



Awards Committee Minutes 19-01

January 10, 2020 at 1:00pm

ASI Conference Room USU 3700

Posted January 6, 2020

ASI Awards Committee 2019/2020

Kenny Tran

Chair & ASI President

Alexandra Serrano

University Housing Representative

Ryan Groth

Campus Recreation Representative

Porcha Ingram

SLL Representative

Kylie Clark

USU Representative

Allie Garcia

ASI Representative

Luz Luna

Student at Large Representative

Stacey Strubhar

Student at Large Representative

Vacant

Student at Large Representative

Richard Bagu

Board of Directors Representative

Emily Borgeson

Board of Directors Representative

Advisors

Kalie Sabajo

Student Engagement Coordinator

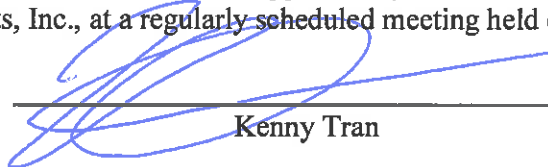
Ashley Fennell

*Associate Director of
Government Affairs & Initiatives*

ITEM	SUBJECT	PRESENTER
01	Call to Order The meeting was called to order at 1:20pm	Kenny Tran <i>Chair & ASI President</i>
02	Roll Call Present: Kenny, Allie, Ryan, Porcha, Kylie, Allie G., Stacey, Kalie, Ashley Absent: Liz, Richard, Emily	Kenny Tran <i>Chair & ASI President</i>
03	Recognition of Guests None	Kenny Tran <i>Chair & ASI President</i>
04 Action	Approval of Agenda Chair edited Stacey's last name spelling and Kylie's last name Allie motioned to approve agenda with amended changes Kylie- 2 nd Motion Carries	Kenny Tran <i>Chair & ASI President</i>
05 Information	Open Forum None	Kenny Tran <i>Chair & ASI President</i>
06 Discussion	Review of Awards Committee Description: Discuss TLAN event as well as review committee membership, duties, and responsibilities. Committee will receive update of increase in responsibilities. Fiscal Impact: None Presenters reviewed ASI Bylaws, which included committee duties and responsibilities. They also reviewed the Tukwut Leadership Awards Night (TLAN) program. They reviewed the history of the event, normal flow of the event, and involvement in the event. Kalie asked the committee for additional support of the event, which included staffing for set-up, clean-up, and decorating. The committee members all agreed. They also wanted to bring dinner or food back to the event prior to award disbursement. The committee also mentioned having RSVPs for the event. Campus Recreation and USU Live both will look at their budget to see what they can contribute. Discussion focused on theme for the event, which is Hollywood, or an awards show theme. ASI will oversee awards and graphics. Presenters will be from different areas around campus such as Student Affairs, Housing, and Campus Recreation. They will also ask members to promote nominations and event as well as student affairs, USU, student organizations, faculty center, campus recreations, and housing. Committee members will also brainstorm emcees and additional presenters.	Ashley Fennell Assistant Director of Government Affairs & Initiatives Kalie Sabajo Student Engagement Coordinator
07 Discussion	Review of Tukwut Leadership Awards Night (TLAN) Categories & Awards Description: Discussion of definition of categories and awards. Fiscal Impact: None Presenter reviewed the different categories and mentioned past changes and clarifications. Next meeting committee will review categories and make final edits as well as edits to nomination form. They will review descriptions and questions in form.	Ashley Fennell Assistant Director of Government Affairs & Initiatives

<p>08 Action</p>	<p>Review of Freshman Award Category Description: Committee will consider renaming Freshman Award Category Fiscal Impact: None Presenters reviewed the proposal from a campus partner to rename the Freshman Award Category to something that honors Dr. Pederson. This professor is responsible from everything from teaching to program coordination. Over the course of her tenor, she has developed our campus' robust General Education Lifelong Learning Program (GEL 101) as a first-year student seminar. The committee discussed this change as well as changes in the future. They mentioned needing criteria in order to make these changes. They had concerns that this would open to door to naming other specific categories. They also had concerns that not every freshman takes this class and might not consider the impact. The committee members worried about the long-term effects of changing the award name but did note Dr. Pederson's significant contributions to campus. They wondered if they would be able to give her an award or gift of some kind at the event and maybe have her present the award to the Freshman Award winner. Porcha motioned to keep the freshman award category as is Stacey-2nd Motion Carries</p>	<p>Kalie Sabajo <i>Student Engagement Coordinator</i></p>
<p>09 Information</p>	<p>Announcements Ashley will send calendar invite for next meeting</p>	<p>Kenny Tran <i>Chair & ASI President</i></p>
<p>10 Action</p>	<p>Adjournment The meeting was adjourned at 2:20pm</p>	<p>Kenny Tran <i>Chair & ASI President</i></p>

I, Kenny Tran the 19/20 ASI President and Chair of Awards Committee, hereby certify that the above minutes were approved by the Awards Committee of Associated Students, Inc., at a regularly scheduled meeting held on January 31, 2020


5/11/20

Kenny Tran
Date

VITAE
Joanne Marie Pedersen

Contact Information:

First-Year Programs

California State University San Marcos

San Marcos, CA 92096-0001

Office phone: (760)750-4186

(updated Spring 2018)

e-mail: pedersen@csusm.edu**HIGHLIGHTS OF PROFESSIONAL QUALIFICATIONS & EXPERTISE**

Continuous full-time lecturer appointment at California State University San Marcos since 1994. Responsibilities include teaching, curriculum development, program coordination with a specialty in first-year student success, academic advising. Gallup Certified Strengths® Coach. Recipient of the National Resource Center's 2017 Outstanding First-Year Student Advocate Award.

Teaching: Over twenty years of teaching experience at the university level. Ability to teach a wide array of courses in psychology and general education with a specialty in delivering high-impact practices to support the academic success of first-year students. Experience collaborating with faculty and student affairs professionals to develop and deliver team-taught courses and learning communities for first-year students.

Curriculum Development: Expertise developing lower-division curriculum in service-learning, life-long learning, first-year experience and learning communities. Proven ability to write curriculum for the creation of new courses and recertification of existing courses to meet the standards for CSU lower-division general education.

Program Coordination: Over twenty years of experience coordinating delivery of an award winning First-Year Student Seminar (GEL 101). Includes development of learning communities that pair GEL with additional lower-division courses, as well as specialized sections designed to meet the needs of at-risk student populations. Includes significant contributions to the professional development of instructors teaching GEL and other first-year courses.

Academic Advising: Extensive collaboration with Student Affairs professionals to develop holistic advising for first-year students. Served as a faculty advisor for a psychology department. Over ten years of experience serving as the Health Professions Advisor for students seeking entrance to doctoral level health professions schools.

