THE ERAU GRADUATE

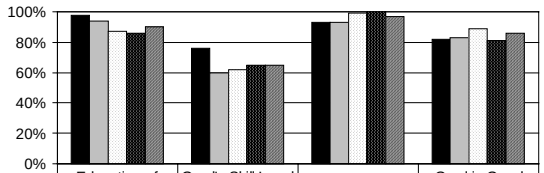
The last section of the 2000 Employer Feedback Survey measured the employers' opinions of the Embry-Riddle graduate. Question topics included an overall rating of the graduate and his education, the usefulness of general and degree-specific skills, the graduate's level of competence at these skills, and the competence of graduates from other institutions at these skills.

The results from *The ERAU Graduate* section are displayed here. Please note that trend data is not available due to incongruent administration periods. When examined on the major level, the number of respondents to the question is included in parentheses. Majors with less than three respondents are not shown in figures and tables. The results from degree-specific skills questions are not included here; rather, they have been submitted directly to the department.

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

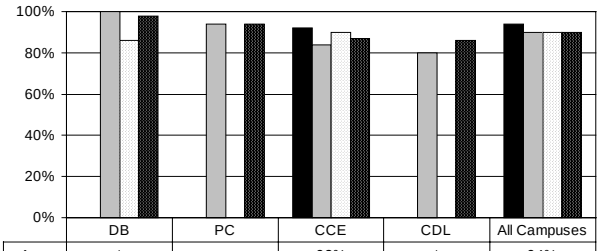
Overall Performance

Figure 20
Overall Performance of the ERAU Graduate
By Campus
(percent responding "strongly agree" or "agree")



	Education of Grad Meets Needs	Grad's Skill Level is Same or Better than Other Grads	Grad is Valuable Employee	Grad is Good Candidate for Promotion
DB	98%	76%	93%	82%
PC	94%	60%	93%	83%
CCE	87%	62%	99%	89%
CDL	86%	65%	100%	81%
All Campuses	90%	65%	97%	86%

Figure 21
Education of the Graduate Meets the Company's Needs
By Campus and Degree Type
(percent responding "strongly agree" or "agree")



	DB	PC	CCE	CDL	All Campuses
Assoc	*		92%	*	94%
Bach	100%	94%	84%	80%	90%
Mast	86%		90%	*	90%
Total	98%	94%	87%	86%	90%

*Too few respondents to report

Figure 22
Education of Graduate Meets the Company's Needs
By Campus and Major
(percent responding "strongly agree" or "agree")

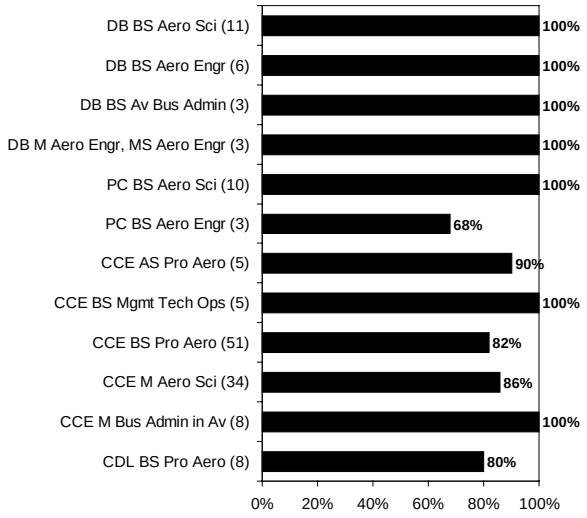


Figure 23
Education of Graduate Meets the Company's Needs
By Major
All Campuses
(percent responding "strongly agree" or "agree")

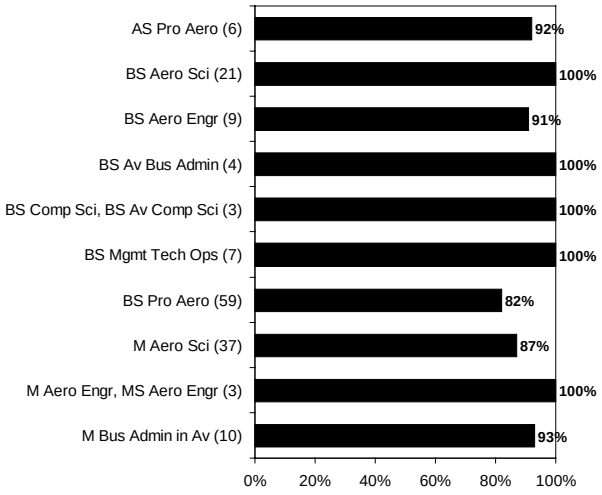
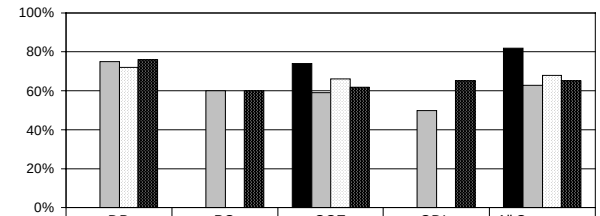


Figure 24
Skill Level is the Same or Better than Other Graduates
By Campus and Degree Type
(percent responding "strongly agree" or "agree")



	DB	PC	CCE	CDL	All Campuses
Assoc	*		74%	*	82%
Bach	75%	60%	59%	50%	63%
Mast	72%		66%	*	68%
Total	76%	60%	62%	65%	65%

*Too few respondents to report

Figure 25
Skill Level is the Same or Better than Other Graduates
By Campus and Major
(percent responding "strongly agree" or "agree")

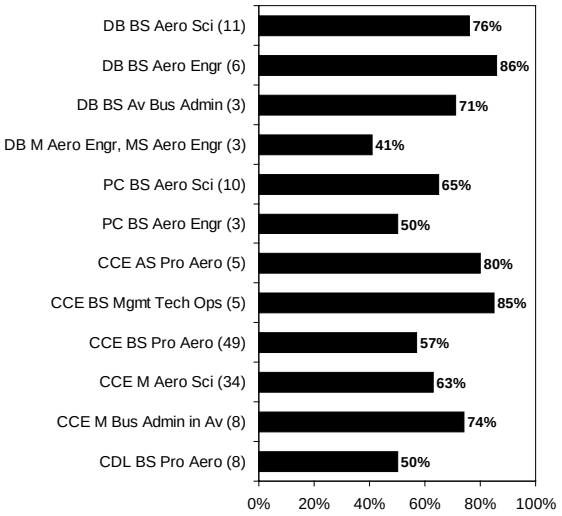


Figure 26
Skill Level is the Same or Better than Other Graduates
By Major
All Campuses
(percent responding "strongly agree" or "agree")

