PEER REVIEW TEAM REPORT

The College Program at San Quentin
P.O. Box 492
San Quentin, CA 94964

This report represents the findings of the peer review team that visited
The College Program at San Quentin from October 21-24, 2019

Keith Curry, Ed.D.
Team Chair

COLLEGE PROGRAM AT SAN QUENTIN
VISITING TEAM MEMBERS

Chair
Dr. Keith Curry
President/CEO
Compton College

Assistant
Ms. Lauren Sosenko
Director of Institutional Research
Compton College

Academic Representatives

Dr. Michael Bagley
Dean of STEM & Outreach Campuses
Yuba College

Dr. Kevin Bontenbal
Instructional Technology Librarian
Cuesta College

Dr. Laurie Huffman
Professor, Department Chair
World Languages, OEI
Los Medanos College

Dr. Norman Lorenz
Professor of Family and Consumer Science
Sacramento City College

Administrative Representatives

Mr. Ron Gerhard
Interim Chancellor
Chabot-Las Positas Community College

Dr. Howard Irvin Jr.
Vice President, Student Services
Los Angeles Southwest College

Dr. Mehmet Ozturk
Dean of Research, Planning and Institutional
Effectivess
College of the Sequoias

ACCJC Representative
Dr. Richard Winn
President
Accrediting Commission for
Community and Junior College

Summary of Evaluation Report

INSTITUTION: The College Program at San Quentin

DATES OF VISIT: October 21-24, 2019

TEAM CHAIR: Dr. Keith Curry

A 10-member Accreditation External Evaluation Team visited The College Program at San Quentin (CPSQ) October 21, 2019 through October 24, 2019, for evaluating the CPSQ's request for candidacy. The team's evaluation included an assessment of the CPSQ's performance as related to the Accreditation Standards and the compliance with the Eligibility Requirements and Accrediting Commission for Junior and Community Colleges (Commission) policies.

In preparation for the visit, the team chair attended a team chair training workshop on August 1, 2019 and conducted a pre-visit to the campus on August 15, 2019. During the visit, the team chair met CPSQ leadership and key personnel involved in the self-evaluation preparation process. The entire External Evaluation Team received team training provided by the ACCJC on August 21, 2019. The External Evaluation Team received the electronic version of the Institutional Self-Evaluation Report (ISER) and related evidence several weeks before the site visit; team members found it to be detailed and comprehensive. CPSQ made every attempt to make the process transparent while encouraging broad participation from the college community including, faculty, staff, students, administration, and San Quentin State Prison officials.

On October 21, 2019, the External Evaluation Team began the site visit at CPSQ. Upon arrival, the team participated in a meet and greet with CPSQ personnel, followed by members of the External Evaluation Team who participated in meetings with CPSQ personnel and governing board members. That same day, members of the External Evaluation Team toured the San Quentin State Prison facility and participated in student forums.

During the external evaluation visit, team members participated in several individual interviews and meetings, in addition to observations involving college employees, students, governing board members, alumni, and community members. Numerous, less formal interactions with students and employees outside of officially scheduled interviews were conducted in addition to many informal observations of other learning venues. Four open forums were scheduled, which provided the CPSQ community and members of the surrounding community an opportunity to meet with the External Evaluation Team. The public forums were well attended by faculty, staff, students, alumni, community members, and San Quentin State Prison officials. The comments during the forums illustrated the pride many of the faculty, staff, students, alumni, and community members have for CPSQ.

The External Evaluation Team reviewed numerous electronic materials supporting the ISER, which included documents and evidence that support the Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations. The evidence reviewed by the team included, but was not limited to, documents such as institutional plans, strategic planning documents, program review procedures and reports, student learning outcomes

evidence, course syllabi, college policies and procedures, enrollment and student success information, committee minutes and materials, and governance structures.

The External Evaluation Team greatly appreciated the organization and hospitality CPSQ displayed during the visit. The team also appreciated the staff members who assisted with requests for meetings and additional evidence throughout the evaluation process.

Throughout the visit, the team was impressed with the engagement and dedication of faculty, staff, administration, students, alumni, governing board members, and San Quentin State Prison officials. The External Evaluation Team found the college to follow many of the Standards, Eligibility Requirements, Commission policies, and USDE regulations. The ISER in many areas lacked clarity of "how" CPSQ met the Standards, Eligibility Requirements, Commission policies, and USDE regulations; in some cases, CPSQ provided some information. However, for in one Standard, additional evidence to demonstrate compliance has yet to be developed and implemented. While the External Evaluation Team found that CPSQ satisfies the Standards, a recommendation was issued for compliance.

Major Findings and Recommendations of the
2019 External Evaluation Team

College Commendation 1: The team commends the college for its dedication to the mission of transformative learning and its support of faculty expertise. (II.A.1, II.C 3, II.C.4, IV.A.1)

College Commendation 2: The team commends the college for its enrichment activities that result in exceptional outcomes in students' relationships at the prison and cocurricular opportunities including student support services that enhance student growth, leadership and transformation. (II.A.1, II.C 3, II.C.2. II.C.4, IV.A.1)

College Commendation 3: The team commends the college for its commitment to excellence and to the rigor of the curricula and its delivery. (II.A.4, II.A.5)

College Recommendation 1 (Compliance): To achieve initial accreditation, the team recommends the college develop a sustainable, comprehensive and systematic approach for continuous outcomes assessment, planning, and program review. (I.B.2, I.B.3, I.B.4, I.B.9)

Introduction

The College Program at San Quentin (CPSQ) is one of the largest and longest-running prison higher education programs in the United States. It was established shortly after passage of the 1994 Violent Crime Control and Law Enforcement Act that barred incarcerated people from receiving Pell Grants, effectively ending higher education in prison in the U.S. At that time, virtually all the approximately 350 programs around the country shut down for lack of funds. CPSQ was founded through the collaborative efforts of administrators at Patten College, later known as Patton University, the Education Department of San Quentin State Prison, and a faculty member at University of California, Davis.

Since its founding, CPSQ has offered a general education Associate of Arts degree in general studies. The Associate of Arts degree has been run as an extension site of Patten; students enrolled in credit courses at CPSQ are registered at Patten College, and Patten College has conferred credits and degrees. Any person in the mainline population of San Quentin State Prison with a high school diploma or GED is eligible to enroll, without regard to age, commitment offense, sentence length, or time left to serve. Students are charged no tuition or fees, and all instructional staff in the program have been volunteers.

In 1996, CPSQ began with two classes, a volunteer coordinator, a San Quentin State Prison Education Department staff member, and with no operational budget.

From 2000 through 2018, many major accomplishments were achieved the Prison University Project was formed to provide material, administrative, and financial support to the College Program. Initial fiscal sponsorship was obtained from the Tides Center; The Prison University Project was incorporated as an independent 501(c)(3) nonprofit with a governing Board; The Prison University Project acquired its own office space; and the Prison University Project was awarded the National Humanities Medal by President Barack Obama.

In 2018, Patten University informed CPSQ students of its planned closure. The leadership of the Prison University Project decided to seek independent accreditation. The College Program at San Quentin provides an Associate of Arts degree program in general studies and a robust College Preparatory program. Each academic year, The College Program at San Quentin supervises close to 300 instructors, tutors, research assistants, and other faculty, and serves more than 400 students.

