

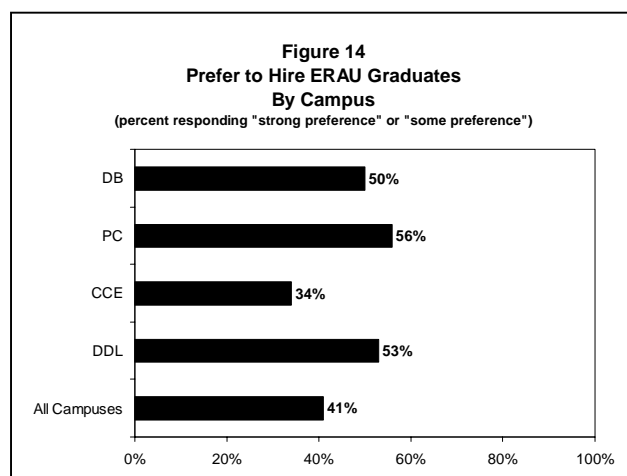
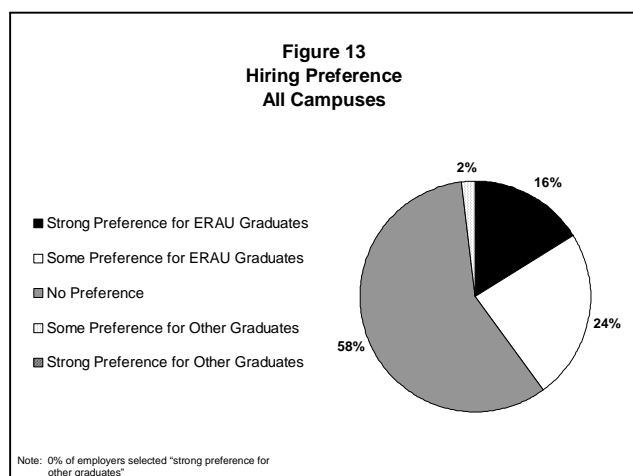
THE ERAU GRADUATE

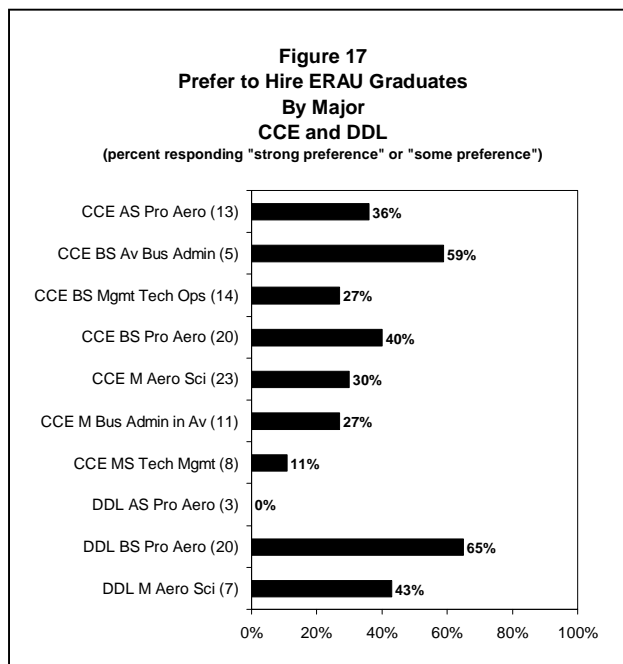
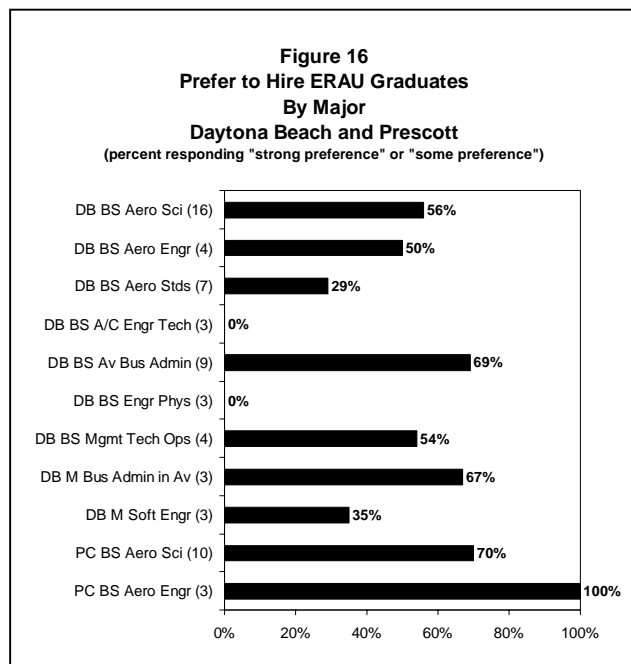
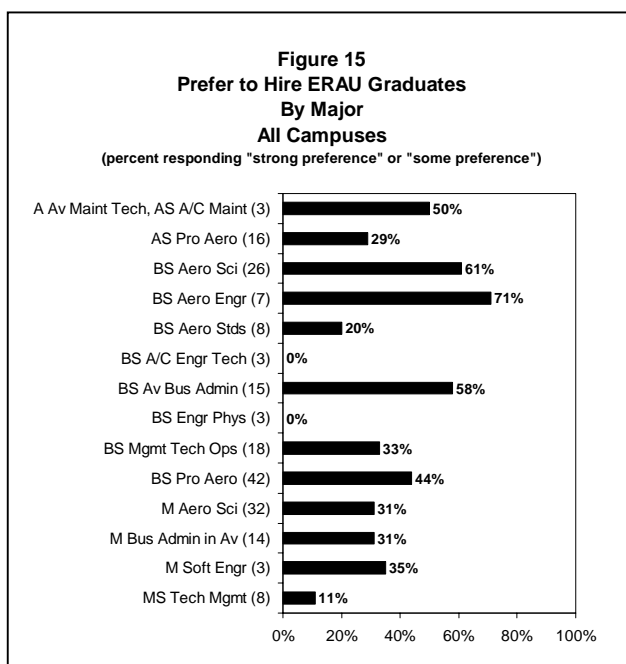
The Employer Feedback Survey also measured the employer's opinion of the Embry-Riddle graduate. Questions included the employer's preference for hiring graduates, an overall rating of the graduate and his education, the usefulness of general and degree-specific skills, the graduate's level of competence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

Results from *The ERAU Graduate* section are displayed here, along with trend information. When questions are examined on the major level, the number of respondents is included in parentheses. Majors with less than three respondents are not shown. See the major profile addendum for additional statistics. Due to rounding, minor numeric inconsistencies exist and some totals may not equal exactly 100%. The results from degree-specific skills questions are not included here; rather, they have been submitted directly to the department in the aforementioned major profile addendum.

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

Hiring Preference





Overall Performance of the ERAU Graduate

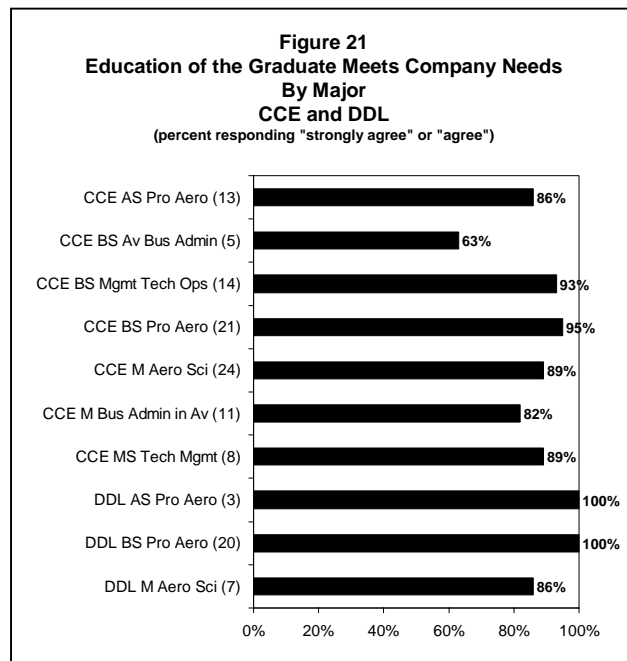
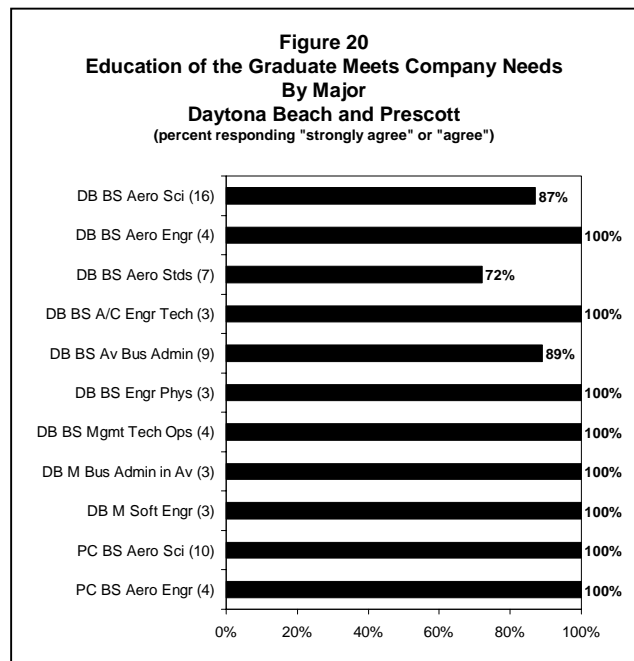
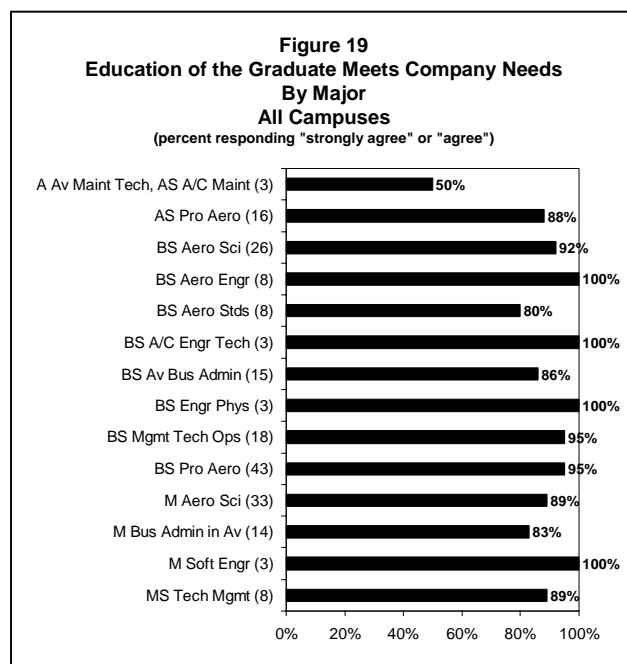
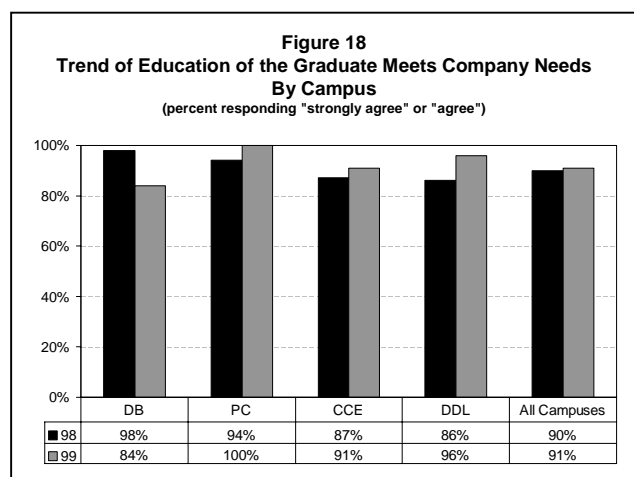


