

Instructional Discipline Template 2024

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The Associate in Science in Public Health for Transfer degree (PH ADT) prepares students for transfer to California State Universities (CSUs). Students who complete the PH ADT will be ensured preferential transfer status to CSUs for Public Health majors and majors in related disciplines. The Associate in Science in Public Health for Transfer degree requirements will fulfill the lower division major requirements at many CSUs. This degree may also provide excellent preparation for other majors.

In addition, the major in Public Health prepares students for careers in the health professions, local state and federal agencies, health departments, educational institutions, healthcare organizations and health insurance companies, research organizations, crisis agencies, and many other fields. This ADT is designed to prepare graduates for public health and related programs at the bachelor’s degree level. The department allows students to explore the language and practice of public health as well as how to maintain health.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends						
Health Sciences & Horticulture - Health-FD						
	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	838	907	802	674	752	-10.3%
Enrollment	911	996	870	766	835	-8.3%
Sections	21	24	23	20	21	0.0%
WSCH	1,364	1,464	1,302	1,156	1,255	-8.0%
FTEs (end of term)	91	98	87	77	84	-7.7%
FTEF (end of term)	2.4	2.6	2.6	2.3	2.1	-9.4%
Productivity (WSCH/FTEF)	579	564	511	492	587	1.5%

B.1 - FTES

Goals: What is your program’s goal with respect to FTES?

Health 20, 21, 23 courses are in high demand and are highly productive courses (exceeds college annual targets). The program would like to increase and reinstate enrollment to meet demand. This is an area the college could easily increase FTES and potentially Student Centered Funding Formula (SCFF) funds, and retain a high productivity. Since our wait lists are typically capped at 2 and max 5, these are not a reliable indicator of demand in this area.

Enrollment in Health courses has been limited and has decreased even though there is a high demand. Since the college gets paid at the end of the year for the FTES & Student Centered Funding Formula (SCFF) funds, it would be beneficial for both the college and students if the demand for these courses were met. The Health courses are and Public Health ADT is a high earner for the campus. It is recommended by the faculty that there be more sections of online Health 21 and Health 20 offered annually, especially in the Fall and Summer Sessions.

HLTH 20:

Enrollment Trends						
FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF020.						
	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	361	344	360	313	339	-6.1%
Enrollment	370	349	364	322	341	-7.8%
Sections	8	7	8	7	7	-12.5%
WSCH	617	582	607	537	568	-7.8%
FTEs (end of term)	41	38	40	35	38	-7.3%
FTEF (end of term)	1.1	0.9	1.0	0.9	0.9	-21.1%
Productivity (WSCH/FTEF)	556	665	607	613	649	16.9%

HLTH 21:

Enrollment Trends

FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF021.

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	408	471	387	297	336	-17.6%
Enrollment	414	474	396	305	348	-15.9%
Sections	10	11	11	8	9	-10.0%
WSCH	552	632	528	407	464	-15.9%
FTES (end of term)	37	43	36	27	31	-16.2%
FTEF (end of term)	0.9	1.1	1.1	0.8	0.7	-24.2%
Productivity (WSCH/FTEF)	597	575	480	508	663	10.9%

HLTH 23:

Limits: Course Credit Status Credit From 2017-18 to 2025-26

Enrollment Trends

FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF023.

	2019-20	2020-21	2021-22	2022-23	2023-24	%
Unduplicated Headcount	50	43	38	43	44	-
Enrollment	50	43	38	43	44	-
Sections	1	1	1	1	1	-
WSCH	67	57	51	57	59	-
FTES (end of term)	5	4	3	4	4	-
FTEF (end of term)	0.1	0.1	0.1	0.1	0.1	-
Productivity (WSCH/FTEF)	667	573	507	573	587	-

HLTH 22:

Enrollment Trends

FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF022.

	2020-21	2021-22	2022-23	2023-24	4-yr %
Unduplicated Headcount	71	9	15	19	-7
Enrollment	71	9	15	19	-7
Sections	3	1	1	1	-6
WSCH	95	12	20	25	-7
FTES (end of term)	6	1	1	2	-6
FTEF (end of term)	0.3	0.1	0.1	0.1	-6
Productivity (WSCH/FTEF)	316	120	200	253	-7

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

Health courses serve both as general education and Public Health Science (PHS) ADT purposes for students. Health 20 and Health 21 have a historical trend to fill early in a quarter. If additional sections are offered late in a quarter, they too have historically filled. "The need to cut sections" has limited potential enrollment. Demand for our Health courses can not be judged by past wait lists, as the wait list count is typically 2 and sometimes 5 max per class. Limiting enrollments in Hlth 20 & 21 decreases the potential for earnings and serving students needs.

Health 22 has the lowest enrollment and Productivity in the Public Health ADT. The department just created a new Public Health ADT to replace our current Public Health Science ADT as required by the state. We are in the process of discontinuing our previous Public Health Science ADT. We believe the enrollment and productivity of HLTH 22 will improve as HLTH 22 is now a new requirement to earn the newly created Public Health ADT. In the previous ADT, HLTH 22 was just an elective.

Action: What actions does your program plan to take in order to achieve your goals?

Continue to request more sections of Health 20 & Health 21 be offered, if indeed the college is trying to grow FTES, increase productivity and collect additional funding from SCFF funds.

Needs: What does your program need to execute this action plan?

Administrative approval to allow more sections to be scheduled.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

Ask the college to offer more sections of online Health 20 and Health 21, especially in the Summer and Fall quarters. Continue to offer Health 23 at least once per year. Health 22 will soon be a new ADT requirement so it's enrollment and productivity is anticipated to increase.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

Typically Health 20 and 21 fill early in the registration period. The college could increase highly productive FTES & potentially increase Student Centered Funding Formula (SCFF) funds if more sections of Health 20 and Health 21 were offered annually. Demand for our Health courses can not be judged by past wait lists, as the wait list count is typically 2 and sometimes 5 max per class.

Action: What actions does your program plan to take in order to achieve your goals?

Continue to request more sections of Health 20 & Health 21 be offered.

Needs: What does your program need to execute this action plan?

