Measuring Impacts of Cerro Coso College’s Prison Education Program

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Peter Fulks, Associate Professor Administration of Justice
Alec Griffin, Associate Professor Sociology and Anthropology
Nicole Griffin, Prison Education Program Manager
Lisa Stephens, East Kern Director
"I was transferred to Cal City prison as a disciplinary action [18 months earlier]. When I arrived here, there was a buzz around the facility that I have never experienced in this environment [I'm a multi-termer]. Everywhere I turned, people were talking about what classes they have, what homework was due, how many units they needed to complete their degree. I found myself on the outside of conversations involving topics like politics, social behavior, psychology, different periods of art, etc. I had to see what this was all about.

After this semester I will have an accumulated 36 units and on track to complete my first degree by this summer or fall. I have a counselor that keeps me accountable with progress reports, makes sure that I have books and supplies, and helps me...set short and long term educational goals. I now plan to transfer to a CSU on release for my Bachelor’s.

For the first time in a long time, I don’t feel like a “lost cause.”

-California City Correctional Facility Student (over 45 years of age)
Nationwide - Incarcerated Population

2,200,000
INCARCERATED NATIONALLY

700,000
RELEASED YEARLY FROM PRISON

68%
RETURN TO PRISON IN 3 YEARS

83%
RETURN TO PRISON IN 9 YEARS

*Numbers are approximate for incarcerated populations and budgets based on recent national reports

*Bureau of Justice Statistics most recent report 5/2018
California Prison Spending

$12 BILLION
SPENT ON 140,000 PEOPLE IN CA PRISON
2017-18
= $75,000/YEAR

California Higher Ed Spending

$16 BILLION
SPENT ON 2.8 MILLION STUDENTS IN CA PUBLIC HIGHER EDUCATION 2017-18
= $5,600/YEAR

*CA’s Legislative Analyst Office, budget and populations rounded
SB 1391: A pportionment for CA Community Colleges in Prison

$1 invested in prison education = $5 saved in future prison costs in CA
(RAND Report)

SB1391 – Signed into Law September 2014
- Compensates Community Colleges for face-to-face education. Creates equity to traditional low income tuition assistance
- State-level policies are allowing incarcerated individuals to become full-time college students
- Driving purpose is to reduce recidivism rates in CA
Measuring the Impact of Education in our Incarcerated Population

**EDUCATION AND RECIDIVISM IN CALIFORNIA PRISONS**

- About 61% of felons released from prison in California between 2008-09 returned to state prison within three years.
- Participating in any type of educational program during incarceration reduces one's chances of re-entering prison by about 43%.
- Participating in college programs during incarceration reduces one's chances of re-entering prison by about 51%.

Sources: California Department of Corrections and Rehabilitation/RAND Corporation, Danielle Sundell/Staff
Cerro Coso’s Service Area

Cerro Coso Community College
Kern Community College District
- ~24,000 students per Annual Year
- Over 50% of enrollments are online
- Serves 18,200 square miles
- 7 campuses (not including prisons)
- Uniquely positioned to serve rural areas and prisons

Cerro Coso Coyotes
Cerro Coso’s Face to Face Prison Ed

California City Correctional Facility
Warden: George Jaime
○ Level 2
○ ~2,500 population
○ **385 Students**

California Correctional Institute - Tehachapi
Warden: William “Joe” Sullivan
○ Level 1-4 on 5 yards
○ ~4,300 population
○ **496 Students**

Owens Valley Fire Camp – Bishop
○ MOU Just signed
○ **100 Potential Students**
Headcount Overview:
1038 Cumulative Total Students Served Since 2015

Incarcerated Student Unduplicated Headcount by Primary Terms 2015 - 2018

Annual Unduplicated Headcount Comparison

AY 2017-18
SUM/FALL/SPR
870

AY 2018-19
SUM/FALL/SPR
Estimated New Students
881

~300
Incarcerated Student Population AY2016-17

*Main Campus refers to any non-incarcerated students at CC

31% Unknown/Not reported
3% Asian
22% Black or African American
1% Native Hawaiian/Pacific Islander
16% White or Caucasian
27% Hispanic or Latino

