

STRIVING FOR SUCCESS:

The Academic Achievements of Incarcerated
and Formerly Incarcerated Students in
California Community Colleges



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ABOUT THE AUTHORS

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I signed up for college when I was in prison in 2015. I did not know what to expect. I remember walking into the classroom and meeting a lady who gave me a card that said “College Scholars.” I did not know what Scholars meant, so I went back to my cell and looked up the word. Instantly I felt proud. It was a new feeling because up to that point in my life I never felt proud of anything. It was the first time a teacher believed in me, and it made me believe in myself.

Now I’m home. I enrolled in community college less than thirty days after getting home, and helped create a program in my college for students like me. Next year I will be transferring to a university to finish my Bachelor’s Degree. When I first got home I was able to apply for an entry level position in a nonprofit because of the education I received inside, and since that time I have received two promotions. One day, when I finish my education, I hope to be Director.

Thank you, colleges, for all that you do. It changed my life.

”

– ROBERT L.

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EXECUTIVE SUMMARY

HIGHER EDUCATION PARTICIPATION among justice-involved students in California has grown exponentially over the past five years. For students incarcerated in state prison, the state has grown one private face-to-face college program in one prison serving a few hundred students, to 19 community colleges offering face-to-face degree-granting courses in nearly all of the state's 35 prisons,¹ serving almost 6,000 unique students. Success programs and student clubs for formerly incarcerated students² on campus have also expanded from fewer than ten to more than 50, serving over 1,000 students in 2019 at University of California (UC) and California State University (CSU) campuses and California community colleges (CCC) throughout the state. California's momentum is mirrored on the national scale where the movement to expand higher education to incarcerated and formerly incarcerated students has gained bipartisan national traction.

As opportunities grow and public and private investment increases, it is critical to assess a range of outcomes beyond reductions in recidivism. This report seeks to contribute to that national discussion by highlighting data from the California community colleges on the academic success of incarcerated and formerly incarcerated students.

Eleven community colleges voluntarily provided existing data from spring 2018 and fall 2018 semesters. Six colleges (Bakersfield, Cerro Coso, Cuesta, Imperial Valley, Solano and Southwestern) provided data on their incarcerated students, for a total for 3,172 unique incarcerated students. All students were enrolled in face-to-face degree-granting courses in a variety of prisons and yards, as California does not restrict college participation based on crime of commitment, security classification, or sentence length. Six community colleges (Chabot, Compton, Imperial Valley, Laney, Santa Rosa, and Shasta) provided data on their formerly incarcerated students, for a total of 384 unique formerly incarcerated students. California does not require incoming undergraduate students in the community colleges, CSU, or UC systems to disclose prior criminal justice involvement; the formerly incarcerated students in this study, therefore, were

participating in a campus-based support programs or clubs through which they voluntarily disclosed their status.

The data showed the following outcomes:

Incarcerated Students

Demographics: This report compares the demographics of the incarcerated college student population with both the overall population incarcerated in California's Department of Corrections and Rehabilitation (CDCR) and the population of the California community college system as a whole, finding that the racial/ethnic composition of the incarcerated students is comparable to CDCR population, but reflects a much larger proportion of Black students than the community college system. Similarly, the age of incarcerated students and the CDCR population mirror one another, but the incarcerated students tend to be older than the students enrolled in the California community college system as a whole.

Grades: Incarcerated students outperformed their main campus and system-wide counterparts on grades, success rate and African American male success. Specifically, in

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- 1 The California Department of Corrections and Rehabilitation (CDCR) lists 35 adult institutions comprising its system here: <https://www.cdcr.ca.gov/adult-institutions/>. It should be noted that what is identified as Folsom State Prison includes both Folsom Men's Prison and the Folsom Women's Prison, and thus the system is also referred to as consisting of 36 adult institutions.
 - 2 For purposes of this study, "formerly incarcerated students" refers to students who have been previously convicted of a crime, whether or not they were incarcerated in a local jail, incarcerated in federal or state prison, or sentenced to probation or other alternatives to incarceration.

both spring 2018 and fall 2018, almost half of incarcerated students who completed at least one course earned a term 4.0 GPA for the semester. More than 80% of the spring and fall 2018 students received a term GPA of 3.0 or above. The median cumulative and median term GPAs for the incarcerated students was 3.5 or higher for both spring 2018 and fall 2018.

In spring 2018, the proportion of incarcerated students receiving an A was significantly higher than the overall campus population for their colleges, with the exception of one college. In the fall 2018 semester, the proportion of incarcerated students receiving an A was significantly higher than the overall campus population at all six colleges

Success Rate: As with grades, college courses offered in prison had higher success rates, measuring the proportion of students enrolled in a given course during a specific semester who received an A, B, or C in a graded class or passed a pass/fail course.

At all six colleges participating in the study, courses taught inside prison had higher success rates than the same courses taught on campus in the same semester.

African American Male Success Rate: The African American Male Success Rate is the percentage of student enrollments that both identified as African American and received a grade of C or better in the course for which data was provided. For all five colleges providing data, the success rate for African American men in prison was higher than their counterparts on campus. Overall, the African American male success rate for incarcerated students was 86.7% in spring 2018, and 86.1% in fall 2018. In spring 2018, three of the five colleges had statistically significant higher African American male success rates for incarcerated students, while two of the colleges' rates were higher for incarcerated students but the difference was not statistically significant. For the fall 2018 semester, the differences between the incarcerated students and the overall campus African American success rates were statistically significant at all five colleges.

Persistence and Retention: Of the 2,027 incarcerated college students in the sample who were enrolled in the spring 2018 semester, 1,178 (58.1%) persisted and enrolled in the fall 2018 semester. The reasons why an incarcerated student may not have persisted are unknown and are often out of the student's control. For example, a student could be transferred to another yard within the same prison or to another prison where college programming is not available, placed in a job assignment that takes place at the same time as the college courses, or released from custody. The persistence rate therefore should not be compared to that of other students or other colleges.

Retention rates — the proportion of students who earned a grade for a course and did not withdraw or receive an incomplete — were similar for the incarcerated students and their main campus counterpart students.

Unit Load: Compared to students enrolled in their same colleges and to all community college students statewide, incarcerated students are more likely to be part-time than full-time (where full-time status is defined as being enrolled in 12 units or more in a particular semester). This is not surprising, as space constraints limit the number of face-to-face courses that community colleges can offer in prison. Additionally, most incarcerated individuals have mandated work assignments and other prison-imposed requirements that limit the number of college courses they can take.

Formerly Incarcerated Students

Demographics: The proportion of women in the sample of formerly incarcerated students is significantly larger than that in the state's prisons but smaller than that in the students' six colleges, as CDCR reported that their in-custody gender distribution was 4.5% female in 2017, while more than half (56.6%) of the student body in the six colleges providing data identified as female.

Compared to CDCR, the formerly incarcerated student sample tended to have a greater proportion of students in the two younger age groups (the under 30 and 30-39 years-

old groups). The age group distribution for the six colleges was quite a bit younger than the distribution for formerly incarcerated students in those colleges, with nearly 70% of students at those colleges being under the age of 30.

Of the formerly incarcerated students who reported their race or ethnicity, 28.5% were Black, 16.6% were Hispanic/Latinx, 28.5% were White, and 26.4% identified as another race/ethnicity. The distribution did not track either CDCR or the students' six colleges.

Grades: In both spring 2018 and fall 2018, the median semester GPA for the formerly incarcerated students was higher than the median grade earned across the entire campus. In spring 2018, the median term GPA for the 252 formerly incarcerated students was 3.07, while the average grade earned in these students' six colleges was a 2.86. In fall 2018, the median term GPA for the 277 formerly incarcerated students was 2.89, while the average grade earned in their six colleges was 2.81. It should be noted that existing data constraints limit the comparison, as data was available for

the formerly incarcerated students' term GPAs but for the six colleges, data was available only for campus-wide grade distribution.

Persistence: More than half (57.5%) of the formerly incarcerated students in the spring 2018 semester continued their studies into the fall 2018 semester. The California community colleges do not have appropriate comparison persistence data available, nor is a suitable comparison available nationally.

Unit Load: Formerly incarcerated students in this study were more likely to be enrolled full-time than other students. In spring 2018, almost half (48.0%) of the formerly incarcerated students had full-time status (i.e., carrying 12 or more credit hours). In fall 2018, 45.5% of the formerly incarcerated students were enrolled full-time. These percentages were higher than both the student bodies in the students' six colleges, and in the California community colleges as a whole.

Takeaways and Further Research

Justice impacted students in California community colleges — both incarcerated and formerly incarcerated — are succeeding academically across multiple dimensions. In particular, as compared to their main campus counterparts, the students are achieving greater success and similar if not higher grades (most notably, for students who are incarcerated). These results reinforce research demonstrating the strength and potential of this new generation of students, and justify increased public and private support for college programs. The data also raises additional questions worthy of exploration as researchers and advocates explore this growing field. Further inquiry into incarcerated students' higher grades is particularly important, as the roots of their success may translate into practices that can improve results for all community college students. Other critical questions include outcome differences between face-to-face and distance modalities, the frequency with which and conditions supporting students beginning their studies inside prison but completing outside, and measuring additional outcomes such as leadership and increased social capital. These and other questions are raised here.

INTRODUCTION

Higher education participation among justice-involved students in California has grown exponentially over the past five years. In 2014 the state had one face-to-face college program, offered through a private college and serving a few hundred students in one prison. By 2019, 19 community colleges were offering face-to-face degree-granting courses in nearly all of the state's 35 prisons³ to almost 6,000 unique students. The face-to-face community colleges vary in their degree pathways, but all courses are transferable and nearly all lead to academic degrees, not career technical certificates. Courses are the same as on campus, often with the same instructor teaching both on campus and in prison. Instructors are compensated no differently than if they were teaching on the main campus, and courses are held to the same standards and learning outcomes as if they were on campus.⁴ The courses are offered in both men's and women's prisons, in every type of yard and at every level from minimum to maximum security. Enrollment is not limited to students classified as low-risk or students nearing release from prison, nor is enrollment limited by the student's crime of commitment.

The growth in face-to-face higher education opportunities was largely spurred by a 2014 state law (SB 1391) that allowed California community colleges to teach face-to-face in prison and to be compensated for enrolled incarcerated students just as if those students were on campus. The resulting momentum, combined with a supportive political

environment, strong economy, and increased advocacy from directly impacted men and women, changed the landscape on college campuses as well. Success programs and supportive student clubs for formerly incarcerated students⁵ in the University of California (UC), California State University (CSU), and California community colleges (CCC) have expanded from fewer than ten to more than 50 campuses, serving over 1,000 students throughout the state in 2019.

California's public higher education growth outpaces any other state, but the momentum is reflected throughout the country. This was seen most recently in bipartisan support for the re-authorization and expansion of the Second Chance Pell Experimental Sites initiative, which allows incarcerated students enrolled in participating colleges and universities to receive Pell Grants.⁶ Pell Grants, however, were not needed to provide or expand opportunities for community college students in California's prisons, as California has always had a community college tuition fee waiver that is available for low-income students, including those who are incarcerated. The tuition waiver, called the California College Promise Grant, is utilized by almost all of California's incarcerated community college students.

