



## **Instructional Program Review Summary 2004-05**

Instructional Area: **Social Behavioral Sciences**

Department: **Social Sciences**

Discipline: **Anthropology**

December 8, 2004

## Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

### **EXECUTIVE SUMMARY**

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The goal of the anthropology program is to provide instruction aimed towards an appreciation of human diversity and adaptation and knowledge of the tools used in scientific discovery of the human condition that will prepare them for transfer and success in baccalaureate granting institutions and/or careers. The objectives are to provide up-to-date, high quality instruction, utilizing the most modern technology across the widest geographic area, provide career opportunities in the applied fields, and provide students access to different cultures and different places.

Overview of how the program review was conducted.

A self study team of 7 participants coordinated the program review with all 7 members participating in SWOT (Strengths, Weaknesses, Opportunities, and Threats) meetings. From the SWOT meetings members formulated and consolidated their views which were presented in the IPR form. Analysis of ACC data on relevance, responsiveness, accessibility, outcomes, quality, resources, comparisons, and revenues/costs was carried out by the IPR Chair and summarized in the IPR form, based on data provided by the Program Review Notebook, ACC Student Fact Book, and the ACC Faculty Fact Book. The results of the IPR were then reviewed by the IPR team and presented in the Quality Improvement Plan Form, and the Program Status Form. These were reviewed by Task Force members and then delivered by E-Mail to the Coordinator for Institutional Assessment by the IPR Chair.

Summary of findings:

Progress on previous program review recommendations.

Anthropology initiated the recommendation of updating instructional materials with some success (it is limited by a lack of classroom storage) but little progress has been made on obtaining access to instructional materials by having all anthropology classes in the same classroom (semi-designated classrooms, where the materials can be stored for useable access). This process (semi-designated classrooms) has met hard-

headed resistance from the administration. The quality of instruction continues to be undercut by a lack of reasonable access to materials in the classroom. Also there has been no useable increase in computer accessibility to students.

Program strengths.

Students, faculty, and international programs.

Areas for improvement.

Access to instructional materials in the classroom, outside revenue sources, and applied programs.

Key planning issues.

Development of an applied program for anthropology, movement of all classes into classrooms where the instructional materials are stored, and exploration of educational grants for cultural awareness.

Conclusions: What are the major conclusions regarding the present state of the program?

The program can go no farther until: (in order of importance) semi-designated classroom are obtained, an applied program is in place, and outside funds help student participation.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

Currently we hope to upgrade and expand instructional tools through educational grants, improved budget considerations for technology in the classroom, designated classrooms, and an applied program.

### SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name James Sondgeroth       ACC Faculty       Industry Representative  
 Student

Name Clint Davis       ACC Faculty       Industry Representative   
Student

Name Mary Beth Booth       ACC Faculty       Industry Representative  
 Student

Name Mary Chipley       ACC Faculty       Industry Representative   
Student

Name Rebecca Shipkosky       ACC Faculty       Industry Representative  
 Student

Name Ryan Schuermann       ACC Faculty       Industry Representative  
 Student

Name David Brown       ACC Faculty       Industry Representative   
Student

Name       ACC Faculty       Industry Representative  Student

Name       ACC Faculty       Industry Representative  Student

### PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

#### I. Program Description

The discipline of anthropology at ACC provides instruction aimed towards an appreciation for human diversity and adaptation and knowledge of the tools used by anthropology in scientific discovery. Anthropology provides students with an introduction to the practical and theoretical base that helps prepare them for transfer and success in baccalaureate degree granting institutions. In addition it helps students to think critically and apply basic knowledge, skills, and principles of anthropology to everyday life and their chosen careers. Since its inception anthropology has grown by leaps and bounds adding more sections, instructors, programs, and distance learning offerings as ACC has grown. In addition anthropology has increased its cooperation with institutions in the region, emphasizing transferability and joint academic discussions. The anthropology program at ACC now includes classroom and distance learning instruction in

cultural anthropology, physical anthropology, and archaeology. In addition anthropology offers field experience through unique needs courses in field methods in anthropology (archaeology) and two study abroad programs (Mexico and Peru).

### **STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)**

List the names of people who participated in the SWOT and their association with your program.