EDUCATION

- | | | |
|------|-------|---|
| 1990 | Ph.D. | Psychology (concentration in biological psychology)
University of California Berkeley
Berkeley, CA |
| 1988 | M.A. | Psychology (concentration in biological psychology)
University of California Berkeley
Berkeley, CA |
| 1980 | B.A. | Sociology (social welfare)- <i>magna cum laude</i>
California State University Northridge
Northridge, CA |
| 1978 | A.A. | General Education
Los Angeles Pierce College
Woodland Hills, CA |

TEACHING
1994 to Present
(California State University San Marcos)

Developed and taught a total of 14 different courses in the areas of psychology, general education and biology. **Broad background in the social sciences/social work, biological psychology and general education. Teaching abilities are not limited to this list. Wrote curriculum to create new courses (i.e. GEL 120, ID 202, TS 250).**

GEL 101 The Student, The University, The Community- first-year student seminar designed to transition students from high school to college

Psych. 100 Introductory Psychology- introductory course for psychology majors

Psych. 230 Research Methods in Psychology- lower-division requirement for psychology majors

Psych. 300 Computer Applications in Psychology- upper-division course for psychology majors that fulfills CSU computer competency requirement

Psych. 352 Human Sexuality- upper-division psychology lecture course

Psych. 360 Biological Psychology- upper-division lecture course for psychology majors

Psych. 361 Brain & Mind- upper-division lecture course fulfilling UDGE requirement in science

Psych. 391 Laboratory in Physiological Psychology- upper-division lab for psychology majors

Psych. 392 *Laboratory in Sensation & Perception*- upper-division laboratory course for psychology majors

Psych. 490 History of Psychology- upper-division capstone course for seniors majoring in psychology

GESS 101 Order & Change: Multiple Perspectives I- lower-division course; fulfills CSU GE requirement in social science

GESS 102 Order & Change: Multiple Perspectives II- lower-division course; fulfills CSU GE requirement in social science

ID 202 Pre-Health Service Learning- a 1 unit lower-division service-learning course for students planning on applying to a health professions school (e.g. medical, dental)

Bio. 327 Biology of Human Reproduction- upper-division biology course; fulfills GE requirements

FUNDED GRANT & STRATEGIC PLANNING PROPOSALS
1994 to Present
(California State University San Marcos)

Author, co-author, on a wide range of competitive proposals to fund a variety of projects and programs designed to enhance both the instructional and service missions of the university.

2017-2018- awarded \$3750- Cougars Affordable Learning Materials, CALM, Proposal to Reduce the Cost of GEL course materials (Guided the GEL instructional team in the selection of a more affordable course text and search for appropriate open educational materials)

AY 11/12 through AY 17/18- Combined total \$14,115- Instructionally Related Activities (IRA) proposals to fund annual Fall Major/Minor Fair (Primary author on seven successful IRA proposals with Career Center and CHABSS): Funds are used to support the Career

Center in their delivery of an annual Major and Minor Fair. Students in the Undeclared Learning Community assist with planning and delivery of the Fair as a service project connected to the First-Year Student Undeclared Learning Community GEL curriculum.

2007- \$1,360- Grant from the North County Higher Education Alliance (NCHEA)

(Submitted by P. O'Brian, & J. Pedersen in March 2007)- Funded the creation of a cross-campus (Palomar College, MiraCosta College & Cal State San Marcos) "*NCHEA Transfer Success Seminar*." Students from the community colleges came to Cal State San Marcos for a day-long seminar on the transfer process. Event was held in November 2007 and seminar topics included the transfer application process, financial aid, academic planning, and effective use of support services.

2007- \$60,170- Academic Affairs Strategic Planning Proposal to fund participation in Foundations of Excellence®

(co-authored proposal with Dr. David Barsky): This proposal, submitted on behalf of First-Year Programs, requested funds for our campus to participate in Foundations of Excellence® in the First College Year, a project developed by the Policy Center on the First-Year of College (www.firstyear.org). Participation in this project is allowing our campus to undertake a comprehensive cross-division self-study and improvement planning process designed to enhance our ability to serve CSUSM first-year students. (submitted Feb. 2007, project activities concluded in 2009)

2006- \$21,288- CSU Information Competence Grant, "Assessing a First-Year Experience Information Literacy Instruction Program within the General Education Program."

(co-authored proposal with Gabriela Sonntag and Dr. Sharon Hamill): Using the ICT Literacy Assessment, this project is assessed the information literacy skills among first-year students at CSUSM. (submitted May 2006, project activities concluded 2007/08).

2004- \$15,500- Grant from the North County Higher Education Alliance- Funded the creation of a cross-campus (Palomar College, MiraCosta College & Cal State San Marcos) "Task Force on First-Year Student Success" to develop programs and best practices for serving our first-year student population. Over 80 people (a combination of administrators, faculty, staff, students) participated in this project, which included presentations by Dr. Richard Light (Harvard professor and expert on first-year student success) and a series following up meetings to facilitate cross-campus communication on first-year issues.

2002- \$8,890- Lottery Grant for supplemental instruction (submitted by Josephine Jones & Joanne Pedersen)- Funded the supplemental instruction components for the EOP/SSS learning communities during the 2002-2003 academic year. Data from the EOP/SSS office shows such supplemental instruction to be highly associated with increased student retention and academic success (Tibbetts, Matsunaga, Soltani & Pedersen, 2002).

2001- \$3,650- Grant from the CSUSM Office of Community Service Learning-

Funded the Service-Learning project for the EOP/SSS First-Year Student Learning Community pilot project. The service-learning project was delivered through my GESS 102 course. Quantitative and qualitative data (Pedersen, Gaynor & Kasvikis, 2003) demonstrated that this service-learning project enhanced student success and had a positive impact on the ability of the City of Escondido to serve its low-income population.

1997- \$1,500- Grant from the CSUSM Office of Community Service Learning-

Funded the development of a new service-learning course (ID 202, Pre-Health Service-Learning) for CSUSM first-year students planning careers in the health professions. Course has been offered three times. Student evaluations indicate a very high level of satisfaction and three of the students who have completed this course went on to attend medical school.

1996- \$3,500- Grant from the Pacific Coast College Health Association- Funded the construction and administering of a survey assessing knowledge of testicular cancer and testicular self-exam among CSUSM undergraduates. The results of this survey were presented at a Pacific Coast College Health Association annual conference. The data also provided the CSUSM Student Health Services with information to enhance their health education materials.

1994- \$1,500- Grant from the CSUSM Office of Community Service Learning- Funded the restructuring of two existing courses, a human sexuality course and a biology of human reproduction course, to include a service-learning component. The service-learning component gave students the option of being trained by the Health Educator at the CSUSM Student Health Services to be a Peer Health Educator. This provided students with the ability to connect course content on reproductive and sexual health/wellness with direct service to our student population (i.e. the creation and delivery of workshops on birth control, sexual transmitted diseases, date rape etc.). The structure and outcomes of this service-learning project were presented at the 5th Annual CSU Symposium on University Teaching (Strother, Hashemipour, Pedersen, 1998).

NON-TEACHING RESPONSIBILITIES/PROFESSIONAL EXPERIENCE

August 2003 to present

California State University San Marcos, San Marcos CA.

Held continuous 3-year Full-Time appointments as a Lecturer with primary responsibilities to coordinate the GEL Program and direct First-Year Programs

Fall 2013 to present: Director, First-Year Programs- Continuing with primary responsibilities held as Associate Director. Examples of additional responsibilities include:

- ❖ Increased responsibility for overseeing budget, FTES.
- ❖ Insuring GE certification for GEL courses.
- ❖ Serving on multiple committees (Task Force/Strategic Planning responsibilities) to support the development of the new Office of Undergraduate Studies.
- ❖ Continued development of new first-year learning communities.
- ❖ Member of the AVID-HE Campus Team with responsibility for facilitating the incorporation of AVID high-impact pedagogical methods in GEL.
- ❖ Full participant in WASC reaccreditation process. Served on the WASC Core Competencies Team, attended WASC conferences, contributed to the writing of WASC essays, etc.

