliance with FAA regulations.
- Identifying the key physiological effects of drumming and assess the user needs of drummers to develop drumming apparel.

Cohort 10 had well attended field trips to the Bio Collaborative Incubator located in Pasadena and the Los Angeles Cleantech Incubator (LACI) in Downtown LA where they gained important insights into building startups to commercialization.

“I really enjoyed the visit to the Pasadena Bio Collaborative Incubator during the I-Corps program. I was incredibly inspired by the engaging conversations and the wealth of experiences shared by its members. Exploring their laboratory and seeing their workstations firsthand only heightened my excitement. As I was heading back home, I couldn't help but think to myself that I want to get into biotech after my current startup venture. A truly transformative experience, highly recommended!”

-Pierlorenzo Peruzzo

“The field trip to LACI was a highly inspirational and rewarding experience for me. Prior to the field trip I was not very familiar with the concept of clean technology, but after visiting the LACI facilities I learned about the multiple fields and industries, including the apparel sector, involved in circular economy efforts. Having this exposure, left me eager to explore new clean technologies as they relate to my apparel background and work.”

-Irma Villanueva, M.S.

“I wanted to express my gratitude for the incredible experience I had on the recent field trip to La Kretz Innovation Campus. The enthusiasm of the students and peer faculty member of the I-Corp cohort was truly inspiring, and it was amazing to see the innovative projects they are working on. The visit to La Kretz was impressive, and I was able to connect with individuals who are eager to support our students' start-up endeavors. The organization of the trip was great, and it made the whole experience even more enjoyable. Thank you for organizing such a wonderful field trip!”

-Seoha Min, Ph.D

MINI CREDENTIAL PROGRAM

We also offered an additional program for those teams that could not attend the full program. This program was an asynchronous self-paced curriculum which allowed more flexibility for student teams to complete.

We had 6 teams participate in this program from engineering, computer science, agriculture, nutrition, and food science. Some of their projects included:

- The effect of ketogenic diet on physical performance, nutrient intake, and mood and lived experience of active and sedentary young adults.
- Automated solar tracking with batteries.
- Developing foods using orange byproduct.
- Developing a vegan burger using eggplants.
- Designing and building the next advanced robot to combat against pathogens.
- Develop and manufacture a reusable lander system capable of a propulsive landing with the use of a thrust vector control.

“The NSF I-Corps program is a good platform for me to learn things beyond the classroom. I did not have an idea of further developing my research into future applications, but after having the introduction to the NSF I-Corps entrepreneurship program, I started to rethink the possible applications in the future to strengthen my competitiveness in society and to build academic and industry relationships.”

- Shing C.

“Going through the modules of this I-Corps course has given me insight I never had before even thought about. Plenty of what was offered in this course are the internal mechanisms of soft skills and skills necessary to manage, organize, and plan a business. These internal mechanisms can often be overlooked, especially by someone like me who is studying engineering, because we only see the end product (and from an engineering perspective, technical aspects as well), but not beyond.”

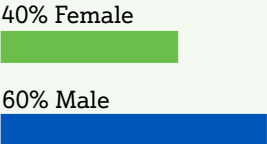
- Natalie C.

“I think that this I-Corps short course was really beneficial to me and other students as well. I was mainly only focused on the technical aspects of my project, and I'm sure that some of the other students in this course were the same way, but it was really eye-opening to learn about more of the business side of things and realize how important it is for the project to succeed.”

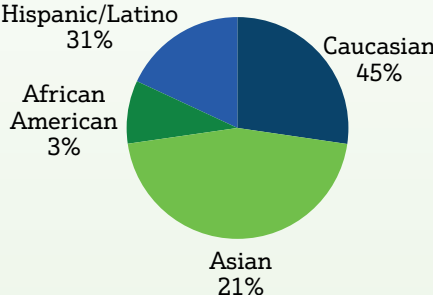
- Alvin C.

