![SFU Office of the Provost and Vice-President Academic logo]

**OFFICE OF THE PROVOST
AND VICE-PRESIDENT ACADEMIC**

MEMORANDUM

ATTENTION	Senate	**DATE**	April 27, 2023
FROM	Kevin Oldknow, Senior Advisor on Academic Planning and Acting Chair, SCUP on behalf of Wade Parkhouse, Provost and Vice-President Academic	**PAGES**	1/23
RE:	External Review Mid-Cycle Report for the Department of Archaeology (SCUP 23-25)		

At its meeting on April 12, 2023, SCUP reviewed the External Review Mid-Cycle Report for the Department of Archaeology which resulted from its March 2019 External Review.

The following documents are attached for the information of Senate:
- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's feedback on the assessment of Educational Goals

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SFU · OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

MEMORANDUM

ATTENTION	Wade Parkhouse, Chair, SCUP	**DATE**	March 23, 2023
FROM	Kevin Oldknow, Senior Advisor, Academic Planning	**PAGES**	
RE:	External Review Mid-Cycle Report for the Department of Archaeology		

The External Review of the Department of Archaeology was undertaken in March 2019. As per the Senate guidelines, the unit is required to submit a mid-cycle report describing its progress in implementing the external review action plan and the assessment of its educational goals. The update on the action plan has been reviewed by the faculty dean. The Senate Committee on University Teaching and Learning (SCUTL) has provided feedback to the unit on the assessment of its educational goals. The recommendations from SCUTL will be incorporated into the unit's self-study report for the next external review.

The following documents are attached for the information of SCUP:
- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's Feedback on the Educational Goals

c: Hugo Cardoso, Chair, Department of Archeology
Naomi Krogman, Dean, Faculty of Environment

DEPARTMENT OF ARCHAEOLOGY
MEMORANDUM

To: Kevin Oldknow, Senior Advisor, Academic Planning

From: Hugo Cardoso, Chair, Department of Archaeology

Re: ARCH Mid-Cycle Report

Date: December 23, 2022

Please find attached the completed Mid-Cycle Report for the Department of Archaeology including the Assessment of Educational Goals.

External Review Mid-Cycle Report for the Department of Archaeology

Action	Progress Made
1. Programming **1.1 Action to be taken**	
1.1.1 Undergraduate Program	
A) Revise undergraduate curriculum emphasizing the following areas of specialization: biological anthropology, archaeological science, CRM/Heritage, and environmental archaeology, and create explicit pathways/roadmaps for each area.	Curriculum revisions with a renaming of our groups to fulfill major requirements based on this recommendation have been implemented. These changes make it easier for students to identify the courses that directly fall under these concentrations. Continued recruitment to our CRM and Bioarchaeology certificates to expose to students to our 2 more prominent pathways. Offering of more upper division courses in archaeology science, environmental archaeology and bioarchaeology has been underway for the last 3 years.
B) Develop a 24-month list of courses to be offered.	Work has begun to revise the job description of the academic advisor to incorporate a 2-year course plan into their list of duties. While it has been the norm to have a draft of the 2-year offerings, it is subject to change. We have begun working more closely with the undergrad student society to discuss course offering, conflicts and long-term planning.
C) Ensure that our core courses (ARCH 372, 3760, 471W) are offered on schedule, even with low enrollments, to avoid cancellations that disrupt student's completion plans.	We have not cancelled any of our core courses as recommended, however, we have also made them annual offerings until such a time that we have a larger number of majors to sustain an offering twice annually.
D) Develop and implement a recruitment strategy—in consultation with Faculty of Environment staff—to increase awareness about and visibility of our program, and to identify potential career prospects.	We have a departmental recruitment and visibility strategy (Self-Study, Appendix S) that we work on unilaterally, however, we have begun annual meetings with the recruitment and communications team at the Faculty level, around what we want and how they can help, and they help us dependent on their abilities and time allowance.
E) Investigate the potential usefulness and demand for a BSc degree program in the Department of Archaeology.	There has always been a demand for a BSc. by both faculty and students. The department has found a peculiar way to address this by offering a BSci. in Archaeology through the School for Environmental Science, which we will monitor over the coming years.

F) Hire a research assistant to aid in the development of an assessment component for our Educational Goals document.	The assessment stage of the Educational Goals development is always evolving. Please refer to the Appendix to this document which outlines how the department measures success through reporting and statistical analysis of course evaluations.
G) Make better use of the university's Work Study program to give undergraduates experience in museum collections management.	The department has always traditionally used the Work-Study program; however, it has become increasingly difficult for students to meet the newest qualification criteria. Every Spring term we now split a museum work study on collections management with the department technical staff. We hope to increase this when the new Director is hired.
1.1.2 Graduate Program	
A) Include a statement of guaranteed minimum levels of funding for each incoming student in their offer of admission.	The admission letters are sent through the Dean of Graduate Studies and there is very little room for any customization off of the template, especially around funding. However, the Graduate Program Assistant does advise prospective students on what they can expect prior to or during the application period. There is a new admission system being rolled out October 2022 and we will explore the capabilities to have more custom language in the letters.
B) (i) the department will reserve a minimum of one sessional instructor position for PhD students each year provided this is consistent with the Collective Agreement. (ii) In courses where TA duties are currently focused on marking exams and assignments, the department will investigate ways to provide teaching assistants with opportunities for greater interaction with undergraduate students.	The department has invested in doctoral student teaching and offers 3 opportunities a year on average. Our students have also been successful at gaining sessional employment in other departments and at other institutions. Faculty are exploring ways in which we can provide for more TA involvement when they are assisting courses that are largely based on marking. This is especially true in online courses. They have created opportunities for guest lecturing opportunities, exam invigilation, quiz and assignment development, and required office hours.
C) The graduate program chair will collaborate with the graduate student caucus to provide a minimum of four professional development workshops annually.	The graduate program chair offered several professional development seminars last year, and we were disappointed in the attendance level among our graduate students. The issue seems to be a persistent problem in other departments. We suggested that we should attempt to do it at the Faculty level to ensure an adequate audience, or