2003- 2013: Associate Director of First-Year Programs- Worked directly with the Associate Vice President for Academic Programs to launch First-Year Programs (FYP). As a unit with Academic Affairs, FYP designs, implements and supports programs to assist first-year students achieving excellence in the classroom, commitment to long-term academic goals and engagement in campus life outside the classroom. Examples of responsibilities include:

- 1) *Coordination of the CSUSM first-year college success GEL Program-*
Responsibilities include:
 - a. Facilitating the hiring and evaluating GEL 101, GEL 110, GEL 120 instructors
 - b. Facilitating the scheduling and delivery of all GEL 101, GEL 110, GEL 120 sections (currently managing over 50 sections per academic year)
 - c. Working with the GEL instructional team to create and revise GEL program goals and student learning outcomes to meet the CSU Area E standards for life-long learning and self-development
 - d. Facilitating all GEL instructor training and professional development. Includes screening and ordering relevant materials and facilitating regular GEL meeting/retreats.

- 2) *Coordinating the Development and Delivery of Learning Communities for First-Year Students* (involves intensive collaboration with faculty and Student Affairs professionals from a variety of departments/units). Examples of first-year learning communities include:
 - **San Marcos Experience (SME)- GEL 101, GEW 101, PHIL 110:** *launched 2004*
Civic-engagement learning community for students living on campus. Emphasis is on development of leadership skills, serving the community, and involvement in campus life.
 - **First-Year Business Learning Community (FYBLC)- GEL 101, BUS 202:** *launched 2007*
Learning community for students planning to major in Business Administration.
 - **Athlete Learning Community (ALC)- GEL 101, PE 200 with some students also in GEO 102** *launched 2007*
Learning community for first-year student athletes.
 - **Global Learning Community (GLC)- GEL 101, HIST 131** *launched 2010*
Learning community for students that emphasizes global and cultural diversity.
 - **Undeclared/Undecided Learning (ULC)- GEL 101, GEO 102** *launched 2011*
Learning community with an emphasis on researching and choosing an academic major and career path for students who have not yet chosen a major.
 - **Chemistry/Biochemistry Learning Community (CBLC) GEL 101, CHEM 150/150L** *launched 2013*
Learning community for students planning to major in Chemistry or Biochemistry.
 - **Health & Wellness Learning Community (HWE)- GEL 101, GEW 101, PHIL 110** *launched 2013*
Residential learning community for students interested in exploring issues and topics related to health and wellness.

- 3) *First-Year Council (AY 2009-10 through AY 2013/14):* Assisted the Associate Vice-President for Academic Programs with formation of a cross-division council to facilitate programs and best practices for supporting first-year students (www.csusm.edu/fyp/fycouncil). Organized meetings, the agenda and minutes.

- 4) *Early Start Implementation Team (2012- present):* Serve on cross-campus team responsible for facilitating the delivery of the CSU Early Start Summer session.

- 5) *GE Sub-Committee to revise lower-division Area E learning outcomes (2011-2012).* Member of team that crafted Area E learning outcomes to meet the new CSU guidelines for life-long learning & self-development.

- 6) *Co-Liaison for Foundations of Excellence® project 2007-2009-* Primary designated liaison responsible for coordinating a campus-wide task force to conduct a self-study of current programs, practices and policies related to CSUSM first-year students. Project was supported by Academic Affairs Strategic Planning funds. (www.fyfoundations.org).

- 7) *Lower-Division Roadmaps project (2006-2011)*: Assisted the Associate Vice President for Academic Programs with the creation and maintenance of an on-line advising tool for first-year students (www.csusm.edu/roadmaps)
- 8) *North County Higher Education Alliance (NCHEA) Board Member (2003-2008)*: The CSUSM faculty representative on the NCHEA Board of Directors 2003-2008. Involved review of grant proposals to fund cross-campus collaborations between CSUSM and local community colleges. Focus is on the development of cross-campus communication, events and programs to facilitate “seamless transfer” to CSUSM.
- 9) *Service on campus WASC Team 2005-2007*- Chair of several WASC sub-committees related to the theme of “Improving the Retention of First-Year Students.” Continued participation in WASC conferences and support of the CSUSM WASC reaccreditation process.

Examples of Additional Service

Health Professions Advisor (2000-2003)- Provide academic and career advising to College of Art and Sciences undergraduate students seeking entrance to health professions schools (e.g. medical, dental). Active membership in the National Association of Advisors for the Health Professions (NAAHP)

Faculty Advisor for two student organizations/clubs: The Pre-Health Society and Alpha Delta Lambda First-Year Student Honor Society

Faculty Mentoring Program- Participation in a program that pairs at risk students with faculty mentors.

PROFESSIONAL DEVELOPMENT, PRESENTATIONS, CONFERENCE ATTENDANCE RELATED TO FIRST-YEAR PROGRAMS

Feb. 10-13, 2018- The National Resource Center on the First-Year Experience & Students in Transition’s 37th Annual First-Year Experience Conference, San Antonio, Texas. Received special invitation to attend and receive the 2018 First-Year Student Advocate Award. Served as a panelist for a session on building successful strategies for supporting first-year students. Attended multiple pre-conference workshops, etc.

Oct. 21-23, 2017- The National Resource Center on the First-Year Experience & Students in Transition’s 24th Annual National Conference on Students in Transition, Costa Mesa, CA. Attended as a part of an Office of Undergraduate Studies (OUGS) team. Purpose was obtain a national perspective to help inform our various OUGS projects and initiatives.

Jan. 16-20, 2017- GALLUP Accelerated Strengths Coaching Program, Irvine, CA. Completed a week-long training course to become a fully certified Gallup Strengths Coach. Working with the GEL instructional team to build out the use of a Strengths-Based approach in GEL. Running multi-day Strengths workshops for a number of units across campus (e.g. faculty librarians, IITS units, Math Lab tutors, etc.)

August 4-5, 2016- CSU “Reimagine the First-Year” Meeting, CSU Long Beach, Long Beach, CA. Invited by the CSU Chancellor’s Office to join Ken O’Donnell in leading a CSU meeting for those campuses participating the AASCU’s “Reimagine the First-Year” initiative.

April 28-29, 2016- CSU “High-Impact Practices Systematically” conference, Hotel Fullerton, Anaheim, CA. Invited by the CSU Chancellor’s Office to deliver a 3-hour Pre-Conference workshop, “FYE and Transitions.”

March 20-21, 2016- 8th Annual AHSIE Best Practices Conference, California State University Channel Islands, Camarillo, CA. Attended as part of CSUSM team representing our HSI PASO initiative (to develop a plan for PASO learning communities). Also attended as the CSU First-Year Faculty Fellow and participated as a panelist in the panel session on “Borderless Intervention: Advancing Student Equity through High Impact Practices.”

