

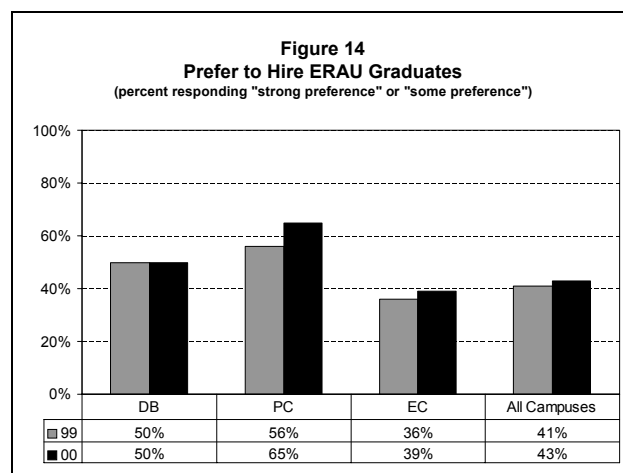
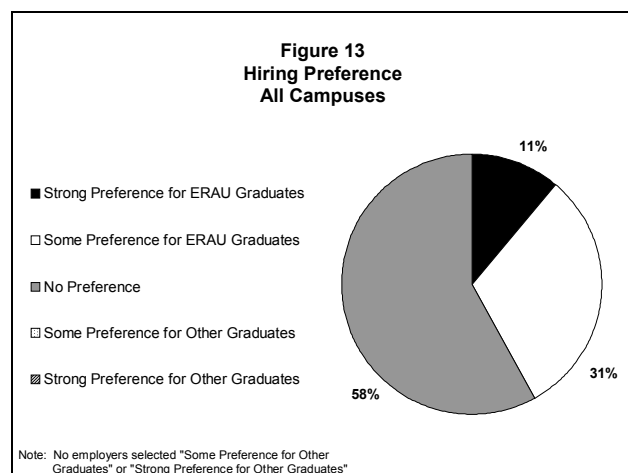
THE ERAU GRADUATE

The Employer Feedback Survey also measured the employer's opinion of the Embry-Riddle graduate. Questions included the employer's preference for hiring graduates, an overall rating of the graduate and his education, the usefulness of general and degree-specific skills, the graduate's level of competence at these skills, and the competence of graduates from other institutions at these skills.

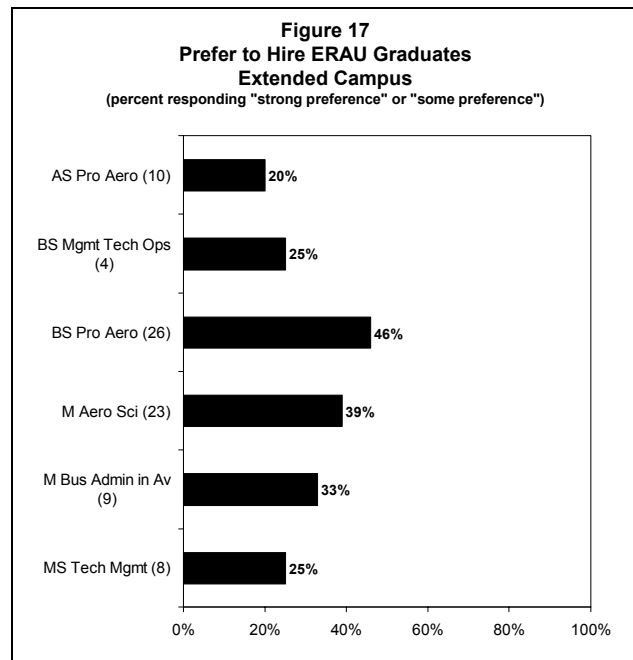
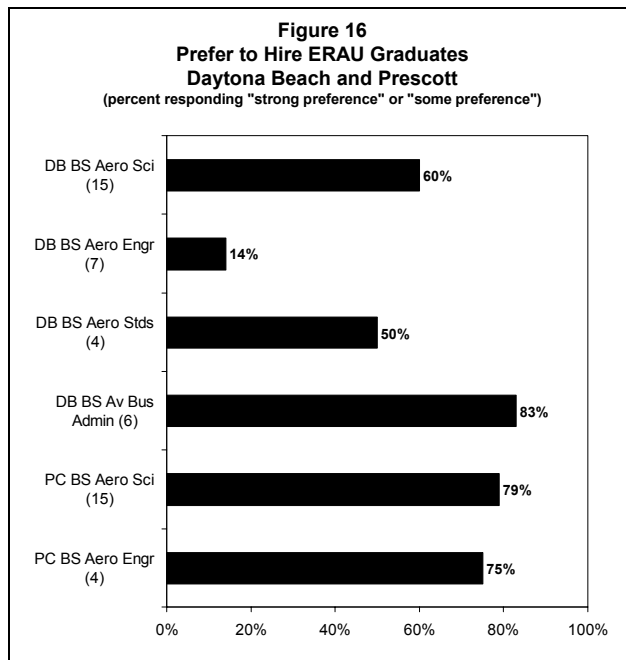
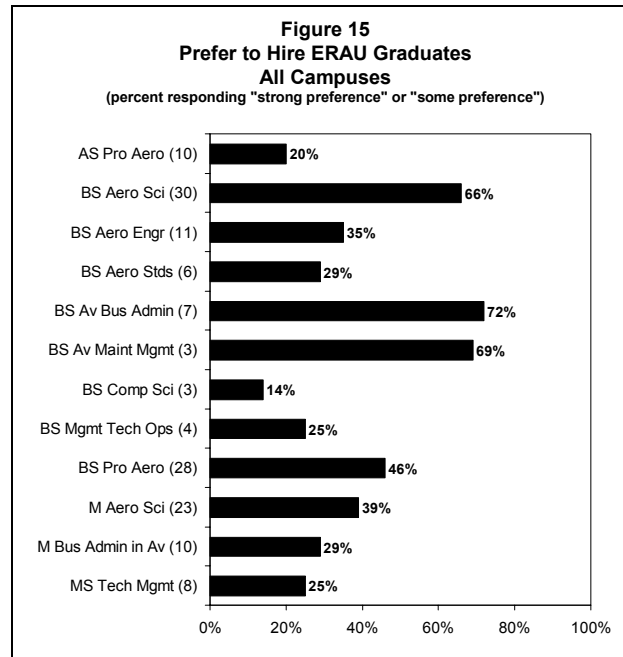
Results from employers' ratings of the ERAU graduate are displayed here, along with trend information. When questions are examined at the major level, the number of respondents is included in parentheses. Majors with less than three respondents are not shown. See the major profiles in Appendix E for additional statistics. The results from degree-specific skills questions are not included here; rather, they are included in the major profiles. Due to rounding, minor numeric inconsistencies exist and some totals may not equal exactly 100%.

Further statistics on this section are available in the tables located in Appendix B.

Hiring Preference



- ◆ Last year none of the employers surveyed had a "Strong Preference for Other Graduates", however, a small percentage had "Some Preference for Other Graduates." This year, none of the employers had a preference for other graduates (either "Strong Preference" or "Some Preference"), as shown in Figure 13.



Overall Performance of the ERAU Graduate

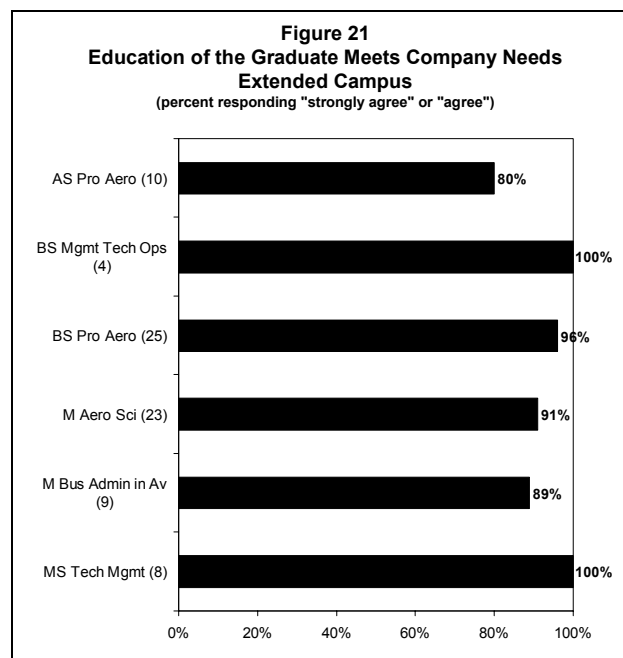
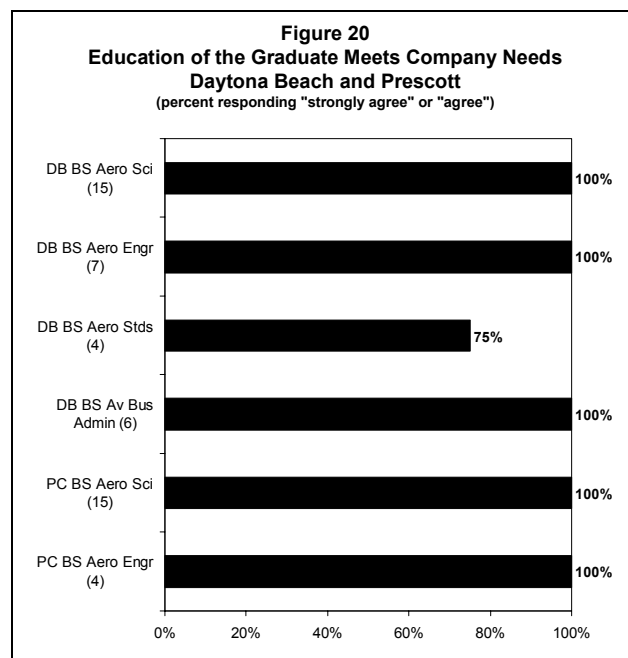
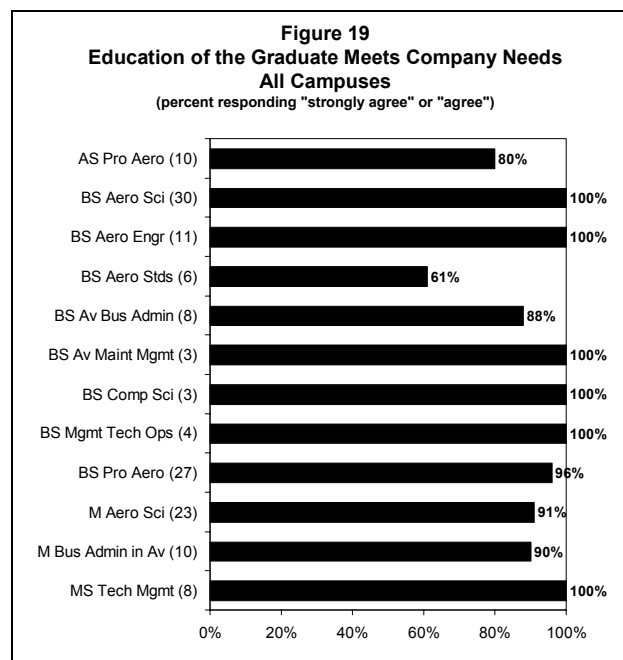
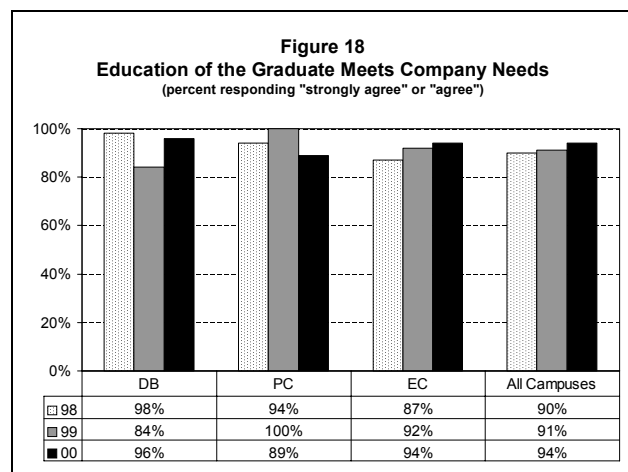