As the movement to expand higher education to incarcerated and formerly incarcerated students gains national traction, much of the focus has been on the public safety benefits and reduced recidivism associated with obtaining an education.⁷

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- 3 The California Department of Corrections and Rehabilitation (CDCR) lists 35 adult institutions comprising its system here: <https://www.cdcr.ca.gov/adult-institutions/>. It should be noted that what is identified as Folsom State Prison includes both Folsom Men's Prison and the Folsom Women's Prison, and thus the system also refers to consisting of 36 adult institutions.
 - 4 For a sampling of the range of course subjects, colleges teaching, and number of enrollments among CDCR institutions, see the Spring 2019 CDCR Course Catalog here: <https://correctionstocollegeca.org/assets/general/CDCR-Course-Catalog-Spring-2019-2.pdf>. Some colleges provide additional compensation or reimbursements for prison courses, but the basic compensation for instructors is the same as on-campus.
 - 5 For purposes of this study, "formerly incarcerated students" refers to students who have been previously convicted of a crime, whether or not they were incarcerated in a local jail or federal or state prison. As such, individuals who were sentenced to alternatives to incarceration including probation supervision are included in this category.
 - 6 As part of the 1994 Federal Violent Crime Control and Law Enforcement Act, incarcerated men and women were prohibited from receiving or using Pell Grants.
 - 7 See: Davis, Lois M., Robert Bozick, Jennifer L. Steele, Jessica Saunders and Jeremy N. V. Miles. Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults. Santa Monica, CA: RAND Corporation, 2013. http://www.rand.org/pubs/research_reports/RR266.html

Although important, these are not the only outcomes of value. Higher education develops critical thinking skills, builds social capital and opens career pathways that can transform individuals, families and communities. In addition to the public safety benefits, researchers and advocates should be measuring how expanded higher education fosters economic mobility, community leadership, and successful reentry. Unfortunately, a dearth of scholarship and data exists in these other areas. This report seeks to contribute to the national discussion by highlighting data from the California community colleges on the academic success of incarcerated and formerly incarcerated students.

METHODOLOGY

Eleven California community colleges voluntarily provided data to the authors for this report.⁸ All California community colleges teaching face-to-face courses in prison or hosting on-campus programs or clubs for formerly incarcerated students were invited to participate, although not all chose to provide data. Those that did provide data were asked to send de-identified, pre-existing academic achievement data for all students known to be incarcerated and/or formerly incarcerated for the relevant time period (spring 2018 and fall 2018 semesters). The colleges were not permitted to choose only certain students, but instead were required to provide the data for all students who were known to be incarcerated in prison or formerly incarcerated on campus in either spring 2018, fall 2018, or both semesters. It should be noted that in California, as nationally, many incarcerated students access higher education through correspondence or other distance methods. This report considers only those students enrolled in face-to-face courses, meaning that a faculty member was physically in the classroom interacting

with the students. Hybrid methods, where course content is delivered via correspondence or distance methods but the colleges provide in-person tutoring or other support, were not included.

Six California community colleges (Bakersfield, Cerro Coso, Cuesta, Imperial Valley, Solano, and Southwestern) provided data on their incarcerated students, for a total for 3,172 unique incarcerated students. The students were enrolled in spring 2018 only (849 students, 26.8%), fall 2018 only (1,145 students, 36.1%), or both semesters (1,178 students, 37.1%). Since the incarcerated students were enrolled in the same courses (i.e., each particular course consisted only of incarcerated students), the colleges were able to provide student course attempt-level data including course title or number, grade for each student in the course, the student's cumulative GPA, the student's semester GPA, each student's credit hours per semester (unit load), and demographic data. The colleges also provided course-level data for success, retention and/or completion rates. The data includes students with a mix of security levels and sentences, ranging from those serving life terms to those who have since been released from prison.⁹

Six California community colleges (Chabot, Compton, Imperial Valley, Laney, Santa Rosa, and Shasta) provided data pertaining to their formerly incarcerated students, for a total of 384 unique formerly incarcerated students. The students were enrolled in spring 2018 only (107 students, 27.9%), fall 2018 only (132 students, 34.4%), or both semesters (145 students, 37.8%).¹⁰ The colleges provided individual student level data including the student's term GPA, cumulative GPA, amount of credit hours per semester (unit load), and demographic data. Student course attempt level data was

8 Imperial Valley College provided data for both incarcerated and formerly incarcerated students.

9 One of the most significant restrictions to further expansion of college opportunities in California's prisons has been available space. Many prison yards lack sufficient classroom space to host face-to-face college courses, and priority for classrooms is given to Adult Basic Education (ABE) and GED classes. However, when space is available, students are not restricted from participating based on their offense, time served, or security classification. The data thus includes students incarcerated in a mix of security levels and with a variety of sentence types and lengths.

10 These percentages add up to 100.1% due to rounding of the percentage of each group in the spring only, fall only, or both semesters.

not provided (i.e., the colleges did not provide the student's grade for each course in which they were enrolled)¹¹, nor did the colleges provide the success, completion, and retention rates for the courses that included formerly incarcerated students in them.

The data collection and analysis were limited by the available data. Colleges provided only what they were already collecting, and comparisons, when available, were made with data from the California Community Colleges Chancellor's Office Management Information Systems Data Mart ("CCCCO Data Mart").¹² The CCCCCO Data Mart publishes aggregated data from the 114 community colleges on a range of variables, including demographic information, participation in specific student services, and a variety of student outcomes.

The authors acknowledge a level of self-selection bias associated with this study. The students included in this study voluntarily chose to both participate in higher education and, for on-campus students, opted to identify their formerly incarcerated status.¹³ Moreover, the formerly incarcerated students had identified themselves through a campus support program or club for formerly incarcerated students. These students may be more likely to succeed due to intrinsic factors, because of the targeted programs, or as a result of other variables we cannot account for, and thus these results may not be generalizable. In addition, the comparisons made to the CCCCCO Data Mart and to the students' overall campuses may not be ideal. However, they are the best of what is available and it is hoped that these results will help facilitate increased consistent data collection and rigorous program evaluation. A more detailed methodology including descriptions of statistical tests used can be found in Appendix III.

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- 11 One college was able to provide the students' grades for each course taken but that data was not included in this report because it was not available from the other five colleges.
- 12 See <https://datamart.cccco.edu/DataMart.aspx>. While most of the colleges that provided data have Tableau dashboards with aggregated student data, those dashboards were not utilized. While there appeared to be some similar metrics reported, metric definitions either varied across dashboards, were not provided, or were somewhat vague. When definitions were provided, often there were not clear explanations of how the denominator was constructed, making comparison across various colleges' metrics risky. Secondly, the database structure for each college's data varied largely, making aggregate comparisons challenging. Lastly, there were a few instances in which it appeared that the data may not have been updated. This report therefore limited analysis to data provided by the college in response to the request, or data queried from the CCCCCO Data Mart.
- 13 As with the undergraduate UC and CSU systems, applicants to the California community colleges are not asked about their criminal records. Colleges do not routinely track the number of applicants or enrolled students with criminal records. If students want to self-disclose to faculty and/or staff, they may choose to do so but self-disclosure is not required. The colleges that provided data for this report had on-campus support programs for formerly incarcerated students; the students for whom data was provided were part of those on-campus programs.

RESULTS OF THE STUDY: INCARCERATED STUDENTS

The section below reports results from data analysis on five academic outcomes: grades, success rate, African American male success, persistence and retention, and unit load. **Incarcerated college students outperformed their main campus and system-wide counterparts on grades, success rate and African American male success.** In terms of course load, incarcerated students were more likely to carry a part-time unit load, compared to on-campus students. Persistence and retention comparisons were unavailable.

Demographics

Six community colleges provided individual student level data on their incarcerated students for the spring 2018 and fall 2018 semesters, for a total sample size of 3,172 unique students. The vast majority of the students identified as male (97.4%); the remainder did not identify gender but were housed in men's prisons.¹⁴

Looking only at those students for whom race/ethnicity was known, the distribution of incarcerated students is roughly similar to the population in the California Department of Corrections and Rehabilitation (CDCR) at large, though the incarcerated college students were more likely to be Black and less likely to be Hispanic/Latinx (see Graph 1).¹⁵ Specifically, amongst those with known race or ethnicity data, 38.7% of the incarcerated college students identified as Hispanic/Latinx, 31.5% identified as Black, 21.2% identified as White, and 8.7% identified as Other.¹⁶ In comparison, as of December 2017, approximately 43.5% of all individuals in CDCR custody identified as Hispanic/Latinx, 28.4% identified as Black, 21.3% identified as White, and 6.8% identified as another race or ethnicity.¹⁷ The incarcerated students' distribution of race/ethnicity varied quite largely compared to the California community college system as a whole.¹⁸ Compared to the campus overall, the sample of incarcerated college students had a greater proportion of students who identified as Black and Hispanic, and a lower proportion of students identifying as White or another racial/ethnic group.¹⁹

“I’ve never been so committed to my subject matter expertise than I must be for my students inside. I am a better teacher because of them.”

14 Individuals may identify as a gender other than male. Unreported outcomes may or may not reflect this.

15 Only five of the colleges provided race or ethnicity data for their incarcerated students. For those five colleges, including students for whom race/ethnicity was unknown, 34.6% of the students identified as Hispanic/Latinx, 28.2% identified as Black, 18.9% identified as White, 7.7% identified as Other, and 10.6% of the students were unknown. Including the college that did not report race or ethnicity, about one-third (31.8%) identified as Hispanic/Latinx, 25.9% identified as Black, 17.4% as White, 7.1% fell into another racial or ethnic category, and 17.8% were unknown or unreported.

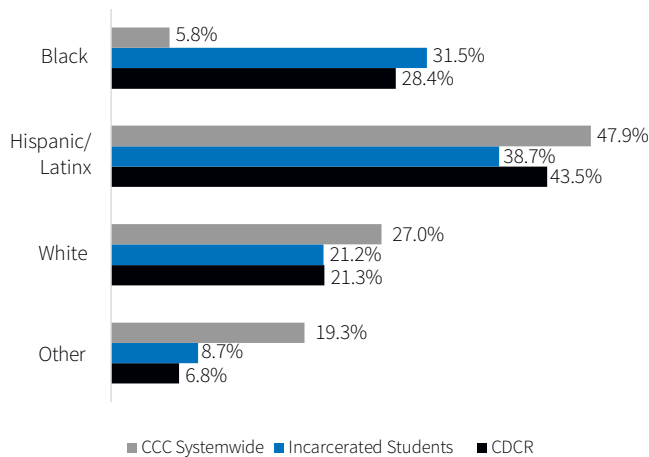
16 Note that the race/ethnicity category of “Other” includes the following categories of race, as denoted across campuses: Asian, Pacific Islander, American Indian/Alaskan Native, Other, Two or More Races. These were grouped into one category for the purposes of protecting confidentiality. Also, note that the percentages add up to 100.1% due to rounding of the percentage of each group in the spring only, fall only, or both semesters.

17 Data from CDCR includes both men and women. Race distributions of individuals in-custody as of December 2017 was available via: <https://dev-multisite.mystagingwebsite.com/research/wp-content/uploads/sites/9/2018/07/Offender-Data-Points-as-of-December-31-2017-1.pdf>. Because incarcerated students may potentially be included within these data, the Chi-Squared Goodness of Fit test was utilized to compare the sample of incarcerated students' race/ethnicity distribution to the population (statewide community colleges' race/ethnicity distribution). The statistical significance of this test result was $p < 0.001$.