	alternatively creating a required course at the graduate level =that consists of a series of professional development courses.
2. Research	
2.1 Action to be taken	
N/A	
3. Administration	
3.1 Action to be taken	
3.1.1 Administrative Staffing	
A) Increase the .40 Advisor position to full-time, to alleviate pressure on other staff. The full-time position will be more equipped to advise students on a more regular basis, as well as assist with recruiting, communications, curriculum evaluation and revision and course planning/scheduling.	We have been given approval to increase the positions to full-time and it will commence January 2023.
B) Increase the current half-time Graduate Program Assistant to a full-time Graduate Coordinator position, which will alleviate burden on the Department Manager regarding graduate program budgeting and awards, scheduling, communication, and address advising issues that graduate students are concerned with. This will also assist with recruiting for and expansion of the professional HRM program for which we currently have no staffing capacity for.	This decision is pending some union issues, but the Deans office has shown full support for the idea.
3.1.2 Laboratories Staffing	
A) Increase the technician position to full-time, alleviating stress and burn-out by Lab Manager and staff. The full-time position will expand the position's ability to assist with overall laboratory and department safety responsibilities, maintaining and operating specialized equipment and better supporting research laboratories by providing training in equipment operations and research protocols.	The position has been increased to full-time.

B) Collections Curation Assistant and IT Support Position (two half-time or one full-time technical position) to address the hardware, software and network IT issues emphasized in the report and/or to assist in alleviating the pressing need for better care of Department teaching and research collections. Would be willing the share the IT position/portion with other FEnv departments.	The Dean has introduced a central service model for IT and technical staff that would be available to assist all FEnv. units. While this model does not work completely for archaeology's unique needs and responsibility for government regulations regarding collections management, we do see an opportunity for future staff hires to have this specialization with less emphasis on IT where the central model is sufficient. We also hope to be able to hire a curator and collections manager in the museum, which would free up some of the time that almost all the department staff assist with museum needs.
C) Engage with the Institute for Forensics Research (IFR) as to funding a half-time Lab Technician to support all labs in the Centre, with costs split by Archaeology and Criminology (FASS).	This position has been established, and hiring is underway.
3.1.3 Museum Staffing	
A) Hire a full-time Curator.	Pending budget approval and the hiring of a new Director after the retirement of Barb Winter.
4. Working Environment **4.1 Action to be taken**	
A) Increase communications and develop fuller relationships between the Department and the Faculty of Environment to assist students, faculty, and staff with some persistent integration issues.	Regular meetings with the recruiting and communications team have proved promising to increase communication and build relations between our department and the Deans office, but also the other units in the Faculty. There is still room for integration, but the Dean has also shown commitment to this though increased formal/seasonal social events, town halls, staff professional development sessions, and a new initiative for each unit to host the Faculty once per year for an informal social hour.
5. Museum Resources/Faculty Renewal **5.1 Action to be taken**	
5.1.1 Museum of Archaeology and Ethnology	
A) Obtain a proper museum collections management system.	Once the current collections database is proofed (currently underway), data is set to be migrated to a system that is used by other museums in Canada.
B) Develop a Research Associate program to give graduate students experience in the tangible implementation of the	The department was able to secure funding to hire 2 postdocs or RAs to assist with repatriations, as well as ensure that the TRC calls to

principles of the Truth and Reconciliation recommendation through direct work in museum collections management and repatriation.	action are exemplified through the museum and department including exhibits, communications, and use of space.
5.1.2 Faculty Renewal	
A) Identify hiring needs relative to the 3-4 retirements expected in the next 2-4 years.	This is done annually through our faculty renewal plan. We recently have been given approval to hire one faculty member in museum studies. However, we still anticipate a shortfall due to upcoming retirements and administrative duties and leaves.

Dean's Comments on the Mid-Cycle Report
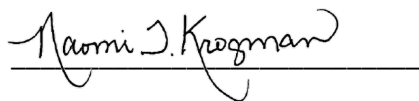
I am very pleased with Archaeology's plans to address recruitment to their specialized programs in biological anthropology, archaeology science, CRM/Heritage, and environmental archaeology, as well as their consideration of a BSC degree. I will work with ARCH to address the low enrollments in ARCH 372, 376 and 471, and work with our Associate Director of Strategic Enrollment Management, Donna Dove, to increase awareness and visibility of ARCH's programs. For our next phase in working with our Co-op faculty leads, we will foster discussions with them about how to offer more undergraduate experiences in museum collections and management.

It continues to be a challenge to offer guaranteed minimum levels of funding for each incoming graduate student, but we will try to find ways to do this with scholarship funding, donor funding, successful grantspersonship, and other provincial advocacy efforts. I appreciate the department's commitment to try and offer more teaching and teaching-training opportunities for graduate students. Given the poor attendance of graduate students at professional development (PD) sessions offered within the faculty and across SFU the past couple of years, I encourage ARCH to canvas their graduate students to ask for what they most want to learn about for choice of content for those PD sessions.

In terms of administration, the .4 FTE Advisor position has been increased to full time. The Graduate Program Assistant position has been separated into two distinct roles to provide full time support to graduate programs and the Department Chair. This change adds a full FTE in staff support. The half-time laboratory technician position put in place to support the Isotope Lab has also been increased to full time. These changes represent an increase of 2.1 continuing FTES in staff support over the review period. The Collection Curation Assistant position, as well as the full-time Curator position, will need to be worked into a fulsome plan for the Museum of Archaeology, led by a new professor in Museum Studies and Indigenous Archaeology, and a new Director for the Museum of Archaeology, of which both positions are currently advertised. A funding agreement with FASS and the VPR will provide resources for a half-time Research Assistant to support the Centre for Forensic Research.