Figure 22
Graduate is a Valuable Employee
(percent responding "strongly agree" or "agree")

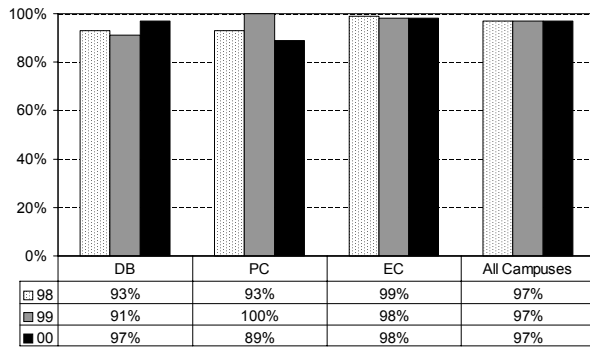


Figure 23
Graduate is a Valuable Employee
All Campuses
(percent responding "strongly agree" or "agree")

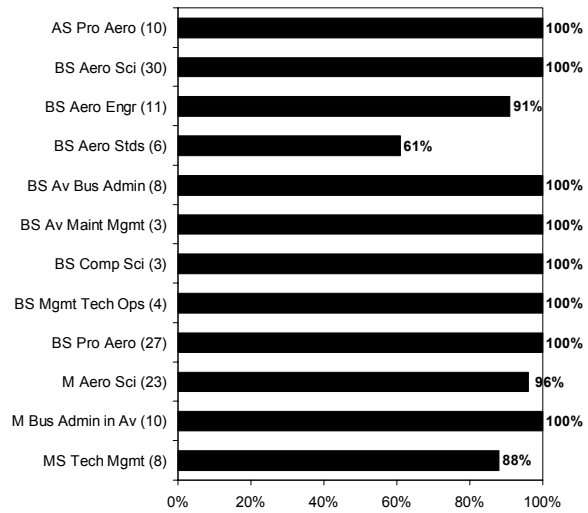


Figure 24
Graduate is a Valuable Employee
Daytona Beach and Prescott
(percent responding "strongly agree" or "agree")

