



Memorandum of Understanding

This MOU has been read and approved by:

Department Chair: _____ *Will Murray* _____ Date: 3/16/2026
Will Murray

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Program Review Summary
Memorandum of Understanding
Department of Mathematics and Statistics
College of Natural Science and Mathematics
February 2026

This document serves as a summary of the Program Review findings and a Memorandum of Understanding (MOU) outlining the consensus reached by the Department of Mathematics and Statistics, the College of Natural Science and Mathematics, and the Division of Academic Affairs. The consensus is based on the recently conducted program review, which included self-study and external review reports. Drs. Berit Givens (Cal Poly Pomona) and Jon McCammond (UC Santa Barbara) completed the external review in March 2025. This report and MOU describe the goals to be achieved and the actions to be undertaken by all parties during the next program review cycle.

The Department of Mathematics and Statistics offers the following degree programs: A Bachelor of Science (BS) in Mathematics with options in Applied Mathematics and Mathematics Education; A Bachelor of Science (BS) in Applied Statistics. The Department also offers graduate programs, including a Master of Science (MS) in Mathematics; a Master of Science (MS) in Mathematics for Educators; a Master of Science (MS) in Computational and Applied Mathematics; and a Master of Science (MS) in Applied Statistics with options in Biostatistics and Data Science.

- Beginning in Fall 2025, the Department introduced two new options within the MS in Applied Statistics program: an Option in Biostatistics and an Option in Data Science. These new options reflect the Department's commitment to expanding its offerings to meet industry demand and emerging areas within the field and workforce, such as data science and machine learning.
- During the review period, the BS in Applied Statistics, the MS in Mathematics for Educators, and the MS in Computational and Applied Mathematics were elevated from options to standalone degree programs in order to comply with Executive Order 1071 (EO 1071). In addition, the Department offers three minors, including in Applied Mathematics, Mathematics, and Statistics, which are not included in this program review.



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The Department also supports the Single Subject Credential Program (secondary education) by providing subject matter competency through its undergraduate majors. The Option in Mathematics Education is specifically designed to serve this population. In addition, the Department offers required mathematics-focused credential coursework, including EDSS 300M, EDSS 450M, and the student teaching seminar EDSS 473M. The Department is also responsible for hiring and overseeing supervisors for student teaching placements.

The program's previous MOU was signed in 2019, with the following recommendations that the department will: 1) develop course-specific student learning outcomes and will revise and update program level outcomes to be active and measurable; student learning objectives (unique to each program) will be published on the website; 2) implement an ongoing program of assessment of institutional, programmatic, and student learning outcomes across the curriculum. These should include General Education offerings, the Bachelor's programs, and the Master's Programs. This assessment should also include a revised curriculum map, and a substantive assessment plan detailing "closing the loop" strategies; 3) review demand for undergraduate and graduate core major requirements on a regular basis and adjust offerings as necessary to allow appropriate degree progression. They will consider offering more evening courses to address the needs of graduate students; 4) establish a hiring plan in areas of disciplinary need; 5) provide an annual update (due June 1) on progress made towards the actions agreed to in this MOU to the CNSM Dean, the Vice Provost for Academic Programs, and the Director of Program Review and Assessment. The cycle will be from 2015-2022; and 6) follow up on changes made to the placement method of students in Math GE courses and the success of students in those courses should be assessed as program level outcomes related to Implementation of EO-1110. The external review indicates that the MOU concluding the previous review cycle was finalized in 2019. Despite disruptions caused by the COVID-19 pandemic, the recommendations outlined in the MOU were largely implemented, with the exception of the annual assessment reports. The review further notes that the Department has resumed assessment activities and is demonstrating substantial progress. In particular, the Department has engaged in substantial assessment activities including assessment of EO 1110 implementation and assessment of its degree programs; they have submitted reports and provided additional details in the self-study appendix, pages 8-31.