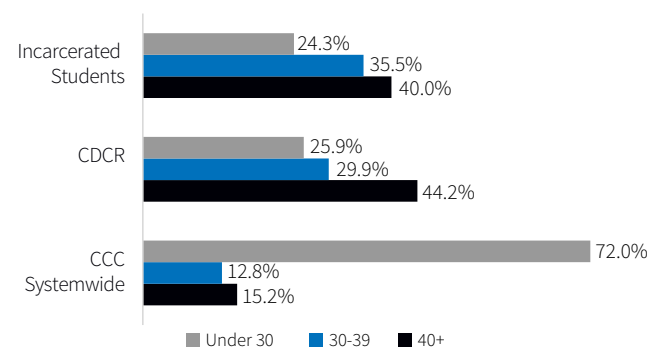
18 Demographic comparisons are made to CCC system as a whole, not to the incarcerated students' specific colleges, because incarcerated students do not choose where they are housed and, generally, they are not housed near their home city.

19 California community colleges comparison data was obtained through the CCCCO Data Mart at: https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx. Because incarcerated students are included within these data, the Chi-Squared Goodness of Fit test was utilized to compare the sample of incarcerated students' race/ethnicity distribution to the population (statewide community colleges' race/ethnicity distribution). The statistical significance of this test result was $p < 0.001$.

GRAPH 1
Race Demographics: CCC Systemwide, Incarcerated College Students, CDCR Population, 2017-2018



GRAPH 2
Age Demographics: CCC Systemwide, Incarcerated College Students, CDCR Population, 2017-2018



Approximately a quarter of the incarcerated students were under the age of 30 (24.3%), while 35.5% were between 30 and 39, and 40.0% were age 40 or older. Less than one-half percent of the incarcerated students did not report their age. For CDCR as a whole, again using December 2017 estimates, 25.9% of individuals in custody were under the age of 30, 29.9% were between 30 and 39, and 44.2% were 40 years-of-age or older. For the California community college system as

a whole, 72.0% of students were under the age of 30, 12.8% were between the ages of 30 and 39, and 15.2% were 40 years-of-age or older.²⁰

Grades

On average, incarcerated college students’ grades were higher than the grades awarded to all students in the community college system, higher than the grades awarded to the student body in their colleges, and higher than the grades awarded in the on-campus sections of their same courses.

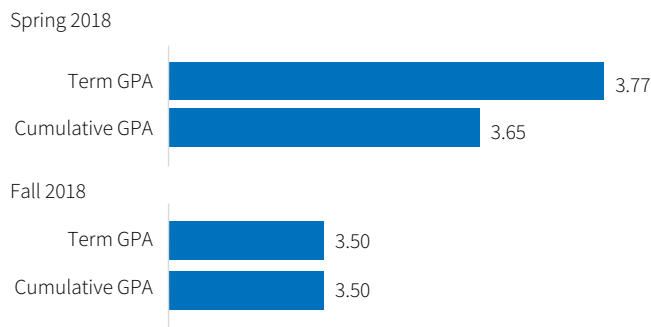
In spring 2018, almost half (49.5%) of the incarcerated college students who attempted at least one graded course earned a 4.0 GPA for the semester (i.e., they received A’s in all of their graded classes). Approximately 84.0% of students taking at least one course in spring 2018 earned a GPA of 3.0 or above, meaning that the vast majority of incarcerated students had at least a B average in their spring 2018 semester courses. Incarcerated students appear to have been doing quite well throughout their tenure in college, as half of those enrolled in spring 2018 who had completed one or more courses in prior semesters had a cumulative (overall) GPA of 3.65 or greater.

In fall 2018, slightly less than half (46.6%) of incarcerated college students who attempted at least one graded course earned a 4.0 GPA for the semester (i.e., they received A’s in all of their graded classes). Similar to the prior semester, 80.8% of the fall 2018 students taking at least one course in the fall received a GPA of 3.0 or above (i.e., a B average or better). Incarcerated students again appear to be doing consistently well: half of all incarcerated students in the fall 2018 semester who had completed at least one course or had taken courses in previous semesters had a cumulative GPA of 3.5 or greater.

20 Data from CDCR includes both men and women and comes from the Offender Data Points report dated December 2017, available at: <https://dev-multisite.mystagingwebsite.com/research/wp-content/uploads/sites/9/2018/07/Offender-Data-Points-as-of-December-31-2017-1.pdf>. Because of the potential violation of independence, the Chi-Squared Goodness of Fit test was utilized to compare the sample of incarcerated students’ age distribution to the population (statewide community colleges’ age group distribution). Both tests were statistically significant ($p < 0.001$), indicating that the distribution of age group varied significantly (the sample of incarcerated students has a significantly different distribution of ages – categorically speaking – compared to both CDCR and CCC).

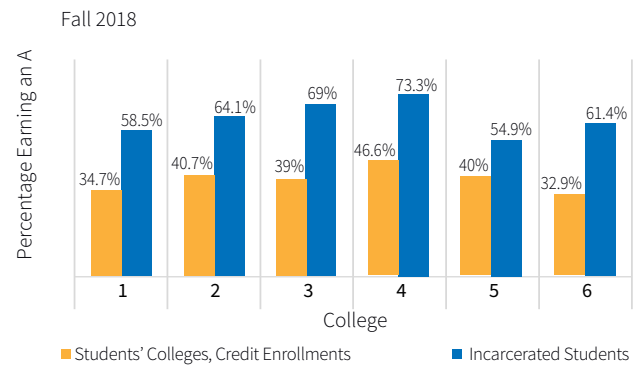
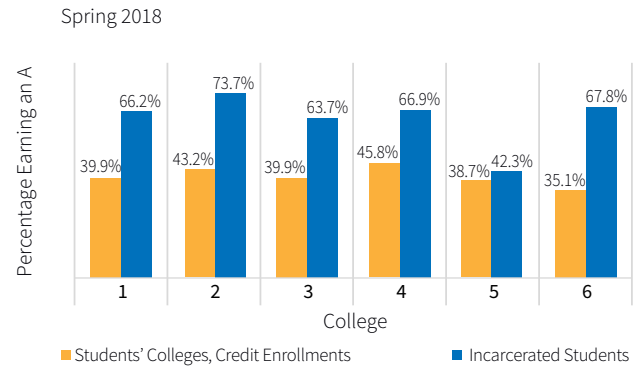
Overall, the median cumulative and median term GPAs for the incarcerated students was 3.5 or higher for both spring 2018 and fall 2018 semesters (see Graph 3).

GRAPH 3
Median Cumulative and Median Term GPAs for Incarcerated College Students, 2018



Graphs 4 and 5 compare the percentage of A's earned by the incarcerated college students against the percentage of A's earned by all students enrolled in for-credit courses at the six community colleges providing data.²¹ Outcomes of pass/no pass, withdrawal, or incomplete are excluded. In spring 2018, the proportion of incarcerated students receiving an A was significantly higher than the overall campus population for their six colleges, with the exception of one college (College 5).²² In the fall 2018 semester, the proportions of incarcerated students receiving an A was significantly higher than the overall campus population at all six colleges. It should be noted that Graphs 4 and 5 use enrollments, not unique students, because enrollments represent the total number of grades awarded. The number of enrollments reflected in the graph is higher than the number of unique students in the sample, because students often enroll in more than one course. Thus, an individual student may represent multiple enrollments if they are enrolled in multiple courses.

GRAPHS 4 AND 5
Percentage of Enrollments Receiving an A: Incarcerated Students Compared to their Colleges, 2018



Success Rate

As with grades, college courses offered in prison had higher success rates than the same courses offered on campus. In the California community college system, course success indicates that a student received a C or better in graded courses or passed a pass/fail course. The success rate is the number of students enrolled in a given course during a specific semester who received an A, B, or C, divided by the total number of students enrolled in that course during the

21 It should be noted that comparison data, made available from the CCCCO Data Mart, does include incarcerated students in the overall grade distribution. Any statistical tests utilized address the lack of independence in the sample by using the CCCCO comparison data as the population within a given semester. These comparison data are available from the CCCCO Data Mart at: https://datamart.cccco.edu/Outcomes/Grades_Distribution_Summary.aspx

22 The particular colleges associated with 1, 2, 3, 4 and 5 in graphs 4 and 5, are not the same as the colleges associated with 1, 2, 3, 4 and 5 in graphs 7 and 8. In other words, college 1 in graph 4 is not the same as college 1 in graph 7.

“[An incarcerated] student struggled with the first two quizzes. He came to office hours and we discussed [strategies]. When he got his midterm back, he said, ‘Wait. This doesn’t make sense. I got a 102/100?’ ‘Yes,’ I said, ‘You got every question right, even the extra credit.’ He had the biggest smile on his face, jumped up, and exclaimed, ‘I did it! I told you I could do it! I wasn’t studying right before and now I’ve got it!’ Pretty awesome thing to witness.”

given semester. **At all six colleges participating in the study, courses taught inside prison had higher success rates than the same courses taught on campus.**

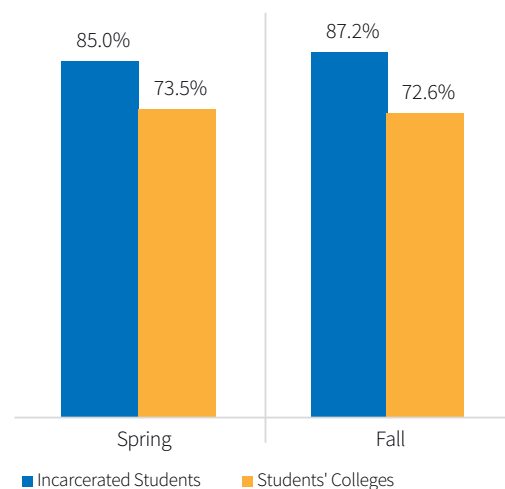
The comparisons below utilize data on success rates from the same courses that were taught both in prison and on campus within the same semester. In other words, a particular sociology course (for example) is being compared to the same course taught on the main campus, although the particular faculty member may be different. When there was more than one section of the course offered either in prison or on campus, an average success rate was calculated, weighted by the size of each section (i.e., larger sections counted more toward the overall course success rate).²³

For both semesters, incarcerated students were significantly more successful in their courses, on average, compared to students in the same course in the same semester on the main campus. In the spring 2018 semester, 3,082 incarcerated students and 15,232 main campus students were enrolled in 68 courses that were taught both in prison and on campus. The total of 68 counts each course only once. For example, if a college offered three sections of a particular psychology course, two on campus and one in prison, it is counted here as one course. Eighty-five percent of the incarcerated students enrolled in these 68 courses were successful — i.e., they passed a pass/fail class or received a C or higher — compared to 73.5% of the on-campus students enrolled in the same course in the same semester (see Graph 6). The average difference between the prison and on-campus

sections was statistically significant with a mean difference of 11.3%.²⁴

In the fall 2018 semester, 3,138 incarcerated students and 16,088 main campus students were enrolled in 74 courses taught both in prison and on campus. Eighty-seven (87.2%) percent of the incarcerated students enrolled in these courses were successful — i.e., they passed a pass/fail class or received a C or higher — compared to 72.6% of the on-campus students enrolled in the same courses in the same semester (see Graph 6). The average difference between the prison and on-campus sections was 13.5%.²⁵

GRAPH 6
Success Rates for Incarcerated and Non-Incarcerated College Students: Same Courses and Same Colleges, 2018