47% at Main Campus*

4% at Main Campus*
Demographics - Age

Incarcerated Student Population AY2016-17

- 40 and Older: 39%
- 30 to 39: 35%
- 25 to 29: 18%
- 20 to 24: 8%

*Average age in prison is ~15 years older than Cerro Coso Traditional Students. This is a regional equity gap for our school.*
Overview - Enrollment

Trends: Incarcerated Student Enrollment
By Term 2015 - 2018

15.1% of enrollment at Cerro Coso was incarcerated Spring 2018
Guided Pathway Implementation

California City Correctional Facility
New! Associates Degree for Transfer
- Administration of Justice
- Anthropology
- Business Administration
- English
- Psychology

California Correctional Institute - Tehachapi
New! Associates Degree for Transfer
- Administration of Justice
- Anthropology
- Psychology

AA/AS with IGETC Pathway on all Facilities
- Liberal Arts and Sciences – Humanities
- Liberal Arts – Behavioral Sciences
Guided Pathway Implementation - Clarity

Student Voice: “I am eager to pursue my degree and have a sense of accomplishment...if a clear path to graduation is present and a degree is achievable, I will commit myself to it completely” -CCI B Yard

Clarity of the Pathway

Student Orientation Folders *Include:*

1. Information sheet on available pathways
2. Checklist of courses to follow the path
3. College Catalog abbreviated prison packet
4. IGETC and Transfer Pattern Education Map
5. EOPs applications
6. Notepad, Folder, etc.
Guided Pathway Implementation - Intake

Student Voice: “Give a man a taste of education, and he’s gonna want a little more, and more...until before you know it, his world has changed” - CCI D Yard

Intake of Students into the Path

Registration and Scheduling includes:

1. Pre-Registration orientation/informational to prospective students
2. Face to Face registration
3. Student informed scheduling and interests
   a. Work assignment time consideration
   b. Work directly with “Inmate Assignment” office
   c. Alternating course times and offerings (for example 2 x 1.5 hr and 3 hour classes)
4. Scheduling Pathway completion within 2 years, revolving 4 year schedule
5. Yard/class space availability
Support Throughout the Path

Program Support

1. Office of Correctional Education support with site principals, VEP Coordinator, Prison partners are critical
2. Developed a shared governance ISEP Committee with student representation and all involved departments
3. ISEP committee works with Advisory Board of college and prison administration and staff (wardens, 3rd party re-entry community groups, college Faculty, Officer’s Union, etc.)

Student Support

1. Tutoring/Study Hall
2. English/Math Labs
3. Peer Mentoring
4. Ongoing in-person educational counseling
5. Open Ed Resources to offset Textbook cost
6. PTK honors society on each yard with faculty advisors

Student Voice: “Through the opportunity to join societies, like Phi Theta Kappa, a sense of confidence grows in being able to live well, with purpose.” - CCI C Yard
Guided Pathway Implementation - Learning

Learning Along the Path

1. Program-specific learning outcomes
2. Collaborative learning, student engagement
3. Faculty-based needs assessment to support student learning environment
4. Andragogical changes are producing better learning environments in prison over traditional

Student Voice: “These [college] opportunities help to re-learn self-discipline, cooperation with others, and restoration of seeking to adhere to the spirit of society, rather than a minimum behavior set by laws” - PTK Student
“September 14...was quite an exciting site. We held tutoring groups and the library was packed to capacity.

I made a comment to my class about how awesome it was to see that many people working together to learn. They could have been out on the yard or messing around...watching T.V. or playing cards, but they made the choice to be there.”

