



COMPREHENSIVE PROGRAM REVIEW INCARCERATED STUDENT PROGRAM 7/6/2023

As part of institutional planning, Comprehensive Program Review will be completed every four years for each Administrative Services program/area/office. To tie institutional planning to the budget process, Annual Program Reviews for each program will be updated every fall semester. This template will be used for the Comprehensive Program Review process and resulting documents may be attached or incorporated into the Annual Program Review.

MISSION & VISION STATEMENTS

State the mission and vision for the program or service area. This statement should make clear the way(s) in which the program serves the College Mission.

The Incarcerated Student Program, as part of the California Community College Rising Scholars Network, provides high-quality courses to a diverse incarcerated student population so they may complete an AA-T in Sociology, an AA in Liberal Arts: Liberal Arts and Humanities, or a certificate of specialization in Small Business Management. ISP courses emphasize skills essential for employment and reintegration into society: communication, critical thinking, and lifelong learning habits. ISP is part of FRC's commitment to the California Community College mission and the Vision for Success.

- Leadership in instructional quality via the correspondence model
- Commitment to best practices, curriculum and program design, for incarcerate student success
- Dedication to open communication and collaboration with FRC offices, the CDCR, and prison sites
- Professionalism and integrity
- Excellence in student and instructors support services
- Cultivation of student lifelong learning and development

SUMMARY OF RESPONSIBILITIES/SERVICES PROVIDED

In a list format, provide a brief description of responsibilities/services provided by the program or service area.

Feather River College's Incarcerated Student Program:

- Produces significant FTES numbers for FRC (approximately 30% of the college's revenue).
- Manages budgets, including general budget and Rising Scholars grant.
- Maintains office with 1.5 permanent employees, and one student worker.
 - Works closely with the Business Office, Advising, Admissions and Records, and the Financial Aid Office, as well as other operations on campus.
- Maintains high standards and expectations for student learning and success with the goal of reducing recidivism rates.

- Provides courses so students may complete an associate's degree within nine semesters.
- Assists faculty in designing courses consistent with college level expectations and the approved course outline of record.
- Assures course currency through a review and revision process.
- Delivers courses and learning support to students.
 - Manages incoming and outgoing mail to 28 locations, and multiple yards within locations.
 - Assists instructors with book and course material selection, manages book order processes, receives books, packs and tracks books sent to each educational site. Manages and tracks book returns after every semester.
- Provides clerical support to students, instructors, and educational sites.
 - Provides **advising** and the development of student education plans for each student.
 - **Facilitates transcript requests** by CSUs, other CCCs, education sites, and individual students.
 - Assists students in **CCPG applications**.
 - Serve as intermediary in all correspondences between college, instructors, students, and sites.
- Works closely with the Office of Correctional Education (OCE) – Division of the California Department of Corrections and Rehabilitation (CDCR).

STAFFING PATTERNS

List staffing patterns within the program or service area.

Program Coordinator: Cydney Piper
 Senior Office Assistant II: Lissa Kiedrowski
 Office Assistant II: Vacant
 Student Worker

Temporary Office Assistant currently filled for a few weeks in the summer of 2023.

VARIABLES AFFECTING STUDENT LEARNING

Describe the ways in which the department/program and its services affect and contribute to student learning at FRC.

As a program that directly administers courses to hundreds of incarcerated students across the state every semester, the affect on student learning is immense. The program consists of a variety of general education and major focused curriculum. Instructors create these courses according to the approved course student learning outcomes (SLOs). SLOs then inform the creation of assignment and other learning assessments. Course quality is “checked” by a full-time faculty reviewer, assigned to review

five courses a semester, as well as by the Assistant Dean of Instruction. Course SLOs align to their relative program SLOs, which also align to college-wide SLOs.

The program provides student advising through program orientation material, and when permitted, in-person orientations. The program coordinator creates student education plans for each individual student, according to their educational goals. The program coordinator also registers new students in the Fall and Spring semesters, and enrolls each student in semester courses and tracks their process through degree or certificate completion.

The correspondence process requires tremendous oversight, organization, and efficiency, without which students would not receive course material or instructor feedback, which is the cornerstone for student learning and success.

There are 16-18 instructors who teach about 35 course sections a semester. Each instructor creates a course syllabus, based on FRC syllabus standards, and a course packet to supplement the adopted course textbook. The course packet includes seven learning modules, that include assignments. Assignments may be quizzes, short answer prompts, or essay/papers. Syllabi and packets need to align to defined formatting criteria, which are available on the ISP Canvas area.

