



Table of Contents

I. Department/Program Mission	2
II. Department and Program Description & Data.....	3
III. Curriculum.....	8
IV. Student Learning Outcomes	11
V. Departmental Engagement.....	14
VI. Professional Development	15
VII. Support Services.....	16
VIII. Career and Technical Education Programs	18
IX. Resource Planning: Personnel, Technology, Facilities, and Budget	21
X. Final Summary of Goals, Commitments to Action, and Resource Requests	23

I. Department/Program Mission	
1. State the department name and everyone who participated in creating the comprehensive program plan.	Creative Writing Lesley Dauer Doren Robbins
2. State the program's mission. If you don't have one, create one.	The program focuses on teaching a creative writing foundation in poetry and short fiction with options to explore memoir and the novel. Students also learn strategies for critical thinking as they critique the work of published writers and their classmates. Upon completion of this program, students will have the skills necessary to write creatively in two or more genres of literature and to thoughtfully analyze the work of others. This combination of outcomes prepares students for careers in writing, publishing, editing, and teaching.
3. Explain how the program/department mission is aligned with the college mission ?	We “are dedicated to the achievement of learning and to the success of our students.” This dedication involves great attention to lesson plans and achieving expected class outcomes. And though our classes are large, we provide significant workshop feedback orally and in writing to each individual, helping each to form his or her distinct voice while learning the foundations of each writing genre. Encouraging such a diversity of strong voices is fundamental to “enhancing a democratic society.”

II. Department and Program Description & Data

1. What are your hours of operation?		Our offices open at: Closed for Lunch: <input type="checkbox"/> No <input type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at:			
2. What types of classes do you offer, at what locations, and at what times?		Times offered: <input type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> xMiddlefield <input type="checkbox"/> xOff campus	Types Offered: <input checked="" type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).					
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount		Brief Description of duties	
Lesley Dauer	0	0			
Doren Robbins	0	0			
	0	0			
	0	0			
Position Title	0	0			
Position Title	0	0			
Management and Classified Positions	Full-time Headcount	Part-time Headcount		Brief Description of duties	
Position Title	0	0			
Position Title	0	0			
Position Title	0	0			
Position Title	0	0			
Student Worker Positions	Hours per Week	Months per Year		Brief Description of duties	
Position Title	0.00	0			
Position Title	0.00	0			
Position Title	0.00	0			

<p>4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?</p>	<p>Our distance learning FTES count (and corresponding enrollment) is up from 2006-2007 by about one third. On the other hand, our on-site FTES count is down from 2006-2007 by about two thirds. Our classes are limited to 30 students with online classes more likely to have waiting lists than on-site classes. This suggests momentum is on the side of distance learning, and we may wish to pursue it further.</p>	
<p>5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?</p>	<p>Over the last three years, on-site classes have had 91-98% success and retention rates. However, while retention rates for distance learning have been similar, between 85%-91%, success rates have been lower, between 66%-69%. Still, as a whole, the Creative Writing Department has maintained a retention rate of 92%- 95% and a success rate of 84%-89%. This is consistently stronger than the college average.</p> <p>In the past six years we have awarded three certificates and ten degrees in Creative Writing.</p>	
<p>6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?</p>	<p>According to the data, the vast majority of our students are white (and those who choose not to record their ethnicity). And the ratio of women to men has been two to one. This may be our niche group in this area, but it would benefit the program to attract more underrepresented students and a greater diversity of students in general. Outreach seems necessary here.</p>	
<p>7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>Our program is primarily served by two full time instructors with split positions in English and Creative Writing. Each usually teaches two creative writing classes a year. In addition, two part-time instructors have occasionally taught classes. The needs of our program are being well served.</p>	
<p>8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>Please see answers above. Distance classes have lower retention rates campus-wide. The Creative Writing Department can continue to address this issue by making sure students are familiar with Etudes before the quarter begins. This can be achieved by providing pre-tests and sending</p>	

	<p>students to Etudes preparedness classes on campus. Calling students at home when absences are problematic can also serve them well.</p> <p>In my experience, distance retention rates have been less related to satisfaction with the course than to over-extension on the part of the student. Online classes may seem less time-consuming than on-site classes, but many times the opposite is true.</p>	
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).		
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.		

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Increase the success rate of distance learners	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase the enrollment of under-represented students and men	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Request more Etudes preparedness Activities via Foothill Global Access.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Increase the success rate of distance learners	Include more support before the quarter starts. Provide students with information about Etudes in the form of preparedness quizzes and information about classes available at Foothill. Contact students when they first seem to be drifting.			
Increase the enrollment of under-represented students	We could contact Marketing about speaking at schools and libraries. We could also explore advertising in local Bay Area writers' groups' newsletters and creating signs and pamphlets.			
13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.				
Identified Resource	Purpose	If requesting funding, provide a rationale of how each		

		request supports one or more college strategic initiative and/or supports student learning.	
Outreach	Reassigned Time or a stipend will allow a faculty member to perform necessary outreach if the Marketing Department cannot.	Building a Community of Scholars	
Foothill Global Access	Request more support for Etudes students	Putting Access into Action	