23 Students may be enrolled in more than one course; therefore, students are not necessarily unique across classes.

24 Spring 2018: Mean Difference = 11.3%; Standard Deviation = 15.1%; Effect Size = 0.8; n = 68; p < 0.001

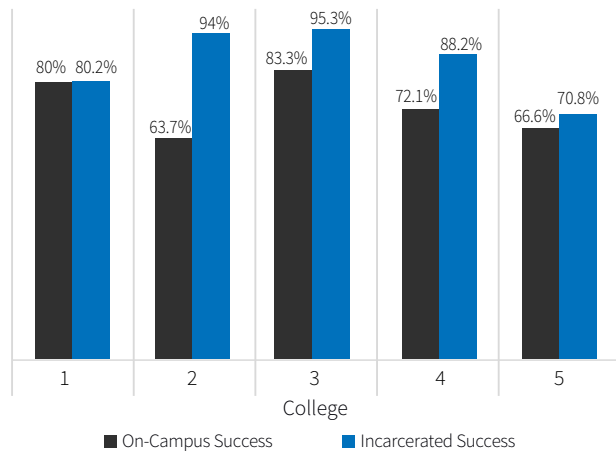
25 Fall 2018: Mean Difference = 13.5%; Standard Deviation = 13.5%; Effect Size = 1.0; n = 74; p < 0.001

African American Male Success Rate

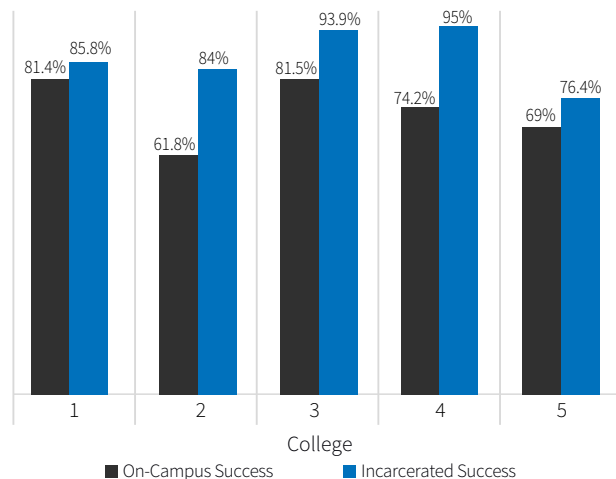
The African American Male Success Rate is the percentage of student enrollments that both identified as African American and received a grade of C or better in the course for which data was provided. For all five colleges providing data,²⁶ **the success rate for African American men in prison was higher than their main campus counterparts.**²⁷

Overall, the African American male success rate for the incarcerated students was 86.7% in spring 2018, and 86.1% in fall 2018 (see Graphs 7 and 8.) In spring 2018, three of the five colleges had statistically significant higher African American male success rates for incarcerated students (Colleges 1, 2 and 3), while two of the colleges' rates were higher for incarcerated students but the difference was not statistically significant (see Graph 7).²⁸ For the fall 2018 semester, the differences between the incarcerated students and the overall campus African American success rates were statistically significant at all five colleges (see Graph 8).

GRAPH 7
African-American Male Success Rates: Incarcerated Students Compared to their Colleges, Spring 2018



GRAPH 8
African-American Male Success Rates: Incarcerated Students Compared to their Colleges, Fall 2018



“Because I was teaching in prison, I had to rip up my syllabus and create a new one that didn’t rely on technology. The students demanded more of me, and it has made me a better teacher both in prison and on campus.”

26 One of the colleges did not provide data on race or ethnicity for their incarcerated students, and therefore could not be included in this analysis.

27 It should be noted that comparison data, made available from the CCCC Data Mart, does include incarcerated students in the overall grade distribution. Any statistical tests utilized address the lack of independence in the sample by using the CCCC comparison data as population data on semester-specific grade distributions. These comparison data are available from the CCCC Data Mart at: https://datamart.cccc.edu/Outcomes/Grades_Distribution_Summary.aspx

28 See Appendix III for more detailed statistical results.

Persistence and Retention

The data provided by the colleges tracked students enrolled in the spring 2018 semester who continued to the subsequent fall 2018 semester. Of the 2,027 incarcerated college students in the sample who were enrolled in the spring 2018 semester, 1,178 (58.1%) persisted and enrolled in the fall 2018 semester. Critically, the reasons why an incarcerated student may not have persisted are unknown and could be out of the student's control. For example, a student could be transferred to another yard within the same prison or to another prison where college programming is not available, placed in a job assignment that takes place at the same time as the college courses, or released from custody. The persistence rate in this sample therefore should not be compared to that of other students or other colleges. Furthermore, the California community colleges do not make persistence data available that would allow for a comparison.²⁹

Within the California community college system, retention refers to the fact that a student earned a grade for the course and did not withdraw or receive an incomplete. The retention rate is the proportion of students enrolled in a given course during a specific semester who did not withdraw or receive

an incomplete, divided by the total number of students enrolled in that course during the given semester. Of the 98 unique courses taught both in prison and on campus during the same semester within the three colleges reporting retention rates and available frequencies (i.e., class size and number retained), almost all (90.3%) of the 5,160 incarcerated students remained in the class (i.e., they did not receive an incomplete or withdraw), compared to 88.5% of the 12,722 students in the same courses taught on-campus. The difference between incarcerated and on-campus retention rates was not statistically significant ($p = 0.08$).

Unit Load

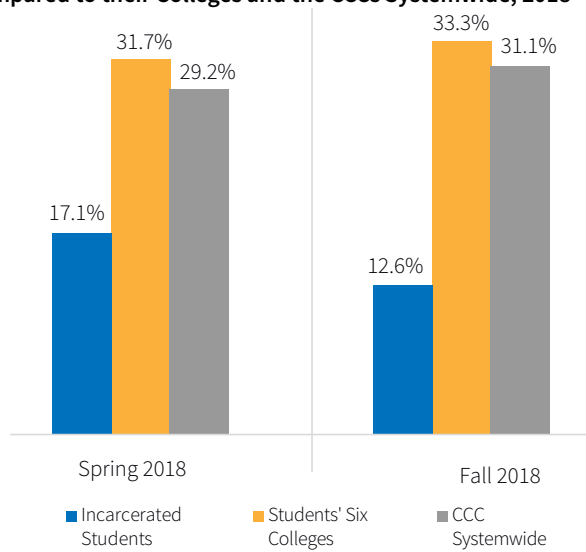
Compared to students enrolled on the main campus of their colleges, and to all community college students statewide, the incarcerated students were more likely to be part-time than full-time (where full-time status is defined as being enrolled in 12 units or more in a particular semester). This is not surprising, as space constraints limit the number of face-to-face courses that community colleges can offer in prison. Additionally, most incarcerated individuals have mandated work assignments and other prison-imposed requirements that limit the number of college courses they can take.

“[An incarcerated] student asked me why his paper didn't have a grade on it. I told him, 'It says 30/30 right there. What do you mean?' He said, 'No, I need you to put a letter grade on it. I want to see the A because I'm going to mail it to my daughter to show her I'm doing good things here.' I wrote A++ really big across the top!”

29 The California community colleges track “the percentage of first-time students with a minimum of six units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or momentum point): Enroll in first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.” This data was not used as a proxy or comparison for the data in this study. See the CCCCO Data Mart Scorecard Specifics document for more clarification: https://datamart.cccco.edu/App_Doc/Scorecard_Data_Mart_Specs.pdf.

Graph 9 indicates the proportion of full- or part-time students for the incarcerated students, their colleges as a whole, and the California community college system statewide. In the spring and fall 2018 semesters, incarcerated students were less likely to carry a full-time course load, both as compared to the state as a whole and to their individual colleges.³⁰

GRAPH 9
Percentage of Full-Time Students: Incarcerated Students Compared to their Colleges and the CCCs Systemwide, 2018



30 See: https://datamart.cccco.edu/Students/Unit_Load_Status.aspx

RESULTS OF THE STUDY: FORMERLY INCARCERATED STUDENTS

The section below evaluates the data on three metrics provided by the colleges for their formerly incarcerated students: grade point average, persistence and retention, and unit load. It should be noted that all of the colleges submitting data for this study have a program or student club for formerly incarcerated students and/or for all system-impacted students, and both research and anecdotal evidence indicate that the presence of a support group or student club contributes positively to student achievement. Further, the application for the California community colleges does not require students to self-disclose their status as formerly incarcerated, so the colleges providing data for this report knew that their students were formerly incarcerated only because those students chose to voluntarily disclose. This self-disclosure generally occurs through participation in a student group or campus program.

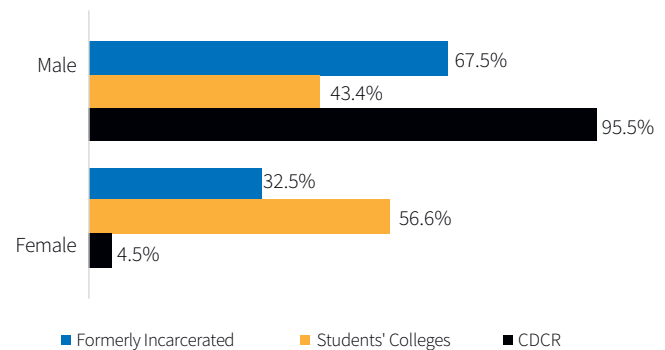
Demographics

Six community colleges provided individual student level data on their formerly incarcerated students for the spring 2018 and fall 2018 semesters, for a total sample size of 384 students. Graphs 10, 11 and 12 below compare the formerly incarcerated students, the student bodies in their colleges,³¹ and the CDCR population.

Graph 10 compares the students' gender. Overall, slightly under one-third of the formerly incarcerated students in the sample identified as female (32.3%), while 67.2% identified as male. Fewer than 1% did not report their gender. Of those who did report their gender, 32.5% were female and 67.5% were male. Using the distribution of known gender, the

proportion of women in the sample of formerly incarcerated students is significantly larger than that in the state's prisons but smaller than that in the students' colleges, as CDCR reported that their in-custody gender distribution was 4.5% female in 2017, while more than half (56.6%) of the student body in the six colleges providing data identified as female.³² The comparison with CDCR is not perfect, as some of the formerly incarcerated students on campus may have served jail or local probation sentences but may not have been incarcerated in state prison. As compared to their six campuses, the sample of formerly incarcerated students had a significantly greater proportion of male students as 67.5% of the formerly incarcerated students were male, while 43.4% of the student body in the six colleges were male.

GRAPH 10
Gender Demographics: Formerly Incarcerated College Students, CDCR Population, and the Students' Colleges, 2017-2018



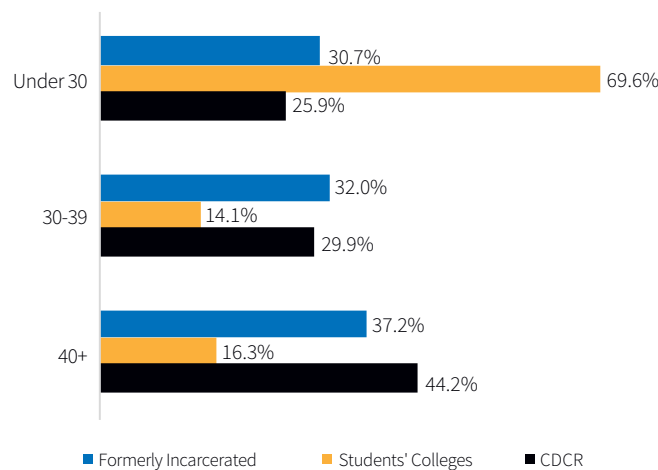
31 It should be noted that comparison data, made available from the CCCC Data Mart, does include formerly incarcerated students in the demographic distributions. Any statistical tests utilized address the lack of independence in the sample by using the CCCC comparison data as population data on semester-specific data. These comparison data are available from the CCCC Data Mart at: https://datamart.cccc.edu/Students/Student_Term_Annual_Count.aspx

32 Individuals may identify as a gender other than male or female (e.g., unreported outcomes may or may not reflect this). Race and gender distributions of individuals in CDCR custody as of December 2017 are available at: <https://dev-multisite.mystagingwebsite.com/research/wp-content/uploads/sites/9/2018/07/Offender-Data-Points-as-of-December-31-2017-1.pdf>. Results are statistically significant at the $p < 0.001$ level utilizing a Chi-Squared Goodness of Fit test (for both the CDCR and overall campus comparisons).