COHORT 10 (SPRING 2023)

GENDER IDENTITY OF PARTICIPANTS



ETHNICITY OF PARTICIPANTS



5
TEAMS

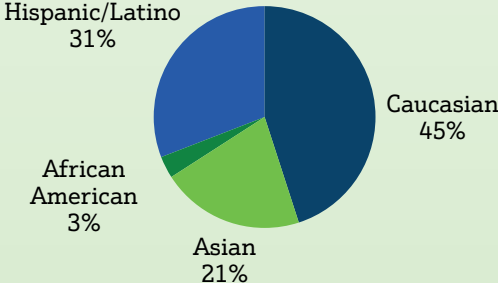
3 REFERRED TO LA'S REGIONAL HUB & AWARDED THE CERTIFICATE OF COMPLETION

ALL REFERRED AWARDED MINI GRANT

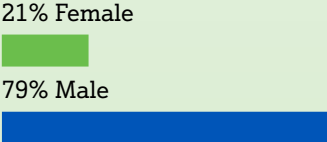
I-CORPS OVERVIEW

MINI CREDENTIAL PROGRAM

ETHNICITY OF PARTICIPANTS



GENDER IDENTITY OF PARTICIPANTS



IN MEMORIAM



Sadiq Shah, Ph.D

“The Innovation Incubator provides students with the opportunity to develop and demonstrate new skills and gain much needed career and professional experience prior to graduation. Students participating in II’s events and programs are already finding success and we are thrilled to scale these initiatives to support more students.”

- Bryant Fairley



INNOVATION INCUBATOR



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.

STAFF



Bryant Fairley
Administrator



Ericka Olguin
Senior Innovator

STUDENT ASSISTANTS



Priyatham Sai Chand Bazaru
Student Assistant



Debbie Tanaka
Student Assistant



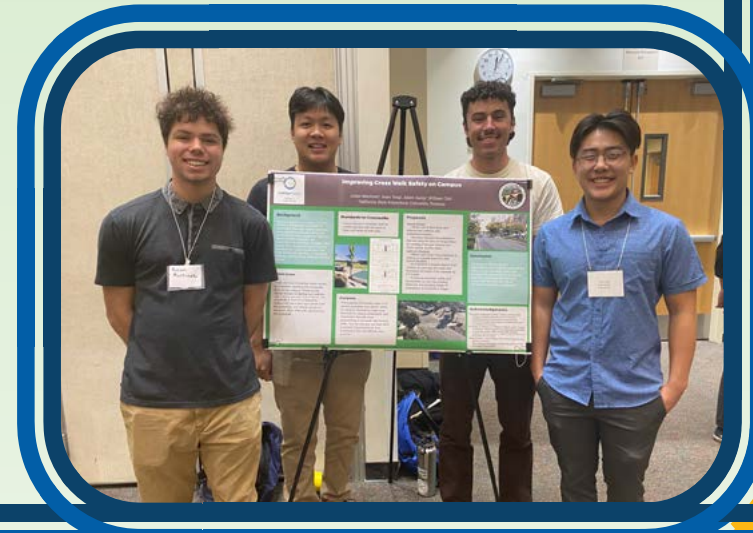
Alan Quan
Student Assistant

DIGITAL BADGING

[Digital badging](#) is 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.

Highlights:

- 50 individual badges that include competencies and/or program badges have been created and are continuously being awarded.
- The Innovation Incubator team collaborated with the marketing team to create and publish the CPP Digital Badging Introduction video showcased in social media platforms ready to be viewed by the Cal Poly Community.
- The Digital badging initiative has been featured 4 times in the University-wide articles known as the PolyCentric and the Employee Express.
- The Innovation Incubator team developed a comprehensive CPP Badging Handbook



MICRO-INTERNSHIPS

[Micro-internships](#) are virtual opportunities for students to take on internships to help forward their careers on a project basis. 1.7 million in grants have been raised for micro-internships.

Faculty Partners:

Huntley College of Agriculture – Urban Agriculture: Professor Kathleen Blakistone
 College of Science – Kinesiology & Health Promotion: Dr. Andrea Metzker

Community Partners:

College of Agriculture- Urban Agriculture: California Family Farmers Alliance
 College of Science- Kinesiology & Health Promotion: IPoly High School- Physical Education

Highlights:

The Micro-Internships initiative has been featured in the University-wide articles known as the PolyCentric.

POP-UP COURSES

A [pop-up course](#) addresses the latest developments in academic fields and in society that have the potential to impact the personal, educational, and professional success of students and does so from multiple disciplinary lenses.

Scheduled for Fall 2023, the current pop-up course titled “Lies, Damned Lies, and Politics” aimed to confront the threats of misinformation, conspiracy, and polarization.

