BACKGROUND

All LIFTED students are male transfer students (since they all possess associate degrees). 60% of LIFTED students are from an underrepresented minority (URM) as compared to 38% of the UCI main campus (among the non-URM students all LIFTED students identified as white compared to 13% of the UCI main campus population). All LIFTED students are studying Sociology.

INTRODUCTION

Cohort 4 of the UCI Measuring Undergraduate Success Trajectories (MUST) Project includes students in the LIFTED program, a prison education initiative that enables incarcerated individuals to earn a bachelor's degree. At the time of data collection 18 out of 25 students in the LIFTED program had consented to participate in the MUST project. In this research card we compare the LIFTED students to all the MUST Project students at the UCI Main Campus (N=879). In some cases we also provide another comparison group (UCI Incarcerated Family Member) that consists of MUST Main Campus students who reported (currently or previously) having an incarcerated family member (N=94). Data was collected shortly before or during Fall quarter 2022.
Both LIFTED students and other MUST students list family members as most influential in their decision to enroll in college (On a scale of 1-5; Mean = 4.6 and 4.2, respectively), prior teachers as second most influential (Mean = 4.3 and 4.0), and peers as third most influential (Mean = 4.2 and 3.9).

**College Expectations**

- Overall LIFTED students had higher expectations about college and wanted more out of college compared to other MUST students.
- Both LIFTED students and other MUST students had the highest expectations about “college being a rewarding experience in itself” (LIFTED Mean = 97.9) (MUST Mean = 82.8).
- LIFTED students’ second highest expectation was that “college will be a life-changing experience” (Mean = 96.83). Meanwhile, the other MUST students rated “college to be academically difficult” as second highest in expectations (Mean = 82.20).
- LIFTED students had the lowest expectations about “getting a high paying job after graduating college” (Mean = 77.5) whereas the rest of MUST students had the lowest expectations about “college challenging their prior beliefs about society” (Mean = 66.1).

**Influences for Enrolling in College**

Both LIFTED students and other MUST students list family members as most influential in their decision to enroll in college (On a scale of 1-5; Mean = 4.6 and 4.2, respectively), prior teachers as second most influential (Mean = 4.3 and 4.0), and peers as third most influential (Mean = 4.2 and 3.9).

**Study Time Allocation**

- We asked, “How many hours did you spend studying out of class for your difficult course in a typical week?” LIFTED students spent more hours studying for their difficult course compared to other MUST students. (Mean = 11.1 hours vs 8.2 hours, respectively).
- We asked, “How much of this time studying out of class for your difficult course did you spend... [on your own?, with peers?, with others (e.g., instructor)?] All students spent the most time studying outside of class on their own.

**Influential Factors for Overcoming Criminal Record**

- Both LIFTED students and the rest of the MUST cohort rated “putting in effort and working hard” as most influential for overcoming challenges related to having a criminal record.
- LIFTED students and other MUST students both rated social circumstances (e.g. being from the right family, being wealthy, having connections to influential people) as less influential compared to personal characteristics (e.g. showing self-initiative, putting in effort and working hard) in regards to overcoming challenges due to a criminal record.

* This data was collected after Fall quarter.
• LIFTED students attended religious services and practiced religious activities more often compared to the rest of MUST students.
• A majority (73.7%) of MUST students reported attending religious services “not once or once” in the past months, 8.8% reported attending “3 times”, and 17.5% attended between “five to ten times - every service.”
• Meanwhile, 43.8% of LIFTED students reported attending religious services “not once or once” in the past 3 months, 6.3% reported attending “3 times”, and 50% attended between “five to ten times - every service.”

POLITICAL AND SOCIAL INVOLVEMENT

• For all students it was most important to “help people in need.”
• Compared to the rest of the MUST students, it was more important to LIFTED students to be politically and socially involved.
**EFFECTS OF CRIMINAL RECORD ON A PERSON’S SUCCESS**

- LIFTED students indicated a criminal record would not make getting ahead in life, getting a degree, and getting a job as difficult as the rest of the UCI students perceived it to be.
- This difference is especially relevant in regard to getting a degree given that LIFTED students are currently pursuing their degree at UCI.

**SUBJECTIVE SOCIAL STATUS & MOBILITY**

- LIFTED students reported the lowest subjective social status when they were growing up with only a short drop presently (while incarcerated) but anticipated having a much higher social status in the future (in 15 to 20 years). This difference in present status to future status is the highest compared to the two other groups.
- All students expected to have relatively similar levels of social status in the future (in 15 to 20 years).

**POLITICAL VIEWS**

- LIFTED students identified as more conservative compared to the MUST students and MUST students that had or have an incarcerated family member.

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UCI Measuring Undergraduate Success Trajectories (MUST) Project. Learn more about us at [https://sites.uci.edu/ucimustproject/](https://sites.uci.edu/ucimustproject/) or email us at uciundergradstudy@uci.edu