

# **Employer Feedback Survey**

## **Classes of 2002, 2003, 2004 & 2005, 1 1/2 Years After Graduation**

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## Introduction

The Employer Feedback Survey was created to evaluate how well Embry-Riddle's academic programs are meeting employers' needs and expectations. This information is best obtained from the supervisors of recent graduates. The survey instrument used included questions about the supervisor and his company, the ERAU graduate's overall performance, 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 the same skills. Employer participation allows Embry-Riddle to tailor its programs in order to produce graduates who are better prepared to succeed in the workplace.

In the spring of 2004, 2005, 2006, and 2007, the Employer Feedback Survey was administered to supervisors of the classes of 2002, 2003, 2004, and 2005 graduates. The target group was defined as employers of recent graduates whose jobs were "closely related" or "somewhat related" to their ERAU coursework, as indicated by the graduates on the Alumni Survey and who also provided the full name and address of their supervisor. The data was statistically weighted to correct for disproportionate response rates and sampling, so that the composition of the respondent group is representative of the ERAU Classes of 2002, 2003, 2004, and 2005 graduates.

*Table 1*

	Class of 2002	Class of 2003	Class of 2004	Class of 2005
Target Group	264	290	265	228
Deliverable Surveys	250	279	236	226
Completed Surveys	120	143	108	86
Response Rate	48%	51%	46%	38%

This report provides tables for the results, sorted by campus. In some instances there are too few respondents to give an accurate result based upon a certain characteristic (e.g. small degree programs, etc). In such cases the results are not reported. The following abbreviations are used throughout the report: DB (Daytona Beach campus), PC (Prescott campus), and WW (Worldwide Campus). When possible, comparisons are made to previous administrations of the survey.

## **Methodology**

### **Survey Instrument**

The most recent Employer Feedback Survey instrument was distributed to all academic departments and campus offices for comments and suggestions in the fall previous to the spring administration. Changes were made and the final form was developed consisting of general and degree-specific questions.

### **Target Population**

The population consisted of employers of alumni that graduated in the Class of 2002, 2003, 2004, and 2005 and were working at a job “closely related” or “somewhat related” to their ERAU coursework, as supplied by respondents to the Alumni Survey.

In order to be certain the composition of the respondent group reflected that of the target group, data was weighted by gender and degree program to correct for disproportionate response rates. Although steps were taken to ensure the representation of all Classes of 2002, 2003, 2004, and 2005 graduates who were employed in a degree-related job, as with any instrument there is still some error associated with the survey (i.e., alumni that did not provide contact information for their supervisor, supervisors with an undeliverable address, and supervisors who chose not to respond). Therefore, although data presented has been weighted to ensure proportionate representation of all groups, the results are still based upon those employers who actually completed the survey. All counts (number of responses) have been left unweighted.

### **Administration**

Supervisors were assigned code numbers to track their response status. Those who did not complete the first mailing were sent a follow up letter and second survey. The mailing package consisted of a cover letter signed by the President of the University, the one page, two-sided Employer Feedback Survey, the program specific skill sheet for their employee’s ERAU degree (if applicable) and a postage paid return envelope. Employers also received a postcard one week after the first mailing, reminding them to complete the survey.

Employer Feedback Survey  
Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

**Table 1**  
**Approximately how many ERAU graduates do you know professionally?**  
**By Campus**

		Unwtd #	Number of ERAU Graduates Know Professionally				
			1	2-5	6-10	11-50	Over 50
			Wtd %	Wtd %	Wtd %	Wtd %	Wtd %
Daytona Beach	2002	44	21.1%	44.7%	13.7%	15.1%	5.3%
	2003	56	11.6%	31.6%	37.0%	14.5%	5.2%
	2004	28	18.9%	28.3%	21.5%	24.7%	6.5%
	2005	25	13.7%	44.9%	10.6%	9.2%	21.6%
	All Years	153	16.2%	36.8%	20.9%	16.2%	9.9%
Prescott	2002	18	.0%	17.3%	29.7%	30.2%	22.7%
	2003	16	7.9%	42.3%	18.1%	29.4%	2.3%
	2004	13	23.1%	46.2%	15.4%	15.4%	.0%
	2005	8	14.3%	21.4%	14.3%	.0%	50.0%
	All Years	55	12.1%	31.4%	19.2%	17.5%	19.9%
Worldwide Campus	2002	58	17.0%	42.7%	17.4%	14.4%	8.5%
	2003	70	25.4%	38.9%	17.2%	16.8%	1.7%
	2004	66	17.0%	40.8%	17.7%	18.3%	6.2%
	2005	52	19.3%	35.8%	25.3%	16.4%	3.2%
	All Years	246	19.8%	39.4%	19.5%	16.5%	4.8%
All Campuses	2002	120	16.6%	41.4%	17.6%	15.6%	8.8%
	2003	142	21.8%	37.6%	21.2%	16.9%	2.4%
	2004	107	17.8%	38.3%	18.4%	19.6%	5.9%
	2005	85	17.8%	36.8%	21.6%	13.9%	9.9%
	All Years	454	18.5%	38.4%	19.8%	16.5%	6.8%

**Table 2**  
**How many ERAU graduates do you currently supervise?**  
**By Campus**

		Unwtd #	Number of ERAU Graduates Currently Supervise				
			1	2-5	6-10	11-20	Over 20
			Wtd %	Wtd %	Wtd %	Wtd %	Wtd %
Daytona Beach	2002	44	54.9%	31.3%	3.9%	9.9%	.0%
	2003	56	48.2%	42.5%	4.1%	3.2%	2.0%
	2004	27	41.9%	22.0%	27.6%	6.7%	1.9%
	2005	25	50.8%	29.0%	3.2%	9.0%	8.1%
	All Years	152	48.5%	30.8%	10.4%	7.1%	3.2%
Prescott	2002	18	18.0%	54.5%	11.0%	11.0%	5.5%
	2003	16	37.9%	37.8%	7.4%	14.7%	2.3%
	2004	13	69.2%	23.1%	.0%	.0%	7.7%
	2005	8	35.7%	28.6%	.0%	.0%	35.7%
	All Years	55	41.3%	35.2%	4.1%	5.5%	13.9%
Worldwide Campus	2002	58	60.1%	32.5%	1.7%	.0%	5.8%
	2003	69	72.2%	18.8%	9.0%	.0%	.0%
	2004	66	48.2%	32.9%	7.7%	.0%	11.2%
	2005	51	49.8%	37.4%	12.8%	.0%	.0%
	All Years	244	57.4%	30.4%	8.0%	.0%	4.2%
All Campuses	2002	120	56.3%	33.8%	2.7%	2.6%	4.7%
	2003	141	65.6%	24.6%	7.9%	1.4%	.5%
	2004	106	48.2%	29.8%	11.6%	1.5%	8.9%
	2005	84	49.1%	35.1%	10.0%	1.8%	3.9%
	All Years	451	54.6%	30.8%	8.3%	1.8%	4.6%

Employer Feedback Survey  
Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

**Table 3**  
**Did you graduate from or attend ERAU?**  
**By Campus**

		Unwtd #	Supervisors Who Are Also ERAU Graduates	
			Yes	No
			Wtd %	Wtd %
Daytona Beach	2002	44	17.6%	82.4%
	2003	57	13.1%	86.9%
	2004	28	27.0%	73.0%
	2005	24	18.3%	81.7%
	All Years	153	19.4%	80.6%
Prescott	2002	18	31.0%	69.0%
	2003	16	17.0%	83.0%
	2004	13	15.4%	84.6%
	2005	8	14.3%	85.7%
	All Years	55	19.3%	80.7%
Worldwide Campus	2002	58	12.9%	87.1%
	2003	69	13.4%	86.6%
	2004	65	13.9%	86.1%
	2005	52	12.3%	87.7%
	All Years	244	13.1%	86.9%
All Campuses	2002	120	15.0%	85.0%
	2003	142	13.5%	86.5%
	2004	106	17.1%	82.9%
	2005	84	13.6%	86.4%
	All Years	452	14.8%	85.2%

**Table 4**  
**What is your level of involvement in the hiring of new workers?**  
**By Campus**

		Unwtd #	Hiring involvement level		
			Make Final Decision	Provide Input	No Involvement
			Wtd %	Wtd %	Wtd %
Daytona Beach	2002	44	48.9%	34.9%	16.2%
	2003	57	70.4%	27.6%	2.0%
	2004	28	71.3%	15.5%	13.3%
	2005	25	74.7%	25.3%	.0%
	All Years	154	67.5%	24.9%	7.6%
Prescott	2002	18	75.5%	24.5%	.0%
	2003	16	57.0%	43.0%	.0%
	2004	13	61.5%	30.8%	7.7%
	2005	8	50.0%	35.7%	14.3%
	All Years	55	61.0%	32.9%	6.2%
Worldwide Campus	2002	57	55.5%	42.1%	2.4%
	2003	69	53.9%	36.6%	9.5%
	2004	66	60.3%	25.9%	13.7%
	2005	51	57.1%	30.8%	12.0%
	All Years	243	56.7%	33.6%	9.7%
All Campuses	2002	119	55.7%	39.5%	4.9%
	2003	142	57.5%	35.0%	7.5%
	2004	107	63.0%	23.8%	13.2%
	2005	84	60.3%	30.0%	9.7%
	All Years	452	59.3%	31.7%	9.0%

