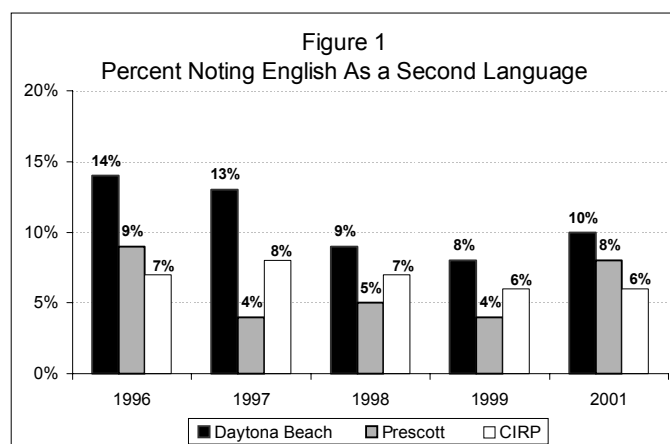


THE STUDENTS

This first section depicts general information of ERAU's Fall 2001 incoming freshmen class with respect to English as a second language, high school background, preparatory experience, self-perceptions, and family background. Longitudinal trends and national data are given for comparison whenever possible.

In some instances, statistical tests were run to determine whether responses of ERAU freshmen were significantly different from the national CIRP benchmark responses (see Appendix A for testing methodology). Table cells with an '*' indicate those areas where a statistical significance difference between either ERAU campus and CIRP data existed.



Non Native English Speakers

The percentage of incoming freshmen noting English as their second language edged higher at Daytona Beach, reaching double digits for the first time since 1997. At Prescott, the percentage doubled from the previous administration from 4% to 8%. Both residential campuses attracted more incoming freshmen noting English as their second language than did comparable schools, where CIRP data has remained constant in recent years. Figure 1 shows the five-year trends for both residential campuses and CIRP respondents.

High School Information

Recommended High School Requirements for Academic Subjects

The National Commission on Excellence in Education (NCEE) has defined a standard for the recommended years of high school study for each academic subject area. This information is used as a benchmark in determining the percent of first-time freshmen who meet or exceed these recommendations. 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. Responses from this question are not collected every year by CIRP.

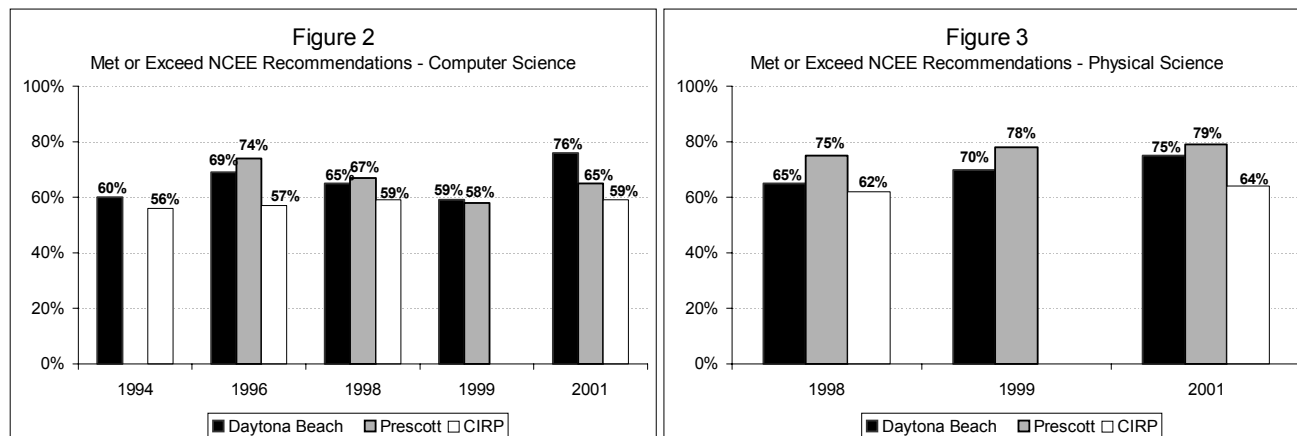
Table 1: Percent of Freshmen **Meeting** or **Exceeding** NCEE Recommendations for Years of High School