Dec. 14, 2015- CSU Faculty Fellows Meeting, Crowne Plaza LAX. Attended as the CSU First-Year Faculty Fellow. Led by Ken O’Donnell, the purpose of the meeting was to develop a plan for current CSU Faculty Fellows.

May 11, 2015- CSU “Preparing to Scale High Impact Practices Project Culminating Meeting, Crowne Plaza LAX, Los Angeles, CA. Attended as a member of the CSUM High Impact Practices Task Force.

April 17-19, 2015- National Resource Center on the First-Year Experience and Students in Transition, “Institute on Sophomore Student Success,” University of South Carolina, Columbia, SC. Attended with OUGS Dean, Dawn Formo, and OUGS Student Success Analyst, Adam Petersen. This three day institute allowed us to develop and initiate a plan to increase student retention beyond the first year.

March 26-28, 2015- AAC&U’s Network for Academic Renewal Conference, “Diversity, Learning and Student Success: Assessing and Advancing Inclusive Excellence.” Westin Gaslamp Quarter, San Diego, CA Attended as a member of the CSUSM High-Impact Practices Task Force. Meeting also included a CSU HIP Leadership Retreat, “Building CSU’s Capacity to Institutionalize High-Impact Practices.”

Feb. 19, 2015- Faculty Center Teaching & Learning Workshop; “Exploring High-Impact Practices: Learning Communities.” Invited by the current Faculty Fellow on Teaching & Learning (Matthew Atherton) to do a University Hour workshop for CSUSM faculty interested in developing learning communities.

Jan. 30, 2015- NCHEA Teaching & Learning Conference; Meaningful Metamorphosis: Transformative Educational Practices. Collaborated with a Mira Costa professor (Teresa Guinon) and a Palomar Professor (Lawrence Lawson) to deliver a breakout session, “Learning Communities: Breaking Down Barriers of College Learning.”

Jan. 28, 2015- CSUSM & SDSU Joint EAP Breakfast. Invited to give the keynote address at the annual meeting of high school counselors involved in the Early Assessment Program. “Today’s First-Year College Student: What they need to be successful.”

Jan. 15, 2015- Alliance Middle School Counselor Convening. Presentation to local “Alliance” middle school counselors, “Supporting First-Year Students: The CSUSM First Year.”

Oct. 27, 2014- North County Professional Development Federation AVID Director Meeting. Gave a presentation to local high school AVID Directors on “The CSUSM First Year.”

July 30- Aug. 1, 2014- AVID Summer Institute. Doubletree, San Diego, CA. Attended with the core group of GEL instructors who were receiving training to incorporate AVID pedagogical methods in their GEL curriculum.

March 14, 2014- CSU Fullerton 18th Annual Assessment Conference; Fullerton, CA. All members of our WASC CCT attended this conference in preparation for our work on assessing the WASC core competencies.

Feb. 21, 2014- CSUSM Alliance Counselors Conference. Gave presentation to Alliance high school counselors on college preparation; “What should high school counselors be telling their students to help them prepare for success in college?”

Feb. 15-18, 2014- 33rd Annual Conference on The First-Year Experience; San Diego CA. Organized and led a Facilitated Discussion, “It Takes a Campus: Developing and Sustaining Effective Learning Communities.”

Dec. 12-14, 2013- AVID National Conference; Gaylord Texan, Grapevine, TX. Attended with key members of our AVID HE Campus Team who were preparing to launch AVID HE at CSUSM.

The AY 12/13 CSUSM Faculty Center Connections mentoring program. This Faculty Center sponsored program provides mutual mentoring for CSUSM faculty. Members of the program are placed in small mentoring groups of four to five faculty who meet regularly throughout the academic year.

Member of the AY 12/13 CSUSM Faculty Center’s Innovation in Teaching Faculty Learning Community (ITFLC). The ITFLC is brought together a group of diverse faculty from across campus to explore high impact teaching for the 21st Century classroom. Participation involved attending regular Fall and Spring meetings that culminated in a Spring Teaching Expo to be held on April 26th, 2013. I collaborated with Ileen Miller to present our innovations in Learning Communities and the use of technology within GEL.

Sept. 26-27, 2013- WASC Retreat on Core Competencies: Critical Thinking and Information Literacy; Hyatt Regency Orange County, CA. Attended this two day workshop/retreat as a part of my commitment to our WASC Core Competencies Team and to receive training on developing and implementing rubrics to measure the identified Core Competencies.

Feb. 10, 2012- Pathways to Success, A Conference for MOU School Districts: California State University San Marcos, San Marcos, CA (On Feb. 10, 2012 our campus held a day-long conference to provide local high school counselors and administrators with updated information regarding our MOUs for District Guaranteed Admission Programs. Organization for this conference was provided by Student Academic Support Services (Dr. Geoffrey Gilmore) and I was invited to give two different presentations.

Nov. 16-19, 2011- Student Affairs Administrators in Higher Education (NASPA) Western Regional Conference: San Diego, CA. (Collaborated with David Barsky, Geoffrey Gilmore and Lorena Meza to create and deliver an hour long workshop, “Effective Partnerships between Student Affairs and Academic Affairs for Developing Innovative Strategies Promoting Student Success.” See Appendix 9 for copy of power point presentation.

March 2-4, 2011- National Academic Advising Association, NACADA, Pacific Region 9 Conference: San Diego, CA. (Due to the close working relationship between First-Year Programs and our Undergraduate Advising Services, I was formally asked to join the team representing CSUSM.)

Dec. 1, 2011- Graduation Initiative “Engaged Learning” meeting, LAX Crowne Plaza, Los Angeles, CA. (Participated as a member of the team representing CSUSM. Purpose was to receive updates from the Chancellor’s Office on the Graduation Initiative and to provide input to the Provost for our campus GI reporting).

April 21-23, 2010- WASC Academic Resource Conference, Sustainability: A vision for Higher Education: Long Beach, CA. (Attended several WASC follow-up workshops, including a workshop with John Gardner and Betsy Barefoot on the state of the “first-year seminar.”)

April 2008- The 2008 WASC Annual Meeting, San Diego, CA (4-16-08 to 4-19-08): Attended as part of the CSUSM WASC team to receive training in preparation for the Educational Effectiveness phase of our accreditation.

Feb. 2008- National Resource Center for the First-Year Experience & Students in Transition: Annual Conference on the First-Year Experience, San Francisco, CA (2-15-08 to 2-19-08): Attended as part of a CSUM team to receive professional development training for supporting first-year students.

Feb. 2008- Third Annual Foundations of Excellence Winter Meeting, San Francisco, CA (2-15-08): Professional development training to support our CSUSM FoE project.

Aug. 2007- Foundations of Excellence® Launch Meeting, Asheville, NC (8-7-07 to 8-8-07): Attended as part of a CSUSM campus team to receive training by the Policy Center on the First Year of College. Designed to teach campus teams how implement the Foundations of Excellence® project on their respective campuses.

April 2007- The 2007 WASC Annual Meeting, San Jose, CA (4-17-07 to 4-20-07):

Attended as part of the CSUSM WASC team to receive training in preparation for the Educational Effectiveness phase of our accreditation.

April 2006- The 2006 WASC Annual Meeting, Irvine, CA (4-11-06 to 4-14-06):

Attended as part of the CSUSM WASC team to receive training in preparation for the Capacity and Preparatory Review phase of our accreditation.