Employer Feedback Survey  
Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

**Table 5**  
**What is your preference for hiring graduates?**  
**By Campus**

		Unwtd #	Preference for Hiring Graduates				
			Strong Preference for ERAU Graduates	Some Preference for ERAU Graduates	No Preference	Some Preference for Other Graduates	Strong Preference for Other Graduates
			Wtd %	Wtd %	Wtd %	Wtd %	Wtd %
Daytona Beach	2002	39	21.0%	24.2%	43.7%	8.3%	2.8%
	2003	56	9.3%	27.0%	58.4%	5.2%	.0%
	2004	26	26.6%	30.8%	36.8%	5.8%	.0%
	2005	25	64.8%	.0%	35.2%	.0%	.0%
	All Years	146	31.8%	19.9%	43.3%	4.5%	.5%
Prescott	2002	18	30.0%	34.7%	35.4%	.0%	.0%
	2003	16	34.0%	7.4%	58.6%	.0%	.0%
	2004	12	25.0%	25.0%	41.7%	8.3%	.0%
	2005	7	75.1%	.0%	24.9%	.0%	.0%
	All Years	53	40.8%	17.7%	39.2%	2.3%	.0%
Worldwide Campus	2002	55	8.0%	44.6%	47.4%	.0%	.0%
	2003	64	9.8%	33.7%	55.7%	.8%	.0%
	2004	57	7.2%	37.9%	53.7%	.0%	1.1%
	2005	46	19.8%	.0%	77.4%	2.8%	.0%
	All Years	222	11.3%	28.7%	58.8%	.9%	.3%
All Campuses	2002	112	11.8%	40.4%	45.9%	1.4%	.5%
	2003	136	10.8%	31.0%	56.4%	1.7%	.0%
	2004	95	12.8%	35.4%	49.0%	1.9%	.8%
	2005	78	33.2%	.0%	64.8%	2.0%	.0%
	All Years	421	17.4%	26.1%	54.3%	1.8%	.3%

**Table 6**  
**What preference do you have for multi-lingual candidates?**  
**By Campus**

		Unwtd #	Preference for multi-lingual candidates		
			Strong Preference	Some Preference	No Preference
			Wtd %	Wtd %	Wtd %
Daytona Beach	2003	56	65.2%	28.4%	6.4%
	2004	25	73.9%	26.1%	.0%
	2005	25	58.9%	36.0%	5.0%
	All Years	106	65.8%	30.4%	3.9%
Prescott	2003	16	71.8%	20.9%	7.4%
	2004	12	58.3%	25.0%	16.7%
	2005	6	100.0%	.0%	.0%
	All Years	34	74.9%	16.2%	8.9%
Worldwide Campus	2003	65	52.7%	41.6%	5.7%
	2004	56	65.6%	19.1%	15.3%
	2005	44	70.7%	25.6%	3.7%
	All Years	165	62.9%	29.1%	8.0%
All Campuses	2003	137	56.3%	37.8%	5.9%
	2004	93	66.9%	21.1%	12.0%
	2005	75	69.5%	26.7%	3.8%
	All Years	305	64.2%	28.6%	7.2%

**Table 7**  
**How important do you consider global awareness and international experience for new employees?**  
**By Campus**

		Unwtd #	Importance of global awareness and international experience		
			Very Important	Somewhat Important	Not Important
			Wtd %	Wtd %	Wtd %
Daytona Beach	2003	57	31.4%	53.2%	15.4%
	2004	28	25.9%	65.1%	9.0%
	2005	25	20.0%	62.1%	18.0%
	All Years	110	25.7%	60.4%	13.9%
Prescott	2003	16	39.6%	53.0%	7.4%
	2004	13	38.5%	46.2%	15.4%
	2005	7	.0%	66.6%	33.4%
	All Years	36	25.9%	54.8%	19.3%
Worldwide Campus	2003	68	8.6%	64.4%	27.0%
	2004	67	13.0%	52.3%	34.8%
	2005	52	31.4%	62.7%	5.9%
	All Years	187	18.0%	59.8%	22.2%
All Campuses	2003	141	14.9%	61.5%	23.6%
	2004	108	17.6%	54.8%	27.6%
	2005	84	27.4%	62.8%	9.9%
	All Years	333	20.1%	59.6%	20.3%

**Table 8**  
**What changes do you anticipate in your organization's need for aviation and aerospace professionals in the near future?**  
**By Campus**

		Unwtd #	Anticipated changes to organization's need for av/aero professionals		
			Increased Need	No Changes	Decreased Need
			Wtd %	Wtd %	Wtd %
Daytona Beach	2002	36	61.5%	35.5%	3.0%
	2003	56	58.5%	39.4%	2.0%
	2004	28	47.6%	42.2%	10.2%
	2005	25	44.4%	55.6%	.0%
	All Years	145	51.9%	44.0%	4.1%
Prescott	2002	18	67.4%	20.1%	12.5%
	2003	16	57.7%	42.3%	.0%
	2004	13	61.5%	38.5%	.0%
	2005	7	16.7%	66.6%	16.7%
	All Years	54	51.2%	41.4%	7.4%
Worldwide Campus	2002	55	49.2%	48.3%	2.5%
	2003	67	47.7%	43.3%	9.0%
	2004	66	45.6%	50.9%	3.5%
	2005	52	44.3%	53.2%	2.5%
	All Years	240	46.6%	49.0%	4.4%
All Campuses	2002	109	52.5%	44.2%	3.3%
	2003	139	50.5%	42.5%	7.1%
	2004	107	47.1%	48.0%	4.8%
	2005	84	42.8%	54.4%	2.8%
	All Years	439	47.9%	47.6%	4.5%

Employer Feedback Survey  
Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

**Table 9**  
**The education of the graduate meets our company's needs**  
**By Campus**

		Unwtd #	Education of ERAU Graduate Meets Company's Needs				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			Wtd %	Wtd %	Wtd %	Wtd %	Wtd %
Daytona Beach	2002	44	32.7%	58.5%	6.3%	.0%	2.5%
	2003	54	43.0%	45.3%	9.6%	2.1%	.0%
	2004	25	52.2%	36.8%	11.0%	.0%	.0%
	2005	23	99.1%	.0%	.9%	.0%	.0%
	All Years	146	58.2%	33.7%	7.0%	.5%	.5%
Prescott	2002	18	37.7%	62.3%	.0%	.0%	.0%
	2003	16	57.7%	40.0%	.0%	.0%	2.3%
	2004	12	41.7%	58.3%	.0%	.0%	.0%
	2005	7	91.8%	.0%	8.2%	.0%	.0%
	All Years	53	56.5%	40.9%	2.1%	.0%	.5%
Worldwide Campus	2002	58	38.7%	54.0%	7.2%	.0%	.0%
	2003	64	37.3%	51.6%	9.2%	.0%	1.9%
	2004	63	41.3%	44.1%	12.7%	1.1%	.8%
	2005	49	82.1%	.0%	15.9%	1.0%	1.0%
	All Years	234	50.4%	36.8%	11.4%	.5%	.9%
All Campuses	2002	120	37.5%	55.4%	6.6%	.0%	.5%
	2003	134	39.6%	49.6%	8.8%	.5%	1.5%
	2004	100	43.8%	43.4%	11.5%	.8%	.6%
	2005	79	86.3%	.0%	12.2%	.7%	.7%
	All Years	433	52.4%	36.4%	9.9%	.5%	.8%

**Table 10**  
**He/she is a valuable employee**  
**By Campus**

		Unwtd #	Graduate is a Valuable Employee				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			Wtd %	Wtd %	Wtd %	Wtd %	Wtd %
Daytona Beach	2002	44	56.3%	41.2%	2.5%	.0%	.0%
	2003	54	51.9%	39.7%	4.2%	4.2%	.0%
	2004	25	49.6%	50.4%	.0%	.0%	.0%
	2005	25	99.1%	.0%	.0%	.9%	.0%
	All Years	148	65.0%	32.2%	1.5%	1.3%	.0%
Prescott	2002	18	70.9%	29.1%	.0%	.0%	.0%
	2003	16	73.4%	17.0%	7.4%	.0%	2.3%
	2004	12	41.7%	50.0%	8.3%	.0%	.0%
	2005	7	100.0%	.0%	.0%	.0%	.0%
	All Years	53	70.5%	25.2%	3.8%	.0%	.5%
Worldwide Campus	2002	58	68.9%	29.5%	.3%	1.2%	.0%
	2003	64	69.2%	26.0%	1.5%	1.4%	1.9%
	2004	63	60.9%	31.6%	5.7%	1.1%	.8%
	2005	50	94.4%	.0%	2.4%	.0%	3.2%
	All Years	235	73.7%	21.4%	2.5%	.9%	1.5%
All Campuses	2002	120	66.7%	31.6%	.7%	.9%	.0%
	2003	134	65.7%	28.5%	2.4%	1.9%	1.5%
	2004	100	57.0%	37.0%	4.6%	.8%	.6%
	2005	82	95.7%	.0%	1.8%	.2%	2.3%
	All Years	436	71.7%	23.9%	2.4%	.9%	1.1%



Employer Feedback Survey  
Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

**Table 11**  
**He/she is a good candidate for promotion**  
**By Campus**

		Unwtd #	Graduate is a Good Candidate for Promotion				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			Wtd %	Wtd %	Wtd %	Wtd %	Wtd %
Daytona Beach	2002	44	34.9%	57.7%	7.4%	.0%	.0%
	2003	54	47.7%	38.2%	9.9%	2.1%	2.1%
	2004	25	46.3%	30.3%	23.4%	.0%	.0%
	2005	23	97.1%	.0%	2.0%	.0%	.9%
	All Years	146	57.9%	29.8%	11.0%	.5%	.8%
Prescott	2002	18	48.2%	40.1%	11.8%	.0%	.0%
	2003	16	49.1%	33.9%	14.7%	.0%	2.3%
	2004	13	30.8%	46.2%	23.1%	.0%	.0%
	2005	7	66.6%	.0%	33.4%	.0%	.0%
	All Years	54	47.7%	30.8%	21.1%	.0%	.4%
Worldwide Campus	2002	58	52.9%	39.7%	6.1%	1.2%	.0%
	2003	64	60.4%	26.3%	8.9%	2.5%	1.9%
	2004	63	50.4%	38.4%	9.3%	1.1%	.8%
	2005	50	77.5%	.0%	11.8%	7.4%	3.2%
	All Years	235	60.6%	25.7%	9.1%	3.1%	1.5%
All Campuses	2002	120	49.2%	43.1%	6.8%	.9%	.0%
	2003	134	57.1%	29.3%	9.4%	2.3%	1.9%
	2004	101	48.1%	37.1%	13.4%	.7%	.6%
	2005	80	81.1%	.0%	11.0%	5.4%	2.5%
	All Years	435	59.2%	26.8%	10.2%	2.4%	1.3%

