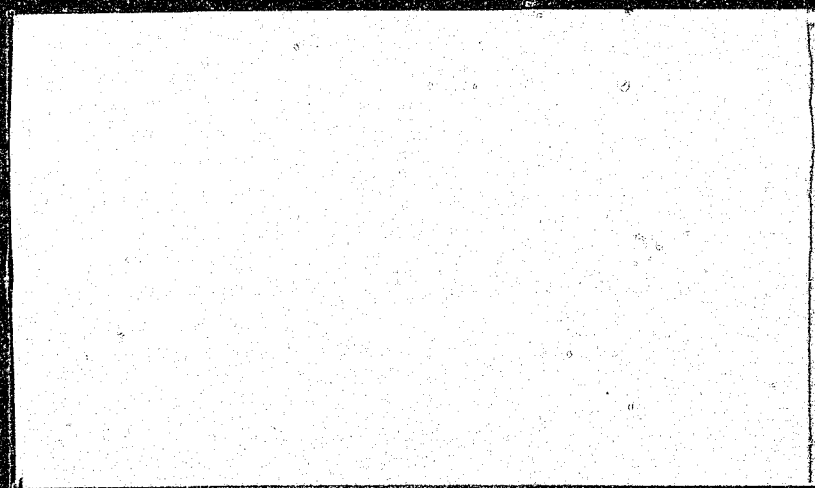
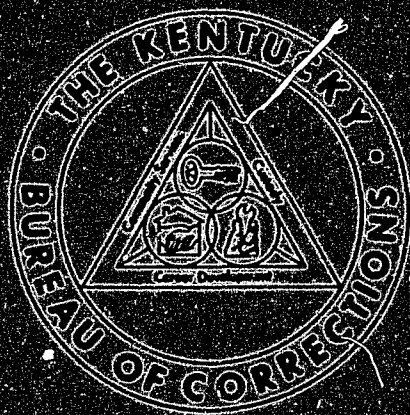


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Department of Justice
Bureau of Corrections



Office of Administrative and Fiscal Affairs
Division of Management Information Systems
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KENTUCKY'S INMATE COLLEGE PROGRAM:
THE PROGRAM AND THE PARTICIPANTS

May, 1981

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NCJRS

JUN 18 1981

ACQUISITIONS

ABSTRACT

Through May of 1980, 485 offenders had participated in the college program for incarcerated offenders. Their files were studied to obtain background and institutional information. In addition, parole officers were contacted for post-release information on those offenders who had been released. The major findings of this research are:

- There is wide variation in how the college program "fits into" total institutional programming.
- Cost to the Bureau of Corrections to support the college program has been relatively low.
- Females are over-represented in the program.
- Average sentences were longer than comparison groups, but average time served was shorter.
- Criminal histories of college participants were similar to the general population.
- Transfers did not seem to interrupt participation to a significant degree.
- The vast majority of students completed at least one semester of college work while incarcerated.
- Several factors indicated that the program participants were highly motivated individuals.
- There was no clear pattern of types of institutional assignments given to the college group.
- There were indicators that the program had a positive effect on institutional adjustment.
- Forty percent of those for whom information was available continued college work after release.
- There was a significant increase in the number of persons employed in skilled, semi-professional, and professional jobs after release.
- The twenty-four month recidivism rate was 9.9 percent.

The report includes a brief summary of conclusions and recommendations.

Introduction

In 1973, Kentucky State Penitentiary began offering college level classes for incarcerated inmates. These classes were offered sporadically and were taught at the Penitentiary by faculty from Murray State University. The classes became increasingly popular; and in 1975, Murray State was given a two-year grant to develop a college program for inmates. The program was designed to provide inmates an opportunity to earn an Associate of Arts Degree while incarcerated. When the original grant expired, funding for the college program was assumed by the Bureau of Corrections. The Research and Evaluation Unit has been asked to evaluate this program.

To date, eight of Kentucky's correctional facilities have offered some type of college program; and through June, 1980, nearly 500 inmates have participated. The college programs are basically of two types, on-site and study release. On-site programs are those in which faculty from nearby colleges and universities teach classes within the institution. The study release program is available for inmates who qualify for minimum security status and allows them to attend classes on the university campus. Table 1 shows the type(s) of program available at each institution, and the date each was initiated.