Administrative approval to add more sections.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Health is a very productive area. There are 4 courses. Health 20, 21 & 23 are very productive (Refer to B1 above). Health 22 will soon be a new Public Health ADT requirement and it is a UC transferable course in the social science area, so it's enrollment and productivity is anticipated to increase. The current departments average overall productivity is 570+, and the departments goal is to retain that productivity.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

Typically Health 20 and 21 fill early in the registration period. Addition of more sections of Health 20 and Health 21 would increase the productivity as evidenced in the 2022-23, when there was a decline because Health 20 & 21 were limited and Health 22 was offered. Demand for our Health courses can not be judged by past wait lists, as the wait list count is typically 2 and sometimes 5 max per class.

If additional sections are offered after the originally scheduled sections fill, the additional sections have historically filled by the start of the quarter.

Action: What actions does your program plan to take in order to achieve your goals?

We've just received approval for our new ADT in Public Health. We will watch enrollments in Health 22 and 23.

Needs: What does your program need to execute this action plan?

We recommend adding more sections of Health 20 & Health 21, especially in the Summer and Fall.

C. Enrollment by Student Demographics

Enrollment Distribution

Enrollment Distribution For Program Review

Enr Distribution by Student Demographics
Health Sciences & Horticulture - Health-FD

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	652	72%	712	71%	632	73%	552	72%	612	73%
Male	256	28%	281	28%	226	26%	200	26%	204	24%
Non-Binary	0	0%	0	0%	0	0%	1	0%	0	0%
Unknown gender	3	0%	3	0%	12	1%	13	2%	19	2%
Total	911	100%	996	100%	870	100%	766	100%	835	100%

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	244	27%	292	29%	236	27%	190	25%	195	23%
Black	60	7%	50	5%	47	5%	33	4%	30	4%
Filipinx	65	7%	60	6%	45	5%	57	7%	69	8%
Latinx	299	33%	347	35%	321	37%	311	41%	368	44%
Native American	6	1%	4	0%	6	1%	3	0%	1	0%
Pacific Islander	4	0%	9	1%	11	1%	10	1%	6	1%
Unknown ethnicity	16	2%	11	1%	13	1%	24	3%	13	2%
White	217	24%	223	22%	191	22%	138	18%	153	18%
Total	911	100%	996	100%	870	100%	766	100%	835	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

It appears that Health has a greater number of women (69%) compared to men (30%) enrolled in our courses.

Enr Distribution by Student Demographics

FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF020., FHDA District->Foothill Horticulture->Health-FD->HLTH->HLTHF021., FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF023.

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022
	Count	Percent	Count	Percent	Count	Percent	Count
Female	579	69%	656	70%	574	71%	481
Male	252	30%	278	30%	221	27%	190
Non-Binary	0	0%	0	0%	0	0%	1
Unknown gender	3	0%	3	0%	12	1%	13
Total	834	100%	937	100%	807	100%	685

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

Many students who take our health courses go on to pursue careers in allied health, with a significant proportion of these students being female. Possibly the college could do a campaign that specifically targets male students, to promote greater gender diversity in our allied health courses and our PHS ADT.

Action: What actions does your program plan to take in order to achieve your goals?

We are unsure if we, as a department, can really increase the number of males enrolling in our classes, but if it's a college target, then maybe we could request some assistance from Marketing and counseling.

Needs: What does your program need to execute this action plan?

Assistance from Marketing and counseling. Possibly some input from our equity office to help us devise an action plan.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

Our goal is to have our student population diverse and reflective of the population in the San Francisco Bay Area.

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	0	0%	50	5%	0	0%	0	
Asian	224	27%	275	29%	220	27%	166	2
Black	59	7%	0	0%	47	6%	31	
Filipinx	60	7%	56	6%	38	5%	54	
Latinx	276	33%	335	36%	309	38%	285	4
Native American	5	1%	4	0%	4	0%	3	
Pacific Islander	4	0%	9	1%	11	1%	8	
Unknown ethnicity	16	2%	10	1%	13	2%	23	
White	190	23%	198	21%	165	20%	115	1
Total	834	100%	937	100%	807	100%	685	10

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

Enrollment and Course Success | HLTHF020, HLTHF021, HLTHF022, HLTHF023.

Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits: Course Credit Status Credit Ethnicity Latinx

Measures: Enrollments

Gender	2019-20	2020-21	2021-22	2022-23	2023-24
Female	200	239	231	207	268
Male	76	96	76	73	63
Non-Binary				1	
Unknown gender			2	4	4
Total	276	335	309	285	335

Limits: Course Credit Status Credit Ethnicity Latinx

Measures: Enrollments

Gender	2019-20	2020-21	2021-22	2022-23	2023-24
Female	72%	71%	75%	73%	80%
Male	28%	29%	25%	26%	19%
Non-Binary				0%	
Unknown gender			1%	1%	1%
Total	100%	100%	100%	100%	100%

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Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	224	27%	275	29%	220	27%	166	24%	181	24%
Black	59	7%	50	5%	47	6%	31	5%	28	4%
Filipinx	60	7%	56	6%	38	5%	54	8%	60	8%
Latinx	276	33%	335	36%	309	38%	285	42%	335	45%
Native American	5	1%	4	0%	4	0%	3	0%	1	0%
Pacific Islander	4	0%	9	1%	11	1%	8	1%	6	1%
Unknown ethnicity	16	2%	10	1%	13	2%	23	3%	11	1%
White	190	23%	198	21%	165	20%	115	17%	130	17%
Total	834	100%	937	100%	807	100%	685	100%	752	100%

There appears to be a growing and significantly larger population of Latinos, especially females Latinos, compared to other groups enrolled in our health classes. This increase in Latinos is from an enrollment of 276 to 335 for the five year period. There appears to be a slightly declining number of African Americans/Blacks attending our health classes. There appears to be a slightly declining number of whites attending our health classes.

As the Latinx group appears to be enrolling in our courses at a greater rate, there is a disconnect between their enrollment and their success.

Course Credit Status: Credit

Enr Distribution by Student Demographics

FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF020., FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF021., FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF022., FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF023.