Employer Feedback Survey  
Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

**Table 12**  
**Compare to graduates from other institutions, his/her knowledge and skill level is:**  
**By Campus**

		Unwtd #	Skill Level of ERAU Graduate Compared to Graduates From Other Institutions				
			Much Higher	Somewhat Higher	Equivalent	Somewhat Lower	Much Lower
			Wtd %	Wtd %	Wtd %	Wtd %	Wtd %
Daytona Beach	2002	44	18.7%	47.9%	32.1%	1.4%	.0%
	2003	55	18.1%	30.6%	49.2%	2.1%	.0%
	2004	27	14.2%	43.1%	37.4%	5.2%	.0%
	2005	25	38.4%	26.1%	34.7%	.0%	.9%
	All Years	151	22.6%	36.5%	38.5%	2.3%	.2%
Prescott	2002	18	13.5%	49.5%	37.0%	.0%	.0%
	2003	16	24.9%	58.2%	16.9%	.0%	.0%
	2004	12	25.0%	33.3%	33.3%	8.3%	.0%
	2005	8	14.3%	35.7%	50.0%	.0%	.0%
	All Years	54	19.0%	42.9%	35.8%	2.2%	.0%
Worldwide Campus	2002	58	20.6%	35.6%	42.3%	.3%	1.2%
	2003	67	21.0%	39.3%	39.7%	.0%	.0%
	2004	65	12.2%	40.1%	46.6%	1.1%	.0%
	2005	49	21.5%	9.3%	68.1%	.0%	1.2%
	All Years	239	18.9%	30.6%	49.5%	.3%	.6%
All Campuses	2002	120	19.7%	38.8%	40.1%	.5%	.9%
	2003	138	20.6%	38.4%	40.6%	.4%	.0%
	2004	104	13.5%	40.3%	43.6%	2.5%	.0%
	2005	82	24.6%	14.6%	59.8%	.0%	1.0%
	All Years	444	19.7%	32.6%	46.4%	.9%	.5%

Employer Feedback Survey  
Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

Table 13  
ERAU General Skills Preparation and Usefulness on the Job

Daytona Beach

		Unwtd #	Employer's Usefulness of Skill on the Job			Unwtd #	Competence of this ERAU Graduate					Unwtd #	Competence of Graduates from Other Institutions				
			Very Useful	Somewhat Useful	Not Useful		Excellent	Good	Average	Poor	Very Poor		Excellent	Good	Average	Poor	Very Poor
Quantitative/mathematics	2002	42	43.7%	51.1%	5.2%	40	28.9%	40.2%	26.6%	4.3%	.0%	37	20.8%	50.2%	23.0%	5.9%	.0%
	2003	56	40.7%	48.0%	11.3%	54	22.5%	46.5%	31.0%	.0%	.0%	50	9.1%	35.0%	51.3%	2.3%	2.3%
	2004	28	51.5%	34.7%	13.7%	25	38.0%	23.5%	38.5%	.0%	.0%	19	12.2%	50.6%	37.2%	.0%	.0%
	2005	25	49.7%	47.1%	3.2%	23	28.6%	64.8%	6.6%	.0%	.0%	19	.0%	54.7%	45.3%	.0%	.0%
	All Years	151	46.8%	44.5%	8.7%	142	29.6%	43.8%	25.7%	.9%	.0%	125	10.2%	47.1%	40.1%	1.9%	.6%
Basic PC software (word processing, spreadsheets, etc.)	2002	43	71.8%	16.6%	11.6%	40	47.3%	27.7%	22.3%	2.7%	.0%	34	21.5%	55.2%	23.4%	.0%	.0%
	2003	55	72.7%	23.2%	4.2%	52	45.3%	35.7%	19.0%	.0%	.0%	48	16.7%	41.8%	39.1%	2.4%	.0%
	2004	28	60.0%	40.0%	.0%	27	35.2%	40.8%	24.0%	.0%	.0%	21	16.9%	41.9%	41.2%	.0%	.0%
	2005	25	95.4%	4.6%	.0%	23	41.2%	40.8%	18.0%	.0%	.0%	19	2.8%	54.7%	42.5%	.0%	.0%
	All Years	151	74.9%	21.8%	3.3%	142	41.6%	37.0%	20.9%	.5%	.0%	122	14.4%	47.5%	37.5%	.6%	.0%
Writing skills (non-technical)	2002	43	52.7%	42.2%	5.0%	40	27.7%	32.0%	35.9%	4.3%	.0%	36	3.1%	48.7%	36.0%	12.3%	.0%
	2003	55	68.2%	25.5%	6.2%	51	19.7%	43.3%	30.1%	6.8%	.0%	47	2.4%	45.0%	50.2%	2.4%	.0%
	2004	28	42.7%	51.9%	5.4%	26	35.0%	24.8%	40.3%	.0%	.0%	21	12.0%	47.2%	38.5%	2.3%	.0%
	2005	25	74.4%	21.1%	4.6%	22	20.2%	57.2%	16.3%	6.3%	.0%	18	15.2%	39.3%	35.9%	9.5%	.0%
	All Years	151	59.4%	35.3%	5.3%	139	26.0%	39.0%	30.8%	4.1%	.0%	122	8.3%	45.1%	40.5%	6.0%	.0%
Technical writing	2002	43	41.2%	43.3%	15.5%	39	21.3%	40.2%	32.9%	5.6%	.0%	35	3.2%	46.6%	37.6%	12.6%	.0%
	2003	55	52.2%	34.1%	13.7%	49	17.8%	37.9%	32.5%	11.8%	.0%	46	3.9%	37.1%	53.9%	5.0%	.0%
	2004	28	41.4%	40.2%	18.4%	24	33.3%	25.6%	41.1%	.0%	.0%	18	14.3%	29.7%	53.3%	2.7%	.0%
	2005	25	95.2%	2.8%	1.9%	22	31.6%	42.5%	24.9%	1.0%	.0%	18	11.8%	25.3%	60.4%	2.5%	.0%
	All Years	151	58.3%	29.4%	12.3%	134	26.7%	36.1%	33.0%	4.3%	.0%	117	8.5%	34.2%	51.9%	5.4%	.0%
Speaking before an audience	2002	43	55.2%	34.7%	10.1%	40	26.2%	34.8%	34.8%	4.3%	.0%	37	13.6%	30.2%	45.5%	10.6%	.0%
	2003	54	53.8%	35.7%	10.5%	47	22.3%	26.5%	43.9%	7.3%	.0%	44	9.3%	27.9%	58.7%	4.1%	.0%
	2004	28	50.3%	30.7%	19.0%	25	34.7%	29.7%	35.6%	.0%	.0%	20	22.1%	30.0%	48.0%	.0%	.0%
	2005	25	69.9%	30.1%	.0%	22	23.2%	37.7%	38.1%	1.0%	.0%	18	2.8%	51.6%	45.6%	.0%	.0%
	All Years	150	57.4%	32.5%	10.1%	134	27.0%	32.1%	38.0%	2.8%	.0%	119	12.3%	34.7%	49.6%	3.4%	.0%
Applied research (information gathering and analysis)	2002	42	54.1%	21.1%	24.8%	37	21.3%	45.5%	30.2%	3.0%	.0%	34	.0%	66.3%	29.9%	3.8%	.0%
	2003	54	51.9%	36.4%	11.7%	48	23.7%	33.3%	43.0%	.0%	.0%	43	5.4%	32.8%	59.1%	2.7%	.0%
	2004	28	60.3%	25.9%	13.7%	27	32.0%	40.4%	27.6%	.0%	.0%	20	18.4%	36.7%	44.9%	.0%	.0%