The way in which the inmate college program is integrated into the total institutional programming varies from institution to institution. Participation in the college program can either be considered in lieu of a regular institutional assignment or may be considered an addition to the regular institutional assignment. At Daniel Boone Career Development Center, for instance, attending college full-time is considered to take the place of a

TABLE 1
STARTING DATES OF COLLEGE PROGRAMS

<u>Institution</u>	<u>On-Site</u>		<u>Study-Release</u>	
	<u>College Involved</u>	<u>Date Initiated</u>	<u>College Involved</u>	<u>Date Initiated</u>
Kentucky State Penitentiary	Murray State University	Fall, 1975	----	----
Kentucky State Reformatory	Jefferson Community College	Spring, 1977	----	----
Blackburn Correctional Complex	Eastern Kentucky University	Fall, 1976	University of Kentucky	Spring, 1976
Kentucky Correctional Institution for Women	Jefferson Community College	Spring, 1977	Jefferson Community College	Spring, 1976*
Frankfort Career Development Center	Kentucky State University	Summer, 1977	----	----
Roederer Farm Center	Eastern Kentucky University	Spring, 1978	----	----
Bell County Forestry Camp	Lincoln Memorial University	Fall, 1978	----	----
Daniel Boone Career Development Center	----	----	Thomas More College	Spring, 1977

*Existed only two semesters

regular institutional assignment. At Kentucky Correctional Institution for Women and Kentucky State Penitentiary, even though an inmate may attend college full-time, they will generally also have at least a partial work assignment in the institution. At Kentucky State Reformatory, Roederer Farm Center, and Blackburn Correctional Complex, full-time college attendance does not excuse one from also having a full-time work assignment in the institution. Residents of Bell County Forestry Camp and Frankfort Career Development Center usually only attend college part-time in the evenings, and attendance at college is in addition to their regular full-time work assignment.

The funds for the inmate college program come from various sources. Interviews with academic principals at the institutions or other persons who were in charge of the academic program led to the conclusion that staff were extremely supportive and encouraged students to obtain funds through the Basic Educational Opportunity Grants Program. Also, some students are eligible for VA benefits to pay for their college education. The Basic Educational Opportunity Grants Program, or BEOG, is a federally-funded program. This program was originally designed to aid the children of low income families in obtaining a college education. The criteria for obtaining BEOG funds, however, have been modified and now virtually all inmates can qualify for such funding. BEOG generally pays half the cost of tuition and in many cases the inmate is able to cover the other half of the tuition and cost of books through VA benefits or personal funds. With the current economic stress, it can be expected that at least some of these sources of funding will be eliminated in the near future, but a survey of the academic principals revealed that only the elimination of BEOG funds would have a significant impact on the program.

In cases where full tuition cannot be covered through either of these means, the Bureau of Corrections provides support to college participants. The cost to the Bureau for the college program is relatively low. For the fiscal year 1978-79, expenditures totaled \$17,482, and in 1979-80, the total was \$23,549. During the fall, 1979 and spring, 1980 semesters, a total of 263 offenders were enrolled in the program, resulting in a cost to the Bureau of approximately \$89 per pupil per semester. At one time, a unique arrangement for funding the college program was worked out between Kentucky Correctional Institution for Women and the local Business and Professional Women's Club, and the club provided monetary support for the inmate college program. This combination of available funding programs has enabled many inmates who were previously unable to attend college to continue their education while incarcerated.

Although criteria for participation in the college program may vary from institution to institution, they generally include at least an interview by a screening committee composed of the academic principal, the inmate's caseworker, the superintendent or an appointee of the superintendent, and another person representing the institution. Each institution screens prospective participants differently, depending on the availability of the program and the number of students that the program can accommodate. One basic requirement common to all of the institutions is that in order for a student to receive college credit for classes attended, he or she must have obtained a high school diploma or a GED certificate.