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	579	69%	656	70%	574	71%	481	70%	537	71%
Male	252	30%	278	30%	221	27%	190	28%	197	26%
Non-Binary	0	0%	0	0%	0	0%	1	0%	0	0%
Unknown gender	3	0%	3	0%	12	1%	13	2%	18	2%
Total	834	100%	937	100%	807	100%	685	100%	752	100%

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	224	27%	275	29%	220	27%	166	24%	181	24%
Black	59	7%	50	5%	47	6%	31	5%	28	4%
Filipinx	60	7%	56	6%	38	5%	54	8%	60	8%
Latinx	276	33%	335	36%	309	38%	285	42%	335	45%
Native American	5	1%	4	0%	4	0%	3	0%	1	0%
Pacific Islander	4	0%	9	1%	11	1%	8	1%	6	1%
Unknown ethnicity	16	2%	10	1%	13	2%	23	3%	11	1%
White	190	23%	198	21%	165	20%	115	17%	130	17%
Total	834	100%	937	100%	807	100%	685	100%	752	100%

Enrollment and Course Success | HLTHF020, HLTHF021, HLTHF022, HLTHF023.

Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits: Course Credit Status Credit **Ethnicity Latinx**

Measures: Enrollments

Low Income	2019-20	2020-21	2021-22	2022-23	2023-24
Low Income	98	120	238	199	221
Not Low Income	178	215	71	86	114
Total	276	335	309	285	335

Limits: Course Credit Status Credit Ethnicity Latinx

Measures: Enrollments

Low Income	2019-20	2020-21	2021-22	2022-23	2023-24
Low Income	36%	36%	77%	70%	66%
Not Low Income	64%	64%	23%	30%	34%
Total	100%	100%	100%	100%	100%

Data loaded 01-Nov-2024

In addition, in 2019-20 there were 98 Latinx students who identified as low income but in 2023-24 there were 221 Latinx students identifying as low income. What this means is that the four HLTH courses are enrolling more Latinx students between 2019-20 and 2023-24 and there has also been an increase in the number and rate of Latinx students who are low income (from 36% to 66%). We know these Latinx students are experiencing disproportionate impact so these Latinx students over the past 5 years are most likely low income and female.

Action: What actions does your program plan to take in order to achieve your goals?

Our first step at addressing disproportionate success rates will be to use Foothill Connect in all our classes. We plan to compare our use of Foothill Connect this coming year. We are hopeful there will be a positive impact in increasing our Latinx student success, and all at risk student success.

We plan to continue to refine our course content to be more culturally relevant and engage all learners through more frequent and meaningful interactions that are inclusive of all of the cultures and ethnicities reflecting our community. As we've looked closely at the data, we may try addressing our Latinx population more directly in our curriculum.

We are going to reach out to EOPS and partner with them to help our students gain greater awareness of what is available to them. Also at the beginning of the quarter we hope to connect our students to the various services available to them. We may approach the tutoring center to fund one of our CHW student interns to help our students become aware of what services are available to them, both financial, mental wellness, and academic support services.

Our strategy also includes creating more touchpoints to support students during key inflection points within our courses, and expanding our use of Foothill Connect. With all faculty recently attending RSI training, we are now more aware of what Foothill Connect can do to help with our student's success. Additionally, to enhance accessibility, we will consistently utilize the PopeTech dashboard in our online courses, fostering an inclusive and accessible learning environment for all students.

In our next steps dependent upon how our progress is with the above, there is a possibility of our Health faculty will reconvene and discuss strategies that could better support all learners particularly those vulnerable groups.

Needs: What does your program need to execute this action plan?

As a first step, we will all utilize Foothill Connect to help all of our students as well as our Latinx population be successful. We will specifically review our content to address the changing demographics in our classes.

Possible help from the college equity office to help identify why Latinx students are not passing at the same rate as other students in our Health courses. This could become part of our second step. We may need assistance in screening students for college readiness.

D. Overall Student Course Success

Student Population Areas of Focus

Course Success For Program Review

Limits: Course Credit Status Credit

Course Success

Health Sciences & Horticulture - Health-FD

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	759	83%	861	86%	705	81%	604	79%	678	81%
Non Success	73	8%	72	7%	100	11%	91	12%	85	10%
Withdraw	79	9%	63	6%	65	7%	71	9%	72	9%
Total	911	100%	996	100%	870	100%	766	100%	835	100%

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	329	78%	374	82%	298	72%	289	72%	331	76%
Non Success	51	12%	45	10%	72	17%	67	17%	58	13%
Withdrew	44	10%	38	8%	43	10%	45	11%	48	11%
Total	424	100%	457	100%	413	100%	401	100%	437	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	430	88%	487	90%	407	89%	315	86%	347	87%
Non Success	22	5%	27	5%	28	6%	24	7%	27	7%
Withdrew	35	7%	25	5%	22	5%	26	7%	24	6%
Total	487	100%	539	100%	457	100%	365	100%	398	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

Our goal is to help all students who enroll in our courses become successful with their efforts.

Course Success

FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF020., FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF021., FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF023.

	2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	683	82%	803	86%	644	80%	523	77%
Non Success	73	9%	72	8%	100	12%	91	11%
Withdrew	78	9%	62	7%	63	8%	71	9%
Total	834	100%	937	100%	807	100%	685	100%

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

It looks as if the average success rate for our students hovers around 80%.

Action: What actions does your program plan to take in order to achieve your goals?

We plan to implement RSI techniques at a greater rate in all online classes, as well as have a greater usage of Foothill Connect. Please refer to the section C2 above.

Needs: What does your program need to execute this action plan?

Continued access to Foothill Connect. As a first step, we will all utilize Foothill Connect to help our Latinx, and all our students be successful. Our second step could be asking the college equity office to help us identify why Latinx students are not passing at the same rate as other students in our Health courses. Please refer to section C2 above.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBcyY0PmInLpXnQm47I7cPKQ?e=rSml5L

Goals: What is your program's goal with respect to course success by modality?