	2005	24	48.6%	51.4%	.0%	22	37.7%	37.0%	25.2%	.0%	.0%	18	11.8%	43.4%	44.8%	.0%	.0%
	All Years	148	53.9%	34.3%	11.8%	134	29.6%	38.8%	31.1%	.6%	.0%	115	9.7%	43.4%	45.5%	1.5%	.0%
Critical thinking	2002	44	78.9%	21.1%	.0%	42	29.3%	42.9%	26.3%	1.5%	.0%	37	9.4%	48.1%	33.2%	9.4%	.0%
	2003	55	82.1%	15.9%	2.1%	52	33.6%	30.7%	31.4%	4.4%	.0%	48	10.8%	32.6%	56.6%	.0%	.0%
	2004	28	76.1%	20.4%	3.5%	27	31.6%	42.7%	22.7%	3.0%	.0%	20	11.6%	40.8%	47.6%	.0%	.0%
	2005	24	79.2%	20.8%	.0%	22	30.2%	53.6%	15.2%	.0%	1.0%	18	23.9%	27.3%	35.8%	13.1%	.0%
	All Years	151	78.9%	19.5%	1.5%	143	31.3%	42.6%	23.7%	2.3%	.2%	123	13.8%	37.0%	44.2%	5.1%	.0%
Independent work	2002	43	78.4%	21.6%	.0%	42	37.1%	37.7%	22.6%	2.6%	.0%	37	18.3%	45.5%	31.5%	3.0%	1.7%
	2003	55	88.5%	9.4%	2.1%	52	49.5%	31.6%	16.6%	2.2%	.0%	48	14.5%	31.0%	52.2%	2.4%	.0%
	2004	28	69.0%	31.0%	.0%	27	47.6%	13.7%	35.7%	3.0%	.0%	21	16.9%	18.3%	64.8%	.0%	.0%
	2005	24	79.2%	20.8%	.0%	22	44.6%	35.1%	19.3%	.0%	1.0%	18	19.3%	35.9%	44.8%	.0%	.0%
	All Years	150	78.3%	21.2%	.5%	143	45.2%	28.4%	24.3%	2.0%	.2%	124	17.1%	31.4%	49.9%	1.3%	.4%
Planning, scheduling, and carrying out projects	2002	43	73.3%	21.6%	5.0%	41	36.5%	27.0%	32.3%	4.2%	.0%	37	13.6%	33.6%	48.1%	3.0%	1.7%
	2003	56	70.6%	25.4%	4.0%	52	32.9%	30.4%	34.5%	2.2%	.0%	47	9.7%	22.1%	65.8%	2.4%	.0%
	2004	28	62.9%	37.1%	.0%	27	40.7%	23.6%	35.7%	.0%	.0%	20	13.1%	39.2%	47.7%	.0%	.0%
	2005	24	74.7%	25.3%	.0%	22	30.4%	39.6%	29.0%	1.0%	.0%	18	12.1%	34.4%	52.2%	1.3%	.0%
	All Years	151	69.9%	28.1%	2.0%	142	35.3%	30.0%	33.0%	1.6%	.0%	122	12.1%	32.2%	53.7%	1.6%	.4%
Defining and solving problems	2002	44	82.4%	13.7%	3.9%	42	31.1%	35.6%	30.4%	3.0%	.0%	37	14.9%	37.9%	45.5%	1.7%	.0%
	2003	56	87.9%	10.1%	2.0%	53	34.1%	42.9%	20.9%	2.2%	.0%	47	11.0%	36.6%	49.9%	2.4%	.0%
	2004	28	74.8%	25.2%	.0%	27	40.1%	19.8%	40.1%	.0%	.0%	20	18.4%	35.0%	46.6%	.0%	.0%
	2005	24	80.7%	19.3%	.0%	22	28.3%	47.8%	22.9%	1.0%	.0%	18	11.8%	36.0%	50.9%	1.3%	.0%
	All Years	152	81.1%	17.6%	1.3%	144	33.8%	35.8%	29.0%	1.4%	.0%	122	14.1%	36.3%	48.3%	1.3%	.0%
Working in groups/teams	2002	43	66.4%	29.6%	4.0%	41	37.6%	37.6%	23.2%	1.5%	.0%	36	16.9%	44.1%	37.3%	1.7%	.0%
	2003	55	75.9%	18.8%	5.3%	53	42.9%	32.8%	23.0%	1.2%	.0%	48	10.8%	39.4%	47.4%	2.4%	.0%
	2004	28	66.4%	27.0%	6.6%	26	36.5%	50.9%	12.6%	.0%	.0%	19	21.9%	44.5%	33.6%	.0%	.0%
	2005	24	72.7%	27.3%	.0%	22	37.4%	36.2%	26.4%	.0%	.0%	17	.0%	64.7%	35.3%	.0%	.0%
	All Years	150	70.4%	25.6%	4.0%	142	38.6%	39.8%	21.0%	.6%	.0%	120	12.5%	47.7%	38.7%	1.1%	.0%
Leading/guiding others	2002	44	58.0%	37.0%	4.9%	42	24.8%	39.6%	28.9%	6.7%	.0%	37	11.9%	36.2%	44.3%	7.7%	.0%
	2003	55	60.9%	31.7%	7.4%	51	25.0%	23.7%	45.6%	5.8%	.0%	47	11.0%	19.7%	65.5%	3.8%	.0%
	2004	28	35.6%	62.5%	1.9%	27	23.9%	38.0%	35.2%	3.0%	.0%	20	22.1%	30.0%	48.0%	.0%	.0%
	2005	24	54.1%	45.9%	.0%	22	28.7%	29.5%	35.7%	6.1%	.0%	18	7.5%	32.4%	48.3%	11.8%	.0%
	All Years	151	51.2%	45.5%	3.3%	142	25.6%	32.7%	36.5%	5.2%	.0%	122	13.5%	29.1%	52.0%	5.4%	.0%
Responsible actions and decision making	2002	44	81.3%	16.2%	2.5%	42	39.2%	33.0%	22.6%	5.2%	.0%	37	13.6%	45.5%	40.8%	.0%	.0%
	2003	55	86.2%	9.7%	4.1%	52	31.4%	38.5%	23.5%	6.6%	.0%	48	8.4%	38.1%	53.5%	.0%	.0%
	2004	27	78.1%	21.9%	.0%	26	42.2%	20.1%	37.7%	.0%	.0%	20	20.5%	34.4%	45.0%	.0%	.0%
	2005	24	79.2%	20.8%	.0%	21	30.2%	60.7%	9.2%	.0%	.0%	17	16.6%	41.9%	41.4%	.0%	.0%
	All Years	150	81.1%	17.4%	1.5%	141	35.9%	37.5%	23.9%	2.7%	.0%	122	14.8%	39.6%	45.6%	.0%	.0%
Understanding other people and other points of view	2002	44	69.7%	27.8%	2.5%	41	29.7%	33.4%	35.4%	1.5%	.0%	36	4.8%	54.4%	37.7%	3.1%	.0%
	2003	55	82.3%	15.6%	2.1%	52	30.4%	31.6%	34.5%	3.4%	.0%	48	13.1%	32.3%	52.2%	2.4%	.0%
	2004	28	73.5%	26.5%	.0%	27	27.2%	41.5%	28.3%	.0%	3.0%	21	18.9%	43.3%	37.8%	.0%	.0%
	2005	24	79.7%	20.3%	.0%	21	28.6%	49.9%	21.5%	.0%	.0%	17	.0%	51.8%	48.2%	.0%	.0%
	All Years	151	76.5%	22.5%	1.0%	141	28.8%	39.6%	29.5%	1.2%	.9%	122	10.2%	44.5%	44.0%	1.3%	.0%
Environmental awareness	2002	43	26.7%	65.3%	8.0%	38	14.3%	37.5%	45.3%	2.9%	.0%	33	3.3%	33.8%	59.5%	3.3%	.0%
	2003	54	40.6%	40.8%	18.6%	44	18.2%	22.2%	54.5%	5.1%	.0%	42	2.7%	25.4%	66.6%	5.3%	.0%
	2004	28	20.7%	59.8%	19.4%	21	36.1%	20.8%	43.2%	.0%	.0%	17	13.4%	12.5%	63.8%	10.3%	.0%
	2005	24	48.1%	30.5%	21.3%	20	14.7%	65.3%	20.0%	.0%	.0%	16	17.8%	36.8%	45.3%	.0%	.0%
	All Years	149	34.0%	48.6%	17.5%	123	21.4%	36									