After they are enrolled in courses, the ISP Office packs and sends boxes to each facility that include the textbooks for the students at that site, and each student receives their course packets and module envelopes. Upon completing each module, students return their work in these envelopes to their educational coordinator, who then send these packets to the ISP Office. The Office then makes sure the student work gets to each instructor. Instructors send in their comments and grades in each module envelope, which are then returned to the student. All of this is done via the USPS or UPS.

In the past few years, ISP has created a pathway for released students to continue their education with FRC with a warm handoff to EOPS and /or TRIO. This has resulted in a handful of students completing their degrees with FRC after release from prison.

The efficiency and accuracy of this process are vital to student learning and success in the program.

RESEARCH AND DATA TOOLS

List data tools utilized and research conducted—surveys of service users, etc.; include professional standards/benchmarks or information from outside agencies, if appropriate.

- Maintain accounting of adds/drops at 36 different sites + yards
- Enrollment trends and interest in degrees
- Course and program completion data
- Tracking of each assignment and correspondence between instructors and students

PROGRAM EFFECTIVENESS

Based on data identified above, conduct a self-analysis. Within the analysis be sure to include accomplishments, services in need of improvement, and the adequacy of resources for achieving program/service area goals.

The Incarcerated Student Program is the reason FRC is able to showcase equity efforts, and is largely responsible for the college’s alignment to the Chancellor’s Office Vision for Success.

Close equity gaps

The work of the Incarcerate Student Program directly results in reduced equity gaps among traditionally underrepresented student groups.

ISP Fall 2018 - Fall 2022			
Race	Success Rate	Retention Rate	Total Enrollments
American Indian/Alaskan Native	69% (163)	93% (219)	235
Asian	84% (538)	96% (618)	642
Black or African American	69% (1918)	93% (2578)	2772
Latinx	72% (3298)	93% (4248)	4582
Native Hawaiian or Pacific Islander	69% (140)	91% (183)	202
Unreported or Unknown	73% (567)	92% (716)	775
White	80% (2783)	93% (3248)	3496
Total	74% (9407)	93% (11810)	12704

Increase degree and certificate attainment

In Spring 2023, ISP began offering courses for students to complete a small business management certificate in two semesters.

Increase transfers to four-year institutions

The creation of an additional transfer degree will increase student transfers to the four-year degree programs offered by the CSU and UC system in many prisons across the state.

ISP has created effective and efficient processes for course creation, review, course scheduling, staffing, and most of all, for all elements of the correspondence system. The current staff maintain a strong work-ethic culture, including attention to detail, clear communication with each other and other staff in various campus offices and programs. The program coordinator has extensive knowledge and understanding of each site served, and of student needs. The program has an exceptional reputation across the state, and is praised for its responsiveness to student and site needs, its dependability, and for the clarity of its process.

The program continues to provide important FTE for Feather River College, essential to the college’s apportionment and funding for other campus programs. There is no shortage of interested potential students amongst California’s incarcerated population.

Challenges

Despite its current effectiveness and success, the program faces challenges from both external factors and internal variables.

1. **Volumes of correspondences.** In addition to the daily mail of outgoing and incoming assignments, the office manages letters to students from the college, and hundreds of written

communications that must be read and responded to individually. This is largely because as students have limited access to zoom or telephone advising appointments.