The Pop-up course initiative has been featured in the University-wide articles known as the PolyCentric.



SIGNATURE POLYTECHNIC EXPERIENCE

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.

Highlights

- There are currently 68 PolyX Opportunities in the [Hub](#).
- A comprehensive PolyX Writing Workshop Video Guide to efficiently assist applicants with their PolyX Hub applications.
- 10 PolyX faculty and staff from six different colleges were awarded mini grants.
- The PolyX initiative has been featured 5 times in the University-wide articles known as the PolyCentric and Poly Post.

POLYX HUB

68

POLYX TOTAL
IN HUB PAGE

12

ACCEPTED
FALL 2022

13

ACCEPTED
SPRING 2023

POLYX SHOWCASES

433

ATTENDEES

202

TEAMS

13

FYE
PROFESORS

WINTER INSTITUTE

46

FACULTY
ATTENDEES

27

STUDENT
ATTENDEES

SUMMER CONFERENCE

DIGITAL BADGING TRACK

47

ATTENDEES
AVERAGE

DIGITAL BADGING

TOP 4 BADGES AWARDED 22'-23'

| | |
|--|------|
| 1. Fire Safety & Prevention Training | 1256 |
| 2. Emergency & Disaster Preparedness | 1221 |
| 3. Hazard Communication Training | 1140 |
| 4. CSU Injury & Illness Prevention Program | 1034 |

10,995

BADGES AWARDED
(UNIVERSITY WIDE)

302

BADGES SHARED TO
LINKEDIN PROFILES

INNOVATION INCUBATOR OVERVIEW

FACULTY & STAFF SERVED

| | |
|-----------------------------------|----|
| Summer Conference (Badging Track) | 47 |
| Winter Institute Attendees | 91 |
| Micro-Internships | 11 |
| Spring Drop-In | 44 |
| PolyX Writing Workshop | 18 |
| PolyX Showcases | 13 |
| PolyX Hub | 68 |
| PolyX Fall Mini Grant | 10 |

STUDENTS SERVED

| | |
|-------------------|-----|
| Micro-Internships | 14 |
| PolyX Showcases | 433 |



KELLOGG HONORS COLLEGE



“2023 marks KHC’s 20th Anniversary—a time to pause and reflect on all that we have accomplished, and to chart the course of inclusive academic excellence for the next 20 years and beyond.”

- Claudia Garcia-Des Lauriers



Mission

The Kellogg Honors College cultivates students’ many forms of talent in an academically enriching environment within an inclusive and nurturing community. We motivate and prepare intellectually curious, civically engaged, lifelong learners.

Vision

We will be a college that fosters an environment, community, and foundation where personal growth, self-awareness, and professional confidence is coupled with academic excellence, innovation, and career readiness to prepare self-aware, civically engaged, visionary, global citizens.

STAFF



Dr. Claudia Garcia-Des Lauriers
Director



Won Choi
Academic Coordinator

FACULTY



Raphael Napinas
Student Assistant

STUDENT ASSISTANT



Marcus Elam
Faculty Fellow

CIVIC ENGAGEMENT

222 students (72% of active student population) provided 1484 hours of community service this academic year by:

- Planting trees at the Lyle Center of Regenerative Studies
- Preparing and serving meals at INSAN
- Participating in the 9/11 day of service with LA Mayor Eric Garcetti



20 YEAR ANNIVERSARY

[KHC 20th Anniversary Celebration](#), February 13, 2023 anniversary of the date the Academic Senate referral received final approval for the foundation of the Honors Program that later became the Kellogg Honors College

The 20th Anniversary Logo competition winner was KHC student Raphael Napinas



STUDENT RESEARCH

11 KHC Students Presented Research at the Western Regional Honors Conference in Missoula, MT

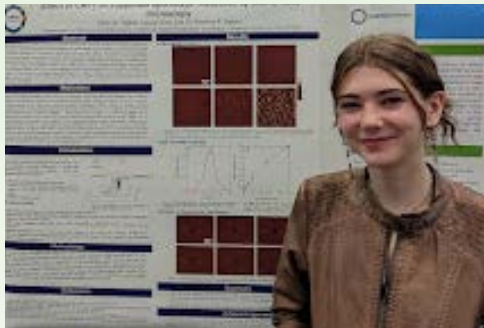
KHC at WRHC, Left to Right: Won Choi (Academic Coordinator), Dinah Ramirez Avitia, Nolan Edwards, Priscilla Mendieta, Zhong Ooi, Khan Doan, Dr. Marcus Elam (KHC, Faculty Fellow), Jose Ortiz, Yaman Sebai, Maranda Hernandez, Maya Santos, Jaylyn Jiang, Cesar Valdovinos