Resources reviewed for the report:

1. Self-study Fall 2024
2. External review March 2025
3. MOU 2019 (for 2017 review)
4. Department of Mathematics and Statistics website



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Strengths Identified in the Reports

1. **Accolades:** During the review period, the Department substantially redesigned its General Education math/stat curriculum in response to Executive Order 1110 (2018), further reinforced by the 2023 Supportive Pathways for First-Year Students initiative. Key changes included eliminating remedial prerequisites, creating new pathways, expanding co-requisite and skill-building supports, strengthening placement through ALEKS PPL, and leveraging data analytics to better meet students' needs. These reforms have produced substantial gains, placing CSULB among the top three CSU campuses in GE mathematics and quantitative reasoning completion for four consecutive years (2022-2025). In the most recent CSU legislative report, CSULB ranks first systemwide in GE mathematics completion for M2 (GE ready) students and second overall. External reviewers characterize the Department's success in this area as extraordinary. The Department is the leading producer of bachelor's degrees in mathematics and statistics within the California State University (CSU) system. In addition, the Applied Mathematics option ranks as the ninth highest-earning major at CSULB, according to Los Angeles Times data. While the Department has historically enrolled a large number of transfer students, it is worth noting that the number of transfer graduates declined from 72 in Fall 2019 to 39 in Fall 2022, reflecting a decrease in transfer enrollment across the university.
2. **Student Enrollment**
 - a. **Undergraduate Enrollment Trends.** The significant increase in Fall 2024 undergraduate enrollment is largely attributable to the University's admission of approximately 6,000 first-time, first-year students. Increases in FTFY disproportionately affect Math/Stat over other departments since all FTFY are required to satisfy the B4 requirement.
 - b. **Overall Full-Time Equivalent Students (FTES).** Total annualized FTES increased from 1305 in AY 17-18 to 1633 in AY 25-26, representing an approximate 25% increase. The overall CSULB FTES grew by 19% and the overall CNSM FTES grew by 43% in the same time period. In parallel with campus-wide enrollment growth from 2017 to 2024, the headcount for Mathematics and Statistics General Education (GE) courses increased from 1,965 to 4,294 students.
 - **Non-Major FTES.** The Department generates a high proportion of non-major FTES due to its extensive offerings in General Education and prerequisite mathematics coursework for other disciplines, including physics, health-related fields, and engineering. Approximately 86% of the Department's FTES in Fall 2022 were attributable to non-majors. From Fall 2017 to Fall 2022, non-major undergraduate FTES increased from 1,354 to 1,536 (a 13.4% increase), with an additional increase to 1,831 in Fall 2024.



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- Major FTES. Undergraduate major FTES has fluctuated modestly between 8.12% and 11% of total Department FTES since Fall 2017, with the highest percentage occurring in 2020.
 - c. Major Headcount. The Department experienced steady growth in overall major and pre-major headcount from Fall 2017 to Fall 2020 (increasing from 480 to 627 students), followed by a decline to 529 students in Fall 2023. As of Fall 2023, the BS in Mathematics Education represented the largest program, with 135 students, while the BS in Applied Statistics had the smallest headcount, with 60 students.
 - d. Graduate Headcount. All graduate programs experienced growth in headcount between 2017 and 2023, indicating strong program viability. During this period, enrollment ranged as follows: MS in Mathematics 23-30 students, MS in Applied Mathematics 33-44 students, MS in Mathematics Education 9-23 students, and MS in Applied Statistics 57-88 students.
- 3. **General Education (GE)**. During the review period, the Department undertook a substantial and successful redesign of its General Education offerings in response to new policies and the implementation of CSU Executive Order 1110, which eliminated standalone remedial coursework. The Department developed corequisite support courses and a stretched course model, in which MATH 113 Precalculus Algebra is now also offered as a two-semester sequence (i.e., MATH 112A and MATH 112B). Since initial implementation, pass rates have increased for students in courses redesigned under EO 1110, including those in the M3–M4 placement categories who require additional academic support. Pass rates for MATH 115 and STAT 108 increased from approximately 68–69% to 75% and 82%, respectively. Pass rates in MATH 104 and MTED courses have remained stable in the 82–87% range, while MATH 112A increased from 77% to 80% in Fall 24 (512 ABC out of 640 head count). The Department recognizes the importance of balancing improved pass rates with the development of strong foundational skills to ensure student preparedness for subsequent coursework, particularly in light of concerns regarding placement accuracy and skill readiness.

