Annual Program Review Form

Fall 2012

To complete this form you will be “Looking at last year to plan for next year.” Complete by December 7, 2012 to inform the College’s plans and budgets for 2013-2014. Guidelines and other resources are available at this link: www.ccsf.edu/program_review

As you complete the form, please cite linkages to Board priorities and/or Board-approved college plans?

Department: HARTS Program

Contact Person: Prof. Chris J. Shaeffer

Date: November, 2012

Please check this box to certify that faculty and staff in your unit discussed the unit’s major planning objectives: ✗

1. Description of Programs and Services and their Locations

The HARTS Program provides support services to especially needy students who are homeless/at risk of homelessness: our students live in shelters, in cars, in various program/rehab facilities. The Program provides fast passes for Muni, food vouchers for the cafeteria, and more recently book vouchers. Students in need are provided with updated lists for housing, shelter, food, and medical in San Francisco. We regularly email students an updated affordable housing list. The Program maintains a list of available housing services based on the supporting service letters required from students with Program applications. Academic advising is an integral part of the Program to assist with student success, including required meetings with students when mid-term grades are subpar.

2. Please provide reflections on the data trends for your department. If you have additional data that you would like to provide, please also include that here.

One-hundred fifty-six students received some services from the HARTS Program. Of these 10 received minimal services or were removed from the Program because they dropped out of school. We scrutinize midterm and final grades closely and hold students accountable for their performance. Some students are dropped at midterm because they have either withdrawn or stopped attended classes. We discuss their grades with the intention of either suggesting ways to raise them, or helping them to make the decision to persevere or drop. Students are advised to meet with instructors and a financial aid technician to realize the effects of dropping or
taking the low grade. As can be seen from the included data, HARTS students are doing quite well on the whole considering their living situations. On the basis of a simple average of individual GPA’s, students achieved a 2.6 GPA for the semester and a 2.7 GPA overall. Students completed an average of 9.3 units for the term.

Forty-three percent, or sixty-four students, were in shelters or on the street. Twenty-eight percent, or forty-one students were in programs, such as Walden House or federal parole housing, or in other transitional housing, generally couch surfing or other temporary accommodations. The other twenty-nine percent, forty-three students had a section eight voucher or lived in a subsidized single room occupancy hotel. HARTS students are a little older than the average CCSF student at 38.5 years. Forty-nine students (24%), were disabled with a Regional Transit Connection card; 54% were male and 46% were female; six were self-identified GLBT; and four were veterans. The male/female ratio is generally closer, but this is how it was in the Sp 2012.

The HARTS Program acts as resource center with accessible information concerning all aspects of human services in San Francisco. Affordable housing lists are kept up to date, shelter-medical-psychological-food referral charts are available, RTC applications are often on hand, and there is generally someone in the office to answer any question a student may have regarding some problem or concern. We have a counselor and a financial aid specialist to assist students, and students help each other with names, numbers, and processes involved in receiving human services through City and County agencies including the shelter system.

Program ethnicity continues to change as the Latino/a population of served students exceeded the number of white students (lacking a better term), 24% to 21% (35 to 34 students). Asian students amounted to 7% (10 students) of our population, and Native American to 6% (9 students). African American students (49) accounted for 33%.

A lot of what we do involves reassuring students returning or new to the College to they can make it. It involves suggesting appropriate classes and instructors who are particularly good with our type of student. It involves listening to a litany of sadness and providing some care for and insight into the often worried and emotional state of students with an unhappy history. When they are down, we try to bring them up by helping to shed some light on the immediate problem and working to achieve some direction for resolution.

3. Please describe any internal or external developments affecting your department since the last program review.

We continued receiving book voucher funds in spring 2012. With the same amount of money, we served nearly 20% more students (29-35) by working with the book loan program (AS). We established a connection with the program by returning our books purchased to them after the fall 2011 term. Thankfully, the money was doubled is the fall 2012 to $7000, and we served nearly 50% more students (35 to 49) while increasing the amount allowed per student. Clipper Cards continued to increase in cost as did disabled passes. In order to fund the transportation
part of our program without increased funds from the Associated Students, it was necessary to increase the price to students. However, we continued to offer disabled passes for free. Since BART/MUNI tickets went to $72/month and MUNI tickets went to $62, the Program asked students to pay $25 for BART/MUNI and $15 for MUNI, thereby providing us with the funds to continue purchasing passes through the academic year. These funds go directly into the transportation budget through the Accounting Office in Conlan Hall. We found a new Financial Aid resource in the MUB and continued counseling assistance from Sarah Thompson in Cloud Hall. We are moving into a much larger space in the fall 2012 and will have two new donated computers for student use in the new space. Increased funding has allowed for another student worker in the spring 2012, making two in the office to provide expanded service to students. We hope to add another in the fall 2012.

4. Summarize overall departmental directions taken as a result of the assessment of learning outcomes. If your unit does not offer courses or direct service to students, summarize improvements made based on the assessment of your administrative unit outcomes.