Name James Sondgeroth       ACC Faculty       Industry Representative  
 Student

Name Clint Davis       ACC Faculty       Industry Representative  
 Student

Name Mary Beth Booth       ACC Faculty       Industry Representative  
 Student

Name Mary Chipley       ACC Faculty       Industry Representative  
 Student

Name David Brown       ACC Faculty       Industry Representative  
 Student

Name Rebecca Shipkosky       ACC Faculty       Industry Representative  
 Student

Name Ryan Schuermann       ACC Faculty       Industry Representative  
 Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

**Strengths:** In what does your program excel?

The core strength of anthropology is the range and number of courses at the freshman and sophomore level supported by an experienced and knowledgeable faculty (both full-time and adjunct) who stay up-to-date on perhaps the most rapidly changing field in the Social-Behavioral Sciences. In addition anthropology offers students unique opportunities to study in Mexico and Peru during the summer session. Internationally and in the classroom students find they are surrounded by some of the most enthusiastic students and discussions of all their ACC classes (as witnessed by their feedback and higher than average evaluations).

**Weaknesses:** What are the aspects of your program, which, if not addressed, will impede the area's future?

At the core of the weaknesses in the anthropology program is the the lack of dedicated class rooms to provide access at all campuses to the critical biological and cultural materials which good anthropology instruction depends on. Along with the preceeding is the lack of easy access to computer presentation equipment. At present the lack of permanently installed equipment in classrooms means that the euipment is not always available, setup time takes away from instruction time, and the useage by different departments means that computer programs are constantly changed, often leading to the inability to use the equipment at all. Along with the lack of dedicated classrooms, anthropology can go no further until the number and size of classrooms is increased. The anthropology program simply does not have enough classroom space across the campuses to provide for the demand. Students continually ask for more activities and chances for involmnet in anthropology and perceive that the administration has no real interest in anthropology.

**Opportunities:** What factors does your program need to take advantage of in order to enhance the quality of the area?

At present anthropology needs to take advantage of partnerships with local and international institutions and businesses that need trained anthropologists and anthropology students. It is especially urgent in the field of archaeology, where employers are desperate for trained, introductory level field anthropologists and institutions that need students in upper division field porgrams. Providing applied (hands-on) training programs should be a priority for anthropology at the community college level.

**Threats:** What are the external factors that could negatively impact your program's future?

The most serious external threats to the anthropolgy program are increased costs to students through tuition and cost of living increases, a lack of administrative support for budgets to provide quality teaching resources and a lack of support for dedicated classrooms to support quality instruction( by providing efficient access to instructional materials and technology).

Discuss changes from the program's previous SWOT analysis.

Changes from the prior SWOT include greater emphasis on dedicated classrooms, classroom space and training programs.

## ANALYSIS

**[a] Relevance of the program to College mission and desired ends**

**Mission:**

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

NA

### **Desired Ends (Board Policy A-2. Intended Outcomes)**

How well does the program support the intended outcomes of the college by providing "service-area adults with the postsecondary and higher education they need and can use for productive useful lives?"

The anthropology program provides "service-area" adults with a wide variety of courses with cross-cultural context that can count as electives and/or science credit which directly apply to everyday life, job opportunities and associate/baccalaureate degrees. In addition, these courses are offered in both classroom and distance learning formats. The quality of these courses and the program is supported by a conscientious Dean, Task Force Chair and Task Force members who continually fight to maintain integrity and exemplary standards(master syllabus, mentor programs, and assesment) among the faculty. The preceeding leads to personal and professional ownership and create accountability. In addition, hiring committees push for instructors who demonstatrate openness and flexibility of ideas and instructional presentation.

In what ways does the program demonstrate an open, responsible exchange of ideas?

The program promotes culturally relative approaches and supports a wide variety of instructional techniques.

In what ways does the program provide an open door to educational potential?

Anthropology provides an open door to education through the following: the program focuses on a variety of approaches with a broad potential-ie "something for everyone" and offers all its course in both lecture and open campus format.

In what ways does the program take targeted action to address internal needs within available resources?

Available resources are targeted by anthropology through promotion and distribution of available reources are at every Task Force Meeting.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

The program's commitment to integrity and exemplary standards are demonstrated by a Task Force/Chair that critically reviews instructors methods and materials.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

The program vis-a-vi the Task Force and Program Chair places instructors with courses that reflect their own particular specialty and addresses the needs of these specialties.

### **[b] Responsiveness to community needs and satisfaction of community demand**

In what ways does the program address a verifiable need for the student, community, and society?

Based on data from 2003, Physical Anthropology and Archaeology are filling at campuses with prime times of late morning and early afternoon with only a few turned away. Cultural Anthropology on the other hand turns away almost 3 times as many at the same prime times. All courses, at less desirable times, rarely fill and often don't make at the smaller campuses.

Describe the results of the program's most recent assessment of community need.