The Department has developed a robust course coordination system for most 100-level courses, which is widely valued by participating faculty, particularly lecturers. Course coordinators expressed strong ownership of and commitment to their roles and are rewarded with assigned time. Lecturers highlighted the system's importance in providing pedagogical guidance, curricular consistency, and instructional support. Given the Department's recent hiring of a substantial number of new lecturers (about ten per year for three years), the coordination structure has been especially critical in ensuring equitable student experiences and consistent academic standards across multiple sections of the same course. Beyond its instructional benefits, the system also strengthens faculty collaboration, community, and well-being. Overall, the course coordination system is functioning effectively and represents a key factor in the success



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and quality of the Department's lower-division curriculum. The external review notes that the Department engages in systematic, ongoing assessment and revision of General Education courses, exemplified by the addition of extra support classes in MATH 113 in response to declining pass rates and the creation of linked activity and recitation sections in STAT 108 to better support student learning. The review further highlights that the Department actively monitors student performance and continuously refines curricular and instructional support structures to improve student outcomes.

4. **High-Impact Practices (HIPs).** The Department offers a variety of high-impact practices for undergraduate students, many of which carry academic credit. These include directed research experiences, supervision of honors theses, participation in the Mathematics and Statistics Student Association and Mathematical Ongoing Discussions, preparation and involvement in the William Lowell Putnam Mathematics Competition, and engagement in outreach and enrichment activities, such as Math Day at the Beach and Data Day at the Beach.
5. **Facilities and Resources.**
 - a. Instructional Computing Resources. The Department maintains three instructional computer laboratories in the LA5 building, two equipped with PCs and one with Macintosh computers. These labs are regularly upgraded on an approximately five-year cycle. The University also provides campus-wide licenses for major instructional software packages, such as SAS, SPSS, MATLAB, and Mathematica. These facilities support coursework in mathematics education, applied mathematics, statistics, and summer ALEKS-based remediation and placement.
 - b. Tutoring and Academic Support. The Department operates the Lindgren Math Tutoring Center, which provides daily tutoring during the fall and spring semesters for undergraduate MATH, STAT, and MTED courses serving both majors and nonmajors. MTED-specific tutoring for Liberal Studies majors is offered in a dedicated Math Education Resource Center in the LA5 building. Additional tutoring is available through the College's Jensen SAS Center for MATH 119A and through the University Learning Center for selected GE courses, such as MATH 104 and STAT 108. Due to the specialized nature of these courses, the Department assists with staffing tutors in the University Learning Center.
 - c. Course Scheduling and Student Access. The Department consistently offers sufficient course sections and strategically schedules classes to maximize student access and flexibility, including late-afternoon and evening offerings for graduate students and Friday course options. However, an increasingly severe lack of classroom space is forcing most activities for 100-level courses to be held on Fridays, which may impede access for some students.
 - d. Support for Part-Time Lecturer Faculty and Staff. Department leadership has fostered a positive and supportive work environment for staff and part-time lecturer faculty. A

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new lecturer training program, along with monthly meetings for new lecturer faculty, has enhanced instructional effectiveness and strengthened faculty sense of belonging. The course coordination system has further improved student outcomes in 100-level courses by promoting consistency and shared standards across sections.

- e. Campus-Wide Statistics Consulting Service. The Department has expanded its statistics consulting service to serve the broader campus community, providing faculty and students with support in statistical analysis for research and coursework.

Concerns Noted in the Reports

1. **Faculty Headcounts.** As of Fall 2024, the Department employs 32 tenured/tenure-track (T/TT) faculty members (27 tenured, 4 tenure-track, and 1 Faculty Early Retirement Program [FERP]), 64 lecturer faculty, and 45 teaching assistants (TAs). Over the review period, the annualized FTES rose by 25% (from 1305 in AY 17-18 to 1633 in AY 25-26), the number of T/TT faculty declined from 39 to 32, and the FTE of lecturer faculty more than doubled (from 21.6 to 46) while instructional demand increased substantially due to growth in both academic programs and General Education offerings. Correspondingly, the Department's tenure density has declined from 60% in 2015 to 50% in 2022, and further to 41.3% in 2024. This figure now falls below both the College average (56%) and the University average (53%). Importantly, tenure density as calculated at CSULB does not account for courses taught by Teaching Associates and Instructional Student Assistants (graduate and, in some cases, undergraduate students). When WTUs taught by TAs and ISAs are included, the Department's tenure density declines from 56% in Fall 2017 to 36% in Fall 2025:

As tenure density has decreased, the lecturer faculty have assumed primary responsibility for teaching General Education and lower-division prerequisite courses, as well as some upper-division and graduate courses. Lecturers also provide 50% of the large lecturer coordination, resulting in chains of supervision (TA to lecture instructor to coordinator) that are entirely lacking in tenure-track expertise.

