

The CHANCE Program Student Success Needs

To whom it may concern,

The following data has been compiled by current Folsom Lake College interns Chris Purtill and Raul Torres. We are enrolled in SWHS 367 (2nd semester internship course) and are completing our practicum as residents of Mule Creek State Prison. Our program, CHANCE (Cons Helping Advocate for Next-level Collegiate Excellence) has been meticulously collecting data over student needs from the whole prison based on our personal journey through Los Rios since enrolling in 2018. The data below represents many hours of class-work, group-work, one-on-one interviews, surveys, and a letter-writing campaign. We ask that this data be utilized to show that a student voice is needed within the colleges of Los Rios. We value our educational experience, and ask that you value us as the humans we are trying to become. Thank you.

Respectfully submitted,
Chris Purtill and Raul Torres

The following data has been compiled based on the 76 student story letters written as of May 1st, 2023.

Advocated for:	Counselor	Supplies	Laptop/WIFI	More Classes	Other:
Letters: 76	67 (88%)	52 (68%)	19 (25%)	28 (37%)	27 (36%)

Some key areas that came up in terms of other needs based on student stories include several themes.

D-yard seems to have a problem with a designated study space for students to meet outside of class. They lack any library access. They feel that we as students should ask the professors what our needs are. *We at CHANCE believe that professors have advocated for us and stated what our needs are to no avail. This is why we decided to create our own voice.*

There is a student that believes that nothing is needed. This student names two “post-secs” (proctors, or free-staff that manage the college classroom in the prison) and states that they do all the counseling he needs as far as what classes he needs. This student believes that a counselor would be a waste of money. This is where the issues at hand comes from, because this is NOT the job of the post-secs to counsel the students. They are taking this upon themselves because Los Rios is not providing a service required by law to their incarcerated students. The post-secs manage sometimes four or more colleges for hundreds of students at a time. Individual counseling over courses required for a student’s collegiate path should never be asked of these staff. This letter provides us with a perfect example of the misperception over what is the responsibility of specific people within the college. This student should know there is an academic counselor to provide them this information. *We at CHANCE recommend approval of a form our program created. It is a by-student for-student created request in collaboration with Folsom Lake College incarcerated programs faculty. This form has tentative pilot approval for usage on E-yard. We are requesting for students to become*

successful in their collegiate journey, they be allowed to request an Incarcerated Student Education Plan (ISEP). This form should be approved for usage on all yards on our campus (within the prison). (See Appendix A).

The overall theme from E-yard, which is where internship is presently being conducted, is “where do we go from here?” E-yard has a majority of former interns not currently utilizing their skills. Current and former interns are asking for a course to further their educational journey in regards to Human Services. Other students request a computer literacy course, even if voluntary before the semester begins. Other students request office hours for professors. Many professors are scheduled with classes following one another in a pretty rapid fashion. Students are requesting an hour break between professors classes between yards so that office hours may be held. This will leave space for class lecture time to not be interrupted for personalized questions over assignments. Some students will not ask their questions in front of other students. Their question will then never be answered.

As you will see based on the table above, students believe that a counselor and supplies are paramount. *CHANCE creators have drafted a supply proposal that was recently sent to the PREP DAS committee, FLC PREP Director Stafford, FLC President Pimental, FLC PREP Dean Dr. Peshon, and ALL Los Rios faculty who teach an incarcerated student body. (See Appendix B).*

We have not only been conducting a student-story letter writing campaign at Mule Creek State Prison. We are currently preparing to send letters to students at Folsom State Prison, and will be asking professors to become allies within our advocacy as we know many of them already do.

As interns concerned over educational awareness and access for students, we also conducted a survey at the beginning of the spring 2023 semester to gauge interest and needs from students currently enrolled in Los Rios courses on E-yard. Below you will find the results of these surveys.

The following data was obtained after conducting surveys. The surveys were conducted on E-yard in February 2023. 42 students participated. The following data will be used to expose the culturally differing backgrounds of students at our Folsom Lake College campus. It will also divulge what student’s sense as important needs for their college success. **Bolded** data suggests the majority for that section.