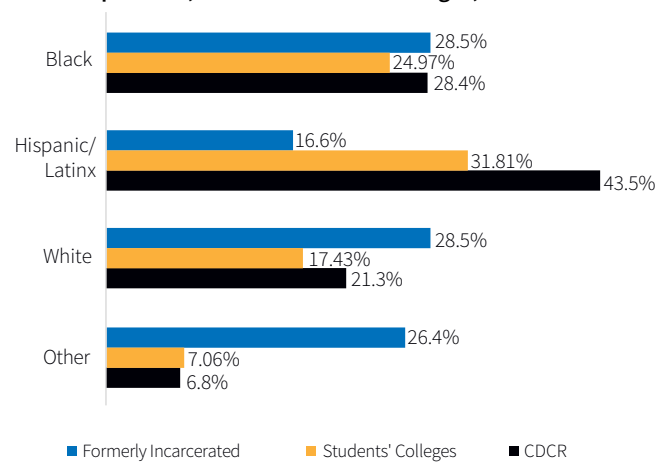
Graph 11 compares the age demographics of the formerly incarcerated students in the sample. Over a quarter of the formerly incarcerated students in the sample (30.7%) were under the age of 30, 32.0% were between 30 and 39, and 37.3% were 40 or older. Compared to CDCR, the formerly incarcerated student sample tended to have a greater proportion of students in the two younger age groups (the under 30 and 30-39 years-old groups). The age group distribution for the overall campus populations of the formerly incarcerated students was quite a bit younger than the formerly incarcerated students, with nearly 70% of students at those colleges being under the age of 30.³³

In terms of race/ethnicity of the formerly incarcerated students in the data received, slightly more than a quarter (27.3%) of the formerly incarcerated students were White, 27.3% were Black, 25.3% identified as another race, 15.9% identified as Hispanic/Latinx, and approximately 4.2% did not report their race or ethnicity.³⁴ Of those who reported their race or ethnicity, 28.5% were Black, 16.6% were Hispanic/Latinx, 28.5% were White, and 26.4% identified as another race/ethnicity. Overall, the race or ethnicity distribution of the formerly incarcerated students did not track the distribution in CDCR, nor did it align with the aggregated race distribution in the students' six colleges. (see Graph 12).³⁵

GRAPH 11
Age Demographics: Formerly Incarcerated College Students, CDCR Population, and the Students' Colleges, 2017-2018



GRAPH 12
Race Demographics: Formerly Incarcerated College Students, CDCR Population, and the Students' Colleges, 2017-2018



33 While the CDCR age group distribution is far closer to the formerly incarcerated student population, these distributions were still significantly different through the Chi-Square Goodness of Fit test, ($p < 0.05$ for the CDCR comparison; ; $p < 0.001$ for the formerly incarcerated students' campuses comparison).

34 Of students with data available for race or ethnicity, 28.5% were White, 28.5% identified as Black, 26.4% identified as another race or ethnicity, and 16.6% identified as Hispanic/Latinx.

35 The formerly incarcerated students in the sample were not evenly distributed amongst the colleges. One of the colleges had more students in the sample than the other colleges, and that college is in a predominantly White area of the state. It is unknown whether that distribution affected the results here. It is possible that comparing the race and ethnicity of the formerly incarcerated students in the sample to the distribution in their particular colleges, rather than comparing in the aggregate, would reflect greater alignment with the colleges. Given the small numbers of formerly incarcerated students at some of the colleges in the sample, however, such a comparison could not be performed effectively.

Grades

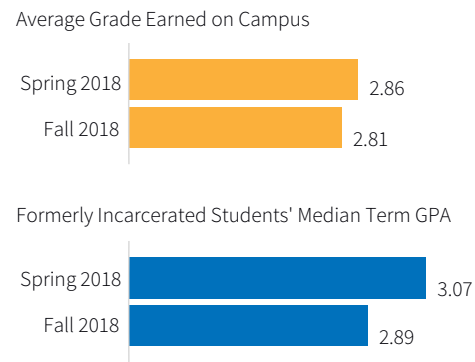
In both spring 2018 and fall 2018, the formerly incarcerated students' GPAs were higher than the average grade earned by all students in their six colleges.

While GPAs were provided for the formerly incarcerated students, an accurate comparison is not available because average GPA is unknown for the students' colleges or for the system as a whole. However, colleges provide their grade distributions for all credit courses, and an average grade earned metric was constructed from the available data using 4 for A, 3 for B, and so forth. The average grade earned symbolizes the average grade across all enrollments (i.e., students are counted for each class where they earned a grade, specifically utilizing grades of A, B, C, D, or F). This metric is not inclusive of withdrawals, incompletes, or pass/no pass credits, as no point values can be assigned to these grades.³⁶

As shown in Graph 13, in both semesters, the median term GPA for the formerly incarcerated students was higher than the median grade earned across the entire campus. In spring 2018, the median term GPA for the 252 formerly incarcerated students in spring 2018 was 3.07, while the average grade earned in these students' six colleges that semester was a 2.86. In fall 2018, the median term GPA for the 277 formerly incarcerated students was 2.89, while the average grade earned in their six colleges was 2.81 that semester.

GRAPH 13

Median Formerly Incarcerated Student GPA and Average Grade Earned on Campus, 2018



Persistence

The data provided by the six colleges tracked students enrolled in spring 2018 who persisted to fall 2018. In the sample provided, more than half (57.5%) of the formerly incarcerated students in the spring 2018 semester continued their studies into the fall 2018 semester.

The California community colleges do not have appropriate comparison persistence data available, nor is a suitable comparison available nationally. For instance, one national estimate found that the fall-to-spring persistence rate was 62.2% for students who started in a public two-year institution in fall 2016.³⁷ This is far from an accurate comparison as, among other things, persisting from fall to spring is categorically different than returning to college in the fall after a summer break.

“Second Chance is [our] biggest student club on campus. Last semester seven of our students finished with a perfect 4.0 GPA. Two transferred to university, including one to UC Berkeley, and we have four more on pace to transfer next fall and another finishing our rigorous RN nursing program.”

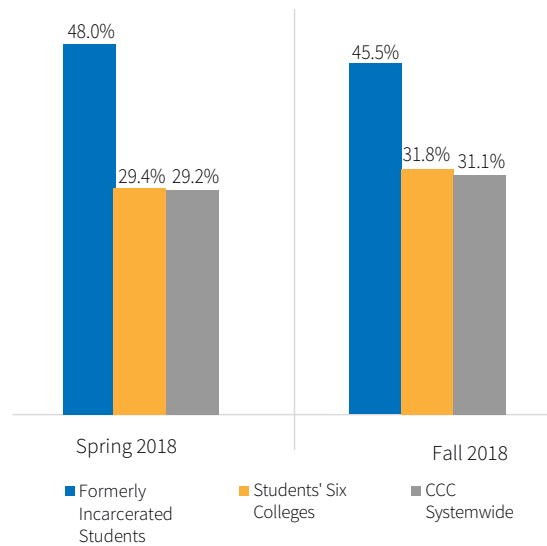
³⁶ See: https://datamart.cccco.edu/Outcomes/Grades_Distribution_Summary.asp.

³⁷ See: <https://nscresearchcenter.org/snapshotreport33-first-year-persistence-and-retention/>.

Unit Load

Formerly incarcerated students in this study were more likely to be enrolled full-time than other students. As illustrated in Graph 14, in spring 2018, almost half (48.0%) of the formerly incarcerated students had full-time status (i.e., carrying 12 or more credit hours). In fall 2018, 45.5% of the formerly incarcerated students were enrolled full-time. These percentages were higher than the student bodies in the students' colleges, and higher than the CCC colleges systemwide.

GRAPH 14
Percentage of Full-Time Students: Formerly Incarcerated Students Compared to their Colleges and the CCCs Systemwide, 2018



“Formerly incarcerated students read people very well; [they have] environmental survival [skills] that most of the general public will not dare volunteer to experience. They aspire to be someone different than who they were that led them to becoming incarcerated in the first place. They come with skills they did not realize they had. They enter college with high expectations, it is up to us to show them how to achieve those expectations.”

TAKEAWAYS AND FURTHER RESEARCH

This report demonstrates that justice impacted students in California community colleges — both incarcerated and formerly incarcerated — are succeeding academically across multiple dimensions. In particular, as compared to their main campus counterparts, the students are achieving greater success and similar if not higher grades (most notably, for students that are incarcerated). These results reinforce research demonstrating the strength and potential of this new generation of students, and justify increased public and private support for college programs.

The data also raises additional questions worthy of exploration as researchers and advocates explore this growing field, including:

1. What explains incarcerated students' higher grades? Instructors are teaching the same courses as on campus, with the same standards and same learning outcomes. Often, the same instructor teaches on campus as in prison. To what degree is the students' success a function of their abilities and motivation, and to what degree are external factors contributing to their success? They do not face food and housing insecurity, although there are many other ways in which it is significantly harder for them to attend and succeed in college, including the fact that they generally have extremely limited free time, no privacy, and a cacophonous environment. Does their success reflect the potential that all community college students could have in the absence of food and housing insecurities?
2. Why do African American male incarcerated students appear to be doing better compared to their main campus counterparts? When there is variation by college, why does it exist? Would this variation still exist after controlling for other demographic variables? Does it reflect challenges in providing an inclusive and welcoming environment on campus? What promising practices can be shared with those working to increase educational equity?
3. The importance of supporting an incarcerated student's transition to a campus in the community has been recognized, in part because many students will not be able to finish their credentials while they are incarcerated. How often are students starting inside and then finishing on the outside? Where they are successful, what is facilitating the transition? What additional supports might be needed to ensure that students persist if they are released before they attain their credential?
4. What do we know about the formerly incarcerated students who enroll in college? Are they recently released from prison or jail, or are their convictions older? Are they being referred and supported by probation officers or parole agents, or are they succeeding in education despite a lack of support from probation officers and parole agents?
5. Formerly incarcerated individuals often have competing demands for their time and resources that are unique to this student group, particularly those who are recently released from prison or jail. Given that, why are the formerly incarcerated students in this study more likely to be enrolled full-time than their main campus counterparts? How often are they balancing employment alongside their educational responsibilities?
6. Anecdotally, it is said that formerly incarcerated students are highly motivated to succeed because they do not want to return to incarceration. Is this true? Or is the data a reflection of what happens when students have dedicated peer and staff or faculty support - i.e. is their success because of the students' intrinsic motivation or is it because of the services the campuses are providing the students? Or both?