This reduction in T/TT faculty also places increased demands on remaining tenure-line faculty, who are expected to carry a disproportionate share of graduate and upper-division instruction, provide discipline-specific advising, and fulfill additional service and mentoring responsibilities. Of particular concern is the extent of tenured faculty and the Department Chair's involvement in mandatory evaluations of part- and full-time lecturers. For example, of the Department's 64 lecturer faculty, 42 are scheduled to undergo mandatory performance evaluation in Spring 26. Responsibility for conducting these evaluations fall on the Department Chair and only 17 tenured faculty members (three others are on leave). This workload is clearly unsustainable; it places a disproportionate administrative and service burden on a relatively small group of tenured faculty, significantly reduces time available for research, teaching, mentoring,



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and curricular development, and risks compromising the quality and consistency of the evaluation process itself (thus exposing the University to grievance litigation). Moreover, as the number of lecturers continues to grow while tenure density declines, the evaluation burden will intensify further, creating a structural imbalance that cannot be addressed through incremental adjustments. Without changes to staffing, workload allocation, or evaluation procedures, the current model is not viable in the long term.

2. Graduate Student Rates by Cohort and Program

Graduate cohort sizes range from approximately 10 students in the MS in Mathematics to 21 students in the MS in Applied Statistics, with most students completing their degrees within three years or less. Many students in the MS in Mathematics (Applied Mathematics option) and the MS in Applied Statistics complete theses as their culminating experience, while students in the remaining graduate programs most often complete a comprehensive examination. Graduate and post-baccalaureate FTES consistently represent the smallest proportion of the Department's total FTES, ranging between 5% and 6% over the review period. Graduate FTES has fluctuated annually, with 96.2 FTES in Fall 2017, 83.5 FTES in Fall 2022, and 108 FTES in Fall 2024. As indicated in Item 3 the previous MOU, the market for the Department's graduate programs is primarily working professionals in the greater Los Angeles area, who need evening classes that are compatible with their jobs. The Department has responded to the previous MOU to offer almost all graduate classes at 4pm or later. This also allows graduate students who work as TAs to keep their teaching assignments disjoint from their own classes, since activity sections for 100-level classes are held before 4pm. The fact that most grad students are working professionals attending class two days a week at 4pm or later has had a predictable effect on graduate completion rates. Across all MS programs, the two-year graduation rate was 31% in Fall 2018, increased to 47.1% in Fall 2019, and then steadily declined to 16.2% by Fall 2022.

Similarly, the three-year graduation rate decreased from 63.8% in Fall 2018 to 53.5% in Fall 2021. These trends indicate that approximately 46.5% of graduate students either take longer than three years to complete their degree or do not graduate. While average time to degree across programs was 2.6 years as of the 2023-24 academic year, the declining graduation rates highlight systemic challenges in timely completion for working professionals.

An additional concern is the number of degrees conferred annually in the MS in Mathematics Education for Secondary Teachers. Graduate programs in the department are not organized by cohort, but in four out of five years, fewer than five students graduated, placing this program in the low-degree-conferral category.



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Opportunities for Development Identified in the Reports

1. **Assessment.** In the previous MOU, the Department was encouraged to strengthen assessment practices by moving beyond course grades and pass/completion rates. The Department participated in a core competency assessment in 2018. Following a pause in assessment activities during the COVID-19 pandemic, the Department has developed assessment matrices aligned with program learning outcomes (PLOs) and student learning outcomes (SLOs). Beginning in Academic Year 2024-25, the Department has initiated the assessment of key signature assignments drawn from designated courses, representing a renewed and systematic approach to program-level assessment.
2. **Student Success**
 - a. **First-Time, First-Year (FTFY) Graduation Rates.** Four-year graduation rates for FTFY students declined from 43.8% for the 2017 cohort to 35.8% for the cohort entering in 2020. Six-year graduation rates are currently 73%. Both 4Y and 6Y rates are on par with University benchmarks (the most recent campus-wide rates are 40.5% and 68.6% for 4Y and 6Y respectively).
Average time to degree across undergraduate programs ranges from 4.5 to 5.0 years, with students earning an average of approximately 130 units at graduation.
 - b. **Transfer Student Graduation Rates.** Graduation rates for transfer students show an overall upward trend for two-year completion. Two-year graduation rates increased from 10% in Fall 2018 to 20.5% in Fall 2022. Four-year graduation rates declined from 61.2% in Fall 2017 to 45.8% in Fall 2020, before increasing to 61.5% in Fall 2021. The graduation rates for most two-year cohorts and all four-year cohorts remain below GI 2025 benchmarks.
The average number of units completed by transfer students has remained relatively stable, ranging from 149 to 159 units, with time to degree averaging between 2.6 and 2.9 years post-transfer.
3. **Equity Gaps.** Equity gaps persist in both graduation and persistence rates between underrepresented minority (URM) and non-URM students. In particular, Asian students demonstrate higher graduation and persistence rates than Hispanic/Latino students, a significant concern given that Hispanic/Latino students comprise approximately half of CSULB's undergraduate population.
Encouragingly, equity gaps appear to narrow for transfer students by the four-year graduation rate and for FTFY students by the six-year graduation rate. One-year persistence rates by minority status are comparable across groups as of Fall 2023, suggesting improvement over time.
Analysis by sex reveals no consistent pattern in persistence for either FTFY or transfer students. For graduation rates, female transfer students generally demonstrate slightly higher completion rates, though differences are relatively modest. With respect to Pell eligibility, graduation rates for both FTFY and transfer students are generally higher for