Demographics Data:

- Age:

18-30:	4 (10%)
31-40:	13 (31%)
41-50:	17 (40%)
51-60:	3 (7%)
61-70:	5 (12%)
71+:	(0%)

- Ethnicity/Race:

African-American/Black:	8 (19%)
Filipino:	1 (2%)
Hispanic/Latino:	9 (21%)
Multi-Race:	6 (14%)
Native American:	1 (2%)
Other:	3 (7%)
Pacific Islander:	(0%)
Prefer not to answer:	4 (10%)
White:	8 (19%)

- Gender:

Female:	(0%)
Male:	40 (95%)
Non-binary:	(0%)
Transgender:	1 (2%)
Other:	1 (2%)

- Sentence Length:

0-5 years:	1 (2%)
6-10 years:	2 (5%)
11-15 years:	4 (10%)
16-20 years:	3 (7%)
21+ years:	32 (76%)

- Time Enrolled in College:

1-2 semesters:	9 (21%)
3-4 semesters:	4 (10%)
5-6 semesters:	6 (14%)
7-8 semesters:	5 (12%)
9-10 semesters:	8 (19%)
11+ semesters:	10 (24%)

- College Credits you have earned:

0-6 credits:	4 (10%)
7-15 credits:	5 (12%)
16-30 credits:	8 (19%)
31-45 credits:	4 (10%)
46-60 credits:	2 (5%)
61+ credits:	13 (31%)
No Answer:	6 (14%)

Priority Level Scale Data:

Thinking about your educational needs, how much of a priority are the following needs to you?	1= Not a priority	2= Low priority	3= Medium priority	4= High priority	5= Very high priority
General Education classes: <i>No Answer: 1 (2%)</i>	6 14%	1 2%	14 33%	5 12%	15 36%
Social Work / Human Services classes: <i>No Answer 1 (2%)</i>	2 5%	1 2%	8 19%	16 38%	15 36%
Supplies being provided (paper, pens, etc.): <i>No Answer 2 (5%)</i>	4 10%	1 2%	7 17%	14 33%	13 31%
Access to a counselor: <i>No Answer 1 (2%)</i>	1 2%	6 14%	10 24%	6 14%	18 43%
Course descriptions prior to selecting a course:	0%	1 2%	10 24%	14 33%	16 38%
A Student Educational Plan (this describes a student's college goal and classes required to get the degree):	0%	4 10%	6 14%	10 24%	22 52%
Attending an informational workshop about Folsom Lake College	2 5%	8 19%	12 29%	5 12%	15 36%

Frequency Likert Scale Data:

1. I have received supplies from Folsom Lake College at the beginning of every semester to be successful? *No Answer 2 (5%)*

Never: 4 10%	Rarely: 7 17%	Occasionally: 12 29%	Moderately: 8 19%	Always: 9 21%
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2. I was supplied with a student educational plan upon enrollment with Folsom Lake College?

Never: 28 67%	Rarely: 3 7%	Occasionally: 2 5%	Moderately: 5 12%	Always: 4 10%
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3. I was provided with information about each course prior to signing up for it? (I knew what the course was about)

Never: 13 31%	Rarely: 12 29%	Occasionally: 5 12%	Moderately: 6 14%	Always: 6 14%
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Open-Ended Question Data:

- This data will not include every answer from every survey. Rather, it will include common themes that emerged from the participants responses.
1. How would you describe your in-person college experience?
 - All describe it as good, helpful, preferential to correspondence college
 - In-between
 2. What are your college goals? Are you planning on obtaining a degree or certificate?
 - All are planning on obtaining a degree of some level
 3. What motivated you to enroll in Folsom Lake College?
 - Most want to better their lives, and were motivated by their incarceration
 - Peer pressure, they wanted to do what everyone else was doing
 - Wanting more hands-on experience
 - Experiences with professors
 4. In your opinion, what would better the college experience on the yard?
 - Majority say more information over courses, the college, the program, etc.
 - Tutors or peer support should be established
 - Half suggest we get internet across all buildings if we are required to use Canvas
 - More cultural courses and areas of study
 - Greater accommodations for study areas are needed. We should have assigned study areas so that we can meet with classmates outside of class
 - Getting education plans, supplies, and a counselor to speak to
 5. We are working on an internship program that will support you to have a better college experience. What else do you feel Folsom Lake College or we, as interns, should know?
 - Remember the new people attending college. We should remember they might be feeling overwhelmed, as “higher education tends to blind some from those who are not on higher Ed. Platforms.” It can be considered a difficult transition.
 - More information about internship should be shared
 - New students should be assigned a mentor or tutor
 - Education should open the door to opportunities that it doesn’t in prison. What are we to do with our education once we have topped out? Where do we go from here?
 - More available information about college courses, waiting lists for next semester when classes are full. (first priority to people that might have been waiting for classes instead of allowing a new list of students to sign up)
 - Several want the interns to know that they are appreciated. The work they are doing to provide a more helpful college experience is commendable. We appreciate their efforts.