Oct. 2006- CSU Campus Practices for Student Success Conference, Los Angeles, CA

(10-19-06 to 10-20-06): Attended as part of a CSUSM team. Purpose was to prepare for the CSUSM campus Facilitating Graduation Site Visit. Also presented a poster with Dr. David Barsky featuring a new on-line advising tool, "Lower-Division Roadmaps" (www.csusm.edu/roadmaps)

June 2005- CSU Chancellor's Office First-Year Experience Meeting, Sacramento,

CA (6-15-05 to 6-16-05): CSU-planned meeting to share information with colleagues about program models, successes and challenges in First-Year Programs across the CSU

Feb. 2005- National Resource Center for the First-Year Experience & Students in Transition: Annual Conference on the First-Year Experience, Phoenix, AR (2-4-05 to 2-8-05): Received recognition as a semifinalist for the "Outstanding First-Year Student Advocate Award."

July 2004- American Association of State Colleges & Universities American

Democracy Project Meeting, Albuquerque, NM (7-31-04 to 8-3-04): Attended meeting as part of a campus steering committee to evaluate the feasibility of implementing the American Democracy Project on the CSUSM campus

June 2004- CSU Chancellor's Office First-Year Experience Meeting, Long Beach,

CA (6-24-04 to 6-25-04): CSU-planned meeting to share information with colleagues about program models, successes and challenges in First-Year Programs across the CSU.

March 2004- American Association of Colleges & Universities General Education &

Assessment Conference, Long Beach, CA (3-4-04 to 3-6-04): Attended meeting as part of a team representing the CSUSM campus and participated in a pre-conference workshop on General Education Assessment.

Dec. 2003- CSU Conference on Student Success: Facilitating Transfer and Degree

Completion, Los Angeles, CA (12-4-03 to 12-5-03): Attended meeting as part of a campus team charged with developing a CSUSM campus plan to facilitate transfer and degree completion.

FULL-TIME LECTURER WITH TEACHING AS PRIMARY RESPONSIBILITY

(August 1994 to May 2003)

California State University San Marcos, San Marcos CA.

Full-Time Lecturer Department of Psychology

Courses Taught During this Period

- 1) *Introductory Psychology*- introductory course for psychology majors
- 2) *Research Methods*- lower-division requirement for psychology majors
- 3) *Critical Thinking in Psychology*- lower-division course; fulfills CSU GE requirements

- 4) *General Education Life Long Learning & Information Literacy (GEL)*- a freshman year seminar designed to transition students from high school to college
- 5) *General Education Social Science (GESS)*- lower-division course; fulfills CSU GE requirement in social science
- 6) *Pre-Health Service Learning*- a 1 unit lower-division service-learning course for students planning on applying to a health professions school (e.g. medical, dental)
- 7) *Biology of Human Reproduction*- upper-division biology course; fulfills GE requirements
- 8) *Human Sexuality*- upper-division psychology lecture course
- 9) *Laboratory in Sensation & Perception*- upper-division lab for psychology majors
- 10) *Brain & Mind*- upper-division lecture course fulfilling UDGE requirement in science
- 11) *Biological Psychology*- upper-division lecture course for psychology majors

Additional Responsibilities & Service to the University

GEL Coordinator- Appointed by the General Education Committee to coordinate the development and delivery of a freshman year seminar (GEL). This involves selection and supervision of a team of instructors, curriculum development, scheduling and managing of multiple sections.

Health Professions Advisor- Provide academic and career advising to students seeking entrance to health professions schools.

Psychology Faculty Advisor- Developed and directed a Peer Advising Program for psychology majors. Provided individual academic and career advising to undergraduate psychology majors.

Faculty Mentoring Program- Long-term participation in a program that pairs at risk students with faculty mentors

Service on multiple Masters Thesis committees

Development of Service-Learning courses- Created a new service-learning course, ID 202, for pre-health students and developed an existing course in psychology into a service-learning course.

Learning Community development- (AY 2000/01 through AY 2001/02) Worked with a team of faculty and Student Affairs professionals to conduct a 2-year pilot learning community project for at risk first-year students in the Educational Opportunity Program

(Winter 2001)

Mc-Graw-Hill Publishers, New York, NY. Paid position on review panel for second edition of a freshman seminar text: "POWER Learning: Strategies for Success in College & Life" by Robert. S. Feldman

PART-TIME LECTURER POSITIONS

(Fall 1991 to Spring 1994)

California State University San Marcos, San Marcos, CA: Part-Time Lecturer in Department of Psychology and Department of Biology

Courses Taught During this Period

- 1) *Laboratory in Physiological Psychology*- upper-division lab for psychology majors
- 2) *Laboratory in Sensation & Perception*- upper-division lab for psychology majors

- 3) *History of Psychology*- upper-division capstone course for psychology majors
- 4) *Computer Applications in Psychology*- upper-division course for psychology majors that fulfills CSU computer competency requirement
- 5) *Biology of Human Reproduction*- upper-division biology course fulfilling general education requirement in math/science

(Nov. 1993 to Dec. 1993)

Palomar Community College, San Marcos, CA. (substitute for instructor on maternity leave)

Courses Taught During this Period

- 1) *Introductory Psychology*

(Summer 1990)

University of California Davis, Davis, CA. Part-Time Lecturer

Courses Taught During this Period

- 1) *Sensation and Perception*

(Fall 1990 to Spring 1991)

University of California Berkeley, Berkeley CA. Part-Time Lecturer

Courses Taught During this Period

- 1) *Introduction to Psychology*

TEACHING/RESEARCH ASSISTANT POSITIONS

(Fall 1983 to Fall 1989)

University of California Berkeley, Berkeley, CA. Teaching Assistant

Paid teaching assistant for a wide variety of courses in the psychology department. Courses included Biology of Learning & Memory, Biological Psychology, Animal Behavior, Animal Cognition, History of Psychology, Introduction to Psychology. Managed course records and conducted discussion sections.

(1981 to 1983)

California State University Los Angeles, Los Angeles, CA. Teaching-Research Assistant

Paid position assisting faculty with the delivery of two upper-division experimental psychology courses (Human/Animal). Maintained animal laboratories housing a number of different species (laboratory rats, reptiles, primates)

COUNSELING POSITIONS

(1980 to 1981)

Jay Nolan Center for Autism, Valencia, CA. Counselor

Paid position as a counselor. Part of a team of health care providers responsible for implementing non-aversive behavior modification programs in a halfway house for autistic adolescents

(1980)

Van Nuys Community Mental Health Center- Counselor for Homebound Program

Provided in-the-home counseling and social services to immobilized persons in the community

(1980)

Lowman Elementary School- Intern position

Social work internship in classroom for severely handicapped children

SCHOLARSHIP/RESEARCH EXPERIENCE

(2001-present)

First-Year Programs & Learning Communities- California State University San Marcos- Development and assessment of curriculum and programs designed to enhance the retention and success of first-year students

(1996-1997)

Preventive Health Care- California state University San Marcos- Constructed and administered survey examining knowledge and awareness of testicular cancer and testicular self-exam

(1984-1990)

Dissertation Research- University of California Berkeley- Relative role of chemical information in the social and ecologically relevant decision making of desert iguanas

(1985-1988)

