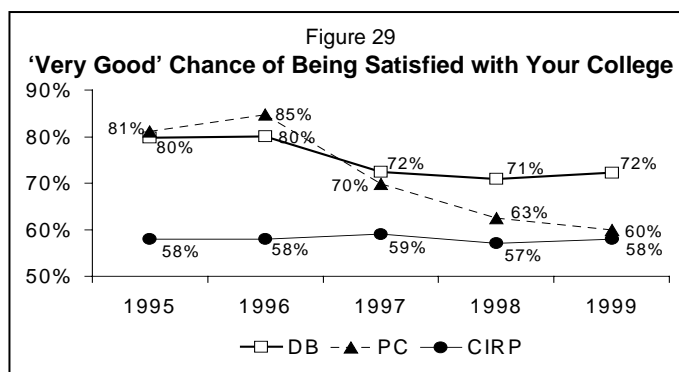


EXPECTATIONS OF COLLEGE AND BEYOND

Overall Expectations of College Satisfaction and Persistence

Recently, Daytona Beach incoming freshmen have been more optimistic that they would be satisfied with their college experience than were Prescott incoming freshmen (72% vs. 60%). Incoming freshmen from both Daytona Beach and Prescott continue to predict more frequently a very good chance of being satisfied with their college than their contemporaries nationwide are. Over the past 5 years, CIRP respondents citing this level of satisfaction has remained stable, while Prescott respondents have continued on a downward trend. Daytona Beach freshmen have remained constant over the past three administrations. Figure 29 depicts the five-year trend for incoming freshmen rating their chances of college experience satisfaction as “very good”.



Incoming freshmen at ERAU and nationwide responded with confidence that chances were slim they would drop out of their college temporarily or permanently, or transfer to another college before graduating. Less than 1% of all three respondent groups rated their chances of dropping out of school temporarily or permanently as “very good”. A slightly higher proportion of CIRP respondents (2.5%) believed that their chances of transferring to another college were “very good”, as compared with 1.1% of Daytona Beach and 2.2% of Prescott freshmen.

Academic Expectations

A series of academic-related situations were presented to survey respondents who were asked to rate their chances of each situation’s occurrence according to a four point response scale (“very good chance”, “some chance”, “very little chance”, and “no chance”). Each situation is depicted in Table 12.

Table 12: Percent of Freshmen Rating Chances of Academic Situation Occurring as “Very Good”

Academic Situation	CIRP	Daytona Beach	Prescott
Earn at least a “B” average	58%	60%	59%
Graduate with honors	22%	24%	23%
Need tutoring in specific courses	N/A	16%	17%
Be elected to an academic honor society	13%	15%	11%
Need extra time to complete degree requirements	4%	4%	10%
Fail one or more courses	1%	.4%	0%

Note: Shading represents where the proportion of those indicating “frequent” participation was higher for 1999 ERAU incoming freshmen than for CIRP respondents

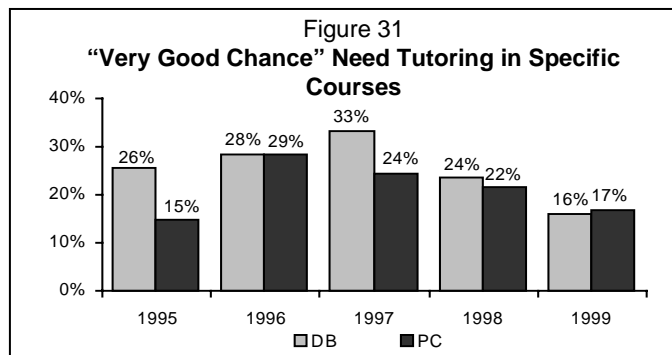
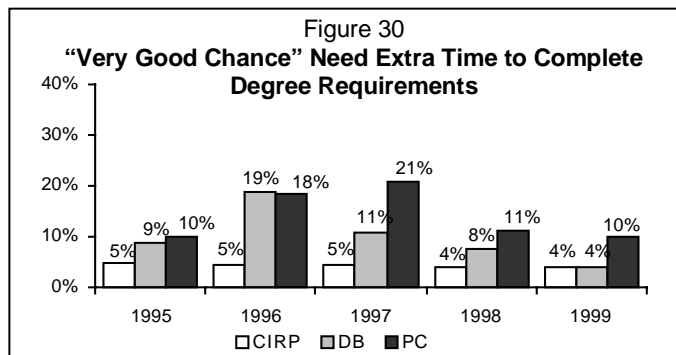
Trends in Academic Expectations

While CIRP respondents remain relatively unchanged from last year, ERAU incoming freshmen responded somewhat differently. Daytona Beach saw a 8% point decrease in the chance that they will need tutoring in specific courses and a 4% point decrease in the chance that they need extra time to complete degree requirements. Similar to Daytona Beach, Prescott freshmen cited less frequently their chance of needing extra time to complete degree requirements, resulting in a 5% point decrease, but were less confident this year about their chances of earning at least a “B” average, resulting in a 7% point decrease.