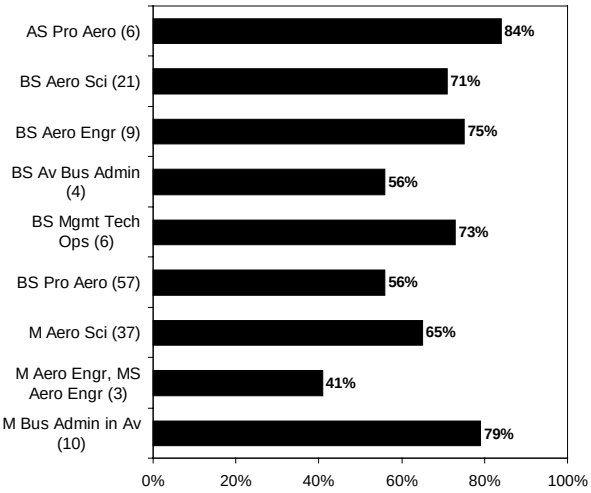
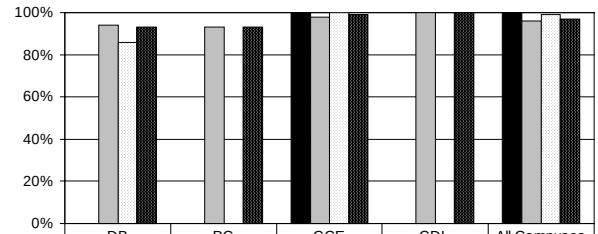


Figure 27
Graduate is a Valuable Employee
By Campus and Degree Type
(percent responding "strongly agree" or "agree")



	DB	PC	CCE	CDL	All Campuses
Assoc	*		100%	*	100%
Bach	94%	93%	98%	100%	96%
Mast	86%		100%	*	99%
Total	93%	93%	99%	100%	97%

*Too few respondents to report

Figure 28
Graduate is a Valuable Employee
By Campus and Major
(percent responding "strongly agree" or "agree")

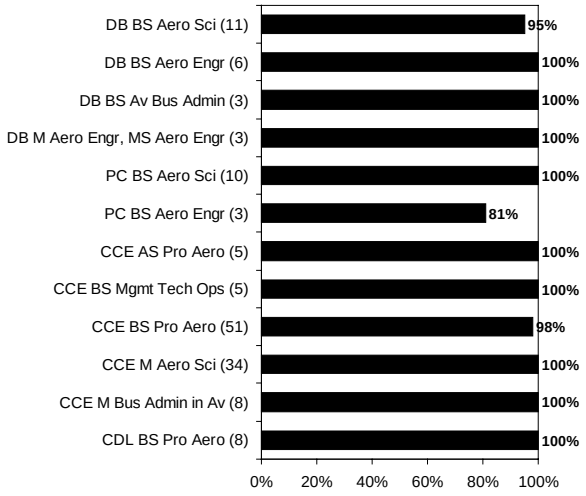


Figure 29
Graduate is a Valuable Employee
By Major
All Campuses
(percent responding "strongly agree" or "agree")

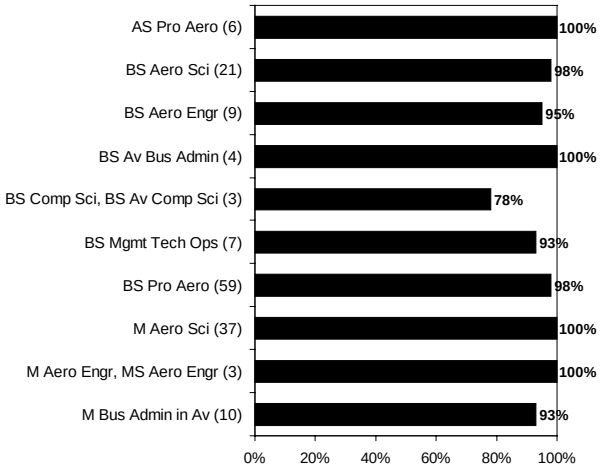
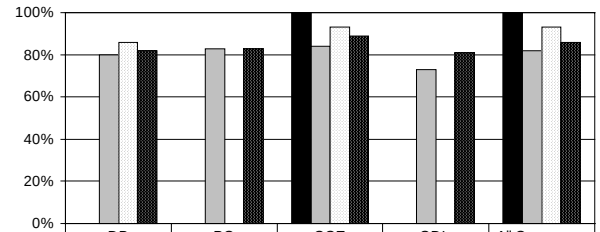


Figure 30
Graduate is a Good Candidate for Promotion
By Campus and Degree Type
(percent responding "strongly agree" or "agree")



	DB	PC	CCE	CDL	All Campuses
Assoc	*		100%	*	100%
Bach	80%	83%	84%	73%	82%
Mast	86%		93%	*	93%
Total	82%	83%	89%	81%	86%

*Too few respondents to report

Figure 31
Graduate is a Good Candidate for Promotion
By Campus and Major
(percent responding "strongly agree" or "agree")