Masters Thesis Research- University of California Berkeley- Development and Sexual Differentiation of Play and Investigatory Behavior in Hyenas

(1981-1983)

Animal Cognition- California State University Los Angeles- Comparative study of spatial learning in a variety of vertebrates

AWARDS & HONORS

2018- Outstanding First-Year Student Advocate Award presented by the National Resource Center for the First-Year Experience & Students in Transition

2014-15- CSUSM Civility Champion Award

2009 & 2016- CSUSM EOP Faculty Advocate Award

- 2005- Semifinalist for the 2005 "Outstanding First-Year Student Advocate Award" presented by the National Resource Center for the First-Year Experience & Students in Transition
- 1989- Acceptance to U C Berkeley psychology department Teaching Associate Program
- 1988- University of California Outstanding Graduate Student Instructor Award
- 1987- Chancellor's Patent Fund- competitive financial award to complete dissertation research
- 1982- Psi Chi National Honor Society

ADDITIONAL PRESENTATIONS AT PROFESSIONAL MEETINGS

Pedersen, J. (May, 10th, 2007). *The Challenge and Privilege of Meeting the Needs of First-Year Students*. Presentation for Leadership North County 2006-07, San Marcos, CA.

Pedersen, J. (October 31st, 2006). *Supporting First-Year Students I & II*. Prepared and facilitated two 50-minute "site-visit" presentations to the CSU Facilitating Graduation Peer Team, San Marcos, CA.

Barsky, D. J., Pedersen, J. (October 19-20, 2006). *Lower-Division Roadmaps (LDR's): Addressing Item #7, Promulgation of Roadmaps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format*. Poster presentation at the CSU Practices for Student Success Conference: Spotlighting and Sharing Effective Campus Programs and Practices, Los Angeles, CA.

Pedersen, J., Gaynor, L., Nunez, G., Kasvikis, J. (2003, April). *Fostering Healthy Communities Through University-City Government Partnerships*. Workshop presented at the 7th annual meeting for the Community-Campus Partnerships for Health, San Diego, CA.

Van Leeuwen, J. & Pedersen, J. (2003, January). *Sampling Creative Partnerships*. Workshop presented at the Cal State San Marcos Community Partners "Service Learning Training Workshop", San Marcos, CA.

Tibbetts, H., Matsunaga, M., Soltani, P. & Pedersen, J. (2002, November). *Learning Communities for the First Year Freshman (SSS)*. Workshop presented at the annual meeting for the Western Association of Educational Opportunity Personnel, Palm Springs, CA.

Pedersen, J., Sonntag, G., Wardell, W. (2000). *Stumbling towards excellence: meeting student needs and organizational challenges*. Workshop presented at The First Year Experience Conference- West, San Francisco, CA.

Strother, D., Hashemipour, P., Pedersen, J. (1998). *Service-Learning across the disciplines*. Presentation at the 5th Annual CSU Symposium on University Teaching. California State University, San Bernardino, CA.

Pedersen, J. M. (1991). *Field observations on the role of tongue extrusion in the social behavior of the desert iguana, *Dipsosaurus dorsalis**. Paper presented at the Conference on Reptilian Chemical Senses and Signals. Philadelphia, PA.

Glickman, S.E., Frank, L.G., Licht, P., Zabel, C. Pedersen, J. M., & Beach, F.A. (1988). *Hormones, morphology and behavior in the spotted hyena, *Crocuta crocuta**. Paper presented at the Conference on Reproductive Behavior, Omaha, NE.

Pedersen, J. M., Glickman, S. E., & Beach, F. A. (1998). *Play behavior in the spotted hyena, *Crocuta crocuta**. Paper Presented at the 24th annual meeting of the Animal Behavior Society, Missoula, MT.

Pedersen, J. M., & Klein, K. (1987). *Visual stimuli and chemoreceptive behavior in the desert iguana*. Paper presented at the annual meeting of the Western Psychological Association, Long Beach, CA.

Pedersen, J. M., (1986). *The function of tongue extrusion in desert iguanas, *Dipsosaurus dorsalis**. Paper presented at the 22nd annual meeting of the Animal Behavior Society, Tuscon, AZ.

Pedersen, J. M. (1986). *Use of the vomeronasal system in desert iguanas*. Paper presented at the meeting of the Western Psychological Association, Seattle, WA.

Pedersen, J. M., Caldwell, R. L., & Glickman, S. E. (1985). *Object manipulation in Mantis shrimp, *Gonodactylus scyllarus*: Can an invertebrate be curious?* Paper presented at the meeting of the Western Psychological Association, San Jose, CA.

Pedersen, J. M., & Perrott, D. (1983). *Shuttlebox escape and avoidance to intense sound: effect of prior exposure*. Paper presented at the meeting of the Western Psychological Association, San Francisco, CA.

Pedersen, J. M., & Richardson, A. (1983). *Umweg learning of a direct-long vs. indirect-short problem in the turtle, *Chrysemys picta dorsalis**. Paper presented at the meeting of the Western Psychological Association, Sacramento, CA.

Pedersen, J. M., Richardson, V., & Richardson, A. (1982). *Spatial reversal learning and orienting responses in the turtle, *Chrysemys picta dorsalis**. Paper presented at the meeting of the Western Psychological Association, Sacramento, CA.

PEER REVIEWED PUBLICATIONS

Pedersen, J., Gaynor, L., & Kasvikis, J. (2003). A service-learning partnership with the City of Escondido: The Cal State San Marcos first-year student learning community service-learning project. *Partnership Perspectives*, 3, 99-106.

Pedersen, J. M. (1992). Field observations on the role of tongue extrusion in the social behavior of the desert iguana, *Dipsosaurus dorsalis*. *Journal of Comparative Psychology*, 106, 287-294.

Pedersen, J. M., Glickman, S. E., Frank, L. G., & Beach, F. A. (1990). Sex differences in the play behavior of immature spotted hyenas, *Crocuta crocuta*. *Hormones & Behavior*, 24, 403-420.

Smale, L., Pedersen, J. M., Block, M. L., & Zucker, I (1990). Investigation of conspecific male odours by female prairie voles. *Animal Behavior*, 39, 768-774.

Pedersen, J. M. (1988). Laboratory observations on the function of tongue extrusion in the desert iguana, *Dipsosaurus dorsalis*. *Journal of Comparative Psychology*, 102(2), 193-196.

Outstanding First-year Student Advocate 2017
Supportive Narrative for Dr. Joanne Pedersen

a) Describe the nominee's **efforts and attributes** that make Dr. Pedersen an advocate for first-year students

In 1995 when a young California State University San Marcos (CSUSM) welcomed its very first first-year class of 327 students, Dr. Joanne Pedersen, a biological psychologist who earned her doctorate at UC Berkeley, was asked to engage deeply in our lower-division GE curriculum with a focus on the first-year student. Since then, Dr. Pedersen has led the charge to oversee and develop what has become an award-winning first-year seminar, General Education Lifelong Learning (i.e. GEL 101). The path to this accomplishment has been marked by notable challenges, but Dr. Pedersen's researched-based understanding of the power of the first-year seminar and her passionate persistence to continue to develop our seminar course persevered, even when, and especially when, met with skepticism from other faculty colleagues. In 2015, the California Governor's Finance Office honored California State University, San Marcos (CSUSM), with a \$2.5 million dollar award for innovation in recognition of our campus' ability to erase the one-year retention achievement gap for both under-represented minority (URM) students and first-generation college students. This accomplishment was driven by 1) our campus' recognition of a significant first-year student need, 2) a community committed to addressing deplorable first-year retention rates that were hovering around 60%, and 3) Dr. Joanne Pedersen, our Director of First-Year Programs (FYP), who reached across campus to develop deep, sustaining partnerships across Student and Academic Affairs in support of first-year student success.