Trends in Academic Expectations - continued

Fluctuating little over the past 5 years, incoming freshmen nationwide have consistently cited their expectations of needing extra time to complete degree requirements as “very good”; whereas responses from incoming freshmen at ERAU have greatly fluctuated. The gap in responses between freshmen nationwide and ERAU freshmen has narrowed in recent administrations (see Figure 30).

Figure 31 illustrates the proportion of ERAU freshmen that indicated a “very good chance” they will need tutoring in specific courses. Continuing a trend, freshmen from both campuses cited a lesser need for tutoring.



Interest in Receiving Assistance in Skill Development Areas

ERAU freshmen indicated whether they were interested in receiving assistance in skill development areas (using the scale “definitely yes”, “probably yes”, “uncertain”, “probably no”, or “definitely no”). Table 12 gives the percent of 1999 incoming freshmen that answered either “definitely yes” or “probably yes”; 1998 and 1997 data are included for comparison. Daytona Beach freshmen were less likely to need assistance than in years past. The ratings across all development areas decreased from 1998, with the most dramatic in the area of leadership training (a decrease of 16% points). In contrast, Prescott responses for all development areas increased from 1998, with the exception of three: leadership training (decrease of 5% points); availability of student resources (decrease of 3% points); and developing friendships with other students (decrease of 2% points).

Table 12: Percent of Freshmen Citing “Definitely Yes” or “Probably Yes” Interested in Receiving Assistance

Area of Assistance	Daytona Beach			Prescott		
	1997	1998	1999	1997	1998	1999
Internship programs	N/A	92%	86%	N/A	85%	90%
Charting a career path	N/A	88%	85%	N/A	79%	89%
Academic Advising	88%	85%	77%	81%	79%	85%
Exam preparation	81%	78%	70%	73%	65%	65%
Cooperative education	N/A	80%	69%	N/A	81%	90%
On-campus interviews	N/A	74%	67%	N/A	71%	74%
Availability of student resources	79%	75%	65%	78%	71%	68%
Asking alumni for information	N/A	68%	62%	N/A	60%	63%
Lecture note taking	68%	61%	56%	51%	44%	49%
Leadership training	74%	71%	55%	73%	68%	63%
Time management	64%	56%	51%	55%	47%	51%
Textbook reading	57%	48%	43%	47%	36%	42%
Stress management/test anxiety	55%	48%	40%	54%	44%	57%
Developing friendships with other students	49%	51%	39%	51%	45%	43%
Disability accommodations/services	14%	12%	8%	18%	13%	18%

Interest in Course Covering Selected Career Topics

Incoming freshmen at ERAU were asked whether they would be interested in a university-sponsored course to help them enhance their career development skills in the areas listed in Table 13. As in the past, the majority of 1999 ERAU incoming freshmen at both campuses (over 60%) were in agreement that the university should offer a course covering all of the career-related topics listed in Table 13.

Table 13: Percent of Freshmen Who Felt an ERAU Course Should “Definitely” or “Probably” Cover Selected Career Topics

Career-Related Topic	Daytona Beach	Prescott
Competing for a job	87%	87%
Developing job market skills	83%	84%
Examining the job market	81%	84%
Accepting a position	72%	75%
Determining individual skills	63%	64%

Interest in Extracurricular Activities

A list of extracurricular activities were presented to freshman survey respondents, who were asked to anticipate their chances (“very good chance”, “some chance”, or “very little chance”) of participating in each activity during college. Table 14 shows the percent of first-time freshmen whose chances of activity participation were “very good”.

Less than 10% of incoming freshmen at ERAU felt there was a very good chance they will be elected to a student office, get married while in college, participate in student protests or demonstrations, or join a social fraternity or sorority. Additionally, freshmen at Daytona Beach showed little interest in joining a student organization (decreasing 4% points from 1998), while interest in playing varsity or intercollegiate athletics continued to decline at Prescott, reaching a low of 8% (a 7% point decrease from 1998).

Table 14: Percent of Freshmen Indicating “Very Good Chance” of Participating in Extracurricular Activities

Extracurricular Activity	CIRP	Daytona Beach	Prescott
Participate in volunteer or community service work	33%	15%	18%
Play varsity/intercollegiate athletics	25%	13%	8%
Join a social fraternity, sorority, or club	20%	N/A*	N/A*
Participate in student protests or demonstrations	7%	4%	6%
Be elected to a student office	4%	2%	2%
Get married while in college	3%	2%	4%
Utilize recreational sports facilities	N/A	49%	50%
Join a non-academic club (chess club, scuba club, etc.)	N/A	35%	42%
Play intramural sports	N/A	28%	24%
Join an academic club (mgmt club, avionics club, etc.)	N/A	18%	21%
Join Air Force or Army ROTC	N/A	16%	23%
Join a student organization (newspaper, radio, etc.)	N/A	9%	15%
Join a social fraternity/sorority	N/A*	5%	7%

*ERAU freshmen responded to *join a social fraternity/sorority*. *Join a club (academic or non-academic)* was asked separately.