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Pell-eligible students, though this gap has narrowed over time, with the exception of the six-year graduation rate.

To address equity gaps, the Department has implemented several initiatives, including intrusive advising, participation in Beach XP, the establishment of affinity groups, extensive participation in College-sponsored Faculty Learning Communities, and the pursuit of funding to support high-impact research practices

4. **DFW Rates.** The Department has identified DFW rates in selected lower- and upper-division courses as an ongoing area of attention. Historically, several lower-division courses serving non-majors and students requiring precalculus preparation (MATH 111, 112A, 113, and 115), as well as certain foundational upper-division major courses (MATH 361A, 364A, and 444), exhibited elevated or variable DFW rates, at times ranging from approximately 40% to 60%. Although roughly half of the DFW grades in upper-division courses were withdrawals, these courses are critical for degree progression and therefore warranted sustained departmental focus.

External reviewers noted substantial improvement in DFW rates across several key courses since the implementation of EO 1110 and related curricular reforms. In particular, they highlighted gains in MATH 115 and STAT 108 and commended the Department's targeted redesign of MATH 112A. Following a comprehensive course redesign supported by the College, the success rate in MATH 112A increased markedly (from 57% in Fall 2023 to 80% in Fall 2024). A similar redesign process has since been initiated for MATH 112B.

Over the most recent four semesters (Fall 2023–Spring 2025), DFW rates across the previously identified courses have generally ranged from 0% to 31%, reflecting meaningful progress. Nonetheless, variation across sections persists, and a subset of sections continues to exhibit DFW rates above 30%. The Department recognizes that while some variability is expected in quantitative disciplines, continued monitoring is essential to balance improved course completion with the maintenance of appropriate academic rigor and preparation for subsequent coursework, particularly in STEM fields. In December 2021, faculty secured a university-level Faculty Learning Community minigrant to examine the role of culturally relevant pedagogy in reducing DFW rates. Since that time, faculty have implemented strategies to strengthen course alignment, improve sequencing, enhance placement practices, and expand student support structures. The Department has also engaged in sustained, data-informed scholarship and assessment efforts focused on placement, equity gaps, and student progression in General Education and major courses.

Collectively, these efforts position the Department to continue evaluating the effectiveness of its interventions, address remaining high-DFW sections, and close the loop on this ongoing cycle of curricular improvement.



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5. **Facilities.** The primary facilities challenge is limited non-laboratory space. At the time of the previous self-study, the Department was fully housed on two floors of the F03 building. Since then, growth in the number of lecturer faculty and teaching assistants has required the Department to secure additional office space across campus to support faculty office hours. In addition to space in F03, the Department currently utilizes five offices in PH-1 and four offices in F05. Office space in PH1 has been under chronic threat as demolition has been repeatedly scheduled and then postponed. Indeed, the Department has recently lost three large community offices in PH1 (103, 107, and 109) as renovations to the USU have forced other units to migrate to PH1. When PH1 is finally demolished, its replacement has been allocated for other purposes and the Department will need replacement space for the remaining offices and classrooms it currently uses there.
6. **Intradepartmental Communication and Collaboration.** The Department has been encouraged to hold more regular department meetings and to foster increased inperson interaction both within subdisciplines and across the Department as a whole. Strengthening internal communication is expected to enhance collegiality, support research collaboration, and improve overall information sharing. The development of a departmental SharePoint site has also been recommended to facilitate centralized access to materials and communication.
7. **Single-Subject Credential Program.** The Mathematics Education program and College of Education are encouraged to meet on a regular basis to discuss issues related to the Single-Subject Credential program. Ongoing collaboration will help ensure that students remain on track to complete credential requirements in a timely manner.
8. **Strategic Planning Priorities.** As a result of this program review, the Department has completed a strategic planning process and identified five priorities for the next program review cycle, including a) Improve graduation and persistence rates, b) Investigate courses with high DFW/CDFW rates, c) Develop a five-year assessment plan, d) Expand diversity and equitable access, and e) Continue to address workforce needs and maintain currency in the discipline.

