

Title of Proposed Program	Bachelor’s of Arts Degree in Sociology for the CMC state prison
College	College of Liberal Arts
Department	Social Sciences
Contact Name(s) and Email(s)	Ryan Alaniz, ralaniz@calpoly.edu

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1. Delivery mode of program

Fully Face-to-Face Hybrid Fully Online

A brief summary of the purpose and characteristics of the proposed degree program

Building on the Cuesta College Associate's degree program in place for the last five years, Cal Poly can utilize the existing institutional framework to implement a B.A. program at the California Men's Colony (CMC). CMC students will apply only after they have completed a Cuesta College Associate's Degree for Transfer in Sociology (120 units). The top thirty-five students from the Cuesta program will be selected and create a cohort that will spend ten quarters (two years and a half years) to complete twenty designated classes (76 units). Cal Poly faculty will provide in-person courses. Of the many degrees available, a sociology bachelor's supports both the interests of the student- inmates and provides a variety of career options (human resources, counseling, non-profit professions, etc.) upon release as described in section 5.

While state legislators are currently working on a new model of support for prison education, Cal Poly can rely on federal aid (Second Chance Pell Grants), state aid (CSU-State University Grants), a reduction in student fees (student inmates do not use the recreation center, health/medical care, university union, etc.), funding from the California Department of Corrections and Rehabilitation, and scholarships to invest in the future of the Cal Poly students and faculty, student-inmates, San Luis Obispo, and the state of California. **This program will be a self-support program through Extended Education, and will not be offered until/unless sufficient funding is secured from external sources.**

2. The program's fit with the campus mission and strategic plan, as well as its commitment to Learn by Doing

As Governor Newsom has prioritized prison reform in California, Cal Poly is in a unique position to be the second in the state to offer a Bachelor's degree to a cohort of student-inmates at the neighboring state prison, the California Men's Colony (CMC). First, creating the Sociology degree program fulfills ten of the Cal Poly Vision 2020 strategic plan goals (see below). Second, Cal Poly students would have a life changing experiential learning opportunity by taking classes behind bars with student-inmates, an impactful way to implement "Learn by Doing." Our mission as a public university empowers us to engage with the needs of our local community, while inspiring our students to work with community members to systematically improve it. Although we share a fence line with CMC, the 4,000 mostly poor and mostly people of color inmates are hidden, literally and figuratively, from view. A B.A. program increases the outreach of Cal Poly to address a local social issue of diversity, equity, and inclusion. Third, there are benefits beyond the university including: building a safer community as nearly all inmates will be released (95%), many to SLO county; saving taxpayer's potentially millions of dollars through lower recidivism (Rand 2014); and positively impacting the lives of student-inmates and their families.

There is clear evidence that Cal Poly has the mission, the organizational support from CMC and Cuesta, the institutional capacity, and the faculty commitment to address the issue of educational equity and inclusion in our backyard. This project is a valuable opportunity to highlight Cal Poly's Learn by Doing philosophy and commitment to diversity through the implementation of a sociology bachelor's degree at the California Men's Colony.

University Mission Statement: Cal Poly fosters teaching, scholarship, and service in a Learn by Doing environment where students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

Fulfillment of Cal Poly's Vision 2020 Strategic Plan

Goal 1A: Enhance Learn by Doing

- Increase the number of co-educational classes with Cal Poly students and inmates
- Create new internship opportunities

Goal 1C: Ensuring access to an excellent education for all California students by providing financial aid support for those with the greatest economic need

- Student-inmates have significant need

Goal 1D: Improve transfer student graduation rates

- Improve recruitment and retention rates as student-inmates will graduate in two years (see schedule of classes)

Goal 2C: Encourage innovative scholarship

- New research opportunities at the prison will be available including curriculum evaluation, senior projects, and impacts of prison education
- Cal Poly will be among the vanguard in prison education

Goal 3B: Create and sustain a more diverse, equitable and inclusive university that reflects and serves the diverse people of California

