

Fall 2022

A Profile of Sophomore Inquiry Students Fall 2022

Portland State University. University Studies Program

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A Profile of Sophomore Inquiry Students Fall 2022

Assessment & Research Report
University Studies Program, Portland State University
Rowanna Carpenter*

In order to better understand the students who enroll in Sophomore Inquiry (SINQ) courses and begin to identify areas where they may need support, University Studies (UNST) began collecting and compiling data on these students. This report presents a profile of SINQ students from Fall 2022. It presents an overview of all students enrolled in SINQ during Fall 2022 and then summarizes information from the Prior Learning Survey. It is organized around three areas that contribute to student success: academic preparation and concern; financial and physical wellbeing; and connectedness to campus.

Differences 2017 – 2022

Some areas showed notable differences when comparing SINQ students from 2022 with students from 2017 (overall N=2168, survey N=831):

- *Race/Ethnicity:* Hispanic/Latine students increased from 16% to 26%. White students decreased from 51% to 41%.
- *Age:* In 2022, 66% of students were 20 years or younger compared to 59% in 2017.
- *Financial Plans:* 53% of students in 2022 reported that they knew how to make a plan to address their finances compared to 66% of students in 2017.
- *Home Language:* In 2022, 46% of students reported speaking a language other than English at home, up from 36% in 2017.

Data Sources:

PSU Data Warehouse: PSU Office of Institutional Research and Planning 4th week student data file, includes demographic and enrollment data for all Fall 2022 SINQ students.

Prior Learning Survey: Survey administered during weeks 1 and 2 of Fall term. 681 students responded to the survey (36.9% response rate).

OVERALL PROFILE (For all SINQ students, N=1848)

Academic Profile

New students: 27.6% of SINQ students were new to PSU during Summer and Fall 2022. The rest began at PSU prior to Summer 2022.

Class level: Only 52.3% of SINQ students were sophomores. 33.4% were freshmen, 10.7% were juniors and 3.5% were seniors.

Transfer: 32.7% of SINQ students transferred to PSU from another institution.

Major: 5.1% of SINQ students have not decided on a major yet. 94.9% have decided on a major. Psychology, Computer Science, Biology, and Business Marketing, were the most sought-after degrees by sophomore inquiry students.

Demographic Profile

Gender: 57.1% of SINQ students were female, 42.0% were male, 0.9% were non-binary.

Ethnicity: 0.3% were Native American, 12.3% were Asian, 5.8% were Black, 26.4% were Hispanic/Latino, 3.5% were International Students, 8.3% report multiple ethnicities, 0.4% were Pacific Islander, 41.2% were White.

Age: 66.3% of SINQ students were 20 years or younger, 24.5% were between 21 and 25, and 9.3% were older than 25.

* For more information about University Studies Assessment and Research, please contact Rowanna Carpenter, the Director of Assessment at 503-725-3445, or carpenterr@pdx.edu.

PRIOR LEARNING SURVEY RESPONSES (N=681)

ACADEMIC PROFILE

Academic Experience

UNST Courses: Some SINQ students had completed other parts of the University Studies program:

FRINQ	Senior Inquiry	SINQ	Junior/Upper Division Cluster	Capstone
70%	7.4%	22.4%	6.4%	1.4%

Writing Capability:

- Students were asked to rate themselves honestly at each of the following (1= Need much improvement, 2= Need some improvement, 3= Average, 4= Strong, 5=Very strong).

Activity	Mean	% Strong & Very Strong
Generating a thesis for a writing assignment	2.97	32.0
Using a writing process that involved revising one or more drafts	3.17	39.5
Writing a paper using proper citation of sources	3.24	41.6
Integrating ideas or information from multiple sources	3.51	53.4
Finding appropriate information for a research assignment	3.46	49.9
Overall rating of academic writing ability	3.28	43.0

Academic Plans

PSU Plans: 92.8% of SINQ students planned to earn a bachelor's degree from PSU.

Degree Plans: For 49.5% a bachelor's degree was the highest degree they intend to earn.

Certainty of Major: 75.9% of SINQ students are sure or very sure about their chosen major.

FINANCIAL PROFILE

Work Hours: 47.5% of students planned on working 1-20 hours a week, 34.1% planned to work more than 20 hours per week this academic year, and 17.6% planned not to work at all. 19.2% of students will work at least some of their hours on campus.

Financial Aid: 79.6% were receiving some form of financial aid to help with college expenses.

Financial Concern: 36.2% listed financial issues as their top concern as they start the year. 15.0% expressed a major concern about finances; they are worried they may not have enough money to finish school.

Students expressed agreement with the following questions about their finances

Question	% Somewhat Agree or Strongly Agree
My personal financial situation makes me feel stressed	62.9
I feel prepared financially to meet an emergency (car repairs, medical bills, etc.)	34.6
I understand how to make a plan for addressing my financial needs	53.0

Students were asked about their housing and food insecurity over the last 12 months

Question	% Yes
In the past 12 months, have you worried about whether you would run out of food before you had money to buy more?	17.5
In the past 12 months, have you worried about whether you would be able to pay your rent or mortgage, or have a place to stay?	22.4

CONNECTEDNESS

Housing: 19.4% lived on campus.

Friends: 57.9% have friends on campus.

Students were asked how often they have done the following in their most recent year in college

Question	% Sometimes or Often
Met with an academic advisor	63.0
Met with a professor during office hours	35.1
Discussed career plans or goals with a professor	31.4

STUDENT PROFILE

Prior Activity: During the last school year, 59.9% of SING students were attending PSU, 11.75% were working, 12.92% were attending a community college, and 6.2% were attending a high school.

First Generation Status: For 49.2% of students, neither parent had completed a bachelor's degree.

Home Language: 45.5% reported speaking a language other than English at home.

Care for Dependents: 13.6% had at least part-time responsibility for dependents.

Balancing School and Home Life: 55.9% reported they sometimes have a hard time balancing family and school responsibilities, 11.9% often find it hard to balance family and school responsibilities, 32.2% do not have this issue at all.