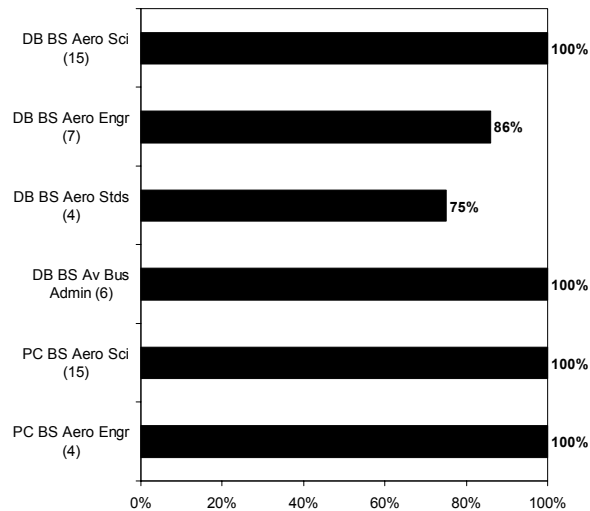
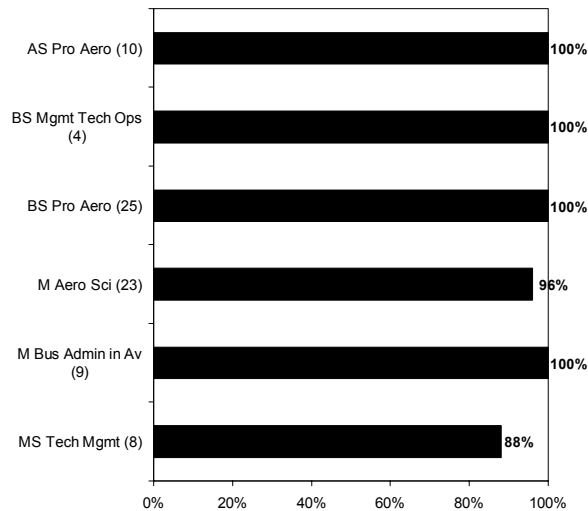
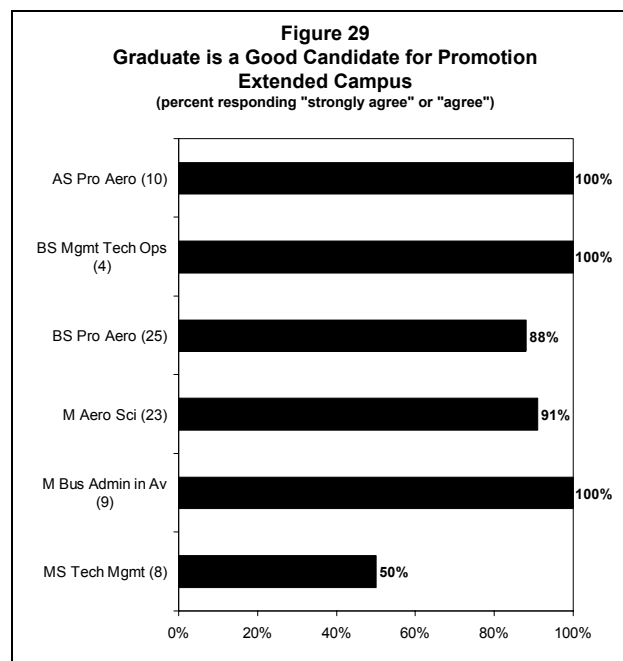
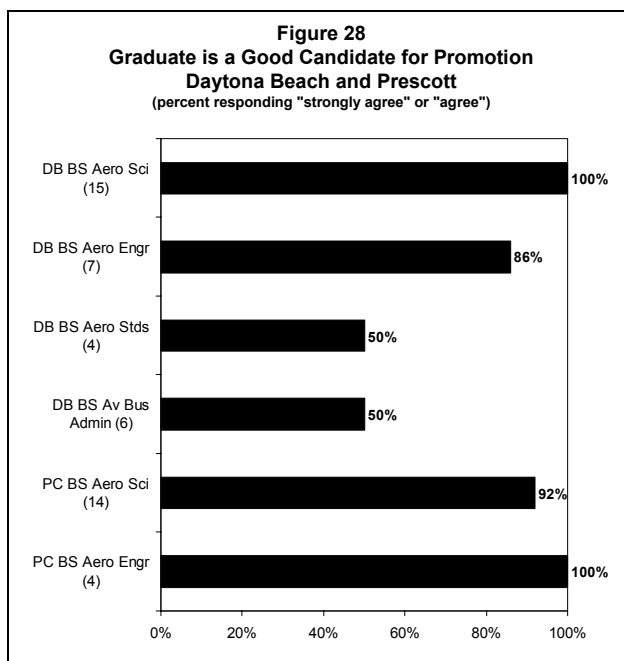
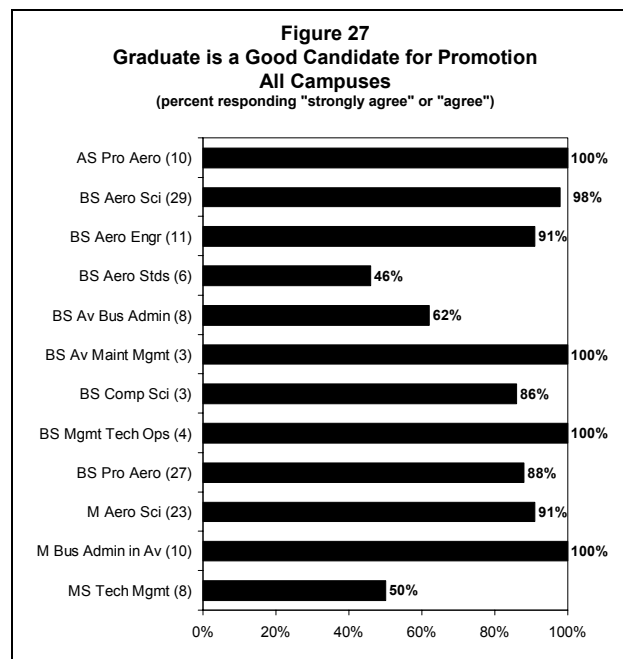
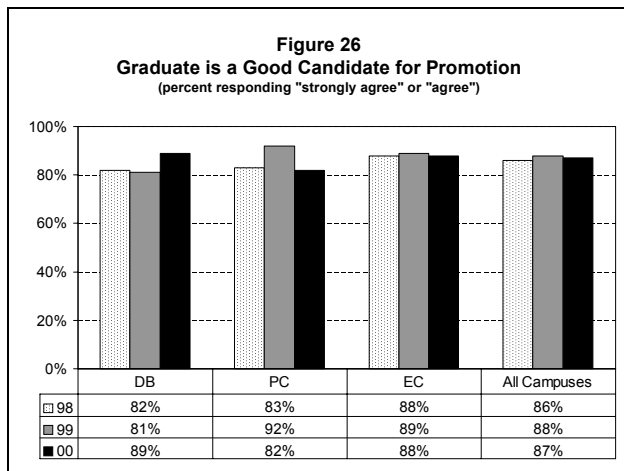
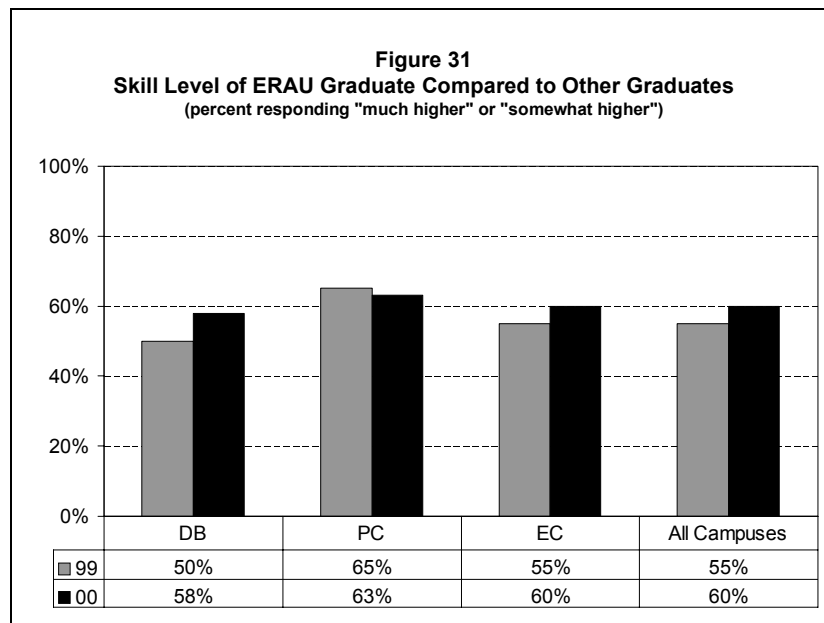
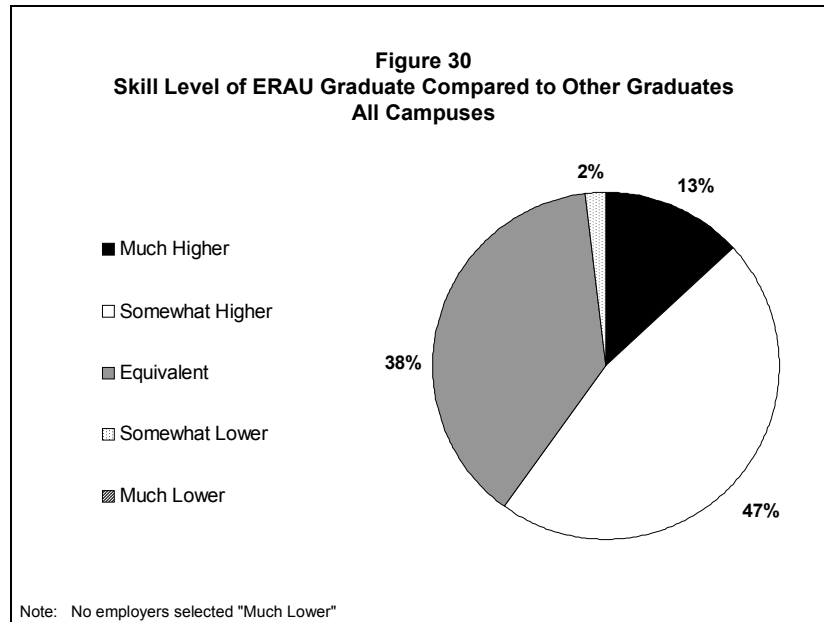
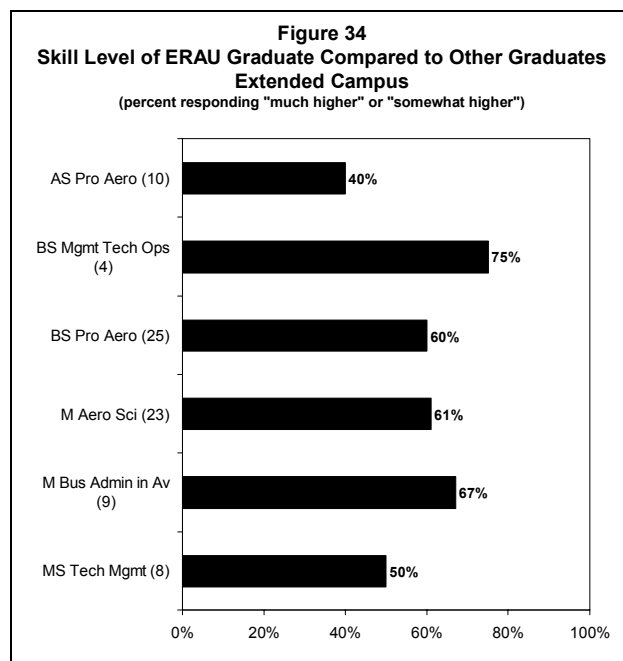
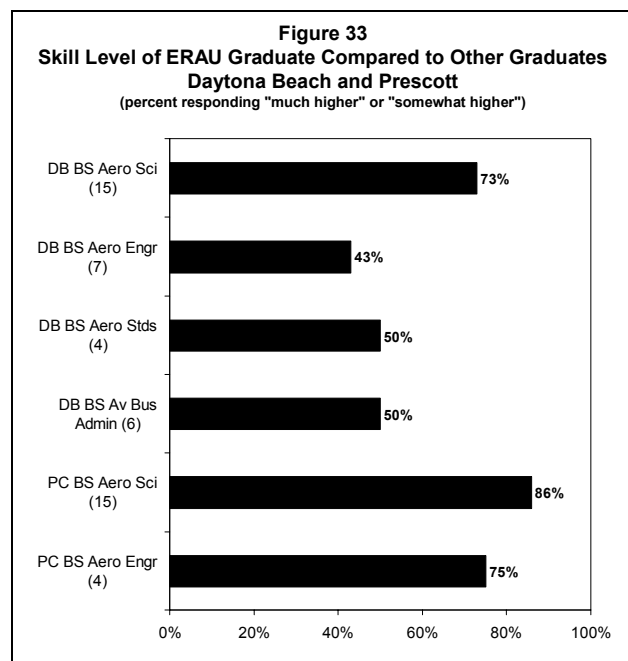
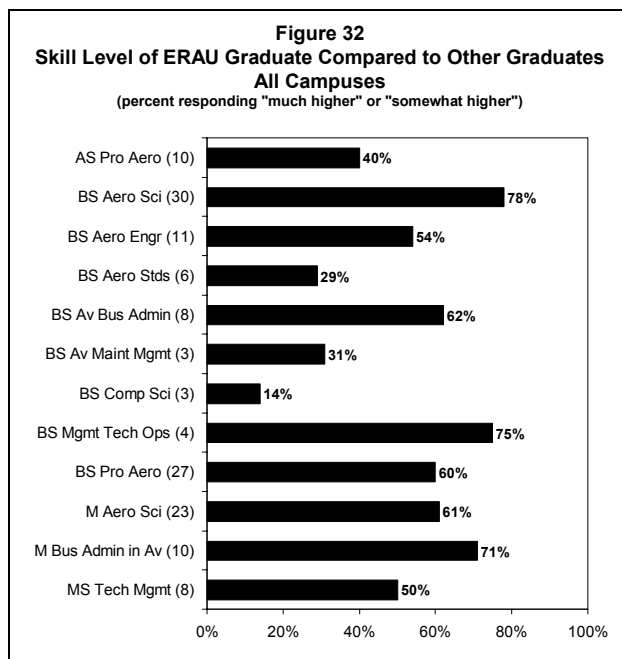


Figure 25
Graduate is a Valuable Employee
Extended Campus
(percent responding "strongly agree" or "agree")