- Student inmates will be ~85% people of color, a majority with low socio-economic status, and a higher rate of transgender folks (compared to the general population)

Goal 3D: Further develop a campus climate of diversity, equity and inclusion

- Teach students new perspectives on mass incarceration, re-entry, reintegration and recidivism through experiential learning
- Provide opportunities for non-sociology majors to learn about the CJS through upper division electives
- New collaborations (research, internships, classes) will create intellectual and social bridges between Cal Poly and CMC

Goal 4D: Address real world problems through community partnerships

- The U.S. has the highest rate of incarceration in the world and is heavily skewed toward people of color; this is a significant social issue that is within walking distance of campus

Goal 5A: Encourage the development of individual social responsibility in every student

- Connecting the two institutions will create a more knowledgeable and responsible student
- Strengthen community partnerships to increase internship and employment opportunities, volunteer and service projects, and new training and professional development classes/workshops

Goal 5D: Cultivate a campus environment that emphasizes all aspects of community well-being

- The prison holds 4,000 of our neighbors — it is part of our community

Goal 7A: Ensure the economic viability of the institution

- Student-inmates will create new teaching opportunities without burdening overstressed facilities, healthcare, student services, advising, or impacted majors
- Year-Round Operations can be easily implemented with these students.

3. Support Mode

State-Support Self-Support/Extended Education

4. Anticipated student demand

Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	35	35	35
Number of Graduates (Cumulative)		35	70

Evidence

Demand

Cuesta College provides classes to approximate 500 CMC students each year, with about 75% of them following the Associate’s of Arts in Sociology degree track. 2020 is the first Cuesta/CMC cohort of 50 graduates to receive AA degrees. Next year this number is expected to increase due to the expansion of the program and offering more previously bottlenecked courses. Due to institutional constraints at CMC and now the Covid-19 lockdown, a survey of inmates concerning is not feasible. However, CMC education program coordinator Josh Henderson has shared that there continue to be hundreds of students on the waitlist for Cuesta classes and that the enthusiasm for obtaining a BA degree is very high. A formal letter from CMC discussing the significant demand is forthcoming.

Resources

Both CMC and Cal Poly have structural challenges that limit this opportunity to a cohort of 35 students every two and a half years. CMC only has one room large enough to fit a class of 35 students, which can only be used in the evenings. These students will also be living together in a separate dorm to encourage a healthy academic culture and a supportive environment. Cal Poly has limited faculty to teach these classes. As this will be an overage for CLA faculty, the program will only request that a professor teach one or two classes a year (including the summer quarter). This will ensure that faculty time and workload at Cal Poly are not negatively impacted.

5. Workforce demands and employment opportunities for graduates

Describe the demands and opportunities, as well as the evidence you have used to make these claims.

A sociology BA degree provides one of the most valuable academic credentials for prisoners due to its breadth and scope, critical insight on social issues, flexibility in career choices, and high inmate interest.

First, sociology is one of the most general and broad disciplines and therefore can provide skills useful in many different occupations. After graduation our students move on to such varied professions as medical doctors, lawyers, social workers, non-profit directors, city and county employees, human resources, marketing and business owners. Thus, given the breadth of background and experiences that the CMC students have, obtaining a comprehensive degree will provide them with the critical thinking, research, and writing tools necessary to follow the path that they choose.

Second, with the significant social problems the U.S. and world are facing (growing wealth inequality in society, the climate crisis, lack of basic resources in California [housing, mental health, healthcare, addiction], the high level of incarceration, racial and gender discrimination, among others), state and local governments and private citizens recognize the need to address these issues, which will create sustained employment opportunities students trained in sociological theory and methods. Our students not only have the skills to think critically about the root and proximate causes of these problems, but can also think creatively about holistic strategies to mitigate these social challenges.

Third, the flexibility of a sociology degree enables graduates to follow many career paths. Once released felons face **tens of thousands of local, state and federal barriers** to employment and educational opportunities (e.g. bans on occupational licensing, “good character” clauses, blanket bans on hiring, no access to federal student loans, etc.) and have an **unemployment rate that is five times higher** than non-felons. While a college degree cannot overcome all of these hurdles, it does provide a valuable credential that open up hundreds of new career opportunities.