50 Students including 45 Graduating KHC students presented at the KHC Honors Symposium at the Research, Scholarly and Creative Activities Conference at CPP organized by the Office of Undergraduate Research



STUDENT SUCCESS HIGHLIGHTS

Five KHC Students Selected as CPP Presidential Scholars : Ayana Castanon (Psychology), Khan Doan (Civil Engineering), Jose Ortiz (Computer Information Systems), Emily Quinton (Marketing Management), Briana Rittel (Computer Engineering)



Sophomore Physics Major, Olivia Walsh presenting her poster at RSCA 2023 will be conducting research with the Department of Physics at Stanford University (Computer Engineering)



KHC Graduate and Mechanical Engineering major, Ana Jurado will attend the Ph.D. program in Engineering at Loughborough University in the United Kingdom (Computer Engineering)



KHC Senior, Dinah Ramirez Avitia wins The Lowell B. Overton Undergraduate Research Symposium award for Best Poster (Computer Engineering)

OTHER NOTABLE ACHIEVEMENTS

- KHC Students Angela Gotinco and Raymond Wong were admitted into summer research internships at NASA-JPL
- With support of KHC, Melane Olmedo and Kyle Chao studied abroad in France and Switzerland
- First year student, Architecture Major, Diego Herrera will participate in two internships this summer at Southern California Chapter of National Organization of Minority Architects and ZGF architectural firm
- Chemistry Major, Jenna Surdzial traveling to Jülich, Germany, to conduct research as part of the Deutscher Akademischer Austauschdienst Academic Exchange Service Research (DAAD) Internship in Science and Engineering
- KHC student, Aakriti Adhikari, has a summer internship with the Forum for Women, Law and Development

KHC CLASS OF 2022-23 OVERVIEW

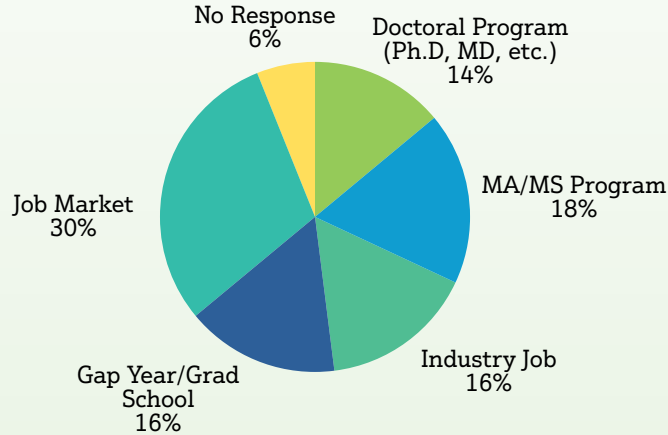
GRADUATE PROGRAMS RECRUITING

University of California, Riverside
 California State University, Fullerton
 Loughborough University, UK
 University of Southern California
 Cal Poly Pomona
 University of California, Los Angeles
 Oklahoma State University
 Keck Graduate Institute
 University of California, Davis
 Western University of Medical Sciences
 University of California, Santa Barbara
 Cal Baptist University

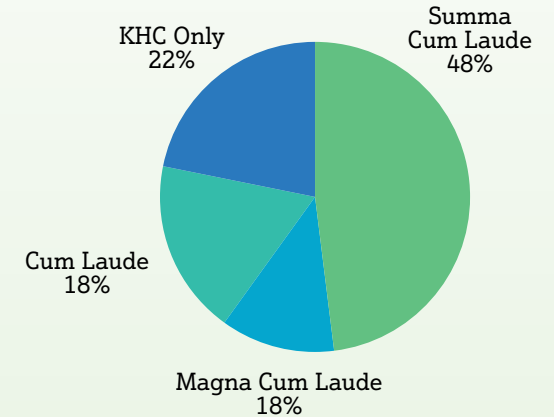
COMPANIES HIRING

Terran Orbital
 Paramount/Pluto TV
 Accenture
 Dick Sporting Goods
 Disney
 Intel
 Mercer
 Bain Consulting

