



CALIFORNIA STATE UNIVERSITY, LONG BEACH
VICE PROVOST FOR ACADEMIC PROGRAMS

Memorandum of Understanding

This MOU has been read and approved by:

Department Chair/Program Director: Don Haviland Date: 6/29/2021
Don Haviland

Dean, College of Education : Shireen Pavri Date: 6/29/2021
Shireen Pavri

Vice Provost Academic Programs: Jody Cormack Date: 6/29/2021
Jody Cormack



CALIFORNIA STATE UNIVERSITY, LONG BEACH

VICE PROVOST FOR ACADEMIC PROGRAMS

Memorandum of Understanding

Department of Educational Leadership,
Student Development in Higher Education Program
College of Education
June 2021 (for 2019 review)

This Memorandum of Understanding outlines the consensus reached by the Student Development in Higher Education Program (SDHE), the College of Education (CED), and the Division of Academic Affairs, based on the program review (Self-study in 2016 with update in 2019; External Review in October, 2019; and UPRC report in August, 2020). 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 SDHE program offers an MS in Counseling degree. The last program review with MOU occurred in 2008. The MOU focused on the need for the CED to consider consolidation of some degree programs, more support staff for essential functions such as assessment and accreditation, and generating a priority list for faculty hiring to address NCATE concerns.

A number of strengths were identified in the program review reports, including: a consistent high interest and large pool of applications to the program; focus on diversification of the applicant pool, with a resultant increase in the number of Black men admitted to the program; assessment practices are multifaceted and connect to course assignments, student learning outcomes, program learning outcomes and college assessment domains; and, program faculty provide a great deal of support and one-on-one advising for students throughout the program.

Areas of concern and opportunities for development included: availability of faculty resources for advising, research, and interdisciplinary/interdivisional opportunities; graduate course scheduling and safety concerns with parking; update of website to highlight continual assessment progress; opportunity for service learning within the curriculum and the community; and, transition to a stand-alone Master's degree to meet EO 1071 compliance standards.

It is therefore agreed that the Program will:

1. Consistently engage in an ongoing program of assessment of institutional, programmatic, and student learning outcomes across the curriculum. The Program will provide a biennial update using the University assessment template (due June 1) reporting on annual assessment and progress made towards the actions agreed to in this MOU to the CED dean, the Vice Provost for Academic Programs, and the

Coordinator of Program Review and Assessment. The next program review cycle was scheduled to be from 2016-2023. Because the program review was delayed, the review cycle will be partially modified, and will now be from 2018-2024. A comprehensive self-study will be due June 2024 for the 2024/25 Program review process.

2. Track program commitments that support the high-touch/high-support nature of the program (faculty mentoring/advisement) to ensure continued effectiveness of student support strategies over time (i.e. through a formal program retreat).
3. Explore opportunities for formal learning connections within the campus community to connect students with student affairs practitioners, as possible within contractual limitations. Consider adding service-learning opportunities into the new curriculum design.
4. Continue to develop the plan to transition to an independent Master's degree program, and plans to conduct a curriculum revision. Consider that the title of Counseling remains a part of the title as it is an important factor for the program's success and preparation.
5. Work with the College to identify solutions to the safety and parking concerns of the students.
6. Work with the College to develop a priority list for faculty hiring.