Selection criteria and standards for participating in the study release program are more stringent than those for the on-site programs and are described fully in Section 605.02 of the Internal Management Directives for the

Bureau. These directives include such factors as time remaining to serve and security restrictions. In addition to the standards set forth by the Bureau of Corrections, the individual colleges and/or universities which offer classes at the institutions may impose other specific standards for attendance. These criteria may include minimum test scores on standardized measures and/or competency tests.

Since the purpose of the inmate college program is to provide a basic education, most of the courses offered at the institutions are selected on the basis of their transferability to other institutions and schools. This is done to ensure that a student will not encounter frustration in attempting to continue his/her college education after release from the correctional facility. Every attempt is made to offer a variety of courses at the institution and to ensure continuity in the program. This, however, can be difficult due to the fact that courses offered are dependent on the availability of part-time instructors who can come to the institution. Of course, certain subjects, such as chemistry, are virtually impossible to offer in an institutional setting due to security risks and lack of appropriate equipment. Scheduling courses can also present problems due to security routines. Since the institutions cannot possibly offer all courses for every student, generally an attempt is made to offer courses which are most beneficial to the largest number of students who have expressed interest in the program. This, of course, leads to some repetition of courses.

To obtain the data for this report, academic principals were asked to supply the Research and Evaluation Unit with lists of all college participants. Central Office records were then examined for relevant information and the resulting data was converted to a machine-readable form for analysis.

Demographic Information

According to the lists received, through the end of the spring semester of 1980, 485 inmates had participated in the college program at eight institutions; 263 of these people had been released when the data was collected. Four hundred and twenty, or 86.6 percent of the participants, were male, and 65, or 13.4 percent, were female. The general population of Kentucky institutions is 96.5 percent male and 3.5 percent female. It can be seen, therefore, that there has been a high proportion of females in the college program. While the high proportion of females may be due to more interest on the part of women, it may also be an indicator of more emphasis on the college program at the women's institutions, or it may reflect a lack of availability of alternative programs.

The racial composition of the student population was 71.5 percent white and 28.5 percent non-white. This is identical to the total incarcerated population in Kentucky.

The average age of both male and female college participants is 29.7 years. Black males are slightly older, with an average age of 31 years. A more detailed age breakdown is shown in Table 2. The college sample appears to be slightly older than those in the MMAI¹ and the KCIW² studies. The median age of male respondents to the MMAI was 24 years and for females it was 26 years. These figures represent age at admission, however, while those for the college group are for residents who have been incarcerated for some time. The median age of residents at KCIW in February, 1980 was 27.

At the time of their release from the institution, 70.2 percent of the men and 81.5 percent of the women were not married. This breakdown of marital status is similar to what was found in the MMAI sample, which showed 76

TABLE 2
AGE BREAKDOWN OF COLLEGE PARTICIPANTS

Age	Male		Female		Total	
	N	%	N	%	N	%
21 or less	9	1.9	3	.6	12	2.5
22 to 30	252	52.0	41	8.5	293	60.4
31 to 39	128	26.4	16	3.3	144	29.7
40 or older	<u>31</u>	<u>6.4</u>	<u>5</u>	<u>1.0</u>	<u>36</u>	<u>7.4</u>
	420	86.7	65	13.4	485	100.0

percent of the males and 90 percent of the females unmarried at the time of admission to the institution. The differences may be due to the way in which the information was obtained. It is also possible that marital status varies according to the age of the resident. Unfortunately, marital status at admission was not recorded for the college group. More than half (56%) of the men and 35 percent of the women in the college program reported they had no children.

Table 3 shows that, for the college group, at the time of arrest, 64 percent of the men and 74 percent of the women who held jobs were employed in unskilled occupations; 29 percent of the males and 25 percent of the females were in skilled professions. Five percent of the males and two percent of the females were in professional or managerial positions, and less than three percent were employed in other areas.

In data collected on the MMAI, 47 percent of the inmates who were employed at the time of arrest were classified as having unskilled jobs as their last employment, 44 percent were in skilled jobs, 10 percent in professional or managerial positions, and 8 percent in other occupations. In the MMAI sample, 30 percent of the respondents were unemployed at the time of their arrest. It is probably safe to assume that a comparable number of the college participants were also unemployed.