Eligibility Requirements

1. Authority

The College Program at San Quentin operations at the San Quentin State Prison is authorized by the California Department of Corrections and Rehabilitation.

The College meets the Eligibility Requirement.

2. Operational Status

The College Program at San Quentin is operational, with students actively pursuing its degree programs, as evidenced by the 3 years of enrollment history, current schedule of classes, and enrollments in degree programs by year, including degrees awarded.

The College meets the Eligibility Requirement.

3. Degrees

The College Program at San Quentin is operational, with students actively pursuing its degree programs, as evidenced by the three years of enrollment history, current schedule of classes, and enrollments in degree programs by year, including degrees awarded. Associate of Arts degree in general studies program is comprised of 61 units, which is considered equivalent to approximately two academic years of coursework.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The College Program at San Quentin has a chief executive officer appointed by the governing board. Dr. Jody Lewen is the founder and executive director of the Prison University Project, which implements The College Program at San Quentin. The College Program at San Quentin informs the Commission immediately when there are noteworthy changes.

The College meets the Eligibility Requirement.

5. Financial Accountability

The Prison University Project, which implements the College Program at San Quentin annually, undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those that fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third-party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative

The team confirmed that The College Program at San Quentin (CPSQ) solicited third-party comments about the evaluation visit (in writing). The team received the third-party comments on September 16, 2019 and in-person when the team was onsite on October 22, 2019.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
CPSQ provided evidence that it has established institution-set standards and stretch goals for course completion and degree completion. The report provides data on institution-set standards and stretch goals for degree completion and credit course completion. However, no data, standards, or stretch goals were provided for transfers to four-year colleges and universities. It is

noted in the report that it is in the process of obtaining data from National Student Clearinghouse. Based on course completion data provided in the report, "other" group is slightly below the set standard. It should also be noted that transfer is not a primary goal of the program. As noted in the report, 18-24 age group performs below the standard. CPSQ regularly assesses performance against set standards. However, it needs a clear process for setting the institution-set standards (as to student achievement), and for taking appropriate measures in areas where its performance is not at the expected level.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
☒	The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
CPSQ charges no tuition or fees. Its single Associate of Arts degree program in general studies requires 61 credits, or 20 classes.
[Regulation citations: 600.2; 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.], 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
☒	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The CPSQ transfer policy is communicated to students during a New Student Orientation and in the General Catalog.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
☐	The institution demonstrates regular and substantive interaction between students and the instructor.
☐	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
☐	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
☐	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
☐	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or

	program and receives the academic credit.

Overall:

☐	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
☐	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
☒	The college does not offer Distance Education or Correspondence Education.

Narrative:
Not applicable. CPSQ does not offer distance education, nor does it offer correspondence education. [Regulation citations: 600.2; 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.], 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.)

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☐	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☐	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against*

	Institutions.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The CPSQ plans to "institute a more comprehensive written student complaint policy" (ISER, P.28). San Quentin State Prison's own inmate complaint policy may be applicable to CPSQ. However, it may complicate students' efforts to file complaints in a timely manner. Students may benefit from a complaint process that is safe and confidential. At of the time of the team's site visit, CPSQ's update sent to the team indicated that a written CPSQ student complaint policy distinct from the San Quentin inmate complaint policy had been created.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
CPSQ communicates information about programs, locations, and policies to students and the public via its General Catalog, published both in hard copy inside San Quentin and online. The website also provides information about research and evaluation and the status of accreditation.

Title IV Compliance

Evaluation Items:

☐	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
☐	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
☐	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
☐	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
☐	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Not applicable. The College Program at San Quentin does not administer federal financial aid. Therefore, there is no need for The College Program at San Quentin to demonstrate compliance with Federal Title IV regulations and USDE requirements.

STANDARD I
MISSION, ACADEMIC QUALITY, AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.A - Mission

General Observations

The College Program at San Quentin (CPSQ) has a mission statement that describes its educational purposes, intended student population, and commitment to student achievement. CPSQ collects and uses data to determine how effectively it is meeting its mission, and the mission drives CPSQ's institutional priorities. CPSQ communicates its mission in all outward facing materials, through its Student Handbook, website, and in the General Catalog. The General Catalog is available for student reference inside San Quentin State Prison.

Findings and Evidence

CPSQ's mission statement clearly describes its overall educational purposes, intended student population, the type of degree it offers, and its commitment to student achievement. CPSQ's purpose and degree, as listed in its mission "is to provide an intellectually rigorous, inclusive Associate of Arts degree program and college preparatory program, free of charge" to its intended student population, the incarcerated "people at San Quentin State Prison;" CPSQ's mission statement further names the values it espouses in its work, including intellectual rigor, inclusivity, equity, civic engagement, independence of thought, and freedom of expression. Its commitment to student learning and achievement is reflected in its commitment to expand access to education for incarcerated people and its approach to assessing student learning and tracking student achievement. (I.A.1)

CPSQ uses data to determine how effectively it is accomplishing its mission by assessing its outcomes, which include students' educational and professional outcomes, civic engagement, mental and physical health, family relationships, and social-psychological well-being. CPSQ has developed in its Educational Effectiveness Handbook, which defines its key data collection and analysis processes for student achievement and student learning, as well as data-informed methods to continually monitor and improve the effectiveness of student services and cocurricular programming, all of which assist in determining the fulfillment of its mission. In addition, CPSQ has partnered with social science researchers and data analysts to collect and analyze data on 27 Program alumni focusing on students' educational and professional outcomes, civic engagement, mental and physical health, family relationships and social-psychological well-being because of participation in the program. Furthermore, CPSQ is currently strengthening its internal systems and practices surrounding the collection, analysis, and presentation of data related to mission fulfillment by collaborating with experts in assessment at the National Institute for Learning Outcomes Assessment (NILOA). CPSQ continues to strengthen its assessment practices and is planning to further aggregate and analyze learning outcomes assessment data, as well as data from New Student Biographies, the Daily Debrief, course wikis, and Individual Learning Plans. (I.A.2)

CPSQ's two face-to-face instructional programs, a credit-bearing program in general studies, culminating in an Associate of Arts degree, and a noncredit College Preparatory program are aligned with its mission. Both programs serve their intended population at its single campus, located inside San Quentin State Prison. In addition to its instructional programs, CPSQ also offers a variety of learning support services, such as textbooks, library materials, school supplies, and research materials needed to complete its instructional programs, all free of charge. CPSQ's Executive Team meets weekly to plan and make resource allocation decisions. Long-term planning and resource allocation decisions receive additional oversight by the Board's Finance Committee, Academic Affairs Committee, and Governance Committee, as well as in the quarterly meetings of the full Board. Overall, CPSQ's decisions are aligned with mission, and its fundamental values of equity and inclusivity are upheld by foregoing tuition and fees and providing all other materials to students at no cost. (I.A.3)

CPSQ's mission is publicly available on its website and can be found in its outward facing materials, its Student Handbook, and in its General Catalog. It is important to note that currently incarcerated students are unable to access the internet directly, but online resources can be accessed by family members, friends, supporters, prison staff, etc. who are acting on behalf of current or prospective students. In anticipation of the college's transition from partnership with Patten University, CPSQ's mission was revised and adopted by the Board of Directors on August 14, 2019. (I.A.4)

Conclusion

The College meets the Standard.