Figure 22
Trend of Graduate is a Valuable Employee
By Campus
(percent responding "strongly agree" or "agree")

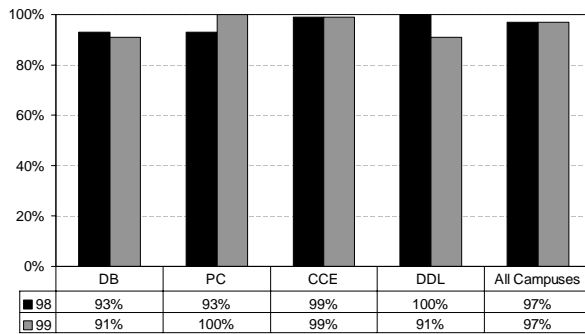


Figure 23
Graduate is a Valuable Employee
By Major
All Campuses
(percent responding "strongly agree" or "agree")

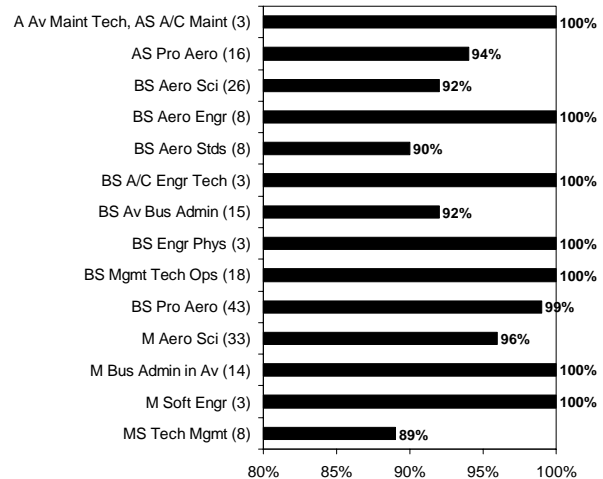


Figure 24
Graduate is a Valuable Employee
By Major
Daytona Beach and Prescott
(percent responding "strongly agree" or "agree")

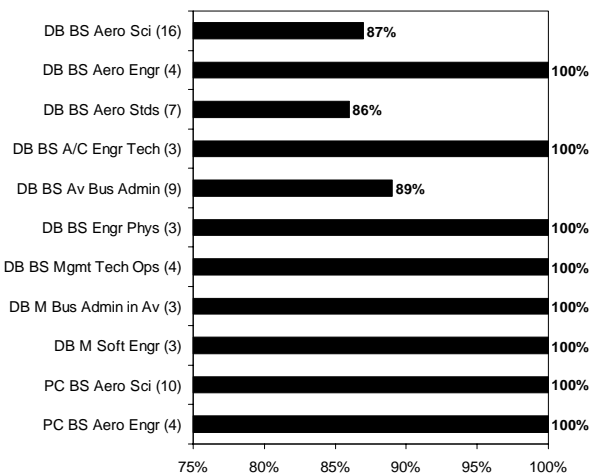
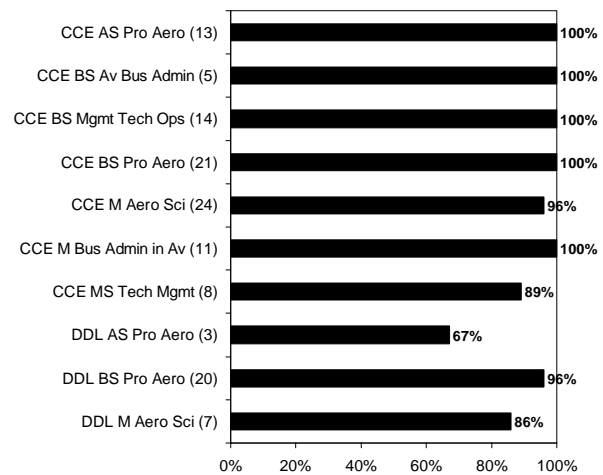


Figure 25
Graduate is a Valuable Employee
By Major
CCE and DDL
(percent responding "strongly agree" or "agree")



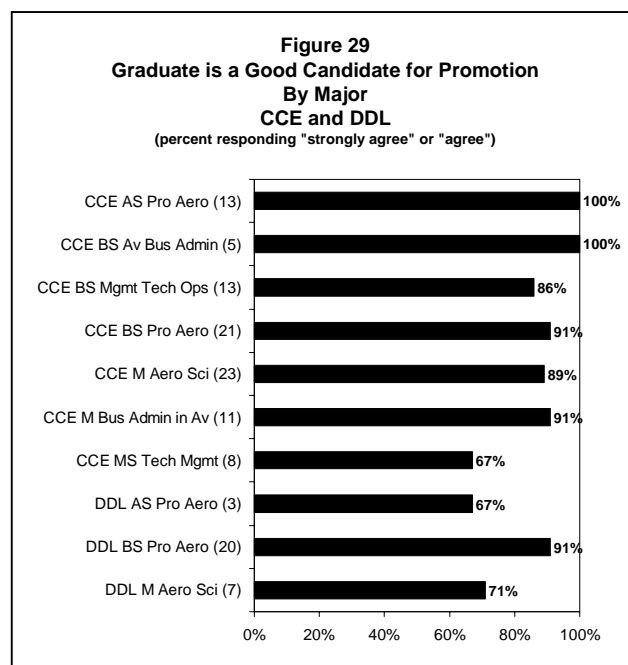
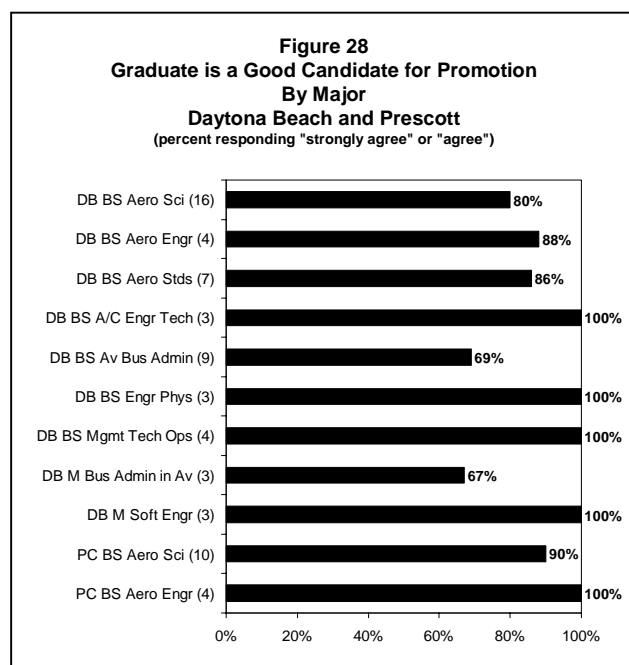
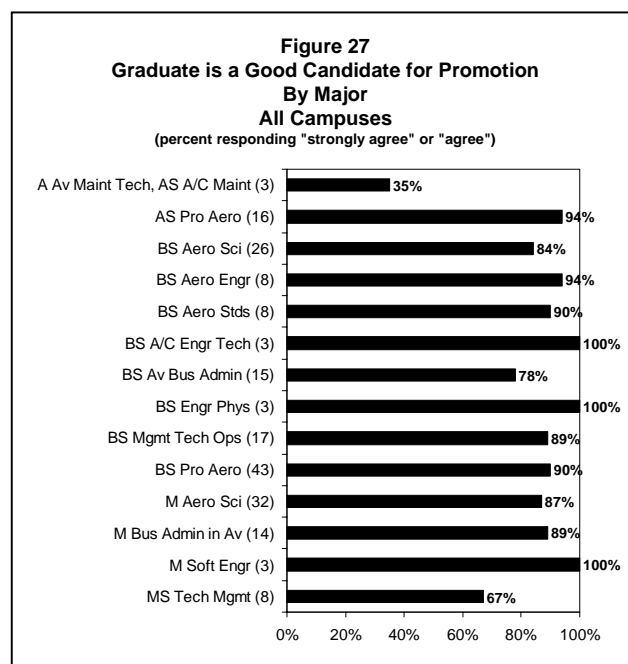
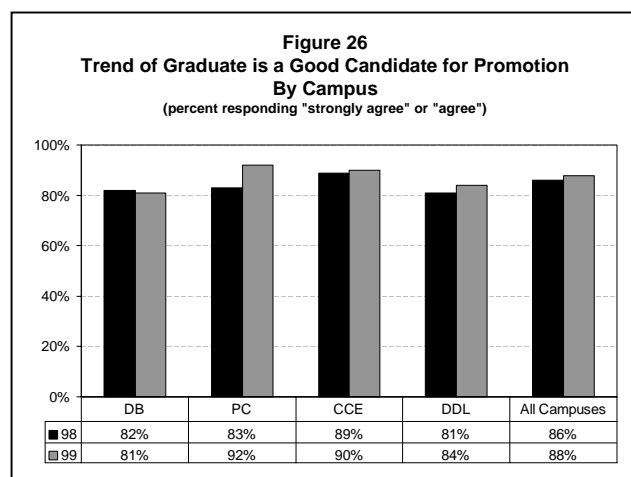
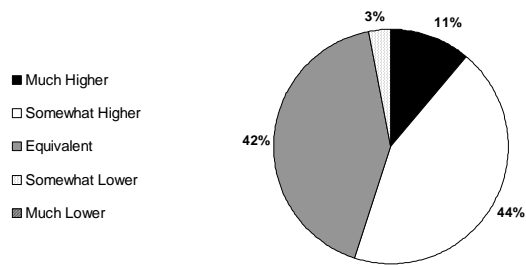
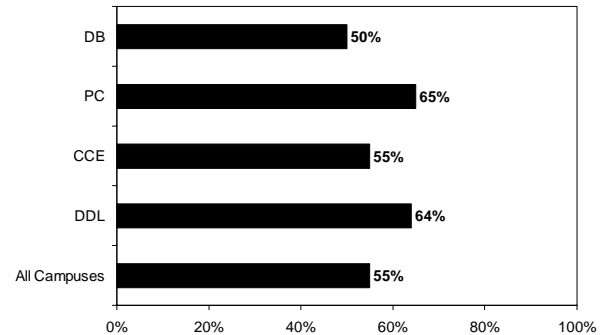