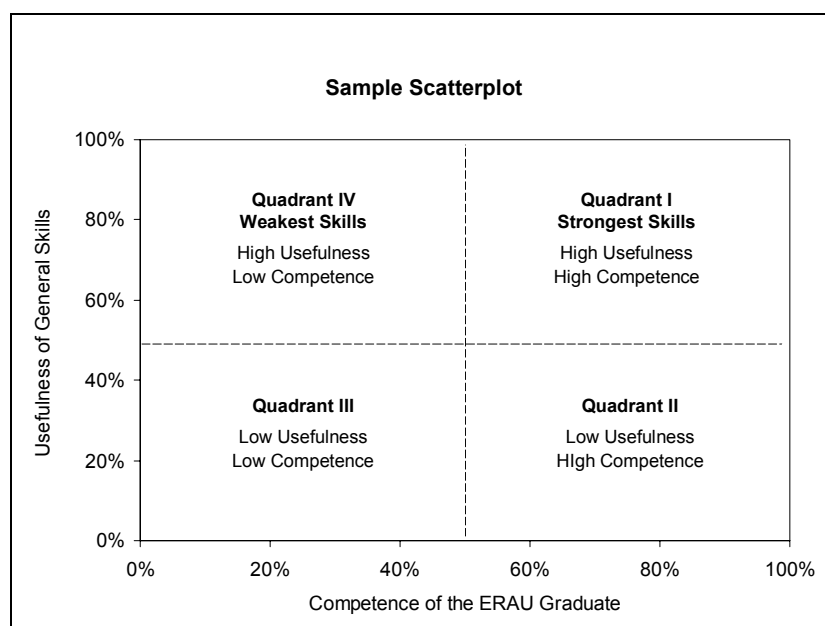


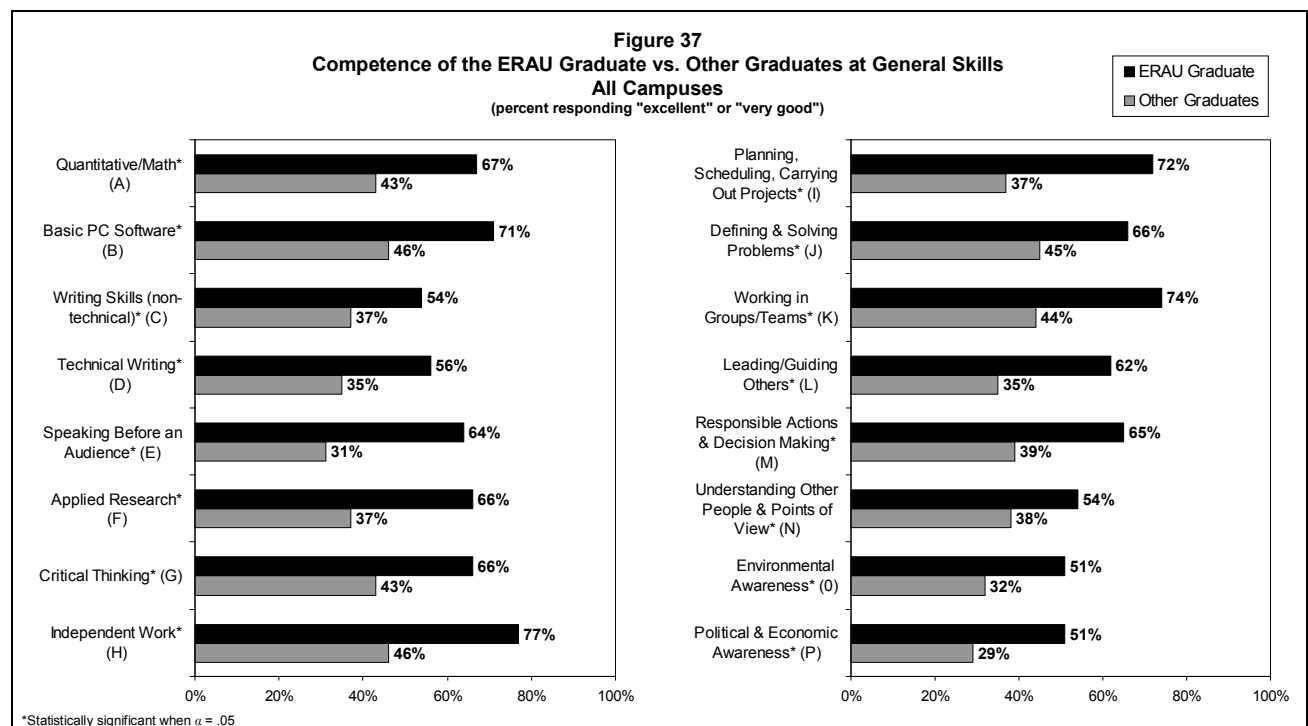
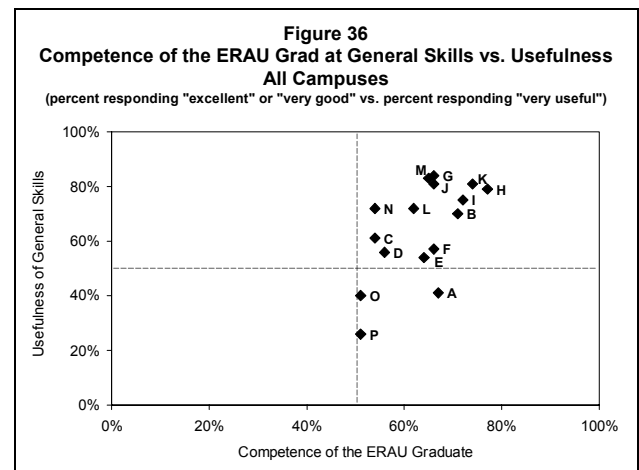
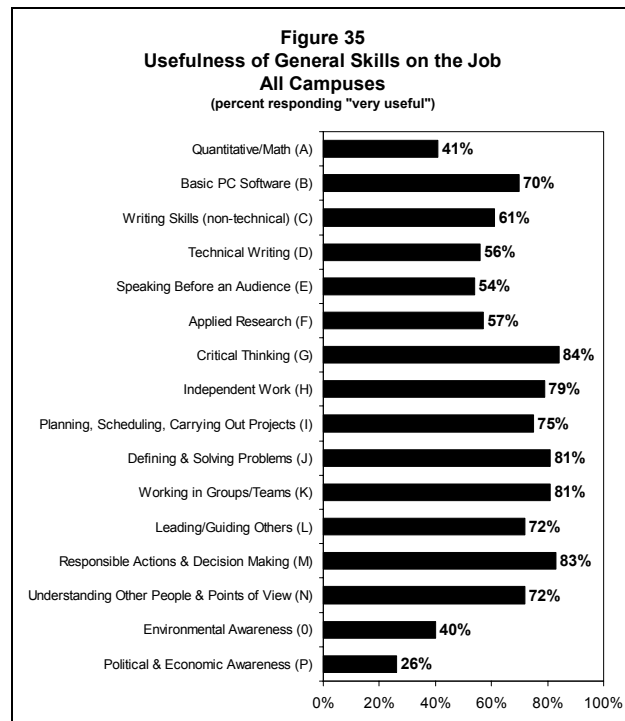


General Skills

This section shows the usefulness of general skills on the job and the graduates' level of competence at these skills for each campus. The usefulness ratings are shown at the top of the page and the competence ratings are shown at the bottom. Also shown in the competence figures at the bottom of the page are the ratings of graduates from other institutions. Significant differences between ERAU graduates' competence and the competence of graduates from other institutions are noted with an asterisk (*).

Included next to the usefulness figures are scatterplots, which display the competence of the ERAU graduate at general skills by the usefulness of those same skills. The scatterplots can easily be divided into four quadrants as shown in the sample below. Quadrants one and four are of particular interest because they show the strengths and weaknesses of ERAU graduates as seen by employers. The letter corresponding to a skill is directly to the right of that point in the scatterplot. If space was limited, the corresponding letter is typically above the point.





- ◆ For the last three years, there have not been any skills in quadrant IV of the scatterplot (weakest skills) for all campuses combined. Also, almost all of the skills were in quadrant I (strongest skills), as has been the case for the previous two years. Ratings for the current year are shown in Figure 36.

Figure 38
Usefulness of General Skills on the Job
Daytona Beach
(percent responding "very useful")

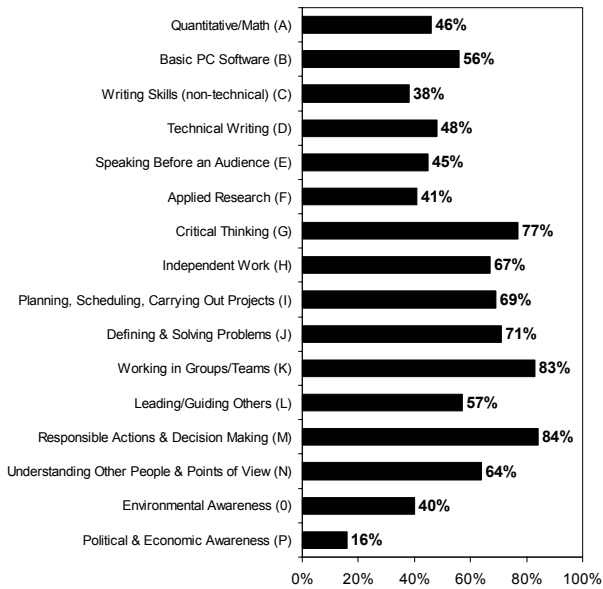


Figure 39
Competence of the ERAU Grad at General Skills vs. Usefulness
Daytona Beach
(percent responding "excellent" or "very good" vs. percent responding "very useful")