I appreciate the pro-active orientation of ARCH to obtain a proper museum collections management system. The Provost's office has given me verbal approval for a *minimum* of two more years support for the 2 post-doc positions that assist with repatriation. Given the no. of retirements planned in ARCH, I am delighted ARCH will pro-actively identify their hiring needs for the future, as they had a very good year at increasing enrollments in undergraduate ARCH.

Dean's Signature   Date

Naomi J. Krogman
_____   ___Dec 23, 2022_____

Mid-Cycle Assessment Plan Reporting Template

Unit: Department of Archaeology

Contact Person: Hugo Cardoso (Chair)

Date: October 26, 2022

This template is designed to help units report on their Educational Goals Assessment for the mid-cycle reporting period. *(Textboxes will expand as you type)*

1) Who were the members of your Educational Goals Assessment team? Please outline who has worked on the assessment.

> Dennis Sandagathe, Merrill Farmer, Hugo Cardoso.

2) Did your unit revise or update your Educational Goals and/or your Curriculum Map? Please outline any changes you made.

> Educational Goals were not updated, but the undergraduate curriculum was revised to highlight the following areas of specialization: biological anthropology, archaeological science, CRM/Heritage, and environmental archaeology. The curriculum was also revised to reflect implementation of Educational Goals, namely changes in course levels. Reconstructing the Human Past was changed from a 200-level (ARCH 201) to a 100-level course (ARCH 101) to emphasize the introduction of core archaeological knowledge, and archaeology-specific skills at earlier stages in the program. Similarly, Material Culture Analysis was changed from a 300-level (ARCH 372) to a 200-level (ARCH 282) to stress the need for introducing archaeology-specific needs and expose students to research at an earlier stage than before, and better prepare them for upper-level course offerings. Finally, Archaeological Theory (ARCH 471) was split into a lower-level theory (ARCH 271) and an upper level theory course (ARCH 471) to address concerns raised by students that key theoretical concepts were being introduced or developed too late in the program, without sufficient preparation. Our expectation is that these changes provide an improved pedagogical chronology and sequencing of the *introduction*, *development* and *reinforcing* of key education goals in the discipline of archaeology.

3) Did you change any aspects of your Assessment Plan from your Action Plan? Please outline any changes you made.

> The only change created was identifying the courses which introduce and then development/reinforce the Educational Goals. This is reflected in the description of the assessment method and the key findings for each of the Educational Goals, in the following section.

4) Please use the table below to outline the assessment you have done to date. Add or delete any rows as needed.

Educational Goal 1a: Core discipline knowledge (Conceptual Knowledge)

Description of Assessment Method(s):	Describe Key Findings, Analysis and Interpretation:	What improvements have been made, or potential improvements considered, as a result of this assessment?
We used the average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131) and then where the Educational Goals are reinforced/developed (ARCH 340, 372, 373, 376, 377, 378, 383, 385, 386, 388, 390, 471, 485), and for the period between 2014 and 2022 (with an emphasis on the period since the last external review between 2019 and 2022). We used the following average final grade criteria for meeting each educational goal in each course: C or better final average = the course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = the course does not meet the goal. These criteria assume a normal distribution of grades in each course and offering. This means that for a certain final average grade there is an equal number of students above and below the average. That is, an average final course grade of C means that half the students in that course got a C or more. To calculate averages over a period of time, letter grades were converted into numerical grades using SFU's Standard Grade System (https://www.sfu.ca/students/calendar/2021/spring/fees-and-regulations/grading-policy/grading-systems-and-policies.html)

When did you collect the data? September/October 2022 | Courses where this EG is introduced met the goal by and large. ARCH 101 was offered between 2014 and 2020 as ARCH 201 with a final average close to B (2.97), and then between 2020 and 2022 as ARCH 101, we saw a slight increase in grades, with an average closer to B+ (3.16). This supports our decision to change ARCH 201 to 101 to improve curriculum structure and provide a stronger background earlier in the degree program. ARCH 131 saw a similar improvement in meeting this EG, with a B- average (2.74) between 2014 and 2019, and then an increase to a B (3.01) since 2019. Courses where this EG is reinforced/developed also met the goal, with 340 (3.22), 376 (3.12), 377 (3.26), 378 (3.20), 383 (3.20), 388 (3.67), 390 (2.84) remaining consistently at a B- to A- level throughout the study period, with most courses at the B+ level. 372 was offered between 2014 and 2020 with a final average of B (3.11), and then since 2020 it has been offered only once as ARCH 282. We saw a slight increase in the final average grade to a B+ (3.33). However, these are not enough data to confirm any improvements in meeting this EG. ARCH 373 and ARCH 386 have increased slightly, from a B (3.12) and B+ (3.25) between 2014 and 2018 to a B+ (3.22) and A- (3.5) since 2019, respectively. We lack sufficient data for ARCH 385. Additional courses where this EG is reinforced/developed include ARCH 485 which has remained at the B+ (3.25) level throughout the study period. ARCH 471 shows an improvement from a B- (2.83) in 2014-2018 to a B (3.08) since 2019. In 2021 a new | As of 2020, ARCH 201 was offered as ARCH 101 to address the perceived need to introduce this and other EGs at an earlier stage in the curriculum. Data shown here suggests that was a good decision and, albeit small, that decision had a noticeale impact on students' performance at both the lower- and upper-level. Similarly, as of 2020, ARCH 372 was offered as ARCH 282 to address student performance issues and the need to introduce this and other EGs at an earlier stage in the curriculum. We currently do not have enough data to indicate whether this change has improved the course ability to meet this specific EG. More data in the future will provide a better insight into the impact of this change on the curriculum. We have also developed a new course (ARCH 374) which will assist in further assessing the performance of this EG as one of the courses where the goal is developed. Another course (ARCH 428) has been offered to assess the development of this EG, but the last few iterations have been cancelled. However, this course has been examined in detail and an issue with pre-requisites has been identified. We are now offering it with a different set of pre-requisites but do not have yet data to ascertain whether the course will attract students and provide additional insights into this EG. Finally, as of 2021, a new lower-level course (ARCH 271) has been introduced to address student performance issues in ARCH 471 and the need to introduce this and other EGs at an earlier stage in the curriculum. While it seems like this change has |