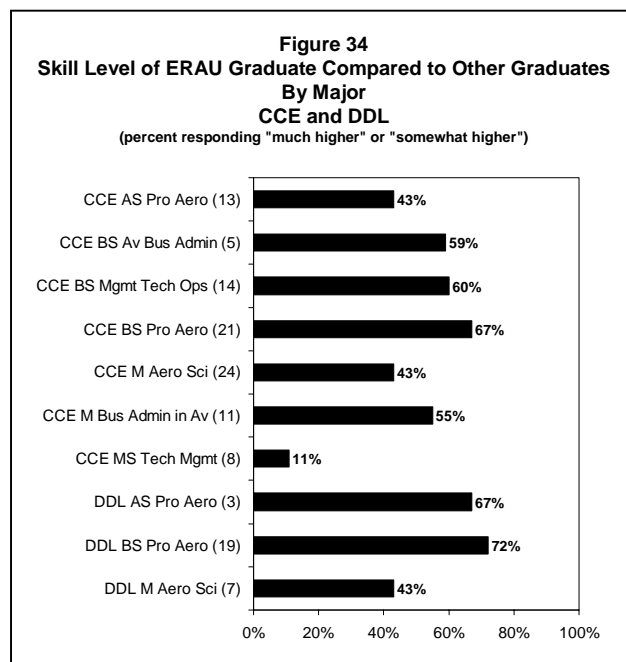
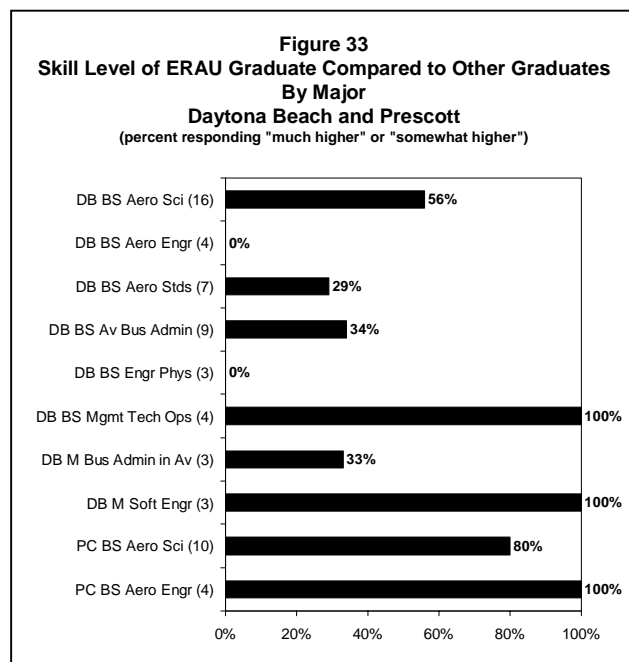
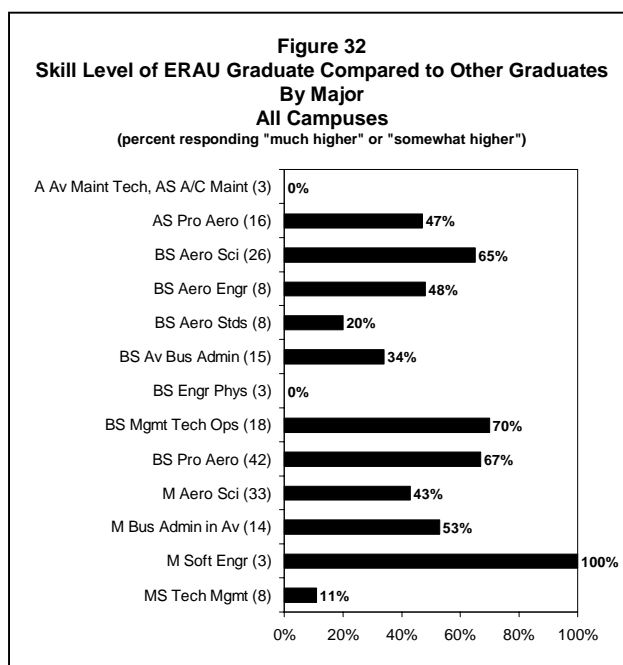
Figure 30
Skill Level of ERAU Graduate Compared to Other Graduates
All Campuses



Note: 0% of employers selected "much lower"

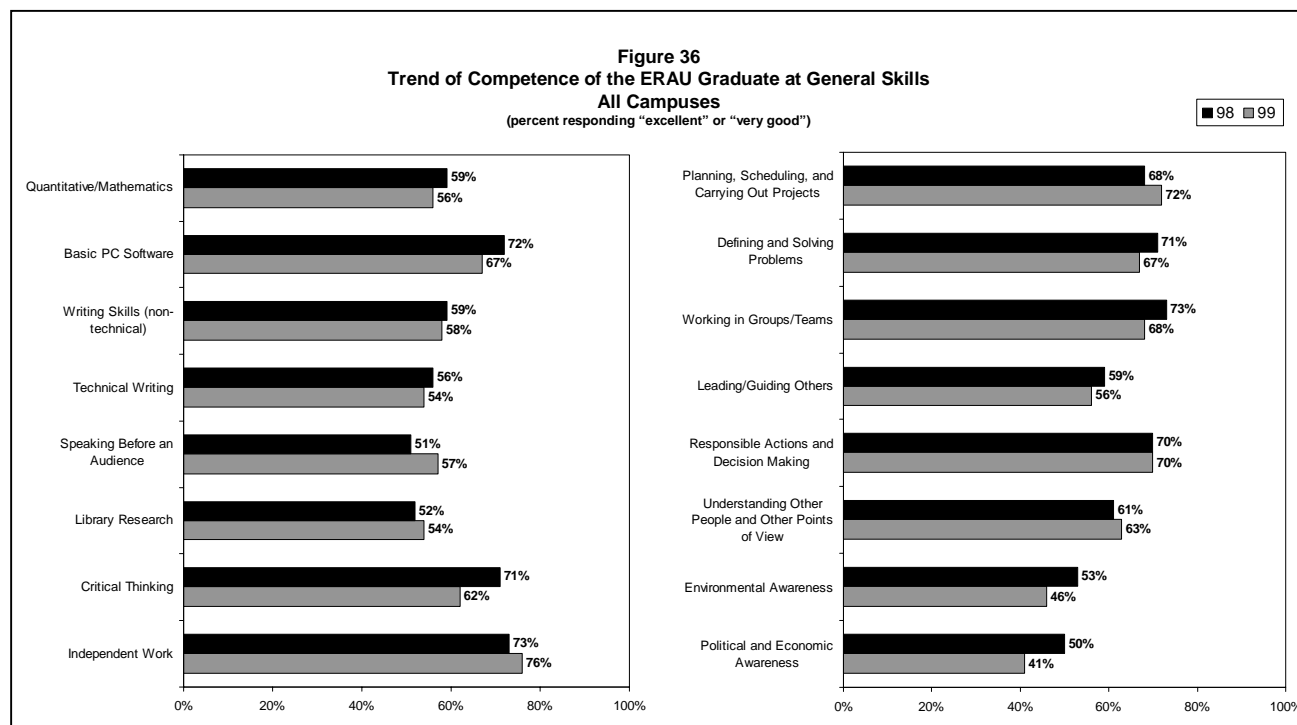
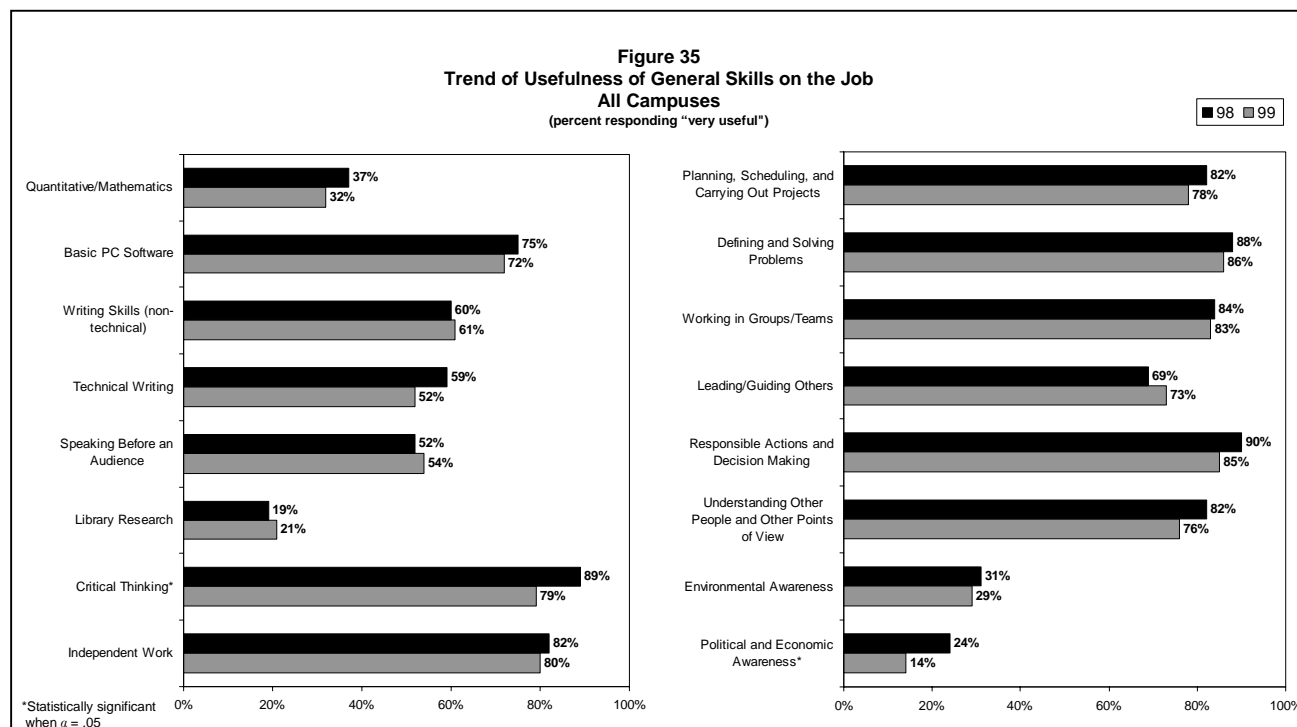
Figure 31
Skill Level of ERAU Graduate Compared to Other Graduates
By Campus
(percent responding "much higher" or "somewhat higher")





