



Memorandum of Understanding

This MOU has been read and approved by:

Department Chair:  Date: 3/20/2026
Kathryn Chew

Interim Dean, CLA:  Date: 3/20/2026
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Vice Provost Academic Programs:  Date: 3/20/2026
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Program Review Summary
Memorandum of Understanding
Classics Program
College of Liberal Arts
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 Classics Program, the College of Liberal Arts, and the Division of Academic Affairs, based on the recently conducted program review. Dr. Demetriou (primary) and Dr. Wesling (secondary) completed the external review April 10 and 11, 2025. This report and MOU 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 Classics program offers a BA in Classics. All majors complete a core of 18 units in addition to units required for a chosen concentration. The major offers four concentrations: (1) Greek and Ancient Greek Civilizations (15 units plus three years of Greek), (2) Latin and Ancient Roman Civilizations (15 units plus three years of Latin), (3) Classical Studies (15 units), and (4) Classical Archaeology (12 units plus three units of field studies in archaeology). The program also offers a minor in Classical Studies (15 units), a minor in Greek (15 units), and a minor in Latin (15 units), and it contributes to the Latin Teaching Credential.

The Classics program has made limited progress on the areas recommended in the 2019 MOU (following the 2017 program review). The only partial exception is Recommendation #4, which called for consolidating the curriculum and reducing or eliminating language requirements. Rather than consolidating existing concentrations, the program added two new concentrations to the original two; however, these new concentrations did eliminate the language requirement. The 2019 MOU specified the following goals:

1. Develop and implement a continuous program of assessment and provide an annual progress report on the Department's assessment efforts to the CLA dean, the Vice Provost for Academic Programs, and the Director of Program Review and Assessment.
2. Formulate and communicate a strong mission and create measurable PLOs for the program.
3. Establish an outreach program to local high schools and their students, and promote the Latin teaching credential program to increase enrollments.
4. Restructure its degree and streamline its course offerings to bring it in alignment with current Classics content and pedagogy.
 - a. consider reducing or eliminating the language requirements.



- b. consider consolidating the options Roman Civilization and Greek Civilization into a single emphasis that formally requires a level of training in both languages.
- c. consider developing a course on ancient etymologies and/or medical terminology
- 5. Consider a cohort model for the BA program, particularly the Upper Division courses
- 6. Establish a tenure-track hiring plan based on the needs of the undergraduate students that the Program serves.

Resources reviewed for the report:

- 1. Self-study December 2024
- 2. External review April 2025
- 3. Previous MOU 2019
- 4. Department website

Strengths were identified in the reports

- 1. **Grants:** The Program Director, Dr. Scotton, secured a grant from the Loeb Classical Library Foundation to enable Pell Grant–eligible students to participate in the field school, thereby providing access to opportunities that might otherwise be unavailable to them. Building on this success, Dr. Scotton collaborated with Dr. Lora and Dr. White from the Department of Earth Science to secure a prestigious \$500,000 National Science Foundation (NSF) grant to support the participation of underrepresented students in a research project.
Through this grant, participating students each undertake an independent research project that includes data collection in Greece, laboratory analysis at CSULB, and presentation of findings at academic conferences. The grant is also structured to position CSULB as a regional hub for other Southern California CSU campuses, enabling them to participate in research programs and utilize the Institute for Integrated Research in Materials, Environments, and Society (IIRMES) laboratory facilities. These facilities are unique within the CSU system and are available at only a limited number of institutions nationwide.

Concerns were noted in the reports

- 1. **Mission Statements:** The department website does not clearly articulate a mission statement. While Student Learning Outcomes (SLOs) are posted, they are not written in measurable terms.
- 2. **Assessment** The Classics program has not submitted annual assessment reports and did not submit the program review self-study using the University template. As a result, qualitative and quantitative data were unavailable for several areas typically required in a comprehensive program review.

**3. FTES and Headcount:**

- a. **Majors:** The program has experienced a shift in enrollment from the original Greek and Latin concentrations to the newer concentrations that do not require language study (Classical Civilization and Classical Archaeology). Despite this shift, primary major enrollments have declined from 16 in fall 2018 to 13 in fall 2024. The program requested inclusion of data reflecting students with Classics as a second major; however, second majors are not counted by the University or the CSU as program majors and are instead attributed to the student's primary major. Including second majors increases total counts only modestly, from 19 in fall 2018 to 18 in fall 2024. Minors contribute to non-major FTES and headcount through course enrollments but are not included in these major headcount figures.
- b. **Non-Majors:** Over the review period, 96.8% of Classics course enrollments are attributable to non-major FTES. The department has averaged 177.1 non-major FTES compared to 3.6 primary major FTES. While this demonstrates the program's strong contribution to General Education, it also highlights the relatively small size of the major.