	course (ARCH 271) was introduced which reflects a splitting of ARCH 471 into a lower-level course where this EG is first reinforced (ARCH 271) and then developled (ARCH 471). While both courses have only been offered once since this change, final grades indicate that both courses have performed at their best since 2014 (a B+). Both of these courses meet this EG. These results indicate that courses at all levels are meeting this Educational Goal. Courses where this EG is reinforced/developed are doing slightly better than courses where this EG is introduced. This improvement reflects greater performance in meeting this EG over the course of the degree.	had a positive impact in how the EG is met, we currently do not have enough data to confirm this assertion. More data in the future will provide a better insight into the impact of this change on the curriculum. Given the general good performance with this EG, no other improvements are being considered.

Educational Goal 1b: Core discipline knowledge (Temporal-Spatial Framework Knowledge)

Description of Assessment Method(s):	**Describe Key Findings, Analysis and Interpretation:**	**What improvements have been made, or potential improvements considered, as a result of this assessment?**
We used the average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131, 272, 273) and then where the Educational Goals are reinforced/developed (ARCH 340, 372, 373, 376, 377, 378, 383, 385, 386, 388, 390, 471, 485), and for the period between 2014 and 2022 (with an emphasis on the period since the last external review between 2019 and 2022). We used the following average final grade criteria for meeting each educational goal in each course: C or better final average = the course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = the course does not meet the goal. These criteria assume a normal distribution of grades in each course and offering. This means that for a certain final average grade there is an equal number of students above and below the average. That is, an average final course grade of C means that half the students in that course got a C or more. To	Courses where this EG is introduced met the goal by and large. ARCH 101 was offered between 2014 and 2020 as ARCH 201 with a final average close to B (2.97), and then between 2020 and 2022 as ARCH 101, we saw a slight increase in grades, with an average closer to B+ (3.16). This supports our decision to change ARCH 201 to 101 to improve curriculum structure and provide a stronger background earlier in the degree program. ARCH 131 saw a similar improvement in meeting this EG, with a B- average (2.74) between 2014 and 2019, and then an increase to a B (3.01) since 2019. Additional courses where this EG is introduced also met the goal. ARCH 273 saw an increase in performance, from a B- (2.77) between 2014 and 2018, to an A- (3.5) since 2019. However, ARCH 272 272 has shown a decrease in final average grande, from a B (3.13) in 2014-2018, to a B- (2.89) since 2019. This is the only course used in the assessment	As of 2020, ARCH 201 was offered as ARCH 101 to address the perceived need to introduce this and other EGs at an earlier stage in the curriculum. Data shown here suggests that was a good decision and, albeit small, that decision had a noticeale impact on students' performance at both the lower- and upper-level. Similarly, as of 2020, ARCH 372 was offered as ARCH 282 to address student performance issues and the need to introduce this and other EGs at an earlier stage in the curriculum. We currently do not have enough data to indicate whether this change has improved the course ability to meet this specific EG. More data in the future will provide a better insight into the impact of this change in the curriculum. ARCH 272 seems to be decreasing performance, which is contrary to what we see in all of the courses used to assess EGs in this report. We will continue to monitor the performance of this

calculate averages over a period of time, letter grades were converted into numerical grades using SFU's Standard Grade System (https://www.sfu.ca/students/calendar/2021/spring/fees-and-regulations/grading-policy/grading-systems-and-policies.html)

When did you collect the data? September/October 2022

tool and including all EGs where performance has gone down. Courses where this EG is reinforced/developed also met the goal, with 340 (3.22), 376 (3.12), 377 (3.26), 378 (3.20), 383 (3.20), 388 (3.67), 390 (2.84) remaining consistently at a B- to A- level throughout the study period, with most courses at the B+ level. 372 was offered between 2014 and 2020 with a final average of B (3.11), and then since 2020 it has been offered only once as ARCH 282. We saw a slight increase in the final average grade to a B+ (3.33). However, these are not enough data to confirm any improvements in meeting this EG. ARCH 373 and ARCH 386 have increased slightly, from a B (3.12) and B+ (3.25) between 2014 and 2018 to a B+ (3.22) and A- (3.5) since 2019, respectively. We lack sufficient data for ARCH 385. Additional courses where this EG is reinforced/developed include ARCH 485 which has remained at the B+ (3.25) level throughout the study period. ARCH 471 shows an improvement from a B- (2.83) in 2014-2018 to a B (3.08) since 2019. In 2021 a new course (ARCH 271) was introduced which reflects a splitting of ARCH 471 into a lower-level course where this EG is first reinforced (ARCH 271) and then developled (ARCH 471). While both courses have only been offered once since this change, final grades indicate that both courses have performed at their best since 2014 (a B+). Both of these courses meet this EG. These results indicate that courses at all levels are meeting this Educational Goal. Courses where this EG is reinforced/developed are doing slightly better than courses where this EG is introduced. However, it is important to emphasize here that ARCH 272 has shown the opposite trend. This improvement reflect greater performance in meeting this EG over the course of the degree, with ARCH 272 as an exception. ARCH 272 is designated as a writing-intensive course and our interpretation of its performance is related to lack of student preparation from when they attend high school, and newer

course and develop improvements which can be implemented and then assessed by the time of the next external review. We have also developed a new course (ARCH 374) which will assist in further assessing the performance of this EG as one of the courses where the goal is developed. Another course (ARCH 428) has been offered to assess the development of this EG, but the last few iterations have been cancelled. However, this course has been examined in detail and an issue with pre-requisites has been identified. We are now offering it with a different set of pre-requisites but do not have yet data to ascertain whether the course will attract students and provide additional insights into this EG. Finally, as of 2021 a new lower-level course (ARCH 271) has also been introduced to address student performance issues in ARCH 471 and the need to introduce this and other EGs at an earlier stage in the curriculum. While it seems like this change has had a positive impact in how the EG is met, we currently do not have enough data to confirm this assertion. More data in the future will provide a better insight into the impact of this change on the curriculum. Given the general good performance with this EG, no other improvements are being considered.

	students seem to struggle increasingly with writing.	