2. **Increase in community college programs in the prisons.** Since FRC began ISP, many colleges have followed. Prisons are very crowded now with lower divisions offerings from other community colleges. These colleges are often serving students at prisons in their service district, making it increasingly challenging for FRC to operate at these sites. Students are on waiting lists for colleges offering face-to-face courses. Additionally, the increase of additional programs has led to an increase in dual-enrollment resulting in unavoidable student drops of courses they are taking elsewhere.
3. **Early release of inmates.** As a result of state legislation, more students in the program have been eligible for early release. It is not always possible to track these students after they are out of prison, unless the student chooses to reach out to the program in the hope of completing their coursework at FRC through the online modality.
4. **Banner conversion.** The college's conversion to Banner has been a tremendous strain on all campus offices, including ISP. The "bugs" and other issues put the office, which already has a number of inflexible deadlines, weeks behind in work. The added stress has contributed to low morale and even detrimental physical effects.
5. **Conversion to Canvas course delivery.** The CDCR has rolled out laptops to incarcerated students taking in-person courses. Correspondence programs are waiting to participate in this system and have been told by the CDCR that this should occur in the 2024-25 academic year. This will require instructor and office preparedness, and an increase in technical and pedagogical support. In the meantime, students at sites ISP serves are increasingly requesting to be on waiting lists at programs with in-person course offerings.
6. **Limited in-person presence.** The COVID pandemic restricted instructor and program access to prisons. These restrictions are just now being lifted. However, when another community college district provides in-person courses at a prison also served by FRC's correspondence program, special permission is often required to have access to these sites. For instance, when CCWF was asked about allowing the return of the summer lab class, the response was that Merced College was already offering two in-person labs at the site. The remoteness of FRC and distance of most of the program's instructors, and the dispersion students in each course, also hinders in-person presence.
7. **Transcript request increase.** Students are increasingly "shopping around" for courses. ISP has resisted offering a menu of "a la carte" courses, preferring putting students in a cohort model. When students take courses from multiple colleges, transcript requests increase. The increase in Project Rebound – the CSU degree offerings in prisons, as well as the Underground Scholars offered by every UC, has increased student transfers into four-year degrees, also increasing transcript requests. This results in an increased cost to the student (\$5 per official transcript after two free transcripts), and increased demands on ISP and Admissions & Records staff.
8. **Providing Textbooks:** The annual book budget for ISP is \$10,453.00. The cost of textbooks and the cost of shipping have increased. The program tries to keep textbooks updated and relevant, but the cost limits these efforts. Additionally, when the program uses the FRC bookstore for textbook orders, the cost is 20% higher. The program has assumed more of the role of textbook ordering, which has increased the workload of the program coordinator.

9. **Assumption of more responsibilities.** The program coordinator has increasingly assumed the responsibility of registration and enrollment, all of which require manual entry. The program coordinator now also processes all “in-semester” adds and drops, another task that has grown exponentially as more students are taking courses from multiple colleges. ISP has also assumed the role of processing 100% of unofficial transcripts requests and milestone transcripts. The office has assumed UPS shipping from the bookstore. All students accounts billing now goes through the office, and program coordinator is now processing letters from the FRC Financial Aid Office, sometimes in the hundreds, each requiring individual records searches.
10. **Program integration with campus identity and mission:** As previously mentioned, ISP is responsible for 25% of FRC’s total student enrollment and 30% of the college’s revenue (according to the Chief Financial Officer). However, the program is physically and programmatically removed from the larger campus identity. ISP is mentioned only parenthetically in the college’s Strategic Plan, and is not mentioned in the current Education Plan. ISP is often the center of discussion in strategic enrollment management, however. Additionally, ISP staff frequently receive negative comments from other staff and public (i.e., the USPS) about the education of incarcerated individuals. Campus processes are also not entirely clear – from purchasing/orders, to working with advising updates, or transcripts requests (to name a few). While these areas may have defined systems, these are not always communicated clearly to the program or where to find information is not clear. This has led to the ISP staff feeling isolated and sometimes ostracized.

Similarly, ISP follows a different calendar than other processes on campus, as the office needs to align with the CDCR calendar. Not all offices on campus realize this difference and may make assumptions about ISP functions without clearly understanding the processes of this unique program.

GOALS AND OBJECTIVES FOR THE NEXT THREE YEARS

Provide an action plan with goals and objectives for the next three years.

1. **Rebranding** – from ISP to Rising Scholars (in next three years) [Rising Scholars Network | California Community Colleges Chancellor's Office https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Rising-Scholars-Network](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Rising-Scholars-Network)
2. **Increase enrollments and enrollment stability- Appendix 2**
 - Focus on efficiency of sites served
 - Evaluate potential for serving the maximum number of students at fewer sites/yards: this will mean focusing on fewer sites rather than enrolling students at prisons where there is greater attrition rates (these have been identified). This will require a thoughtful and cautious approach.
3. **Update degrees and certificates offered (by Fall 2024) – Appendix 1**
 - Offer an additional ADT degree in Law, Public Policy, and Society, so students can efficiently complete a transfer pathway. The Office of Correctional Education is asking

the community colleges to eliminate local associate's degrees in favor of associates for transfer degrees.