Usefulness of General Skills on the Job and Competence of the ERAU Graduate

For the next several figures (Figures 35-44), trends in the rating of the 'Usefulness of General Skills on the Job' and the 'Competence of the ERAU Graduate' are shown separately by campus. Ratings that are significantly different from the last administration are noted with an asterisk (*). Then, in order to see the strongest and weakest skills of the graduates at each campus from the employers' view, the usefulness and competence ratings are provided together in the form of a scatterplot (Figures 45-49), for the class of 1999 graduates only.



- ♦ Statistically, the ratings of the usefulness of 'Critical Thinking' and 'Political and Economic Awareness' were significantly lower this year, as shown in Figure 35.

Figure 37
Trend of Usefulness of General Skills on the Job
Daytona Beach
(percent responding "very useful")

■ 98 ■ 99

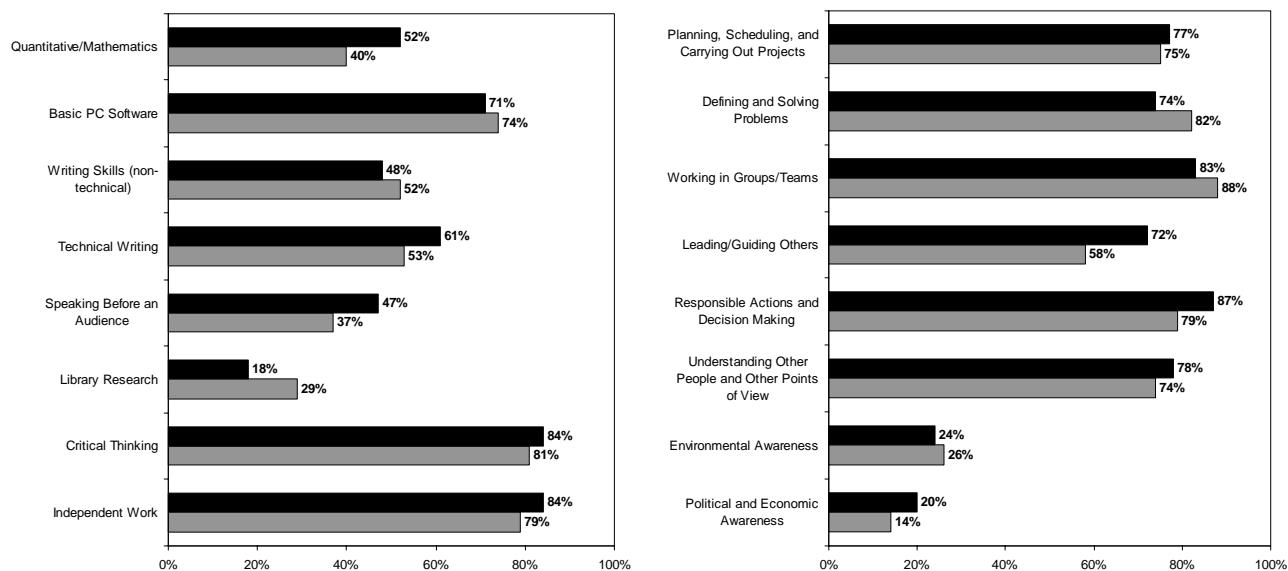
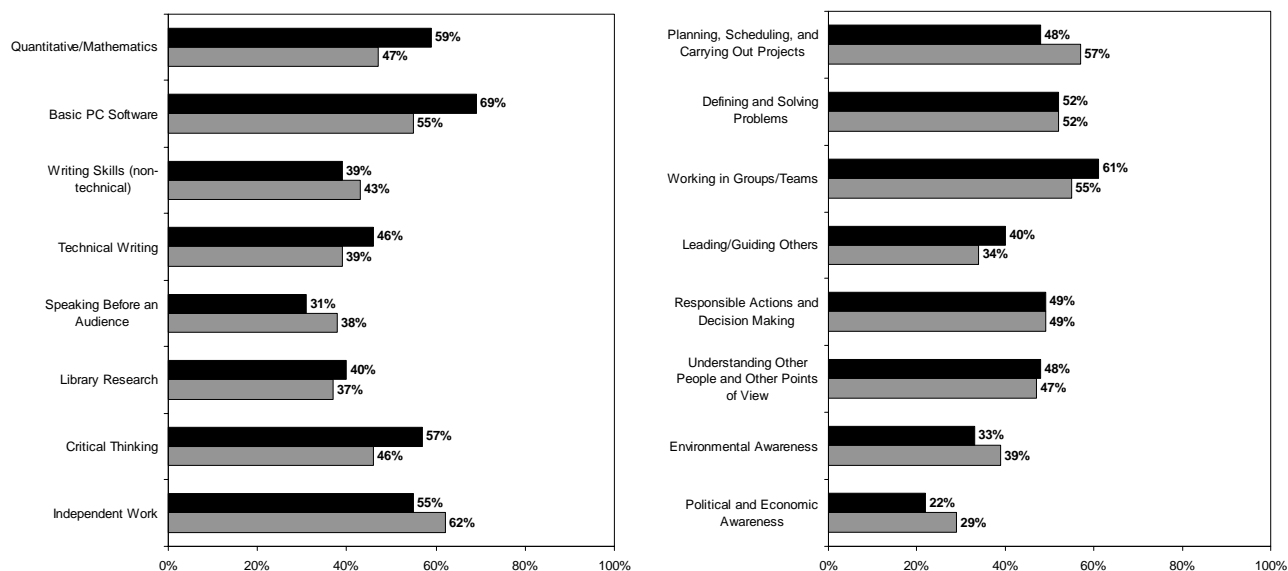
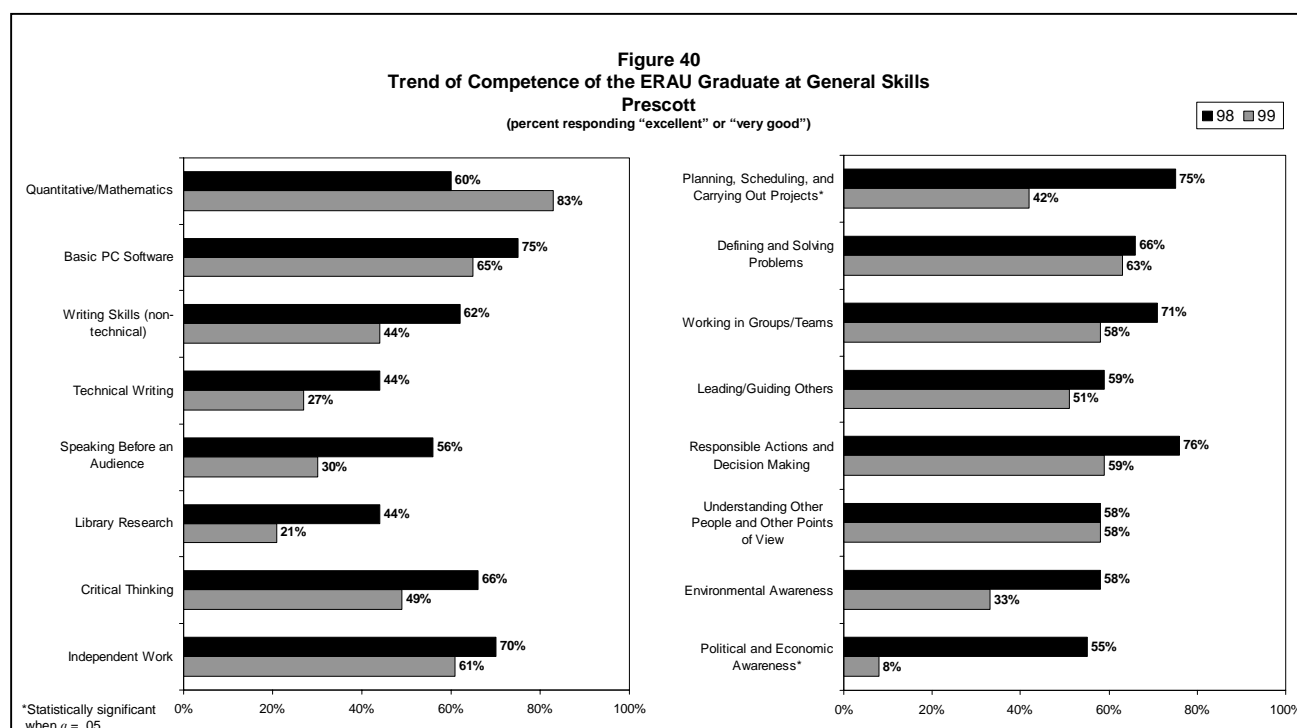
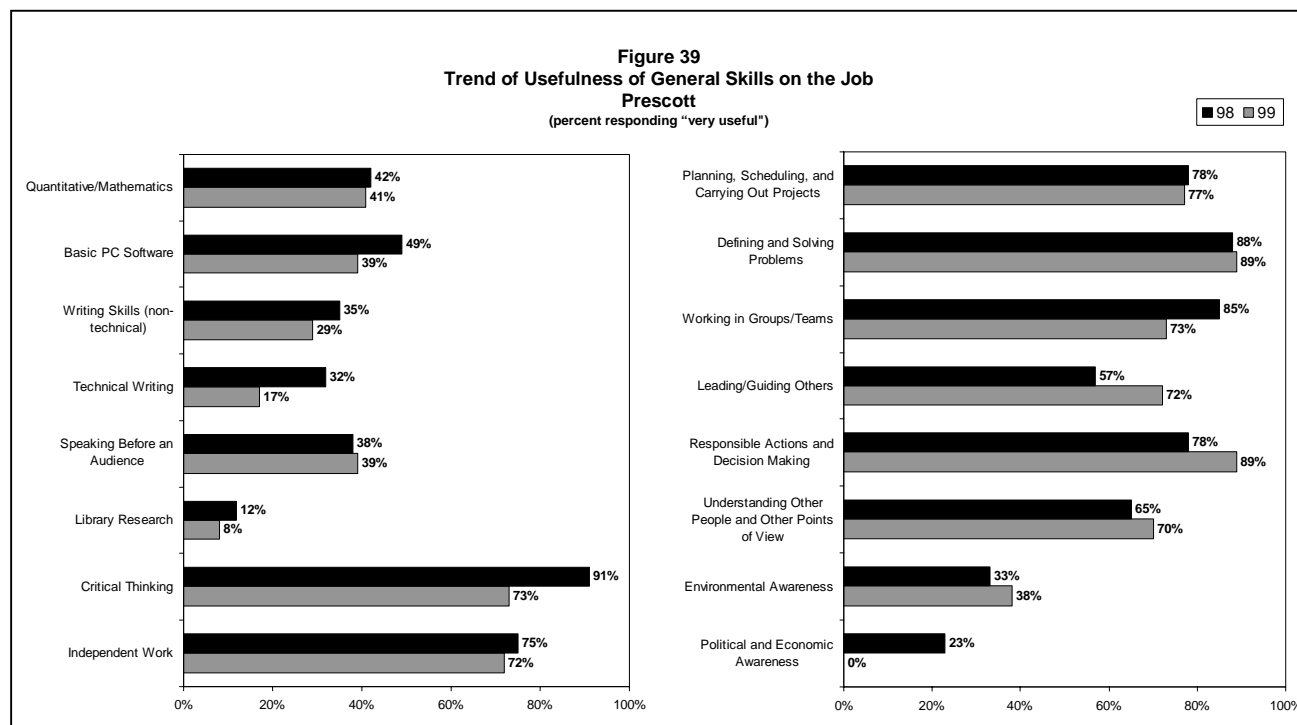


