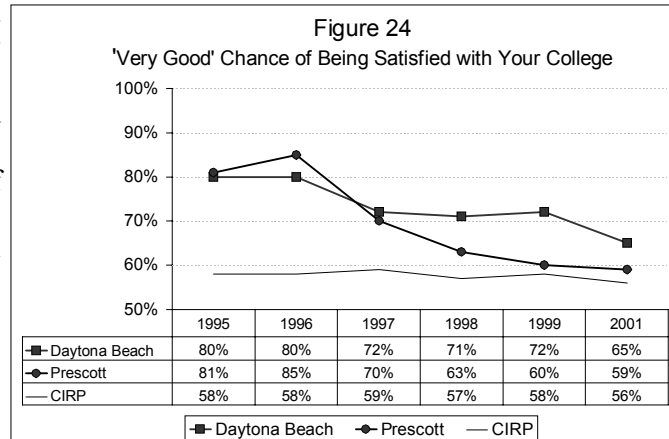


EXPECTATIONS OF COLLEGE AND BEYOND

Overall Expectations of College Satisfaction and Persistence

Incoming freshmen from both Daytona Beach and Prescott continued to predict more frequently a very good chance of being satisfied with their college than did their contemporaries nationwide. Expected satisfaction at both campuses continued to decline though, while CIRP respondents citing this level of satisfaction has remained stable. Five years ago 80% or more of incoming freshmen at both residential campuses were responding that there was a very good chance of satisfaction with ERAU. The gap between both ERAU campus and CIRP respondents has narrowed considerable (see Figure 24).



Academic Expectations

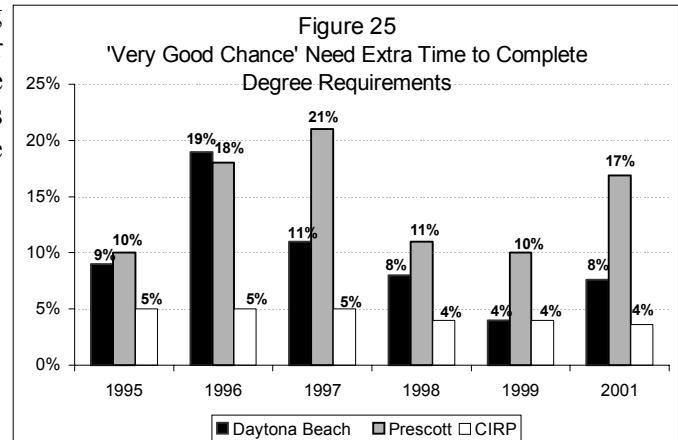
When presented with a series of academic situations, survey respondents were asked to rate their chances of each situation's occurrence using the four point scale of 'very good chance', 'some chance', 'very little chance', and 'no chance'. Table 13 gives the percent of freshmen who responded 'very good chance' to each academic-related situation. Both ERAU and nationwide respondents continue to cite with confidence that chances were slim they would drop out of their college temporarily or permanently, or transfer to another college before graduating. 1% or less of all three respondent groups rated their chance of dropping out of school temporarily or permanently as 'very good'. A slightly higher proportion of CIRP respondents (3.4%) believed that their chances of transferring to another college were 'very good', as compared with 2.9% at Daytona Beach and 1.3% of Prescott freshmen.

Table 13: Percent of Freshmen Rating Chances of Academic Situation Occurring as **Very Good**

Academic Situation	CIRP	DB	PC
Get Bachelor's degree	79.9%	*88.0%	*90.8%
Make at least a "B" average	62.9%	63.7 %	66.4%
Be satisfied with your college	56.3%	*64.5%	59.3%
Communicate regularly with your professors	45.8%	*30.8%	*32.8%
Graduate with honors	22.3%	24.7%	19.5%
Change career choice	15.9%	*3.1%	*2.0%
Change major field	15.0%	*3.8%	*2.3%
Need extra time to complete degree requirements	3.6%	*7.6%	*16.9%
Transfer to another college before graduating	3.4%	2.9%	1.3%
Drop out of this college temporarily	0.9%	0.5%	1.0%
Drop out permanently	0.5%	0.5%	0.7%

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

Fluctuating little over the past 6 years, incoming freshmen nationwide have consistently cited their expectations of needing extra time to complete degree requirements as ‘very good’, whereas responses from incoming freshmen at ERAU have greatly fluctuated (Figure 25).