- Streamline course offerings so these meet transfer degree general education and major requirements.
 - Plan for changes around CALGETC
 - Revise ENGL 103 books so course may be taught at all sites
 - Ensure courses offered meet GE breadth and transfer requirements.
 - Add Philosophy 101 – hire adjunct for this course. Add ADMJ 102 – have AF create and teach this course.
 - Build partnership with CSUS Transforming Outcomes Program to move FRC students from ADTs to the BA in Communication (offered at Mule Creek, and Folsom State Prisons).
- 4. Provide quality course materials to facilitate student learning**
 - Improve course review process and consistency (in progress)
 - Complete course SLOAC reporting for every course (by 2025)
 - 5. Create Canvas area for ISP faculty to access course creation and other resources** (completed – being maintained)
 - 6. Move courses to Canvas delivery.**
 - The CDCR has deployed over 30,000 laptops to incarcerated students in the past year: [Secure laptops transform correctional education -](#)
 - Identify two courses to pilot in Spring 2024. This will include finding out where these Canvas courses may be piloted, which will inform the enrollments in those courses.
 - Work with AF on using and creating courses in Canvas
 - Create training resources for ISP faculty
 - 7. Move to Zero-textbook costs.**
 - Integrate Zero Textbook Costs (ZTC) into appropriate courses; use textbook planning to move in this direction (i.e., timeline of book replacements). This will involve working closely with faculty, supporting them in material selection, completion, and ordering (in progress)
 - 8. Nurture relationships with the sites served**
 - Conduct site orientations (north/south region annually) (begin in September 2023)
 - Conduct bi-annual meetings with coordinators
 - Create webpage with information and answers to frequently asked questions
 - 9. Provide learning support services when possible**
 - Complete Math 202 supplemental instruction videos and deploy DVDs to sites (Tutoring grant) (being sent to sites)

- Deliver support to DSPS qualifying students: create and include intake form with application to begin process of identifying DSPS students; purchase spelling dictionaries (RS grant funds)

10. **Provide transcript fee waivers for ISP students:** This supports efforts to provide services to achieve equitable outcomes. Most students who are currently incarcerated have limited access to funds to pay for transcripts. The waiver would eliminate the \$5 fee. ISP would like to set aside Rising Scholars grant money to pay for transcript waivers. To achieve this, ISP will work with Admissions and Records to provide this equitable access to transcripts for ISP students.

11. Clarify and strengthen office processes

- Add rising scholars students to priority registration tier (in progress)
- Improve communication between ISP Office and Admissions and Records regarding official transcript requests, delivery, tracking, and payments
- Update SEPs
- Focus on ways to facilitate student ability to enroll in three or more courses a semester (when possible).

RECOMMENDATIONS

Make recommendations for improving program effectiveness.

The addition of the three-quarter Office Assistant position will hopefully free-up the program coordinator to spend more time on students advising, and focus on longer term planning.

Also...

- The ISP calendar should be a part of all calendar discussions and publications, so other campus offices become more familiar with dates and deadlines.
 - The responsibilities of the ADI should be redefined as the focus on ISP is the largest part of the job. This may improve the directing and support the program deserves, and will need in navigating a very quickly changing terrain –move to online course delivery, more colleges competing with enrollments, statewide push for expansion of Rising Scholars work on every campus, implications of CalGETC, etc. *see Appendix 4 for comments on ADI job description.*
 - Convene a team or task-force to look at enrollment challenges and opportunities: how can ISP be more efficient? Where are energies and resources best spent that allow the program to remain rigorous and respected, while maximizing enrollments. This should also consider more frequent travel to the sites.
 - Eliminate the Liberal Arts AA degree due to lack of student interest, attrition rates, and issues students face when trying to transfer.
 - Publicize ISP work and student accomplishments (per state's Rising Scholars requirements).
- Appendix 3**

- Maintain and grow relationship with local agencies, including the jail, probation, etc. per Rising Scholars mandates.

See goals (above) which correlate with recommendations.

APPENDICES

Appendix 1

ISP Fall 2018 - Fall 2022

This table shows the success, retention, and total enrollments in courses between Fall 2018 and Fall 2022. Math 003, 004, 015, 018 and 016, and ENG 010 are no longer offered per AB705. Enrollment is low in ENG 103, partly because this course was not allowed in the HDSP facility due to one of the books used in the course. Of concern are the low success rates in ENG 277, ENGH 102, ENG 119, ANTH 100 and ART 116. There are also low retention rates in ENG 102. The low success rates in MATH 202 and ENG 101 are also important, and reflect on-campus rates.