Please disregard the link above. After working with Kelaiaha/Elaine our Health dept. data are the following:

Enrollment and Course Success | HLTHF021, HLTHF022, HLTHF023, HLTHF020.

Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits: Course Credit Status Credit

Measures: Course Success Rate

Instructional Modality	2019-20	2020-21	2021-22	2022-23	2023-24
Face to Face	98%		88%	75%	85%
FH - Online-synchronous		86%			
FH - Online-asynchronous	81%	86%	79%	76%	78%
FH - Hybrid-on campus/asynch			80%		
Total	82%	86%	80%	76%	80%

Data loaded 01-Nov-2024

Most of our courses are asynchronous online.

Enrollment and Course Success | HLTHF021, HLTHF022, HLTHF023, HLTHF020.

Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits: Course Credit Status Credit

Measures: Section Count

Instructional Modality	2019-20	2020-21	2021-22	2022-23	2023-24
Face to Face	2		2	2	4
FH - Online-synchronous		1			
FH - Online-asynchronous	17	21	18	15	14
FH - Hybrid-on campus/asynch			1		
Total	19	22	21	17	18

Data loaded 01-Nov-2024

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

It appears that in 2022-23 year, our course success rates dropped in both online and on campus instruction. These drops could have been due to the COVID era. In addition, the success rates as a whole have dropped a bit overall compared to the pre-pandemic period. On the upside, in 2023-24 the success rates appear to be improving a bit.

Action: What actions does your program plan to take in order to achieve your goals?

We will monitor closely our departmental success rates. We recently went through the RSI training, and are now using Foothill Connect.

Needs: What does your program need to execute this action plan?

Continued support by Foothill Connect and EOPS.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47I7cPKQ?e=rSml5L

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

Please disregard the link above. After working with Kelaiaha/Elaine our Health data are the following:

Disproportionate impact table

Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart
	All Students (HLTHF020., 18 sections)	752	80%	80%	0	
Gender	Female	537	79%	82%	-3	
	Male	197	80%	79%	+1	
	Non-Binary	0				
	Unknown gender	18	100%	79%	+21	
Race/Ethnicity	Asian	181	91%	76%	+15	
	Black	28	54%	81%	-27	
	Filipinx	60	85%	79%	+6	
	Latinx	335	71%	86%	-15	
	Native American	N/A				
	Pacific Islander	N/A				
	Unknown ethnicity	11	91%	79%	+12	
	White	130	87%	78%	+9	
Veteran	Not Veteran	740	79%	100%	-21	
	Veteran	12	100%	79%	+21	
Foster Youth	Foster	N/A				
	Not Foster Youth	748	80%	75%	+5	
Income	Low Income	395	73%	87%	-14	
	Not Low Income	357	87%	73%	+14	

These data do not include the dual enrolled students in 2023, though the numbers are very similar.

Success Rates by Ethnicity
 FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF021, FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF022, FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF023, FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF020.

	2023-24							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	163	91%	3	2%	13	7%	181	100%
Black	15	54%	8	29%	5	18%	28	100%
Filipinx	51	85%	4	7%	5	8%	60	100%
Latinx	239	71%	53	16%	43	13%	335	100%
Native American	0	0%	1	100%	0	0%	1	100%
Pacific Islander	5	83%	1	17%	0	0%	6	100%
Unknown ethnicity	10	91%	1	9%	0	0%	11	100%
White	113	87%	11	8%	6	5%	130	100%
All	598	80%	82	11%	72	10%	752	100%

Goals: What is your program's goal with respect to disproportionate impact?

Our goal is to have similar success rates among all groups.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

Course Success by Race/Ethnicity
 FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF021, FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF022, FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF023, FHDA District->Foothill College->Health Sciences & Horticulture->Health-FD->HLTH->HLTHF020.

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	301	76%	358	81%	280	71%	258	70%	290	73%
Non Success	51	13%	45	10%	72	18%	67	18%	57	14%
Withdrew	43	11%	38	9%	42	11%	45	12%	48	12%
Total	395	100%	441	100%	394	100%	370	100%	395	100%

Blacks/African

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	382	87%	445	90%	364	88%	265	84%	308	86%
Non Success	22	5%	27	5%	28	7%	24	8%	25	7%
Withdrew	35	8%	24	5%	21	5%	26	8%	24	7%
Total	439	100%	496	100%	413	100%	315	100%	357	100%

Americans, Latinos, Females and low income students have a disproportionate impact regarding student success, as shown in the data above. There are very few Pacific Islanders and Native Americans that are enrolled in our courses. Latinx have the lowest success rate of all groups. So in summary, our enrollments by Latinos has increased over the years, but it appears from these data that their success rate is not the same as other groups.

Action: What actions does your program plan to take in order to achieve your goals?

We are implementing RSI action plans which may help us in addressing this disproportionate impacts. The implementation of RSI and use of Foothill Connect are our first step in addressing the disparities. As a second step, we may request help from the Retention and Equity offices to help us determine the cause of these disparities. The faculty may benefit from Professional Development and direction from our Equity Officer, Carolyn Holcroft. In addition, faculty are participating in equity training on an ongoing basis, one example is the culturally responsive pedagogy learning community.

Needs: What does your program need to execute this action plan?

Identification of the cause of these disparities would be most useful. Potential support for faculty professional development targeted to address action plans which could improve disproportionate student success rates. Access to lottery funds to meet student textbook and online access if that funding source is available for this purpose. Continued support via Foothill Connect.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

1) Health 20 Sample Internal RSI plan:

