



CALIFORNIA STATE UNIVERSITY, LONG BEACH

VICE PROVOST FOR ACADEMIC AFFAIRS

Memorandum of Understanding

Department of Speech and Language Pathology,
College of Health and Human Services
September 2022 (for 2022 review)

This Memorandum of Understanding outlines the consensus reached by the Department of Speech-Language Pathology (SLP), the College of Health and Human Services, and the Division of Academic Affairs, based on the program review (Self-study fall 2021; external review February 2022; and UPRC report May 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 Department of Speech-Language Pathology offers a Bachelor of Arts (B.A.) and a Master's of Arts in Speech-Language Pathology. Since the Master's degree is accredited, only the Bachelor's degree will be discussed in this MOU. The last program review and MOU were in 2013. The Department has made progress on previously identified issues: the SLP department has developed two new courses (SLP-100 and SLP-464), revised all major courses, and re-sequenced the curriculum. In addition, they have refined and updated the program (PLOs) and course (SLOs) outcomes. PLOs and SLOs both align with the program's curriculum and meet state licensure and the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) standards. The implementation of the cohort model has provided and improved logical sequencing to the SLP courses, which promotes student learning and skill acquisition. The department infrastructure has been improved with the renovation of classrooms, offices, and clinic rooms as well as installation of new clinical audio and video observation system, and the SLP department has successfully hired 6 tenure-track faculty.

A number of strengths were identified in the program review reports, including:

- The program has clear and measurable learning outcomes
- Graduate rates for native students have improved considerably, possibly due to the improved curricular sequencing and the initiation of the cohort model
- The program has a dedicated faculty that are supportive of student success.
- The Department is highly focused on Equity, Diversity and Inclusion (EDI). They actively recruit diverse students into their program, and they have included EDI into their curriculum.
- The Department has increased student engagement and outreach developing a certificate program with Spanish language coursework, a new short-term study abroad program in Taiwan and an exchange program to bring Taiwanese students to CSULB, and to provide volunteer opportunities as translators in the speech clinic.

Areas of opportunity included:

- The opportunity to review and to potentially increase support and resources for Departmental leaders.
- Review the curriculum to potentially decrease courses/units toward the degree, with consideration of moving the start of the program to fall
- The use of assessment results to improve the program (close the loop on assessment findings).
- Growing service learning opportunities, such as those developed with the California Scottish Rite Foundation.

It is therefore agreed that the Department will:

1. Continue assessments of undergraduate programs using direct and indirect methods and report on closing the loop activities to illustrate that continuous learning outcome data are used to inform decision making, providing an annual update (due June 1) on progress made towards MOU actions to the CHHS dean, 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 a 2028-29 program review process.
2. Assess any curricular “bottlenecks” and opportunities for streamlining of the curriculum through modification of requirements, the initiation and/or sequencing or revision of major courses.
3. Dialogue with the college to explore possibilities for additional support for the chair and program director according to available resources.
4. Dialogue with the college in terms of available resources and support for successful hybrid and Hyflex implementation.
5. Consider possibilities for developing service-learning projects for the Speech-Language Clinic and incorporating them in the SLP courses.

It is therefore agreed that the College and Academic Affairs Administration will:

1. Work with the Department regarding support based on available resources for chair and program director to help them meet administrative and mentoring duties.
2. Work with the Department in terms of available resources and support for successful hybrid and Hyflex implementation.