Course	Success Rate	Retention Rate	Total Enrollments
MATH-018	72% (57)	95% (75)	79
ENGL-277	58% (49)	86% (72)	84
MATH-016	61% (57)	90% (85)	94
ADMJ-203	79% (95)	96% (115)	120
MATH-004	62% (74)	96% (115)	120
ENGL-103	80% (102)	91% (115)	127
MATH-003	63% (98)	95% (147)	155
ENGL-180	65% (123)	86% (163)	189
HUMN-110	85% (176)	92% (191)	208
HUMN-112	86% (189)	95% (210)	220
ENGL-245	74% (189)	87% (222)	256
ENGL-010	68% (192)	89% (250)	282
MATH-015	71% (201)	91% (257)	283
HIST-111	82% (248)	92% (276)	301
ART-116	65% (211)	95% (312)	327
SOC-140	87% (291)	96% (323)	335
SOC-160	76% (288)	94% (355)	379
HIST-112	86% (329)	93% (356)	383
ENGL-102	56% (222)	76% (302)	398
ART-100	71% (285)	96% (384)	401
SOC-100	80% (336)	95% (400)	420

MATH-202	68% (285)	91% (384)	421
ANTH-120	72% (310)	96% (415)	433
ANTH-120L	71% (308)	96% (416)	434
SOC-150	86% (387)	96% (434)	451
POL-101	81% (374)	95% (436)	460
SOC-102	86% (403)	96% (453)	471
ECE-153	77% (363)	92% (435)	472
ANTH-100	49% (234)	95% (453)	475
HIST-110	87% (416)	93% (448)	480
GEOG-102	73% (367)	94% (475)	505
PSY-102	85% (432)	94% (479)	508
ADMJ-112	73% (374)	96% (492)	511
ENGL-101	61% (361)	88% (523)	593
COLL-100	83% (509)	91% (555)	613
ENGL-119	66% (472)	96% (687)	716
Total	74% (9407)	93% (11810)	12704

Eliminating the AA in Liberal Arts will allow the program to direct students into another ADMJ course, and a PHIL course that may suite their interests and transfer goals.

Appendix 2

What is relevant in the table below are the enrollment trends. There was an enrollment decrease in 2021-2022 that led to ramping-up enrollment efforts in 2023.

Term	Success Rate	Retention Rate	Total Enrollments
201870	62% (718)	95% (1103)	1156
201930	81% (869)	96% (1031)	1078
201950	74% (738)	92% (924)	1001
201970	63% (755)	87% (1035)	1194
202030	81% (839)	97% (1002)	1035
202050	76% (326)	95% (405)	427
202070	80% (866)	92% (999)	1089
202130	81% (933)	92% (1055)	1153
202150	70% (766)	88% (965)	1093
202170	75% (580)	94% (729)	773
202230	81% (856)	97% (1033)	1062
202250	74% (612)	94% (776)	828
202270	67% (549)	92% (753)	815
Total	74% (9407)	93% (11810)	12704

Appendix 3

Relevant Legislation

[AB-2341 Student Equity and Achievement Program: Rising Scholars Network: justice-involved students.](https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=201920200AB2341) https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=201920200AB2341

AB-417 Rising Scholars Network: justice-involved students.(2021-2022) [Rising Scholars Network: justice-involved students.](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB417)
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB417

Appendix 4

The purpose of including this job description is to point out the one place where ISP is mentioned specifically. It should be clarified that the definition of distance education does not include correspondence courses. However, if and when ISP courses are delivered via Canvas, then the ISP courses could be included in the distance education definition. Much of the ADI position involves problem solving of issues that arise in ISP, ensuring quality of all courses, working with instructors on course creation and revision, assisting with budget management, hiring, supervising staff, working with CDCR and prisons (occasionally, but important). The college should consider having the ADI or another position, as an administrator of ISP and be involved in more travel to the sites and assisting with the management of the transfer to Canvas. This should be someone with experience in curriculum design/teaching.

ADI job description items that pertain to ISP (note – ISP is only mentioned once in the JD yet is the bulk of the ADI work).

- Develop policy and provide guidance to ensure that institutional processes and course content and delivery are sufficient to accomplish student learning outcomes, meet federal and state regulations,.....
- Provide oversight for the Incarcerated Student Program (ISP) with emphasis on ensuring instructional quality and academic achievement

Vague and peripheral to ISP oversight

- Coordinate with Director of Institutional Research & Planning on pertinent data analysis including Collect and analyze data on enrollment, retention, and success, provide regular reports to the appropriate faculty, staff, and administrative committees.
- Coordinate with Director of Institutional Research & Planning and Council on Instruction to determine appropriate strategies for improving student success in targeted populations.
- Collaborate with Student Services staff to develop and implement strategies to improve success of targeted populations.
- Develop and oversee processes for providing follow-up services to at-risk students through various intervention strategies.
- Collects, compiles, summarizes, and analyzes program and student statistics; accesses information and generates reports.

- Drafts and monitors budgets.
- Provides and relays information and maintains contact with a variety of college departments and external agencies.
- Prepares a variety of correspondence, reports, handbooks; designs and prepares forms for various program areas; proofs and edits documents.