Signature Polytechnic Experience (PolyX) Criteria Checklist w/ Examples

Each course/project application must demonstrate **clear alignment** with **all 7** of the following elements to receive acceptance:

1. Intense Mentorship: ___

In PolyX courses and programs, students must receive intentional, in-depth, sustained, proactive, "in your face" mentorship from faculty, staff, industry mentors, and/or peers. This "intense mentorship" involves referral to resources for appropriate student populations and mentoring the whole student. It is tailored to the needs of students, understands the environment in which students function, and pairs resources and support to issues that students face.

Criteria:

- Mentorship is frequent and scheduled (not ad hoc).
- Includes support for students' academic, professional, and personal development.
- Refers students to relevant campus or community resources.

Examples:

- Weekly one-on-one check-ins with faculty and/or mentors.
- Peer mentoring groups with structured meeting agendas.
- Personalized academic/career planning tied to the project.

2. Dissemination Beyond the Classroom: ___

Project outcomes must be shared publicly or within a professional setting.

Criteria:

- Results must be published, presented, or made publicly accessible in one form or another.
- **If the project's data is sensitive or proprietary**: Redacted presentations/publications via *Bronco Scholar* and/or presentations to small groups of selected professionals from the partnering corporate body are allowed.

Examples:

- Posting a final project in Bronco Scholar.
- Presenting findings at a campus symposium or professional conference.
- Sharing design solutions with an industry partner or client.

3. Creativity, Discovery & Innovation: ___

The project must result in an original work, contribution, or solution.

Criteria:

- Demonstrates originality, research, or innovation.
- Solves a real-world problem, creates new knowledge, or develops a new product/process to fulfill an identified need.

Examples:

- Producing an original artwork, prototype, or software tool.
- Publishing an original research publication that sheds new light on a research question.
- The presentation of the results of an experiment that provides new insight into an area of scientific study.
- The development of procedures/policies to solve a specific problem.
- Designing a new workflow for a community organization.

4. Diverse and Multidisciplinary Perspectives: ___

The project should draw from multiple disciplines or encourage diverse participation.

Criteria:

- Involves students from varied academic backgrounds.
- Incorporates different methods or cultural lenses.

Examples:

- Project collaboration between engineering, business administration, and communication students.
- Social justice lens applied to a technical solution.
- Bilingual or intercultural components integrated into project delivery.

5. Community or Global Engagement: ___

The project must engage in some way with an identifiable community, on or off campus. Potential benefits or drawbacks of the project to that community should be considered and explicitly stated at the outset.

Criteria:

- Clearly identifies the target community.
- Anticipates and addresses potential impacts on that community.

Examples: On-Campus

- A specific group within a discipline.
- A specific club or organization to improve the campus climate.
- An identified subset of Cal Poly Pomona's students, faculty or staff.
- The campus as a whole.

Examples: Off-Campus

- Collaborating with a municipal agency on a sustainability initiative.
- Partnering with a specific nonprofit to develop resources.
- Specific corporate partners.
- An identified group or organization.
- A municipal, state, or national government.

6. Collaborative Learning: ___

While faculty/staff oversight and mentorship play a key role in their PolyX, the project must be student-led with collaborative roles defined.

Criteria:

- Students should generate questions or topics of study, develop answers, define roles/responsibilities for team members, and manage the project.
- Students should set schedules and project deadlines, asking follow-up questions when needed.
- Faculty serve as guides, not directors.

Examples:

- Students set project milestones and track progress.
- Defined roles such as "Project Lead," "Researcher," and "Presenter."
- Peer-driven brainstorming and reflection sessions.

7. Critical Thinking & Problem Solving: ___

The project must include structured reflection exercises and evaluation integrated in some way. Through these exercises, the student participants pause to consider what they are learning, how they might need to alter their project's scope, course or focus, and analyze the effectiveness of the methods they are pursuing. The goal of the reflection should also include heightening students' awareness of the PolyX course/program and the skills they have developed from participating.

Criteria:

- Students reflect on progress, challenges, and learning outcomes they experience while working on the project.
- Adjustments to scope or methods are based on critical feedback.

Examples:

- Weekly reflection journals or discussion boards.
- Midterm project reviews with pivot strategies.
- Final reflection report articulating skills gained.

Scoring/Assessment

- Applicants must address each criterion in their application.
- A project should meet **all 7 elements** to be eligible for full consideration.
- Reviewers should use a **Yes/No/Comments** format for each criterion, with justification provided for any "No."