Figure 38
Trend of Competence of the ERAU Graduate at General Skills
Daytona Beach
(percent responding "excellent" or "very good")

■ 98 ■ 99





- ♦ Shown in Figure 40, employers of Prescott graduates rated the competence of the ERAU graduate in 'Planning, Scheduling, and Carrying Out Projects' and 'Political and Economic Awareness' much lower than the last administration, which was statistically significant.

Figure 41
Trend of Usefulness of General Skills on the Job
CCE
(percent responding "very useful")

■ 98 ■ 99

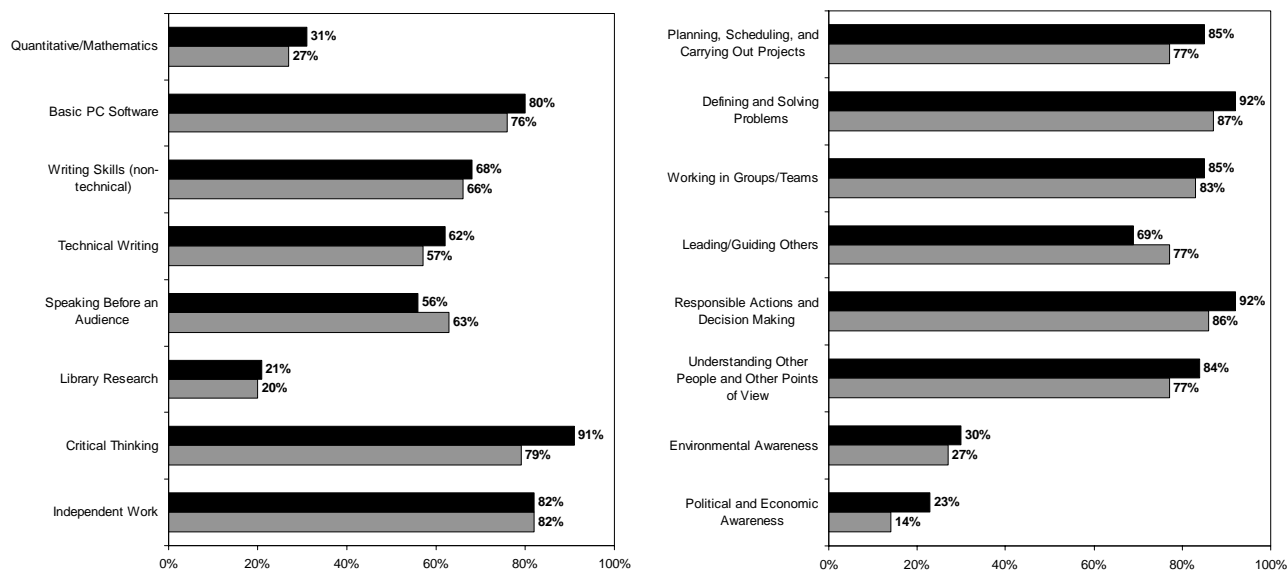


Figure 42
Trend of Competence of the ERAU Graduate at General Skills
CCE
(percent responding "excellent" or "very good")

■ 98 ■ 99

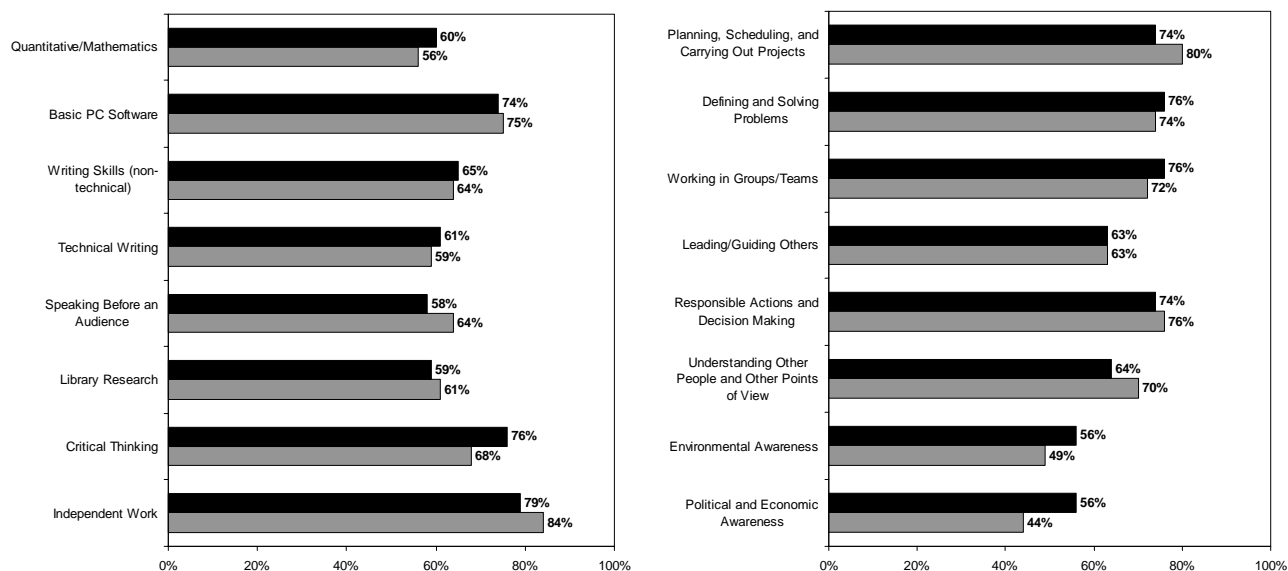


Figure 43
Trend of Usefulness of General Skills on the Job
DDL
(percent responding "very useful")