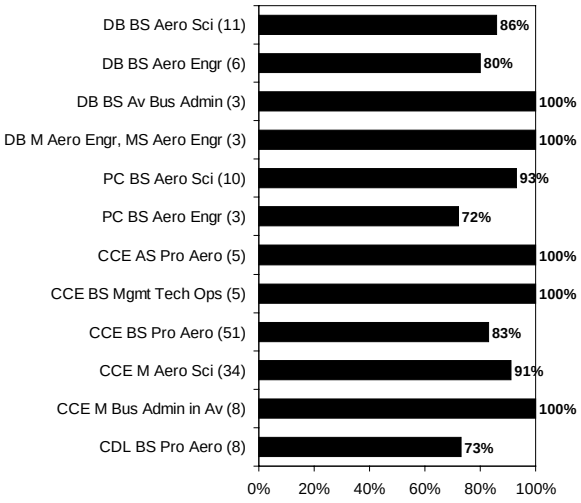
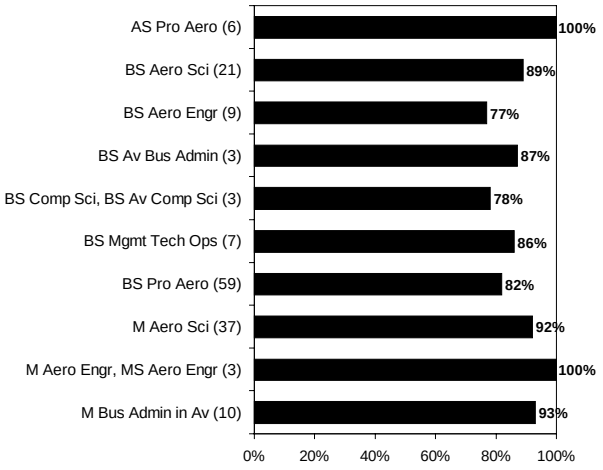
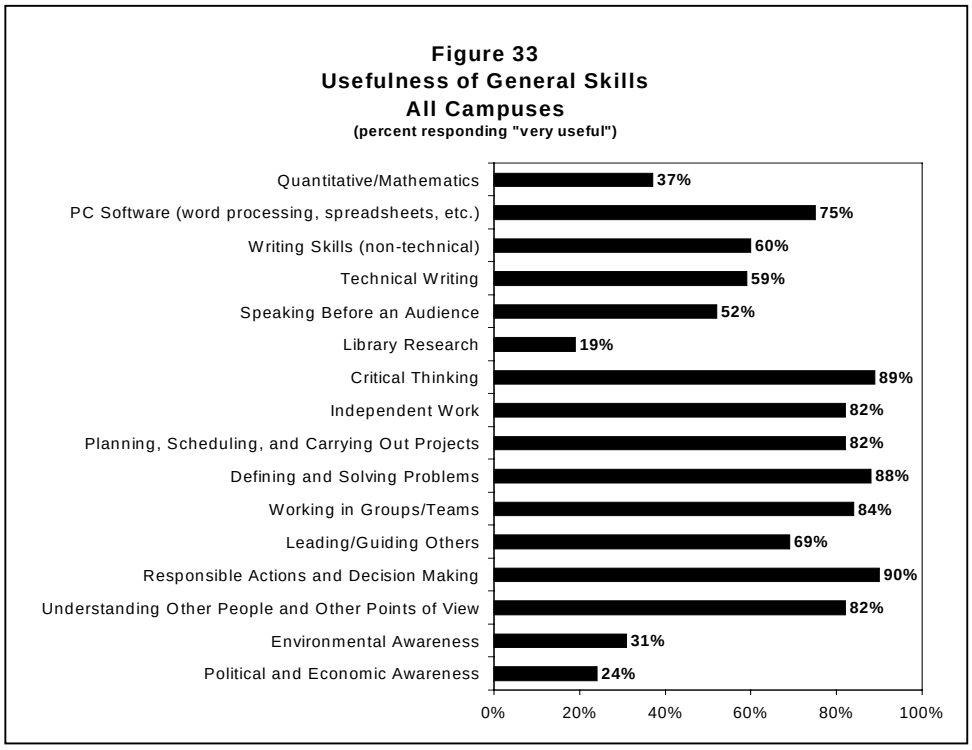


Figure 32
Graduate is a Good Candidate for Promotion
By Major
All Campuses
(percent responding "strongly agree" or "agree")



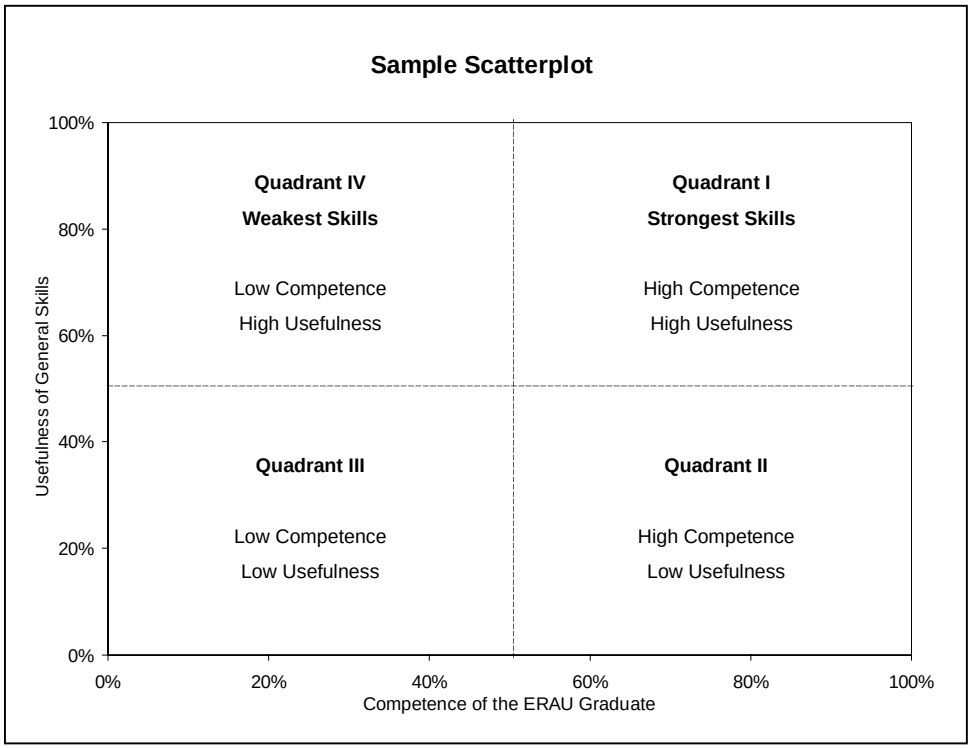
Usefulness of General Skills for All Campuses Combined

The usefulness of general skills is shown here for all campuses combined. Usefulness of general skills is also displayed by campus, in the data tables in Appendix B.



Usefulness of General Skills and Competence Level of the ERAU Graduate for Individual Campuses

Employers rated the usefulness of a set of sixteen general skills on the job and the ERAU graduate's level of competence at these skills. For the next several graphs a scatterplot is included for ease of interpretation. The scatterplot displays the rating of usefulness of general skills for each individual campus by the level of competence of the ERAU graduate at that same campus. The scatterplot can easily be divided into four quadrants as shown in the sample on the next page. Quadrants one and four are of particular interest because they show the strengths and weaknesses of ERAU graduates as seen by employers. All letters corresponding to a skill are directly to the right of the point in the scatterplot. If space was lacking the corresponding letter is typically above the point. A skill legend is included for convenience, however letters corresponding to the skills are included next to the skill on the figure just above the scatterplot.