Standard I.B - Assuring Academic Quality and Institutional Effectiveness

General Observations

The College Program at San Quentin (CPSQ) demonstrates its commitment to assess accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Its focus on assurance of academic quality and institutional effectiveness is clear. They acknowledge unique context-based challenges CPSQ faces, as well as anticipated improvements in key areas. CPSQ also demonstrates its commitment to sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Findings and Evidence

CPSQ engages in dialogue regarding student outcomes, realizing equity, and academic quality. The dialogue involves faculty, staff, Board members, and students, and is included in training and orientation offered to all new faculty, including instructors, tutors, and research assistants. (I.B.1)

CPSQ demonstrates its commitment to define and assess student learning outcomes for all instructional programs and student and learning support services. Some work has been done in this area both informally/anecdotally and formally, including formal collection of student and faculty feedback. However, CPSQ needs to build and sustain its capacity to conduct assessments of learning outcomes in both its instructional and support programs. (I.B.2, ER 11)

CPSQ establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. The College Program provided evidence that it has established institution-set standards and stretch goals for course completion and degree completion. The report provides data on institution-set standards and stretch goals for degree completion and credit course completion. However, no data, standards, or stretch goals were provided for transfers to four-year colleges and universities. It is noted in the report that it is in the process of obtaining data from National Student Clearinghouse. It should also be noted that transfer is not a primary goal of the program. Based on course completion data provided in the report, "other" groups are slightly below the set standard. As noted in the report, 18-24 age group performs below the standard. CPSQ regularly assesses performance against set standards. However, CPSQ needs a clear process for setting the institution-set standards (as to student achievement), and for taking appropriate measures in areas where its performance is not at the expected level. (I.B.3, ER 11)

CPSQ uses assessment data and is committed to organizing its institutional processes to support student learning and student achievement. These assessment efforts include direct observation and documentation, and indirect assessment such as student and faculty surveys. CPSQ also collaborates with external evaluators to conduct assessments and studies. However, CPSQ needs to develop its internal capacity to carry out learning outcomes assessment systematically and at

all levels (in both its instructional and support programs. This assessment capacity needs to be systematic, ongoing and sustainable. (I.B.4)
CPSQ demonstrates its commitment to assess accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. CPSQ demonstrated progress in designing its own cycle of program review. However, the existing and proposed program review process needs to include more systematic and frequent reviews/evaluations. CPSQ needs to continue to build further capacity in this area. (I.B.5)

CPSQ disaggregates student achievement data for subpopulations of students and observes variations in outcomes. However, data disaggregation is provided for student achievement metrics only. (I.B.6)

CPSQ demonstrates its commitment to regularly evaluating its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to ensure their effectiveness in supporting academic quality and accomplishment of mission. However, a review of specific examples of evaluations on these areas (specifically on policies and practices for instructional programs and student and learning support services) is needed. (I.B.7)

CPSQ demonstrates its commitment to widely sharing its evaluation work throughout the college community, through the College Program newsletter, distributed to all constituencies, through its website, and through presentations to college leadership. (I.B.8)

CPSQ demonstrates its commitment to continuous, broad-based, systematic evaluation and planning. However, it needs to build and employ a comprehensive model or process that further integrates and aligns all planning and assessment activities. This model may include integrated assessment, measures and evaluations for the 2018 Prison University Project Strategic Plan. In addition, CPSQ needs to build and further increase institutional research capacity to support its continuous improvement efforts. (I.B.9)

Conclusion

The College meets this Standard except for I.B.2, I.B.3, I.B.4 and I.B 9.

Recommendation

College Recommendation 1 (Compliance): To achieve Initial Accreditation, the team recommends the college develop a sustainable, comprehensive and systematic approach for continuous outcomes assessment, planning, and program review. (I.B.2, I.B.3, I.B.4, I.B.9)

Standard I.C - Institutional Integrity

General Observations

The College Program at San Quentin (CPSQ) demonstrates clarity and integrity in the accuracy of the information it provides to students and the public, including its website, publications, and documentation of institutional effectiveness. It regularly reviews its policies, procedures, and publications to ensure their integrity in supporting the mission of CPSQ. Board policies, the Student Handbook, and the General Catalog specify responsible behavior on the part of all constituencies concerning academic integrity and freedom, while at the same time allowing students, faculty, and program staff the freedom to express their opinions. Standard 1.C 11 does not apply to CPSQ.

Findings and Evidence

CPSQ staff on its Program Team and its Development & Communications Team ensure the integrity, accuracy, and clarity, through regular review of information provided to all constituencies, about CPSQ's mission, programs, and services, including information about its accreditation status. (I.C.1)

CPSQ provides a hard copy catalog for all its students and prospective students, as well as posts its catalog online for the public. (I.C.2)

The chief academic officer at CPSQ is responsible for communicating assessment results throughout the college community, including current and prospective students and the public. This is done through the use CPSQ's program newsletter, sent to all constituencies, and through emails to current course instructors, prospective student letters, and the student bulletin. CPSQ has developed an Educational Effectiveness Handbook to assist with its evaluation activities and collection of student achievement data. (I.C.3)

CPSQ has one Associate of Arts degree program in general studies. The purpose of this degree including course requirements, and learning outcomes, is clearly articulated in the Student Handbook and CPSQ General Catalog. (I.C.4)

CPSQ has established process for reviewing its policies, procedures, and publications at multiple levels of the organization, to assure their integrity in representing the mission and current programs and services. (I.C.5)

CPSQ provides all program offerings, including credit courses, noncredit courses, learning support services, and cocurricular offerings, free of charge to its students. CPSQ students are also provided with all materials, including textbooks, research articles, readers, and lab materials, as well as "standard issue" school supplies, free of charge in every term for which they enroll in a credit or noncredit course. (I.C.6)

CPSQ's Board-approved mission statement express its commitment of fostering "independence of thought" and "freedom of expression." This commitment to academic freedom is also expressed in CPSQ's Student Handbook. As expressed by students during public forums, they have the freedom to express their ideas in class and pursue their intellectual interest freely. However, it is important to note that San Quentin State Prison and the California Department of Corrections and Rehabilitation (CDCR) have the legal authority to disallow or censor educational materials to ensure the safety and security of the institution. Although these restrictions are outside the control of CPSQ, they could pose limitations on students' ability to freely pursue and disseminate knowledge. Despite this dilemma, CPSQ should continue its commitment to freedom of expression and academic freedom by continuing to seek ways of providing access to sufficient resources in quality, currency, variety, and depth. (I.C.7)

CPSQ has clear policies specifying responsible behavior on the part of all constituencies, as well as policies on academic honesty and integrity. CPSQ's Student Handbook, Instructor Manual, and General Catalog specify CPSQ's policy on academic honesty, including descriptions of the forms of honesty expected in student work, the responsibility of students to avoid plagiarism and cheating, and potential dangers to academic integrity in a trusting learning community. CPSQ also specifies conduct policies for all constituencies regarding harassment, disruption of learning, and rules about behavior specific to the prison setting. (I.C.8)

Through its faculty trainings and orientations, its policy on academic freedom, and its standards for course observation, CPSQ emphasizes the importance of fairness, respect, and professionalism in student-instructor relationships, including the importance of fair treatment of students, how to respect the intellectual independence of students, and how to maintain professionalism as an educator. This is particularly important at CPSQ, given that students in prison are often disempowered in relation to their instructors. (I.C.9)

CPSQ gives clear prior notice, through trainings and orientations, of the codes of conduct expected of all its faculty, staff, volunteers and employees in California prisons. This also includes themes in prison restrictions of depictions and written materials. These rules are also provided in the Faculty and Employee Handbooks. (I.C.10)

Standard I.C.11 is not applicable to CPSQ.