POST-GRAD OUTCOMES



UNIVERSITY HONORS



CLASS OF 2023

AVERAGE GPA **3.71**

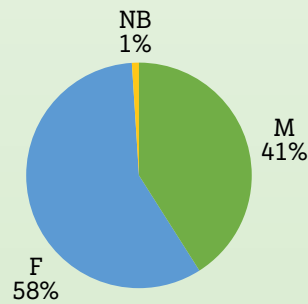
YEARS TO GRADUATION

FIRST YEAR **4.2** TRANSFER **2.1**

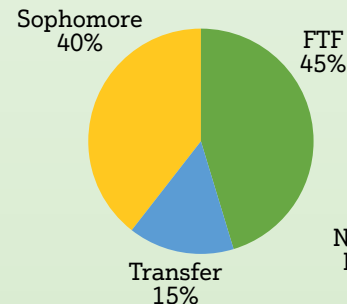
FALL 2023 INCOMING COHORT

429
APPLICATIONS

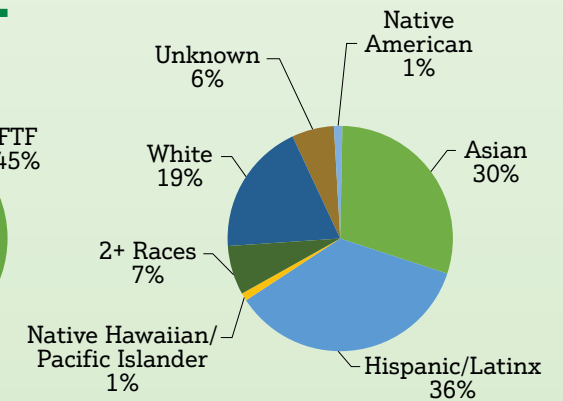
121
INCOMING STUDENTS



GENDER IDENTITY



POINT OF ENTRY



ETHNIC DIVERSITY

“The Office of Undergraduate Research is committed to providing all students with the opportunity to conduct meaningful research. Research is an essential part of a Signature Polytechnic education, and we are proud to offer our students the resources and support they need to succeed in their research endeavors.”

- Dr. Winny Dong

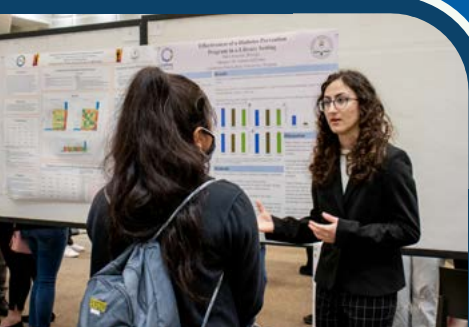
OFFICE OF UNDERGRADUATE RESEARCH

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 under-represented and first-generation students. Support faculty members who mentor undergraduate student researchers. As an umbrella office, coordinate 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.



