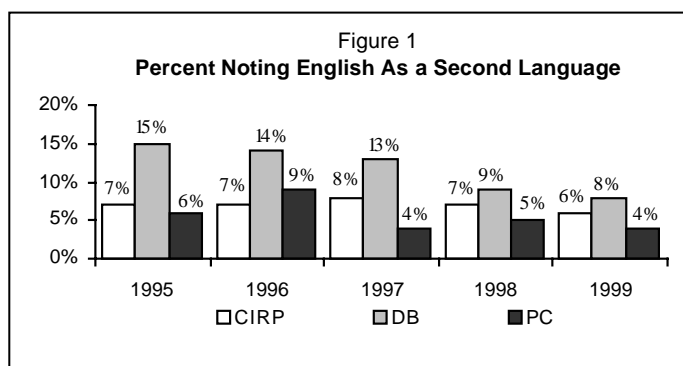


**THE STUDENTS**

This first section depicts general information of ERAU's Fall 1999 incoming freshmen class with respect to English as a second language, high school background, aviation-related activity participation, self perceptions, and family background. Longitudinal trends and national data from the CIRP study are given for comparison whenever possible.

**Non Native English Speakers**

Although on a steady decline, the Daytona Beach campus continues to attract more incoming freshmen noting English as their second language than do comparable schools. With the exception of the year 1996, the Prescott campus figure has remained stable. CIRP data have also remained constant in recent years. A correlation could be drawn between the fall enrollment of first-time freshmen international students and non native English speaking freshmen survey respondents. That is, when the proportion of non native English speaker responses were at their highest, enrollments were highest for first-time freshmen international students. Currently the overall international student population at Daytona Beach and Prescott is 15% and 4%, respectively. Embry-Riddle's 10-year strategic plan, ERAU 2010, strives for an overall international student population of 20% at Daytona Beach and 10% at Prescott. It follows that both campuses should see an upward swing in non native English speaking first-time freshmen as ERAU pursues its 2010 student population goals. Figure 1 shows the five-year trends for both residential campuses and CIRP respondents.

**High School Information***Recommended High School Requirements for Academic Subjects*

A standard has been defined by the National Commission on Excellence in Education (NCEE) for the recommended years of high school study for each academic subject area. The CIRP survey gathers this information every other year, the most recent in 1998, while the ERAU survey gathers this information annually. Table 1 below gives the academic subject area, the corresponding recommended years of study for each academic subject (as defined by NCEE), and the corresponding percent of students who met or exceeded the recommendations.

Table 1: Percent of Freshmen Meeting or Exceeding NCEE Recommendations for Years of High School Study

High School Subject	Min. # of Years of Study Recommended	Daytona Beach 1999 Respondents	Prescott 1999 Respondents
English	4 years	97%	97%
Math	3 years	99%	99%
Foreign Language	2 years	93%	87%
Biological Sciences	2 years	33%	28%
Physical Sciences	2 years	70%	78%
History	1 year	99%	100%
Arts and Music	1 year	74%	81%
Computer Science	½ year	59%	58%

With the exception of one academic subject area, computer science, ERAU data from 1999 are similar to data gathered in previous years. Over the past four administrations, the percentage of students who met or exceeded the recommended years of study in computer science declined at both campuses. Daytona Beach students declined from a high of 70% in 1996, to a low this year of 59%, while Prescott students declined from a high of 74% in 1996, to a low this year of 58%.

*Hours Per Week Allocated to Select Activities in the Past Year*

Both CIRP and ERAU surveys gather information about how freshmen spent their time in the past year. Students indicated how many hours in a typical week they spent on 12 different activities. Table 2 presents the percentage of freshmen spending six or more hours per activity. The results from the administration of the 1999 survey are given with 1998 and 1997 data included for comparison.

Table 2: Percent of Freshmen Allocating Six or More Hours per Week to Select Activities the Past Year

Activity	CIRP			Daytona Beach			Prescott		
	1997	1998	1999	1997	1998	1999	1997	1998	1999
Socializing with friends	79%	80%	79%	72%	70%	73%	76%	76%	76%
Working for pay	50%	55%	51%	62%	63%	66%	58%	56%	60%
Exercising/Sports	55%	54%	54%	51%	49%	52%	59%	49%	59%
Studying/Homework	53%	49%	50%	41%	39%	43%	47%	45%	50%
Watching television	26%	27%	26%	28%	30%	28%	33%	34%	34%
Partying	24%	25%	25%	19%	17%	20%	19%	23%	23%
Student clubs/groups	18%	17%	18%	14%	16%	16%	18%	14%	20%
Volunteer work	9%	10%	11%	8%	7%	9%	7%	6%	7%
Talking with teachers outside class	5%	6%	6%	5%	4%	5%	3%	4%	6%
Housework/Childcare	7%	8%	7%	N/A	8%	10%	N/A	9%	9%
Reading for pleasure	12%	12%	11%	N/A	8%	11%	N/A	10%	6%
Prayer/Meditation	3%	4%	4%	N/A	3%	3%	N/A	1%	4%

*Frequency of Participation for Select Activities in the Past Year*

Students were asked to indicate from a list of thirteen activities the frequency of their participation during the past year. Although this information is collected annually on the CIRP survey, this was the first time the information was collected by the Embry-Riddle Incoming Freshmen Survey. Of the thirteen activities, ten compared participation for those survey respondents who indicated frequent participation, and are displayed in Table 3. On the following page, Table 4 depicts combined “frequent” and “occasional” participation responses for the remaining three activities.