Life and Career Objectives

From a list of select life and career objectives, both CIRP and ERAU freshmen were asked to assign a level of importance to each objective using the scale “essential”, “very important”, “somewhat important”, or “not important”. Objectives are listed in Table 15 in percent frequency order for CIRP participants responding “essential” or “very important”.

Table 15: Percent of Freshmen Indicating Select Life Objective as “Essential” or “Very Important”

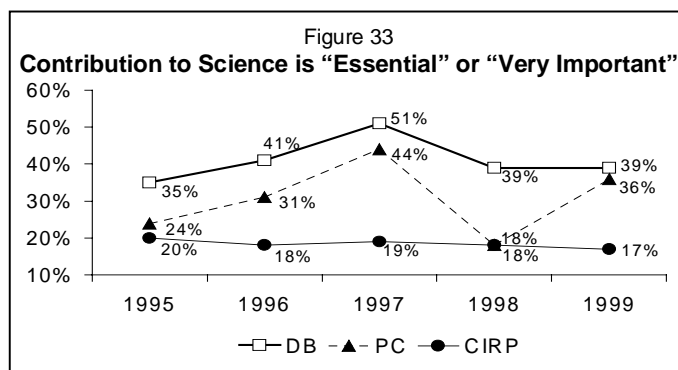
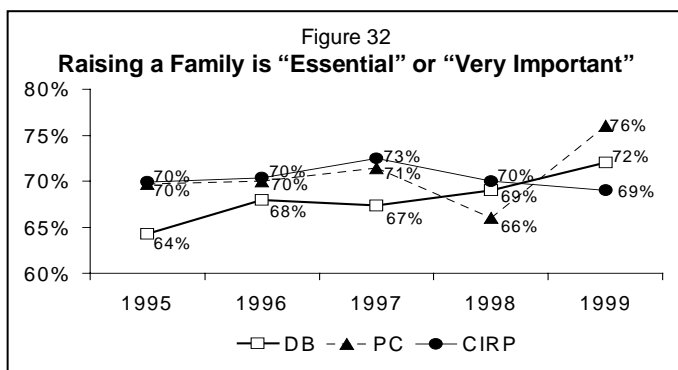
Objective	CIRP	Daytona Beach	Prescott
Raising a family	69%	72%	76%
Helping others who are in difficulty	63%	67%	66%
Being very well off financially	62%	81%	81%
Becoming an authority in my field	59%	73%	71%
Developing a meaningful philosophy of life	52%	42%	43%
Recognition from my colleagues	49%	66%	70%
Successful in own business	33%	38%	36%
Becoming a community leader	31%	40%	35%
Administrative responsibility	28%	46%	45%
Creating artistic works	19%	11%	15%
Writing original works	19%	14%	14%
Making a theoretical contribution to science	17%	39%	36%
Active participation in aviation	N/A	90%	83%

Note: Shading represents where the proportion of those indicating “frequent” participation was higher for 1999 ERAU incoming freshmen than for CIRP respondents

Trends in Life and Career Objectives

Response percentages given by CIRP survey participants for objectives listed in the table above have changed very little in magnitude or in order of importance over the past five years. CIRP respondents most frequently placed a high degree of importance on raising a family, which has consistently been the case since 1993. Figure 32 below gives the five-year trend for respondents indicating raising a family as “essential” or “very important”. This graph illustrates the continued consistency of CIRP respondents and the increase of importance for freshmen at ERAU.

As with previous years, ERAU respondents from both campuses placed a high degree of importance on becoming an active participant in the field of aviation (not a CIRP objective) and being well off financially. Furthermore, ERAU incoming freshmen continue to place “becoming an authority in my own field” as one of the top career goals. In contrast, a smaller proportion of their contemporaries nationwide placed as high an importance. Additionally, more ERAU incoming freshmen have indicated higher importance for making theoretical contributions to science than freshmen nationwide (Figure 33).



Value of General Education Skills

Percentages shown in Table 16 are the proportion of incoming freshmen who predict that the corresponding general education skill will be ‘very useful’ in their future career/profession. The dark shaded boxes represent each skill that garnered an 80% or higher response of ‘very useful’. Over the past five years, the five highest rated skills have been identical. ‘*Library research skills*’ remains the lowest rated skill (lightly shaded boxes) by survey respondents from both campuses.

Table 16: Percent of Freshmen Indicating Select General Education Skills as “Very Useful”

Skill	Daytona Beach	Prescott
Effective writing	38%	47%
Writing technical materials	51%	60%
Professional speaking	51%	63%
Quantitative/Mathematics	74%	72%
Basic computer programming	55%	53%
PC software (word processor, spreadsheet, etc.)	54%	60%
Library research	26%	25%
Critical thinking	84%	85%
Working independently	67%	66%
Planning, carrying out projects	80%	87%
Defining & solving problems	87%	89%
Working in groups	87%	89%
Leading/Guiding others	73%	80%
Decision making	85%	91%
Understanding others	69%	72%
Awareness of politics/economics	40%	43%