Skill Legend

Quantitative/Mathematics	A
PC Software (word processing, spreadsheets, etc.)	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

Figure 33
Competence of the ERAU Graduate at General Skills
Daytona Beach
(percent responding "excellent" or "very good")

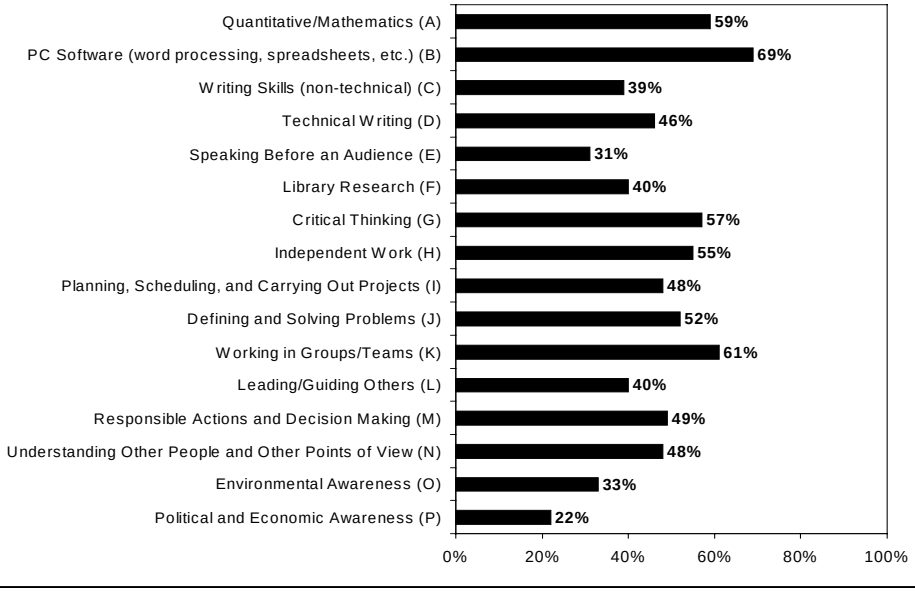


Figure 35
Usefulness of General Skills vs. Competence of the ERAU Graduate
Daytona Beach
(percent responding "very useful" vs. percent responding "excellent" or "very good")

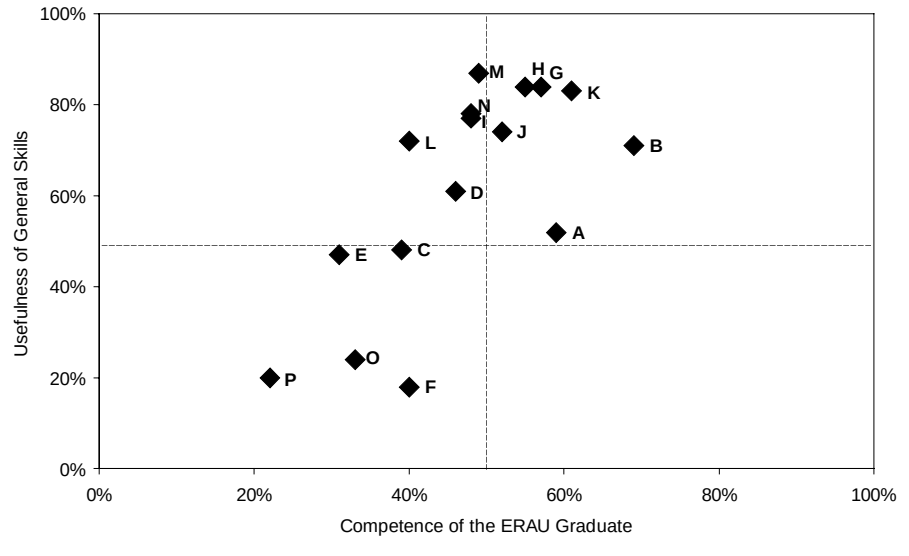


Figure 36
Competence of the ERAU Graduate at General Skills
Prescott
(percent responding "excellent" or "very good")

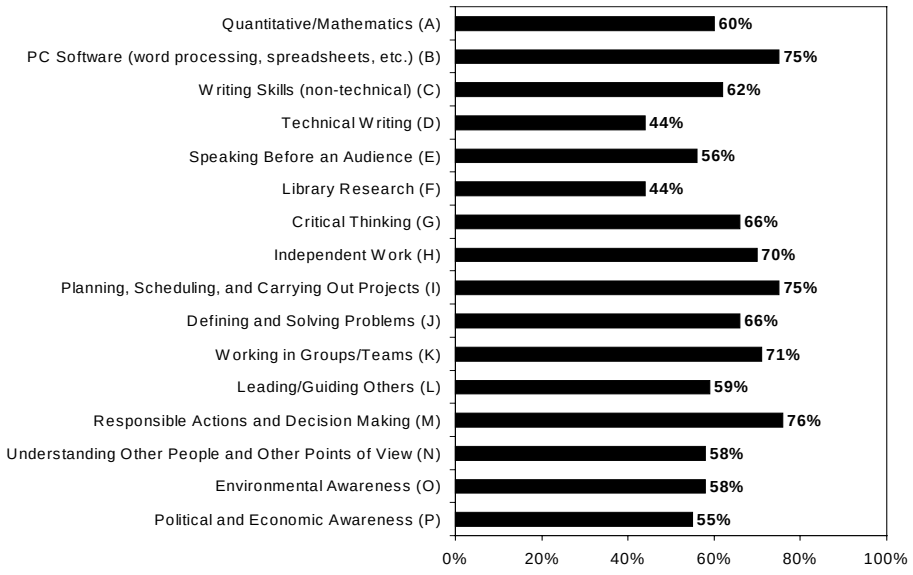


Figure 37
Usefulness of General Skills vs. Competence of the ERAU Graduate
Prescott
(percent responding "very useful" vs. percent responding "excellent" or "very good")