Under Dr. Pedersen's leadership, FYP focused special attention on a successful first-year seminar in partnership with colleagues in Student Affairs. (She has also assisted in developing summer program to support students with remedial needs in Math and English.) CSUSM's first-year seminar has proven to be very successful in increasing first-year retention rates and ultimately graduation rates for URM and first-generation students. Sixty-six percent of the 2007 cohort of URM students returned for their second year compared to 71% of non-URM students; with the 2013 cohort that returned in 2014, URM students outpaced their non-URM peers in first-year retention, 83% to 81%, and this pattern continues. First-generation students also improved for this cohort: from 64% in 2007 to 84%. **While one-year retention rates have improved across the board in the last several years, CSUSM has essentially erased the one-year retention achievement gap for both URM students and first-generation college students,** a leading indicator for reducing the achievement gap in degree completion or graduation (IP&A). This significant accomplishment is thanks to Dr. Pedersen's thoughtful leadership and persistence.

In anticipation of the 1995 welcoming of CSUSM's first "first-year" class, the CSUSM Founding Faculty originally created GEL 101 as a 3-unit stand-alone course certified to meet the CSU lower-division general education "life-long learning" requirement (Area E). At that time, GEL 101 was not housed within a specific academic department, rather the course was administered by the then College of Arts & Sciences (CoAS) Dean's office with FTES going directly to the general CoAS college budget. The course was open to undergraduates from all class standings, i.e. any student who needed to fulfill Area E, including transfers, juniors and seniors. Although each section of GEL had an official "instructor of record," the original delivery of the course was unorganized with an array of student affairs staff and a few faculty presenting "lesson plans" on specific topics. The GEL instructor of record served primarily as a vehicle for submitting final grades. In the early years of the delivery of GEL 101, the most common complaint from students, as well as staff and faculty was that the course was simply a series of disconnected student success "workshops." However useful these workshops may have been, the early years of delivering GEL was marked by many questioning the validity of CSUSM's life-long learning course as a baccalaureate level course worthy of GE certification.

With notable concerns about the quality of GEL 101 and its place in the lower-division curriculum, in 1998 Dr. Pedersen was invited to lead change on behalf of our first-year students. Given her reputation for developing

an array of courses for the Psychology Department, she was asked to 1) begin teaching her own sections of GEL 101, 2) provide her recommendations as to the future development of the course. Over the next several years she worked with the GEL Team (Student Affairs staff and faculty librarians) to strengthen the curriculum and delivery of the course so that it met the GE Area E standards, and she researched what was then the early years of the contemporary “First-Year Seminar/Experience” movement. In 2000, Dr. Pedersen was named “GEL 101 Coordinator.”

Since 2000, she has 1) transformed GEL 101 into a high quality, nationally recognized, First-Year Seminar Program, 2) maintained the GE Certification for Area E, 3) facilitated the development “summer” versions of GEL (120 and 110), 3) linked GEL to other lower-division courses to form a variety of Fall first-year student learning communities, 4) significantly expanded campus-wide partnerships necessary to grow the GEL Program, 5) gathered the necessary assessment so that the GEL program can serve more students with an ever-expanding array of innovative, high-impact, options. These accomplishments are especially noteworthy given the rapid growth of our campus. **First-year cohorts have grown from 327 students in 1995 to over 2200 today. The first-year student population has grown 573% since 1995 and 75% since 2010. Said another way, our first-year student population has doubled three times since 1995.**

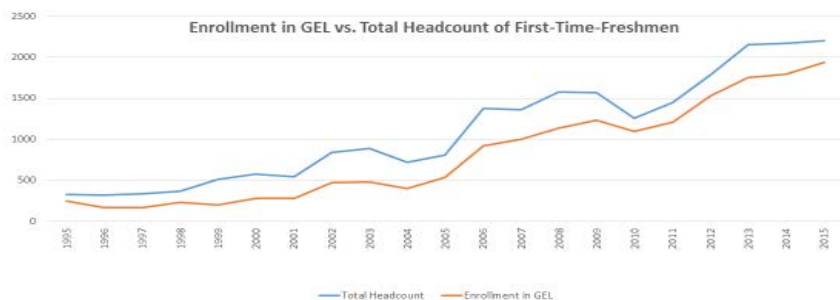
Listed below is a chronology of key developments that have served to shape FYP/GEL into an award-winning program that sets first-year students on paths for academic success:

- 1) **Fall 2000:** CoAS Dean approves a course release for Joanne Pedersen to serve as “GEL Coordinator.”
- 2) **Summer 2001:** GEL Coordinator collaborates with CSUSM’s Equal Opportunity Program (EOP) to offer our first Summer GEL 101 for incoming first-year students in the EOP Summer Bridge.
- 3) **Fall 2002:** Dr. Pedersen initiates a change in the GEL 101 catalog description so that “freshmen standing” is an enrollment requirement. This paves the way for the development of GEL 101 as a true “first-year student seminar.”
- 4) **Summer 2003:** CSUSM launches its granted-funded College Assistance Migrant Program (CAMP), a program to support students from migrant and seasonal farm worker backgrounds. Dr. Pedersen collaborates with the CAMP Director to offer Summer GEL 101 for incoming first-year CAMP students.
- 5) **Fall 2003:** The campus creates a university-wide home for FYP by creating a separate unit within Academic Affairs. In addition to developing a plan to strengthen summer offerings for students who had not passed the placement exams, Dr. Pedersen develops a plan to launch first-year learning communities.
- 6) **Fall 2004:** Dr. Pedersen partners with Student Life & Leadership and Housing to launch our first Fall Learning Community, the San Marcos Experience for residential students.
- 7) **Summer 2007:** With EOP and CAMP GEL summer offerings as a model, Dr. Pedersen expands FYP as an opportunity for incoming first-year students to begin college in the summer prior to their first Fall Semester by launching two new versions of the GEL (GEL 110 and GEL 120).
- 8) **Fall 2007:** Dr. Pedersen partners with College of Business Administration to launch our second Fall Learning Community; the First-Year Business Learning Community (FYBLC).
- 9) **AY 07/08 & 08/09:** Concerned about CSUSM’s first-year retention rates, Dr. Pedersen writes CSUSM’s Foundations of Excellence (FoE) proposal and serves as our FoE Co-Liaison. This project solidifies the cross-division/cross-campus partnerships that FYP maintains to this day.
- 10) **Fall 2009:** In response to the FoE recommendations, FYP launches First-Year Council, a cross-division/cross-campus council in support of first-year success that leads the campus plan to scale-up first-year success, including among many things additional learning communities between GEL and first-year major courses in the colleges and professional development through an annual conference for all faculty.