The Executive Director is directed to ensure that CPSQ abides by all requirements of the Accrediting Commission. (I.C.12)

CPSQ demonstrates honesty, integrity, and consistency in its relationships with external agencies, including the Accrediting Commission. (I.C.13)

The Prison University Project, which administers CPSQ, is a nonprofit organization, and has no investors or parent organization. Its Board of Directors upholds comprehensive conflict of interest policies to maintain the public and educational mission of the organization, which in part is "to provide an intellectually rigorous, inclusive Associate of Arts degree program and college preparatory program, free of charge, to people at San Quentin State Prison." (I.C.14)

Conclusion

The College meets the Standard.

STANDARD II
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A - Instructional Programs

General Observations

The College Program at San Quentin (CPSQ) offers a General Education Associate Degree and College Preparatory Program consistent with its student-centered mission of teaching, learning and services from an equity lens. Currently, 20 courses are required for the associate degree; furthermore, approximately 20 credit and non-credit courses are offered in each of three academic terms over the course of the academic year. CPSQ is currently designing a process to regularly assess all curriculum, Student Learning Outcomes (SLOs), and Program Learning Outcomes (PLOs). CPSQ awards noncredit and transfer-level course credit to 300 students currently enrolled in the programs. Appropriate learning outcomes are associated with program- and course-level outcomes.

CPSQ has a curriculum process (i.e., plan, development, revision, review, approval) in place that ensures the appropriate length, breadth, depth, rigor, sequencing, and application of learning for all courses, degree and noncredit program. A course schedule aligns with the institution's unique circumstances, allowing students to complete their associate degree program within a timeframe consistent with established expectations. The institutional changes occurring as CPSQ, while preparing for accreditation, have not prohibited a student from completing educational goals.

As appropriate to its mission, CPSQ supports transfers-of-credits, but no formal articulation agreement exists. CPSQ facilitates student transfers to the CSU, UC and private universities. Informal agreements with Project Rebound, the University of San Francisco and San Francisco State University have resulted in successful graduate transfers from CPSQ. The college is beginning to collect data from graduates related to their transfer rates and employment placements.

Findings and Evidence

CPSQ's General Education Program and College Preparatory Program leading to the general education degree has graduated 172 students. Students currently engage in a direct pathway from noncredit to the general education program within the college. No apprenticeship or workforce programs are tied to the associate degree or noncredit courses.

CPSQ-approved SLOs from the Course Outlines of Record are included in student syllabi. The Institutional Effectiveness Handbook verifies all students receive a course syllabus for every section that is tied to an approved Course Outline of Record. CPSQ provided the visiting team with examples of evidence to ensure quality of instruction following best practices and procedures. Policies are in place to define practices as presented in course outlines of record, the curriculum approval process, syllabi and the college catalogue. CPSQ catalog is a guide to

sequences of courses, learning support services, matriculation and other support services necessary for student success. (II.A.2; II.A.3; II.A.5; II.A.6; II.A.7)

CPSQ's 2018-19 Institutional Effectiveness Manual delineates curriculum development, review, and approval process that ensures consistency with traditional practices. All noncredit courses and the general education degree program are of an appropriate length, breadth, depth, and rigor. This process further warrants that the sequencing of courses supports students' time to completion, a thorough examination of course student learning outcomes (SLOs), and synthesis of learning. The newly formed Faculty Advisory Committee oversees the curriculum development process and is comprised of faculty members and the staff Chief Academic Officer. The Faculty Advisory Committee and staff academic coordinators are jointly responsible for reviewing and approving all curriculum content for breadth, depth, and rigor. The Chief Academic Officer, in consultation with the Faculty Advisory Committee, is responsible for determining via CPSQ's Curriculum Program Review process whether the numbers of credits are appropriate for an associate degree and college preparatory program, and whether the required credits indicated each semester supports students to complete the proposed degree or in a timely manner. (II.A.5)

CPSQ is not offering distance education or correspondence courses currently. (II.A.7)

CPSQ validates the effectiveness of standardized and course wide exams through pass rates, achievement of student learning outcomes (SLOs). An example can be found in the math/STEM department, where students enrolled in the same college-level math course but in different sections receive a standardized exam to determine if students have achieved the course SLOs. Faculty and staff use faculty reports (also known as "faculty wikis") to gauge how students are persisting, and staff also report on and discuss student persistence in daily debriefs. (II.A.8)

CPSQ's 2019-2020 catalog references students' prior learning and outlines the following standards the college adheres to for assessing prior learning experiences. CPSQ does not directly assess prior learning. However, CPSQ does accept transfer credits from accredited institutions, as outlined in its Student Handbook and General Catalog. (II.A.8)

The full assessment cycle design is in the initial design stages. The two programs and all courses have student-learning outcomes. CPSQ's 2019 Educational Effectiveness Handbook guides faculty the steps in the development and assesses learning outcomes to ensure that (a) course and program align with industry standards, (b) students receive high-quality education, (c) continuous improvement of teaching and learning, and (d) appropriate awarding of course credit, degrees, and certificates. Final grades determine the attainment of course student learning outcomes, resulting in the awarding of course credits. The student outcome assessment process has begun. Since the full assessment cycle is in the initial design stage, the team recommends that the college continue to develop procedures to regularly assess the quality and currency of its student learning outcomes at the course and program level. (II.A.9)

CPSQ's transfer-of-credit in and out process and criteria for students are clearly detailed in the catalog. Students can transfer to four-year institutions. Additionally, in accepting transfer credits to fulfill degree requirements and upon students' requests, CPSQ's interim registrar regularly

evaluates transcripts from other institutions, particularly where articulation or reciprocal agreements do not exist. The interim registrar also consults with faculty from respective departments to determine if student learning outcomes (SLOs) from transferred courses, up to five transferable courses, are comparable or similar to the SLOs offered at the college. (II.A.10)

Course and student level outcomes correspond and align with an established list in the catalog. These require that a student demonstrate: effective communication and qualitative analysis; the ability to access, assimilate, and use information ethically and legally; mastery of critical thinking and problem-solving techniques; collaborative skills that develop professionalism, integrity, respect, and fairness; and civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues. (II.A.11)

The CPSQ Catalog describes the goal of the general education program to foster student learning and skill development in community engagement, critical thinking, understanding of the relationship between the individual and society, information and transformative literacy, oral communication, quantitative reasoning, and written communication. (II.A.12) (ER.12)

Program requirements and course assignments undergo review by faculty advisory committee members to ensure graduates are prepared. Results of these reviews are documented in the Educational Effectiveness Handbook. (II.A.13; II.A.14)

Feedback from the faculty advisory committee and consultants, based on annual enrollment and completion rates of CPSQ's programs, are used to make changes to program. As CPSQ is seeking independent accreditation, when the institution is closed, or requirements are changed, arrangements with students are made in order that they complete their education in a timely manner. (II.A.15).