The data would seem to indicate that the college participants had very poor employment backgrounds. This contention is substantiated by the fact that for the 291 college participants for whom data was available, 61 percent of the males and 48 percent of the females who had held more than one job had a history of frequent job changes (more often than every twelve months).

TABLE 3
CLASSIFICATION OF LAST JOB

Job	Male		Female		Total	
	N	%	N	%	N	%
Unskilled	251	63.5	42	73.7	293	64.8
Skilled	113	28.6	14	24.6	127	28.1
Professional	10	2.5	1	1.7	11	2.4
Managerial	11	2.8			11	2.4
Student	6	1.5			6	1.3
Military	4	1.0			4	0.9
Total	395	99.9	57	100.0	452	99.9

33 missing cases

Criminal History

The opinion has been expressed that the college program might attract a disproportionate share of drug offenders because of their youth and possible interest in continuing education. An examination of the crimes for which participants were convicted does not support this hypothesis, however. As shown in Table 4, more than half of the men in the college group had been convicted of violent crimes. An unusually high number of women had also been convicted of violent crimes (35%). Property crimes accounted for the convictions of 22 percent of the men in the sample and 48 percent of the women. Only 7 percent of the men and 11 percent of the women had been convicted of drug-related crimes. In addition, 9 percent of the men were incarcerated for sex crimes. The remaining 5 percent of the men and women were convicted of miscellaneous other crimes. These figures, while quite different from those reported by National Prisoner Statistics³ for persons admitted to Kentucky institutions in 1977, do not indicate that a high percentage of drug offenders are participating in the college program (see Table 4). According to NPS, 35 percent of the men and 23 percent of the women were convicted of violent crimes. The majority of both the males and females admitted in 1977 had been convicted of offenses against property, 53 and 51 percent, respectively. For both males and females, the percentage of drug offenders admitted in 1977 is higher than the percentage in the college group.

It was found that the sentences of the college group tended to be longer than comparison groups. In fact, the average sentence (excluding life) of college participants was 13 years for males and 9 years for females. These figures are considerably higher than were reported for a sample of

TABLE 4
TYPES OF CRIMES

Crime	Male				Female			
	NPS		College		NPS		College	
	N	%	N	%	N	%	N	%
Violent	651	35	241	57	24	23	23	35
Property	984	53	93	22	54	51	31	48
Drug	141	8	28	7	25	24	7	11
Sex	-		36	9	-		-	
Other	66	4	22	5	2	2	4	6
Total	1842		420		105		65	

males admitted in 1978 and 1979 (4 years)⁴ and for females incarcerated at KCIW in February, 1980 (5 years). While the groups are not directly comparable, such differences are notable.

Criminal histories of participants were compared to other offenders in an attempt to explain participants' longer sentence lengths. It was found that 46 percent of the college group had prior felony convictions; a fact which might lead to the conclusion that this would account for the longer sentences. However, a comparable number of respondents to the MMAI also had one or more prior felony convictions. Also, the majority of both the men and the women in the college program had been convicted on only one count or crime, thus eliminating multiple counts or crimes as an explanation for the difference in sentence lengths. It would seem, therefore, that the high proportion of violent crimes is the most significant determinant of the sentences for this group. It is also probable that the longer average sentence of the college group as opposed to the general population is an artifact of the selection criteria for participants which, in general, gives priority to offenders with distant parole dates.

There has recently been a great deal of interest in the substance abuse history of offenders. Therefore, pre-sentence investigation reports and other records were checked to see if there was any indication of a drug or alcohol abuse history. As shown in Table 5, 38 percent of the males and 26 percent of the females had a history of marijuana use or had been charged with marijuana-related crimes at some time. An even higher percentage, 41 percent of the males and 48 percent of the females, had a history of "hard" drug abuse or had once been charged with drug-related offenses. In addition to this, 48 percent of the males and 15 percent of the females had a history of alcohol

TABLE 5
 PERCENT OF COLLEGE AND MMAI GROUPS
 HAVING SUBSTANCE ABUSE HISTORY

Substance	Male		Female	
	College	MMAI	College	MMAI
Marijuana	38	43	26	46
Other Drugs	41	17*	48	28*
Alcohol	48	24	15	12