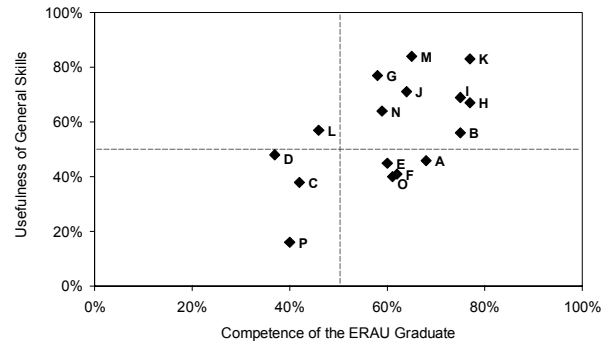
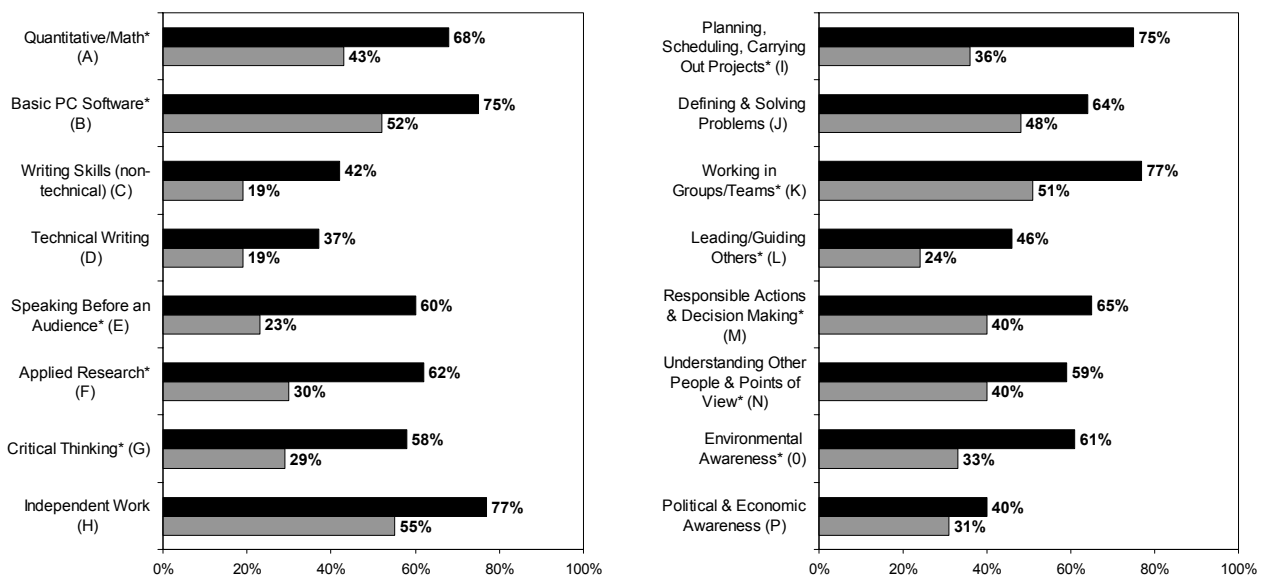
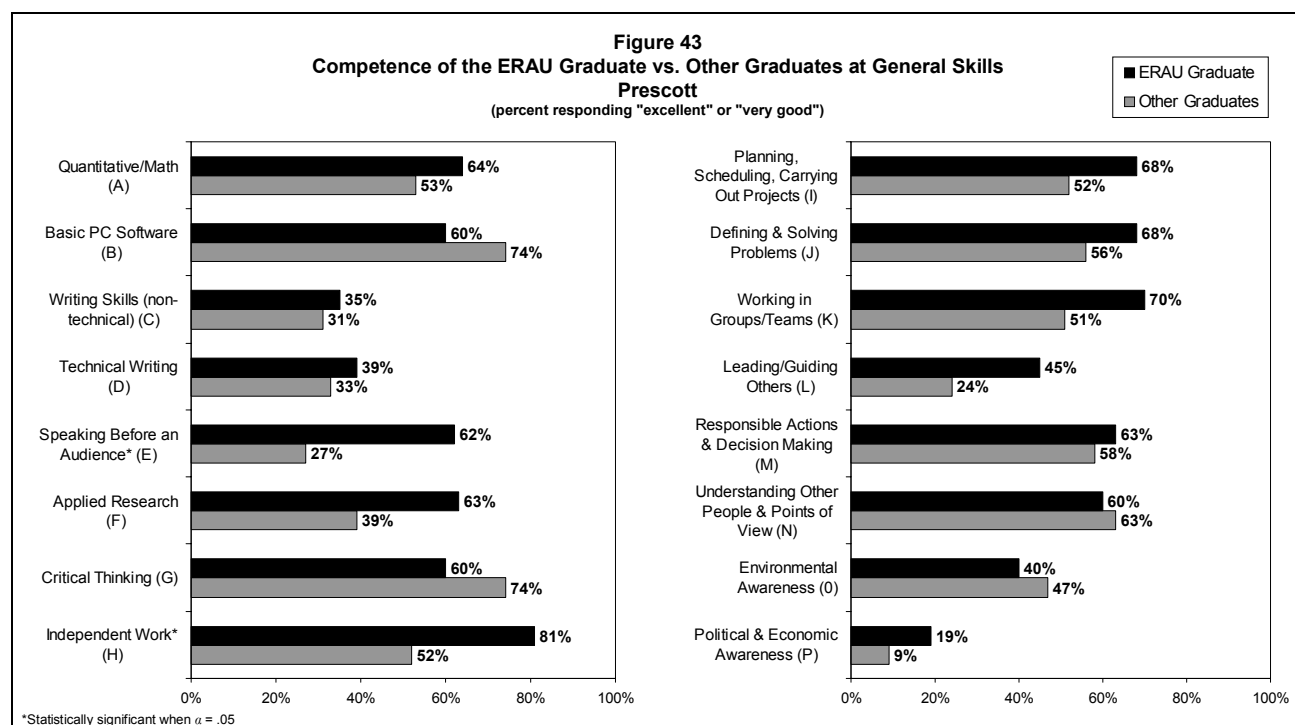
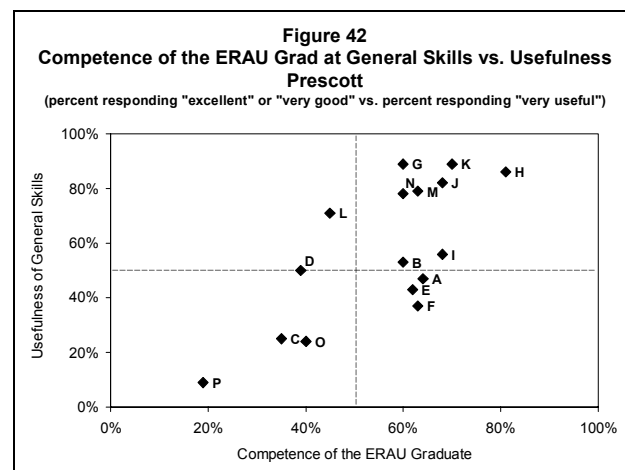
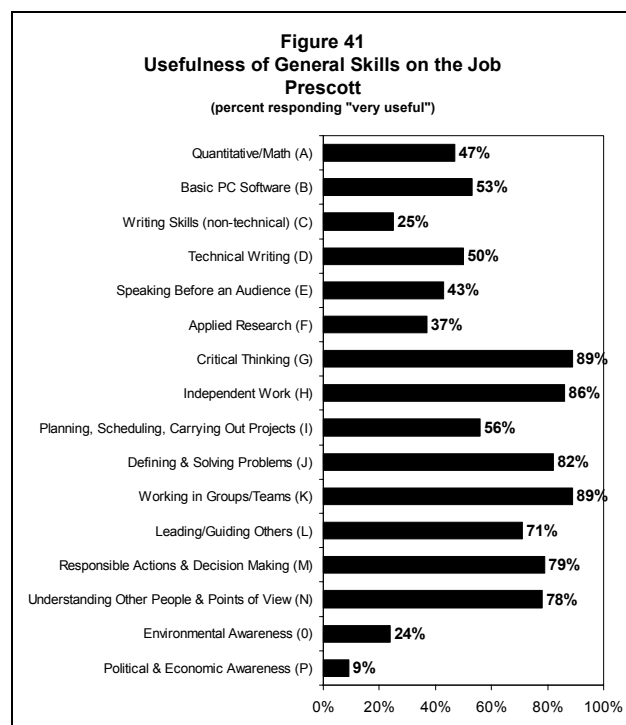


Figure 40
Competence of the ERAU Graduate vs. Other Graduates at General Skills
Daytona Beach
(percent responding "excellent" or "very good")



*Statistically significant when $\alpha = .05$

- ◆ Daytona Beach had many more skills in quadrant IV of the scatterplot (weakest skills) last year, but the only skill to fall in quadrant IV this year was 'Leading/Guiding Others (L)', as shown in Figure 39. This skill has been one of the weakest skills for Daytona Beach graduates the last three years.



- ◆ Displayed in Figure 42, the weakest skills (quadrant IV of the scatterplot) for Prescott were: 'Technical Writing (D)' and 'Leading/Guiding Others (L)'. Alumni also agreed with employers that 'Leading/Guiding Others' was one of the weakest skills on the 2001 Alumni Survey.

Figure 44
Usefulness of General Skills on the Job
Extended Campus
(percent responding "very useful")

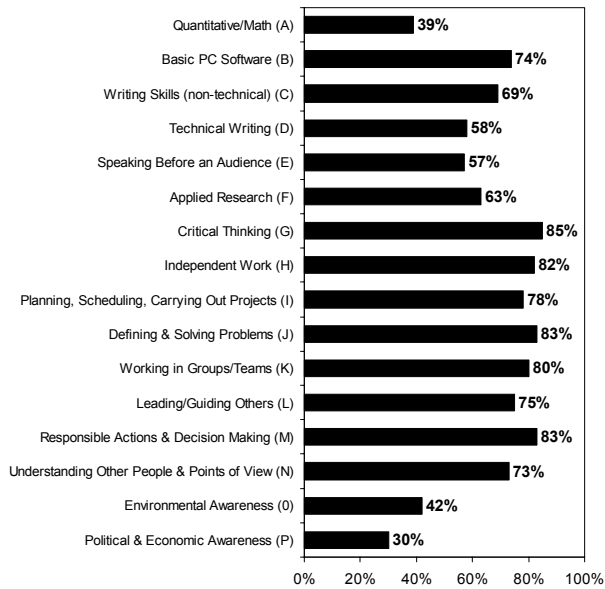


Figure 45
Competence of the ERAU Grad at General Skills vs. Usefulness
Extended Campus
(percent responding "excellent" or "very good" vs. percent responding "very useful")

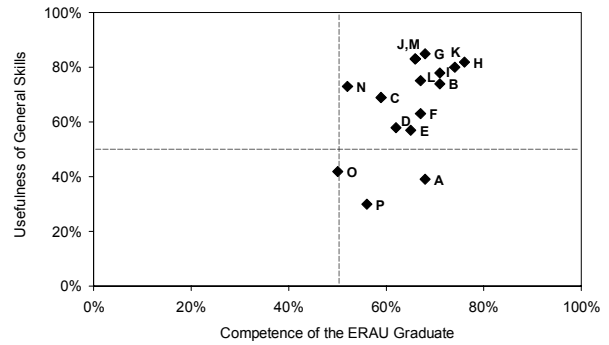
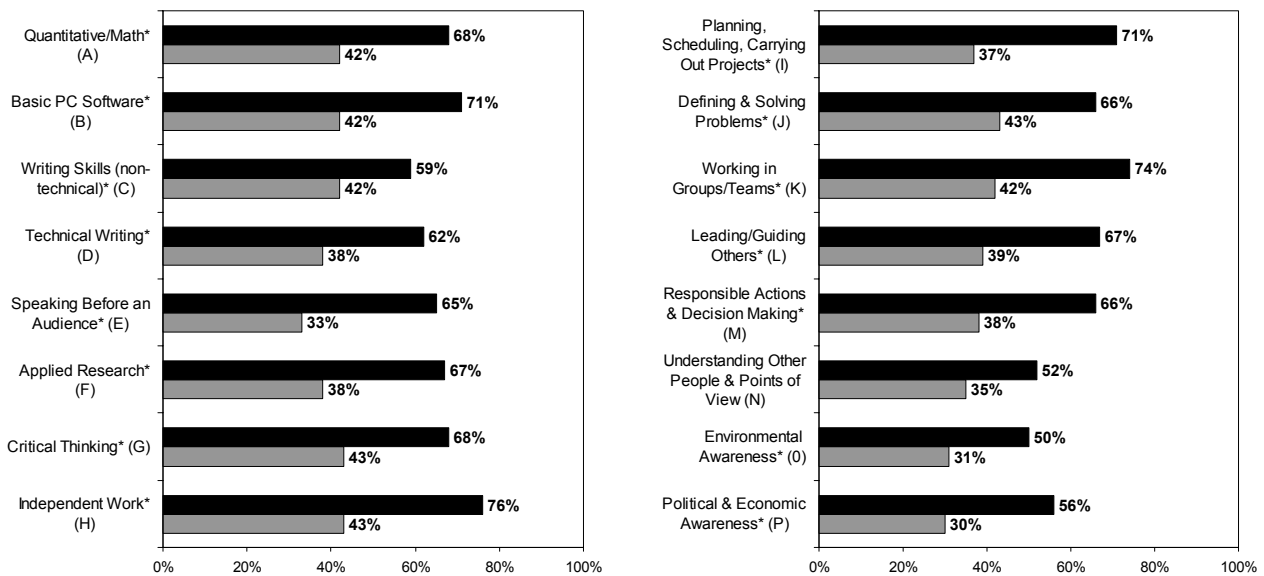


Figure 46
Competence of the ERAU Graduate vs. Other Graduates at General Skills
Extended Campus
(percent responding "excellent" or "very good")



*Statistically significant when $\alpha = .05$

- ◆ The majority of general skills for Extended Campus graduates were located in quadrant I of the scatterplot (strongest skills), with no skills in quadrant IV (weakest skills), as shown in Figure 45. This has also occurred in the two previous administrations.