Employer Feedback Survey  
Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

Table 13  
ERAU General Skills Preparation and Usefulness on the Job

Prescott

			Employer's Usefulness of Skill on the Job				Competence of this ERAU Graduate						Competence of Graduates from Other Institutions				
			Very Useful	Somewhat Useful	Not Useful		Excellent	Good	Average	Poor	Very Poor		Excellent	Good	Average	Poor	Very Poor
Unwtd #	Wtd %	Wtd %	Wtd %	Unwtd #	Wtd %	Wtd %	Wtd %	Wtd %	Wtd %	Unwtd #	Wtd %	Wtd %	Wtd %	Wtd %	Wtd %		
Quantitative/mathematics	2002	17	51.7%	30.0%	18.3%	14	42.5%	43.8%	13.7%	.0%	.0%	11	.0%	53.3%	46.7%	.0%	.0%
	2003	15	68.8%	31.2%	.0%	15	33.5%	66.5%	.0%	.0%	.0%	12	18.6%	28.3%	53.1%	.0%	.0%
	2004	13	15.4%	69.2%	15.4%	10	30.0%	50.0%	20.0%	.0%	.0%	10	10.0%	50.0%	40.0%	.0%	.0%
	2005	8	57.1%	42.9%	.0%	6	50.0%	30.0%	20.0%	.0%	.0%	7	16.7%	25.0%	58.3%	.0%	.0%
	All Years	53	45.7%	45.4%	8.9%	45	39.0%	47.0%	14.0%	.0%	.0%	40	11.7%	38.6%	49.7%	.0%	.0%
Basic PC software (word processing, spreadsheets, etc.)	2002	17	56.8%	30.8%	12.5%	15	37.5%	35.1%	27.3%	.0%	.0%	12	12.2%	45.0%	25.0%	17.8%	.0%
	2003	14	61.3%	31.6%	7.2%	15	38.5%	52.4%	9.2%	.0%	.0%	12	8.1%	38.7%	53.1%	.0%	.0%
	2004	13	61.5%	30.8%	7.7%	10	40.0%	50.0%	10.0%	.0%	.0%	9	22.2%	55.6%	22.2%	.0%	.0%
	2005	8	85.7%	.0%	14.3%	5	75.2%	24.8%	.0%	.0%	.0%	6	40.1%	40.1%	19.9%	.0%	.0%
	All Years	52	67.3%	22.0%	10.7%	45	46.2%	41.2%	12.6%	.0%	.0%	39	22.1%	45.3%	28.5%	4.2%	.0%
Writing skills (non-technical)	2002	17	41.2%	47.2%	11.7%	16	25.7%	41.3%	33.0%	.0%	.0%	13	7.7%	40.5%	44.1%	7.7%	.0%
	2003	15	35.9%	64.1%	.0%	15	37.2%	52.4%	7.9%	.0%	2.6%	12	8.1%	30.6%	51.6%	9.7%	.0%
	2004	13	53.8%	38.5%	7.7%	9	22.2%	55.6%	22.2%	.0%	.0%	9	11.1%	44.4%	44.4%	.0%	.0%
	2005	8	85.7%	.0%	14.3%	5	37.5%	37.5%	25.1%	.0%	.0%	6	20.0%	20.0%	59.9%	.0%	.0%
	All Years	53	56.7%	34.2%	9.2%	45	29.9%	46.7%	22.8%	.0%	.6%	40	12.1%	34.0%	50.1%	3.8%	.0%
Technical writing	2002	17	44.6%	23.3%	32.0%	15	28.2%	50.3%	21.5%	.0%	.0%	12	9.5%	43.9%	38.3%	8.3%	.0%
	2003	15	35.9%	47.0%	17.1%	14	18.2%	56.1%	23.0%	.0%	2.6%	11	15.7%	27.2%	57.1%	.0%	.0%
	2004	13	38.5%	38.5%	23.1%	8	25.0%	50.0%	25.0%	.0%	.0%	8	12.5%	37.5%	50.0%	.0%	.0%
	2005	8	85.7%	.0%	14.3%	5	50.1%	49.9%	.0%	.0%	.0%	6	20.0%	70.0%	9.9%	.0%	.0%
	All Years	53	53.0%	25.3%	21.7%	42	29.9%	51.5%	18.0%	.0%	.6%	37	14.6%	46.8%	36.5%	2.1%	.0%
Speaking before an audience	2002	17	56.9%	30.6%	12.5%	15	20.2%	49.2%	30.5%	.0%	.0%	12	16.9%	27.6%	47.2%	8.4%	.0%
	2003	15	66.2%	20.9%	12.8%	14	18.0%	55.7%	26.3%	.0%	.0%	11	8.6%	38.7%	42.3%	10.3%	.0%
	2004	13	38.5%	53.8%	7.7%	11	9.1%	45.5%	45.5%	.0%	.0%	11	18.2%	27.3%	45.5%	9.1%	.0%
	2005	8	42.8%	42.9%	14.3%	5	37.5%	62.5%	.0%	.0%	.0%	6	20.0%	20.0%	59.9%	.0%	.0%
	All Years	53	49.1%	39.2%	11.7%	45	19.8%	52.1%	28.0%	.0%	.0%	40	16.7%	27.5%	49.2%	6.7%	.0%
Applied research (information gathering and analysis)	2002	17	36.3%	45.4%	18.3%	14	34.8%	21.4%	43.8%	.0%	.0%	11	10.3%	33.9%	55.8%	.0%	.0%
	2003	15	32.9%	51.3%	15.8%	14	31.4%	45.6%	23.0%	.0%	.0%	12	8.1%	30.6%	61.3%	.0%	.0%
	2004	13	61.5%	30.8%	7.7%	10	30.0%	60.0%	10.0%	.0%	.0%	10	20.0%	40.0%	40.0%	.0%	.0%
	2005	8	57.1%	28.6%	14.3%	5	50.1%	24.8%	25.1%	.0%	.0%	6	20.0%	50.0%	30.0%	.0%	.0%
	All Years	53	49.0%	37.4%	13.6%	43	35.8%	38.9%	25.2%	.0%	.0%	39	15.6%	39.6%	44.8%	.0%	.0%
Critical thinking	2002	17	75.1%	24.9%	.0%	16	43.4%	49.8%	6.8%	.0%	.0%	13	7.7%	28.7%	54.9%	8.7%	.0%
	2003	15	84.2%	15.8%	.0%	15	46.4%	19.7%	34.0%	.0%	.0%	12	8.1%	16.5%	75.4%	.0%	.0%
	2004	13	84.6%	15.4%	.0%	11	18.2%	63.6%	18.2%	.0%	.0%	11	.0%	45.5%	54.5%	.0%	.0%
	2005	8	85.7%	14.3%	.0%	6	40.1%	39.9%	20.0%	.0%	.0%	7	16.7%	41.7%	41.7%	.0%	.0%
	All Years	53	82.5%	17.5%	.0%	48	36.0%	45.2%	18.8%	.0%	.0%	43	8.1%	35.4%	54.5%	2.0%	.0%
Independent work	2002	17	84.1%	15.9%	.0%	16	51.9%	48.1%	.0%	.0%	.0%	13	31.8%	16.4%	43.0%	8.7%	.0%
	2003	15	81.6%	18.4%	.0%	15	33.1%	59.0%	7.9%	.0%	.0%	12	8.1%	38.7%	53.1%	.0%	.0%