Based on percentages of students by age and ethnicity, anthropology generally reflects ACC's service area ethnicities (70% white, 2% black, 17% hispanic, 5% asian, 1% american indian, and 5% non-resident) and this is generally reflected among courses and classes. The average(mean) age of 23 generally reflects an emphasis on traditional students rather than non-traditional students.

How do the program's five-year enrollment trends compare with those of the College overall?

A greater than 20% increase in enrollment from 1999 to 2003 with increases every year is about average for ACC programs. When compared to Geology with only a 10% increase (including one year of decline) and Astronomy with radical yearly ups and downs (also showing a substantial loss from 1999 to 2003) anthropology stands out as a strong science with steady and increasing growth potential.

### **[c] Accessibility to students and identification of unnecessary barriers**

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

A full compliment of anthropology courses are taught at NRG, PIN, RGC and RVS only. Enrollment totals from Fall 1999 to Spring 2004 show that RGC ranks first with 1920, NRG close with 1396, while PIN and RVS had small enrollments at 264 and 339 respectively. Sections follow the preceding breakdown with

RGC at 74, NRG at 56, and PIN and RVS at 10 and 14 respectively. Across all campuses the majority of sections were offered in the morning(176) with 46 in the afternoon, 24 in the evening and 7 on weekends. In addition from Fall 1999 to Spring 2004, 63 sections were offered through distance learning.

List the number of sections taught (by location).  
See Above.

List the number of sections closed or canceled per course.

The number of sections closed (listed by campus) for Spring 2004 are: NRG-7, RGC-9, and RVS-1.

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

Data for anthropology not available.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

The single biggest disadvantage for educationally disadvantaged students that can be identified as an unnecessary barrier is the amount of time students have to spend getting to and from the nearest campus. Given the cost in time, effort and money this equates to undermining student enthusiasm, retention, and quality of learning.

#### **[d] Student outcomes including participation and successful-completion rates**

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

Data for anthropology not available.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Since 1998 the program has had an average 5 degrees awarded each year with a low in 1999-2000 of one degree to nine degrees conferred in both 2000-2001 and 2001-2002. The preceding follows the growth in students enrolled in anthropology courses as well as the growth of ACC.

How do withdrawal rates for courses compare to College norms?

Data for anthropology not available.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

Based on student learning outcomes over 70% of students finishing anthropology courses have the basic necessary skills to continue in the field (Based on SACS assesment). Since 2000 the number of students receiving a grade "C" or better has averaged 63% with a range of 59-69% while failures have averaged a steady 10%. Taken collectively the preceeding indicates the program is meeting standards set by the Task Force in the Unit Level Effectiveness Program-Unit Outcomes.

### **[e] Measures of program quality and educational value added**

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The anthropology Task Force follows SACS requirement for faculty, reviews portoflios and student evaluations yearly, and discusses these every semester in Task Force meetings and all of the preceeding are reviewed by the Social Sciences' Chair

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

The anthropology curriculum is reviewed yearly in Task Force and by the Chair of the Social Science Task Force.

Are learning outcomes defined for courses and the program?  Yes  No

Are course texts up-to-date?.  Yes  No

Are course and program listings in the ACC Catalog up-to-date?  Yes  No

Do all courses have up-to-date syllabi on file?  Yes  No

Evaluate the use of instructional resources (including those in the library).

Based on use of audio visual resources and the continual update of these resources, anthropology makes maximum use of these resources. Based on reviews of syllabi within the department at least some use of the library is necessary or suggested in most of the courses.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

The success of anthropology is directly related to technology in two ways. First-the ability to adequately describe a wide array of different cultures and their origins is directly dependent on the technology (and its quality) to bring these descriptions to the classroom. Second, the ability to bring the culture and biology of humans to a popuation whose demand for these topics is increasing and cannot be met in traditional lecture formats (due to limited classrooms and available times) is provided by distance learning whose effectiveness is critically tied to technology. From the Fall of 1999 through the Spring of 2004 over 63

sections of anthropology have been taught with most at maximum teaching loads.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

Judging from the content of texts used across anthropology and types of questions that are being approached, problem solving is an integral part of the anthropology program. Active learning is also important as reflected in the wide variety of exercises designed by instructors that take students out into the real world. Work based elements are the weakest part of the anthropology program. It is generally not reflected well in course content and anthropology suffers from a lack of an applied program which puts students directly into the work world. The demand for trained archaeologists, forensic anthropologist, and work area cultural anthropologists has increased dramatically over the last ten years. Most of these areas have found it difficult to keep up with the demand and students often complain that ACC does not provide them with adequate training to enter or explore these opportunities.

List below the current discipline-specific courses within the program and the date of the latest review.