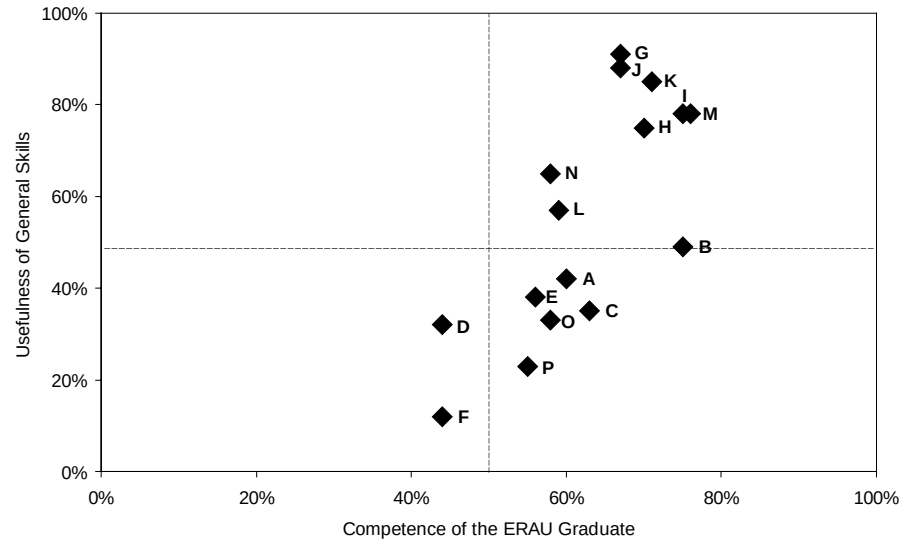


Figure 38
Competence of the ERAU Graduate at General Skills
CCE
(percent responding "excellent" or "very good")

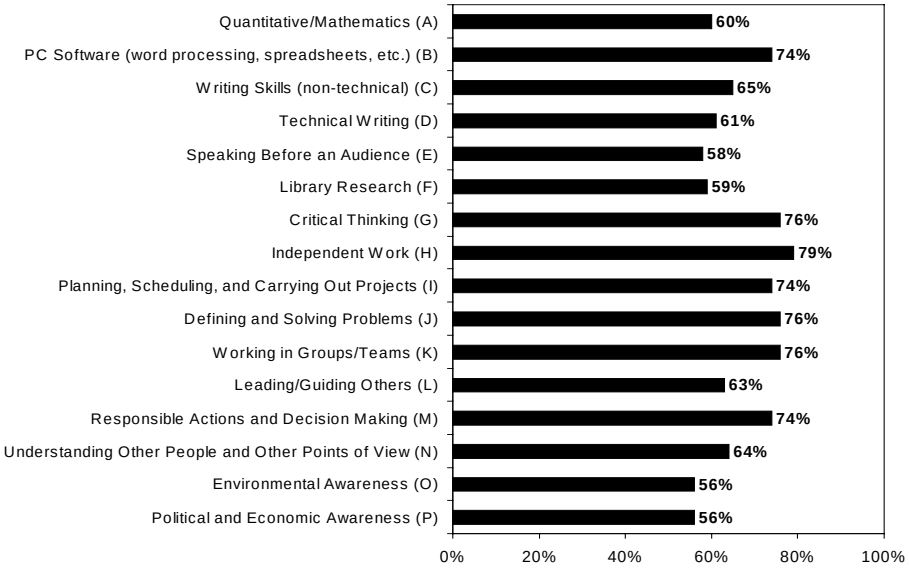


Figure 39
Usefulness of General Skills vs. Competence of the ERAU Graduate
CCE
(percent responding "very useful" vs. percent responding "excellent" or "very good")

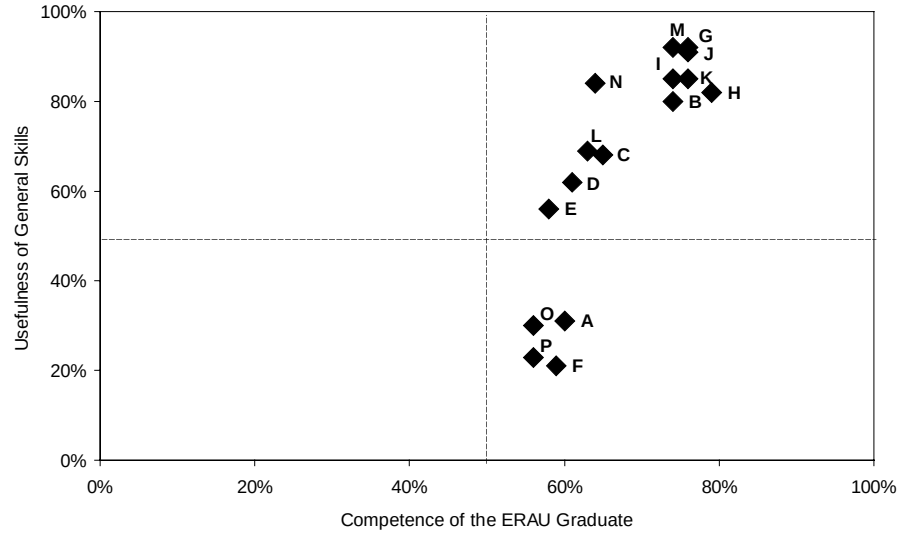


Figure 40
Competence of the ERAU Graduate at General Skills
CDL
(percent responding "excellent" or "very good")

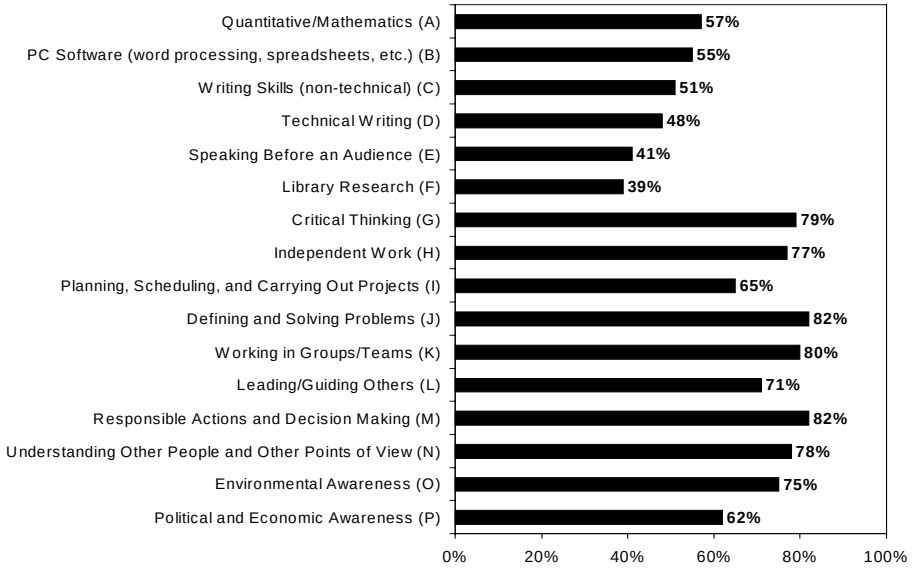


Figure 41
Usefulness of General Skills vs. Competence of the ERAU Graduate
CDL
(percent responding "very useful" vs. percent responding "excellent" or "very good")