Internal general communication plan: Introduction to Public Health

- Content is divided into 5 modules
- Welcome letter with Draft syllabus is sent via FHDA portal 2 weeks before school starts.
- Start Here Module is open one week prior to first official day of class
- Modules and their content are all available the first day of official class opening.
- Extra credit opportunities are posted at the end of each module and sent to students via a Canvas announcement.
- Canvas home page includes what is due and is updated on Mondays, typically twice per week as relevant and needed.
- All assignments are opened on the first official day of classes. Mondays at Noon is the typical deadline for Modules 1,2,3 and MidTerm paper.
- Course announcements explaining content/upcoming expectations, as well as current Public Health concerns are sent on the day of or prior to the start of each Module, as indicated per deadlines.
- Written feedback is provided on all assignments. Feedback provided upon receipt via Speed grader a couple hours after the assignment is submitted, and at the very latest within 48 hours of due date/time.
- Reflections are formative assessments that are used after each Module.
- Student progress is monitored, and emails are sent out to learners who are not participating regularly before Module deadlines. These messages are sent via email, Canvas and the Active Division FHDA Portal.
- I can be reached via email, Canvas inbox, and Zoom office hour. For messages sent via email or Canvas, I respond immediately if possible and certainly within 12 hours, 7 days/week.
- Zoom office hours are Fridays, 10-11:45 a.m. or at a time that is convenient for learner.
- For documenting student's last date of attendance/financial aid reporting, the date of their last assignment completion or communication with me, whatever is the latter, will be used.
- In summary, I communicate more than weekly and when appropriate via email, canvas, zoom with my students, way before deadlines. I make sure I communicate a couple days before deadlines with gentle reminders, when they are found to not be actively involved with completing assignments, to let them know how they are doing with their assignments and how they have performed on assignments (their progress), when they are doing a great job, when they are falling behind, immediately after they send me messages to be best of my abilities, and via email, canvas, zoom. The purpose of my communications are to clarify assignments and deadlines, to engage students, to hear their concerns and questions, to provide feedback and direction, to give them specific feedback on their assignments and reflections and to ultimately help them be successful.

17 days out

- Welcome email via MyPortal, includes draft syllabus and how to obtain required text and online access to eBook, slides, and online interactive lectures
- Respond to emails several times daily throughout quarter

10 days out

Saturday (10 days out)

- Class is opened in Canvas. Only Start Here Module assignments are opened for completion.
- Welcome Email is sent.
- Video on homepage with expectations for Start Here Module and an introduction to how the rest of the Modules will run
- Home page includes "TO DO" work for Start Here Module and Video of what Public Health entails.

Sun, Mon, Tu, Wed, Th, Fr, Sat, Sunday

- Welcome email is sent to new enrollees.

Saturday (3 days out)

- Welcome announcement via Canvas is sent
- Canvas Home page is updated

Week 1

Monday

- Canvas Home page is updated (Highlights office hours) – purpose is to engage learners and explain content
- Respond to emails daily throughout quarter

Wednesday

- Send reminder announcement: what's expected? How to do work? Gentle reminder Start Here Module due on Friday at Noon.

Thursday

- Reach out to students who have not signed into class yet. Send "Message Students Who" to those who have not submitted reminding them of due dates
- Send "Message Students Who" to submitters thanking them for getting work done
- Provide welcoming feedback to introductions; encourage learners to ask questions

Friday

- Grade work, Provide welcoming feedback to introductions
- Hold office hours 10-11:45a via Zoom
- Send announcement at Noon: Moving into Module 1 and what is entailed to complete Module 1.
- Update Canvas home page to include "TO DO" work for Module 1.

Saturday

- Email students with congratulations who submitted Start Here Module, and reminder via "Message Students Who" to those who have not submitted informing them of the extended deadline until Friday of second week. Both messages include information about starting Module 1 work.

Week 2

Monday

- Update home page in Canvas) – purpose is to engage learners and explain content

Wednesday

- Send "Message Students Who" to students who have not completed Start Here Module reminding them of Friday, Noon absolute deadline.

Thursday

- Update home page in Canvas – current events, deadlines, textbook updates, etc.
- Send "Action must be taken to retain seat in Health 20" email via FHDA portal system about specific deficiencies in Start Here Module

Friday

- Drop students who have not completed Start Here Module
- Grade and provide feedback on Discussion #1 (this is done daily until deadline)
- Email of encouragement for those who have started Module 1
- Email to stimulate students who haven't started their work to do so
- Hold office hours 10-11:45a via Zoom

Week 3

Monday

- Update Home page in canvas) – purpose is to engage learners and explain content

Wednesday

- Send email of congratulations to students who are moving forward with their Module 1 work. Send reminder to those who have not started Module 1, via "Message Who".

Friday

- Send announcement re: Module 1 due work + current info from news regarding Public health
- Hold office hours 10-11:45a via Zoom

Week 4

Monday

- Update Home page in Canvas) – purpose is to engage learners, explain content & deadlines
- Send emails to great job and just checking in.
- Reply to great job and just checking in responses

Tuesday

- Reply to great job and just checking in responses

Wednesday:

- Send announcement Module 1 due this coming Monday.

Thursday

- Send "Message Students Who" to laggards reminding them to start Module 1
- Grade and provide feedback on Discussion #1

Friday

- Hold office hours 10-11:45a via Zoom

Sunday

- Send emails to non-starts and good job starting/completing Module 1. Module 1 due tomorrow reminders.

Week 5

Monday

- Change Home page in Canvas at Noon to reflect Moving into Module 2. Home page includes "TO DO" work for Module 2.) – purpose is to engage learners, explain content and deadlines
- Send announcement "Moving into Module 1", "Module 1: Time for Reflection Survey", and current Public Health news.

Tuesday

- Finalize grading and feedback on Discussion #1

Wednesday

- Send out Foothill Connect progress notes to students who haven't been participating successfully

Friday

- Respond to "Module 1 Reflection" submissions
- Hold office hours 10-11:45a via Zoom

Saturday

- Respond to remainder of "Module 1 Reflection" submissions

Week 6

Monday

- Update Home page in Canvas – purpose is to engage learners, explain content and deadlines
- Just checking in announcement sent to all students with brief outline reminder of Module 2 activities and next Monday's upcoming deadline.

Wednesday-Thursday

- Professor sends out progress report to individual students, and supportive recommendations. Congratulations, keep up the momentum, need to get a move on, etc ... compassionate/though realistic. Sometimes this is sent in week 7 around Friday after Module 2 grades are in.

Friday

- Hold office hours 10-11:45a via Zoom

Saturday or Sunday

- Send emails (or message who) to non-starts and good job starting/completing Module 2 folks. Module 2 due tomorrow reminders.