High School Subject	Min. # of Years of Study Recommended	CIRP 2001 Respondents	Daytona Beach 2001 Respondents	Prescott 2001 Respondents
English	4 years	98.3%	97.0%	97.7%
Math	3 years	98.8%	99.1%	98.0%
Foreign Language	2 years	95.7%	*92.6%	*89.8%
Biological Sciences	2 years	45.9%	40.9%	*32.6%
Physical Sciences	2 years	63.9%	*75.0%	*78.2%
History/Am. Govt.	1 year	99.1%	*97.8%	98.7%
Arts and/or Music	1 year	82.3%	*73.7%	75.7%
Computer Science	1/2 year	58.9%	*74.5%	65.8%

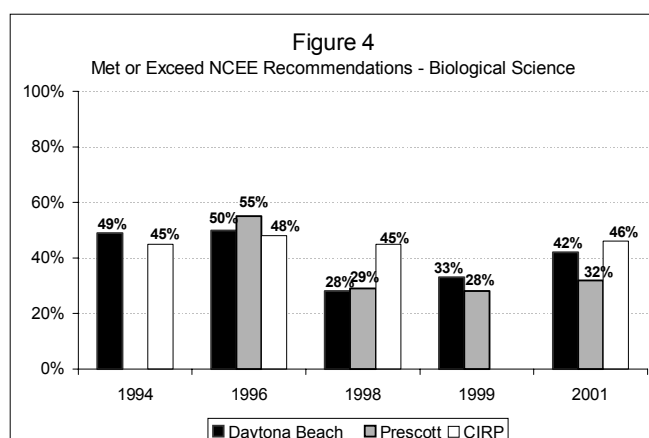
*Difference between ERAU campus and CIRP statistically significant at the .001 level.

Trends in Recommended High School Requirements for Academic Subjects

A noticeably larger proportion of freshmen attending ERAU met or exceeded the recommended amount of study for both computer science and physical sciences than did CIRP respondents, gaps that continue to widen over time (Figures 2 and 3).



The trend in recommended years of high school study in biological sciences has the gap narrowing between first-time freshmen attending ERAU and their contemporaries, nationwide (Figure 4).



Frequency of Participation for Select Activities in the Past Year

Freshmen were asked to indicate the frequency of their involvement in a number of activities during the past year. Of the twenty-eight activities, fourteen compared participation for those survey respondents who indicated 'frequent' participation, and are displayed in Table 2 on the following page. Table 3 depicts the remaining fourteen activities combining responses for both 'frequent' and 'occasional' participation.

Table 2: Percent of Freshmen with **Frequent** Participation in Select Activities in the Past Year

Activity	CIRP	Daytona Beach	Prescott
Used a personal computer	88.4%	91.4%	89.6%
Used the Internet for research or homework	78.1%	81.8%	76.3%
Communicated via e-mail	79.3%	80.5%	77.3%
Socialized with someone of another racial/ethnic group	67.7%	*74.0%	74.0%
Other Internet use	62.8%	*72.7%	67.6%
Was bored in class	40.6%	41.6%	39.7%
Discussed religion	34.6%	*25.3%	28.0%
Felt overwhelmed by all I had to do	29.6%	*18.4%	*21.1%
Asked a teacher for advice after class	28.5%	22.8%	25.7%
Voted in student election	26.1%	24.4%	22.7%
Discussed politics	26.0%	25.5%	28.0%
Participated in Internet chat rooms	17.0%	*25.5%	23.1%
Smoked cigarettes	7.2%	7.4%	5.2%
Felt depressed	8.0%	5.1%	6.8%

*Difference between ERAU campus and CIRP statistically significant at the .001 level.