STAFF

STUDENT ASSISTANTS



Winny Dong, Ph.D.
Faculty Director



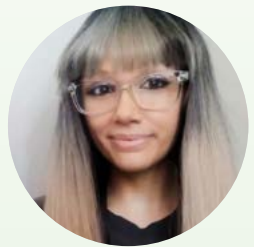
Dr. Ever Barraza
Lead Administrator



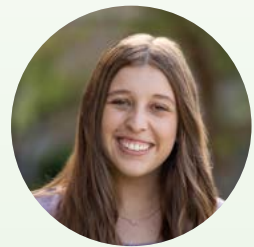
Hosne Afrin
Program Coordinator



Jennette Ramirez
Assistant Coordinator



Aliann Safavi
Student Assistant



Sophia Pizzulli
Student Assistant



Jeremy Aquino
Evaluation Liaison



Lauren Bernal
Program Coordinator &
Lead Graphic Designer



Sophia Baroz
Assistant Program &
Events Coordinator



Elena Alvarez-Villegas
Assistant Program Director



Hoa Bui
Student Assistant



Arianne Muramoto
Student Assistant



Kaira Pettway
Assistant Coordinator



Amanda Riggle
Program Coordinator



Alicia Nuñez
Web Developer



Romina-Marie Baronia
Events & Training Liaison

FACULTY



Dr. Nina Abramzon
Faculty Fellow



Dr. Teresa Lloro
Faculty Fellow



Dr. Sandra Emerson
Faculty Fellow



Dr. Alyssa Kermad
Faculty Fellow



Dr. Mario Guerrero
Faculty Fellow



Dr. Keith Forward
Faculty Fellow

STUDENT VOICES



“One of the most important lessons I have learned from research is to not be afraid of failure. It is through failure that we learn and seek other options. If everything worked the first time, research would not be needed.”

- Ethan Chavarin
RIO student researcher



“The various programs offered by the Office of Undergraduate Research (OUR) impacted me tremendously. They provided me with a strong foundation for my time in graduate school. Some of the most memorable experiences I had while participating in a research program were presenting at symposiums and conferences such as the RSCA Conference, CARS Symposium, and the McNair Conference”

- Jezebell Jimenez
RIO and OUR GRAD participant



“Having the opportunity to conduct research through this program has been essential for my professional and personal development. Through RIO, I gained a stronger sense of community on campus where I was able to collaborate with scholars from different disciplines.”

-Priscila Mendieta
RIO student researcher

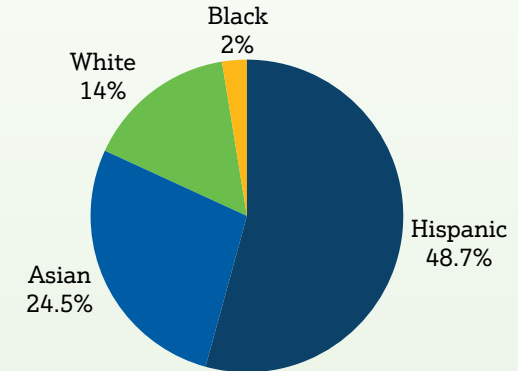
OUR OVERVIEW

1,050
TOTAL STUDENTS SERVED

NUMBER OF STUDENTS BY PROGRAM

| | |
|---|------|
| Achieve Scholars Program | 57 |
| Research through Inclusive Opportunities | 25 |
| STARS | 56 |
| OUR GRAD | 45 |
| Projects Hatchery | 144 |
| RSCA Conference | 300+ |
| Summer Creative Activities & Research Symposium | 150+ |
| Research Distinction | 27 |

ETHNIC DIVERSITY



54.8%
FIRST-GENERATION

47.2%
PELL RECIPIENTS

HIGHLIGHTS

- The OUR achieved a substantial turnout for the fully in-person [Research Scholarship and Creative Activity 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 third consecutive year, demonstrating consistent university support.
- [SURE](#) /[STARS](#) successfully expanded its partnerships with local community colleges from three to five including Fullerton College, Mt. SAC, Cypress, Citrus, and Rio Hondo Colleges welcoming a cohort of 78 students to conduct research with CPP faculty.

Mission

The mission of the Cal Poly Pomona Student Innovation Idea Labs (SIIL) 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



STUDENT INNOVATION IDEA LABS

STAFF



Kenneth Lamb
Director



Jesus Bermudez
Department Coordinator



Mei Darmawan
Graphic Designer



Renwell Queyquep
Web Developer



Mohraiel Matta
Marketing



Kevin Strawn
Technician



Elizabeth Rygg
Technician



Inna Falcone
Technician



Victor Lin
Technician



Benjamin Villa
Technician

AMBASSADORS

- Georgia Acuña
- Charles Ashley
- Andrew Avila
- Hector Barrera
- Aidan Brahm
- Richard Caracoza
- Helen Chu
- Brett Clark
- Christian Contreras
- Hilary De Guzman
- Michael Farela
- Abigail Flores
- Gladys Franco
- Kristen Gutierrez
- Ryan Heumann
- Diego Jimenez
- Cyrus Kwok
- Seth Laske
- Dennis Lee
- Anton Levin
- Julie Lieng
- Dylan Lim
- Dillion Murdock
- Rob Ranit
- Laura Rodriguez
- Benjamin Ruangsangthai
- Carina Salgado
- Emmett Sloan
- Jaxon Soberg
- Aidan Thomas
- Jumhelle Viduya
- Isaiah Wallis
- Jessica Wang
- Martin White
- Richie Wong
- Michael Yip