Week 7

Monday

- Change Home page in Canvas at Noon to reflect MidTerm Assignment information. Home page includes summary directions for MidTerm Assignment. – purpose is to engage learners, explain content and deadlines
- Send announcement Moving into "MidTerm Paper", "Module 2: Time for Reflection Survey", and current Public Health news.

Tuesday

- Finalize grading and feedback on Discussion #2

Friday

- Respond to "Module 2 Reflection Survey" submissions
- Hold office hours 10-11:45a via Zoom

Saturday

- Respond to remainder of "Module 2 Reflection" submissions

Week 8

Monday

- Update Home page in Canvas – purpose is to engage learners, explain content and deadlines

Wednesday

- Send announcement re:MidTerm Paper with Public Health News
- Reach out with Message Students Who about deadline for MidTerm

Thursday

- Reach out with Message Students Who about deadline for MidTerm Paper

- Let students who are falling behind know about the deadline for dropping.

Friday

- Hold office hours 10-11:45a via Zoom

Sunday

- Send emails to “non-starts” and “good job submitting” MidTerm. MidTerm due tomorrow reminders.

Week 9

Monday

- Change Home page in Canvas at Noon to reflect “Moving into Module 3” Activities. Highlight “COVID 19 Case Studies – Extra Credit”. – purpose is to engage learners, explain content and deadlines
- Send announcement Moving into Module 3, Module 3: Time for Reflection Survey”, COVID 19 extra credit case studies, and current Public Health news.
- Grade and provide feedback on Midterm Paper

Tuesday-Thursday

- Grade and provide feedback on Midterm Paper

Friday

- Hold office hours 10-11:45a via Zoom
- Respond to “MidTerm Reflection Survey” submissions

Saturday

- Respond to remainder of “MidTerm Reflection” submissions

Week 10

Monday

- Update Home page in canvas indicating MidTerm overall performance, and any relevant information from Reflection Surveys. – purpose is to engage learners, explain content and deadlines

Wednesday

- Send email of congratulations to students who are moving forward with their Module 3 work. Send reminder to those who have not started Module 1, via “Message Who”.

Friday

- Send announcement re: Module 1 due work + current info from news regarding Public health
- Hold office hours 10-11:45a via Zoom

Week 11

Monday

- Update Home page in Canvas – purpose is to engage learners, explain content and deadlines
- Send emails to great job and just checking in.
- Reply to great job and just checking in responses

Tuesday

- Reply to great job and just checking in responses

Wednesday:

- Send announcement Module 3 due next week, Dec. 11 and Discussion #3 is due on Monday, Dec. 9th.
- Update Home page in Canvas reflecting Discussion #3 due Monday, week 12.

Thursday

- Send “Message Students Who” to laggards reminding them to start Module 1
- Grade and provide feedback on Discussion #1

Friday

- Hold office hours 10-11:45a via Zoom

Sunday

- Send emails to “non-starts” and “good job submitting” Discussion #3.

Week 12

Monday

- Update Home page in Canvas reflecting Module 3 activity deadlines – purpose is to engage learners, explain content and deadlines
- Send announcement Class closes, Module 3 deadline and current Public Health news.
- Grade and provide feedback on Discussion #3

Tuesday

- Grade and provide feedback on Discussion #3
- Final gentle reminder email re: course deadlines

Friday

- Post final grades

2) Health 21 Sample internal RSI plan:

Communication Plan: Contemporary Health Concerns

- Content is divided into modules
- Modules are available two weeks in advance of module start date
- Content videos are included in module overviews
- Course announcements explaining content/upcoming expectations are sent Thursday at 9:00 a.m. each week
- Course announcements regarding Health in the News are sent three times a week
- Written feedback is provided on all assignments, with more detailed feedback provided on reflections, share assignments, and health report cards. Feedback provided via Speedgrader within 48 hours of due date.
- Reflections are formative assessments that are used in the Health Report Cards (midterm and final)
- Student progress is monitored and emails are sent out to learners who stop participating in Weeks 2, 3, and 6.
- I can be reached via text / call 707.xxx.xxxx, email, Canvas inbox, Pronto. I respond within 24 hours, 7 days/week.
- My office hours (Friday, 9-11:00 a.m.) or at a time that is convenient for learner.

10 days out

- Welcome email via MyPortal- class is open!—includes video
- Video on homepage with expectations
- Respond to emails throughout quarter

Week 1

Day 1

- Class is starting email via MyPortal
- Respond to emails throughout quarter

Day 2

Send announcement with news about health (e.g., Health in the News: Mental Health)

Day 3

- Send reminder announcement: what's expected? How to do work?
- Reach out to students who have not signed into class yet

Day 4

- Send "Message Students Who" to those who have not submitted reminding them of due dates
- Send "Message Students Who" to submitters thanking them for getting work done
- Provide welcoming feedback to introductions; encourage learners to ask questions

Day 5

- Grade work, Provide welcoming feedback to introductions
- Hold office hours 9-11 via Zoom
- Send announcement: Moving into content, Discussion 1 due next and how work is graded, where to find grading feedback

Week 2

Day 1

Send announcement with news about Foothill Support Services

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on Reflection
- Grade and provide feedback on Share
- Grade and provide feedback on video discussion
- Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 3

Day 1

Send announcement with news about

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on Reflection
- Grade and provide feedback on Share
- Grade and provide feedback on How Can I Help You
- Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 4

Day 1

Send announcement with news about health

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on discussion
- Grade and provide feedback on Share
- Grade and provide feedback on How Can I Help You
- Send announcement re: Midterm Health Report Card + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 5

Day 1

Send announcement with news about health

Day 2

- Provide feedback on early submissions of Midterm Health Report Card
- Send announcement with news about health

Day 3

- Send announcement with news about health
- Reach out with Message Students Who about deadline for midterm

Day 4

- Grade and provide feedback on Midterm Health Report Card
- Send announcement with information about Nutrition & Fitness Module, upcoming assignments

Day 5

Hold office hours 9-11 via Zoom

Week 6

Day 1

Send announcement with news about nutrition

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on video discussions
- Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 7