	2004	13	84.6%	15.4%	.0%	11	36.4%	36.4%	27.3%	.0%	.0%	11	18.2%	36.4%	45.5%	.0%	.0%
	2005	8	57.1%	28.6%	14.3%	5	75.2%	24.8%	.0%	.0%	.0%	6	20.0%	40.1%	39.9%	.0%	.0%
	All Years	53	76.1%	19.8%	4.1%	47	47.8%	42.3%	9.9%	.0%	.0%	42	20.0%	33.1%	44.9%	2.1%	.0%
Planning, scheduling, and carrying out projects	2002	17	82.6%	17.4%	.0%	16	39.8%	53.3%	6.8%	.0%	.0%	13	15.4%	41.6%	43.0%	.0%	.0%
	2003	15	79.1%	20.9%	.0%	15	36.1%	29.9%	26.1%	7.9%	.0%	12	14.1%	26.7%	59.2%	.0%	.0%
	2004	13	76.9%	15.4%	7.7%	10	10.0%	60.0%	30.0%	.0%	.0%	10	10.0%	50.0%	40.0%	.0%	.0%
	2005	8	71.4%	14.3%	14.3%	5	50.1%	24.8%	25.1%	.0%	.0%	6	20.0%	40.1%	39.9%	.0%	.0%
	All Years	53	77.1%	16.5%	6.3%	46	32.7%	44.2%	21.3%	1.8%	.0%	41	14.8%	40.8%	44.4%	.0%	.0%
Defining and solving problems	2002	17	66.2%	33.8%	.0%	16	36.6%	44.6%	18.9%	.0%	.0%	13	15.4%	33.9%	50.7%	.0%	.0%
	2003	15	79.1%	20.9%	.0%	15	33.1%	51.1%	15.8%	.0%	.0%	12	8.1%	38.7%	53.1%	.0%	.0%
	2004	13	92.3%	7.7%	.0%	11	36.4%	36.4%	27.3%	.0%	.0%	11	18.2%	54.5%	27.3%	.0%	.0%
	2005	8	85.7%	14.3%	.0%	6	40.1%	39.9%	20.0%	.0%	.0%	7	16.7%	33.4%	49.9%	.0%	.0%
	All Years	53	81.7%	18.3%	.0%	48	36.6%	42.5%	20.9%	.0%	.0%	43	15.3%	40.8%	43.8%	.0%	.0%
Working in groups/teams	2002	17	85.3%	14.7%	.0%	15	59.5%	40.5%	.0%	.0%	.0%	12	36.0%	25.3%	38.7%	.0%	.0%
	2003	15	66.2%	33.8%	.0%	15	28.2%	48.1%	15.8%	7.9%	.0%	12	18.6%	28.3%	53.1%	.0%	.0%
	2004	13	61.5%	38.5%	.0%	11	36.4%	27.3%	36.4%	.0%	.0%	11	.0%	54.5%	45.5%	.0%	.0%
	2005	8	71.4%	14.3%	14.3%	5	75.2%	24.8%	.0%	.0%	.0%	6	20.0%	70.0%	9.9%	.0%	.0%
	All Years	53	71.0%	25.0%	4.1%	46	48.7%	35.0%	14.6%	1.7%	.0%	41	16.8%	47.3%	36.0%	.0%	.0%
Leading/guiding others	2002	17	49.5%	50.5%	.0%	16	39.0%	31.7%	22.4%	6.8%	.0%	13	15.4%	25.2%	59.5%	.0%	.0%
	2003	15	67.5%	32.5%	.0%	15	24.6%	40.2%	27.4%	7.9%	.0%	12	14.1%	18.6%	57.6%	9.7%	.0%
	2004	12	58.3%	41.7%	.0%	11	18.2%	45.5%	36.4%	.0%	.0%	11	18.2%	27.3%	45.5%	9.1%	.0%
	2005	8	71.4%	28.6%	.0%	6	40.1%	30.0%	30.0%	.0%	.0%	7	16.7%	50.1%	33.2%	.0%	.0%
	All Years	52	61.6%	38.4%	.0%	48	30.3%	37.0%	29.2%	3.5%	.0%	43	16.4%	32.0%	47.1%	4.5%	.0%
Responsible actions and decision making	2002	17	64.7%	35.3%	.0%	16	45.9%	41.3%	12.8%	.0%	.0%	13	15.4%	24.1%	51.8%	8.7%	.0%
	2003	15	84.2%	15.8%	.0%	15	33.1%	51.1%	15.8%	.0%	.0%	12	8.1%	46.9%	35.3%	9.7%	.0%
	2004	13	92.3%	7.7%	.0%	11	45.5%	36.4%	9.1%	.0%	9.1%	11	18.2%	54.5%	18.2%	9.1%	.0%
	2005	8	85.7%	14.3%	.0%	6	40.1%	30.0%	30.0%	.0%	.0%	7	16.7%	33.4%	49.9%	.0%	.0%
	All Years	53	82.3%	17.7%	.0%	48	41.7%	39.2%	16.4%	.0%	2.6%	43	15.3%	40.1%	38.2%	6.4%	.0%
Understanding other people and other points of view	2002	17	66.2%	27.9%	5.8%	16	33.0%	47.3%	6.8%	12.8%	.0%	13	15.4%	32.8%	43.0%	8.7%	.0%
	2003	15	62.6%	37.4%	.0%	15	24.6%	43.8%	23.7%	7.9%	.0%	12	8.1%	46.9%	45.0%	.0%	.0%
	2004	13	69.2%	30.8%	.0%	11	18.2%	45.5%	36.4%	.0%	.0%	11	.0%	45.5%	45.5%	9.1%	.0%
	2005	8	85.7%	14.3%	.0%	6	40.1%	30.0%	30.0%	.0%	.0%	7	.0%	33.4%	49.9%	16.7%	.0%
	All Years	53	72.0%	26.6%	1.4%	48	28.7%	42.0%	24.2%	5.1%	.0%	43	4.9%	39.3%	46.2%	9.7%	.0%
Environmental awareness	2002	17	26.2%	38.5%	35.3%	14	37.3%	29.8%	25.0%	7.9%	.0%	13	15.4%	16.4%	59.5%	8.7%	.0%
	2003	15	35.7%	61.8%	2.6%	15	9.2%	39.1%	51.7%	.0%	.0%	12	8.1%	32.7%	49.5%	9.7%	.0%
	2004	13	23.1%	53.8%	23.1%	9	.0%	44.4%	55.6%	.0%	.0%	9	.0%	33.3%	66.7%	.0%	.0%
	2005	8	85.7%	14.3%	.0%	6	40.1%	39.9%	20.0%	.0%	.0%	7	16.7%	41.7%	41.7%	.0%	.0%
	All Years	53	44.0%	40.2%	15.8%	44	22.0%	38.3%	37.6%	2.0%	.0%	41	10.4%	31.8%	53.9%	3.9%	.0%
Political and economic awareness	2002	17	19.1%	59.6%	21.3%	13	41.1%	23.5%	26.9%	8.5%	.0%	11	17.3%	39.3%	43.3%	.0%	.0%
	2003	15	7.9%	59.2%	32.9%	15	9.2%	31.2%	59.6%	.0%	.0%	12	8.1%	24.6%	57.6%	.0%	9.7%
	2004	13	15.4%	69.2%	15.4%	10	.0%	60.0%	40.0%	.0%	.0%	10	.0%	40.0%	60.0%	.0%	.0%
	2005	8	35.7%	50.0%	14.3%	5	62.5%	12.4%	25.1%	.0%	.0%	6	20.0%	50.0%	30.0%	.0%	.0%
	All Years	53	20.7%	59.6%	19.6%	43	25.9%	33.8%	38.2%	2.1%	.0%	39	11.0%	39.6%	47.5%	.0%	1.9%