Finally, of the many degrees available to inmates across the U.S., sociology is the most popular. In part it is due to the characteristics noted above. Additionally, student-prisoners have explained that sociology helps them learn about themselves in society and what external and internal factors led them to make the choices that they did. Sociology brings to light the structural factors of racism, sexism, classism, and inequalities in education, criminal justice, and employment, many of which have may have limited their opportunities. In short, many inmates find sociology empowering as they recognize that they are not inherently “bad” people, but rather that circumstances influenced their decisions and actions. This understanding of self is also valuable in parole board hearings for early release.

6. Other relevant societal needs

The state of California currently has approximately 260,000 inmates in the state prisons and jails, more than 95% will be released, and 83% will likely recidivate (be re-incarcerated). The federal government and the state of California recognize the limitations of the criminal justice system and are investigating alternative strategies for rehabilitation, most prominently education. President Obama developed the Second Chance Pell Grants to educate prisoners as an effort to support better life outcomes and save money on incarceration. Secretary of Education, Betsy DeVos just increased the scope of the program illustrating bipartisan support for prison education. The growth of the non-profit and university sector evidences public support as exemplified by the expanding Inside-Out Program (university students take classes with incarcerated students), Project Rebound (assisting formerly incarcerated students to attend community college), and the Prison Graduation Initiative at CSU-Los Angeles (provides B.A. degrees to inmates) just in California.

It currently costs Californian taxpayers \$81,000 per year to house and care for an inmate. Following the CSU-Los Angeles model, the cost for a B.A. degree per student-inmate is \$12,000 a year (\$24,000 for the degree). Student-inmates receive a three-week deduction in sentencing per class and an additional three-month reduction for the degree, thereby saving the state approximately \$46,730 a year (\$93,461 for the degree) due to early release.

Similarly, researchers have found that every \$1 spent on prison education saves taxpayers \$4 to \$5 in future costs due to reductions in recidivism. Indeed, obtaining a bachelor's degree in prison can lower the recidivism rate from 83% to 5.6% as inmate-graduates have a higher self-esteem and new career opportunities previously unavailable. Investing in prison education is fiscally responsible in the long-term.

7. An assessment of the required resources and the campus commitment to allocating those resources

Provide an itemized list in the table below and a narrative description of the resources that currently exist to support the new program, as well as the additional resources that would be needed at initiation, after three years, and after five years.

	Existing Resources	New Resources at Initiation	New Resources to Be Added After Three Years	New Resources to Be Added After Five Years
Faculty	14 C.P. professors have provided verbal agreement to teach courses as an overage		If necessary other faculty can be drawn from Cuesta College, Hancock College, and UCSB	If necessary other faculty can be drawn from Cuesta College, Hancock College, and UCSB
Staff	CP CLA Advisor Cuesta Advisor (part-time ~2%)	*1 faculty member will act as director (part-time ~22%) *1 administrative assistant (part-time (~5-10%))		
Students	CMC has hundreds of students who would like to be part of this program		The number of eligible students will increase as Cuesta continues offering classes	
Facilities	CMC will provide all of the facilities			
Equipment		Some technological resources will need to be bought (computer, projector, whiteboard)		The computer may need to be replaced after five years
Information Resources				

Note: The Dean’s and Interim Provost’s signatures at the bottom of this form represent the campus commitment to allocating these resources.

Narrative description

Faculty and Advising

The impact on existing state-support program will be minimal for faculty and advising. Faculty will have the opportunity to teach approximately one to two courses a year as an overload (separate from state funding). A minimal amount of time (~2%) for a CLA advisor, such as Alejandra Cebreros who has offered to serve the student-inmates, will also be requested to ensure all requirements are met. Given that the students will come into the program with an Associate's Degree and will be taking the same courses as a cohort, limited resource support will be needed.