Course	Intro to Physical Anthropology	Date of Last Review	Spring 2003
Course	Intro to Cultural Anthropology	Date of Last Review	Spring 2003
Course	Intro to Archaeology	Date of Last Review	Spring 2003
Course	Intro to Field Methods in Archaeology	Date of Last Review	Spring 2003
Course		Date of Last Review	
Course		Date of Last Review	

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes  No (if no, please explain)

What is the ethnic diversity of the faculty?

The adjunct faculty is all white, however gender is equally split. Full time faculty has one white male and one hispanic female.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

Almost all faculty members regularly attend conferences in their field as well as community college teaching conferences. In addition reviews of syllabi have shown that all instructors incorporate the most up-to-date information and methodologies in their courses.

What recognition has been given to faculty within the last year?

Professor Clint Davs was nominated for the second consecutive time for the Minnie Piper-Stevens Education award.

Describe professional development activities in which program faculty participate.  
All faculty participate in either (or both) academic conferences and ACC sponsored faculty development activities.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

All 10 faculty members regularly participate in professional development every year.

Describe the types of discipline-related professional development activities offered.

Activities include technology training, international discussions, and program presentations.

What percent of sections do full-time faculty teach?

Full time faculty teach approximately 43% of sections.

What percent of contact hours do full-time faculty teach?

Data for anthropology not available.

Are student evaluations of instruction within acceptable range?  Yes  No

To what extent are alternative modes of instruction incorporated into classes?

Extensive use is made of videos, computers, and overheads to aid instruction. In addition group learning and critical thinking exercises are employed widely.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes  No

**[f] Adequacy of program resources and efficiency of resource use**

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

The overall adequacy of resources is appropriate, however the access to resources is inadequate due to a lack of designated classrooms where instructional materials can be housed and effectively utilized. This aspect presents a major stumbling block to effective teaching in the classroom. In addition a lack of consistent availability of computers and computer projection equipment is seriously hindering instructional excellence.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

Approximatley 25% of the faculty are full time in the program and they teach approximately 40% of the courses.

How up-to-date is the equipment used by the program?

Computer projection equipment is about 3 years out-of-date.

Identify possibilities for improving the efficiency of the program's use of resources.

The efficiency fo resources must be improved by designating classrooms where instructional materials including computer-projection equipment can be permanently housed and instantly available.

**[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers**

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

Given that ACC has the lowest tuition costs, smallest class sizes and most widespread geographic access, ACC at the lower division level, is a bargain. However it is lacking in overall teaching resources in the classroom when compared to institutions in the area served by ACC.

**[h] Direct and indirect program-related revenues and costs to the College**

Identify the major sources of revenue for the program, including grants, partnerships, etc.

The only source of revenue is provide by tuition.

Compare program costs to those of other ACC programs.

The anthropology program has on one of the highest % surplus margains of the college at around 50% over the last 3 years. Most programs fall well below this number.

Compare the program's actual expenditures to the approved program budget for the previous two years.

The surplus margain for FY 2003 was 55.9%

**TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**

**Only Workforce Programs complete the items below.**

Report/status from latest external accrediting agency visit



When was the most recent program revision?

██████████

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

██████████

Average number of semesters it takes for students to gain degree/credential.

██████████

Number of graduates within the last three years

██████████

Demographics of graduates

██████████

Percent of graduates who are employed within one year of graduation.

██████████

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

██████████

Percent of employers indicating satisfaction with graduates.

██████████

Discuss the most recent results of Focus Group or internal survey of employers.

██████████

Number of employers indicating need for more graduates

██████████

Provide evidence of SCANS competency integration into course syllabi and programs.

██████████

How often does the program's advisory committee meet to discuss curriculum issues?

██████████

When and where are advisory committee minutes maintained and posted?

██████████

Evidence of recent review of curriculum by external advisory committee.

██████████

Advisory committee validation of entry level skills

**Only Transfer Programs complete the items below.**

Number and percent of graduates who transfer within one year of graduation.

Data for anthropology not available.

Number of articulation agreements with universities and colleges

One-Topics in anthropology.

Number of courses that transfer

All four transfer.

Number of student complaints about problems with course transfer

Data for anthropology not available.

Discuss the results of the most recent Survey/focus group of transfer institutions.

Data for anthropology not available.

Discuss data from transfer institutions if available.

Not available.

Number of students transferring successfully.

Data for anthropology not available.