7. Beyond recidivism, there are other outcomes that should be tracked pertaining to these students, including career path (not just employment placement), leadership attainment, self-efficacy, and increased social capital. How should these metrics be measured? Can they be measured?
8. In addition to quantitative data, qualitative data can elucidate the experience of these students. For instance, the persistence rate on its face might suggest that students are “failing” to continue their studies semester to semester, but qualitative data may indicate that such decisions are motivated by economic factors to accept attractive job offers or other reasonable justifications.
9. While demand for face-to-face classes is high in California prisons, and the incarcerated college students in this report were all enrolled in face-to-face courses, distance education remains a dominant vehicle by which college education is delivered to incarcerated students nationally. Research suggests that academically underprepared students will be more successful in both the short-term and long-term when they enroll in face-to-face courses rather than online or distance courses; this is especially the case for nontraditional students enrolled in non-selective institutional settings such as community colleges.³¹ There is thus reason to believe that incarcerated students may not reap the myriad benefits of post-secondary education if they do not have a faculty member in the classroom, engaging the students in face-to-face learning. Given the number of students enrolled in distance education nationally, it would be prudent to track and identify any outcome differences that result from variance in education delivery.

CONCLUSION

Demand from incarcerated students for face-to-face college opportunities is high throughout California’s prisons, and formerly incarcerated student voices are rising on campuses throughout the state. These students are performing well when compared to their main campus counterparts. Thousands more potential students are waiting for an opportunity to use higher education to break the cycle of crime and poverty. As momentum builds in California and beyond, the conversation should move beyond recidivism and public safety and focus on the true power of higher education -- the capacity to transform individuals, families, communities and the entire state. This report is a small first step in that direction.

31 Bettinger, E., & Loeb, S. (2017). Promises and pitfalls of online education. *Washington, DC: Brookings Institution*; Hart, C. M., Friedmann, E., & Hill, M. (2018). Online course-taking and student outcomes in California community colleges. *Education Finance and Policy*, 13(1), 42-71; Jaggars, S. S., & Xu, D. (2010). *Online learning in the Virginia Community College System*. New York: Community College Research Center, Teachers College; Johnson, H., & Cuellar Mejia, M. (2014). *Online learning and student outcomes in California’s Community Colleges*. San Francisco, CA: Public Policy Institute of California; Xu, D., & Jaggars, S. S. (2014). Performance gaps between online and face-to-face courses: Differences across types of students and academic subject areas. *The Journal of Higher Education*, 85(5), 633-659.

APPENDIX I: Definitions

Student Course Attempt Level: Data provided at the student course attempt level include course-specific information and outcomes for each enrollment (i.e., will include multiple records of each student, where the number of instances per student indicates the number of courses they enrolled in).

Student Level: Data provided at the student level include student-specific information and outcomes, (i.e., the student's GPA for the semester, the amount of credit hours per semester - or unit load, etc.).

Course Level: Data provided at the course level include course-specific information and outcomes, (i.e., the number of students enrolled in the course, and when available, some combination of the following: success rates, completion rate, and/or retention rate).

Persistence: Persistence in this study indicates whether the student continued from the first semester in the data (spring 2018) to the second semester in the data (fall 2018).

Success: As defined by the CCCCCO, course success indicates that a student earned an A, B, or C for graded courses or passed a pass/fail course.

Success Rate: The success rate is defined as the proportion of students enrolled in a given course during a specific semester who were successful (i.e., received an A, B, or C or passed a pass/fail course) divided by the number of students enrolled in that course during the given semester.

Retention: Course retention is defined as a student receiving a grade for their course (i.e., not withdrawing or receiving an incomplete). This includes A-F grades, as well as pass or no-pass.

Retention Rate: The retention rate is defined as the proportion of students enrolled in a given course during a specific semester who did not withdraw or receive an incomplete, divided by the number of students enrolled in that course during the given semester.

APPENDIX II: Data Collection, Cleaning, and Analytical Process Detail

In fall 2018, the authors of this study asked all California community colleges teaching face-to-face classes in California prisons or supporting formerly incarcerated students on their campuses with formal or informal programs to provide data about their students' academic success. Six colleges volunteered to provide data for their incarcerated students, and six colleges volunteered to provide data for the formerly incarcerated students. The information requested from each college is detailed in the table below, broken down by grain (i.e., course level, student level, or student course attempt level). An “√” indicates that it was requested and an “X” indicates that it was not requested (i.e., it was not available for that level of detail or would be redundant). Although data on previous college credits and enrollment status for the preceding semester was requested, the records received were insufficient to conduct analysis on these questions.

Data Items Requested on Student Course Attempt and Student Level Data from California Community Colleges with Incarcerated and Formerly Incarcerated Student Programs

Item Requested	Student Course Attempt Level	Student Level
Course Name/Course Record Number	√	X
Day or Evening Status	√	X
Number of Course Units	√	X
Final Grade (Course)	√	X
Gender	X	√
Race/Ethnicity	X	√
Age	X	√
Extended Opportunity Programs and Services (EOPS) Status	X	√
Economically Disadvantaged Status	X	√
Financial Aid Status	X	√
Cumulative GPA	X	√
Course Units for the Semester	X	√
Indicator for Previous College Credits before the Semester of Intent	X	√
Enrollment Status for the Preceding Semester	X	√

Course-level data was requested from incarcerated student programs only. Information on the course completion and retention rates was also requested for prison-based courses and their on-campus comparison, where available. On-campus comparisons were sought for the courses taught during the same semester outside of prison. Depending on the college that provided the data, these courses may or may not have been taught by the same instructor.

Data was reviewed and cleaned between January and April 2019. Substantial variability existed in the data provided. For each college, depending on the data availability, each of the calculated measures that could be computed by-hand and referenced with college-provided values (i.e., term GPA and term units attempted and/or completed) was coded. Only two observations (less than 0.1%) of the fall term calculated GPAs were different than the provided term GPA. No observations were different for the spring term GPA, spring term attempted or earned units, nor the fall term units or attempted units. 9.7% of the fall term earned units were unequal, most of which appeared to be issues of the attempted units being entered in place of earned units or miscalculations in the files received (e.g., some term earned hours of 30-116). In these cases where college-provided values were unequal to the calculated values, the calculated versions were used, as these course hours and GPAs were able to be verified by the data provided, and therefore, this was assumed to be the safest estimate. In order to properly clean these datasets and when questions arose, the team conducted meetings with the respective colleges to rectify the issues, and in each instance, the colleges resubmitted a corrected version of the data. All data cleaning was performed in SAS, version 9.4,³⁹ and analysis was performed in both SAS and R.⁴⁰

Some of the comparison data utilized in this report were queried from the CCCC Data Mart.⁴¹ The Data Mart allows individuals to query data at the statewide level, districtwide level, and/or college level. There are many outcomes available; those key to this analysis were the grade distribution (reported at the level of students' enrollments in for-credit courses, for which we utilized letter-grade outcomes only), the distribution of part-time versus full-time status (reported at the unique student level), student success rates (reported at the level of students' enrollments, using specifically those for African American males), and demographic distributions of students (i.e., gender, age group, and race/ethnicity). Also available on the CCCC Data Mart⁴² is the option to filter data, focusing on a special population group, for student-level outcomes (i.e., not for enrollment-level outcomes). One of these special population groups is "incarcerated;" however, when cross-referencing the enrollment/retention/success data with the data provided from colleges (tested on two colleges), the numbers do not align and the direction of difference varies, (i.e., some values were higher on the data mart compared to the received file, and some were lower on the data mart compared to the received file). Therefore, this is not identified as a particularly reliable metric. The population data may be pulled and compared to overall, with the acknowledgement that the same individuals will be represented in both the program data provided from the colleges as well as the comparison data.)

39 SAS Institute Inc., SAS 9.1.3 Help and Documentation, Cary, NC: SAS Institute Inc., 2002-2004.

40 R Core Team (2017). R: A language and environment for statistical computing. R Foundation for Statistical Computing, Vienna, Austria.
<https://www.R-project.org/>

41 <https://datamart.cccco.edu/>

42 See: <https://datamart.cccco.edu/DataMart.aspx>.

APPENDIX III: Detailed Results

Four main datasets were used for this report, including three datasets with incarcerated student data and one with formerly incarcerated student data. For incarcerated students, there is the student-level file (N = 3,172), where a unique observation is defined as a student (i.e., this is a wide-form dataset, where term hours and GPA outcomes have a prefix for the given semester). Additionally, there is the enrollment-level file (N = 9,379), where a unique observation is defined as a student's enrollment in a class during a given semester (i.e., this is a long-form dataset). Finally, this enrollment dataset was used to construct the course-matched dataset (N = 142) in which weighted success rates were calculated, using the same courses taught in-prison as those on on-campus, with a one-to-one match. For multiple sections of the same class, a unique course-level success rate was calculated as a weighted average of each success rate using section size, relative to all other sections of that course. Weights were also calculated for each unique course, based on its size compared to all other incarcerated courses. For formerly incarcerated students (N = 384), only the student-level dataset is available, as only one of the five colleges that provided formerly incarcerated student data also included enrollment-level data on the students. Because of the fact that formerly incarcerated student enrollment data were not available, the grade distribution, proportion of A's, and success rate outcomes are not available for formerly incarcerated students.

Each of the underlying data populating all graphs presented in the main report are described below:

- Graph 1 includes the distribution of race/ethnicity from the incarcerated student data, reporting specifically of the students that had race/ethnicity data available. The CDCR comparison data were available via the Offender Data Points report from December 2017.⁴³ Comparison data for the California community colleges (statewide) was available from the CCCCCO Data Mart.⁴⁴
- Graph 2 includes the distribution of age group from the incarcerated student data, reporting specifically of the students that had age data available. The CDCR comparison data were available via the Offender Data Points report from December 2017. Comparison data for the California community colleges (statewide) was available from the CCCCCO Data Mart.
- Graph 3 includes the median term and cumulative GPA for incarcerated students in the spring and fall 2018 semesters.
- Graphs 4 and 5 report incarcerated student enrollment-level data (as well as the grade data from the CCCCCO Data Mart), where we specifically focus on the proportion of enrollments in which the student received an A of those that received a grade (i.e., this does not include withdrawals, incompletes, or pass/no pass credits, both for the incarcerated student data and CCCCCO Data Mart comparison data). Put another way, our denominator is for-credit courses receiving a letter grade (i.e., an A, B, C, D, or F). Graph 4 reports data from the Spring 2018 semester and Graph 5 reports data from the Fall 2018 semester.

43 See: <https://dev-multisite.mystagingwebsite.com/research/wp-content/uploads/sites/9/2018/07/Offender-Data-Points-as-of-December-31-2017-1.pdf>

44 See: https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx.

- Graph 6 is reported from the course-matched data, where we report the proportion of students receiving a C or better.
- Graphs 7 and 8 report the African American Male success rates of each of the individual schools, specifically for incarcerated students only. We did not have access to individual-level data on each course outcome (i.e., student course attempt level data) for the formerly incarcerated students. Additionally, only five of the six schools that provided incarcerated student data are included here as one of the schools did not provide race data. These graphs make the comparison of the African American Male success rate in the incarcerated student program to comparison data from the CCCCCO Data Mart, specifically for the African American Male Success rates from the same campus. Graph 6 reports the data for Spring 2018, while Graph 7 reports the data from Fall 2018.
- Graph 9 reports incarcerated student-level data, specifically the proportion of students that were attempting a full-time credit load, which is defined as 12 credit hours or more, compared to data available from the CCCCCO on the credits attempted. Note that this is attempted hours, which we had data available for in the incarcerated student dataset (this was not fully-available within the formerly incarcerated student data). For the CCCCCO data, the same college data includes only the data from the colleges we received incarcerated student data from, while the statewide data includes all California data available from the CCCCCO.
- Graph 10 includes the distribution of gender from the formerly incarcerated student data, reporting specifically of the students that had gender data available. The CDCR comparison data were available via the Offender Data Points report from December 2017. Comparison data for the California community colleges (statewide) was available from the CCCCCO Data Mart.
- Graph 11 includes the distribution of age group from the formerly incarcerated student data, reporting specifically of the students that had age data available. The CDCR comparison data were available via the Offender Data Points report from December 2017. Comparison data for the California community colleges (statewide) was available from the CCCCCO Data Mart.
- Graph 12 includes the distribution of race/ethnicity from the formerly incarcerated student data, reporting specifically of the students that had race/ethnicity data available. The CDCR comparison data were available via the Offender Data Points report from December 2017. Comparison data for the California community colleges (statewide) was available from the CCCCCO Data Mart.
- Graph 13 includes the median term GPA for formerly incarcerated students in the spring and fall 2018 semesters. A rough comparison was created utilizing CCCCCO Data Mart's grade distribution to compute an 'average grade earned' for all letter grade, for-credit enrollments at the college.
- Graph 14 is reported from the formerly incarcerated student-level data, reporting the proportion of students that completed a full-time credit load, which is defined as 12 credit hours or more, compared to data available from the CCCCCO on the credits attempted. For the CCCCCO data, the same college data includes only the data from the colleges we received incarcerated student data from, while the statewide data includes all California data available from the CCCCCO. It is important to note that attempted credit hours were largely missing, and therefore, not utilized. Thus the distributions being compared are formerly incarcerated completed credit hours to overall campus and statewide attempted credit hours.