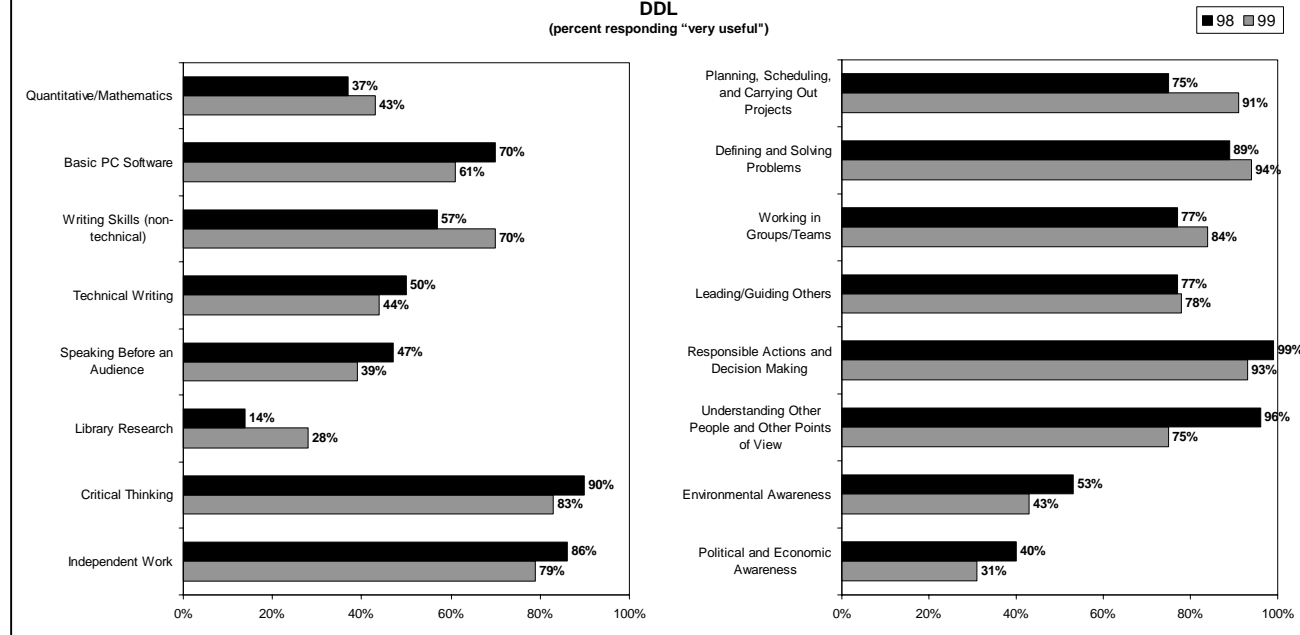
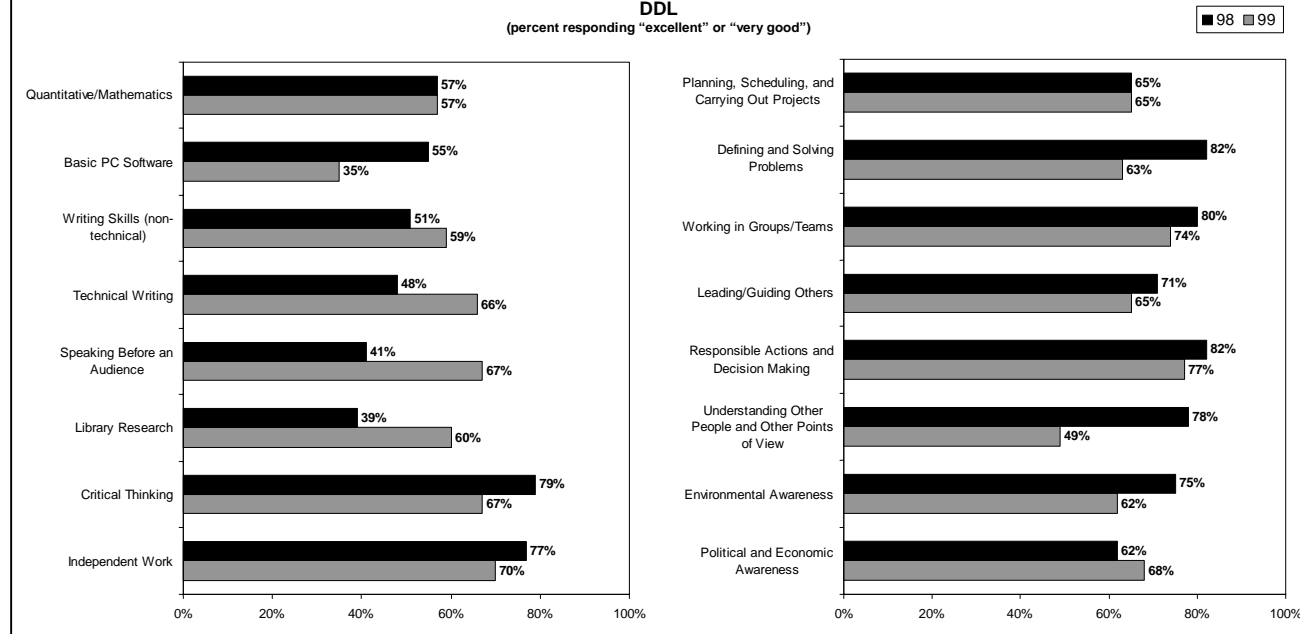
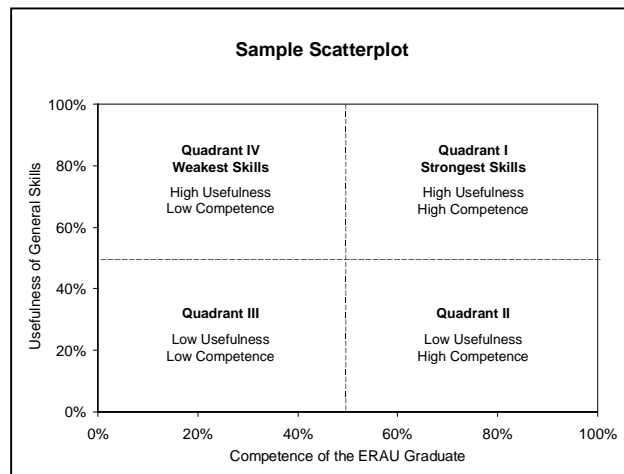


Figure 44
Trend of Competence of the ERAU Graduate at General Skills
DDL
(percent responding "excellent" or "very good")

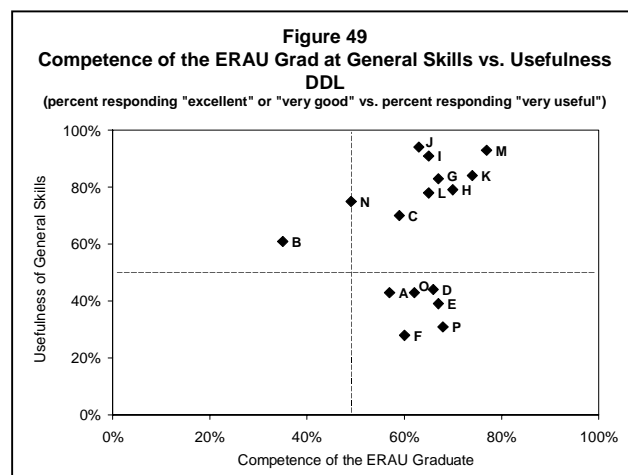
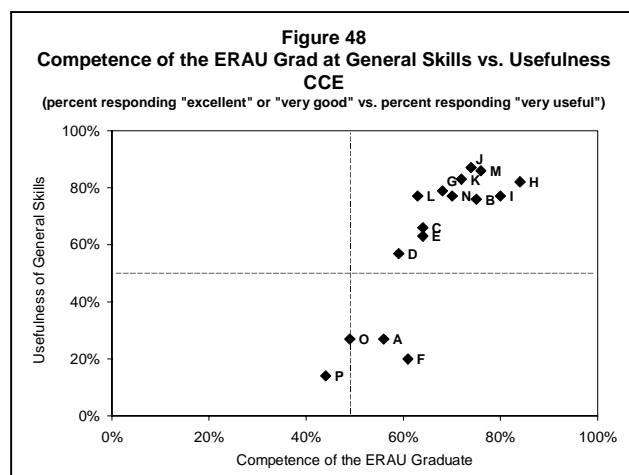
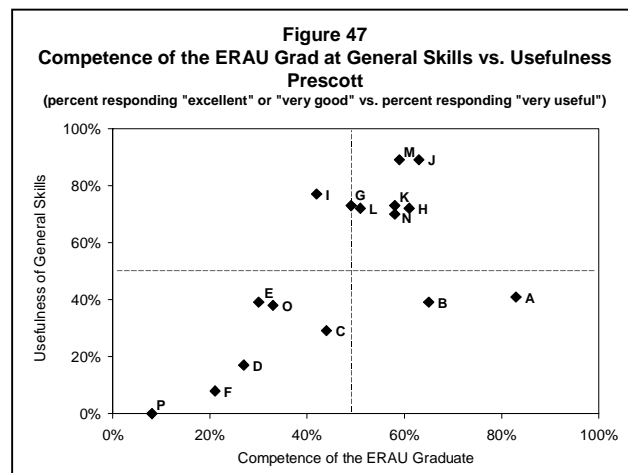
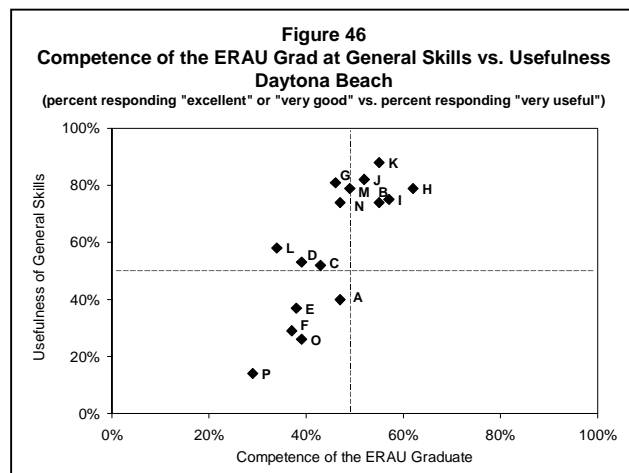
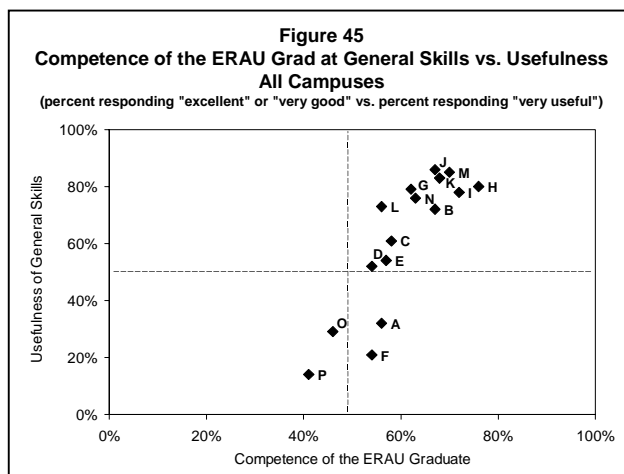