CPSQ uses the institutional assessment process documented in the Educational Effectiveness Handbook to evaluate College Preparatory Program and GE courses, student learning outcomes, and student services unit outcomes regularly. Learning outcomes for noncredit courses, postsecondary courses, and personal enrichment goals, academic progress, CPSQ goals, and cocurricular learning activities are evaluated. The annual curriculum review cycle is planned to ensure that curriculum documents will be evaluated at least once every six years. (II.A.16)

Conclusion

The College meets the Standard.

Commendation

College Commendation 1: The team commends the college for its dedication to the mission of transformative learning and its support of faculty expertise. (II.A.1, II.C 3, II.C.4, IV.A.1)

College Commendation 2: The team commends the college for its enrichment activities that result in exceptional outcomes in students' relationships at the prison and cocurricular

opportunities including student support services that enhance student growth, leadership and transformation. (II.A.1, II.C 3, II.C.2. II.C.4, IV.A.1)

College Commendation 3: The team commends the college for its commitment to excellence and rigor of the curricula and its delivery. (II.A.4, II.A.5)

Standard II.B - Library and Learning Support Services

General Observations

The College Program at San Quentin (CPSQ) provides a library and other learning support services that assist with student learning and achievement at its single campus located inside San Quentin State Prison. Currently, incarcerated students are unable to access the internet directly, so CPSQ provides all textbooks, course readers, and research materials needed to support its instructional programs free of charge. CPSQ maintains the currency and adequacy of its materials and equipment through collaboration between faculty and program team staff with the appropriate expertise. Through the regular collection and evaluation of data, CPSQ assures the effectiveness of learning support services in meeting the needs of its student population.

Findings and Evidence

Currently, San Quentin State Prison has not provided space for a physical CPSQ library. However, CPSQ provides students access to a catalog of 389 book titles that students can check out. Students also have access to all course textbooks, research materials, and readers needed for CPSQ courses, which are stored in class sets in the classrooms. CPSQ further provides an array of other learning services that support its instructional programs. These include services such as evening study hall hours, tutors in college preparatory math and English, access to a learning specialist and teaching assistants, and academic success workshops. It's important to note that the California Department of Corrections and Rehabilitation (CDCR) specifies that incarcerated people cannot access computers with a LAN connection. Therefore, in some classes, like English 204, students collaborate with in-class research assistants (RAs) who then locate desired research materials off-site, print and bring to students in hard copy. Students can also access research materials outside of courses, by use of an article request form. CPSQ is currently working with JSTOR to improve students' research experience using JSTOR's offline index inside San Quentin. Moving forward, CPSQ should continue to explore similar ways to increase the quantity, currency, variety, and depth of library and learning support services that support its educational programs. To ensure that library and learning support materials are adequately supporting CPSQ's educational programs, CPSQ needs to be vigilant in its effort to ensure these resources are sufficient in quantity, currency, depth, and variety (II.B.1)

Qualified course instructors for each course select all textbooks, course readings, and other materials used in CPSQ's courses. In addition, CPSQ relies on faculty expertise in curating its lab equipment and materials in science courses, and library resources offered by JSTOR and the Marin County Free Library are curated by professional librarians employed by these organizations. (II.B.2)

CPSQ does evaluate and improve its library and learning support services, however, regular systemic review is not currently done. The extent of assessment has been student surveys soliciting feedback on learning support services. CPSQ needs to further develop its plans for

more systematic assessments activities of library and learning support services and detail these in its Educational Effectiveness Handbook. (II.B.3)

CPSQ primarily contracts with two outside entities, MCFL and Ithaka, to support student access to library resources. CPSQ also partners with University of California, San Francisco's Science & Health Education Partnership (SEP), to offer its students lab kits and other supplies in science courses. Agreements are formally documented and regularly evaluated to ensure continued relevance and appropriate support. (II.B.4)

Conclusion

The College meets the Standard.

Standard II.C - Student Support Services

General Observations

The College Program at San Quentin (CPSQ) responds to the needs of its student population through the implementation of an equitable and comprehensive program of student support services that demonstrates its commitment to a level of quality that enhances student learning and achievement regardless of location or means of delivery. Student support services faculty and staff provide appropriate and reliable support services consistent with its unique student demographics and its mission for students to be successful in their pursuits.

Findings and Evidence

CPSQ uses anecdotal feedback from students and volunteers and direct observations to regularly evaluate student support services. The college has made concerted efforts to systematically solicit and gather feedback from a wider range of students and volunteers by creating a student feedback mailing list to solicit feedback from students interested in contributing to program evaluation and improvement. This entailed having program student staff members hand deliver mailings to each enrolled student's mail reception area. The college has partnered with the National Institute of Learning Outcomes (NILOA) to articulate its learning support outcomes and to identify the primary sources of evidence for demonstrating its progress towards those outcomes. (II.C.1, II.C.2)

CPSQ's Program Team identifies, assess and improves learning support services primarily through continuous collection and review of information about the background and goals of its students, common challenges reported by a broad group of students, faculty, and recurring problems for students observed by faculty and program team staff. CPSQ uses a variety of assessment methods, including collecting student background information and requesting and reviewing volunteer feedback forms, to continually assess learning support outcomes and to evaluate effectiveness of student support programs and services. Each student provides information on their educational history, including any experiences in school, any concerns that they may have with their College Program enrollment, and anything else that they would like faculty to be aware of. Review of this information affords staff the opportunity to address developmental and attitudinal issues as students enter the program. An example of program improvements includes hiring a learning specialist to conduct learning intakes on every student to record their educational history, aptitudes, strengths, learning goals, daily routine, and learning challenges. The learning specialist uses these intakes to create Individual Learning Plans to assess the need for improvements or additions to student support offerings. (II.C.1, II.C.2, II.C.7)

CPSQ has created a comprehensive program of Student Support Services that demonstrates its commitment to a level of quality that enhances student learning and achievement, regardless of CPSQs single campus location or means of delivery. In maintaining the program's commitment to equity, all student support services are available to any member of the student population upon

request. These comprehensive services are reliably delivered through the cooperative and collaborative efforts of program staff and volunteer faculty. CPSQ is aware and manages equitable access and privacy for the students in relationship to the Family Education Rights Privacy Act. (II.C.3, ER 3)

CPSQ provides cocurricular programs and activities that are tailored to meet the needs of its unique student population and are aligned with CPSQ's mission by integrating social/cultural dimensions throughout the disciplines and by supporting students as whole persons. Each term, CPSQ offers a variety of activities and events to support students with developing leadership skills, to practice civic engagement, to strengthen CPSQ community inside the prison, and to connect students with outside scholars and scholarship. An example of connecting students with outside scholars and scholarship was in Fall 2018 when CPSQ held its first academic conference titled "Corrections, Rehabilitation, and Reform: 21st Century solutions to 20th Century Problems." The conference featured nine panels of outside scholars from across the United States and College Program students. (II.C.4)

CPSQ provides academic advising services to all students upon request and at certain key points in pursuit of their associate degree from members of the academic team. Students who reach two key points, the completion of English 204 and being 27 credits away from graduation are required to attend academic advising with the director of student affairs. Students close to graduation receive additional advising on completing the degree by their desired graduation date. All students receive an introduction to the program and its requirements in the New Student Orientation. All entering students are required to attend an orientation session to enroll in either credit or noncredit courses. Upon completion of orientation, the student receives a letter before each academic term inviting them to enroll in upcoming courses and workshops. Every new student is provided a Student Handbook that contains information about academic requirements, math and writing entry assessments, policies applicable to transfer credits and add/drop policies. (II.C.5)

CPSQ has adopted and adheres to admission policies consistent with its mission. Any mainline San Quentin inmate with a high school diploma or GED is eligible to enroll in the program. This policy embraces CPSQ's philosophy of radical inclusivity, holding that anyone who has attained a high school level of education has the appropriate qualifications for its programs. CPSQ accepts incarcerated men from other California Department of Corrections and Rehabilitation (CDCR) institutions who can obtain support in transferring to San Quentin. The director of student affairs oversees this process, and the student affairs associate responds to letters of interest from students, family members and advocates for transfer on behalf of prospective students and adds them to the waitlist for the program once they are transferred.