Registrar and Financial Aid

The program will need the support of the registrar to receive and review paper applications and transferrable units for approximately 50 applicants (to obtain a cohort of 35 students). This will only need to be done once every two and a half years. The financial aid office will also need to review Second Chance Pell Grant and FAFSA eligibility (though much of this work will have already been done by Cuesta College). Given the tens of thousands of applications both office reviews every year, an extra fifty will lead to only about one-tenth of one percent increase.

Program Director

The administration of the program will necessitate support from the college and university, although costs may be covered by program funding. A program director position will be needed to oversee the logistics of the project, act as a bridge between CMC, Cuesta, and Cal Poly and to ensure that all requirements are met, and support faculty with resources and trauma-informed care. Based on conversations with Cuesta and CMC administration we estimate this position being the equivalent of two course releases in the academic year and one course equivalent (as compensation) in the summer.

The position would coordinate with Cuesta and CMC to ensure class enrollment, grades, suitability of books and lecture materials (all resources must be reviewed by CMC staff), drop off and pick up of materials, technological management, conflict resolution between students, staff, and faculty or with institutions, and faculty support utilizing trauma-informed care. Monthly meetings will be held with faculty and staff to address any issues and maintain healthy working relationships. If Dr. Ryan Alaniz were to be named the program director, this would not put undue burden on the major or department given the increase in tenure-track sociology faculty over recent years.

Extended Education Administrative Assistant

Extended Education will also need to provide administrative assistance with the budget, daily operations, coordination with the registrar, financial aid, and Extended Education staff, among other duties. We expect this to be a part-time (~5-10%) position funded through Extended Education.

Campus Impact

Given that student-inmates will be taking classes at the prison, there will be no physical or financial impact on student health services, library services, building facilities, classrooms, recreation center, university union, or other resources. For this reason, the CMC sociology BA program is an ideal fit for year-round operations (YRO).

Stakeholders who have reviewed the proposal and support the project

California Department of Corrections and Rehabilitation (CDCR)

CDCR Division of Rehabilitative Programs, Dr. Brant Choate (Director)

CDCR Office of Correctional Education, Shannon Swain (Superintendent) and Rod Braly (Associate Superintendent)

CDCR California Men’s Colony Administration — Josie Gastelo (Warden) and Lisa Gomez (Education Coordinator)

CDCR California Men’s Colony Education — Josh Henderson and Stacey Zelenski (College administrators)

Cal Poly State University, San Luis Obispo (Cal Poly)

Cal Poly Extended Education — Vice Provost Brian Tietje

Cal Poly College of Liberal Arts —Associate Dean Jennifer Teramoto-Pedrotti

Cal Poly Donor Relations — Eileen Amaral (Director of Donor Relations)

Cal Poly Senate—Dustin Stegner (Chair)

Cal Poly Senate Curriculum Committee—Brian Self (Chair)

Cal Poly Social Sciences Department — Ben Timms (Chair)

Cal Poly College of Liberal Arts Faculty in Sociology, Geography, Psychology, Political Science, English, and Ethnic Studies

Cal Poly College of Liberal Arts Advising — Alejandra Cebreros (Multicultural Academic Advisor)

Cal Poly Honors Program—Gregg Fiegel (Director)

Cuesta College

Cuesta College Administration—Matthew Green (Director of Community Programs)

Cuesta College Advising—Renoda Campbell (CMC Advisor)

8. Pilot Program (Not Applicable)

- a. If the projection is a pilot program, list the academic years during which the program will operate in pilot status.

Note: A pilot program is authorized to operate only for five years.

Not Applicable. The program has been in existence for the last ten years. This is a new location, not a new program.

- b. For a new degree program that is not already offered in the CSU, provide a compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level.

Not Applicable. This will be the same degree offered at Cal Poly.

9. List the program learning objectives/outcomes

Note: If you need any help developing program learning objectives, please contact our Academic Assessment Director, Michael Nguyen (mnguy300@calpoly.edu).