We accepted 170 students into the Program in the sp 2012. This number remains about the same semester to semester. We recognize our need to stay within our budgets and apply some rigor in accepting students into the Program, verifying need through recommendations from acceptable resources. These recommendations come on signed agency (Glide, St. Vincent de Paul, City Shelters) stationary including the student’s name. About 68% of our students had a semester GPA greater than or equal to 2.0, with an average of 2.6. About 87% had an overall GPA at above 2.0, with an average of 2.7. We see every student at least once a month, and for some, much more often. Our meetings involve discussion concerning courses, instruction models, study skills, and academic gamesmanship. Only 5 students (4%) dropped out in the spring 2012, slightly lower than in the fall. These are students who stayed long enough to receive more service, since we drop nonperforming students at mid-term to conserve resources for succeeding students. We have made it standard procedure to check midterm grades and meet with individual students to assess their status and discuss appropriate actions. We include student counselors and financial aid support services in the process of deciding to drop a class/es in order to bring up grades in others. If there is a good chance, in collaboration with involved faculty, to bring grades up, we advise students to stay the course. Faculty input is essential to student success, and we do everything we can to involve faculty. Students/faculty meetings are always suggested, and we advise students to make faculty aware of their circumstances to seek some understanding of the pressure many of our students work under. We make an effort to have an ongoing discussion with students around coursework and grades. When we can, we suggest appropriate classes and helpful instructors to maximize student positive outcomes. Our students themselves are a source of information and experience to assist new or other continuing students in the Program. As our veterans’ population continues to grow, we note the fatigue and insecurity many feel in meeting the challenges of college work and note that we already have a lot of the needed services already in place.
5. Summarize your department’s progress to date on the major planning objectives identified in the last program review (excluding progress already cited in #4).

We continue to expand our book voucher services. We now have assured access to Clipper Cards and disabled passes through MUNI. We are able to preorder card/passes on line, and deliver a check from our account to the MUNI offices on Van Ness where cards/passes are picked up. Accountability is assured with the help of the Accounting Office and our maintained paperwork. We are still teamed with the Guardian Scholars Program to provide student access to donated clothing using a room donated by the Associated Students. Thanks to a change in a budget category, another $5000 became available for food. Prices continue to rise, but we are holding fast to the $50 for four week service already in effect. Our proximity to the AS offices and central location has proved valuable. Guardian Scholars, and Larkin Street have moved to the MUB, and our office space expanded in the fall 2012. Now we have a larger space to interview students along with a reception area. We also have room for two or more computers for student use.

6. Assuming a status quo budget for your unit, indicate your department’s major planning objectives for next year (2013-14). Include objectives that utilize status quo resources as well as objectives that do not require new resources.

We will continue to expand our ability to work with any students coming into our office in search of assistance. We want to assist students on a walk basis whether or not they meet our definitions on homeless. Our resources spill over to students with less glaring and ongoing need, and we want to assist them as well. We do not expect any increase in our budget and told the same to the AS at the spring 2012 budget meeting. We understand the District is operating under financial duress and only hope our food budget can continue at the same amount. These monies do not leave the District, but are applied to food services from the H&R Department, which provides the debit cards and refills them as needed. We will continue to live within our budgets as we have done for many years. We have required no new furniture but use what we can find and what is left as available. We only wish to continue to do what we have for the last 20 plus years, serve the needs of the most distressed citizens of our community.
7. If your department faced a reduction in your overall departmental budget for next year (2013-2014), indicate the changes that would be made to the delivery of courses and/or services to adjust to the new allocation.

Our budget is at its minimum. Our students supply over $12000 to our transportation budget through the reduced rates we ask them to pay. This amounts to about 25% of the total. The rest is provided by the Associated Students with no charge to the College. Our food budget for the entire year is just over $31000 which does not leave the College. This amounts to less than $300 per student for the academic year. We once provide summer services, but have been unable to do so for the last three years. I used to work in the summer at no charge to the District but have since been told to that is not possible, and I cannot maintain a paid student worker in the office without my having an assignment. This is not a real problem until near the beginning of the fall term when students are looking for assistance. The AS allows someone in the office with a sign off that they will not be paid. One of my student workers has been amenable to the situation, so we have been able to begin enrollment early.

8. If additional funds become available, indicate your department’s top priorities for resource allocation. Include new projects and/or requests to reverse specific reductions made during the last few years of fiscal austerity. Put your projects in order of priority. Add additional projects as necessary, including indication of priority order.

**First Priority**

☐ This is a new request  ★ We initially made this request in all our Program Reviews

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<thead>
<tr>
<th>Project Title:</th>
<th>A greater amount for food</th>
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<tbody>
<tr>
<td>Brief Project Description:</td>
<td>Increase debit card value from $50 to $60 per four week period</td>
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<td>Timeline:</td>
<td>ASAP</td>
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<tr>
<td>Rationale:</td>
<td>Food costs have risen in the cafeteria</td>
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<td>Links to Priorities/Plans:</td>
<td>Strategic Plan – Strategic Priorities and Major Objectives : Part D: Diversity and Inclusiveness, V. Support and maintain successful College retention programs and other programs for underserved students, underrepresented students of color, and all underrepresented student populations.</td>
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<td>Staffing Needs:</td>
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<td>Equipment Needs:</td>
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<td>Cost:</td>
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