CPSQ provides new students with a pathway of information through the program in several ways, beginning with New Student Orientation. During orientation, students learn about the structure and basic norms of the College Program, to include a distinction between the associate degree and CPSQ Preparatory Program, class schedules, registration processes, program milestones, boundaries, expectations and CPSQ culture. All new students receive a Student Handbook, containing information on CPSQ Program, math and writing assessments, College Preparatory course sequences and requirements. (II.C.6)

CPSQ requires all students to take entry assessments in writing and math for placement in appropriate courses. Assessments are designed to distinguish among students at multiple skill levels who are placed either at the beginning of the relevant preparatory sequence, later in CPSQ preparatory sequence, or directly into the credit sequence based on the results of their assessment. All requirements are described in the Student Handbook.

CPSQ regularly revises the math and writing assessment instruments and has developed a standardized rubric and answer key to evaluate student performance. College preparatory math and writing coordinators monitor the efficacy of assessments and adjust as part of their regular supervisory duties.

CPSQ plans to validate writing and math assessment instruments, as well as assessment results in a more systematic manner as part of its student outcomes assessment and program review cycle. (II.C.3, II.C.7)

CPSQ stores records securely in paper form and in its Salesforce database in accordance with CPSQ's policy. Paper records are secured in lockable filing cabinets in college offices and digitally in the Salesforce cloud-based database. CPSQ is currently in the process of vetting a vendor for a more comprehensive student information system to assume the core functions once performed by Patten University to issue and to ensure the accuracy of its transcripts, to perform updates on a trimester basis for all students in credit courses on their progress toward a degree, and reporting of student achievement and enrollment data. (II.C.8)

Conclusion

The College meets the Standard.

STANDARD III
RESOURCES

Standard III.A - Human Resources

General Observations

The College Program at San Quentin (CPSQ) is comprised of approximately 18 management and staff positions (including the executive director) and approximately 100 part-time voluntary faculty. Staffing plans exist for the creation of additional full-time staff and managerial positions but are contingent upon achievement of identified fiscal goals and organizational development and maturation targets. At this unique point in time, with the small and nimble organizational structure, the college has found innovative ways to support its core mission and values. Through review of documents and interviews with constituents, the team found all are committed to the mission and purpose of CPSQ.

Findings and Evidence

Minimum or required qualifications (degrees, certificates, or experience) varies based upon the role or position held within the institution. Faculty who teach credit courses possess at minimum a master's degree in the disciple taught or a closely related field. Most management and staff positions possess at minimum a bachelor's degree, except for those included in the academic team. Those in the academic team possess at minimum a master's degree or equivalent experience; the chief academic officer possesses a Ph.D. All possess degrees from institutions accredited by recognized U.S. accrediting agencies. Sample job announcements/descriptions, employee orientation materials, and curriculum vitae were reviewed for all management and staff positions. (Part-time faculty job announcements are posted online through a triannual survey that usually results in approximately 200 applications received. Of those received, the chief academic officer places or assigns approximately 100 instructors, tutors, and assistants each term. (III.A.1, III.A.2, III.A.4, III.A.7, ER 14)

Regarding administrative capacity, CPSQ has ambitious plans for the creation of new administrative and staff positions that are dependent upon securing funding. Despite this and reflective of where the college stands at in its development, the college's administrative capacity is sufficient to meet the needs of the program and fulfill the mission. (III.A.9, III.A.10)

Per the Employee Handbook, all staff are evaluated annually by their immediate supervisor. The evaluation process assesses employees based upon: results, how the results were obtained, overall performance, and general feedback from the staff member to the manager. The Employee Handbook also contains the college's EEO, non-harassment, non-retaliation, ADA, discipline, computer use, and other policies related to working conditions, including access and security to employee personnel files. (III.A.11, III.A.12, III.A.13, III.A.15)

Faculty evaluations are performed throughout the academic term. Faculty receive ongoing feedback from observations, review of course materials, student evaluations (conducted at mid

and end of term) and faculty surveys (co-teaching). Faculty evaluations are stored in a computer database and referred to when making assignment decisions in subsequent terms. (III.A.5)

Standard III.A.6 is not applicable.

CPSQ provides well-crafted orientation, training and support for all its part-time faculty, tutors and research assistants. All new faculty are required to attend a four-hour training focused on preparing them for the unique experience of teaching incarcerated students within a prison setting. This training also covers policies and procedures of not only the college but also requirements and procedures of the California Department of Corrections. It should be noted that the college is in the process of redesigning and enhancing its faculty orientation and training. Beginning in Spring 2020, faculty orientation will include an initial introductory session, lasting a full weekend, which will include sessions intensely focused on classroom management, trauma-informed learning, and addressing classroom scenario exercises. (III.A.8)

Professional development activities are varied, and evidence collected during the visit suggests planned professional development activities meet the needs of all employee groups. More recently, the college has been successful in obtaining grant funding specially for staff professional development. Using these funds, the college has sent employees to the National Conference for Higher Education in Prison, Rutgers Humanities in Prison Education workshop, and the Salesforce Higher Education Summit. Also, as part of the employee evaluation process, employees are provided an opportunity to establish professional development goals, in collaboration with their supervisors. (III.A.14)

Conclusion

The College meets the Standard.

Standard III.B - Physical Resources

General Observations

The College Program at San Quentin (CPSQ) physical resources are very limited given that the teaching and learning facilities are owned, operated, and maintained by the California Department of Corrections. Since the inception of the organization, CPSQ has operated under an agreement with the state to access the prison facilities to provide academic instruction to incarcerated students. This arrangement and ongoing relationship are strong and does not appear to be in jeopardy of changing, based upon discussion with prison officials. In fact, during the recent visit, the visiting team and the CPSQ executive director were informed for the first time of plans that will permit CPSQ to expand instruction into new facilities.

The visiting team toured the instructional facilities during the site visit. The instructional spaces were clean and well maintained.

Administrative facilities are located less than a mile from the prison, in an office/commercial development. This facility is leased and appropriately equipped with standard office equipment.

Findings and Evidence

As stated in the general findings, the instructional and student service environment is limited to six classrooms and minimal adjacent spaces located within San Quentin State Prison. San Quentin State Prison is owned, operated, and maintained by the State of California. Faculty, staff, and administrators who come on-site, are visitors to the prison and are subject to the rules, regulations, and requirements imposed by the state and enforced by prison officials. These rules, regulations, and requirements are strictly enforced to ensure the safety of college employees as well as that of students.