## **CONCLUSIONS**

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

In conclusion, while the program is strong in providing a range of classes to the core of the ACC support area, quality instructional is hindered by: (1) inadequate access to instructional materials (due to a lack of semi-designated classrooms), (2) lack of classroom space in the core area, (3) a lack of good creditability and community support due to the absence of an applied program, and (4) a lack of indirect (especially outside) revenues.

## **PROGRAM VISION STATEMENT**

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

Over the next five years anthropology hopes to continue the enrollment increases of the previous five years, with more classes at core campuses and

expansion at peripheral campuses. The program will also see international programs and an applied program, and all its classes will be in classrooms where its materials can be adequately used. We also see our students having a greater understanding of the wide variety of cultures, our biological heritage, and applying anthropology in and to everyday life.

### **RECOMMENDATIONS**

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

We recommend upgrading and expanding instructional tools, improving budget considerations for technology in the classroom, designating classrooms, adding applied courses, and aiding students (through educational grants) to experience different cultures and places.

### **ADDITIONAL COMMENTS**

We must increase every students' awareness of human variation and human origins both culturally and biologically and support those students who want to further those goals. Only by removing cultural bias can we ever hope to resolve human conflict and suffering.

### **APPENDIX**

List all documents that you used in your report:

Instructional Program Review Notebook

ACC Student Fact Book

ACC Faculty Fact Book

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment ([rwall@austincc.edu](mailto:rwall@austincc.edu)) as an attachment.

## Quality Improvement Plan for Anthropology Program

**Date Completed:** 11/29/05

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
<b>Recommendation # :</b>	# 1
<b>Recommendation:</b>	Have all anthropology classes in classrooms where instructional materials are stored.
<b>Planned Implementation date:</b>	Fall 2005
<b>Estimated Completion date:</b>	Fall 2006
<b>Action/Task</b>	Designate classrooms at RGC, NRG and RVS/ Add storage at RVS/
<b>Measure of Success/ Desired Outcome</b>	Improvement of learning outcomes and success rates.
<b>Estimated Cost(s)</b>	Storage cabinets-\$300.00
<b>Consequence if not funded</b>	Success rates and learning outcomes will fall and enrollment will drop.

Who is responsible: Task Force(Dept) Chair/Dean

<b>Recommendation #</b>	# 2
<b>Recommendation:</b>	Add applied program.
<b>Planned Implementation date:</b>	Fall 2005
<b>Estimated Completion date:</b>	Spring 2006
<b>Action/Task</b>	Develop applied program in archaeology
<b>Measure of Success/ Desired Outcome</b>	# of students enrolled in program each semester/ # of students hired as a result of program
<b>Estimated Cost(s)</b>	Half time instructor salary/Equipment-\$5,000.00
<b>Consequence if not funded</b>	Lack of job opportunities/loss of creditability
<b>Who is responsible?</b>	Task force Chair/Dean

<b>Recommendation #</b>	# 3
<b>Recommendation:</b>	Expand class offerings
<b>Planned Implementation date:</b>	Fall 2005
<b>Estimated Completion date:</b>	Spring 2006
<b>Action/Task</b>	Add classes at premium times at all peripheral campuses.
<b>Measure of Success/ Desired Outcome</b>	Greater enrollment in anthropology/greater creditability
<b>Estimated Cost(s)</b>	None
<b>Consequence if not funded</b>	Increasing # of students turned away.
<b>Who is responsible?</b>	Task Force Chair/Dean

<b>Recommendation #</b>	# 4
<b>Recommendation:</b>	Seek outside funding for international programs
<b>Planned Implementation date:</b>	Summer 2005
<b>Estimated Completion date:</b>	Summer 2006
<b>Action/Task</b>	Provide travel funds for international programs
<b>Measure of Success/ Desired Outcome</b>	# of students participating
<b>Estimated Cost(s)</b>	None
<b>Consequence if not funded</b>	International programs cutback or cancelled.
<b>Who is responsible?</b>	Task Force Chair/Dean/ACC International programs

<b>Recommendation #</b>	
<b>Recommendation:</b>	
<b>Planned Implementation date:</b>	
<b>Estimated Completion date:</b>	
<b>Action/Task</b>	
<b>Measure of Success/ Desired Outcome</b>	
<b>Estimated Cost(s)</b>	
<b>Consequence if not funded</b>	
<b>Who is responsible?</b>	

<b>Recommendation #</b>	
<b>Recommendation:</b>	
<b>Planned Implementation date:</b>	
<b>Estimated Completion date:</b>	
<b>Action/Task</b>	
<b>Measure of Success/ Desired Outcome</b>	
<b>Estimated Cost(s)</b>	
<b>Consequence if not funded</b>	
<b>Who is responsible?</b>	