Table 3: Percent of Freshmen with Frequent Participation in Select Activities in the Past Year

Activity	CIRP	Daytona Beach	Prescott
Was bored in class	41%	28%	35%
Smoked cigarettes	11%	7%	4%
Felt overwhelmed by all I had to do	33%	11%	21%
Felt depressed	10%	3%	8%
Socialized with someone of another racial/ethnic group	67%	59%	71%
Communicated via E-Mail	67%	56%	54%
Used the internet for research/homework	60%	55%	49%
Participated in internet chat room	19%	18%	14%
Played computer games	23%	26%	29%
Other internet use	41%	40%	37%

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

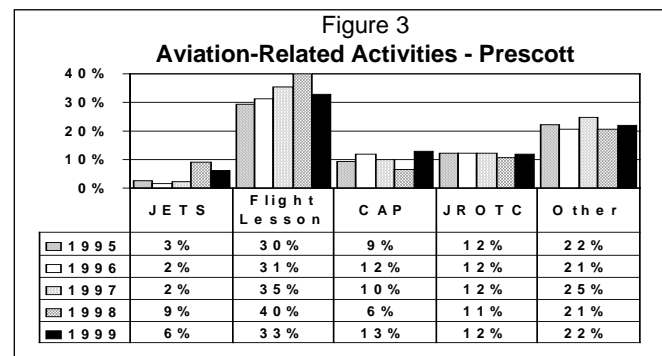
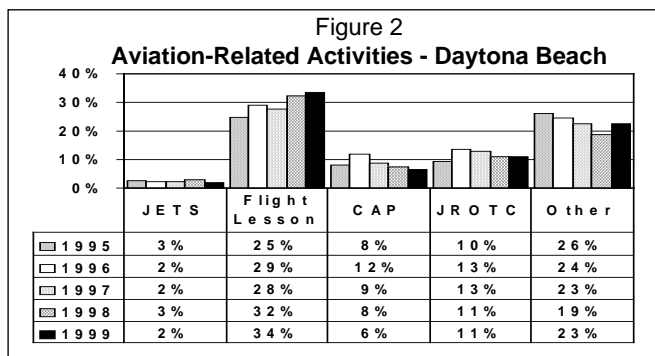
Table 4: Percent of Freshmen with Frequent or Occasional Participation in Select Activities in the Past Year

Activity	CIRP	Daytona Beach	Prescott
Drank beer	53%	47%	42%
Drank beer or liquor	59%	47%	43%
Overslept & missed class/appointment	34%	25%	29%

## Preparatory Experience

### *Participation in Aviation-Related Activities*

To supplement the more general CIRP activity questions summarized in Table 2, the Incoming Freshmen Survey asks additional questions about respondents' preparatory experiences related to aviation or to their major. Specific activities mentioned include Junior Engineering Technical Society (JETS), flying lessons or flight club, the Civil Air Patrol (CAP), Junior ROTC (JROTC), and "other" activities related to aviation or college major. Figures 2 and 3 below summarize activity participation rates.



From these figures it can be seen that among Daytona Beach freshmen, participation rates in "flying lessons/flight clubs" hit a 5-year high, while participation rates in "CAP" hit a 5-year low. In contrast, Prescott's freshmen participation rate in "CAP" hit a 5-year high.

## Self-Rating of Abilities

Incoming freshmen were asked to rate themselves on each of the traits listed in Table 5 (on the following page) as compared with the average college bound person their age. For each trait, respondents rated themselves as being in the "highest 10%", "above average", "average", "below average", or in the "lowest 10%". Traits are listed in percent frequency order ("highest 10%" or "above average" responses combined) for CIRP respondents, from highest to lowest.

As compared to CIRP respondents, Daytona Beach freshmen continue to rate themselves more frequently as being in the "highest 10%" or "above average" in terms of drive to achieve, cooperativeness, leadership ability, competitiveness, physical health, emotional health and mathematical ability. Summary percentages of CIRP and Daytona Beach freshmen survey participants have changed very little over the past five years. Prescott freshmen survey participants, for the first time in 5 years, dropped below CIRP respondents when rating themselves in terms of drive to achieve, cooperativeness, competitiveness and emotional health, but continue to rate themselves higher in terms of physical health and mathematical ability.