Interest in Extracurricular Activities

A list of activities were presented to incoming freshmen survey respondents, who were asked to anticipate their chances of participating in each activity during college. Table 14 shows the percent of first-time freshmen whose chances of activity participation were ‘very good’. For every activity presented, CIRP respondents cited more frequently a very good chance of participation than did incoming freshmen at ERAU.

Table 14: Percent of Freshmen Indicating **Very Good Chance** of Participation in Extracurricular Activities

Extracurricular Activities	CIRP	DB	PC
Develop close friendships with other students	75.6%	*66.1%	*64.0%
Socialize with someone of another race/ethnic group	70.9%	68.0%	68.5%
Participate in student clubs/groups	51.1%	46.9%	51.2%
Get a job to help pay for college expenses	47.4%	42.8%	*38.3%
Participate in volunteer or community service work	31.9%	*14.7%	*15.6%
Play varsity/intercollegiate athletics	22.2%	*9.2%	*11.6%
Join a social fraternity/sorority	8.7%	6.0%	6.6%
Participate in student government	7.4%	*3.4%	6.0%
Seek personal counseling	6.4%	3.6%	5.0%
Participate in student protests or demonstrations	6.3%	*2.8%	*1.7%
Work full-time while attending college	3.2%	4.1%	2.7%

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

Life and Career Objectives

The CIRP study gathers information about the importance respondents place on life and career objectives. Survey completers indicated for each objective whether it was ‘essential’, ‘very important’, somewhat important’, or ‘not important’. Listed in Table 15 are the objectives in percent frequency order for CIRP participants responding ‘essential’ or ‘very important’.

Table 15: Percent of Freshmen Indicating Select Life Objective as **Essential** or **Very Important**

Objective	CIRP	DB	PC
Raising a family	71.0%	68.9%	63.6%
Being very well off financially	64.9%	*77.4%	*74.0%
Helping others who are in difficulty	60.8%	*45.3%	*48.0%
Becoming an authority in my field	57.6%	60.1%	57.5%
Recognition from my colleagues	48.4%	50.8%	50.5%
Developing a meaningful philosophy of life	47.1%	*33.4%	*35.5%
Integrating spirituality into my life	44.0%	*31.4%	35.8%
Influencing social values	38.0%	*21.0%	*27.6%
Successful in my own business	35.4%	*22.8%	*20.6%
Keeping up to date with political affairs	35.3%	30.3%	32.3%
Becoming a community leader	33.0%	28.7%	28.4%
Administrative responsibility	32.0%	35.3%	34.5%
Helping to promote racial understanding	30.8%	*22.7%	23.0%
Participating in community action program	24.2%	*13.0%	*14.1%
Influencing the political structure	18.8%	*13.1%	14.6%
Creating artistic works	17.9%	*6.8%	*5.0%
Becoming involved environmental programs	17.7%	13.3%	12.0%
Writing original works	16.3%	*5.9%	*7.0%
Becoming accomplished in performing arts	16.1%	*6.6%	*6.0%
Making a theoretical contribution to science	15.6%	*28.4%	*23.6%
Become an active participant in aviation/aerospace	N/A	89.5%	88.2%

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

Trends in Life and Career Objectives

Response percentages given by CIRP survey participants for objectives listed in the table above have changed little in magnitude or in order of importance over the past six years. CIRP respondents most frequently placed a high degree of importance on raising a family, which has consistently been the case since 1993.

ERAU respondents from both campuses placed a high degree of importance on becoming an active participant in the field of aviation (an ERAU-specific supplemental objective) and being well off financially, a trend since 1993. The gap between freshmen at ERAU and their contemporaries has closed considerably with respect to career goals, including: recognition from my colleagues (15.2% point and 19.7% point decrease for Daytona Beach and Prescott freshmen, respectively); becoming an authority in my own field (13.1% point and 13.3% point decrease for Daytona Beach and Prescott, respectively); and making a theoretical contribution to science (10.7% point and 12.3% point decrease for Daytona Beach and Prescott freshmen, respectively). Also notable is the drop in the importance incoming freshmen from ERAU placed on helping others who are in difficulty; a 21.9% decrease at Daytona Beach and an 18.0% decrease at Prescott. Although freshmen nationwide also showed a decrease in this area, the change was less dramatic, at 2.0% points. Graphical representation for this trend information is presented on the following page (see Figures 26-29).