- 11) **AY 10/11:** Dr. Pedersen supports students in the induction of our CSUSM chapter of Alpha Lambda Delta first-year student honor society and serves as the faculty advisor.¹
- 12) **AY 13/14:** The continued success of FYP leads to the creation of the FYP/Undergraduate Studies Task Force and the ultimate creation of the Office of Undergraduate Studies where FYP is now housed. Dr. Pedersen serves on the task force.
- 13) **Fall 2016:** Dr. Pedersen works with our CSUSM Veteran's Center to develop a success course for new student veteran's (TS 250).
- 14) **Fall 2016 to present:** Dr. Pedersen makes significant conceptual and logistical contributions to our Degree-Set-Go initiative (digital schedule planning and registration initiative) and partners with Enrollment Management Services to pilot block enrollment efforts for all first-year students.
- 15) **January 2017 to present:** In order to extend/broaden the use of Gallup's Clifton Strengths® assessment in GEL and throughout our campus, Dr. Pedersen becomes a Gallup Certified Strengths Coach. With this new certification, she is leading the charge to develop a Strengths-Based approach that connects our first-year seminar with the Career Center, Library, and the newly launched Academic Success Center.
- 16) **AY 2017/2018:** Dr. Pedersen is enhancing the quality of our first-year seminar by piloting a GEL Peer Educator Program. The hope is that this program will, in turn, contribute to Sophomore Success at CSUSM.
- 17) **Campus Accreditation:** Given her FYP leadership, Dr. Pedersen has contributed to every WASC review our campus has ever had (all three reviews) by writing essays on first-year success and serving on WASC sub-committees.
- 18) **FYP Assessment:** Dr. Pedersen has been intentional about building effective program assessment into FYP since the beginning and years before the assessment wave, if you will, hit higher education.

b) Provide **evidence of the impact** of Dr. Pedersen's efforts on first-year students

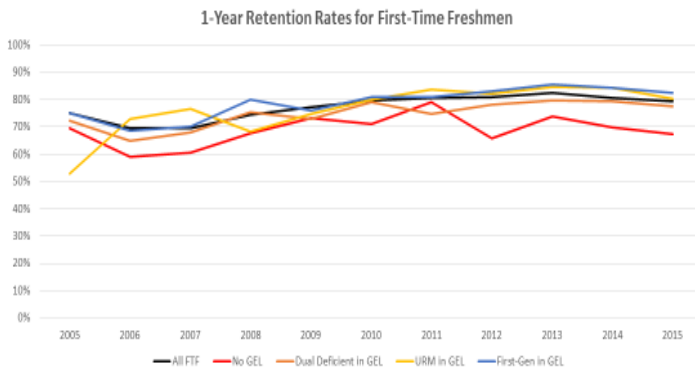
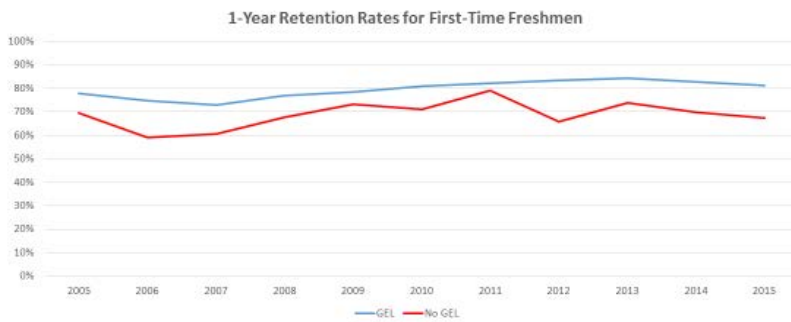
CSUSM's data about the first-year tell an important story about the impact of Dr. Pedersen's cross-divisional work. The key developments outlined above can be mapped against the rapid growth of our first-year student population and the ability of the FYP/GEL program to keep pace with that growth. Indeed, while launching new and innovative programs and practices, the total number of students enrolled in GEL, and associated programs, has increased. The number of sections offered has kept pace with the growth of our first-year student population.



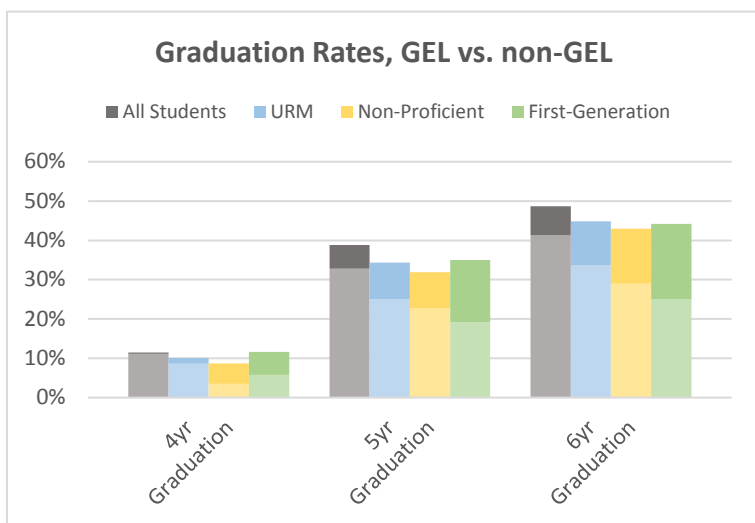
¹ An alumna and former GEL student of Dr. Pedersen's, Esmeralda Quijada, is now a campus colleague, GEL instructor, and ALD's Faculty-Staff Advisor.



In addition to keeping pace with the growth of our first year student population, approximately 85% of our first-year students enroll in a GEL.



Significantly, while one-year retention rates have improved across the board over the last several years, CSUSM has essentially erased the one-year retention achievement gap for both URM students and first-generation college students, and GEL is a distinguishing feature of students' success.



Most notably with regard to first-year student success, **students who enroll in GEL are more likely to graduate than those who do not.**

c) Provide evidence of the impact of Dr. Pedersen’s efforts on the **culture of the institution**

CSUSM is a campus committed to educational equity. We take pride in the fact that we are a minority majority campus where more than 50% of our students are first-generation college students. Dr. Pedersen’s commitment to and passion for first-year students contributes richly to our campus’ success in attracting, supporting, retaining, and graduating underserved students. Simply stated, the first-year seminar Dr. Pedersen re-designed in 1998 and continues to develop is a curricular hallmark of CSUSM’s first-year retention success story. The results of the past ten years have made First-Year Programs a hallmark of CSUSM, a model for the CSU, and a 2015 California Governor’s Finance Office Innovation Award \$2.5 million recipient:

- Most first-year students (over 85%) choose to enroll in GEW 101, our first-year seminar class, a course that fulfills a general education requirement.
- CSUSM’s first-year retention rates are solidly in the 80% range.
- CSUSM has closed the one-year retention achievement gap for under-represented minority (URM) students and first-generation students.
- GEL is a distinguishing feature between CSUSM students who return for their sophomore year and eventually graduate and those who do not.

It can’t be overstated: Through her thoughtful, cross-divisional work with faculty and staff partners from Student Affairs and Academic Affairs across all four of our campuses colleges, Dr. Pedersen has been a tireless advocate for CSUSM first-year students. Her advocacy continues to ensure that non-URM, URM, and first-generation students will experience academic success and graduate.