Assessment Brief: Profile of Online Sophomore Inquiry Students

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In Summer 2013, UNST was awarded $275,000 from the reTHINK Provost’s Challenge project (http://rethink.pdx.edu/), for the purpose of translating the mission of UNST into coherent online pathways for students. As the work on that project begins, a profile of online UNST students would be useful in order to better serve and understand our online students.

Overall Profile
(All online SINQ Students, N=665)

As the following figure displays, out of 3964 students that were enrolled in a SINQ during Fall 2010 and 2011, 17% of them took at least one online SINQ. The academic and demographic profiles describe the 17% of students enrolled in at least one online SINQ.

Demographic Profile
- Gender: 59% of SINQ students were female, 39% were male, and 2% were unknown or other genders.
- Ethnicity: 1.5% were Native American, 3.9% were Asian, 5.3% were Black, 6.6% were Hispanic/Latino, 3.9% were International Students, 2.9% reported multiple ethnicities, 0.5% were Pacific Islander, 62.9% were White, and 7.1% were unknown.
- Residency Status: 83% of online SINQ students were Oregon residents.
- Age: 18% of online SINQ students were 19 years or younger, 53% were between 20 and 24, 15% were between 25 and 29, and 12% were 30 years or older.

Academic Profile
- New students: 24% of online SINQ students were new to PSU during Fall 2010 and 2011.
- Full-time status: 73% of online SINQ students were enrolled at PSU as full-time students.
- Class level: 44% of online SINQ students were sophomores, 17% were freshmen, 27% were juniors and 12% were seniors.
- Transfer: 38% of online SINQ students transferred to PSU from another institution.
This report has provided a description of the 665 (17%) students enrolled in at least one online SINQ course during the Fall 2010 or Fall 2011 terms. Among these students just under three quarters of them were enrolled full-time; almost 60% were female, and over 80% were Oregon residents, while less than half of them were sophomores. There were several areas in which the online group differed from the face-to-face group.

In terms of academics, part-time students, juniors, and seniors were overrepresented; current freshman, and sophomores were underrepresented. With regard to demographics, students 25 years or older and female students, were overrepresented; students 19 years or younger and male students were underrepresented. The analysis provides both a profile of the students taking online SINQs within the UNST department and highlights some possible academic and demographic indicators for the type of student utilizing online courses. Future research should expand the population of students to see if these findings are consistent with online courses other than SINQ.