*Percentages reporting regular use of drugs varied according to type of drug. This is the highest percentage reported.

abuse or problems. It should be noted that drug and alcohol history information was based on whether such a problem was mentioned in the pre-sentence investigation report by either the officer or the offender; or whether there was a history of a conviction for such a problem. Comparing this information to that reported on the MMAI, we find that 43 percent of the males and 46 percent of the females reported regular use of marijuana. Reports of regular use of other drugs ranged from 8 percent to 17 percent for males and from 12 percent to 28 percent for females, depending on the type of drug. Regular use of alcohol was reported by 24 percent of the male and 12 percent of the female MMAI respondents. It would seem, therefore, that even though they were not convicted of drug-related crimes, the college participants had a higher incidence of involvement with "hard" drugs and alcohol. Since the MMAI figures are based exclusively on self-reports, however, they may underestimate involvement. Therefore, caution should be exercised in drawing conclusions based on comparisons with the college group.

Program Information

An attempt was made to determine where the participants had completed their high school education. This was done to see whether they were completing their education prior to or after entering the institution. It was found that 41 percent of the male and 45 percent of the female participants had completed their high school education after being incarcerated. This would seem to indicate a high level of motivation on the part of college participants to complete their high school education. It is, unfortunately, impossible to determine whether desire to enroll in college classes motivated the completion of the GED or whether enrollment in college simply followed

completion of the GED because of a perceived lack of other alternatives. As can be seen in Table 6, 97 of the men and 10 of the women in the college group had taken some college work prior to entering the institution. In fact, 34 of the men and 2 of the women had completed college degrees prior to entering the institution.

Although records were sketchy in this area, the number of hours of college work completed by participants while they were incarcerated was determined from Pre-Parole Progress Reports, when possible. Information was available for 351 of the participants. Figure 1 shows that 88 percent of the males and 97 percent of the females had completed at least one full semester, or 12 hours, of college course work while in the institution. It is probable that the number of hours actually completed is higher than reported since there is often a time lag in recording program information in inmate files. At least five of the participants completed an AA Degree while incarcerated. (This number has increased since this data was collected.)