The administrative facility, located outside of San Quentin State Prison, is leased and therefore, maintenance and repairs are largely reported to and addressed by the property management company. CPSQ is currently exploring expanding its leased footprint and is in negotiations with the property owner. The current lease expires December 31, 2021. (III.B.1, III.B.2, III.B.3, III.B.4)

Conclusion

The College meets the Standard.

Standard III.C - Technology Resources

General Observations

The College Program at San Quentin (CPSQ) use of technology is mainly limited to administrative and support-type functions due to the technology limitations imposed on student use by the San Quentin State Prison. Prison policies significantly limit the use to technology resources and prohibit access to the internet. Due to this limitation, instruction is supported using whiteboards, markers, televisions, media players (DVDs) and printed materials.

Visiting the administrative offices, the team found that technology resources used are those typical of an office and administrative environment. All appeared to be operational and modern.

Findings and Evidence

Use of technology resources is very limited due to state laws governing San Quentin State Prison. Due to this limitation, instruction is supported using whiteboards, markers, televisions, media players (DVDs) and printed materials. Despite this limitation, the faculty have ensured that the content of instruction remains high quality and rigorous.

Outside of the instructional environment, technology is used for administrative and operational support functions. For this purpose, CPSQ assures that technology remains current, maintained, and meets the needs of the institution. Use of this technology is outlined to employees through the computer-use policy within the Employee Handbook. (III.C.1, III.C.2, III.C.3, III.C.4, III.C.5)

Conclusion

The College meets the Standard.

Standard III.D - Financial Resources

General Observations

The College Program at San Quentin (CPSQ) is in a unique and critical moment in its formation and development. With the separation from Patten University and in the context of developing political policies that are supportive of allowing higher education for incarcerated populations, the college is in a very vulnerable and expansive period in its development. Historically, the college has successfully employed a business model that relied exclusively on monetary and non-monetary donations. CPSQ administratively operates on a relatively small number of core positions filled by individuals who possess requisite experience and degrees. Instructional faculty are all part-time volunteers (unpaid). This model, and associated cost structure has worked successfully for CPSQ.

Findings and Evidence

The college's mission and goals drive and inform institutional planning. Annual financial planning starts with the area manager. As an example, annual budget planning for the Academic Affairs Division begins with the chief academic officer. The director develops a proposed budget that is shared and vetted with the academic affairs team. After vetting and solicitation of feedback, the budget is then submitted to the executive team. The executive team is composed of the executive director, chief academic officer, director of development and communications, the chief operating officer, and the operations manager. Once reviewed and approved by the executive team, including the executive director, budgets are rolled up into a collegewide budget and submitted to the finance committee of the board. After review by the finance committee, it is then submitted to the full board for approval. Through this planning and development process, programmatic and operational needs are supported and connected to board planning and priorities. While there are few formal board policies regarding financial practices (exceptions include the Board's reserve policy), the utilization of the finance committee of the board in the process ensures that board mandates are reflected. This resource allocation model has historically served the needs of the academic programs and allowed the college to fulfill its mission. The team does recommend, however, that the college could strengthen and improve its resource allocation model by more clearly documenting how planning and budget are integrated and the opportunities for review, discussion and input can be provided into the process by all constituents. (III.D.1, III.D.2, III.D.3, ER 18)

The December 31, 2018 audit report demonstrated that, with approximately $1.8 million in net assets, the institution remains solvent and stable. Additionally, in fiscal year 2018, the college recognized revenues of approximately $3.3 million and expenses of $2.2 million, leaving a surplus (change in net assets) of $1.1 million. Year-to-date projections for 2019 show similar figures: the college is on budget with expected surplus of approximately $1 million. The board finance committee is very active in monitoring the financial condition of the college, meeting monthly to review financial projections and adjust budgets when necessary and prudent. The Finance Committee also has historically created and maintained multiyear financial projections (most recently through fiscal year 2022). The college remains solvent and fiscally stable and the internal control structure ensures financial reports are current, accurate and used in monitoring

fiscal affairs. There were no audit findings noted since 2013. (III.D.4, III.D.5, III.D.6, III.D.7, III.D.8, III.D.9, III.D.10)

The college, given its size and structure, incurs little debt. According to the 2018 annual audit report, the only current liabilities are related to trade debt (accounts payable), accrued employee vacation, and one month of deferred rent. The largest long-term liability is attributed to the office lease agreement that is approximately $93,588, $96,396, and $99,288 in 2019, 2020, and 2021 respectively. For cash flow and liquidity purposes, the college maintains an emergency line of credit for up to $100,000 and has not drawn upon these in recent years. It is also important to note that this emergency line of credit is in addition to $570,795 in board-designated and undesignated reserves (as of 12/31/2018). (III.D.11, III.D.12, III.D.13, III.D.14, III.D.15, III.D.16)

Conclusion

The College meets the Standard.

STANDARD IV
LEADERSHIP AND GOVERNANCE

Standard IV.A - Decision-Making Roles and Processes

General Observations

The College Program at San Quentin (CPSQ) has set up organizational processes and recently established decision-making practices that will enable members of its college community to implement recommendations about curriculum and student learning programs and services.

Board policies and other formalized written governance policies need to be developed and implemented, along with a clear schedule of formal evaluation practices for them.

Findings and Evidence

CPSQ has empowered its team to seek and bring innovation. Weekly meetings with leaders, staff, students and faculty have facilitated a culture of engagement where voices are heard, and changes are made. The Daily Debrief, a long-standing process where CPSQ leadership documents and shares daily experiences of the learning and operations for the program, and daily teaching reports, another long-standing process where CPSQ faculty list daily in-class progress to keep track of student and class progress, create lines of communication that create consistency and support among the faculty and staff as they perform their duties for student learning and overall program support. (IV.A.1)

The College Program needs to include all constituents in decision-making for CPSQ. Throughout the visit it was clear that many constituents were not involved in decision-making at CPSQ. As CPSQ continues to evolve, faculty, staff, and student perspectives should be heard from within the organization. Currently, faculty participate in decision-making processes through their academic coordinator who will then present ideas and/or input to the chief academic officer at a weekly academic team meeting. The chief academic officer then will be able to share the individual faculty input at an executive team meeting; however, this process has not been documented or communicated. The team recommends the college clearly document and communicate constituents' roles and their participation in decision-making processes. (IV.A.2)

CPSQ administrators have clearly defined roles in institutional governance and have been able to use their expertise to plan and budget for College Program activities. However, what constitutes policy is being refined at CPSQ, and the role of faculty in decision-making is at an informal level. It should be noted that despite this informal role, it appears that faculty voice is heard and used in key curricular decisions, such as the math class realignment. (IV.A.3)

The academic leadership has defined structures in planning and implementing student learning and student service programs. The board has an academic affairs subcommittee that reviews all the academic issues going on at the college at minimum quarterly. A newly created faculty advisory committee, having met once as of October 2019, will have CPSQ faculty participation that will generate input to the board member academic affairs committee. The structures were

recently established and there is no evidence that supports faculty have impacts to the curriculum. There is also a feedback survey at the end of each semester that allows faculty and staff a way to communicate ideas and input for program improvement. CPSQ leadership plans to create another group, the Curriculum and Assurance of Learning Committee, in the spring of 2020 to further improve formalized structures for faculty to provide perspective and contributions to student learning. The structures were recently established. (IV.A.4)