Incarcerated Students: Grades

For the proportion of A's analysis, the statistical test used was the Chi-squared Goodness of Fit, as we are assuming our comparison data are the population-level data for the given semester (i.e., overall grade distribution for the college during a single semester). Because the incarcerated student data are part of this population, and not an independent sample, we utilize the Goodness of Fit test. This analysis utilized enrollment-level data, so students will be represented more than once given they took more than one class during the semester (obtaining individual-level comparison data is identified as a priority for future research to address individual variation within this difference, which is not able to be properly accounted for here). For the spring 2018 data, there were 3,941 incarcerated student enrollments, and for the overall campus, there were 164,972 enrollments (again, using specifically for-credit enrollments that received a letter grade outcome). For the fall 2018 data, there were 4,540 incarcerated student enrollments, and for the overall campus, there were 175,450 enrollments (again, specifically using for-credit enrollments that received a letter grade outcome for the proportion of A's analysis).

Proportion of A's: Spring and Fall 2018

Fall and Spring 2018: Chi-squared Goodness of Fit tests were utilized, as the semester-specific college letter grade distribution was assumed to be the population distribution, and incarcerated student grades are part of this population. Results were significant at the $p < 0.001$ level.

Statistical results are reported as follows per college for the spring 2018 semester:

College	Campus Success Rate	Incarcerated Success Rate	Chi-Square	p -value
1	39.9%	66.2%	262.02	< 0.001
2	43.2%	73.7%	245.31	< 0.001
3	39.9%	63.7%	287.42	< 0.001
4	45.8%	66.9%	321.78	< 0.001
5	38.7%	42.3%	1.242	0.2652
6	35.1%	67.8%	52.09	< 0.001

Statistical results are reported as follows per college for the fall 2018 semester:

College	Campus Success Rate	Incarcerated Success Rate	Chi-Square	p -value
1	34.74%	58.52%	317.44	< 0.001
2	40.66%	64.13%	465.70	< 0.001
3	38.98%	69.04%	113.48	< 0.001
4	46.57%	73.34%	196.80	< 0.001
5	40.06%	54.85%	29.884	< 0.001
6	32.86%	61.42%	106.58	< 0.001

Incarcerated Students: Persistence and Success Rates

Each college that provided incarcerated student data included course-aggregated success rates; however, only four provided frequencies along with these rates. Only three of those four colleges provided retention rates and two provided completion rates, so retention rates were the only other metric reported from the aggregate-level course data provided. For success rate data, this involved the course-matched dataset of 142 unique courses that were taught both in prison and on campus (68 unique courses in the spring and 74 unique courses in the fall). For each semester, the statistical test used was a t-test for the mean difference between the in-prison and on-campus course, testing against the null hypothesis of a mean difference equal to zero. This was the same process for retention rates; however, these were tested overall (combining both the spring and fall semesters). For persistence, we applied our own working definition, as there were not clear definitions available. Therefore, persistence was defined here as the proportion of students that took courses in the fall semester, given they had taken courses in the spring semester.

Incarcerated Students: Unit Load

Only the student-level dataset was used for this analysis, as the focus of this section was the distribution of part-time versus full-time status. Because incarcerated student data had both the student-level and enrollment-level data,

we were able to have both attempted and earned credit calculations available, even if it was not included as a provided variable from the college. For the proportion of full-time status analysis comparison between the overall-campus and incarcerated students, the statistical test used was the Chi-squared Goodness of Fit, as we are assuming our comparison data are the population-level data for the given semester. Because the incarcerated student data are part of this population, and not an independent sample, we utilize the Goodness of Fit test. Both results indicated that the proportion of students with a full-time unit load was significantly lower for incarcerated students, compared to the same six colleges (spring 2018: $\chi^2 = 565.52, p < 0.001$; fall 2018: $\chi^2 = 182.97, p < 0.001$).

Formerly Incarcerated Students: Grades

Of the 243 formerly incarcerated students in the spring 2018 semester, all of the spring term GPA records and the spring cumulative GPA records were available. Of the 260 formerly incarcerated students in the fall 2018 semester, all of the fall term GPA records were available. Because we were not provided with enrollment-level data for most of the colleges providing formerly incarcerated student data, some missing data for term GPA may be truly missing as opposed to representing only withdrawals from courses. In order to provide some grade comparison, we utilized the CCCCO Data Mart's grade distribution to compute the "average grade earned" of all the letter grade, for-credit enrollments. It is important to note that this is not a grade point average, but the average grade that was earned from all of the student enrollments in for-credit courses where the grade earned was either an A, B, C, D, or F (i.e., students who enrolled in more than one course for credit and received a letter grade will be represented more than once.)

Formerly Incarcerated Students: Persistence and Success Rates

We did not have access to course-aggregated success, retention, or completion rates for formerly incarcerated student data, and therefore, we did not have the ability to perform the same analysis that we were able to perform for incarcerated students. For persistence, we used the same definition: persistence was defined as the proportion of students that took courses in the fall, given they had taken courses in the spring.

Formerly Incarcerated Students: Unit Load

Only the student-level dataset was used for this analysis, as the focus of this section was the distribution of part-time versus full-time status. Because formerly incarcerated student data only had student-level data for most of the colleges, we only had the term attempted hours if the college provided it originally in the data file they submitted. For the spring semester, 49.6% of the students were missing data for attempted credit hours and for the fall semester, this proportion was slightly higher at 56.7%. For the proportion of full-time status analysis comparison between the overall-campus and formerly incarcerated students, the statistical test used was the Chi-squared Goodness of Fit, as we are assuming our comparison data are the population-level data for the given semester. Because the formerly incarcerated student data are part of this population, and not an independent sample, we utilize the Goodness of Fit test.

Spring 2018: Part-time vs. full-time: Chi-squared (GOF) = 42.1, $df = 1, p < 0.0001$ (important to note: for the formerly incarcerated data, these units used are the term earned units, but for the data mart, they are the term attempted units. Term attempted units are mostly (50%+ missing) for the formerly incarcerated students.

Fall 2018: Part-time vs. full-time: Chi-squared (GOF) = 23.9, $df = 1$, $p < 0.0001$ (important to note: for the formerly incarcerated data, these units used are the term earned units, but for the data mart, they are the term attempted units. Term attempted units are mostly (50%+ missing) for the formerly incarcerated students.

African American Male Success Rates

Because we only had enrollment-level data for incarcerated students, we were only able to perform this analysis using incarcerated student data. For our comparison data, we used the same-college data made available from the CCCC Data Mart, as the course-level success data provided from colleges were not broken down by gender and race/ethnicity. Specifically, the success rate utilized was the maximum of the success rates (based on credit, transfer, or degree applicable credits, which were the standard output for the CCCC Data Mart). For this analysis, the statistical test used was the Chi-squared Goodness of Fit, as we are assuming the comparison data are population-level data for the given semester. Because the formerly incarcerated student data are part of this population, and not an independent sample, we utilize the Goodness of Fit test.

Spring 2018: Chi-squared Goodness of Fit tests were utilized, as the semester and college-specific African American male success rates obtained from the CCCC Data Mart were of all students, inclusive of incarcerated students, and therefore, the CCCC data was assumed to be the population distribution. Three of the five colleges African American male success rates were statistically different from their overall campus African American male success rates. The success rates used for the overall campus comparison were the maximum of those provided from the CCCC Data Mart in order to provide the most conservative estimate of the difference.

Statistical results are reported as follows per college for the spring 2018 semester:

College	Campus Success Rate	Incarcerated Success Rate	Chi-Square	p-value
1	79.95%	80.21%	0.01	0.9187
2	63.70%	94.09%	94.68	< 0.001
3	83.33%	95.34%	24.59	< 0.001
4	72.12%	88.16%	9.74	0.002
5	66.58%	70.79%	0.70	0.4024

Fall 2018: Chi-squared Goodness of Fit tests were utilized, as the semester and college-specific African American male success rates obtained from the CCCC Data Mart were of all students, inclusive of incarcerated students, and therefore, the CCCC data was assumed to be the population distribution. All five colleges African American male success rates were statistically significant at the $\alpha = 0.05$ level from their overall campus African American male success rates (again, as described above, the success rates used for the overall campus comparison were the maximum of those provided from the CCCC Data Mart in order to provide the most conservative estimate of the difference.) Adjusting for multiple comparisons with a Bonferroni correction, only three of these colleges have significant results (2, 3, and 4).

Statistical results are reported as follows per college for the fall 2018 semester:

College	Campus Success Rate	Incarcerated Success Rate	Chi-Square	p-value
1	81.43%	85.82%	5.1893	0.02273
2	61.77%	84.04%	64.316	< 0.001
3	81.71%	93.94%	20.32	< 0.001
4	74.17%	95.00%	18.08	< 0.001
5	68.99%	76.43%	4.0554	0.044

APPENDIX IV: Supplementary Analysis

Grades

Grade Point Average (GPA) Descriptive Statistics (Term and Cumulative GPA)

Below are tables of descriptive statistics for student term and cumulative GPA for both the formerly incarcerated students and incarcerated students in the spring and fall of 2018.

For formerly incarcerated students, 50% of students in the spring had earned a term GPA of 3.07 or greater, while fully 25% earned a 3.90 or higher. Cumulative GPAs are somewhat lower, with 50% of students having an overall GPA of 2.94 or greater, with the top 25% of students earning a cumulative GPA of 3.43 or greater (a B+ to A- average). For the fall of 2018, 50% of the formerly incarcerated students in the fall 2018 semester earned a term GPA of 2.89 or greater; however, median cumulative GPAs were somewhat higher, at 3.00. 25% of formerly incarcerated students earned a term GPA of 3.71 or higher and a cumulative GPA of 3.40 or higher.

TABLE 1
Formerly Incarcerated Students, Spring 2018

Variable	N	Missing %	Min.	Q1	Mean	Median	Q3	Max.
Term GPA	252	0.00%	0.00	1.84	2.67	3.07	3.90	4.00
Cum. GPA	252	0.00%	0.00	2.25	2.71	2.93	3.43	4.00

*Missing %: percentage of total (N) missing; Q1: 25th percentile; Q3: 75th percentile.

