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## ABSTRACT

Two entrance tests were administered to New College freshmen in September 1975: the American Council on Education (ACE) questionnaire and the Omnibus Personality Inventory (OPI). The results of the two are summarized and, where appropriate, comparisons are made between 1975 students and students in previous years, as well as comparisons with students entering the other undergraduate divisions of Hofstra University. Additional information found in the student admissions folders was used to develop the profile. (JMF)

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NEW COLLEGE

STUDENT PROFILE: FRESHMEN 1975-76

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## Student Profile: Freshmen 1975-76

The purpose of this report is to summarize the results of two entrance tests administered to New College freshmen in September, 1975. Where appropriate, comparisons are made between 1975 students and students in previous years as well as comparisons with students entering the other undergraduate divisions of Hofstra University.

### PROCEDURE

Thirty one of the 32 entering freshmen were administered two assessment instruments. The data collected from these instruments as well as information found in the student admissions folders were used in this report. It should be emphasized that the entrance test data is not part of the student's official record and is used for research purposes only.

### Instruments

The two assessment instruments administered were:

American Council on Education (ACE) questionnaire: This is a nationally normed questionnaire administered to freshmen at numerous colleges and universities throughout the United States. It consists of demographic, attitude and rating items.

Omnibus Personality Inventory (OPI): This inventory was developed by Heist and Yonge (1968) to assess particular attitudes and values which are relevant in the areas of ego-functioning and intellectual disposition. There are fourteen individual scales and one composite score entitled "Intellectual Disposition Category." The IDC represents six scales measuring reflective thought, interest in analytical and artistic

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activities, need for independence and organization of thought processes. This test is a measure of intellectual style rather than aptitude or achievement.

\*\* Previously, the C-2 Reading test has also been administered to entering freshmen. However, it has been found that over the past few years the C-2 apparently has not been an effective instrument in predicting reading skills of New College freshmen.

RESULTSBackground Information, SAT and High School Decile

High school deciles and SAT scores were obtained from admissions folders. The mean age of the group was 18 with the majority of the students having permanent residences in Nassau County. A small percentage (7) of students were from other localities such as Maryland, New York City and New Jersey. Comparable information on resident status for freshmen in other units of Hofstra is not available.

Table 1 is a comparison of mean SAT scores and high school deciles of entering freshmen for the past five academic years. The table reflects a trend toward progressively lower SAT scores from 1971 to 1973. In the past two years, however, this trend has reversed. As stated in the 1974-75 Freshmen Profile report, these higher scores reflect a change in admission policy wherein the minimum SAT scores for admission to Hofstra University were raised.

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TABLE 1

Comparison of Mean SAT Scores and High School Deciles  
of New College Freshmen from 1971 to 1976

Year of Entrance	N	Mean SAT Scores			High School Decile
		Verbal	Math	Combined	
1971-72	142	583.2	556.8	1140.0	2.4
1972-73	108	553.1	543.8	1096.9	3.2
1973-74	61	523.6	520.3	1043.6	3.5
1974-75	49	546.3	562.6	1108.9	2.7
1975-76	32	552.0	568.0	1120.3	2.3

Compared to students entering other undergraduate schools at Hofstra in 1975, the New College students scored an average of 33 points higher on the Verbal SAT; however, Math SAT and high school deciles for New College and other Hofstra freshmen were approximately the same. This information is reflected in the table below.

Table 2

Comparison of Mean SAT Scores and High School Deciles for  
New College and Other Freshmen at Hofstra University, 1975

School	Mean SAT Scores			High School Decile
	Verbal	Math	Combined	
New College	553	568	1121	2.3
Other Hofstra	520	563	1083	2.5

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The information derived from the ACE questionnaire is based on the responses of 31 of the entering freshmen who completed the questionnaire. The following is a synopsis of some of the information. A complete breakdown of responses to all questions is available from the New College Educational Research Office. Where appropriate, comparisons between New College students and Hofstra students in general, as well as students nationally are made.

Sixty five percent of the respondents were male and 35% were females. The proportion of male to female students on Hofstra "main campus" is approximately the same as New College. Eighty-nine percent of the entering New College students were between the ages of 18 and 20, with 7% under 18 and 4% over the age of 18. In comparison with other Hofstra freshmen for 1975, the age range is about the same.

Ninety eight percent of the freshmen indicated they were white/Caucasian with the remaining 2 % being Black/Negro/Afro-American.