<table>
<tr><td colspan="3" style="background:#c00000;color:white">Educational Goal 2a: Discipline-specific skills (Disciplinary Way of Thinking)</td></tr>
</table>

Description of Assessment Method(s):	**Describe Key Findings, Analysis and Interpretation:**	**What improvements have been made, or potential improvements considered, as a result of this assessment?**
We used the average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131), where the Educational Goal is reinforced (ARCH 271, 282, 285, 286) and then developed (ARCH 376, 471), and for the period between 2014 and 2022 (with an emphasis on the period since the last external review between 2019 and 2022). We used the following average final grade criteria for meeting each educational goal in each course: C or better final average = The course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = the course does not meet the goal. These criteria assume a normal distribution of grades in each course and offering. This means that for a certain final average grade there is an equal number of students above and below the average. That is, an average final course grade of C means that half the students in that course got a C or more. To calculate averages over a period of time, letter grades were converted into numerical grades using SFU's Standard Grade System (https://www.sfu.ca/students/calendar/2021/spring/fees-and-regulations/grading-policy/grading-systems-and-policies.html)

When did you collect the data? September/October 2022 | Courses where this EG is introduced met the goal by and large. ARCH 101 was offered between 2014 and 2020 as ARCH 201 with a final average close to B (2.97), and then between 2020 and 2022 as ARCH 101, we saw a slight increase in grades, with an average closer to B+ (3.16). This supports our decision to change ARCH 201 to 101 to improve curriculum structure and provide a stronger background earlier in the degree program. ARCH 131 saw a similar improvement in meeting this EG, with a B- average (2.74) between 2014 and 2019, and then an increase to a B (3.01) since 2019. Courses where this EG is reinforced also met the goal, with ARCH 282 seeing a slight increase in the final average grade from a B (3.11) to a B+ (3.33) since 2020. This course was offered as ARCH 372 between 2014 and 2020, and has only been offered once as 282. Consequently, there are not enough data to confirm any improvements in meeting this EG for this course. Both ARCH 285 and 286 saw an increase in the final average grade from a B+ (3.25) in 2014-2019, to an A- (3.55) since 2019. Finally, courses where this EG is developed, ARCH 376 remained at a B (3.12) level since 2014, and ARCH 471 shows an improvement from a B- (2.83) in 2014-2018 to a B (3.08) since 2019. In 2021 a new course (ARCH 271) was introduced which reflects a splitting of ARCH 471 into a lower-level course where this EG is first reinforced (ARCH 271) and then developled (ARCH 471). While both courses have only been offered once since this change, final grades indicate that both courses have performed at their best since 2014 (a B+). These results indicate that courses at | As of 2020, ARCH 201 was offered as ARCH 101 to address the perceived need to introduce this and other EGs at an earlier stage in the curriculum. Data shown here suggests that was a good decision and, albeit small, that decision had a noticeale impact on students performance at both the lower- and upper-level. Similarly, as of 2020, ARCH 372 was offered as ARCH 282 to address student performance issues and the need to introduce this and other EGs at an earlier stage in the curriculum. We currently do not have enough data to indicate whether this change has improved the course ability to meet this specific EG. More data in the future will provide a better insight into the impact of this change on the curriculum. Finally, as of 2021, a new lower-level course (ARCH 271) has been introduced to address student performance issues in ARCH 471 and the need to introduce this and other EGs at an earlier stage in the curriculum. While it seems like this change has had a positive impact in how the EG is met, we currently do not have enough data to confirm this assertion. More data in the future will provide a better insight into the impact of this change on the curriculum. Given the general good performance with this EG, no other improvements are being considered. |

	all levels are meeting this Educational Goal. While courses where this EG is reinforced seem to be doing better than courses where this EG is developed, the introduction of the lower-level ARCH 271, seems to be improving the performance of ARCH 471 as it reinforces this EG.	

Educational Goal 2b: Discipline-specific skills (Critical Thinking Skills)

Description of Assessment Method(s):	Describe Key Findings, Analysis and Interpretation:	What improvements have been made, or potential improvements considered, as a result of this assessment?
We used the average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131), where the Educational Goal is reinforced (ARCH 271, 282, 285, 286) and then developed (ARCH 376, 471), and for the period between 2014 and 2022 (with an emphasis on the period since the last external review between 2019 and 2022). We used the following average final grade criteria for meeting each educational goal in each course: C or better final average = The course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = the course does not meet the goal. These criteria assume a normal distribution of grades in each course and offering. This means that for a certain final average grade there is an equal number of students above and below the average. That is, an average final course grade of C means that half the students in that course got a C or more. To calculate averages over a period of time, letter grades were converted into numerical grades using SFU's Standard Grade System (https://www.sfu.ca/students/calendar/2021/spring/fees-and-regulations/grading-policy/grading-systems-and-policies.html)

When did you collect the data? September/October 2022 | Findings are the same as previous EG because the assessment tool relied on same courses | Outcomes are the same as the previous EG because the assessment tool relied on the same courses |

Educational Goal 2c: Discipline-specific skills (Technical Skills)

Description of Assessment Method(s):

We used the average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131), where the Educational Goal is reinforced (ARCH 271, 282, 285, 286) and then developed (ARCH 376, 373, 340, 390, 485), and for the period between 2014 and 2022 (with an emphasis on the period since the last external review between 2019 and 2022). We used the following average final grade criteria for meeting each educational goal in each course: C or better final average = the course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = the course does not meet the goal. These criteria assumes a normal distribution of grades in each course and offering. This means that for a certain final average grade there is an equal number of students above and below the average. That is, an average final course grade of C means that half the students in that course got a C or more. To calculate averages over a period of time, letter grades were converted into numerical grades using SFU's Standard Grade System (https://www.sfu.ca/students/calendar/2021/spring/fees-and-regulations/grading-policy/grading-systems-and-policies.html)