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners ?	We use a variety of delivery modes and instructional techniques. We also work closely with the DRC.
2. How does your curriculum respond to changing community, student, and employer needs?	We developed an online program and increased its size when we saw a demand for it.
3. How does your curriculum support the needs of other certificates or majors?	Foothill students can earn GE credits by taking creative writing classes. Several Language Arts Division certificates are comprised of both creative writing and English classes.
4. Do your courses for the major align with transfer institutions?	Yes
5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	Yes
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V , course deactivation , updated prerequisites , cross-listed courses , measuring student learning outcomes , curriculum sheets , certificates and degrees).	We will complete title V updates (where necessary) for our classes and deactivate classes that were originally but no longer cross-listed with Fine Arts. Fine Arts has absorbed those classes.
7. Does your program offer distance education courses?	Yes
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Distance classes involve more writing because talking is not a part of the regular course. Each time a student hands in a project, he or she must send a "process letter" via private messages. Students can also set appointments with their teachers, communicating via telephone or in person.
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	We can assign small simultaneous feedback groups in "Discussions" and monitor those conversations. This is not possible in classrooms because of the conversational noise involved. Students can also communicate independently via Private Messages or "Discussions."
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>	

10. What college skills should a student have before entering your program?	We have an advisory stating that students should be qualified to take ENGL 1A	
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	NA	
12. In what ways are you addressing the needs of the college skills students in your program?	Because so much one-on-one and group work is required (especially online), we have the opportunity to individualize our teaching, meeting each student at his or her own level.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	One faculty member teaches more sections of ENGL 110 than creative writing classes and has been a member of the College Skills Steering Committee.	
<i>Program Mapping</i>		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	We have several courses that have a and b sections and should be taken in that order. Ideally, a student majoring in Creative Writing should take CRWR 6: Intro to Creative Writing first, but it's not mandatory.	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Yes.	
16. If applicable, describe any capstone course, signature assignment (project, service learning , portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	All creative writing students must turn in final portfolios of original writing and a self-assessment of progress and development.	
<i>Course Scheduling & Consistency</i>		
17. Given available data, describe the trends in the scheduling of morning , afternoon , and evening classes, as well as Friday, Weekend , and distance education classes. Comment on the feasibility of offering classes at non-standard times.	We teach afternoon, evening and online classes. We don't offer morning classes at this time because of greater competition with English classes.	

18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	Yes. See 14. (Students can complete the major over a two-year period.)	
19. How does the department determine that classes are taught consistently with the course outline of record ?	The two full time faculty members worked together to create SLOs and course outlines/outcomes that we respect and adhere to.	
Summary of Planning Goals and Action Plans		
20. What are your goals with respect to curriculum and how will those goals be measured?	See 6.	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource		If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning .

IV. Student Learning Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.</p> <p>2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

Creative Writing Program Outcomes: Approved by the English Department 11.5.10

IV. Learning Outcomes			
<i>Student Learning Outcome and Program Learning Outcomes Assessment</i>			
<p>3. Be sure and complete your course-level student learning outcomes assessment for each course through the C3MS system.</p> <p>2. Program Learning Outcomes in this section will be updated annually and posted on the Learning Outcomes webpage.</p> <p>• Intended Program Outcome 1: Student will write poetry and/or fiction at a publishable level demonstrated by their portfolio review.</p>			
This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer X	Workforce X
Relationship to Institutional Learning Outcomes	Means of Assessment/Criteria for Success	Summary of Data: October 2011	Use of Results: October 2011

Communication, Critical Thinking	Evaluation of student portfolios of creative and critical work and their thoughtful analysis of the writing of peers and professionals.	<i>Pending</i>	<i>Pending</i>	
• Intended Program Outcome 2: Student will demonstrate analytical ability in evaluating and critiquing the work of peers and professionals.				
This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer X	Workforce X	
Relationship to Institutional Learning Outcomes Communication, Critical Thinking	Evaluation of student portfolios of creative and critical work and their thoughtful analysis of the writing of peers and professionals	Summary of Data: October 2011 <i>Pending</i>	Use of Results: October 2011 <i>Pending</i>	

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	None	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Both full time faculty members teach in the Creative Writing Department and the English Department. We've devised certificates that require classes from both departments.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	We have attended at a number of annual writers' conferences and have given guest lectures for local writing groups. Both activities have broadened the visibility of the Foothill Writers' Conference and the Creative Writing Program.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	NA. We need to involve the Marketing Department.	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements ?	We are working with articulation officer to check on status of courses	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	We will continue to work simultaneously in the Creative Writing Department and the English Department.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning .

VI. Professional Development		
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Faculty members have written and published original work.	
2. What opportunities does your department take to share professional development experiences with colleagues?	Faculty members have read original work as part of the Foothill College Reading Series.	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Our currency in the craft effects SLOs and course outlines	
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	Our currency in the craft effects SLOs and course outlines	
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	NA	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?	Faculty members will continue to write and publish.	
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

VII. Support Services		
<i>Support Services</i>		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	<input type="checkbox"/> Yes <input type="checkbox"/> No	There seems to be.
2. Are there sufficient college and departmental computer labs available to support this program?	<input type="checkbox"/> Yes <input type="checkbox"/> No	There seems to be.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	<input type="checkbox"/> Yes <input type="checkbox"/> No	They seem to be.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Unknown
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Unknown
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Some creative writing students make use of the DRC. It seems effective.
7. Are general tutorial services adequate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Creative writing students would benefit from a Writing Center, so bringing it back would be helpful.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	<input type="checkbox"/> Yes <input type="checkbox"/> No	The advisors are there. The trouble is getting students to take advantage of them.
9. Do students have access to and can they effectively use appropriate information resources ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	They have access to it; I'm not sure how effectively they make use of it.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Foothill uses one platform, Etudes, and faculty have both on-going training and support for teaching creative writing classes online.
<i>Marketing & Outreach</i>		
11. What impact do you feel the college catalog , class schedule , and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	Yes, but more help from Marketing would be useful.	

12. What impact does the college or departmental website have on marketing your program?	It seems useful, but we don't have enough data to tell us how useful.	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	More help from Marketing would be useful in terms of publicizing the Creative Writing Department.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Contact Marketing: speak at schools and libraries. Create advertisements in local newspapers and in the form of signs and pamphlets.	
<i>Programs, clubs, organizations, and special activities for students</i>		
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	We have had an ongoing Creative Writing Club; however, due to transfer of the club president each or every other year, it is sometimes erratic. Sabbaticals have also affected the club's continuity, but it should pick up again in 2010. The Creative Writing Club organized outside-of-class workshops as well as poetry and fiction readings both on and off campus annually for Valentine's Day and National Poetry Month.	
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	A number of our students have published poetry in national magazines.	
Summary of Planning Goals and Action Plans		
17. What are your goals with respect to support services and how will those goals be measured?	Contact Outreach and Marketing	
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource. NA		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Funding to retain the Writing Center	To offer vital LA support services	To better aid creative writing students as they work on analyzing literature.

VIII. Career and Technical Education Programs	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?		
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?		
11. How does this program prepare students for competitive employment?		
<i>Advisory Board</i>		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.		
13. List the dates and number of members attending of your most recent advisory board meetings.		
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?		
<i>Program Accreditation</i>		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?		
16. What is the program's accreditation status?		
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.		
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.		

19. What indicators does your program use to determine success of our students after completion?		
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.		
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?		
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	I	
Summary of Planning Goals and Action Plans		
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?		
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. How does your PT/FT ratio impact the program?	It doesn't.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	None
<i>Classified Staff</i>	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	None
<i>Technology and Equipment</i>	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Yes
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	Yes—distance education is particularly appropriate in our department because it requires even more writing from students and because the greater degree of anonymity seems to produce a greater willingness to take creative risks, a huge benefit to writing.
<i>Technology & Equipment Definitions</i>	
<ul style="list-style-type: none"> Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	

7. Are your facilities accessible to students with disabilities?	Yes		
8. List needs for upgrades for existing spaces	NA		
9. List any new spaces that are needed	NA		
10. Identify any long-term maintenance needs.	NA		
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes		
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes		
<i>Budget</i>			
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	(ask)		
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	(ask)		
15. Are there ways to use existing funds differently within your department to meet changing needs?	(ask)		
Summary of Planning Goals and Action Plans			
16. What are your goals with respect to resource planning and how will those goals be measured?	(ask)		
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource. (ask)			
Identified Resource	Purpose		If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
(ask)			

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

We hope to continue as we are while encouraging an even greater diversity of enrollment via Outreach and Marketing. We also want to improve success rates for distance learners. We'd like our students to have greater distance learning and tutorial support.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost
Marketing or reassigned time or stipend for faculty	to Increase enrollment	To keep the Creative Department strong and help it further diversify.	Unknown
Retention of The Writing Center	to provide tutorial support for our students' analysis of literature	Students need as much one-on-one support as possible.	Unknown
Global Access	to provide more Support for online student	This should help our online retention rates	Unknown

X. Final Summary of Goals, Commitments to Action, and Resource Requests

3. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
In Progress: Seek more support for online students Creative Writing through Foothill Global Access	None	See PLOs in Section IV	Communication/Critical Thinking

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
1) Restructure program and offer multiple sections of basic courses while eliminating more peripheral courses. 2) Develop a Literary Magazine for creative writing students and other professionals in the spirit of the Writers' Conference	Reassigned time and \$5000 start-up costs Related to Program Outcome: Analytical skills of editing and publication	All goals are related to the ILOs of Communication and critical thinking and the program goals of experience in writing and editing for publication	<i>Transfer and Workforce</i>
<i>Supervising Administrator Signature</i>			<i>Completion Date</i>