Cal Poly, San Luis Obispo Sociology BA program at the California Men's Colony Learning Objectives (same as on-campus program)

1. Achieve an international/global perspective of cultures and societies along with knowledge of other social and cultural systems.
2. Develop an understanding of the problems and implications of the United States as a multicultural, pluralistic society.
3. Learn to apply a holistic/integrated approach to current social problems on a local, regional and global level.
4. Appreciate the way social groups and structures influence individual behavior and the way individual behavior influences social groups and structures.
5. Develop skills concerning the primary information collection, or research techniques used by modern sociology.
6. Be prepared to enter a broad range of careers by which the insights and skills of sociology, and if they so choose, prepare for further graduate training in sociology and other fields of study which can draw on the breadth of training in the discipline of academic sociology.
7. Show growth in the ability to think critically concerning important issues facing our society and societies in a global perspective.
8. Demonstrate the writing skills necessary to communicate effectively in their work.

10. Describe the curricular requirements including required courses and the total number of units

Note: Title V policy limits most programs to 180 units.

MAJOR COURSES

SOC 110	Comparative Societies (D2)	4
SOC 111	Social Problems	4
SOC 218	International Political Economy (GE Electives) ¹	4
SOC 305	Social Movements	4
or SOC 327	Social Change	
SOC 308	Sociology of the Environment	4
SOC/WGS 311	Sociology of Genders and Sexualities	4
SOC 316	U.S. Ethnic Minorities (USCP)	4
SOC 323	Social Stratification	4
SOC 354	Qualitative Research Methods	4
SOC 355	Quantitative Research Methods	4
SOC 421	Social Theory	4
SOC 461	Senior Project I	2
SOC 462	Senior Project II	2
SOC Electives (300-400 level)		12
STAT 217	Introduction to Statistical Concepts and Methods (B4)	4
Select from the following (D2):		4
ANT 201	Cultural Anthropology	
GEOG 150	Human Geography	
ANT or GEOG Elective (300-400 level)		4
Concentration or Individualized Course of Study (see list below)		28
GENERAL EDUCATION (GE)		
(See the GE program requirements below.)		56
FREE ELECTIVES		
Free Electives		24
Total units		180

11. Signatures

We confirm that the proposed new program aligns with the mission and strategic plan for the department and college. Additionally, we confirm that there is a commitment to allocating the resources required by the proposed new program in the initiation phase and in later years.

Department Chair/Head Name: Ben Timms	
Signature	Date
Dean Name: Philip Williams	
Signature	Date

We confirm that the proposed new program fits with the mission and the strategic plan for the campus.

Associate Vice Provost Name: Bruno Giberti	
Signature	Date
Interim Provost Name: Mary Pedersen	
Signature	Date

12. Appendix

Curriculum and General Education Requirements

Below is the curriculum with transfer classes and units

Course code	Course name	Quarter Units	Ge reqs
Core Courses			
SOC 201A	Intro to Sociology	4.5	GE Low. Div. D
SOC 202	Social Problems	4.5	
SOC 218	International Political Economy	4.5	
SOC 327	Social Change	4	
SOC 308	Sociology of the Environment	4	
SOC 311	Sociology of Genders and Sexualities	4	
SOC 316/ Soc 206	Race and Ethnic Relations	4.5	USCP
SOC 323	Social Stratification	4	
SOC 354	Qualitative Research Methods	4	
SOC 355	Quantitative Research Methods	4	GE B4
SOC 421	Social Theory	4	
SOC 461/462	Senior Project	4	
Emphasis	16 "free" electives and 12 soc elective units (28 total)		
SOC 470	Sociology of Health	4	
SOC 412	Criminology	4	
SOC 406	Juvenile Justice	4	
SOC 402	Crime and Violence	4	
SOC 315	Global Race Relations	4	
Psy 372	Multicultural Psychology	4	
Soc 306	Sociology of the family	4	
TOTAL UNITS		78	