Thank you for this opportunity,
-Student/Math Tutor
Student Services

How are we providing student services to our **15.1% and growing** incarcerated student population?
# Student Services - Core Services (SSSP*)

<table>
<thead>
<tr>
<th>Steps Completed</th>
<th>ISEP Current AY2018</th>
<th>Cerro Coso Overall AY 2017-18</th>
<th>Strategic Plan Goal By 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>60.2%</td>
<td>66.8%</td>
<td>70%</td>
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<tr>
<td>Orientation</td>
<td>61.8%</td>
<td>59.9%</td>
<td>65%</td>
</tr>
<tr>
<td>Education Plan</td>
<td>30.9%</td>
<td>40.9%</td>
<td>50%</td>
</tr>
</tbody>
</table>

*AKA Matriculation
## Student Services - Programs

<table>
<thead>
<tr>
<th>Extended Opportunity Programs &amp; Services (EOPS)</th>
<th>Phi Theta Kappa Honor Society</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY2018</strong></td>
<td><strong>AY2018</strong></td>
</tr>
<tr>
<td>California City</td>
<td>California City &amp; Tehachapi (3 yards)</td>
</tr>
<tr>
<td>• 116 current students</td>
<td>• 108 current members</td>
</tr>
<tr>
<td>Tehachapi (one yard only)</td>
<td>• 2 ISEP Faculty Advisors</td>
</tr>
<tr>
<td>• 19 current students</td>
<td>• Current Projects</td>
</tr>
</tbody>
</table>

**EOPS Students of Total ISEP Headcount AY2018** | **PTK Members of Total ISEP Headcount AY2018**

- **15.3%**
- **12.7%**
Fall 2018

OPEN EDUCATION RESOURCES (OER) & SECTIONS

66 Total Sections
21 OER Sections
11 Unique OER Sections

Zero Textbook Cost Degree Program
1 of 26 Cohort Schools
Pilot Goal: 22
CC Overall Achievement: 44
Incarcerated Student Education Program

Cerro Coso’s Mission Statement

The mission of Cerro Coso Community College is to improve the life of every student it serves. Through traditional and distance delivery, Cerro Coso Community College brings transfer preparation, workforce education, remedial instruction, and learning opportunities that develop ethical and effective citizenry to the rural communities and unincorporated areas of the Eastern Sierra. In doing so, we promise clarity of educational pathways, comprehensive and equitable support services, and a commitment to equity.
Incarcerated Student Education Program
Committee: Purpose and Composition

- Academic Senate Resolution to address institutional inequities with prison education program and unique programmatic needs
- Accepted by College Council and established as standing committee that addresses Administrative, Faculty and Student concerns and innovations for incarcerated students
- Charge is to innovate and recommend policy to the Board and develop procedures and best practices for California's Community Colleges serving prison populations
- Vice President, Instruction (administrator)
- Director of East Kern (administrator)
- Manager of Prison Education (administrator)
- Administrator from Student Services
- Faculty from Letters and Sciences with experience teaching in the prison
- Faculty from Career Technical Educational with experience teaching in the prison
- Faculty with no experience teaching in the prison
- Faculty counselor
- Faculty Librarian
- Classified staff members, one representing admissions and records and one representing ACCESS
- Student (x2), one formerly incarcerated and one currently incarcerated, if feasible
Retention & Success Rate Comparison
AY2016-18 3 Year Comparative Study Results.

Retention is defined by a student remaining in the course from census day to the 60% “W” date.

Success is defined as a passing grade in the course. F and W count against success.

*Comparable sections taught the same semester. Many sections taught by the same instructor inside prison and out.
CSU Golden Four: Success Rate Comparison