Day 1

Send announcement with news about nutrition

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on Reflection
- Grade and provide feedback on Share
- Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 8

Day 1

Send announcement with news about fitness

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on Reflection
- Grade and provide feedback on How Can I Help You
- Send announcement re: Preventing Disease + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 9

Day 1

Send announcement with news about healthcare

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on discussions

- Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 10

Day 1

Send announcement with news about healthcare

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on discussion
- Send announcement re: Living Your Best Life + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 11

Day 1

Send announcement with news about health

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on Reflection
- Send announcement re: Health Report Card + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 12

Day 1

Send announcement with news about health

Day 3:

- Send announcement re: health in the news
- Send "Message Students Who" to laggards reminding them

Day 4

- Grade and provide feedback on Health Report Card
- Send announcement re: Congratulations + living a healthy life

Day 5

Hold office hours 9-11 via Zoom

3) Health 22 Sample internal RSI plan:

Internal Communication Plan

Communication Plan for Health & Social Justice

Pre-Course

Welcome Email: Send a welcome email to all students 10 days before the class starts, introducing myself and providing an overview of the course, letting learners know course is open.

Welcome Email on First Day: Send another welcome email on the first day of the term, reinforcing the key points from the initial email and welcoming students to the course.

Week 1

Special Home Page: Post a special home page with a welcoming video about myself and the class.

Introduction Activities: Have students complete an introductions discussion and a syllabus quiz.

Announcement: Send an announcement on Thursday about the course content and due dates for the week.

Office Hours: Hold office hours on Friday from 9-11 a.m. via Zoom.

Week 2

Reminder Emails: Send emails to students who have not yet signed in or interacted with the course.

Check-In: Use "Message Students Who" in Canvas to remind students of upcoming deadlines the day before they are due.

Announcement: Send an announcement on Thursday about the course content and due dates for the week.

Office Hours: Hold office hours on Friday from 9-11 a.m. via Zoom.

Week 3

How Can I Help You Assignment: Collect and respond to student questions and concerns through the "How Can I Help You?" assignment.

Reminder Emails: Continue to chase after students who have missed assignment deadlines.

Announcement: Send an announcement on Thursday about the course content and due dates for the week.

Office Hours: Hold office hours on Friday from 9-11 a.m. via Zoom.

Week 4-11

Weekly Announcements: Continue sending announcements every Thursday about new course content and due dates.

Supplemental Announcements: Send additional announcements throughout the quarter about current events in health and social justice.

Reminder Messages: Use "Message Students Who" in Canvas to remind students of upcoming deadlines the day before they are due.

How Can I Help You Assignments: Respond to student questions and concerns through the "How Can I Help You?" assignments in Modules 8 and 9.

Office Hours: Hold regular office hours every Friday from 9-11 a.m. via Zoom.

Email and Canvas Inbox: Respond to questions received via email and Canvas Inbox within 24 hours throughout the quarter.

Week 12

Final Check-In: Use "Message Students Who" to remind students about the final assignments and deadlines.

Announcement: Send a final announcement on Thursday summarizing the course and providing final reminders.

Office Hours: Hold office hours on Friday from 9-11 a.m. via Zoom.

Monitoring Success

Participation Monitoring: In the first two weeks, send emails to remind students to sign in and interact if they have not yet done so.

Missed Deadlines: Reach out to students who miss assignment deadlines to check in and offer assistance.

Engagement Tracking: Use Canvas analytics to track student participation and engagement throughout the term.

Engagement Methods

Direct Instruction: Provide text and video content on Canvas pages.

Feedback: Use rubrics and text comments in SpeedGrader.

Providing Information: Send weekly and supplemental announcements, and respond to questions via email and Canvas Inbox.

Facilitating Discussions: Engage in course discussion areas and through "How Can I Help You?" assignments.

Regular Interaction: Hold regular office hours, send weekly announcements, and use "Message Students Who" for deadline reminders.

Contact Methods

Office Hours: Fridays, 10-11 a.m. via Zoom.

Email: baldwinsally@fhda.edu (mailto:baldwinsally@fhda.edu) .

Phone/Text: 707.688.6022.

Canvas Inbox and Pronto: Use for real-time messaging and communication.

Response Time

24 Hours: Respond to emails and Canvas Inbox messages within 24 hours.

4) Health 23 Sample internal RSI plan:

Internal Communication Plan

General

Content is divided into modules

Modules are available two weeks in advance of module start date

Content videos are included in module overviews (usually!)

Course announcements explaining content/upcoming expectations are sent Friday at 1:00 p.m. each week

Course announcements regarding Drugs/Society in the News are sent three times a week

Written feedback is provided on all assignments, via Speedgrader within 48 hours of due date.

Student progress is monitored and emails are sent out to learners who stop participating

I can be reached:

text / call 707.xxx.xx

email

Canvas inbox

Pronto (see below).

I respond within 24 hours, 7 days/week.

My office hours (Friday, 9-11:00 a.m.) or at a time that is convenient for learner.

Pre-Course

Announcement with Welcome Video:

Task: Post explaining the course basics, and sharing various forms of contact. Send welcome email via MyPortal

Purpose: To create a welcoming environment and help students feel connected from the start.

Review/Update Office Hours:

Task: Update office hours in course modules/syllabus

Purpose: Ensure all information is current and accessible.

Student Survey:

Task: Post a student survey.

Purpose: To understand students' backgrounds, expectations, and any concerns they may have.

Home Page post with video and clear navigation (changes for Week 2+)

Week 1

Email:

Task: Day 1 Week 1 Welcome Email with syllabus

Purpose: Encourage learners to start, give text information and ways to connect, and

course information/content/expectations in the getting started module.

Timing: 6 am Day 1

Announcements:

Task: Post Week 1 Announcement with course details encouraging learners that they can succeed

Purpose: Highlight drop-in hours, ways to connect, and course information/content/expectations in the getting started module.

Timing: Day 1

Respond to Introductions and Discussion Posts:

Purpose: To engage with students and encourage participation.

Mid-week Email:

Task: Email students who haven't participated yet.

Purpose: To encourage engagement and remind them of the importance of participation.