Color Key
Cuesta (semester)
Cal Poly
GE DOUBLE COUNT
Flex Units

Course code	Course name	Quarter Units	Ge reqs
Support Courses	8 "free" Electives 12 GE units (20 total)		
MATH 247	Introduction to Statistics	4.5	GE B1
ANTH 203/Geog 202	Cultural Ant./Cultural Geog	4.5	GE Low Div D2
Engl 201B	Intro to Literature	4.5	
Geog 350	The Global Environment	4	GE Upper Div B
ENGL 312	Advanced composition	4	GWR
TOTAL UNITS		21.5	
General Ed			
AREA A English Language Communication and Critical Thinking			
Com 210	Small Group Com.	4.5	GE A1
Engl 201A	English Composition	4.5	GE A2
Phil 208	Logic	4.5	GE A3
AREA B Math, Science, & Quantitative Reasoning			
ASTR 210	Astronomy	4.5	GE B1
Bio 220	Env. Science	4.5	GE B2
ASTR 210L	Astronomy (Ant 201 or 203)	1.5	GE B3
Math 247	Intro to Stats		GE in major Soc 355
GEOG 350(UD B)	The Global Environment		GE Up Div B in major Geog 308
AREA C Arts and Humanities			
MUS 235	Music Appr: Classical	4.5	GE C1
HIST 203A	History of World Civilization	4.5	GE C2
MUS 237	History of Rock n Roll	4.5	GE LD C
ES 303GWR	Latin@ Poetry and Politics	4	GE C Up Div, GWR

Color Key
Cuesta
Cal Poly
GE DOUBLE COUNT
Flex Units

Course code	Course name	Quarter Units	Ge reqs
AREA D Society and the Individual			
History 207a	History of the U.S.	4.5	GE D1
Ant 201/Geog 202	Cultural Ant./Cultural Geog		GE in major Ant 201
History 307	History of European Thought	4	GE Up Div D
AREA E Lifelong Learning & Self-Development			
Psych 201	Intro to Psych	4.5	GE Low Div E
GE Electives in Area B, C, or D			
Flex Units			GE B
GE TOTAL UNITS		54.5	
Concentration			
CJ 202	Criminal Justice	4.5	
Psych 206	Social Psychology	4.5	
CSS 225	College Success	4.5	
Soc 204	Criminology	4.5	
HEED 208	Multicultural Health	4.5	
Pols 202	US Government	4.5	D1 (addition)
TOTAL UNITS		27	
Complete Total		181	

Color Key
Cuesta
Cal Poly
GE DOUBLE COUNT
Flex Units

The total units is 181 due to the difference between Cuesta College semester units and Cal Poly quarter units. 181 is not the required units, but rather the end total

Student Demand-Letter from CMC

Cal Poly Stakeholders,

Thank you for considering a possible B.A in Sociology program for the students at California Men's Colony. I believe we have a unique advantage from other institutions in the proximity of Cuesta and Cal Poly. With all three sites located within a two mile radius, developing a solid and fluid program is possible.

When student signs-up for Cuesta College, they are put on pathway to graduate with a transferable degree in Sociology. There are other degrees students can achieve along the way, but the goal is to earn a Sociology Degree. The Cuesta program at the Men's Colony has grown over the years and we are current designated at a "satellite campus". In the current semester, we are up to thirty-one total classes with an enrollment of four hundred and ninety-two students. There over five hundred students that have Cuesta ID numbers and are on the track towards graduation.

Although it was postponed, we were going to honor sixty students who have earned their A.A degree over the last two years. Next school year, we expect to have sixty graduates from Cuesta College. This does not take into account students who earn degree from other colleges through correspondence course work. Each semester, there is always more demand for classes.

The B.A program has become what all students who meet, or will meet the criteria, talk about. It is proven that the more educate a person receives while incarcerated, the less likely they will be to return. Our students are determined to achieve a higher education and we would have no problem filling a cohort of students for a Cal Poly B.A. program.

Please do not hesitate to contact me with any questions that may arise!

Thank you and stay safe,

Josh Henderson
Proctor - College Programs
Central Coast Adult School
CDCR-California Men's Colony
PO Box 8101 / Highway 1
San Luis Obispo, CA 93409
805-547-7900, x-4434H