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

Activity	CIRP	Daytona Beach	Prescott
Studied with other students	88.9%	87.2%	87.0%
Performed volunteer work	87.4%	*81.2%	*78.8%
Attended a public recital or concert	84.4%	*76.7%	*72.7%
Attended a religious service	81.0%	76.0%	*73.8%
Visited an art gallery or museum	68.4%	*57.1%	63.1%
Came late to class	64.2%	*56.6%	57.1%
Performed community service as part of a class	59.3%	54.8%	53.3%
Tutored another student	59.2%	62.0%	63.5%
Drank wine or liquor	55.8%	54.9%	48.4%
Drank beer	49.6%	48.4%	45.8%
Played a musical instrument	46.3%	43.7%	44.0%
Participated in organized demonstrations	41.8%	48.2%	46.1%
Was a guest in a teacher's home	34.0%	*27.1%	*24.5%
Overslept and missed class/appointment	33.3%	34.5%	34.4%

*Difference between ERAU campus and CIRP statistically significant at the .001 level.

Hours Per Week Allocated to Select Activities in the Past Year

The CIRP gathers information about how freshmen spent their time in the past year. Students indicated how many hours in a typical week they spent on thirteen different activities. Table 4 presents the percentage of freshmen spending six or more hours per activity. Results from the 2001 administration are included with 1999, 1998, and 1997 data included for comparison. A noticeable increase can be seen in the percentage of freshmen who responded spending six or more hours playing video/computer games, while the largest decrease can be seen for each of the respondent groups for hours spent on studying/homework.

Table 4: Percent of Freshmen Allocating **Six or More Hours per Week** to Select Activities the Past

Activity	CIRP				Daytona Beach				Prescott			
	1997	1998	1999	2001	1997	1998	1999	2001	1997	1998	1999	2001
Socializing with friends	79.3%	79.5%	79.0%	77.6%	71.6%	69.5%	73.3%	78.5%	75.6%	76.4%	75.6%	75.9%
Working for pay	49.6%	54.6%	51.2%	53.8%	62.3%	63.4%	66.3%	63.4%	57.6%	56.3%	60.4%	56.7%
Exercising/Sports	55.2%	54.0%	53.7%	54.2%	51.4%	49.0%	52.2%	53.3%	59.3%	49.2%	58.8%	52.2%
Studying/Homework	52.7%	49.1%	50.4%	45.4%	39.4%	38.6%	42.7%	38.0%	46.4%	45.3%	49.5%	37.8%
Watching television	26.3%	26.6%	26.0%	23.6%	27.7%	29.7%	27.5%	28.4%	32.7%	34.1%	34.2%	32.4%
Partying	23.9%	25.4%	25.0%	22.9%	18.7%	16.7%	19.9%	22.9%	18.9%	22.8%	22.5%	16.6%
Student clubs/groups	18.1%	16.8%	17.8%	15.7%	14.2%	15.8%	16.0%	18.0%	17.4%	14.3%	19.7%	17.1%
Volunteer work	9.2%	9.6%	10.6%	9.2%	7.6%	7.4%	8.5%	7.7%	6.7%	6.2%	7.4%	9.0%
Talking with teachers outside class	5.2%	5.5%	5.6%	5.0%	5.4%	3.6%	4.3%	5.9%	2.9%	3.7%	6.3%	6.9%
Housework/Childcare	6.8%	7.9%	7.0%	6.8%	N/A	8.1%	10.4%	6.4%	N/A	9.0%	9.4%	7.7%
Reading for pleasure	11.7%	11.6%	11.2%	10.5%	N/A	7.5%	11.3%	8.3%	N/A	10.3%	6.2%	10.5%
Prayer/Meditation	3.4%	3.8%	3.9%	3.75	N/A	2.6%	2.5%	3.2%	N/A	0.9%	3.5%	3.0%
Playing video/computer games	3.7%	5.8%	6.2%	10.1%	N/A	10.1%	N/A	21.0%	N/A	10.7%	N/A	17.5%

Sociopolitical Issues

Table 5 below shows the political views of incoming freshmen in Fall 2001, where ‘middle of the road’ continues to be the most popular political label. Freshmen were asked to cite their level of agreement with select sociopolitical issues (see Table 6 on the following page).