When did you collect the data? September/October 2022

Describe Key Findings, Analysis and Interpretation:

Courses where this EG is introduced met the goal by and large. ARCH 101 was offered between 2014 and 2020 as ARCH 201 with a final average close to B (2.97), and then between 2020 and 2022 as ARCH 101, we saw a slight increase in grades, with an average closer to B+ (3.16). This supports our decision to change ARCH 201 to 101 to improve curriculum structure and provide a stronger background earlier in the degree program. ARCH 131 saw a similar improvement in meeting this EG, with a B- average (2.74) between 2014 and 2019, and then an increase to a B (3.01) since 2019. Courses where this EG is reinforced also met the goal, with ARCH 282 seeing a slight increase in the final average grade from a B (3.11) to a B+ (3.33) since 2020. This course was offered as ARCH 372 between 2014 and 2020, and has only been offered once as 282. Consequently, there is not enough data to confirm any improvements in meeting this EG for this course. Both ARCH 285 and 286 saw an increase in the final average grade from a B+ (3.25) in 2014-2019, to an A- (3.55) since 2019. Finally, courses where this EG is developed, remained consistently at a B- to B+ level throughout the study (ARCH 340 - 3.22, ARCH 376 – 3.12, ARCH 390 - 2.84, ARCH 485 – 3.25) or increased slightly, from a B (3.12) between 2014 and 2018 to a B+ (3.22) since 2019 (ARCH 373). These results indicate that courses at all levels are meeting this Educational Goal. While courses where this EG is reinforced seem to be doing better than courses where this EG is developed, the introduction of the lower-level ARCH 101, and ARCH 282, seems to be improving the performance of the other courses as they reinforce this EG.

What improvements have been made, or potential improvements considered, as a result of this assessment?

As of 2020 ARCH 201 was offered as ARCH 101 to address the perceived need to introduce this and other EGs at an earlier stage in the curriculum. Data shown here suggests that was a good decision and, albeit small, that decision had a noticeale impact on students performance at both the lower- and upper-level. Similarly, as of 2020 ARCH 372 was offered as ARCH 282 to address student performance issues and the need to introduce this and other EGs at an earlier stage in the curriculum. We currently do not have enough data to indicate whether this change has improved the course ability to meet this specific EG. More data in the future will provide a better insight into the impact of this change on the curriculum. Another course that we have offered to assess the development of this EG has been cancelled the last iterations (ARCH 428). We are now offering it with a different set of pre-requisits but do not have yet data to ascertain whether the course will attract students and provide additional insights into this EG. Given the general good performance with this EG, no other improvements are being considered.

Educational Goal 2d: Discipline-specific skills (Communication Skills)

Description of Assessment Method(s):

We used the average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131), where the Educational Goal is reinforced (ARCH 271, 282, 285, 286) and then developed (ARCH 376, 471), and for the period between 2014 and 2022 (with an emphasis on the period since the last external review between 2019 and 2022). We used the following average final grade criteria for meeting each educational goal in each course: C or better final average = the course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = the course does not meet the goal. These criteria assumes a normal distribution of grades in each course and offering. This means that for a certain final average grade there is an equal number of students above and below the average. That is, an average final course grade of C means that half the students in that course got a C or more. To calculate averages over a period of time, letter grades were converted into numerical grades using SFU's Standard Grade System (https://www.sfu.ca/students/calendar/2021/spring/fees-and-regulations/grading-policy/grading-systems-and-policies.html)

When did you collect the data? September/October 2022

Describe Key Findings, Analysis and Interpretation:

Courses where this EG is introduced met the goal by and large. ARCH 101 was offered between 2014 and 2020 as ARCH 201 with a final average close to B (2.97), and then between 2020 and 2022 as ARCH 101, we saw a slight increase in grades, with an average closer to B+ (3.16). This supports our decision to change ARCH 201 to 101 to improve curriculum structure and provide a stronger background earlier in the degree program. ARCH 131 saw a similar improvement in meeting this EG, with a B- average (2.74) between 2014 and 2019, and then an increase to a B (3.01) since 2019. Courses where this EG is reinforced also met the goal, with ARCH 282 seeing a slight increase in the final average grade from a B (3.11) to a B+ (3.33) since 2020. This course was offered as ARCH 372 between 2014 and 2020, and has only been offered once as 282. Consequently, there is not enough data to confirm any improvements in meeting this EG for this course. Both ARCH 285 and 286 saw an increase in the final average grade from a B+ (3.25) in 2014-2019, to an A- (3.55) since 2019. Finally, courses where this EG is developed ARCH 376 remained at a B (3.12) level since 2014. ARCH 471 shows an improvement from a B- (2.83) in 2014-2018 to a B (3.08) since 2019. In 2021 a new course (ARCH 271) was introduced which reflects a splitting of ARCH 471 into a lower-level course where this EG is first reinforced (ARCH 271) and then developled (ARCH 471). While both courses have only been offered once since this change, final grades indicate that both courses have performed at their best since 2014 (a B+). These results indicate that courses at all levels are meeting this Educational Goal. While courses where this EG is reinforced seem to be doing better than

What improvements have been made, or potential improvements considered, as a result of this assessment?