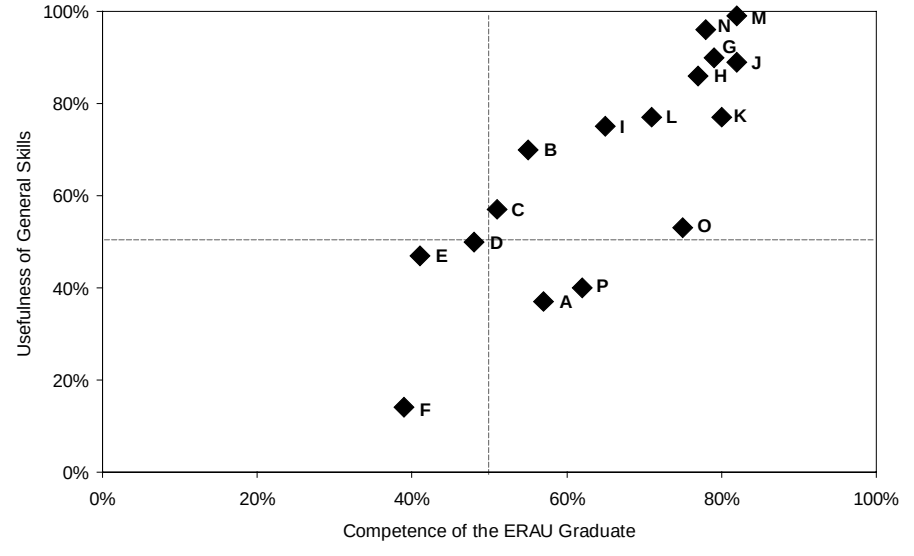


Figure 42
Competence of the ERAU Graduate at General Skills
All Campuses
(percent responding "excellent" or "very good")

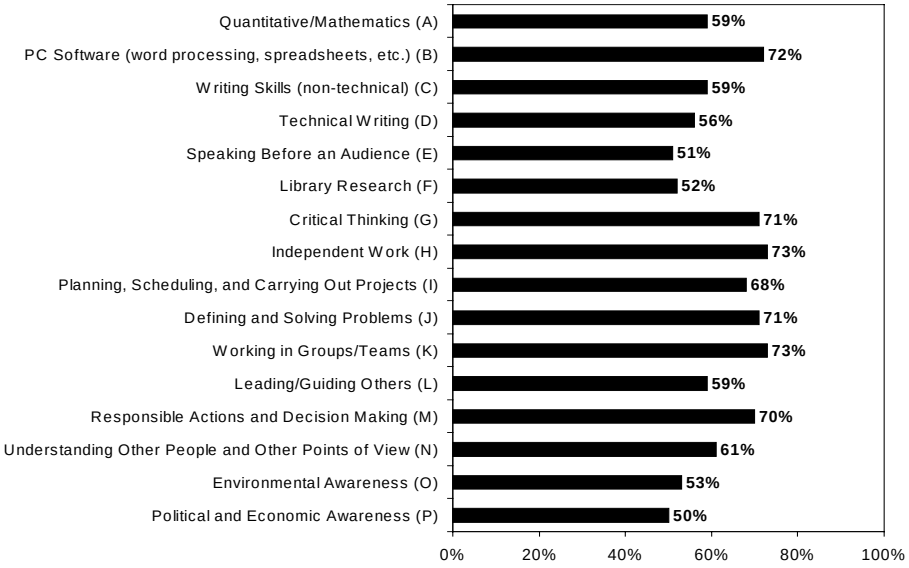
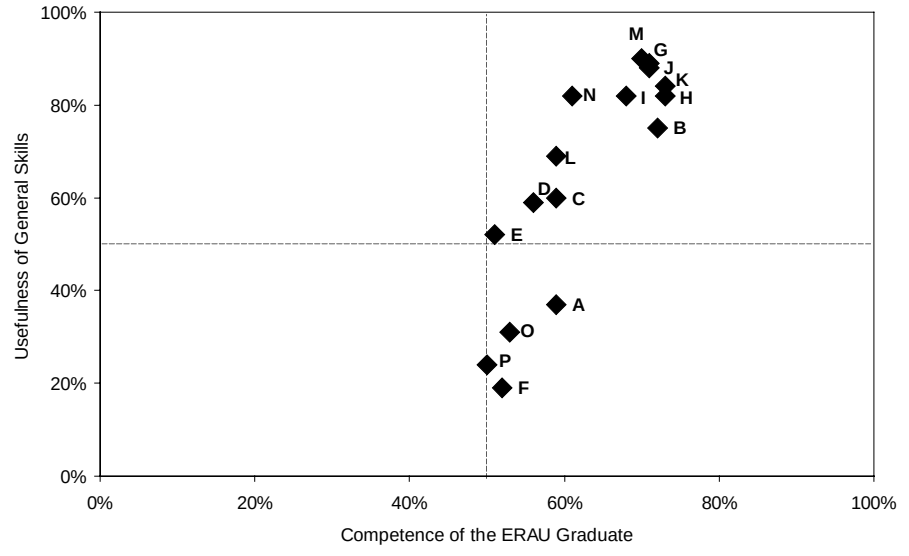
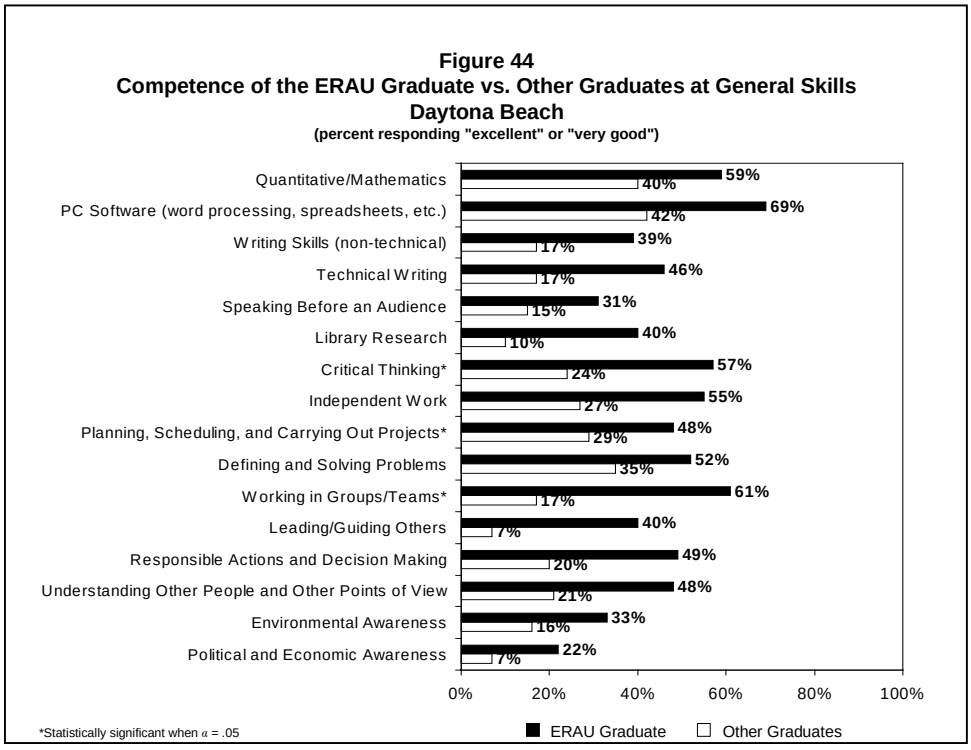