Trends of Usefulness and Competence

The remaining figures (Figures 47-78), show the trends in the rating of 'Usefulness of General Skills on the Job' and 'Competence of the ERAU Graduate at General Skills' for each campus. Ratings that are significantly different from the last administration are denoted with an asterisk (*).

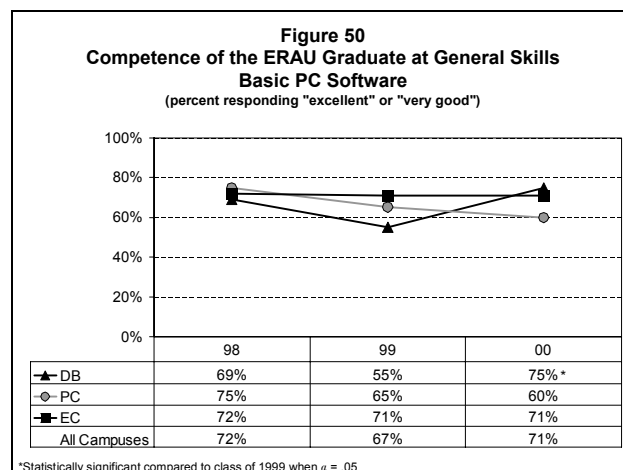
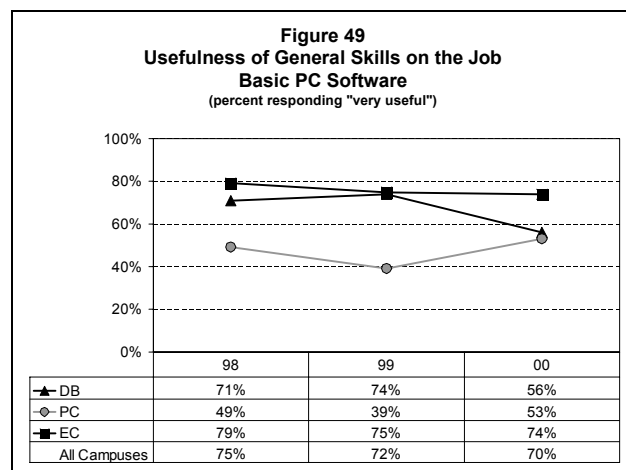
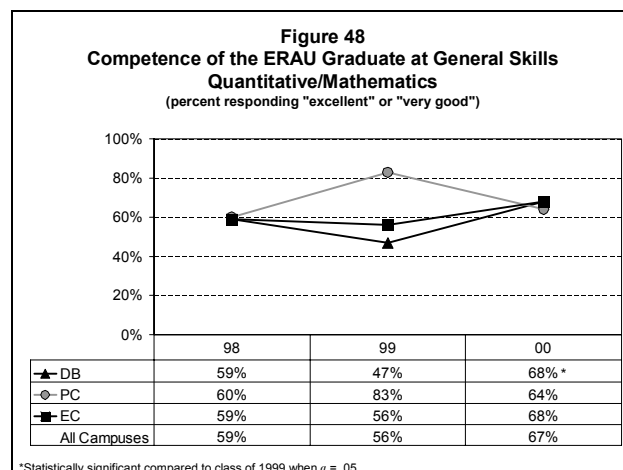
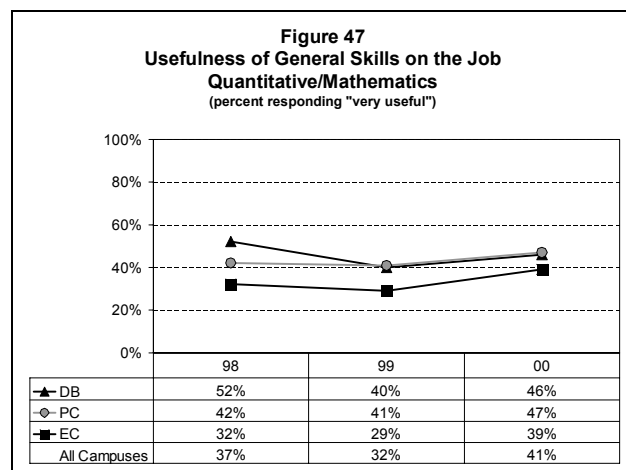


Figure 51
Usefulness of General Skills on the Job
Writing Skills (non-technical)
(percent responding "very useful")

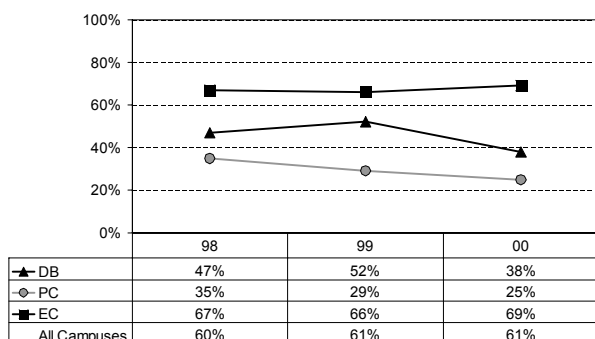


Figure 52
Competence of the ERAU Graduate at General Skills
Writing Skills (non-technical)
(percent responding "excellent" or "very good")

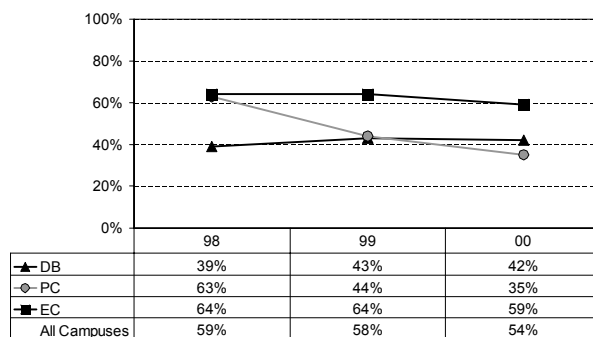
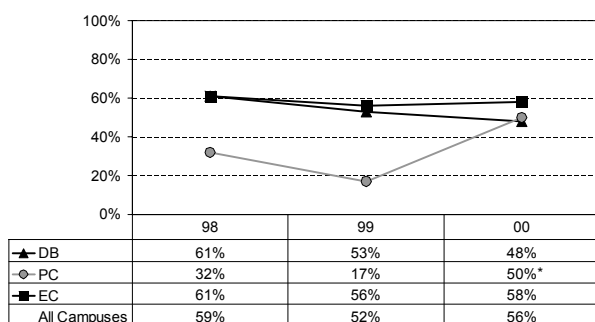


Figure 53
Usefulness of General Skills on the Job
Technical Writing
(percent responding "very useful")



*Statistically significant compared to class of 1999 when $\alpha = .05$

Figure 54
Competence of the ERAU Graduate at General Skills
Technical Writing
(percent responding "excellent" or "very good")

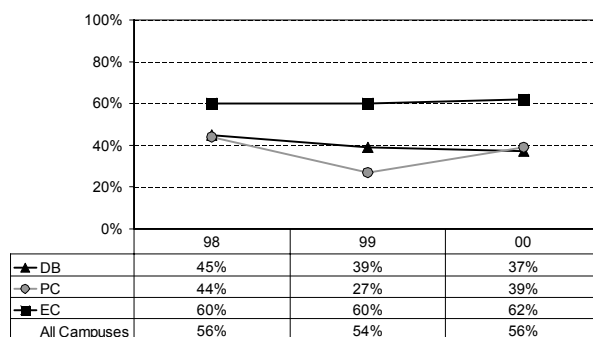


Figure 55
Usefulness of General Skills on the Job
Speaking Before An Audience
(percent responding "very useful")

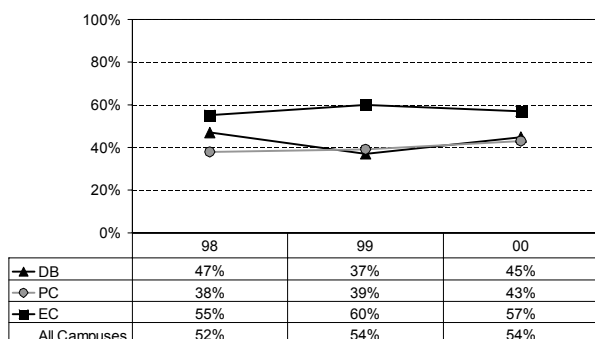
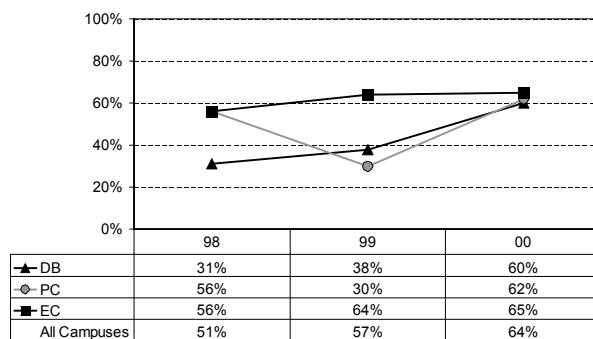


Figure 56
Competence of the ERAU Graduate at General Skills
Speaking Before An Audience
(percent responding "excellent" or "very good")