The following scatterplots display the competence of the ERAU graduate at general skills by the usefulness of those same skills, as presented in the previous figures. The scatterplots can easily be divided into four quadrants as shown in the sample below. Quadrants one and four are of particular interest 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. A skill legend is included for reference.



Skill Legend

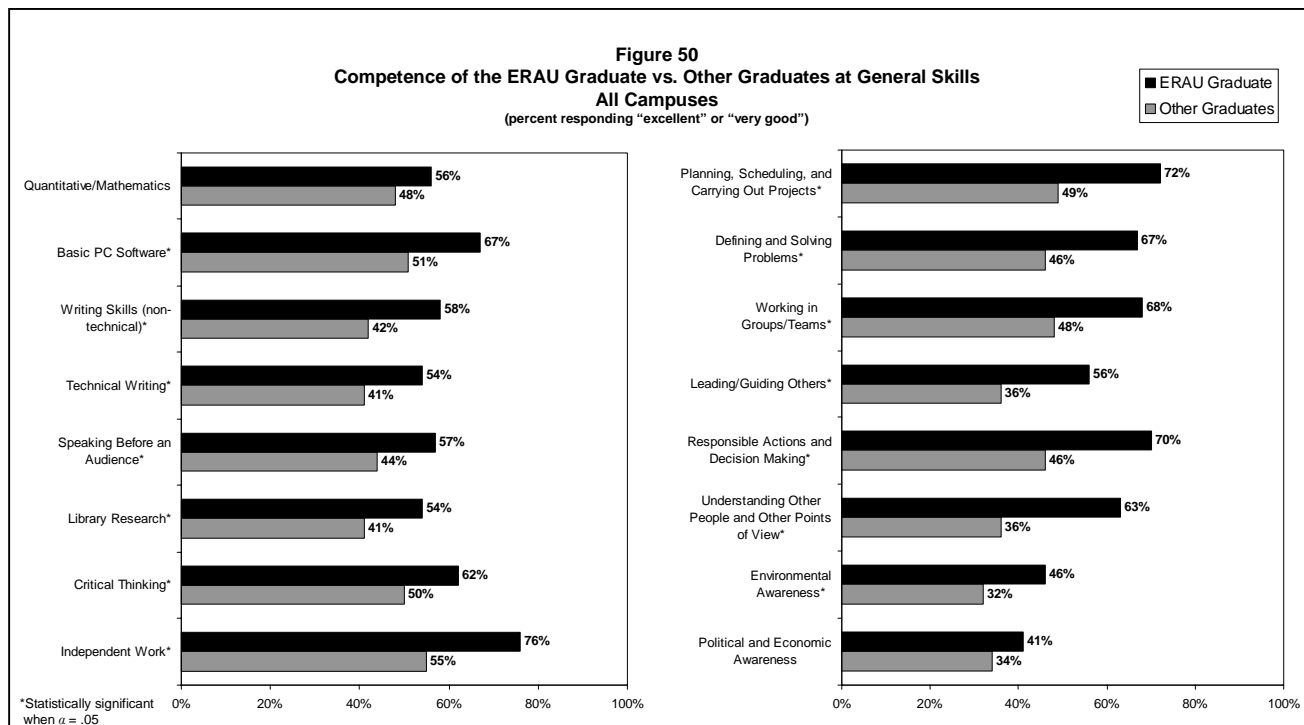
Quantitative/Mathematics	A
Basic PC Software	B
Writing Skills (non-technical)	C
Technical Writing	D
Speaking Before An Audience	E
Library Research	F
Critical Thinking	G
Independent Work	H
Planning, Scheduling, and Carrying Out Projects	I
Defining and Solving Problems	J
Working in Groups/Teams	K
Leading/Guiding Others	L
Responsible Actions and Decision Making	M
Understanding Other People and Other Points of View	N
Environmental Awareness	O
Political and Economic Awareness	P



- ◆ Daytona Beach's weakest skills were (skills in quadrant IV): 'Writing Skills (non-technical)', 'Technical Writing', 'Critical Thinking', 'Leading/Guiding Others', 'Responsible Actions and Decision Making', and 'Understanding Other People and Other Points of View'. Prescott's weakest skills were 'Critical Thinking' and 'Planning, Scheduling, and Carrying Out Projects'. The weakest skills at DDL were 'Basic PC Software' and 'Understanding Other People and Other Points of View'.

Competence of the ERAU Graduate vs. Competence of Graduates from Other Institutions at General Skills

The following figures (Figures 50-54) compare the ratings of the 'Competence of the ERAU Graduate' and the 'Competence of Graduates From Other Institutions' at general skills separately for each campus, for the class of 1999 graduates only. Significant differences are noted with an asterisk (*). Across all skills at every campus, the competence of the ERAU graduate was rated higher than that of graduates from other institutions. These comparisons are different from the comparison to other graduates made in the *IR Preview* in that here, ERAU graduates are compared to the ratings of other graduates for each individual campus. In the *IR Preview*, ERAU graduates were compared to the ratings of other graduates for all campuses combined. A comparison of an individual campus to other graduates for all campuses combined can be made by using the tables in Appendix B.



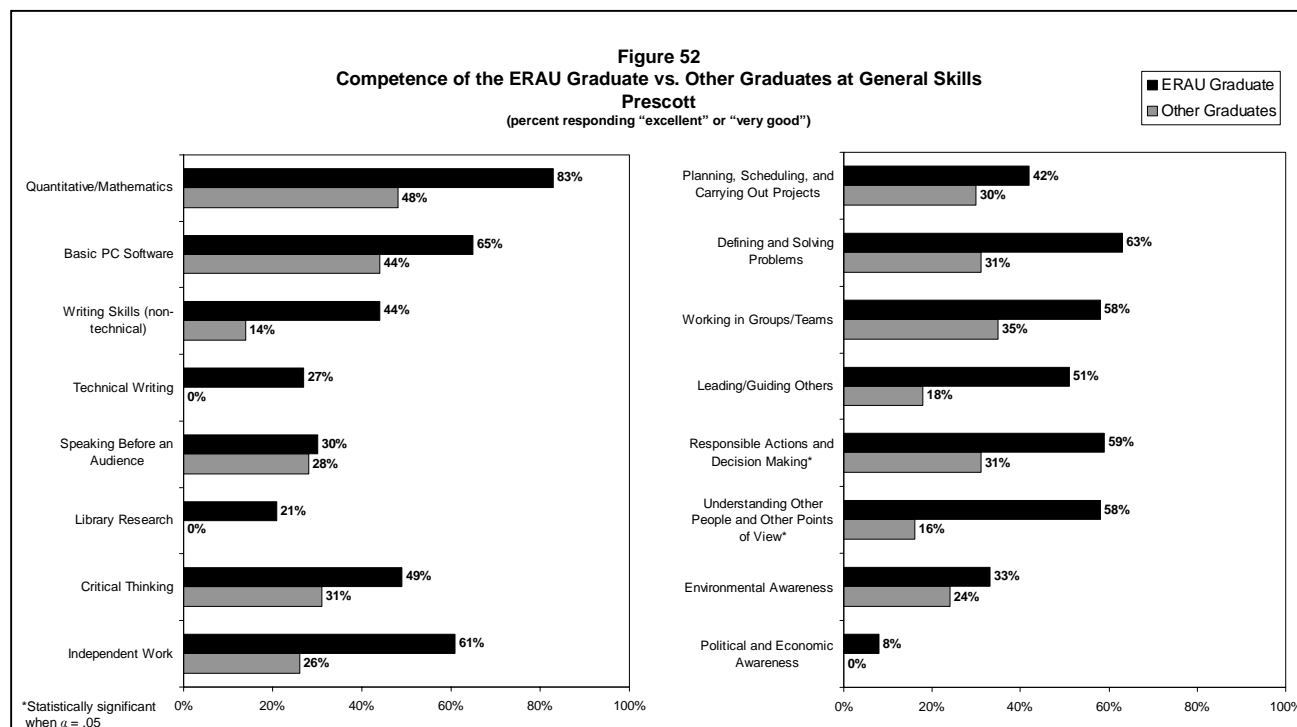
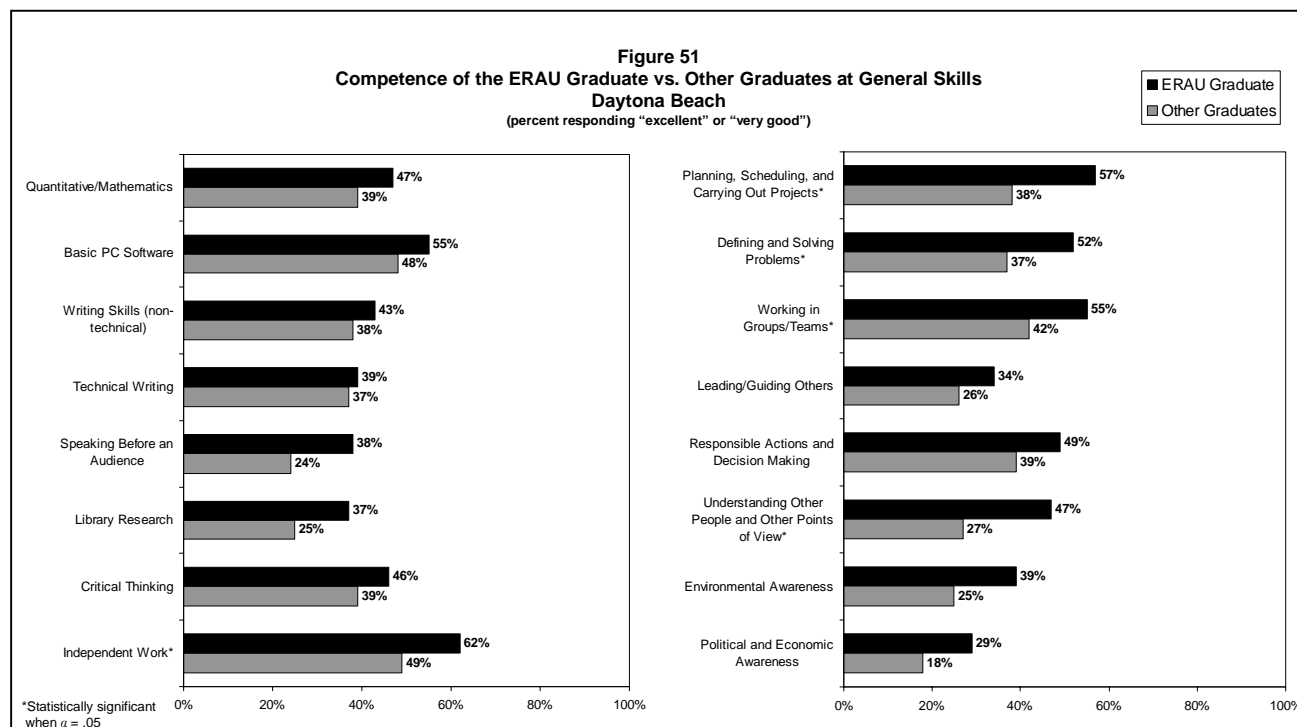