Figure 43
Usefulness of General Skills vs. Competence of the ERAU Graduate
All Campuses
(percent responding "very useful" vs. percent responding "excellent" or "very good")



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

The following graphs compare the competence at general skills as displayed by the ERAU graduate vs. graduates from other institutions. Using the Wilcoxon Signed Ranks statistical test, with $\alpha = .05$, the differences between the competence levels were tested on both the individual skill level and on the campus level as a whole, to see if the difference between the two groups was statistically significant. Findings are included below each figure.

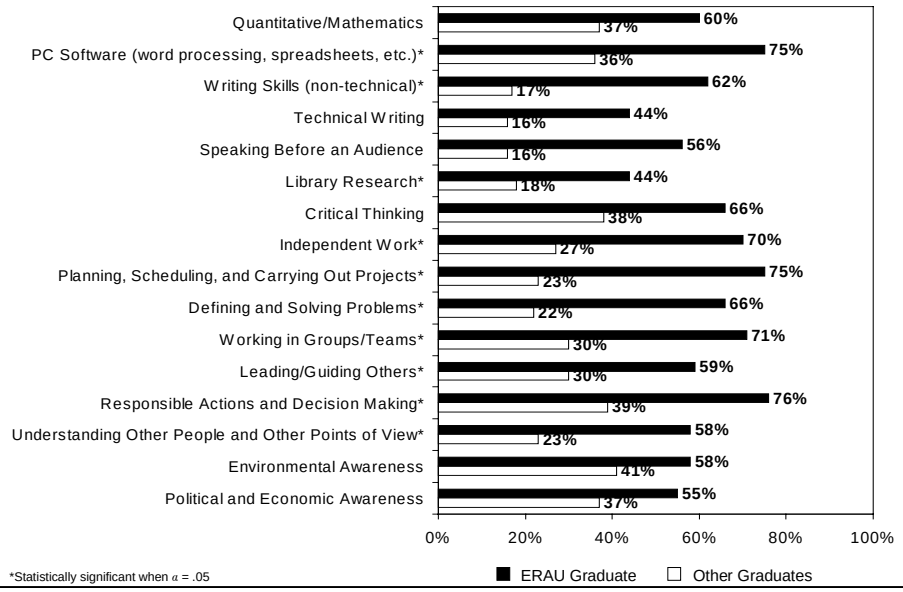


- For the Daytona Beach campus, the difference in ratings for the following skills were statistically significant in comparison to other graduates:

  Critical Thinking ($p = .045$)
  Planning, Scheduling, and Carrying Out Projects ($p = .047$)
  Working in Groups/Teams ($p = .003$)

  Taking into account the ratings on all general skills, employers' opinions of Daytona Beach graduates were significantly higher than their opinions of graduates from others institutions ($p = .000$).

Figure 45
Competence of the ERAU Graduate vs. Other Graduates at General Skills
Prescott
(percent responding "excellent" or "very good")

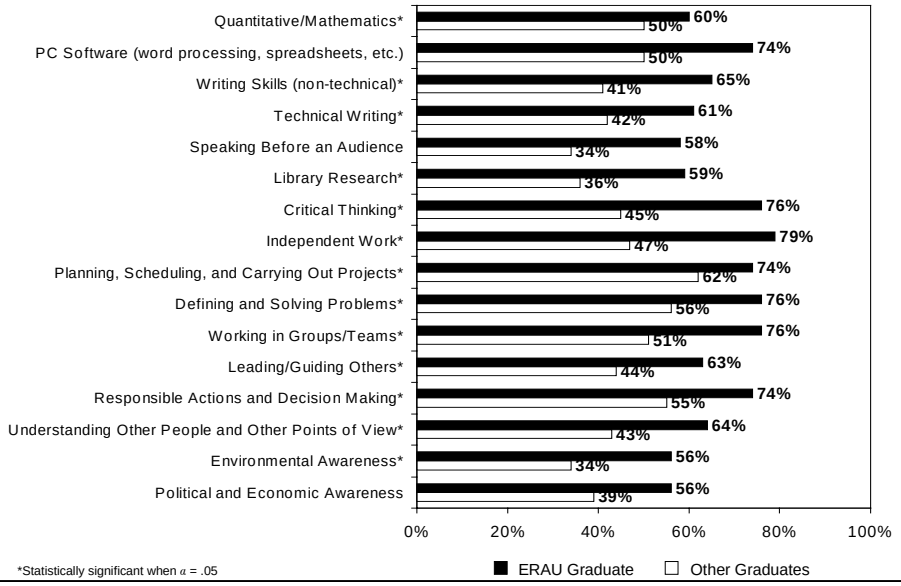


- Skill rating differences that were statistically significant for Prescott graduates were:

  PC Software (p = .034)
  Writing Skills (non-technical) (p = .008)
  Library Research (p = .034)
  Independent Work (p = .015)
  Planning, Scheduling, and Carrying Out Projects (p = .023)
  Defining and Solving Problems (p = .009)
  Working in Groups/Teams (p = .016)
  Leading/Guiding Others (p = .030)
  Responsible Actions and Decision Making (p = .026)
  Understanding Other People and Other Points of View (.024)

For all general skills combined, Prescott graduates' competency levels were significantly higher than graduates from other institutions (p = .000).