As of 2020 ARCH 201 was offered as ARCH 101 to address the perceived need to introduce this and other EGs at an earlier stage in the curriculum. Data shown here suggests that was a good decision and, albeit small, that decision had a noticeale impact on students performance at both the lower- and upper-level. Similarly, as of 2020 ARCH 372 was offered as ARCH 282 to address student performance issues and the need to introduce this and other EGs at an earlier stage in the curriculum. We currently do not have enough data to indicate whether this change has improved the course ability to meet this specific EG. More data in the future will provide a better insight into the impact of this change on the curriculum. Finally, as of 2021 a new lower-level course (ARCH 271) has also been introduced to address student performance issues in ARCH 471 and the need to introduce this and other EGs at an earlier stage in the curriculum. While it seems like this change has had a positive impact in how the EG is met, we currently do not have enough data to confirm this assertion. More data in the future will provide a better insight into the impact of this change on the curriculum. We have also developed a new course (ARCH 374) which will assist in further assessing the performance of this EG as one of the courses where the goal is developed. Given the general good performance with this EG, no other improvements are being considered.

	courses where this EG is developed, the introduction of the lower-level ARCH 271, seems to be improving the performance of ARCH 471 as it reinforces this EG.	

Description of Assessment Method(s):	**Describe Key Findings, Analysis and Interpretation:**	**What improvements have been made, or potential improvements considered, as a result of this assessment?**
We used the average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131), where the Educational Goal is developed (ARCH 271, 282, 285, 286) and then reinforced (ARCH 376, 471), and for the period between 2014 and 2022 (with an emphasis on the period since the last external review between 2019 and 2022). We used the following average final grade criteria for meeting each educational goal in each course: C or better final average = the course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = the course does not meet the goal. These criteria assumes a normal distribution of grades in each course and offering. This means that for a certain final average grade there is an equal number of students above and below the average. That is, an average final course grade of C means that half the students in that course got a C or more. To calculate averages over a period of time, letter grades were converted into numerical grades using SFU's Standard Grade System (https://www.sfu.ca/students/calendar/2021/spring/fees-and-regulations/grading-policy/grading-systems-and-policies.html)

When did you collect the data? September/October 2022 | Findings are the same as previous EG because the assessment tool relied on same courses | Outcomes are the same as the previous EG because the assessment tool relied on the same courses |

Description of Assessment Method(s):	Describe Key Findings, Analysis and Interpretation:	What improvements have been made, or potential improvements considered, as a result of this assessment?
We used the average of final grades for courses where the Educational Goal is introduced (ARCH 348, 372, 373, 376, 383, 386, 388, 390, 442, 452, 485), and for the period between 2014 and 2022 (with an emphasis on the period since the last external review between 2019 and 2022). We used the following average final grade criteria for meeting each educational goal in each course: C or better final average = the course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = the course does not meet the goal. These criteria assumes a normal distribution of grades in each course and offering. This means that for a certain final average grade there is an equal number of students above and below the average. That is, an average final course grade of C means that half the students in that course got a C or more. To calculate averages over a period of time, letter grades were converted into numerical grades using SFU's Standard Grade System (https://www.sfu.ca/students/calendar/2021/spring/fees-and-regulations/grading-policy/grading-systems-and-policies.html)

When did you collect the data? September/October 2022 | Courses where this EG is introduced met the goals by and large. ARCH 348 has not been offered since 2017, but between 2014 and that year, it shows an average of B+ (3.22). ARCH 372 was offered between 2014 and 2020 with a final average of B (3.11), and then since 2020 it has been offered only once as ARCH 282. We saw a slight increase in the final average grade to a B+ (3.33). However, these are not enough data to confirm any improvements in meeting this EG. ARCH 376 and 383 have remained at a B (3.12) and B+ level (3.20) since 2014. ARCH 373 has increased slightly, from a B (3.12) between 2014 and 2018 to a B+ (3.22) since 2019. Similarly, ARCH 386 has shown an increase in final average grade, from a B+ (3.25) between 2014 and 2018 to an A- (3.5) since 2019. ARCH 442 and 485 have remained at the A- (3.67) and B+ (3.25) level throughout the study period. ARCH 452 has increased from a B+ (3.33) to an A- (3.67), but data is only available for two years. In general, not only have the courses met this EG, but most have also improved their performance over time. 400-level courses seem to be performing better than 300-level courses. | As of 2020 ARCH 372 was offered as ARCH 282 to address student performance issues and the need to introduce this and other EGs at an earlier stage in the curriculum. We currently do not have enough data to indicate whether this change has improved the course ability to meet this specific EG. More data in the future will provide a better insight into the impact of this change on the curriculum. Given the general good performance with this EG, no other improvements are being considered. |

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Educational Goal 4: Understanding relevance of Archaeology to community and general public

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Description of Assessment Method(s):	Describe Key Findings, Analysis and Interpretation:	What improvements have been made, or potential improvements considered, as a result of this assessment?
We used the average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131) and then where the Educational Goals are reinforced/developed (ARCH 348, 349, 377, 378, 386, 442), and for the period between 2014 and 2022 (with an emphasis on the period since the last	Courses where this EG is introduced met the goals by and large. ARCH 101 was offered between 2014 and 2020 as ARCH 201 with a final average close to B (2.97), and then between 2020 and 2022 as ARCH 101, we saw a slight increase in grades, with an average closer to B+ (3.16). This	As of 2020 ARCH 201 was offered as ARCH 101 to address the perceived need to introduce this and other EGs at an earlier stage in the curriculum. Data shown here suggests that was a good decision and, albeit small, that decision had a noticeale

external review between 2019 and 2022). We used the following average final grade criteria for meeting each educational goal in each course: C or better final average = the course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = the course does not meet the goal. These criteria assumes a normal distribution of grades in each course and offering. This means that for a certain final average grade there is an equal number of students above and below the average. That is, an average final course grade of C means that half the students in that course got a C or more. To calculate averages over a period of time, letter grades were converted into numerical grades using SFU's Standard Grade System (https://www.sfu.ca/students/calendar/2021/spring/fees-and-regulations/grading-policy/grading-systems-and-policies.html) **When did you collect the data?** September/October 2022	supports our decision to change ARCH 201 to 101 to improve curriculum structure and provide a stronger background earlier in the degree program. ARCH 131 saw a similar improvement in meeting this EG, with a B- average (2.74) between 2014 and 2019, and then an increase to a B (3.01) since 2019. Courses where this EG was reinforced/developed also met the goal by and large. ARCH 348 has not been offered since 2017. Between 2014 and 2018 it shows an average of B+ (3.22). ARCH 349, 377, and 378 have remained at the B+ (3.22, 3.26, 3.20) level since 2014. ARCH 386 has shown an increase in final average grade, from a B+ (3.25) between 2014 and 2018 to an A- (3.5) since 2019. ARCH 442 has remained at the A- (3.67) throughout the study period. These results indicate that 1) both lower- and upper-level courses are meeting this Educational Goal, and 2) that upper-level courses are meeting this EG above that of the lower-level courses. This improvement reflect greater performance in meeting this EG over the course of the degree.	impact on students performance at both the lower- and upper-level. Given the general good performance with this EG, no other improvements are being considered.