Table 5: Percentage of Incoming Freshmen Rating Self “Highest 10%” or “Above Average”

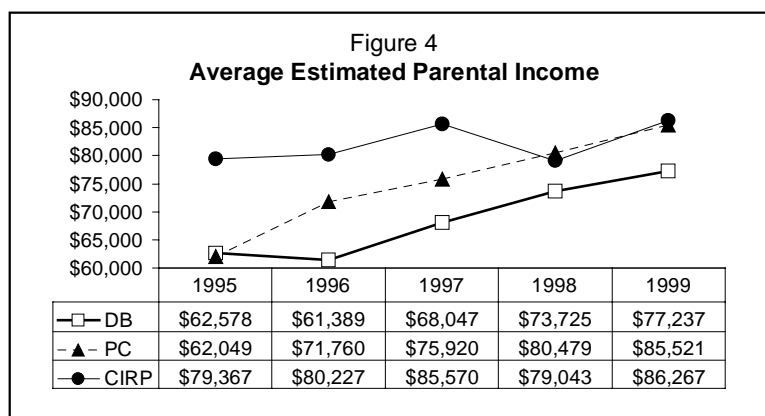
Characteristic	CIRP	Daytona Beach	Prescott
Academic ability	79%	68%	63%
Drive to achieve	76%	77%	67%
Cooperativeness	74%	75%	71%
Understanding of others	69%	63%	63%
Self-confidence (intellectual)	65%	63%	63%
Leadership ability	63%	65%	63%
Self-understanding	62%	58%	59%
Creativity	62%	58%	55%
Physical health	58%	63%	61%
Initiative	57%	N/A	N/A
Emotional health	56%	64%	53%
Competitiveness	55%	63%	54%
Writing ability	54%	38%	37%
Self-confidence (social)	50%	48%	45%
Mathematical ability	48%	58%	58%
Spirituality	47%	36%	41%
Public speaking ability	41%	35%	35%
Popularity	39%	31%	24%
Artistic ability	35%	25%	31%
Computer skills	30%	N/A	N/A

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

## Family Background

### Parental Income

Incoming freshmen survey participants were asked to estimate their parents’ annual income from the previous year. Average estimated parental income for CIRP, Daytona Beach, and Prescott respondents for the past five years are presented in Figure 4. Although average parental income of ERAU respondents is generally lower than that of freshmen nationwide, ERAU continues to draw incoming freshmen from increasingly affluent family backgrounds. Over 40% of entering ERAU freshmen reported family incomes over \$75,000, an increase of 6% points for Daytona Beach incoming freshmen and 3% points for Prescott incoming freshmen.



*Parental Occupation*

Freshmen from Daytona Beach indicated their parents were employed in the aviation/aerospace industry: 10% and 2% for fathers and mothers, respectively. Freshmen from Prescott indicated their parents were employed in the aviation/aerospace industry: 8% and 3% for fathers and mothers, respectively.

From a list of 46 occupations, incoming freshmen were asked to select the employment categories that best described their parents' occupations. CIRP condenses the 46 occupations to 22 occupation groupings. Tables 6 and 7 below provide a list of top parent occupations for CIRP, Daytona Beach, and Prescott respondents using the condensed occupation groupings. As in past administrations, ERAU and national respondents reported similarly.

Table 6: Top Occupations for Fathers

CIRP	Daytona Beach	Prescott
*Business (31%)	*Business (32%)	*Business (33%)
*Other (23%)	*Other (26%)	*Other (21%)
Skilled worker (4%)	Skilled worker (11%)	Skilled worker (9%)
Engineer (7%)	Engineer (8%)	Engineer (7%)
Doctor – MD or DDS (5%)	Military career (3%)	Health professional-nonMD (4%)
Military career (4%)	Doctor - MD or DDS (2%)	Doctor - MD or DDS (3%)

\* Business: Accountant or actuary; Business executive; Business owner or proprietor; Salesperson or buyer

\* Other: Architect or urban planner; Clinical psychologist; College administrator/staff; Computer programmer or analyst; Law enforcement officer; Policymaker/government; Foreign service; Statistician; Interpreter; Other occupation

Table 7: Top Occupations for Mothers

CIRP	Daytona Beach	Prescott
*Other (20%)	*Other (24%)	*Business (26%)
*Business – clerical (14%)	*Business (17%)	*Other (22%)
Homemaker (13%)	Nurse (10%)	Education – elementary (9%)
Education – elementary (11%)	Homemaker (8%)	Nurse (8%)
Nurse (8%)	Education – elementary (8%)	Business – clerical (7%)
Education – secondary (6%)	Business - clerical (8%)	Homemaker (7%)

\* Business: Accountant or actuary; Business executive; Business owner or proprietor; Salesperson or buyer

\* Other: Architect or urban planner; Clinical psychologist; College administrator/staff; Computer programmer or analyst; Law enforcement officer; policymaker/government, Foreign service; Statistician; Interpreter; Other occupation

*Parental Education*

The proportion of college-educated parents of ERAU's incoming freshmen is somewhat lower than the proportion nationally. 63% of fathers and 60% of mothers of incoming freshmen nationwide held some type of a college degree. 53% of both fathers and mothers of Daytona Beach incoming freshmen, and 57% of fathers and 50% of mothers of Prescott incoming freshmen, held a college degree.