Table 5: Incoming Freshmen Political View

Political Orientation	CIRP	Daytona Beach	Prescott
Middle of Road	41.9%	46.7%	47.3%
Conservative	30.9%	*28.1%	26.7%
Liberal	21.8%	*19.5%	*18.0%
Far Right	3.8%	2.7%	*5.0%
Far Left	1.6%	2.9%	3.0%

*Difference between ERAU campus and CIRP statistically significant at the .001 level.

Table 6: Percent of Freshmen Indicating **Strongly Agree** or **Somewhat Agree** on Select Social Issues

Student Views	CIRP	Daytona Beach	Prescott
The federal government should do more to control the sale of handguns	79.4%	*68.6%	*55.1%
Employers should be allowed to require drug testing of employees or job applicants	71.8%	*86.6%	*83.0%
There is too much concern in the courts for the rights of criminals	62.4%	*75.8%	*71.5%
Same-sex couples should have the right to legal marital status	61.5%	*47.6%	*47.7%
Colleges should prohibit racist/sexist speech on campus	61.3%	64.3%	54.5%
Abortion should be legal	59.4%	54.6%	57.2%
Affirmative action in college admissions should be abolished	54.5%	57.9%	*65.5%
Wealthy people should pay a larger share of taxes than they do now	51.2%	45.3%	48.0%
If two people really like each other, it's all right for them to have sex even if they've know each other for only a very short time	43.0%	*50.1%	50.4%
Marijuana should be legalized	39.8%	*31.6%	32.4%
The death penalty should be abolished	35.2%	*20.0%	*20.5%
Realistically, an individual can do little to bring about changes in our society	23.3%	27.3%	30.3%
It is important to have laws prohibiting homosexual relationships	22.1%	*35.7%	*31.8%
Racial discrimination is no longer a major problem in America	17.4%	*24.6%	*26.0%
The activities of married women are best confined to the home and family	16.8%	*26.4%	19.0%

*Difference between ERAU campus and CIRP statistically significant at the .001 level.

Self-Rating of Abilities

Incoming freshmen were asked to rate themselves on each of the traits listed in Table 7 (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.

Since 1993, CIRP respondents have consistently rated themselves as being in the 'highest 10%' or 'above average' most frequently in terms of academic ability. Over the same time frame, Daytona Beach incoming freshmen have most frequently described themselves as being in the 'highest 10%' or 'above average' in terms of drive to achieve and cooperativeness. Prescott incoming freshmen have over time responded similarly to their contemporaries at Daytona Beach, with the exception of this year, where persistence, a characteristic new this year, followed drive to achieve, with cooperativeness following closely behind.

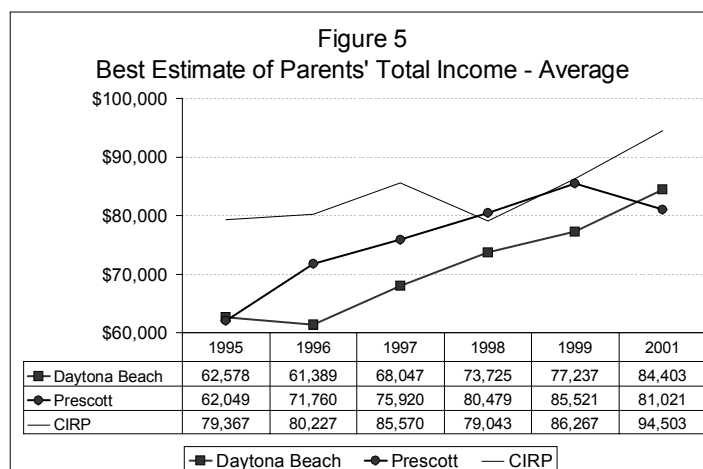
Table 7: Percentage of Incoming Freshmen Rating Self **Highest 10% or Above Average**