Sample board minutes indicate that the board seeks presentations and comments at its meetings that bring relevant perspectives for consideration in its oversight of the College Program. A review of evidence has found that the Prison University Project Board had documented its decisions well. The board receives student feedback through student forums and other student events. (IV.A.5)

Decisions made by executive staff members are communicated biweekly to all staff. A listserv allows for quick and direct communication with faculty. Processes for decision-making are generally given in written materials such as the Student Handbook. The CPSQ Program Team (chief academic officer, STEM program coordinator, the college preparatory writing coordinator, and the learning specialist) reviews how students and faculty are informed of its decisions and processes. (IV.A.6)

Formalizing governance systems and leadership roles have been the recent focus of the board and members of the executive team. The process of setting up a regular evaluation calendar and effectiveness rubric for evaluation are goals for the future of the CPSQ Program Team. A consultant worked with the Prison University Project to develop the sequence of hiring and development of formalized organizational functions and roles. The team recommends, the college regularly evaluate these processes for their effectiveness, and communicate and use the results of these evaluations for improvement. (IV.A.7)

Conclusion

The College meets the Standard.

Standard IV.B - Chief Executive Officer

General Observations

The College Program at San Quentin (CPSQ) has an executive director that serves in the role of the institution's CEO where the executive director has primary responsibility for the quality of the institution as codified by Prison University Project bylaws. The executive director delegates responsibility to the executive staff in their respective areas of expertise, and the executive director has appointed and oversees an accreditation liaison officer. The executive director, by Prison University Project bylaws, takes the primary leadership role in ensuring the meeting of all commission rules and policies. The CEO of CPSQ has two decades of experience communicating effectively with the student community at San Quentin.

Findings and Evidence

The executive director leads the executive team of CPSQ in ensuring the quality of the learning experience of the San Quentin students served and is involved in all major developmental activities and initiatives. The executive director works closely with senior staff, including the chief academic officer for areas of curriculum and learning, the development and communications director for areas of fundraising and program marketing, and the chief operations officer for areas of budgeting and operation. (IV.B.1).

The executive director oversees the administrative structure of the institution and delegates responsibility to the members of the executive team according to their respective expertise and functional role. The executive director meets weekly with the executive team that is composed of the chief academic officer, the development and communications director and the chief operations officer to ensure that CPSQ functions are working well. The executive director empowers each member of her executive team to lead teams in their own respective areas of expertise, such as the chief academic officer chairing the Faculty Committee. (IV.B.2)

The executive director has solicited feedback from key program constituents to work with the chief academic officer to set institutional standards and stretch goals for student achievement. the executive director has teamed up with researchers from UC Berkeley to collect data on the needs and progress of CPSQ students as an innovative way to garner further support for student success. The Educational Effectiveness Handbook contains research and analysis that has been used for educational planning. The executive team uses a fair process that ensures allocation of resources for support of student achievement. (IV.B.3)

The executive director has the primary leadership role for accreditation and supervises the work of the accreditation liaison officer for CPSQ. The executive director is actively involved in the meetings of the board's accreditation working group. The full board adopted an addition to its bylaws that directs the executive director to be responsible for upholding the commission rules and policies. (IV.B.4)

The executive director seeks to ensure that CPSQ abides by statutes, regulations and governing board policies while keeping institutional practices that are consistent with program mission. The

executive director also takes responsibility for budget control and program expenditures. The chief operations officer and development and communications director assist in budget oversight and control. (IV.B.5)

The executive director works with and remains in contact with San Quentin students. She enters the prison on a weekly basis to ensure that effective communication with the student community is maintained. The executive director has also maintained direct communication and positive relationships with the leadership and staff at San Quentin Prison. Her regional and national advocacy of the program has resulted in positive community relationships that support the viability of CPSQ. (IV.B.6)

Conclusion

The College meets the Standard.

Standard IV.C - Governing Board

General Observations

The College Program at San Quentin (CPSQ) has a governing board that has appropriately established responsibilities and procedures for and authority over the college program as fully codified in its bylaws, handbook, and policies. The Prison University Projection governs itself using established bylaws and policy documents that are regularly reviewed and updated through the actions of the board's Governance Committee. The Board Handbook is updated annually. The bylaws set by the board delegate full responsibility and authority to the executive director to implement and administer board policies.

Findings and Evidence

The Prison University Project has a 12-member board that has authority over policies and actions that ensure the financial stability and academic quality of student learning programs and services. There are several committees of the board that focus on various areas of the institution based upon committee member expertise and institution need. (IV.C.1)

The Board of Directors acts as a collective body where all formal discussions of the board require a quorum and decisions require a vote by a majority or more of the quorum. (IV.C.2)

Every board member follows an executive director annual review checklist in evaluating CPSQ's executive director. The board also manages the executive director selection criteria and hiring process. (IV.C.3)

The Prison University Project Board is an independent body that has adopted comprehensive policies to ensure no conflicts of interest and reflects the public interest in the institution's success. Every board member writes an annual statement committing to adherence to these policies. (IV.C.4)

The governing board has established policies through the activities of its governance and finance committees. These policies provide the structure for which the board oversees educational quality, legal issues and financial integrity. (IV.C.5)

The Board of Directors publishes bylaws and policies on the Prison University Project's website. These bylaws are publicly available, and specify the size of the board, as well as its duties, responsibilities, structure and operating procedures. (IV.C.6)

The Prison University Project Board governs itself using established bylaws and policy documents that are regularly reviewed and updated through the actions of the Board's Governance Committee. The Board Handbook is updated annually. (IV.C.7)

The board has monthly updates regarding student success in its academic programs, where the chief academic officer is a primary contributor of the updates. The Academic Affairs Committee

is a committee of the board that reviews student learning and plans for improving academic quality. (IV.C.8)

The Prison University Project Board provides professional development to its members, including an on-boarding process for its newest members. The bylaws provide for terms of office of three years in length. (IV.C.9)

The Board of Directors Handbook notes an annual evaluation process for the Board that the Governance Committee has been developed. In December each year, the board participates in a meeting to discuss board evaluation and accomplishments from the preceding 12 months. The minutes of this meeting recording the results of the evaluation are made public. (IV.C.10)

The Prison University Project Board adheres to a code of ethics and has adopted policies to avoid conflicts of interest. There are bylaws that address how to deal with any board member who violates its codes and policies. Despite having several board members who are or have been faculty of CPSQ, impartiality of the board is upheld, and the board does not include a majority of interested members. (IV.C.11)

The bylaws set by the board delegate full responsibility and authority to the executive director to implement and administer board policies. The executive director is held accountable for her performance through the annual review process overseen by the Governance Committee of the board. (IV.C.12)

The Prison University Project Board has an accreditation work group (AWG) that is an ad hoc committee of the board that keeps the governing board informed of the many accreditation requirements and issues. The AWG, along with the governance and finance committees, review the board's responsibilities related to accreditation and program improvement. (IV.C.13)

Conclusion

The College meets the Standard.