<table>
<thead>
<tr>
<th>Course</th>
<th>Traditional</th>
<th>Incarcerated</th>
<th>Success Rate Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCH 101</td>
<td>81.6%</td>
<td>81.1%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>72.0%</td>
<td>67.8%</td>
<td>+19.9%</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>84.1%</td>
<td>87.7%</td>
<td>+7.7%</td>
</tr>
<tr>
<td>MATH 121</td>
<td>81.6%</td>
<td>86.7%</td>
<td>+14.7%</td>
</tr>
</tbody>
</table>
Retention Rate Comparison – By Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Traditional Enrollments (n=14,054)</th>
<th>Incarcerated Enrollments (n=3,960)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>Art</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>Biology</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>Child Development</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Counseling</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>English</td>
<td>80%</td>
<td>92%</td>
</tr>
<tr>
<td>French</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>Health Careers</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Health Science</td>
<td>82%</td>
<td>91%</td>
</tr>
<tr>
<td>History</td>
<td>83%</td>
<td>87%</td>
</tr>
<tr>
<td>Latin</td>
<td>83%</td>
<td>91%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>78%</td>
<td>85%</td>
</tr>
<tr>
<td>Music</td>
<td>82%</td>
<td>85%</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>100%</td>
<td>83%</td>
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<tr>
<td>Personal Development</td>
<td>83%</td>
<td>75%</td>
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<tr>
<td>Physical Education</td>
<td>76%</td>
<td>82%</td>
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<tr>
<td>Political Science</td>
<td>73%</td>
<td>75%</td>
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<td>86%</td>
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<td>81%</td>
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Student Voice

First Graduating Class of 2018

CAC Student Quote: “The Cerro Coso Professors here at C.A.C. are exceptionally encouraging and inspirational...they convey a sincere passion and desire to see us succeed as students and as individuals who will re-enter every day society.”
Continuing the Research and Taking Action

- Continue to examine the metrics (i.e. ERS and other indicators, such as unit load [in handout now], GPAs, course-taking patterns, etc.)

- Design and implement a **mixed-methods** study based-on *Grounded Theory Approach*

- Faculty Needs Assessment Survey (Fall-2018)
- Post PD evaluation
- Observational Studies
- Key Informant Interviews/ Focus Groups
- Student Participatory Research
- Grant Writing and 3rd Party Partners

Faculty online Professional Development and resource portal created as outcome of needs assessment.
Faculty Needs Assessment Survey (Focus Areas)

- Examined institutional perspective
- Literature review to establish a quality set of questions beyond standard satisfaction based approach
- Assessment of preparedness to instruct in the prison in many different ways (teaching experience, assessments, professional development, college resources, emotional and physical, etc.)
- Teaching and learning Andragogy
- Types of support and professional development
Preliminary Findings of Faculty Needs Assessment

- 26 Adjunct and 10 Full Time Faculty teaching in the Prisons
- 90% response on Survey
- Years of experience is a better predictor of preparedness
- Differences of perspective between genders of instructors
- Positive teaching experiences
- Learning has been achieved through informal modalities

- Chancellor’s Office Innovation Award will now fund two full time faculty coordinators to create professional development, standard operating procedures and research and implement trauma informed practices for Andragogy and Programmatically.
Question: *What do you enjoy most about your role teaching at the prisons as a Cerro Coso instructor?*

- My role teaching in the prison as a Cerro Coso instructor has given me an amazing life experience and opportunities I never knew existed. There is no better way to challenge your own beliefs and truly discover the kind of human you want to be. One of the hardest lessons for me was how to reconcile some of the crimes of my students with enjoying their personalities in my class. This job has taught me that and unconditional love for humanity and I am grateful to Cerro Coso for that reason.

- Also it feels good to be able to go in there and through kindness and treating a human like a human I have impacted another person's life in a positive way. Even if it was for a second or simply by a smile and a friendly hello as I walk through the halls and yards, in that second I had the potential of spreading an ounce of happiness that can have a ripple effect. That to me is worth all stress. And lastly the impact on society, even if one person out of all the people in the prison was inspired by learning or me as an instructor, that makes this job worth it.
Next steps in research

- Focus Groups
- Working with NYU McSilver Institute of Social Work to determine levels of trauma experienced inside the facilities on Faculty and impacts to the student’s learning environment
- Incarcerated Student Participatory Research (SPR-19)
- Establishing Community-Based IRB

(Faculty and Administration actually having fun together at professional development!)
Call to Action

“If not us, then who? If not now, then when?”

—John Lewis (former freedom fighter)
For More Information:

www.cerrocoso.edu/isep