TECHNICIANS

ACCOMPLISHMENTS

In the 2022-2023 academic year, we noticed visitors aligning better with campus demographics in terms of race, ethnicity, and college representation. While more males visited overall, female attendance at workshops increased (59%) and the female proportion grew yearly. This progress moves us closer to matching gender representation on campus. We organized events celebrating innovation steps, including Innovators Harvest (creative making), fast-pitch competition (conceptual idea sharing), Bronco Startup Challenge Pitch (early idea stage), and Sunstone CSU Startup Launch (viable early-stage ideas).

Innovators Harvest

- Weekly (Founder Jonathon Witkowski '23 Computer Science)
- Central Talent (Michael Vickers, '23 BUS)

Bronco Startup Challenge Pitch Competition

- Weekly (Founder Jonathon Witkowski '23 Computer Science)
- VR Lav (Co-Founder Pierlorenzo Peruzzo '23 Business)
- Central Talent (Michaels Vickers, '23 Business)

Startup Workshops and Guest Speakers

- Student Teams received support from a variety of guest speakers and also specific workshops build entrepreneurial skills. We are grateful to Ray Chan, K5 Ventures; Jennifer Silbert, Rewilder Goods, and Dan Beymuk, Dreambox for holding seminars to inspire our entrepreneurs.

During the past year we finalized the site selection for the Downtown Pomona Innovation STEAM Hub. This new location aims to support and connect with our community partners and the broader Pomona area.



HIGHLIGHTS

REPAIR CAFE OPENS

Starting in Spring 2023, a new weekly event emerged: the Repair Cafe, led by Professor Joe Veltin. This student-run repair service fixes broken electronics at no cost. With the motto “no money changes hands,” students can have their devices repaired for free. In its first semester, both students and professors brought in a variety of items, from cell phones and scooters to vintage toys and garage sale espresso machines.



MICRO-CREDENTIALS LAUNCH

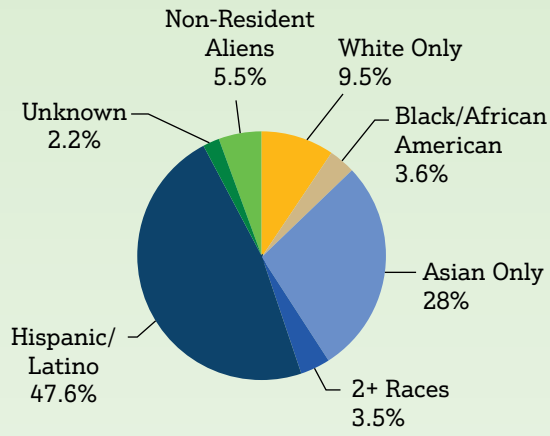
This year, we introduced a micro-credential program via Badgr/Canvas Credentials. It certifies students, staff, and faculty in using specific equipment such as 3D Printers, Laser Cutters, Vinyl Cutters, Soldering, etc. These credentials are the basis for a new safety system, enabling lab managers to verify authorized lab and equipment access. Alongside equipment certifications, we launched badges certifying creators (Level 1 and 2) and entrepreneurs (Levels 1, 2, and 3). These micro-credentials acknowledge the creative skills of our campus community.

iLAB RE-OPENING

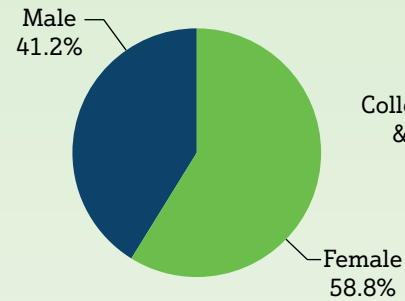
On February 8, we inaugurated the [renovated iLab in Building 1](#). The revamped iLab offers tools for prototyping, private meeting rooms, and a spacious area for student club gatherings. It also serves as an entrance to the AI office suite, accommodating meetings with staff from the Office of Undergraduate Research, Innovation Incubator, and Office of Academic Innovation.