Characteristic	CIRP	Daytona Beach	Prescott
Academic ability	78.5%	74.4%	*70.3%
Cooperativeness	73.6%	75.8%	71.6%
Drive to achieve	73.0%	75.9%	77.4%
Understanding of others	67.5%	64.4%	64.4%
Persistence	64.0%	70.0%	*74.1%
Leadership ability	61.4%	66.5%	68.2%
Self-confidence (intellectual)	59.8%	*67.0%	67.7%
Creativity	59.7%	*53.0%	54.4%
Self-understanding	57.7%	58.1%	64.6%
Physical health	56.3%	*66.4%	63.6%
Competitiveness	54.2%	*63.9%	62.3%
Emotional health	53.2%	*60.8%	*64.0%
Writing ability	50.4%	*39.8%	43.5%
Mathematical ability	48.6%	*60.6%	54.6%
Self-confidence (social)	46.8%	48.8%	50.3%
Spirituality	40.6%	*32.8%	38.8%
Public speaking ability	37.8%	33.3%	*47.2%
Popularity	36.3%	32.2%	31.2%
Artistic ability	33.6%	*24.7%	*24.0%
Computer skills	33.1%	*49.8%	*45.8%
Religiousness	32.4%	*25.4%	27.7%

*Difference between ERAU campus and CIRP statistically significant at the .001 level.

Family Background

Parental Income



Not since 1995 have Daytona Beach first-time freshmen reported average parental income higher than those entering students at Prescott (Figure 5). While average parental incomes of Daytona Beach first-time freshmen continued to increase (\$7,166 higher than in 1999), average parental incomes as reported by Prescott incoming freshmen decreased (\$4,500 lower than in 1999). At both residential campuses, incoming freshmen continued to report lower average parental incomes than that of freshmen nationwide. (Note: All salaries are self-reported and have not been converted into constant 2001 dollars).

Parental Occupation

Similar to last administration, freshmen from Daytona Beach indicated their parents were employed in the aviation/aerospace industry: 9% and 3% for fathers and mothers, respectively. Showing a marked difference from last administration, freshmen from Prescott indicated their parents were employed in the aviation/aerospace industry: 15% (up from 8% in 1999) and 6% (up from 3% in 1999) for fathers and mothers, respectively.

From a list of 47 occupations, incoming freshmen were asked to select the employment categories that best described their parents' occupations. CIRP condenses the 47 occupations to 22 occupation groupings. Tables 8 and 9 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 8: Top Occupations for Fathers

CIRP	Daytona Beach	Prescott
*Business (32.7%)	*Business (31.9%)	*Business (26.6%)
**Other (21.9%)	**Other (26.3%)	**Other (28%)
Skilled worker (7.8%)	Skilled worker (12.8%)	Skilled worker (11.4%)
Engineer (7.6%)	Engineer (7.3%)	Engineer (10.4%)
Doctor - MD or DDS (4.8%)	Military career (3.2%)	Military career (5.5%)
Education – secondary (3.8%)	Semi-skilled worker (3.0%)	Doctor - MD or DDS (2.4%)

*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 9: Top Occupations for Mothers

CIRP	Daytona Beach	Prescott
**Other (19.7%)	**Other (21.9%)	*Business (21.0%)
*Business (14.7%)	*Business (21.4%)	**Other (20.6%)
Homemaker (12.2%)	Nurse (10.8%)	Education – elementary (10.3%)
Education – elementary (11.8%)	Homemaker (11.0%)	Homemaker (9.3%)
Nurse (8.2%)	Business - clerical (5.7%)	Nurse (8.9%)
Education – secondary (6.5%)	Education – elementary (5.5%)	Education – secondary (6.5%)

*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. 65% of fathers and 61% of mothers of incoming freshmen nationwide held some type of a college degree. 55% of fathers of both Daytona Beach and Prescott incoming freshmen, and 51% of mothers of both Daytona Beach and Prescott incoming freshmen, held a college degree.