5) Please use the table below to update your assessment plan for the coming period before your next External Review. Add or delete any rows as needed.

Educational Goal 1: Core discipline knowledge			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131, 272, 273) and then where the Educational Goals are reinforced/developed (ARCH 340, 372, 373, 374, 376, 377, 378, 383, 385, 386, 388, 390, 428, 471, 485), and for the period between 2019 and 2026 (with an emphasis on the period since the external review mid-cycle report between 2022 and 2026).	**What would indicate that students had met the EG?** C or better final average = The course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = The course does not meet the goal.	**Is this direct or indirect?** Direct	**When do you plan to collect the data?** In preparation for the next external review

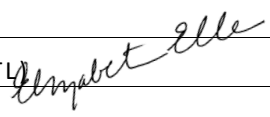| Educational Goal 2: Discipline-specific skills			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131), where the Educational Goal is reinforced (ARCH 271, 282, 285, 286) and then developed (ARCH 340, 373, 376, 390, 471, 485), and for the period between 2019 and 2026 (with an emphasis on the period since the external review mid-cycle report between 2022 and 2026).	**What would indicate that students had met the EG?** C or better final average = The course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = The course does not meet the goal.	**Is this direct or indirect?** Direct	**When do you plan to collect the data?** In preparation for the next external review
Educational Goal 3: Exposure to research			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Average of final grades for courses where the Educational Goal is introduced (ARCH 348, 372, 373, 376, 383, 386, 388, 390, 442, 452, 485), and for the period between 2019 and 2026 (with an emphasis on the period since the external review mid-cycle report between 2022 and 2026).	**What would indicate that students had met the EG?** C or better final average = The course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = The course does not meet the goal.	**Is this direct or indirect?** Direct	**When do you plan to collect the data?** In preparation for the next external review
Educational Goal 4: Understanding relevance of Archaeology to community and general public			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Average of final grades for courses where the Educational Goal is introduced (ARCH 101, 131) and then where the Educational Goals are reinforced/developed (ARCH 348, 349, 377, 378, 386, 442), and for the period between 2019 and 2026 (with an emphasis on the period since the external review mid-cycle report between 2022 and 2026).	**What would indicate that students had met the EG?** C or better final average = The course meets the goal; C- or D final average = the courses meets the goal marginally; F final average = The course does not meet the goal.	**Is this direct or indirect?** Direct	**When do you plan to collect the data?** In preparation for the next external review

6) How do you plan on sharing your findings within your unit?

Sharing this report with faculty members and summary of results presented at Department meeting

7) Assessment Timeline

Next External Review: The next external review is scheduled to take place in 2026. We will re-assess our Educational Goals and assessment tools in preparation for the self-study the year prior to in 2025, based on changes described in this document.

OFFICE OF THE
VICE-PROVOST, LEARNING & TEACHING

MEMORANDUM

ATTENTION:	Hugo Cardoso, Chair, Archaeology
FROM:	Elizabeth Elle, Vice-Provost, Learning & Teaching (for SCUTL)
RE:	Archaeology Mid-cycle Educational Goals Assessment
DATE:	March 20, 2023

The Senate Committee for University Teaching and Learning has recently been charged with providing feedback to units in their mid-cycle assessment of Educational Goals. We appreciate the thoughtful way that Archaeology is considering your undergraduate curriculum structure and where you introduce vs. develop/reinforce skills of interest.

Your educational goals (EGs) are very broad (technical skills; communication skills; conceptual knowledge) which can make assessing them difficult. Getting more specific with your EGs will help you learn more from them. Given how broad your EGs are, it's not surprising that you have chosen to use course grades to give your unit an understanding of student achievement—even though you noted in your 2019 action plan that this isn't very effective. In a number of cases you are using the same courses to assess multiple EGs. We would like to suggest an alternative as you move ahead, which is aligned with your 2019 action plan, something we encourage you to revisit.

First, we encourage you to consider what it is you want to know, as you continue your work refining your curriculum. For example, are there particular communication skills (speaking, writing) or technical skills (there may be a diversity of lab and analytical skills) you'd like your students to achieve? If so, are there particular assignments within particular courses that would be useful to examine? For example, you could meet the needs of your department by looking at achievement on particular laboratory assignments or individual papers within writing-intensive courses. A curriculum map would help you identify where these assignments/courses fall in your curriculum (you noted this in your 2019 plan).

Second, we encourage you to focus your efforts a bit more. Other units have found that they gather richer information by choosing fewer EGs to assess at any one time point, taking a more fine-grained approach to them, and then using existing assessments within courses (rather than course grades, which include a diversity of EGs in most cases). Often this can be accomplished without an increase in workload, other than the work at the start of the process to clarify what it is you would like to know. Please visit our dedicated educational goals website to help you with the "define" stage.

You also mention the possibility of doing exit surveys, which we agree can be very useful, alongside some work to refine just what you would like to learn from EG assessment. We encourage you to reach out to LEAP, the Learning Experiences Assessment and Planning group in the AVP-LT portfolio (email them at: leap@sfu.ca). There are staff on the team with expertise in assessment and survey analysis, and they are here to help you.