The socioeconomic background of New College freshmen is approximately the same as that of all other 1975 Hofstra freshmen. Fifty two percent of the students indicated estimated family income between \$10,000 and \$20,000, with 27 % of the New College students coming from families with incomes over \$20,000.

Fifty two percent of the students' fathers were identified as businessmen and another 16 % as skilled laborers.

Nearly all of the respondents fathers (80 %) and mothers (91 %) had completed high school while 37 % of the fathers and 17 % of the mothers held college degrees. New College freshmen are quite similar to all other freshmen at Hofstra and freshmen nationally in terms of parental educational background.

In reference to college residence during the first semester, 33 % of the respondents indicated they planned to reside with parents or relatives,



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while over 72 % indicated that they preferred to live on campus or in a private home or apartment.

The majority of the 1975 freshmen plan to pay for their education by support from their parents (76%) and approximately the same percentage of New College students as Hofstra students are recipients of scholarships or grants. A low percentage (17 %) plan to take advantage of the college work-study program.

Educational and Career Objectives

Seventy percent of the respondents stated that New College was their first choice in selecting colleges to attend. The most frequent reasons cited for attending New College included the college having a good academic reputation (65 %) and the offering of special education programs (67 %).

Approximately 86 % of the respondents in 1975 indicated that they not only wanted to complete the BA degree, but to continue on to some higher degree such as Ph.D., Ed.D., M.D. or LL.B. In comparison, only 27 % of the Hofstra "main campus" freshmen intend to pursue their formal education past the Bachelor of Arts level.

Table 3 compares career objectives of 1975 New College freshmen, Hofstra freshmen in general, and freshmen nationally.

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Table 3

Probable Career Occupations  
(percentage response)

Career Objective	New College	Hofstra	National
Artist (including Performer)	7	10	6
Businessman	0	16	13
Doctor (MD or DDS)	0	10	9
Educator (college)	0	4	6
Educator (secondary)	0	4	3
Educator (elementary)	0	3	2
Health professions (non- MD)	14	16	10
Lawyer	32	13	6
Research Scientist	0	3	3
Other	18	10	16
Undecided	22	21	14

New College freshmen for 1975, as those freshmen who entered in 1974, chose the occupation "Lawyer" most often as their probable career objective. Approximately the same percentage of New College and Hofstra freshmen are uncertain about their future occupation.

Values and Attitudes

As in previous years, the 1975 New College freshmen appear to be more politically liberal than their "main campus" counterparts. Fifty seven percent of the New College freshmen indicated a political orientation of "liberal" or "far left" as compared to only 36 % of the Hofstra students making a similar choice. The students liberal views are reflected in the



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responses to particular items on the ACE questionnaire that concern social and political issues. Table 4 presents a listing of the students responses to such questions. It appears that 1975 New College freshmen think of themselves as more liberal in their opinions about population control, women's rights, attitudes toward civil liberties and sexual mores than Hofstra "main campus" freshmen and students entering other four- year colleges and universities.

Table 4

Percentage of Students Agreeing Strongly or  
Somewhat with Value Items

Item	New College	Hofstra Main Campus	National
Government not controlling pollution	87	85	83
Government not protecting consumer	83	75	73
Government should help support private colleges	83	80	60
Colleges need more grants, fewer loans	90	87	78
Too many rights for criminals	39	51	52
Not obey laws against own views	39	32	31
People should be paid equally	23	16	22
Women's activities are best contained in the home	29	21	23
People should live together before marriage	60	45	47
Discourage large families	70	53	62
Sex O.K. if people like each other	60	56	51
Women should get job equality	100	95	94
Wealthy should pay more taxes	76	82	75
Marijuana should be legalized	58	51	49
Outlaw large campaign gifts	70	63	59

Table 4 continued on page 8

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Table 4 continued.

Item	New College	Hofstra Main Campus	National
Individual can do little to change society	42	46	47
Young people are more idealistic than older people	57	62	68
Young people understand more about sex	41	55	58
Colleges should regulate students off campus	7	4	11
Students should help evaluate faculty	84	74	76
Abolish college grades	16	15	22
De-emphasize organized sports	30	17	24
Regulate student publications	30	17	24
College has right to ban a speaker	10	15	19
Preferential treatment to disadvantaged	27	25	30
Adopt open admissions at public colleges	26	21	26
Use same degree standard for all	93	79	77
Federal government discourage energy use	83	83	84
Student's right to ban speakers	55	57	58

Table 5 presents a breakdown of ACE questionnaire items that concern life objectives which students consider essential or very important. New College freshmen express greater concern with helping others, developing a philosophy of life, influencing the social and political world around them and less concern about financial success and theoretical issues and problems. This is consistent with the responses they made on social and political questions presented in Table 4.