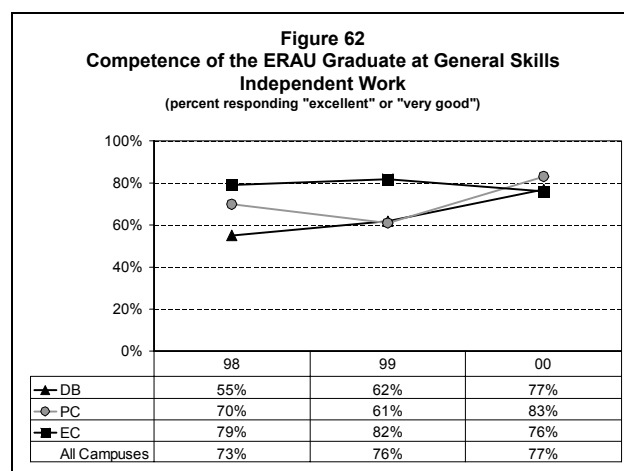
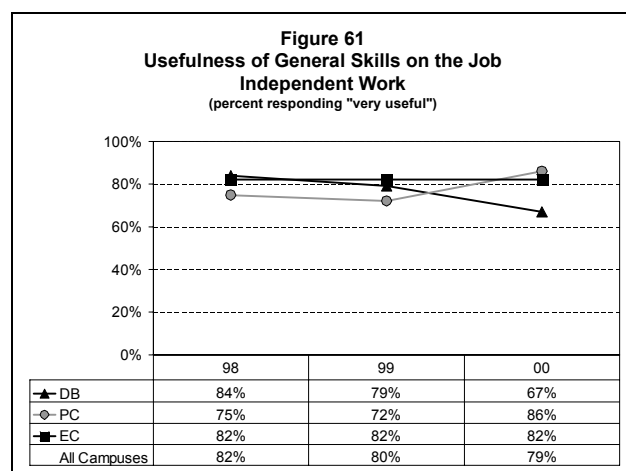
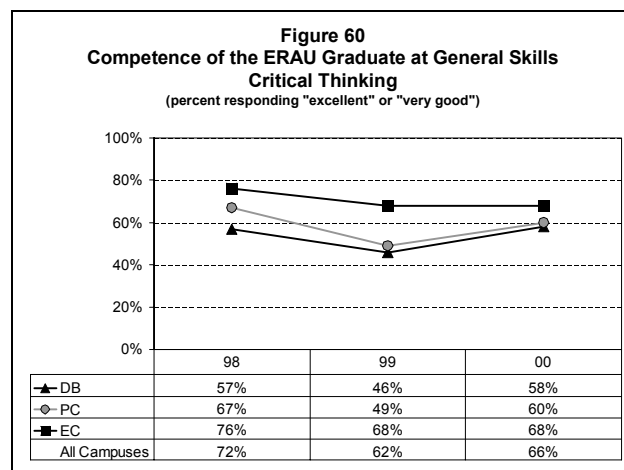
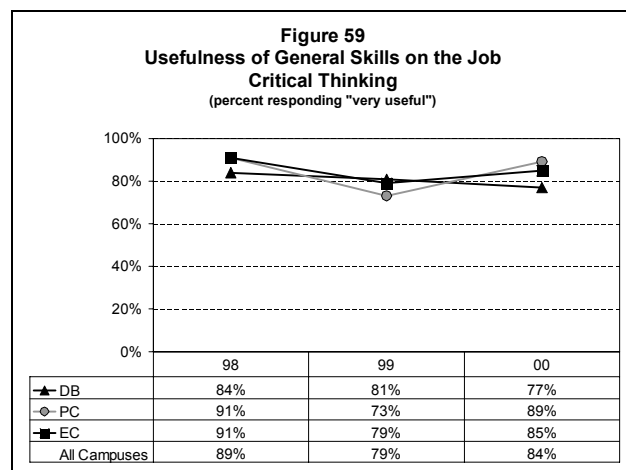
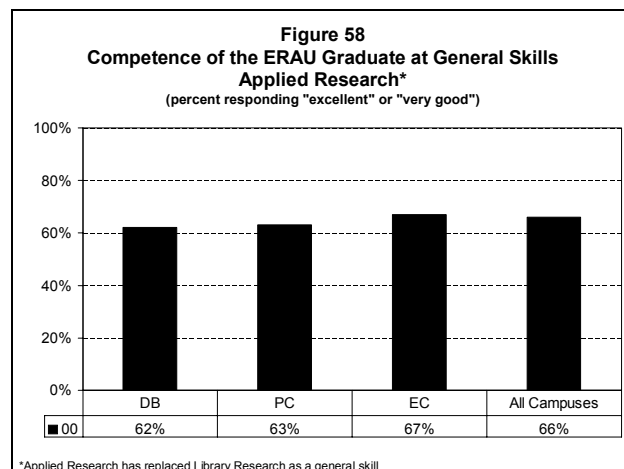
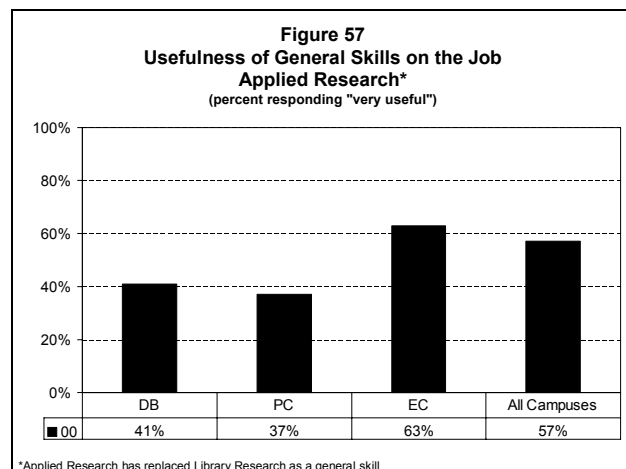


Figure 63
Usefulness of General Skills on the Job
Planning, Scheduling, Carrying Out Projects
(percent responding "very useful")

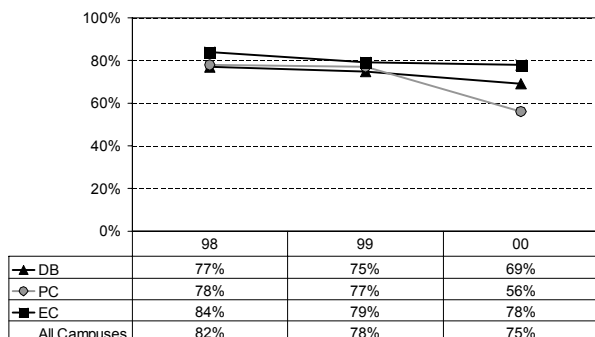


Figure 64
Competence of the ERAU Graduate at General Skills
Planning, Scheduling, Carrying Out Projects
(percent responding "excellent" or "very good")

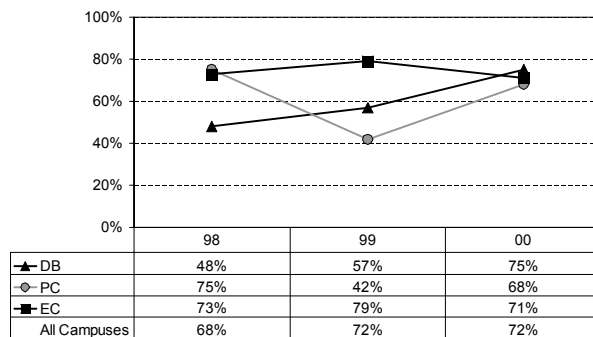


Figure 65
Usefulness of General Skills on the Job
Defining and Solving Problems
(percent responding "very useful")

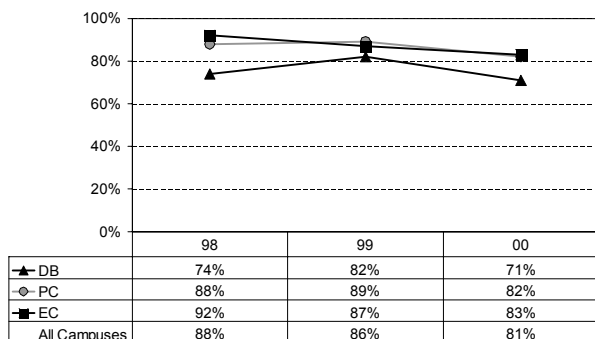


Figure 66
Competence of the ERAU Graduate at General Skills
Defining and Solving Problems
(percent responding "excellent" or "very good")

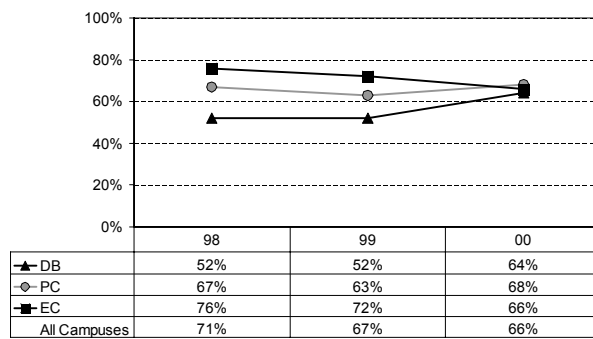


Figure 67
Usefulness of General Skills on the Job
Working in Groups/Teams
(percent responding "very useful")

