



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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The Learning Center (TLC),
Academic Affairs
March, 2022

This Memorandum of Understanding outlines the consensus reached by The Learning Center, Undergraduate Studies and Academic Advising, and the Division of Academic Affairs, based on the recently conducted program review (Self-study in March 2021, external review virtual site visit in January 2022, and UPRC report in February 2022). 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 Learning Assistance Center (LAC) underwent last review in 2013 and has partially met most recommendations with the exception of sharing information with stakeholders, and providing an annual update on progress made toward the MOU. LAC changed its name to The Learning Center (TLC) in 2018. TLC serves as the central provider of learning support services for the university community with the following programs: 1) Academic Coaching (formerly the Learning Skills Program); 2) Content Tutorial Services; 3) Supplemental Instruction (SI) (one-unit, credit/no-credit); and, 4) English as a Second Language (ESL) Tutorial Services.

A number of strengths were identified in the reports.

- Alignment with two main trends in the field of Learning Support: online learning services and closing equity gaps, including clear priorities for the future.
- The professional staff and leadership of the TLC are committed to supporting CSULB's diverse students in academic success through their programs. The positive value of TLC programs was resoundingly echoed by students who use TLC's services.

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

- While the mission and goals of TLC were clearly defined and outlined in the program's self-study, it is not available on the program website.
- As TLC works to expand online services and develop peer-to-peer learning, it is important to ensure appropriate classifications for the management and professional staff positions to reflect the expanded responsibilities.
- Staff turnover during the review period hindered assessment efforts, and possibly undermined educational support efforts as well.
- TLC could benefit from offering professional development and training for professional staff and student employees.
- The TLC has recently moved into a smaller space in the Shakarian Student Success Center creating environment-related challenges, such as crowding, noise, and cramped

- work areas, and non-accessible space for disabled students.
- Although outreach efforts have improved, the Center has continued opportunities. Measurable program learning outcomes should be posted on the TLC website to publicize its effectiveness. In addition, a well-designed program website with easy access to resources would allow campus partners to make service referrals for students more effective across campus.
 - The effectiveness of TLC programs is assessed using a variety of indirect assessments such as student satisfaction surveys and informal meetings with faculty and staff. While TLC uses a more direct approach to measure SI program effectiveness by comparing grades between SI students and non-SI students, overall assessment is an area of opportunity for TLC.
 - Usage of the Supplemental Instruction (SI) Program has declined over the period of the program review, reflecting the decrease in the number of SI course offerings due to lack of funding from the Colleges and other programs. It is clear from the assessments that the SI Program plays an important role in advancing student learning and students desire more SI course offerings. These assessment findings can be shared with stakeholders, particularly deans, department chairs, and faculty, to emphasize the value of TLC's accredited SI program and secure continued support.

It is therefore agreed that The Learning Center will:

1. Publish on the program website a mission statement updated with the new name.
2. Assess the leadership structure to ensure optimal staffing with appropriate classification and continue to provide professional development and training for staff and student employees.
3. Develop plans for improvements to the current space to better accommodate students with disabilities and effectively deliver services online, with a consideration for additional spaces for program growth.
4. Enhance campus-wide outreach efforts and redesign the program website to more effectively promote TLC's distinguished certified programs and provide resources that would strengthen integration and collaboration with campus partners.
5. Continue to strengthen assessment of the outcomes and effectiveness of its programs, incorporating direct assessment and report on closing the loop activities to illustrate that continuous outcome data are used to inform decision making. Provide an annual update (due June 1) on progress made towards MOU actions to 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 the UPRC report process.
6. Strengthen partnership with colleges and collaborate with other academic support units to restore resource allocation to SI courses. Explore opportunities to support the SI program with more sustainable and predictable revenue streams with Academic Affairs.

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

1. Collaborate with the TLC program on revise and redesign of the program website.

2. As resources permit, support the TLC program with hiring priorities, reclassification of staff positions, and systemic training and professional development for staff and student employees.
3. As resources permit, work with the TLC program to address space-related priorities.
4. Support the TLC program to enhance outreach efforts to promote its programs to campus community.
5. Support the TLC program in the development of a more direct approach to assessment of student learning for evaluating program effectiveness and outcomes.
6. Support the TLC program to develop strong partnership with colleges and other academic support units to sustain and expand TLC's accredited SI program. Collaborate with the TLC on exploring a more sustainable funding model for SI Program.