Recommendations

It is therefore agreed that the Department of Mathematics and Statistics will collaborate with the College of Natural Science and Mathematics and the Division of Academic Affairs to undertake the following actions:

1. Continue implementation of the program's comprehensive assessment plan by completing annual assessments using both direct and indirect measures. The Department will document and report "closing the loop" activities to demonstrate how continuous learning outcomes data are used to inform decision-making. An annual



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progress update, due September 1, will be submitted to the Dean of the College of Natural Science and Mathematics, the Vice Provost for Academic Programs, and the Coordinators of Program Review and Assessment. The current review cycle will span 2023–2030, with a comprehensive self-study due in September 2030 in preparation for the 2030–2031 academic year review. (*Opportunity #1*)

2. Evaluate faculty instructional and advising capacity in relation to enrollment trends, program growth, and General Education demand, and develop a long-term staffing and workload strategy, in collaboration with the College and Academic Affairs, that considers multiple approaches to sustaining program quality within existing and anticipated resource constraints. (*Concern #1*)
3. Develop and implement strategies to reduce time to degree for undergraduate students and to improve graduation rates for graduate students. The Department will continue to support working professionals in graduate programs with evening classes and a minimum of conflicts between classes within degree options. The Department will also work toward ensuring that each graduate program has sufficient students to justify course enrollments. (*Concern #2*)
4. Develop and evaluate targeted student success strategies for both FTFY and transfer students, with particular attention to improving graduation rates. Investigate possible sources of excess units such as students coming in with high numbers of units due to AP credit, dual enrollment, or transfer units. These strategies may include enhanced advising, especially by tenure-track faculty with expertise in the curriculum who can match students with options and classes in which they can succeed. Ensure that the degrees in the department continue to require relatively low numbers of units (relative to other majors at the University) with high overlap to allow for frictionless switching between options. Other strategies may include improved curricular pathways, early identification of at-risk students, and coordination with existing campus support programs. (*Opportunity #2*)
5. In collaboration with the CNSM Dean's Office and other stakeholders, continue to assess placement standards, student support systems, and curricular improvements designed to reduce equity gaps and improve completion in historically high DFW rate courses. These interventions include creation and continuing support for such classes as MATH 93, MATH 95, MATH 22, MATH 23, and so on. (*Opportunities #3 and #4*)
6. Develop a plan, in collaboration with the College and Academic Affairs, to address space needs for instructional activities and faculty offices, particularly classroom shortages in light of increased enrollment since 2017. Ensure sufficient space for classrooms, student support activities such as SA and office hours, and faculty offices. (*Opportunity #5*)
7. In collaboration with Academic Affairs and the College of Natural Sciences and Mathematics, develop a plan to address the FTE imbalance between the fall and spring



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semesters such as moving sections of MATH 104 and STAT 108 from fall to spring.
Investigate strategies to address the scheduling complexities raised by this issue.

8. Strengthen intra-department communication and coordination by establishing regular opportunities for faculty engagement across subdisciplines and exploring shared platforms (e.g., a departmental SharePoint site) to improve information sharing, collaboration, and transparency. (*Opportunity #6*)
9. With the help of Academic Affairs to clarify the division of responsibilities and resources, enhance coordination between the Department of Mathematics and Statistics and the College of Education by supporting regular communication regarding the Single Subject Credential Program to ensure curricular alignment, clarify expectations, and help students remain on track to complete credential requirements in a timely manner. (*Opportunity #7*)
10. Develop and implement actionable plans aligned with the Department's five strategic priorities and assess outcomes associated with each priority over the review cycle. (*Opportunity #8*)

This MOU has been read and approved by

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