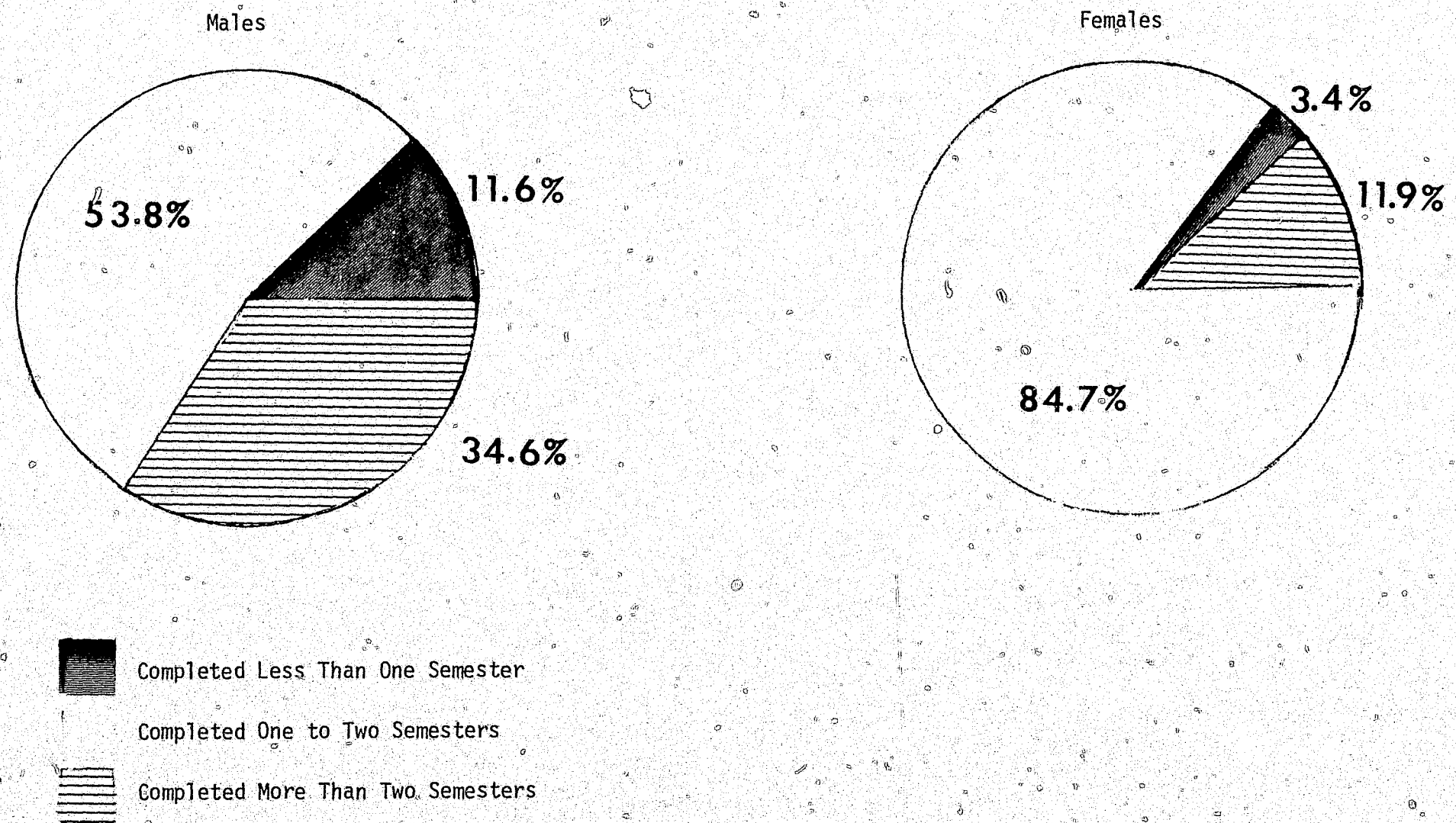
An important question about the college program is whether an inmate who is transferred from one institution to another is able to continue his or her college course work. Therefore, records were examined to determine what happened to those persons who were transferred while enrolled in the college program. Unfortunately, this information was available for only a very small number of participants; 88 of the men and 11 of the women. Of the 88 men for whom information was available, it was found that 64 (73%) who had been transferred did continue the college program at the receiving institution. It can probably be assumed that some who did not continue elected not to do so. All eleven of the women for whom information was available continued the college program following transfer. Since transfers are usually avoided, if possible,

TABLE 6
NUMBER OF SEMESTERS PRIOR TO INCARCERATION

Semesters	Male		Female		Total	
	N	%	N	%	N	%
0 - 2	30	30.9	2	20.0	32	29.9
2 - 4	17	17.5	3	30.0	20	18.7
4 - 6	12	12.4	2	20.0	14	13.1
more than 6	4	4.1	1	10.0	5	4.7
Degree	<u>34</u>	<u>35.1</u>	<u>2</u>	<u>20.0</u>	<u>36</u>	<u>33.6</u>
	97	100.0	10	100.0	107	100.0

FIGURE 1

NUMBER OF SEMESTER HOURS COMPLETED WHILE INCARCERATED



reasons for the inter-institutional transfers were also of some concern. It was found that most of the transfers occurred because of changes in security status, and the vast majority were to less secure facilities. The finding that most participants who were transferred were able to continue in the college program is probably due to the fact that, at most institutions, every effort is made not to transfer a participant during the semester. This policy makes continuation of college work much more feasible and should be continued and emphasized in order to make participation in the college program a reasonable alternative in programming.

There was also some interest expressed in the types of institutional assignments college participants had at the various institutions. Apparently, opinions vary as to whether college participants are given the most desirable or the least desirable jobs at the institutions. For instance, a large number of inmates surveyed by the authors of "Correctional Education Programs for Inmates"⁵ stated that two primary motives for enrolling in college classes were to avoid unpleasant work assignments and to get out of the cellhouse. Therefore, records were examined to determine what assignment each person held for the longest time while enrolled in college. Once again, information was not available for the entire sample. Only 276 of the men's records and 39 of the women's records specified their institutional assignment, and a small number had no assignment. There seems to be no trend toward one type of assignment given inmates in the college program. According to Central Office records, the most common assignments for male students included food services, clerical, maintenance, industrial services, personal services such as teacher's aides and legal aides, and janitorial work. For women, the most common assignments were food services, clerical, and janitorial. Whether

the assignment was full or part-time was also difficult to determine, but it appears that the majority of the men had full-time assignments in addition to attending classes, while most of the women worked part-time and attended classes part-time.