Appendix A

Los Rios Colleges Incarcerated Student Educational Plan

An Incarcerated Student Educational Plan (ISEP) is a document that outlines both your major and general education requirements to complete a degree from a Los Rios college (ARC, CRC, FLC, SCC). Please allow at least four weeks from the date your request is sent to the incarcerated program department. Please DO NOT submit duplicate requests, as this will slow the process down for others.

Student Information:			
First Name		Student ID#	
Last Name		Birthdate (mm/dd/yyyy)	
Date of Request		CDCR#	
Facility Information:			
Facility Name		City	
Housing Unit		State	
Facility Address		Zip Code	

1. Is this your first semester at a Los Rios college? YES NO

2. Have you attended any other colleges/universities or earned credits through the Military?
 YES NO
 - a. If you answered "YES", please indicate the school(s) attended or type of military transcript, number of units completed, and if official transcripts were sent to Folsom Lake College

Name of College	Units Completed	Were Official Transcripts sent to Folsom Lake?
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO

3. What is your educational goal with Los Rios?

Earn a: Certificate Associates Degree Associates Degree for Transfer

Area of study (Major): _____

4. Are you planning on transferring to a university? YES NO

a. If you answered "YES", which university would you like to transfer to:

CSU (California State University) UC (University of California)

Private School Specific School: _____

5. What other colleges or universities do you have access to at your facility where you would be able to take classes to help you earn your degree from Los Rios?

6. To assist Los Rios in building your ISEP, please indicate your course preferences to satisfy your major and/or general education requirements for the upcoming semester(s).

Courses you intend to enroll in next semester:			
Courses you intend to enroll in for future semesters:			

7. Please provide any other information you feel is important for Los Rios to be aware of regarding your future goals.

Please mail your completed ISEP request to:

Folsom Lake College
ATTN: Incarcerated Programs
10 College Parkway
Folsom, CA 95630

Appendix B

While students appreciate the fact that Los Rios is the sole provider of in-person education on our campus (the prison), there are needs presently unmet that we would like to address. The first is our capability to procure supplies. The creators of this program have been through several phases of instruction with Los Rios including correspondence, in-person with supplies, and in-person without supplies. We believe the in-person with supplies phase is the most important for retention of students as well as encouraging new students to enroll. Our yard (E-yard) currently has the most unique students of any of the six yards Los Rios instructs on. We would like to offer options for what we feel are supplies to what would be the best possibility for students.

We are incorporating pens into the packages but are okay with #2 pencils being substituted if this is in no way possible.

We ask that if paper folders are provided the college consider one (1) for each course a student enrolls in. This will allow for easier organization between all the classes they are taking.

Bronze package: (*Basic needs*)

1. One (1) paper folder
2. Fifty (50) pieces of college ruled lined paper
3. Two (2) #2 pencils or two (2) Bic black or blue pens

Silver package: (*Mid-level needs*)

1. One (1) Folsom Lake College folder
2. One (1) accordion style folder (preferably with pockets)
3. One-hundred (100) sheets of college ruled lined paper
or
4. One (1) composition book
5. One (1) highlighter of varying color
6. One (1) correction tape
7. Two (2) Bic black or blue ink pens

Gold package: (*Premium needs*)

1. One (1) Folsom Lake College folder
2. One (1) see-through expandable file folder
or
3. One (1) accordion style folder (preferably with pockets)
4. Two-hundred (200) sheets of college ruled lined paper
or
5. Two (2) composition books
6. Two (2) highlighters of varying color
7. One (1) correction tape
8. One (1) school-year style planner so students may track important dates
9. One-hundred (100) index cards so students may use them for speeches or studying
10. Four (4) Bic black or blue ink pens