



CALIFORNIA STATE UNIVERSITY, LONG BEACH
VICE PROVOST FOR ACADEMIC PROGRAMS

Memorandum of Understanding

This MOU has been read and approved by:

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Prerequisite Advising Support Services (PASS) Program
(aka Mentoring, Advising, Placement Support -MAPS),
Academic Affairs
November 2021

This Memorandum of Understanding outlines the consensus reached by the Prerequisite Advising Support Services (PASS) Program, Undergraduate Studies and Academic Advising, and the Division of Academic Affairs, based on the recently conducted program review (Self-study in December 2020, external review site visit in March 2021, and UPRC report in October 2021). It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The Program goal is retention of the incoming first-year students of Beach Academy (English and Math) categories 3 and 4 by promoting completion of foundation courses in general education (GE) writing and GE mathematics within the first 30 units. As students complete the GE levels of Composition and Mathematics, PASS removes them from the Beach Academy student group.

A number of strengths were identified in the reports.

- The goal of the program is compatible and supportive of our GI 2025 goals and student success mission.
- The PASS program has strong established partnerships with the campus community, including college advising centers, the English and Math departments, the Center for International Education, and the American Language Institute, providing active outreach to Categories 3 and 4 students.
- The program and dedicated staff receive high praise for the efforts for student outreach and academic support that assist this student cohort make a successful transition from their previous college or high school to CSULB.
- The PASS peer mentors are an integral part of PASS by serving both as role models and valuable resources to their mentees.

Areas of Concern and Opportunities for Development were noted in the reports.

- Due to the changes to curriculum and academic policies, the program's strategies and practices of reaching Categories 3 and 4 students has been challenging and has impacted student engagement and success. The program should communicate and collaborate with the other advising units to better coordinate the efforts in student outreach, academic support, and advising services across CSULB.

- Although the program included data analyses of students served or contacted, a comprehensive assessment plan that provides valuable information about progress towards goals, success of interventions, overall implementation, and closing the loop for program improvement is needed. In the assessment plan, PASS may include short-term and long-term tracking for student participants and peer mentors, which can provide useful follow-up information about student success, satisfaction, and suggestions for program improvement.
- Although the peer mentors are dedicated to helping their student mentees, the PASS program does not provide them structured, ongoing professional development training. This issue dampens mentors' enthusiasm and impacts the quality and effectiveness of peer mentoring as well. Thus, a formal peer mentoring training needs to be developed and established.
- The PASS does not currently list a mission statement, vision, goals, or program learning outcomes on the program website.
- In addition to the name change to Mentoring, Advising, Placement Support (MAPS), the program may consider developing a strategic plan that focuses on improving the communication, business operational and marketing strategies to help rebrand and reintroduce the program to the campus community.
- The PASS program should consider opportunities for workshops and social events for students in partnership with colleges, other campus units, and local community. A wealth of knowledge and cultural enrichment can be brought to increase student success and engagement through those activities.

It is therefore agreed that the Department will:

1. Develop and implement a comprehensive assessment plan that better evaluates the efficiency and effectiveness of the PASS program, including collection of direct and indirect assessment data on PASS student participants and peer mentors and 'closing the loop' for program improvement.
2. provide an annual assessment report (due June 1) including progress made towards the actions agreed to in this MOU to the AVP of Undergraduate Studies, the Vice Provost for Academic Programs, and the Coordinator of Program Review and Assessment. The review cycle will be from 2021-2028. A comprehensive self-study will be due June 2028 for 2028-2029 Academic Year program review process.
3. Develop a strategic plan to identify major goals for the PASS program and outline a series of objectives, measures, and targets that foster student success, optimize partnerships and outreach, and manage resources effectively.
4. Redesign the PASS program website to include mission statement, vision, goals, and program learning outcomes as well as showcase resources and support services, which helps rebrand the program and better connect with existing students and prospects.
5. Explore opportunities for collaboration and clear communication between the PASS program and advising units, including college advising centers and University Center for Undergraduate Advising (UCUA), with the coordinated expectations, communications,

and services, helping integrate as a vital resource for freshmen support.

6. Develop and implement a formal training program and on-going support for PASS peer mentors, focusing on building skills and competencies needed to effectively perform their role.
7. Actively engage with EAB Navigate to proactively outreach to high concern students while using social medial and technology to promote and market the program.

It is therefore agreed that the Division of Undergraduate Studies in Academic Affairs will:

1. Support the PASS program in the development of a formal assessment plan for evaluating program effectiveness on interventions and outreach.
2. Collaborate with the PASS program on revision and redesign of the program website as well as the social media.
3. Assist the PASS program to develop systemic training and professional development support for PASS staff and peer mentors.