Message Students Who Posting:

Task: Post Message Students Who to all who have not submitted assignments by Thursday noon, again Friday at 10 am,

Purpose: To remind them of the deadline

Office Hours

Task: Hold office hours 9-11 am Friday

Purpose: Connect with learners, provide assistance

Assignment Feedback:

Task: Respond to Week 1 assignments with text comments and make a wrap-up Week 1 announcement/talk about what is coming up in same announcement.

Purpose: To provide feedback and encourage connection ("reach out to me if you have any questions")

Email Students Who Didn't Participate

Task: Reach out to see what is happening/why/how I can help

Purpose: to help learners get acclimated to Canvas/course/answer questions/solve issues.

Announcement: Welcome to Week 2

Task: Post Week 2 Announcement with module information and assignment information

Purpose: Get students oriented to new module, subject, workload

Timing: Friday at 1

Week 2

Home Page Refresh:

Task: Refresh the home page and post a weekly update previewing objectives and reviewing content.

Purpose: To highlight the past week's accomplishments and questions and remind students of resources.

How Can I Help?

Task: Ask learners how I can assist them: what is clear/what is not?

Purpose: Find areas of trouble in instructions/class flow; support learners

Timing: Due Wednesday but respond as submitted

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Timing: Tuesday (for Wednesday deadlines) Thursday (for Friday deadline)

Pronto Note:

Task: Send a note in Pronto before hopping on online office hours.

Purpose: To remind students of office hours and encourage participation.

Office Hours

Task: Hold office hours 9-11 am Friday

Purpose: Connect with learners, provide assistance

Email for Non-completion:

Task: Email any students who are not completing assignments to start a conversation/offer support.

Purpose: To identify and support struggling students.

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Weekly Announcements:

Task: Post weekly announcements, a lecture video with discussion, and participate in discussion posts.

Purpose: To keep students informed and engaged.

Timing: Friday at 1 plus several Monday and Tuesday (Drugs in the News), Thursday (What's Due)

Week 3

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Timing: Tuesday 3 pm; Thursday 5 pm

Message Students Who:

Task: Message students who are missing assignments.

Purpose: To re-engage students and keep them on track.

Timing: Friday noon

Monitor via Canvas Inbox

Task: Track performance: kudos sent/helpful tips sent depending on learner performance

Purpose: To provide additional support and feedback.

Office Hours

Task: Hold office hours 9-11 am Friday

Purpose: Connect with learners, provide assistance

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Weekly Announcements:

Task: Post weekly announcements, a lecture video with discussion, and participate in discussion posts.

Purpose: To keep students informed and engaged.

Week 4

Announcements and Office Hours:

Task: Post weekly announcements with content support and encouragement. Hold office hours.

Purpose: To provide ongoing support and keep students informed.

Timing: Announcements throughout the week. Office hours 9-11 Friday

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Follow-up Notes:

Task: Send follow-up notes and supports for any students who are missing assignments.

Purpose: To ensure students are aware of the resources available to them.

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Week 5

Announcements and Office Hours:

Task: Post weekly announcements with content support and encouragement. Hold office hours.

Purpose: To provide ongoing support and keep students informed.

Timing: Announcements throughout the week. Office hours 9-11 Friday

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged.

Wrap-up Announcement:

Task: Post a wrap-up announcement on the lecture content, checking in with reminders of support.

Purpose: To summarize the week and provide encouragement.

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Week 6

Announcements and Lecture Video:

Task: Post weekly announcements regarding drugs & society in the news. Let students know that they can submit alternate media in lieu of paper for legalization essay.

Purpose: To support text lectures and keep all students engaged.

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Office Hours:

Purpose: To provide ongoing support and keep students informed.

Timing: Office hours 9-11 Friday

Week 7

Announcements and Office Hours:

Task: Post weekly announcements with content support and encouragement. Hold office hours.

Purpose: To provide ongoing support and keep students informed.

Timing: Announcements throughout the week. Office hours 9-11 Friday

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Week 8

Announcements and Office Hours:

Task: Post weekly announcements with content support and encouragement. Hold office hours.

Purpose: To provide ongoing support and keep students informed.

Timing: Announcements throughout the week. Office hours 9-11 Friday

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Week 9

Announcements and Office Hours:

Task: Post weekly announcements with content support and encouragement. Hold office hours.

Purpose: To provide ongoing support and keep students informed.

Timing: Announcements throughout the week. Office hours 9-11 Friday

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Week 10

Announcements and Office Hours:

Task: Post weekly announcements with content support and encouragement. Hold office hours.

Purpose: To provide ongoing support and keep students informed.

Timing: Announcements throughout the week. Office hours 9-11 Friday

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Week 11

Announcements and Office Hours:

Task: Post weekly announcements with content support and encouragement. Hold office hours.

Purpose: To provide ongoing support and keep students informed.

Timing: Announcements throughout the week. Office hours 9-11 Friday

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Feedback on Assignments:

Task: Provide feedback on assignments & points

Purpose: To guide learners and encourage them.

Week 12

Announcements and Office Hours:

Task: Post weekly announcements with content support and encouragement. Hold office hours.

Purpose: To provide ongoing support and keep students informed.

Timing: Announcements throughout the week. Office hours 9-11 Friday

Message Students Who:

Task: remind students of upcoming assignment due dates

Purpose: Keep learners engaged

Feedback on Final Assignment:

Task: Provide feedback on final assignment and discuss grades.

Purpose: To ensure students understand their performance and provide encouragement

Final Announcement encouraging learners to check their grade, continue to engage in

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The Health Department could increase its offerings to better meet student demand by offering more sections. The program needs to evaluate if the increase in RSI techniques helps address our disproportionate impact areas for student success. If targeted instructor training in our disproportionate impacted areas becomes available, we could take advantage of those opportunities to improve our student outcomes.

H. Rubric

Click the link below to view the Instructional Template Rubric.

https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222_fhda_edu/EeXQOxxcngRGsXkb-Btxsz4BoUlaCXwgPngOB_gc8HQemw?e=2EgwaV

This form is completed and ready for acceptance.