# Employer Feedback Survey

## Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

**Table 13**  
**ERAU General Skills Preparation and Usefulness on the Job**

Worldwide Campus

		Unwtd #	Employer's Usefulness of Skill on the Job			Unwtd #	Competence of this ERAU Graduate					Unwtd #	Competence of Graduates from Other Institutions				
			Very Useful	Somewhat Useful	Not Useful		Excellent	Good	Average	Poor	Very Poor		Excellent	Good	Average	Poor	Very Poor
Quantitative/mathematics	2002	56	38.0%	54.7%	7.4%	50	30.8%	39.9%	29.3%	.0%	.0%	43	16.9%	33.9%	48.4%	.0%	.9%
	2003	69	45.1%	51.6%	3.3%	64	34.6%	45.5%	20.0%	.0%	.0%	53	12.2%	60.2%	27.6%	.0%	.0%
	2004	65	36.7%	47.2%	16.1%	58	27.5%	41.4%	31.0%	.0%	.0%	44	3.2%	34.8%	61.9%	.0%	.0%
	2005	49	35.0%	43.5%	21.5%	39	28.8%	43.7%	26.0%	1.5%	.0%	33	19.0%	49.2%	30.1%	1.8%	.0%
	All Years	239	38.7%	49.0%	12.2%	211	30.5%	42.8%	26.3%	.4%	.0%	173	13.0%	45.6%	40.8%	.4%	.2%
Basic PC software (word processing, spreadsheets, etc.)	2002	58	95.9%	2.4%	1.7%	54	35.9%	50.4%	13.7%	.0%	.0%	47	19.6%	43.7%	36.7%	.0%	.0%
	2003	69	90.2%	9.8%	.0%	65	45.9%	49.2%	4.9%	.0%	.0%	53	7.1%	71.6%	21.3%	.0%	.0%
	2004	64	79.0%	21.0%	.0%	57	32.6%	41.8%	24.4%	1.2%	.0%	45	7.2%	50.0%	37.7%	.0%	5.1%
	2005	49	69.8%	30.2%	.0%	40	35.3%	40.9%	22.4%	1.4%	.0%	33	13.7%	63.5%	22.8%	.0%	.0%
	All Years	240	83.4%	16.2%	.4%	216	37.7%	45.7%	16.0%	.6%	.0%	178	11.9%	57.7%	29.3%	.0%	1.2%
Writing skills (non-technical)	2002	57	82.0%	18.0%	.0%	55	25.8%	52.8%	21.4%	.0%	.0%	47	14.0%	39.4%	43.9%	2.7%	.0%
	2003	68	80.1%	19.9%	.0%	63	44.7%	42.2%	13.1%	.0%	.0%	51	10.5%	59.6%	29.8%	.0%	.0%
	2004	64	68.0%	31.2%	.8%	56	25.3%	40.7%	32.4%	1.6%	.0%	44	1.2%	36.6%	55.8%	1.2%	5.2%
	2005	48	66.3%	33.7%	.0%	39	27.8%	44.1%	28.2%	.0%	.0%	33	9.7%	47.1%	43.2%	.0%	.0%
	All Years	237	73.9%	25.9%	.2%	213	31.1%	45.0%	23.4%	.4%	.0%	175	9.1%	46.2%	42.6%	.9%	1.2%
Technical writing	2002	58	57.5%	37.2%	5.3%	52	26.7%	40.2%	31.8%	1.3%	.0%	46	11.6%	29.2%	56.6%	2.6%	.0%
	2003	68	66.2%	29.9%	3.9%	63	43.0%	42.7%	14.3%	.0%	.0%	52	.9%	61.5%	37.6%	.0%	.0%
	2004	64	50.9%	46.0%	3.1%	56	21.1%	46.5%	30.7%	1.6%	.0%	45	2.6%	30.9%	58.3%	3.0%	5.2%
	2005	48	46.7%	41.1%	12.2%	39	16.6%	48.9%	34.5%	.0%	.0%	33	9.0%	60.9%	30.1%	.0%	.0%
	All Years	238	55.2%	38.6%	6.2%	210	27.3%	44.5%	27.5%	.7%	.0%	176	6.0%	46.2%	45.2%	1.3%	1.2%
Speaking before an audience	2002	57	56.5%	37.3%	6.3%	51	30.5%	35.7%	32.6%	1.2%	.0%	45	21.7%	20.1%	49.5%	8.7%	.0%
	2003	69	66.8%	28.8%	4.3%	64	34.2%	55.4%	10.5%	.0%	.0%	51	11.8%	50.9%	37.3%	.0%	.0%
	2004	64	49.6%	38.8%	11.6%	58	26.0%	45.3%	25.8%	2.8%	.0%	45	2.8%	31.5%	46.0%	19.7%	.0%
	2005	48	49.6%	42.3%	8.1%	38	31.3%	27.0%	41.7%	.0%	.0%	32	9.8%	52.9%	37.3%	.0%	.0%
	All Years	238	55.7%	36.7%	7.6%	211	30.6%	41.4%	27.1%	1.0%	.0%	173	11.7%	39.4%	42.3%	6.7%	.0%
Applied research (information gathering and analysis)	2002	57	68.2%	31.8%	.0%	54	48.5%	43.1%	7.2%	1.3%	.0%	47	14.0%	37.0%	41.3%	7.0%	.7%
	2003	69	63.3%	33.5%	3.3%	64	50.3%	33.1%	16.6%	.0%	.0%	53	6.1%	67.3%	26.7%	.0%	.0%
	2004	65	72.3%	17.8%	9.9%	58	42.1%	31.7%	26.2%	.0%	.0%	45	2.8%	44.5%	42.0%	5.4%	5.4%
	2005	48	54.8%	42.8%	2.4%	39	31.7%	48.5%	16.9%	2.9%	.0%	33	11.0%	61.9%	25.4%	.0%	1.7%
	All Years	239	64.5%	31.6%	3.9%	215	43.4%	39.0%	16.6%	1.0%	.0%	178	8.6%	53.2%	33.5%	3.0%	1.8%
Critical thinking	2002	57	81.3%	18.7%	.0%	54	51.9%	22.3%	23.3%	2.5%	.0%	45	27.0%	30.0%	43.1%	.0%	.0%
	2003	69	77.8%	22.2%	.0%	64	50.2%	36.2%	12.2%	1.4%	.0%	52	16.1%	55.9%	28.0%	.0%	.0%
	2004	65	90.6%	9.4%	.0%	58	33.0%	44.6%	20.6%	1.7%	.0%	46	9.3%	38.9%	51.8%	.0%	.0%
	2005	48	71.7%	28.3%	.0%	39	21.5%	57.4%	19.6%	1.4%	.0%	33	6.4%	65.9%	27.8%	.0%	.0%
	All Years	239	80.2%	19.8%	.0%	215	39.7%	39.8%	18.8%	1.8%	.0%	176	14.9%	48.0%	37.2%	.0%	.0%
Independent work	2002	58	82.9%	17.1%	.0%	55	59.2%	21.7%	17.9%	1.3%	.0%	48	28.8%	25.5%	40.3%	5.5%	.0%
	2003	69	85.3%	14.7%	.0%	65	47.2%	44.3%	7.2%	1.3%	.0%	53	12.4%	56.8%	30.8%	.0%	.0%
	2004	64	86.9%	13.1%	.0%	58	42.3%	39.4%	18.2%	.0%	.0%	45	2.7%	39.9%	45.9%	6.3%	5.1%
	2005	48	72.9%	21.1%	5.9%	38	38.2%	41.3%	17.4%	3.1%	.0%	32	12.0%	53.2%	33.0%	1.8%	.0%
	All Years	239	81.9%	16.5%	1.5%	216	47.1%	36.6%	14.9%	1.4%	.0%	178	14.4%	43.9%	37.2%	3.3%	1.2%
Planning, scheduling, and carrying out projects	2002	58	84.5%	15.5%	.0%	55	57.7%	24.5%	17.8%	.0%	.0%	48	21.8%	31.7%	45.0%	1.4%	.0%
	2003	69	84.0%	16.0%	.0%	65	55.4%	37.5%	6.0%	1.1%	.0%	53	4.7%	65.7%	28.4%	1.2%	.0%
	2004	64	80.8%	19.2%	.0%	58	43.6%	37.3%	17.9%	1.1%	.0%	45	4.2%	38.0%	47.6%	5.1%	5.1%
	2005	48	79.7%	20.3%	.0%	39	37.5%	43.6%	16.0%	2.9%	.0%	33	11.0%	59.6%	29.4%	.0%	.0%
	All Years	239	82.2%	17.8%	.0%	217	48.9%	35.6%	14.2%	1.2%	.0%	179	10.5%	49.2%	37.2%	1.9%	1.2%
Defining and solving problems	2002	57	78.9%	21.1%	.0%	54	43.3%	27.6%	27.8%	1.3%	.0%	46	11.1%	42.0%	39.8%	7.1%	.0%
	2003	69	74.3%	25.7%	.0%	65	50.1%	35.7%	14.2%	.0%	.0%	53	12.4%	58.2%	29.4%	.0%	.0%
	2004	65	89.6%	10.4%	.0%	58	34.0%	45.7%	20.3%	.0%	.0%	46	5.1%	34.3%	47.8%	12.9%	.0%
	2005	48	74.3%	25.7%	.0%	39	25.5%	61.9%	11.1%	1.4%	.0%	33	12.7%	57.7%	29.6%	.0%	.0%
	All Years	239	79.2%	20.8%	.0%	216	38.7%	42.3%	18.4%	.7%	.0%	178	10.5%	48.5%	36.3%	4.7%	.0%
Working in groups/teams	2002	57	85.0%	14.1%	.9%	54	52.8%	27.6%	18.3%	1.2%	.0%	47	19.0%	33.6%	46.9%	.4%	.0%
	2003	69	76.8%	23.2%	.0%	64	46.3%	49.1%	4.6%	.0%	.0%	53	4.3%	70.6%	25.1%	.0%	.0%
	2004	64	78.3%	21.7%	.0%	56	44.0%	37.1%	18.9%	.0%	.0%	44	9.8%	39.1%	44.7%	6.4%	.0%
	2005	48	65.3%	34.7%	.0%	39	38.1%	35.7%	24.7%	1.4%	.0%	33	23.5%	42.2%	34.3%	.0%	.0%
	All Years	238	76.1%	23.7%	.2%	213	45.5%	37.6%	16.3%	.7%	.0%	177	14.1%	47.1%	37.3%	1.5%	.0%
Leading/guiding others	2002	57	73.2%	26.8%	.0%	53	43.2%	30.4%	25.1%	1.2%	.0%	46	15.7%	30.9%	50.1%	3.3%	.0%
	2003	69	66.5%	32.1%	1.4%	65	40.8%	50.8%	7.1%	1.4%	.0%	53	5.0%	55.3%	39.7%	.0%	.0%
	2004	64	69.8%	26.6%	3.5%	57	34.0%	41.4%	23.5%	1.1%	.0%	45	5.1%	37.4%	40.6%	16.9%	.0%
	2005	48	61.8%	36.5%	1.7%	39	33.5%	34.7%	27.5%	4.3%	.0%	33	11.3%	59.2%	27.8%	1.7%	.0%
	All Years	238	67.7%	30.7%	1.7%	214	38.0%	39.6%	20.4%	2.0%	.0%	177	9.3%	46.1%	39.6%	5.1%	.0%
Responsible actions and decision making	2002	57	78.8%	21.2%	.0%	54	50.2%	29.3%	19.3%	1.3%	.0%	47	15.1%	42.4%	41.1%	.0%	1.5%
	2003	69	77.2%	22.8%	.0%	65	47.2%	47.9%	3.6%	.0%	1.4%	52	10.2%	51.1%	38.7%	.0%	.0%
	2004	64	89.6%	10.4%	.0%	58	40.2%	41.7%	17.6%	.5%	.0%	45	9.4%	32.3%	51.9%	6.3%	.0%
	2005	48	73.4%	26.6%	.0%	39	44.0%	32.6%	21.4%	2.0%	.0%	33	13.0%	44.2%	40.5%	2.3%	.0%
	All Years	238	79.7%	20.3%	.0%	216	45.5%	38.1%	15.1%	.9%	.4%	177	12.0%	42.9%	42.8%	2.0%	.4%
Understanding other people and other points of view	2002	57	66.3%	33.7%	.0%	54	36.5%	30.4%	31.9%	1.2%	.0%	47	8.5%	46.5%	43.2%	.4%	1.5%
	2003	69	72.2%	27.8%	.0%	65	48.3%	37.9%	13.8%	.0%	.0%	53	11.9%	49.5%	37.4%	1.2%	.0%
	2004	64	82.5%	17.5%	.0%	58	26.0%	49.7%	23.1%	1.2%	.0%	45	2.7%	36.6%	45.2%	15.4%	.0%
	2005	47	67.9%	32.1%	.0%	39	34.1%	29.8%	34.6%	1.4%	.0%	33	7.3%	62.3%	28.0%	2.3%	.0%
	All Years	237	72.3%	27.7%	.0%	216	36.6%	36.9%	25.6%	.9%	.0%	178	7.8%	49.0%	38.3%	4.5%	.4%
Environmental awareness	2002	56	36.0%	51.2%	12.8%	47	22.0%	48.5%	28.0%	1.5%	.0%	40	15.9%	26.1%	56.3%	.0%	1.7%
	2003	68	38.0%	52.9%	9.1%	60	32.8%	43.0%	24.2%	.0%	.0%	50	10.5%	54.9%	34.6%	.0%	.0%
	2004	65	42.5%	52.5%	5.0%	55	23.2%	40.1%	36.7%	.0%	.0%	44	3.1%	26.9%	62.0%	8.0%	.0%
	2005	48	42.1%	46.7%	11.2%	35	19.4%	38.8%	41.8%	.0%	.0%	29	5.8%	41.7%	52.5%	.0%	.0%
	All Years	237	39.7%	50.8%	9.5%	197	24.7%	42.6%	32.3%	.3%	.0%	163	8.9%	38.0%	50.8%	1.9%	.4%
Political and economic awareness	2002	56	24.5%	60.2%	15.3%	44	29.0%	34.7%	34.8%	1.5%	.0%	35	11.9%	35.7%	50.3%	2.0%	.0%
	2003	68	17.6%	64.8%	17.5%	58	26.7%</										

