

Cultivating Intrapersonal Competencies Within Diverse Pre-FTIC Students for Equitable College Experiences

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Background

- Executive functions can be described as fluid intelligence or intrapersonal competencies (Kyllonen & Christal, 1990). These skills include self-awareness, psychological well-being, empathy, etc. (Vranda & Rao, 2011).
- Students who belong to an ethnic identity experience a positive impact in their sense of belonging, commitments, sense of competence, and intrapersonal relationships during their time in college (Maramba & Velasquez, 2012).
- These experiences are even more critical for first-generation students as they navigate college without support (Jehangir et al., 2012).

Purpose & Significance

- To determine significant differences in students' pre- and post-intrapersonal competencies resulting from a pre-FTIC out-of-class summer experience.
- Allows institutional leaders to improve the Success U experience, as well as craft experiences within students' first semester that may allow equity gaps to be avoided all together.

Research Questions

- Which intrapersonal competencies saw significant improvement or decline after the completion of Success U?
- Can data visualization illustrate which students were directionally gaining or losing intrapersonal competencies?

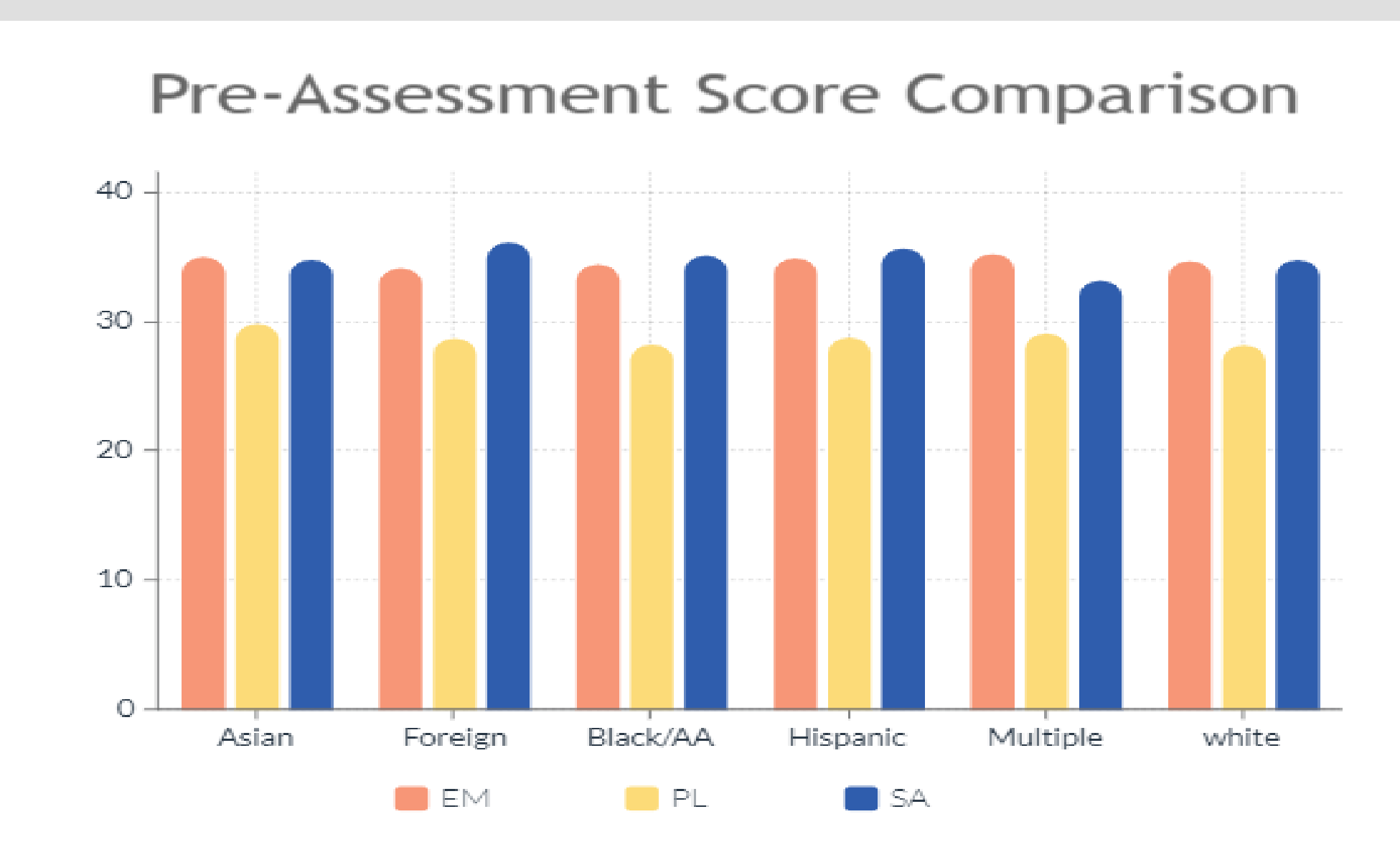
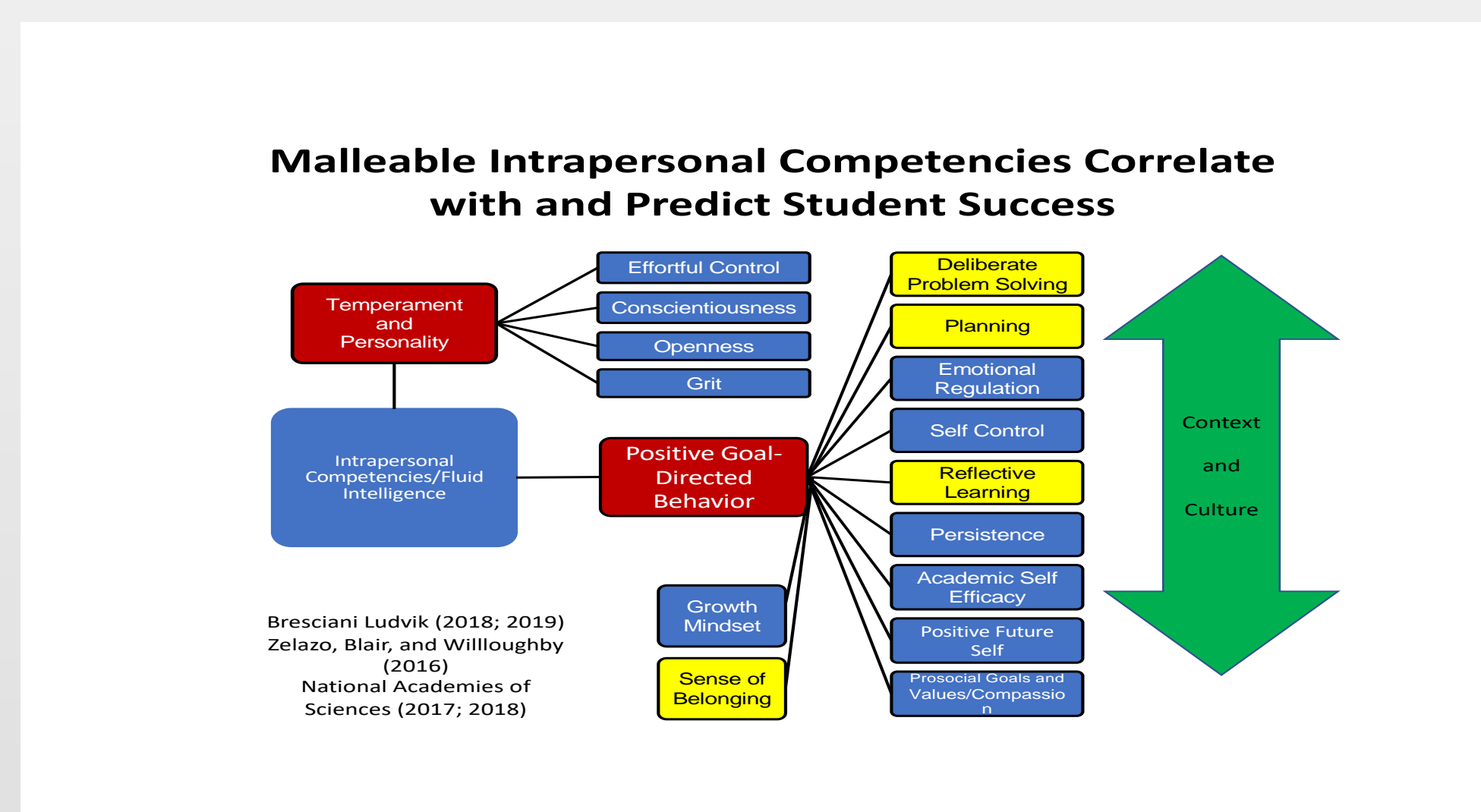
Methodology

Sample and Measures

- Pre- and post-FTIC Success U student assessment [n= 378]

Demographic Measures

- Ethnicity
- Gender
- Pell Grant Eligibility
- First Generation Status
- Campus Housing Status