Participation in Other Programs

While it is not possible to determine the full impact of the college program upon a person's life after release from the institution, one of the purposes of this study was to follow-up participants to see what had happened to them after release. The impact of the college program can be affected, however, by participation in other programs during incarceration. For instance, vocational training could certainly enhance a person's probability of success on parole, as could the understanding gained from counseling.

Inmate records were, therefore, examined to determine how many of the college participants had also participated in vocational education training or other programs while incarcerated. The records of 110 (26%) of the men and 46 (71%) of the women indicated that they had been in a vocational education program during the time that they were incarcerated. This is an extremely high percentage, especially considering the scarcity of information in the records. In a survey conducted in November, 1980,⁶ only 22 percent of the inmates surveyed reported having participated in vocational education programs. The most popular vocational programs for men in the college program were welding, drafting, and electrical work. The majority of the women had been in the business and office program.

Records were also checked to attempt to determine how many persons had participated in other groups in the institution. It was found that 42 percent

of the males and 52 percent of the females had some indication on their records that they had participated in group counseling during their incarceration. In addition, 55 percent of the men and 69 percent of the women had participated in other groups in the institution, such as AA, Seventh Step, Jaycees, or other groups. These high rates of group participation may be indicators of a high level of motivation among college participants.

Institutional Adjustment

In a report issued in 1979 by the U.S. Department of Justice,⁷ administrators of twenty educational programs were asked whether education has a positive impact on institutional adjustment. The majority (13) felt that there was a positive impact; however, this feeling was based on informal feedback rather than any empirical evidence. To test this assumption for Kentucky's program, records of participants were checked for incident reports and loss of good time. Whether or not a person receives incident reports is often used as an indicator of adjustment to prison life. It should be remembered, though, that policies for issuing disciplinary incident reports vary from institution to institution. In the college group, 25 percent of the men and 43 percent of the women had not received any incident reports while they were incarcerated. Of those who had received incident reports, most had received only one or two, and the vast majority of these were in Category 1 or 2, which would indicate that they were for relatively minor infractions. Very few of the people in the college program had an incident report in the more serious categories. Where information on dates was available, there seemed to be a slight decrease in the number of incident reports received after entering the college program when compared to the number received prior to entering college.

Another commonly used indicator of institutional adjustment is whether or not a person has lost good time or has been awarded meritorious good time. Of the 485 persons in the college program, a total of 163, or 34 percent, had received meritorious good time during their incarceration. The receipt of meritorious good time, however, varies greatly from institution to institution, and this information should be interpreted cautiously. For example, at KSR, 41 percent of the college participants had received some meritorious good time; while, at DBCDC, none of the participants had received any meritorious good time. The variation in the amount of good time awarded is very possibly due to institutional policies rather than to extreme variations in the population.

Loss of good time is usually reserved as a penalty for serious infractions. In the college group, 72 percent of the males and 74 percent of the females had not lost any good time. For those who had lost good time, most only lost one or two months. Data on whether more good time was lost prior to or after beginning college was sketchy since beginning college dates were difficult to determine. Where the dates were recorded, it was found that 79 (70 males and 9 females) participants had lost good time before they entered the college program, while only 59 (45 males and 5 females) had lost any good time after entering college.

Post-Release

Of the 485 participants, 263 (54.4%) had been released prior to June, 1980. Most of this group were released by parole (87%) and the remainder (13%) were released by maximum expiration of sentence, conditional release, etc.

The average time served in the institution for those in the college program was 15.4 months. The average for males was 15.8 months; for females, 12.4. Time served is based only on the 263 participants who had been released prior to the collection of the data and is calculated deducting any time which was spent out on parole. This is slightly shorter than the average time served for a sample of offenders released in 1978,⁸ which was 19.4 months. The time served by college participants is particularly interesting in light of the fact that they had longer average sentences than the general population.