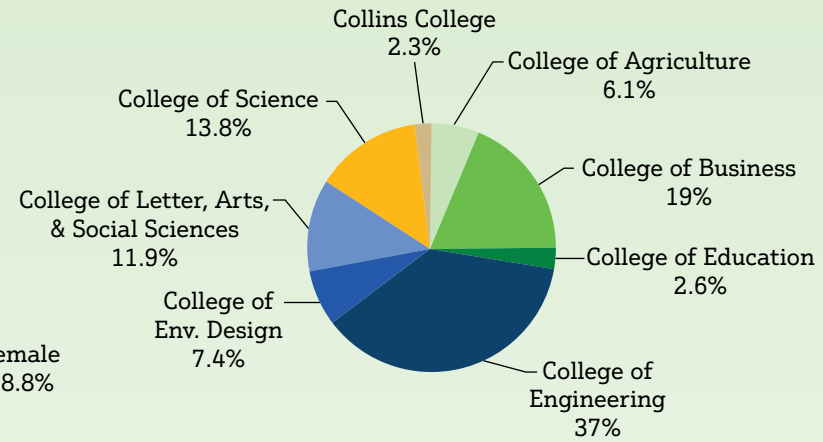
SIIL OVERVIEW



PERCENTAGE BY
ETHNIC GROUP



PERCENTAGE BY
GENDER



PERCENTAGE BY
COLLEGE

LOOKING FORWARD

Our future goals include broadening college participation for increased diversity in space usage. We aim to certify 500 Level 1 Creators, 250 Level 2 Creators, and 30 Level 3 Creators, along with 100 Level 1 and 20 Level 2 Entrepreneurship certifications. Researching the impact of these certifications on participants' growth mindset is a priority. The SIIL maker spaces are ideal for this exploration.

In the upcoming year, we'll focus on the Downtown Innovation Hub's launch, incorporating programming and forming community partnerships. This space will also serve as a co-working area.

Since my time at the SIIL office began, unifying campus safety discussions has been crucial. We've made strides by developing a safety verification system, unifying equipment training, and advancing access. Our aim is to complete a year-long safety system pilot and enhance equipment access management by the end of AY 23-24.



WALL OF FAME

PolyX Committee

| | |
|----------------------|--------------------|
| Marisol Cardenas | Frances Mercer |
| Giselle Navarro-Cruz | Kelly Min |
| Ghada Gad | Tamer Omar |
| Gabriel Granco | Christy Orgeta |
| Hyungchul Han | Jeffrey Roy |
| Mehrdad Koohikamli | Homeyra Sadaghiani |
| Claire Latane | Julie Shen |
| Teresa Lloro | Joanne Sohn |
| Jason Lu | Preeti Wadwha |
| Saamee Lyu | |



Institute and Conference Planning Group

| | |
|-----------------------------|-----------------|
| Nina Abramzon | Ann Loomis |
| Ever Barraza | Judy Nguyen |
| Jesus Bermudez | Ericka Olguin |
| Victoria Bhavsar | Tracee Passeggi |
| Won Choi | Kara Raymundo |
| Winnie Dong | Josue Ruiz |
| Bryant Fairley | Olukemi Sawyerr |
| Claudia Garcia Des-Lauriers | Jamie C Snyder |
| Paul Hottinger | Joanne Sohn |
| Caitlyn Kubulan | Mai Tran |
| Kenneth Lamb | Preeti Wadwha |
| Dora Lee | |



Hatchery Mentors

| | |
|-------------------|----------------------|
| Kevin Anderson | Mariappan Jawaharlal |
| Steve Archambault | Juanita Jellyman |
| Kevin Autry | Jae Min Jung |
| Zeynep Aytug | Seth Ketron |
| Elke Azpeitia | Alex Madva |
| Robert Blumenfeld | Frances Mercer |
| Scott Boskovich | Alejandro Morales |
| Carlos Castro | Norali Pernalete |
| Eduardo Corpuz | Jascha Polet |
| Adrian Gonzales | Peter Ross |
| Mehrdad Haghi | Ertan Salik |
| Hyung Chul Han | Zahra Sotoudeh |
| Analena Hassberg | Nolan Tsuchiya |
| Kyung In Huh | |



Thank you, AI!



Designed by Rachel Liu, Caitlyn Kubulan, Berenice Ramos and Camille McCurry.