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Table 5

Objectives Considered to be Essential  
or Very Important (percentage response)

Objective	New College	Hofstra Main Campus	National
Achieve in a performing art	10	15	12
Be an authority in my field	65	70	72
Obtain recognition from colleagues	48	51	46
Influence political structure	26	12	16
Influence social values	29	23	29
Raise a family	42	55	54
Be administratively responsible	13	26	29
Be very well-off financially	32	50	48
Help others in difficulty	71	63	65
Theoretical contribution to science	13	14	17
Writing original works	16	17	14
Creating artistic work	10	15	15
Be successful in own business	23	38	42
Help clean up environment	19	22	29
Develop a philosophy of life	77	66	68
Participate in community action	29	31	31
Keep up with political affairs	58	48	45

Omnibus Personality Inventory

Thirty one of the possible 32 freshmen completed the OPI. A comparison of this year's entering freshmen to 1974 entering students at New College is presented in Table 6.

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Table 6

Mean and Standard Deviations of OPI Results for  
New College Freshmen 1974 and 1975

OPI Scale	1974		1975	
	Mean	Std.Dev.	Mean	Std.Dev.
Intellectual Disposition Category	4.7	1.44	4.3	1.03
Thinking Introversion	51.9	8.20	51.2	7.35
Theoretical Orientation	49.6	9.28	53.1	8.64
Estheticism	52.0	9.73	49.1	10.06
Complexity	55.9	10.51	53.1	7.84
Autonomy	58.5	7.40	57.3	5.80
Religious Orientation	55.2	7.53	54.9	10.01
Social Extroversion	52.8	8.94	53.0	8.36
Impulse Expression	57.3	10.80	57.4	9.63
Personal Integration	53.1	10.06	56.0	10.83
Anxiety Level	52.2	9.31	49.0	8.62
Altruism	52.1	10.30	54.1	9.87
Practical Outlook	43.1	8.41	41.2	7.36
Masculinity-Femininity	50.6	10.84	48.3	10.73
Response Bias	49.1	7.80	48.1	7.21

A series of t- tests with a significance level of .01 were performed by comparing the two groups of students. No significant differences were found between the two groups of students on any of the fourteen OPI scales.

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Scale scores for 1975 New College students tended to cluster around the mean score of 50. This suggests that these students are very similar to other entering college students on traits defined by the Omnibus Personality Inventory.

The Intellectual Disposition Category (IDC) of this test was developed by Heist and Yonge (1968) as a way of classifying individuals on a continuum of intellectual orientation or style. New College freshmen over the past three years have fallen in category 4. Heist and Yonge describe students who fall in this category as those students who often achieve good grades, are strongly motivated, perform well in a competitive intellectual atmosphere yet appear to demonstrate less concern about the intrinsic satisfaction gained from acquiring knowledge.

Summary

The academic achievement level of both 1974 and 1975 entering New College students appear to be the same. Overall mean SAT scores are slightly higher (up 12 points from 1974) and the mean high school decile for 1975 freshmen was 2.3 as compared to 2.7 the previous year. Nineteen hundred seventy five marks the second year of a trend in higher SAT scores at New College, which is most likely a reflection of the change in admissions policies at Hofstra University which have taken place over the past two years.

Generally, 1975 New College entering students were very similar to other Hofstra freshmen in terms of socioeconomic background and parental educational background. As in recent years, the majority of students come from local communities. A larger proportion of New College freshmen than Hofstra "main campus" freshmen chose to live on-campus.

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New College freshmen appear to differ somewhat from other entering students at Hofstra and other students across the country in the following ways: the majority of New College freshmen stated intentions for pursuing their formal education beyond the Bachelor of Arts level; the New College students expressed political beliefs that were "liberal" and their personal value and attitude orientations were consistent with this position; and regardless of specific career objectives, the majority of New College freshmen expressed objectives which would enable them to work with people and ideas.

Results from the Omnibus Personality Inventory tend to confirm the observations made above and suggest that 1975 New College freshmen are just as socially extroverted and intellectually oriented as 1974 entering freshmen at New College.



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