Of prime interest is the number of college participants who continue working toward a degree after leaving the institution. Unfortunately, information was only available on 196 of the 263 released participants. Of the 196 released participants for whom information was available, 79 (40%) continued their college education after release (see Table 7). This is a substantial number and is close to the 46 percent continuation rate reported for BCC students in 1978.⁹

Post-release employment information was available for only 126 of the 263 released participants. According to this information, 62 (49%) of the released offenders were employed in an unskilled job, while 44 (35%) were employed in a skilled job. Seventeen participants (13%) were employed in either a professional or managerial job. Three participants (2%) were currently enrolled in college full-time. Comparing this to employment data at the time of arrest, it can be seen that there was a statistically significant increase in the number of persons employed in skilled, professional, and managerial positions (see Table 8).

Since they are sometimes used as a gauge of success or failure of a program, recidivism rates were calculated for college participants. Only

TABLE 7
CONTINUED COLLEGE AFTER RELEASE

	Not Reincarcerated		Reincarcerated		Total	
	N	%	N	%	N	%
White	49	25.0	9	4.6	58	29.5
Other	21	10.7	0	—	21	10.7
Total	70	35.7	9	4.6	79	40.3

based on ~~236~~ releases

actual releasees 264

no information on 68 cases

TABLE 8
EMPLOYMENT LEVEL OF COLLEGE PARTICIPANTS*

Type of Job	Pre-Incarceration		Post-Incarceration	
	N	%	N	%
Unskilled	293	66.3	62	50.4
Skilled, Professional, or Managerial	149	33.7	61	49.6

*Does not include whole group due to missing information. Also excludes full-time students and those in the military; however, the percentages in these categories remained similar.

Chi-square significant at .01 level.

26 of the 263 released participants (9.9%) were reincarcerated within 24 months after release (22 males and 4 females). Another 4 persons, all males, were reincarcerated more than 24 months after release, giving a total recidivism rate of 11.4 percent. This figure is somewhat lower than the statewide recidivism rate, which is 12.2 percent for 1978 releases.¹⁰ It is possible, however, that several more have been reincarcerated since this data was collected. The average time out of the institution prior to reincarceration was 12 months for males and 16 months for females. This is similar to recidivists released in 1977 and 1978, for whom the average was 11.5 months. There was no relationship between continuing college after release and recidivism. Approximately 11 percent of both those who continued college and those who did not were eventually reincarcerated.

Concern has been expressed about the number of persons who have been in the college program while incarcerated who are released and subsequently returned to the institution, and re-enroll in the college program. To obtain data on this phenomenon, academic principals were contacted and asked whether any of those identified as recidivists had re-entered the college program. Only three of the males and one of the females who had returned were identified as having re-entered the college program at KSR or KCIW.

Due to the small number of recidivists, it was impossible to do any meaningful analysis which could provide information on specific aspects of the program which could be correlated with success after release. Likewise, no comparisons could be made between persons who had also participated in vocational education or other programs and those who had not.

Conclusions and Recommendations

Based on the findings of this study, the following conclusions and recommendations are presented:

The inmate college program is a reasonable alternative to other institutional offerings and should be considered an integral part of the education program.

The cost to the Bureau of maintaining the college program is relatively low and is probably as low as or lower than available alternatives.

Until such time as sufficient vocational programs or other opportunities are developed, enrollment in college courses is probably the most reasonable option available to offenders who have completed their secondary level education.

Although it is unlikely that offering a Bachelor of Arts or Science Degree at the institution will become feasible in the near future, consideration should be given to expanding course offerings where possible.

The informal policy which discourages transfers of college students during a semester should be clearly defined and formalized. Transfers should be limited to those necessary for security purposes.

To facilitate future evaluations, inmate records should document the date of enrollment in the college program, semesters enrolled, and hours completed. If possible, a transcript should also be included.

Participants in the college program should receive pre-release counseling to help them enroll in a continuing education program following release whenever desired and appropriate. To facilitate this procedure, a liaison should be established with the admissions offices of Kentucky's colleges and universities.

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