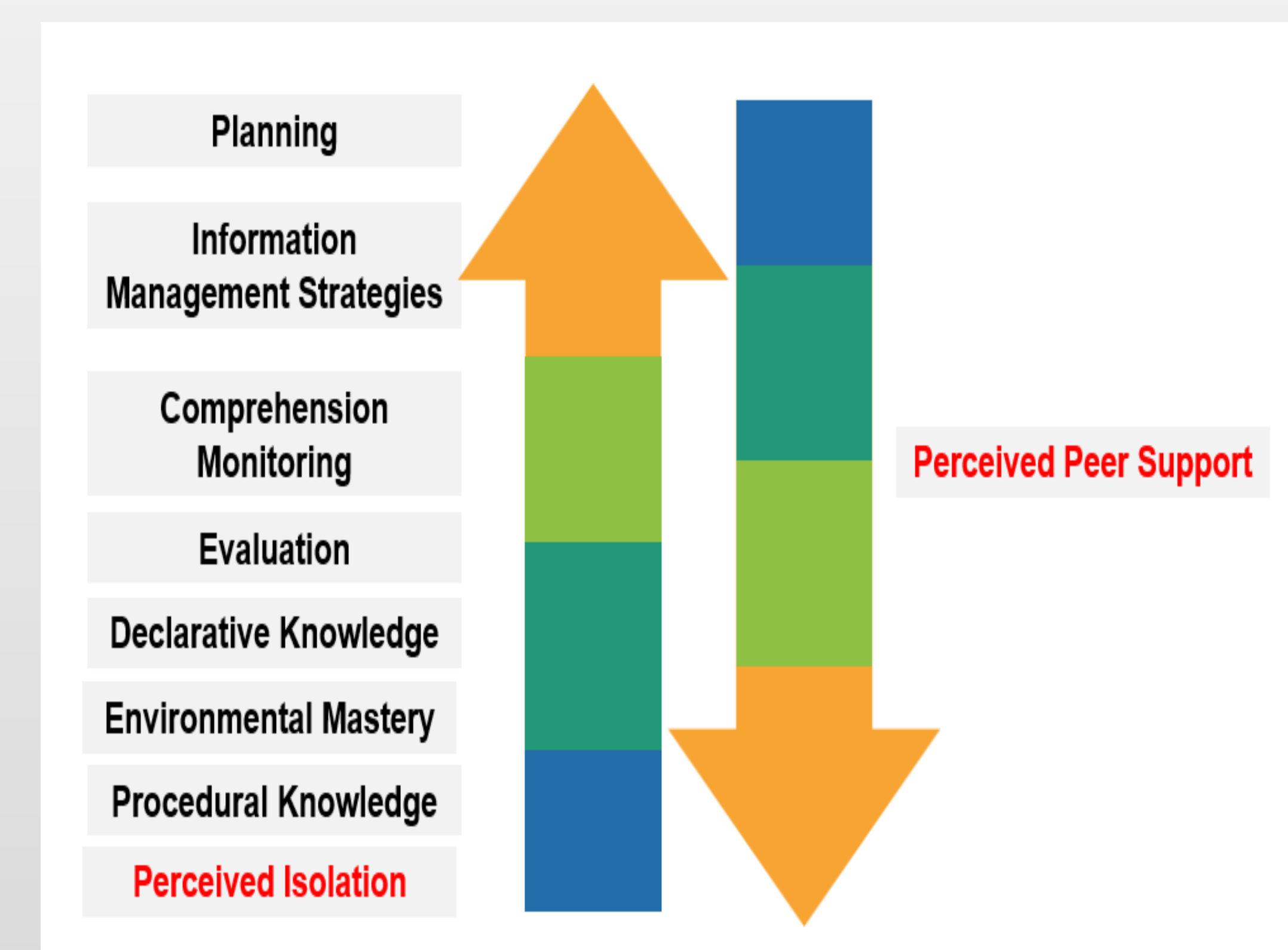


Analysis

- Mean differences calculated for intrapersonal competencies before and after Success U experience using paired-sample t tests.
- Data disaggregated by identities, mean differences calculated for intrapersonal competencies before and after Success U experience using paired-sample t tests.

Key Findings

- There are significant differences in some of the intrapersonal competencies among overall pre-FTIC students before and after Success U overall and when disaggregated by identities. Overall, there were **significant increase and decrease ($p < .01$)** in the following competencies.



Discussion

Limitations

- Incomplete survey submission resulting in missing data.
- Increased Type 1 Error rate.

Recommendations

- For researchers, results from this study can be used to inform an understanding of how intrapersonal competency cultivation can vary among identities.
- For administrators, results can be used to inform development of intrapersonal competency cultivation programming that serve underrepresented students better.