Figure 53
Competence of the ERAU Graduate vs. Other Graduates at General Skills
CCE
 (percent responding "excellent" or "very good")

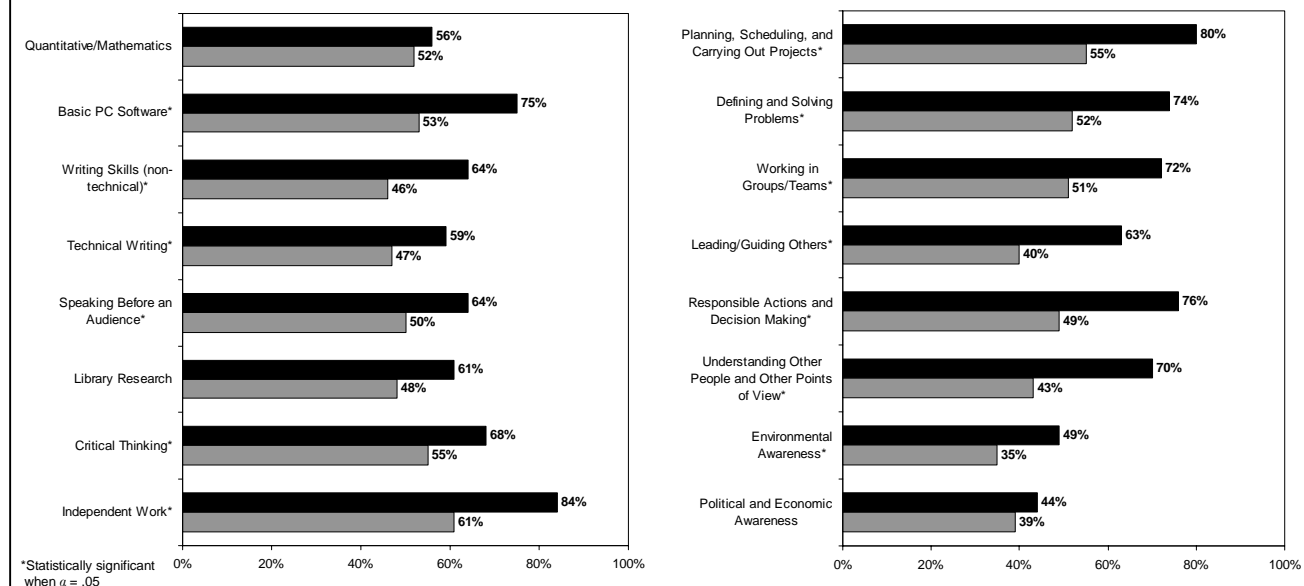
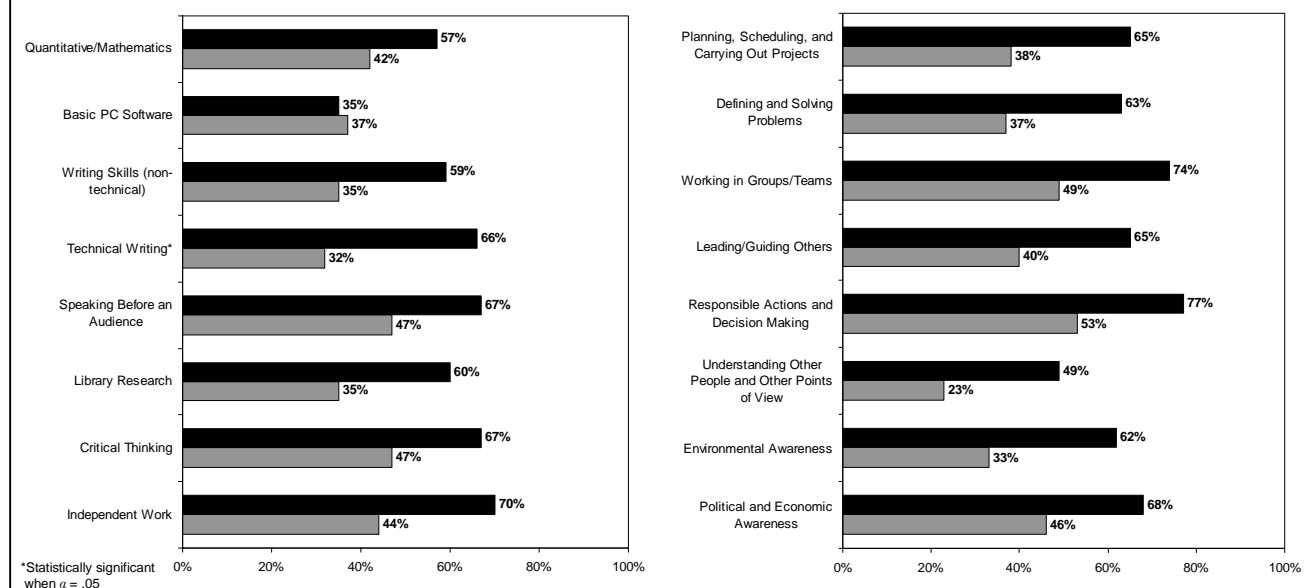


Figure 54
Competence of the ERAU Graduate vs. Other Graduates at General Skills
DDL
 (percent responding "excellent" or "very good")



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 have been forwarded directly to the department in the major profile addendum, and are therefore not included here.

Employer Comments

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 forwarded to the appropriate department in the major profile addendum. Of the 217 employers who responded, 140 chose to comment. Analysis of these comments showed five main strengths of Embry-Riddle graduates: computer skills, organization, aviation knowledge, communication, and quantitative ability. Employers felt that graduates had “strong computer skills”. They noted that graduates were also very organized. As stated by one employer, the graduate “has outstanding organizational skills. He always develops a 'plan' for the day and executes it accordingly. He is very versatile and focused; in addition, he does well with time management, each day is maximized to its fullest”. Graduates have a “strong understanding of the aviation industry” which helps them to “more effectively and efficiently accomplish job tasks”. Communication skills were rated “exceptional, both oral and written”. Graduates also have a high quantitative ability including “analysis of data, trends, etc.”.

The most common areas of weakness noted by employers were: writing skills, speaking before an audience, hands-on experience, respect for others, and aviation knowledge. Employers felt that ERAU graduates were the weakest in writing. “Non-technical writing skills need to be emphasized” along with a “higher level of technical and general report writing skills”. Public speaking was also a concern, however one employer noted that the employee was “getting better at presentations in front of groups”. Another weakness for employers was the lack of “on the job training like at other colleges”. The graduates did not seem to have any “hands-on” experience upon graduation. Several employers also expressed their displeasure at the lack of respect demonstrated by ERAU graduates to colleagues. One employer noted that the graduate does not give “full support and respect to upper management, that the graduate thinks is inferior”. Another employer said the employee is like a “bull in a china shop at times, ramming his opinions down someone’s throat, when he should be able to view situations from others’ perspectives a little more”. Some employers thought that ERAU had poor “general aviation courses” and that graduates had “limited aviation background”. Note, also that aviation knowledge was named as a strength by employers, and that many more employers commented on it as a strength than as a weakness.

Employers were also given a chance to provide any other additional comments. Overall, employers felt that ERAU produces great graduates that “have always been a top pick for employment”. The University should maintain “communications and humanities courses”. “More MS Office products” should be taught in the classroom. There should also be “more real-world applications” for students; “the best graduates worked co-op programs prior to graduation. Co-ops are typically light-years ahead of graduates with no co-op experience.”