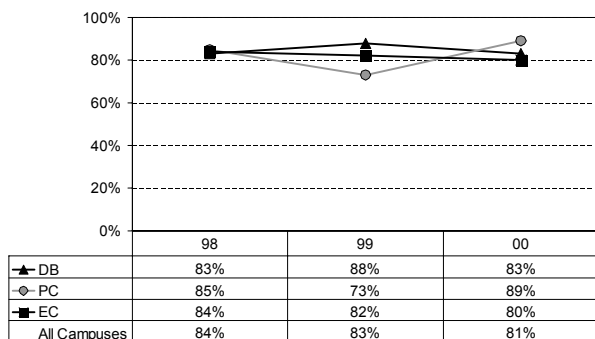
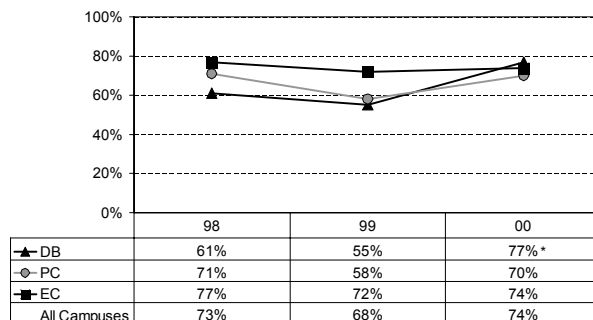
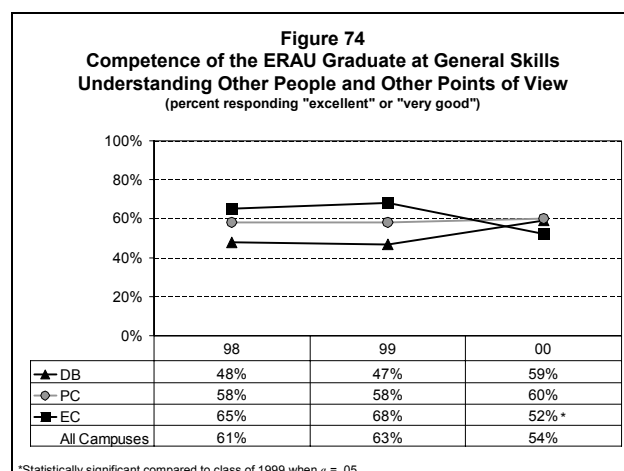
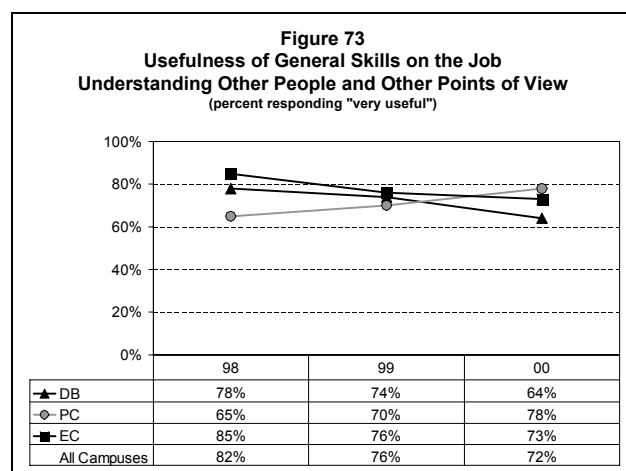
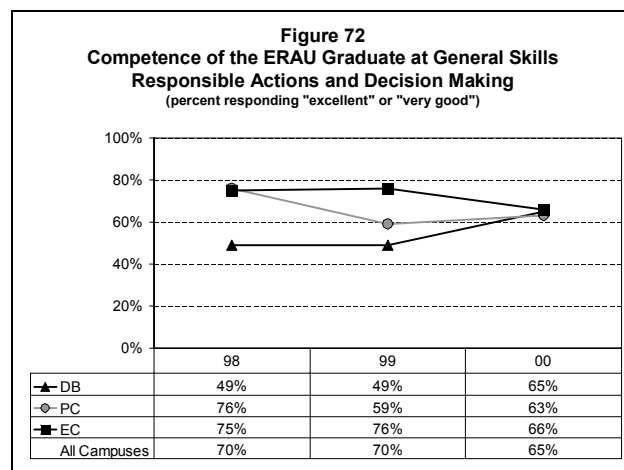
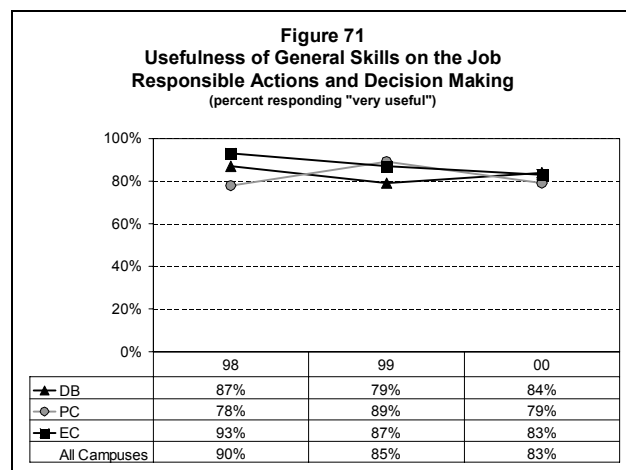
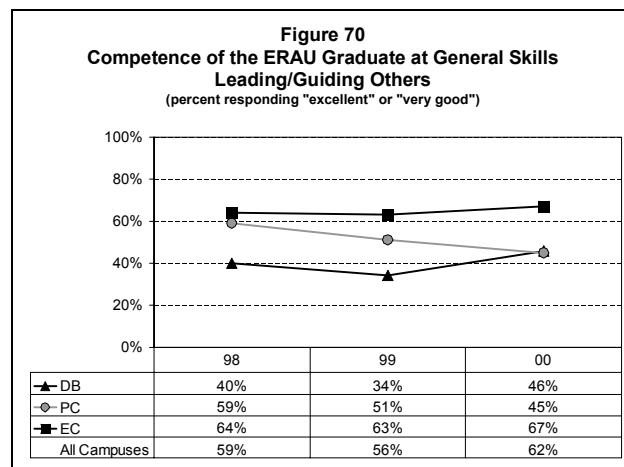
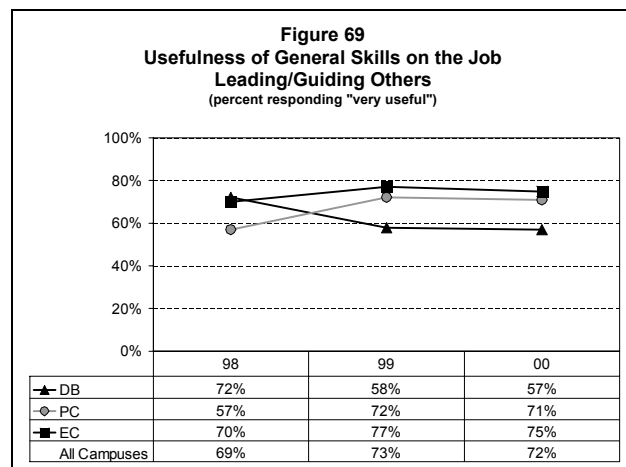


Figure 68
Competence of the ERAU Graduate at General Skills
Working in Groups/Teams
(percent responding "excellent" or "very good")

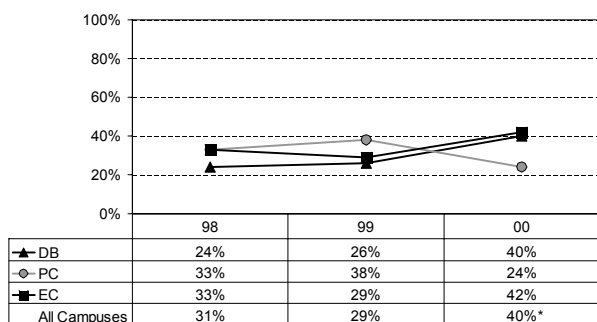


*Statistically significant compared to class of 1999 when $\alpha = .05$



*Statistically significant compared to class of 1999 when $\alpha = .05$

Figure 75
Usefulness of General Skills on the Job
Environmental Awareness
(percent responding "very useful")



*Statistically significant compared to class of 1999 when $\alpha = .05$

Figure 76
Competence of the ERAU Graduate at General Skills
Environmental Awareness
(percent responding "excellent" or "very good")

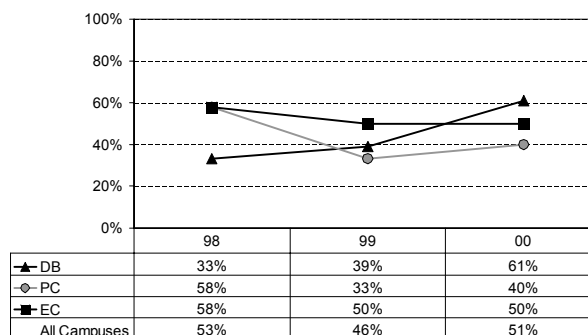
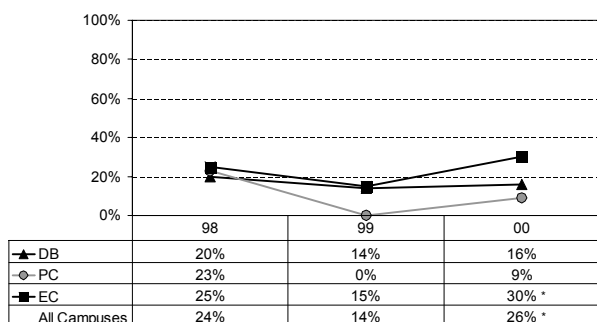
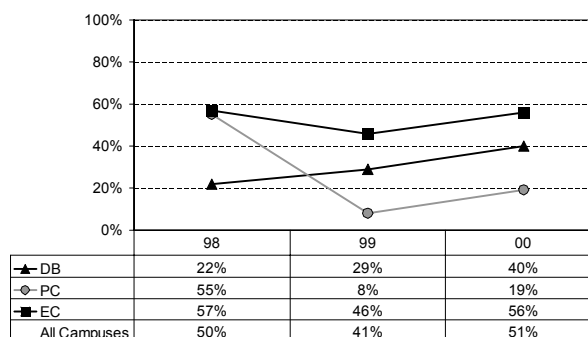


Figure 77
Usefulness of General Skills on the Job
Political and Economic Awareness
(percent responding "very useful")



*Statistically significant compared to class of 1999 when $\alpha = .05$

Figure 78
Competence of the ERAU Graduate at General Skills
Political and Economic Awareness
(percent responding "excellent" or "very good")



Degree-Specific Skills

Employers rated the usefulness of degree-specific skills, the competence of the ERAU graduate at these skills, and the competence of graduates from other institutions at these skills in the same manner as the general skills ratings. Results from these questions are included in the major profiles in Appendix E, and are therefore not included here.

Employer Comment Summary

At the end of the survey instrument, employers were given the opportunity to identify strengths and weaknesses of the ERAU graduate in their own words. All comments have been provided to the Chancellor at each campus for distribution to individual departments and offices. Of the 157 employers who responded, 111 (71%) chose to comment. Ninety-eight employers (62% of all respondents) made comments about strengths of the ERAU graduate. Analysis of these comments showed three main strengths: a positive attitude, aviation knowledge, and problem-solving skills. Eight to sixteen comments were made about each topic. The most mentioned strength by employers was a positive attitude. According to the supervisors, ERAU graduates have an “exceptional attitude” that is “very positive”. “This helps them to learn new skills and job-related knowledge quickly.” Employers also valued Embry-Riddle’s “aviation focus”. “A program dedicated to aviation” has helped in many areas of employment including “safety awareness”. Aviation knowledge was also mentioned as a strength last year. Good problem-solving skills were appreciated by the employers. ERAU graduates “have a keen ability to get to the heart of a problem and address it with efficiency”. They “utilize logic and analytical reasoning” to solve problems.

Sixty-four employers made comments about weaknesses of the ERAU graduate (41% of all respondents). The main areas of weakness noted by employers were decision-making and writing skills. Twelve comments were made about decision-making and nine comments were about writing skills. Employers felt that ERAU graduates had “some deficiency in decision-making” but this was “primarily due to experience level”. Writing skills were mentioned as a weakness of ERAU graduates this year, as was also the case last year. Although employers understood that writing skills were “developed through career experiences”, they felt it was “beneficial to have solid grammatical basics”. One employer noted “better writing skills is always an area that needs improvement”.

Employers were also given the chance to provide any other additional comments. Fifty employers provided some added feedback (32% of all respondents). The most mentioned additional comment was an overall compliment for ERAU. There were six comments of this nature. In general, employers have “always been pleased with ERAU graduates”. ERAU has a “very good overall program” and employers thanked Embry-Riddle for providing their employees “with the quality training required to be successful”.