4. Graduation Rates and Time to Graduation: When the four concentrations are combined and analyzed as a single Classics BA, the degree was conferred to nine students as a primary major between fall 2017 and spring 2023. The CSU Chancellor's Office requires programs to confer at least 10 degrees per year. Average time to degree is 6.8 years for first-time, first-year (FTFY) students and 2.4 years for transfer students. The average total units earned are 140 for FTFY students and 147 for transfer students. Both time to degree and average units earned exceed college averages and university benchmarks, even after the recent reduction in required units for the Classics degree.**5. Curriculum:** In response to prior MOU recommendations, the total number of units required for the major was reduced. However, the Greek and Latin emphases were retained, while new emphases in Classical Archaeology and Classical Civilization (which do not require Greek or Latin) were added. Although faculty maintain that instruction in ancient Greek and Latin is foundational to the discipline of Classics, nearly all current majors and minors are enrolled in non-language pathways. Greek and Latin courses are now offered only as independent study. The department therefore has the opportunity to assess the viability of its Greek and Latin emphases moving forward.**Opportunities for Development were noted in the reports**

1. **Faculty:** The Classics program has two full-time tenured and tenure-track faculty members, including Assistant Professor Dr. Sneed and Professor Dr. Scotton. Dr. Scotton also serves as program director and therefore holds a 0.6 teaching appointment. Dr. Kathryn Chew, Program Director for Comparative World Literature, has a 0.2 teaching assignment in Classics. In addition, the program employs six lecturer faculty, resulting in



a total faculty headcount of nine and a combined 6.4 FTEF. The Student–Faculty Ratio (SFR) has averaged 27.8 over the review period. Despite limited tenure-line staffing, CSULB Classics faculty are active scholars and are making a significant and recognized impact in their fields.

2. **DFW rates:** The Classics program has only one course with a DFW rate above 15%: Classics 201, Ancient Greek Literature. The department did not provide an analysis of this data, presenting an opportunity to more closely examine contributing factors and potential interventions.
3. **High Impact Practices (HIPs):** The program offers two study abroad opportunities each summer, taught by lecturer faculty and by the program director. Eta Sigma Phi also supports community building among majors. No additional HIPs were identified by the program, suggesting opportunities to expand high-impact learning experiences for students.
4. **Curriculum:** There is an opportunity to more closely consider student feedback and pedagogical effectiveness related to teaching modalities (e.g., online versus hybrid). Additionally, if completion of language-based concentrations contributes to extended time to degree due to limited course availability, the department may wish to assess whether restructuring or consolidating those concentrations would better support student progress.
5. **Guidance on Career Path:** Offering workshops on post-graduation career pathways and facilitating connections among current students, prospective students, and alumni could support both recruitment and retention efforts.
6. **Recruitment Efforts:** The department has an opportunity to further strengthen recruitment by continuing outreach efforts, cultivating a social media presence, and hosting events that raise program visibility.

Recommendations:

It is therefore agreed that the Classics program will collaborate with the College of Liberal Arts and Division of Academic Affairs to:

1. Revise program learning outcomes (PLOs) to ensure they are measurable, and clearly post both the program mission and PLOs on the program website. (*Concern #1*)
2. Develop and implement a comprehensive assessment plan that includes annual assessments using both direct and indirect methods, and report on “closing the loop” activities to demonstrate that learning outcome data are used to inform decision-making. The program will provide an annual update (due September 1) on progress toward MOU action items to the CLA Dean, the Coordinators of Program Review and Assessment, and the Vice Provost for Academic Programs. The next review cycle will span 2024–2031, with a comprehensive self-study due in June 2031 for the 2031–2032 academic year review process. (*Concern #2*)



3. Assess major FTES and headcount to determine whether the department can reasonably grow major enrollments within the next two to three years to consistently meet CSU Chancellor's Office requirements for degree conferral. If current trends do not support growth, consider alternative infrastructure models to support program sustainability, including alignment with or consolidation into a combined CWL–Classics structure, as already under discussion. Any changes to infrastructure should be accompanied by corresponding revisions to curriculum, degree pathways, and program learning outcomes. (*Concern #3 and Opportunity #6*)
4. Assess graduation rates, including four-year rates for first-time, first-year (FTFY) students and two-year rates for transfer students, and implement strategies to increase graduation rates and reduce time to degree in order to meet or exceed university benchmarks. (*Concern #4*)
5. Review and revise the curriculum, including consideration of discontinuing the Greek and Latin concentrations in light of enrollment patterns and time-to-degree concerns. New degree options or concentrations should be added only if low-enrolled options are discontinued. The program may also explore development of a CPaCE certificate or other curricular pathways emphasizing archaeology. (*Concern #5 and Opportunity #4 and #5*).
6. Strategically assess faculty staffing and instructional capacity in relation to curricular needs and program sustainability, as resources allow. (*Opportunity #1*).
7. Continue to assess DFW rates and implement targeted interventions as needed to support student success. (*Concern #2 and Opportunity #2*).
8. Provide data on all high-impact practices offered by the program and more clearly advertise these opportunities on the program website. (*Opportunity #3*).

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