# Employer Feedback Survey

## Classes of 2002, 2003, 2004 & 2005: 1 1/2 Years After Graduation

**Table 13**  
**ERAU General Skills Preparation and Usefulness on the Job**

All Campuses

		Unwtd #	Employer's Usefulness of Skill on the Job			Unwtd #	Competence of this ERAU Graduate					Unwtd #	Competence of Graduates from Other Institutions				
			Very Useful	Somewhat Useful	Not Useful		Excellent	Good	Average	Poor	Very Poor		Excellent	Good	Average	Poor	Very Poor
Quantitative/mathematics	2002	115	40.0%	52.3%	7.7%	104	31.2%	40.2%	27.8%	.8%	.0%	91	16.7%	38.5%	42.9%	1.3%	.6%
	2003	140	45.2%	50.0%	4.8%	133	32.0%	46.7%	21.4%	.0%	.0%	115	11.8%	53.1%	34.0%	.5%	.5%
	2004	106	38.7%	45.8%	15.5%	93	30.1%	37.8%	32.1%	.0%	.0%	73	6.0%	40.0%	54.0%	.0%	.0%
	2005	82	39.5%	44.3%	16.2%	68	29.9%	48.0%	21.0%	1.1%	.0%	59	14.7%	48.4%	35.6%	1.2%	.0%
	All Years	443	40.9%	47.9%	11.3%	398	30.8%	43.2%	25.5%	.4%	.0%	338	12.3%	45.5%	41.2%	.7%	.3%
Basic PC software (word processing, spreadsheets, etc.)	2002	118	89.0%	6.9%	4.2%	109	38.0%	45.5%	16.1%	.5%	.0%	93	19.5%	45.8%	33.7%	1.0%	.0%
	2003	138	85.5%	13.4%	1.1%	132	45.5%	46.6%	7.9%	.0%	.0%	113	9.2%	63.6%	26.6%	.5%	.0%
	2004	105	73.3%	26.2%	.5%	94	33.7%	42.0%	23.5%	.8%	.0%	75	10.8%	48.2%	37.6%	.0%	3.4%
	2005	82	76.2%	22.8%	.9%	68	38.5%	40.1%	20.4%	1.0%	.0%	58	13.1%	60.1%	26.7%	.0%	.0%
	All Years	443	80.7%	17.7%	1.6%	403	39.0%	43.6%	16.9%	.6%	.0%	339	13.0%	54.7%	31.0%	.4%	.8%
Writing skills (non-technical)	2002	117	73.7%	24.5%	1.7%	111	26.1%	48.5%	24.7%	.7%	.0%	96	11.6%	41.2%	42.4%	4.8%	.0%
	2003	138	75.8%	22.9%	1.3%	129	39.3%	42.9%	16.3%	1.4%	.1%	110	8.7%	55.1%	35.3%	1.0%	.0%
	2004	105	61.1%	36.6%	2.4%	91	27.5%	37.5%	33.8%	1.1%	.0%	74	4.8%	40.0%	50.4%	1.4%	3.5%
	2005	81	69.3%	28.6%	1.9%	66	26.5%	46.7%	25.4%	1.4%	.0%	57	11.5%	43.8%	42.9%	1.9%	.0%
	All Years	441	69.8%	28.4%	1.8%	397	30.0%	43.8%	25.0%	1.2%	.0%	337	9.1%	45.2%	42.6%	2.2%	.9%
Technical writing	2002	118	53.7%	37.4%	8.9%	106	25.8%	40.8%	31.3%	2.0%	.0%	93	9.9%	33.2%	52.1%	4.8%	.0%
	2003	138	62.0%	31.5%	6.5%	126	36.9%	42.4%	18.3%	2.3%	.1%	109	2.1%	54.9%	41.9%	1.1%	.0%
	2004	105	47.8%	44.1%	8.1%	88	24.2%	41.6%	33.0%	1.2%	.0%	71	6.0%	31.1%	56.6%	2.7%	3.6%
	2005	81	59.6%	30.2%	10.1%	66	21.6%	47.5%	30.7%	.2%	.0%	57	10.3%	54.2%	35.0%	.5%	.0%
	All Years	442	55.8%	35.8%	8.4%	386	27.3%	43.1%	28.2%	1.4%	.0%	330	7.0%	43.7%	46.2%	2.2%	.9%
Speaking before an audience	2002	117	56.3%	36.3%	7.4%	106	29.0%	36.4%	32.9%	1.7%	.0%	94	19.8%	22.5%	48.6%	9.1%	.0%
	2003	138	64.2%	29.9%	5.9%	125	31.2%	49.9%	17.5%	1.4%	.0%	106	11.1%	45.6%	42.0%	1.3%	.0%
	2004	105	49.0%	37.9%	13.1%	94	27.0%	41.6%	29.5%	1.9%	.0%	76	8.8%	30.8%	46.4%	13.9%	.0%
	2005	81	53.5%	39.7%	6.8%	65	29.7%	31.1%	38.9%	.2%	.0%	56	9.1%	50.4%	40.5%	.0%	.0%
	All Years	441	55.6%	36.0%	8.3%	390	29.2%	40.0%	29.5%	1.3%	.0%	332	12.1%	37.6%	44.3%	6.0%	.0%
Applied research (information gathering and analysis)	2002	116	63.6%	30.8%	5.7%	105	43.2%	42.2%	13.1%	1.5%	.0%	92	11.3%	42.0%	40.1%	6.1%	.6%
	2003	138	59.7%	34.8%	5.5%	126	44.3%	33.7%	21.9%	.0%	.0%	108	6.0%	58.8%	34.7%	.5%	.0%
	2004	106	68.8%	20.6%	10.7%	95	38.8%	35.6%	25.6%	.0%	.0%	75	8.1%	42.1%	42.6%	3.6%	3.6%
	2005	80	53.6%	43.7%	2.7%	66	33.9%	44.8%	19.2%	2.1%	.0%	57	11.8%	57.3%	29.7%	.0%	1.2%
	All Years	440	61.3%	32.5%	6.2%	392	40.1%	39.0%	20.1%	.9%	.0%	332	9.3%	50.3%	36.6%	2.5%	1.3%
Critical thinking	2002	118	80.4%	19.6%	.0%	112	47.2%	27.8%	22.8%	2.2%	.0%	95	22.5%	33.3%	41.9%	2.3%	.0%
	2003	139	79.0%	20.6%	.4%	131	46.6%	34.3%	17.1%	1.9%	.0%	112	14.5%	49.0%	36.4%	.0%	.0%
	2004	106	86.8%	12.4%	.8%	96	31.7%	45.4%	21.0%	1.9%	.0%	77	9.1%	39.9%	51.0%	.0%	.0%
	2005	80	74.2%	25.8%	.0%	67	24.5%	55.6%	18.6%	1.0%	.2%	58	10.7%	56.2%	30.5%	2.6%	.0%
	All Years	443	80.1%	19.6%	.3%	406	37.6%	40.7%	19.9%	1.8%	.1%	342	14.2%	44.8%	39.8%	1.2%	.0%
Independent work	2002	118	82.2%	17.8%	.0%	113	54.7%	26.3%	17.6%	1.4%	.0%	98	27.0%	28.7%	38.8%	5.2%	.3%
	2003	139	85.8%	13.8%	.4%	132	47.0%	42.4%	9.1%	1.5%	.0%	113	12.7%	50.3%	36.5%	.5%	.0%
	2004	105	82.5%	17.5%	.0%	96	43.3%	32.7%	23.2%	.7%	.0%	77	7.7%	33.9%	50.8%	4.2%	3.4%
	2005	80	73.2%	21.6%	5.2%	65	41.5%	39.0%	17.0%	2.2%	.2%	56	14.2%	48.5%	36.1%	1.3%	.0%
	All Years	442	80.8%	17.7%	1.5%	406	46.7%	35.1%	16.7%	1.4%	.1%	344	15.3%	40.4%	40.5%	2.8%	.9%
Planning, scheduling, and carrying out projects	2002	118	82.3%	16.7%	.9%	112	52.8%	26.8%	19.7%	.7%	.0%	98	19.9%	32.7%	45.5%	1.6%	.3%
	2003	140	81.0%	18.1%	.8%	132	49.9%	35.7%	12.7%	1.6%	.0%	112	6.2%	54.5%	37.9%	1.4%	.0%
	2004	105	76.3%	23.2%	.5%	95	40.9%	35.2%	23.1%	.8%	.0%	75	6.8%	39.2%	47.0%	3.5%	3.5%
	2005	80	78.1%	20.9%	.9%	66	36.5%	41.8%	19.4%	2.3%	.0%	57	11.8%	53.1%	34.8%	.3%	.0%
	All Years	443	79.3%	19.9%	.8%	405	45.1%	34.9%	18.7%	1.3%	.0%	342	11.1%	45.1%	41.2%	1.7%	.9%
Defining and solving problems	2002	118	78.7%	20.6%	.7%	112	40.6%	30.2%	27.7%	1.5%	.0%	96	12.1%	40.7%	41.5%	5.6%	.0%
	2003	140	77.4%	22.2%	.4%	133	46.0%	37.9%	15.7%	.4%	.0%	112	11.9%	52.6%	34.9%	.5%	.0%
	2004	106	86.3%	13.7%	.0%	96	35.7%	38.5%	25.8%	.0%	.0%	77	9.4%	36.1%	45.8%	8.7%	.0%
	2005	80	76.4%	23.6%	.0%	67	27.0%	57.5%	14.3%	1.3%	.0%	58	12.8%	51.4%	35.5%	.3%	.0%
	All Years	444	79.7%	20.0%	.3%	408	37.5%	40.9%	20.8%	.8%	.0%	343	11.6%	45.4%	39.3%	3.7%	.0%
Working in groups/teams	2002	117	81.6%	17.0%	1.4%	110	50.5%	30.2%	18.1%	1.2%	.0%	95	19.6%	35.1%	44.7%	.6%	.0%
	2003	139	76.2%	22.8%	1.1%	132	44.8%	45.6%	8.9%	.6%	.0%	113	6.3%	61.9%	31.3%	.5%	.0%
	2004	105	74.3%	24.1%	1.6%	93	41.7%	39.8%	18.5%	.0%	.0%	74	11.8%	41.6%	42.2%	4.4%	.0%
	2005	80	67.3%	31.8%	.9%	66	39.6%	35.4%	24.0%	1.0%	.0%	56	18.6%	48.5%	32.9%	.0%	.0%
	All Years	441	74.6%	24.2%	1.2%	401	44.2%	37.9%	17.2%	.7%	.0%	338	13.9%	47.2%	37.5%	1.3%	.0%
Leading/guiding others	2002	118	68.8%	30.3%	.9%	111	39.6%	32.2%	25.6%	2.6%	.0%	96	15.0%	31.5%	49.5%	4.0%	.0%
	2003	139	65.4%	32.0%	2.5%	131	36.9%	44.8%	15.7%	2.5%	.0%	112	6.7%	46.0%	46.1%	1.2%	.0%
	2004	104	61.0%	36.1%	2.9%	95	30.4%	40.8%	27.3%	1.5%	.0%	76	10.4%	34.7%	42.8%	12.1%	.0%
	2005	80	60.8%	37.9%	1.2%	67	32.8%	33.2%	29.5%	4.5%	.0%	58	11.0%	53.1%	32.4%	3.6%	.0%
	All Years	441	63.8%	34.2%	1.9%	404	34.9%	37.9%	24.4%	2.8%	.0%	342	10.7%	41.5%	42.7%	5.1%	.0%
Responsible actions and decision making	2002	118	78.4%	21.2%	.5%	112	47.9%	30.7%	19.5%	1.9%	.0%	97	14.8%	41.9%	41.7%	.5%	1.1%
	2003	139	79.3%	19.8%	.8%	132	43.3%	46.1%	8.2%	1.3%	1.0%	112	9.7%	48.0%	41.9%	.4%	.0%
	2004	104	87.1%	12.9%	.0%	95	41.1%	36.0%	22.0%	.3%	.6%	76	12.9%	34.7%	47.5%	5.0%	.0%
	2005	80	75.4%	24.6%	.0%	66	40.7%	38.8%	19.1%	1.4%	.0%	57	14.0%	42.9%	41.4%	1.7%	.0%
	All Years	441	80.1%	19.6%	.3%	405	43.2%	38.0%	17.1%	1.2%	.4%	342	12.8%	42.0%	43.1%	1.9%	.3%
Understanding other people and other points of view	2002	118	66.9%	32.3%	.8%	111	35.0%	32.0%	30.9%	2.0%	.0%	96	8.2%	47.1%	42.2%	1.4%	1.1%
	2003	139	73.9%	25.7%	.4%	132	43.6%	36.9%	18.5%	1.1%	.0%	113	12.0%	45.6%	41.0%	1.4%	.0%
	2004	105	79.4%	20.6%	.0%	96	25.8%	47.3%	25.3%	.8%	.7%	77	6.8%	39.1%	43.3%	10.9%	.0%
	2005	79	71.6%	28.4%	.0%	66	33.2%	34.3%	31.4%	1.0%	.0%	57	5.3%	58.0%	33.8%	3.0%	.0%
	All Years	441	73.1%	26.6%	.3%	405	34.4%	37.8%	26.3%	1.2%	.2%	343	8.1%	47.4%	40.1%	4.1%	.3%
Environmental awareness	2002	116	33.6%	53.0%	13.4%	99	21.6%	45.3%	31.1%	2.1%	.0%	86	13.5%	26.9%	57.1%	1.2%	1.2%
	2003	137	38.4%	50.9%	10.8%	119	29.0%	38.9%	31.2%	1.0%	.0%	104	8.7%	47.6%	42.1%	1.6%	.0%
	2004	106	36.0%	54.3%	9.6%	85	24.7%	36.1%	39.2%	.0%	.0%	70	5.2%	24.1%	62.8%	7.9%	.0%
	2005	80	46.3%	41.2%	12.6%	61	19.6%	45.1%	35.3%	.0%	.0%	52	9.3%	40.7%	50.0%	.0%	.0%
	All Years	439	38.8%	49.7%	11.5%	364	23.9%	41.1%	34.2%	.8%	.0%	312	9.1%	35.1%	52.7%	2.7%	.3%
Political and economic awareness	2002	116	22.6%	61.2%	16.2%	93	26.5%	34.7%	36.5%	2.3%	.0%	77	10.6%	34.6%	52.2%	2.7%	