

# A Pre-Covid/During-Covid Assessment of Intrapersonal Competencies Among First-Time-in-College (FTIC) Students

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## Background

- **Almost 60% of first-time-in-college (FTIC)** students are not emotionally or socially prepared for college, hindering their educational and personal growth (Sherman, 2021).
- Moderate-severe anxiety **increased from 18.1% before the pandemic to 25.3%** during the first four months of the pandemic (Fruehwirth et.al., 2021).
- This increased stress and anxiety has shown to **negatively impact academic success** (Shankar & Park, 2016).
- Intrapersonal competencies, defined as a student's ability to recognize and interpret their own emotions and thoughts, have been shown to significantly **correlate with and predict academic success** among students (Bresciani Ludvik, 2019; NAS, 2017; 2018; Zelazo, Blair & Willoughby, 2016).
- Multiple intrapersonal competencies were measured in a course designed to cultivate competencies among FTIC students at a large, public Hispanic-service Institution (HSI) before the pandemic (2019) and during the pandemic (2020).

## Purpose

To engage in an exploratory, correlational analysis of what the pandemic means for the intrapersonal competency cultivation and development of FTIC students.

## Research Questions

1. How did demographic, academic, and institutional variables differ before Covid-19 (in the fall of 2019) compared to during Covid-19 (in the fall of 2020)?
2. How did intrapersonal competency measures change among pre-Covid Fall 2019 FTIC students compared to during-Covid Fall 2020 FTIC students, at the beginning and at the end of the Fall semester?

## Methodology

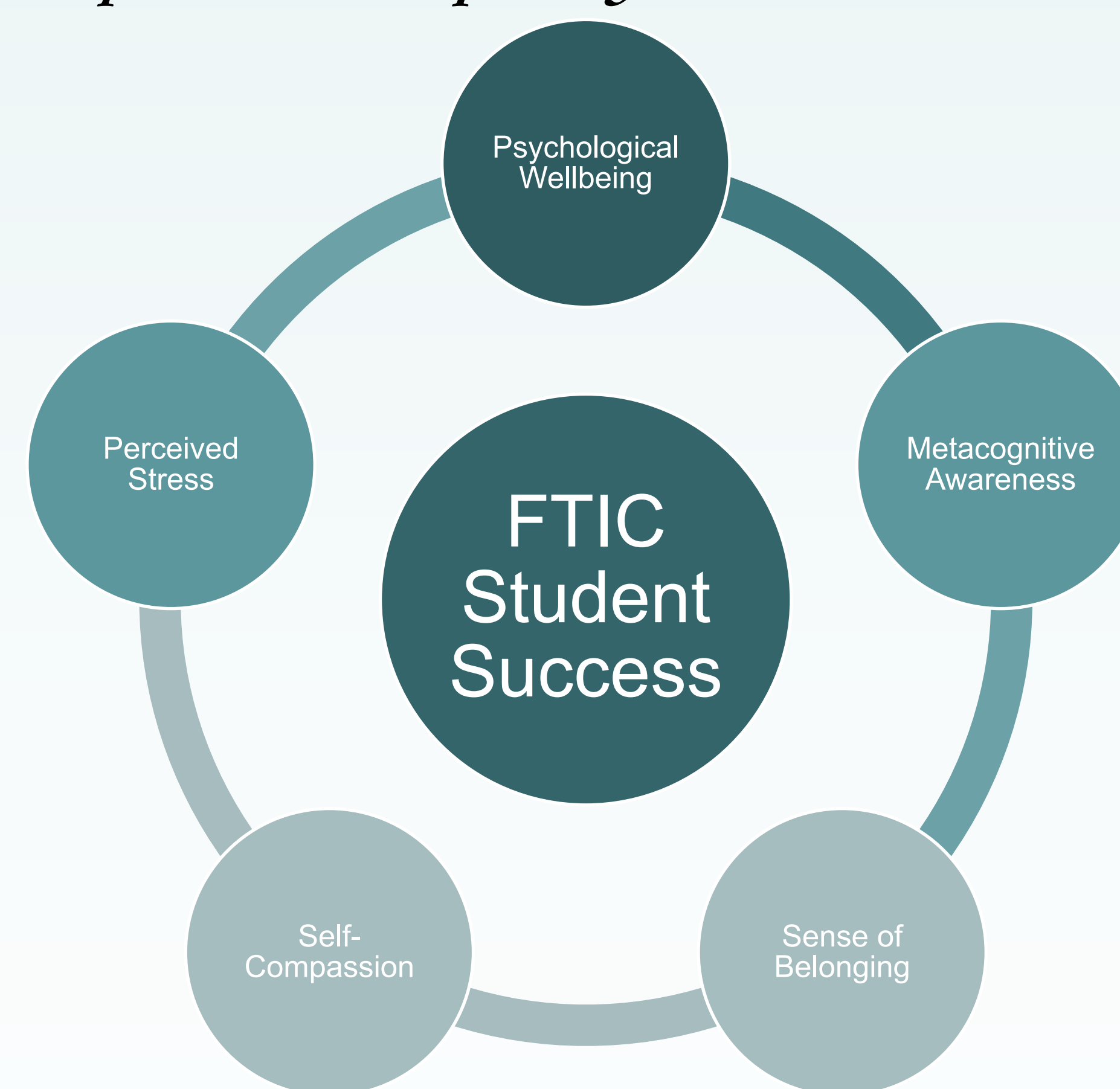
### FTIC Seminar Student Sample

- Fall 2019 (Pre-Covid) ( $n = 2574$ )
- Fall 2020 FTIC (During-Covid) ( $n = 2362$ )

### Demographic Measures

- Incoming GPA
- Pell-Eligibility
- Race
- Ethnicity
- International Student Identity
- Probation Status
- DFW Rate
- Age
- Incoming Units
- Gender
- Disability Status

### Intrapersonal Competency Measures



### Analysis

- Mean differences were calculated for each demographic variable across years (from Fall 2019 to Fall 2020) using a Chi-Square Goodness of Fit Test for categorical variables and an Analysis of Variance (ANOVA) for continuous variables.
- Mean differences were calculated for intrapersonal competency variables before Covid-19 and during Covid-19 at the beginning and at the end of the Fall semester using the Kruskal-Wallis rank sum test.

## Key Findings

### Demographic Measures

#### Changes from Pre-Covid to During-Covid

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- Incoming GPA
  - White Enrollment
  - Academic Probation (+)
  - URM enrollment
  - Hispanic Enrollment
  - Pell-eligible Student Enrollment
  - International Student Enrollment
  - Advising visits

### Intrapersonal Competency Measures

#### Changes in Post-Semester Scores from 2019 to 2020

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- Perceived Stress
  - Psychological Wellbeing
  - Metacognitive Awareness
  - Purpose in Life
  - Sense of Belonging
  - Perceived Isolation (+)

## Limitations & Recommendations

### Limitations

- This is a self-report, correlational analysis that does not account for all in and out-of-class experiences.

### Recommendations

- Institutional leaders' awareness of pre- and post intrapersonal competencies could help measure and garner positive academic outcomes and the closure of equity gaps.
- Intrapersonal competencies can be used to understand whether institutions are perpetuating or dismantling harm among students.
- This study can inform longitudinal research on the correlational impact of Covid on FTIC students' intrapersonal competencies.