TABLE 2
Formerly Incarcerated Students, Fall 2018

Variable	N	Missing %	Min.	Q1	Mean	Median	Q3	Max.
Term GPA	277	0.00%	0.00	2.00	2.58	2.89	3.71	4.00
Cum. GPA	276	0.36%	0.00	2.33	2.75	3.00	3.40	4.00

*Missing %: percentage of total (N) missing; Q1: 25th percentile; Q3: 75th percentile.

In the incarcerated student sample for the Spring 2018

semester, almost half (49.5%) of incarcerated students that attempted at least one graded course in the spring earned a 4.0 GPA for the semester (i.e., received A's in all of their graded classes). Additionally, approximately 84% of students taking at least one graded course in the spring received a GPA of 3.0 or above (i.e., the vast majority of students had at least a B average in their spring semester courses). In the Fall 2018 semester, slightly less than half (46.6%) of incarcerated students that completed at least one course in the fall earned a 4.0 GPA for the semester (i.e., received A's in all of their graded classes). As was true for the spring semester, 80.8% of students taking at least one course in the fall received a GPA of 3.0 or above (i.e., a B average or better).

TABLE 3
Incarcerated Students, Spring 2018

Variable	N	Missing %	Min.	Q1	Mean	Median	Q3	Max.
Term GPA	2,027	8.09%	0.00	3.00	3.38	3.78	4.00	4.00
Cum. GPA	2,027	3.45%	0.00	3.00	3.36	3.65	4.00	4.00

*Missing %: percentage of total (N) missing; Q1: 25th percentile; Q3: 75th percentile.

TABLE 4
Incarcerated Students, Fall 2018

Variable	N	Missing %	Min.	Q1	Mean	Median	Q3	Max.
Term GPA	2,323	5.85%	0.00	3.00	3.26	3.67	4.00	4.00
Cum. GPA	2,323	1.38%	0.00	3.00	3.32	3.60	4.00	4.00

*Missing %: percentage of total (N) missing; Q1: 25th percentile; Q3: 75th percentile.

Looking at the student course attempt level data compared to the grade distribution data from the CCCCO Data Mart (excluding categories of dropped classes, military withdrawals, and delayed reporting of grades), the proportion of student course attempts that resulted in a

withdrawal was significantly lower for incarcerated students, compared to the overall colleges (the aggregate from the same six colleges). For the spring of 2018, the proportion of withdrawals was 8.86% compared to the campuses' 12.18% ($\chi^2 = 45.47$, $p < 0.001$). For the fall of 2018, the proportion of withdrawals was 6.66% compared to the campuses' 11.85% ($\chi^2 = 127.10$, $p < 0.001$).⁴⁵

Student Course Attempt Level: Grade Distribution

Grade distribution information is only available for incarcerated students, as formerly incarcerated student data did not include grade outcomes of each course taken during the semester. However, for incarcerated students, the grade distribution for each for-credit, graded course taken during the spring and fall semesters is included in the tables below, along with grade distributions from the same colleges and the state overall, available from the CCCCO Data Mart.

TABLE 5
Incarcerated Students, Spring 2018

Grade	Statewide (N = 3,611,228)	Incarcerated (N = 3,941)	Same Colleges Comparison (N = 164,972)	Relative Difference (Same colleges to Incarcerated)
A (4 points)	41.59%	67.01%	39.82%	68.78%
B (3 points)	25.58%	22.1%	26.32%	-16.83%
C (2 points)	16.18%	6.95%	17.21%	59.50%
D (1 point)	5.22%	1.27%	5.71%	77.93%
F (0 points)	11.43%	2.66%	10.94%	-75.69%

TABLE 6
Incarcerated Students, Fall 2018

Grade	Statewide (N = 3,778,684)	Incarcerated (N = 4,540)	Same Colleges Comparison (N = 175,450)	Relative Difference (Same colleges to Incarcerated)
A (4 points)	40.71%	65.18%	37.54%	72.94%
B (3 points)	25.06%	21.72%	26.03%	-16.48%
C (2 points)	16.12%	8.24%	17.37%	-52.45%
D (1 point)	5.56%	1.56%	6.29%	-73.93%
F (0 points)	12.54%	3.30%	12.78%	-73.16%

Credit Hours

The below tables include the distribution of credit hours taken in the spring and fall 2018 semesters by incarcerated students, specifically those that we received data on. Comparison data include the state's California community college districts as a whole, as well as the same-college comparison data available via the CCCCO Data Mart. The categories of credit hours include 0 up through 15 or more, increasing by increments of three between the middle categories, as utilized in credit hour query on the Data Mart.

It is important to note that for incarcerated students, both earned and attempted hours are reported. Attempted hours are the total credit hours the student registered for, regardless of whether they completed the class or not (i.e., if a student withdrew or received an incomplete, the credit hours from that course/those courses are still counted within their total attempted hours for the semester). Earned hours indicate that the student was retained through the semester (i.e., the hours count so long as they did not receive an incomplete or withdraw). The CCCCO Data Mart comparisons (both the statewide and same colleges data) are reported using the semester's attempted hours metric, therefore, the attempted hours is the appropriate metric. However,

⁴⁵ Note: Student level course attempt data was not available from the CCCCO Data Mart, so we were not able to compare the withdrawal rates at the same level, and the proportions available from the data mart include the incarcerated students, so the Chi-Squared Goodness of Fit test was utilized. It is acknowledged that the student identifier was not adjusted for, so the limitation of potential variation due to courses by the same student is not properly accounted for (thus, this is identified as a specific need for future evaluations and data collection efforts).

because only the earned hours metric was fully available for formerly incarcerated students, this metric is also reported for incarcerated students as well.⁴⁶

TABLE 7
Incarcerated Students Credit Distribution, Spring 2018

Credits	Statewide (N = 1,549,319)	Same Colleges Comparison (N = 72,875)	Incarcerated (Earned) (N = 2,027)	Incarcerated (Attempted) (N = 2,027)
0	0.00%	0.00%	11.10%	0.00%
0.1-2.9	6.81%	4.71%	1.18%	1.95%
3.0-5.9	27.87%	27.47%	32.76%	32.81%
6.0-8.9	19.63%	19.18%	28.52%	32.92%
9.0-11.9	16.54%	16.94%	12.23%	15.27%
12.0-14.9	19.96%	22.40%	11.79%	14.02%
15+	9.19%	9.30%	2.42%	3.03%

TABLE 8
Incarcerated Students Credit Distribution, Fall 2018

Credits	Statewide (N = 1,577,616)	Same Colleges Comparison (N = 76,925)	Incarcerated (Earned) (N = 2,323)	Incarcerated (Attempted) (N = 2,323)
0	0.00%	0.00%	9.43%	0.00%
0.1-2.9	5.83%	3.73%	1.59%	2.23%
3.0-5.9	27.49%	28.24%	33.15%	33.10%
6.0-8.9	19.28%	18.65%	30.91%	34.47%
9.0-11.9	16.31%	16.10%	14.89%	17.57%
12.0-14.9	21.74%	24.39%	8.18%	10.26%
15+	9.36%	8.89%	1.85%	2.37%

TABLE 9
Formerly Incarcerated Students Credit Distribution, Spring 2018

Credits	Statewide (N = 1,549,319)	Same Colleges Comparison (N = 68,154)	Formerly Incarcerated (N = 252)
0	0.00%	0.0%	5.56%
0.1-2.9	6.81%	7.57%	3.96%
3.0-5.9	27.87%	28.29%	10.72%
6.0-8.9	19.63%	18.76%	13.89%
9.0-11.9	16.54%	15.97%	17.85%
12.0-14.9	19.96%	20.40%	37.31%
15+	9.19%	9.00%	10.71%

TABLE 10
Formerly Incarcerated Students Credit Distribution, Fall 2018

Credits	Statewide (N = 1,577,616)	Same Colleges Comparison (N = 67,973)	Formerly Incarcerated (N = 277)
0	0.00%	0.00%	3.25%
0.1-2.9	5.83%	5.71%	3.61%
3.0-5.9	27.49%	27.85%	12.63%
6.0-8.9	19.28%	19.01%	15.89%
9.0-11.9	16.30%	15.63%	19.13%
12.0-14.9	21.74%	22.56%	39.35%
15+	9.36%	9.24%	6.14%

⁴⁶ Only about one-half of the formerly incarcerated student records had attempted credits available on which to report. This was largely due to the fact that for the formerly incarcerated student files, the course-attempt level data were not explicitly requested, and therefore, the attempted hours were not able to be calculated given the available data (as was the case for the incarcerated students who had each course record for the semester and the number of credit hours for each).

Demographic Comparisons

The below findings report results from Chi-Square Goodness of Fit tests comparing the distribution of all incarcerated and formerly incarcerated student demographic data (by semester), compared to their overall campuses, aggregately (i.e., individual school-to-school demographic comparisons are not included). Overall, both incarcerated and formerly incarcerated students tended to have a greater proportion of students that were male, identified as African American or Black, and tended to be older, on average.

Incarcerated Students

Gender: Unsurprisingly, all colleges' incarcerated student data in both the spring and fall semesters had significantly different distributions of gender for the spring ($X^2 = 37.2 = 2419.6$, $df = 2$, $p\text{-value} < 0.0001$) and for the fall ($X^2 = 2626.2 = 2$, $p\text{-value} < 0.0001$, compared to the overall campus data from their same school considering that all incarcerated student data was reported from men's prisons in California.

Age Group: There were significant differences between the overall campuses' age group distributions and the incarcerated student age group for both the spring ($X^2 = 3553.6$, $df = 6$, $p\text{-value} < 0.0001$) and fall semesters ($X^2 = 4875.2$, $df = 6$, $p\text{-value} < 0.0001$). As would be expected, incarcerated students were more likely to be older than their main campus counterparts.

Race/Ethnicity: The distribution of race/ethnicity for incarcerated students also varied significantly from the overall campuses, both in the spring ($X^2 = 8099.6$, $df = 4$, $p\text{-value} = < 0.0001$) and the fall ($X^2 = 7317.8$, $df = 4$, $p\text{-value} = < 0.0001$). A larger proportion of incarcerated students identified as African American or Black or did not report their race, compared to the overall campuses, while overall campuses had larger proportions of students identifying as Hispanic, White (Non-Hispanic), and Other.

Formerly Incarcerated Students

Gender: Also not particularly surprising was the finding that the distribution of gender was significantly different between the formerly incarcerated students and the overall campus; specifically, a greater proportion of formerly incarcerated students were male, compared to the overall campus in the spring ($X^2 = 41.0$, $df = 2$, $p\text{-value} = < 0.0001$) and in the fall ($X^2 = 52.3$, $df = 2$, $p\text{-value} = < 0.0001$).

- Age Group: There were significant differences between the overall campuses age group distributions and the formerly incarcerated student age group for both the spring ($X^2 = 265.69$, $df = 6$, $p\text{-value} < 0.0001$) and fall semesters ($X^2 = 268.82$, $df = 6$, $p\text{-value} < 0.0001$). As would be expected, formerly incarcerated students were more likely to be older than their main campus counterparts.
- Race/Ethnicity: The distribution of race/ethnicity for formerly incarcerated students also varied significantly from the overall campuses, both in the spring ($X^2 = 181.4$, $df = 3$, $p\text{-value} = < 0.0001$) and the fall ($X^2 = 141.2$, $df = 3$, $p\text{-value} = < 0.0001$). A larger proportion of formerly incarcerated students identified as African American or Black, compared to the overall campuses, while overall campuses had larger proportions of students identifying as Hispanic, White (Non-Hispanic), and Other.