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

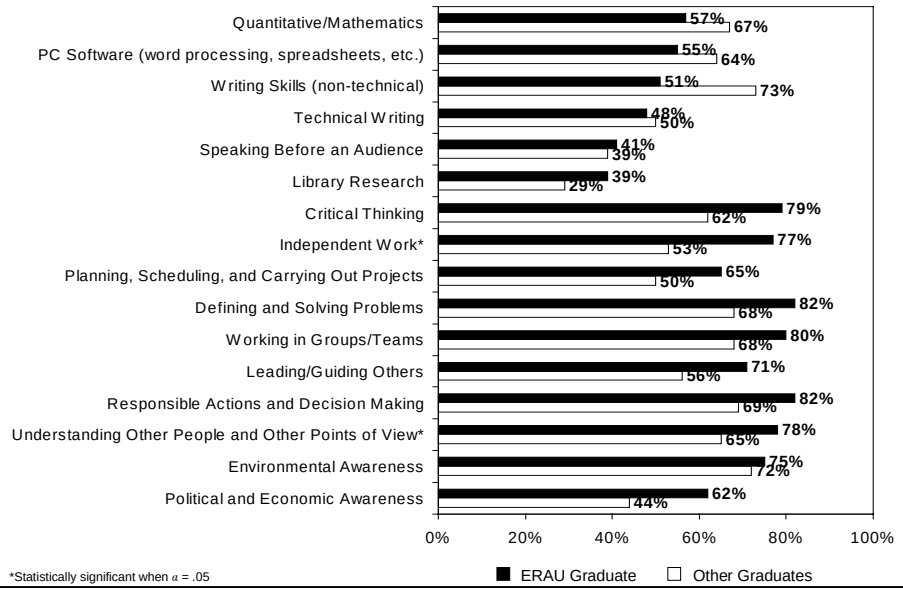


- All but three skill rating differences were statistically significant for CCE graduates when compared to other graduates. The following skills were significant:

  Quantitative/Mathematics (p = .028)
  Writing Skills (non-technical) (p = .021)
  Technical Writing (p = .015)
  Library Research (p = .050)
  Critical Thinking (p = .000)
  Independent Work (p = .000)
  Planning, Scheduling, and Carrying Out Projects (p = .008)
  Defining and Solving Problems (p = .004)
  Working in Groups/Teams (p = .005)
  Leading/Guiding Others (p = .044)
  Responsible Actions and Decision Making (p = .007)
  Understanding Other People and other Points of View (p = .001)
  Environmental Awareness (p = .011)

For all general skills combined, CCE graduates were also significantly higher in their competence levels over other graduates (p = .000).

Figure 47
Competence of the ERAU Graduate vs. Other Graduates at General Skills
CDL
(percent responding "excellent" or "very good")

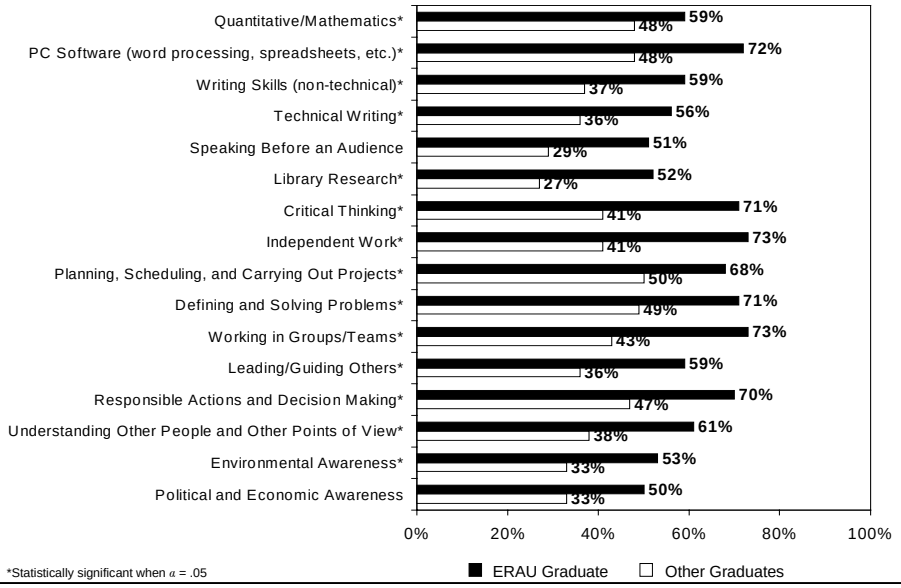


- The following skill rating differences were statistically significant for CDL graduates:

  Independent Work (p = .034)
  Understanding Others People and Other Points of View (p = .046)

  For all general skills combined, the competence level of CDL graduates was significantly higher than other graduates (p = .030).

Figure 48
Competence of the ERAU Graduate vs. Other Graduates at General Skills
All Campuses
(percent responding "excellent" or "very good")



*Statistically significant when $\alpha = .05$

- For all campuses combined, each difference in the general skill ratings was statistically significant with the exception of "Speaking Before an Audience" and "Political and Economic Awareness". Significant skills for all campuses were:

  Quantitative/Mathematics (p = .034)
  PC Software (word processing, spreadsheets, etc.) (p = .030)
  Wring Skills (non-technical) (p = .007)
  Technical Writing (p = .026)
  Library Research (p = .011)
  Critical Thinking (p = .000)
  Independent Work (p = .000)
  Planning, Scheduling, and Carrying Out Projects (p = .000)
  Defining and Solving Problems (p = .000)
  Working in Groups/Teams (p = .000)
  Leading/Guiding Others (p = .004)
  Responsible Actions and Decision Making (p = .000)
  Understanding Other People and Other Points of View (.001)
  Environmental Awareness (p = .000)

  For all general skills combined, ERAU graduates competency levels were significantly higher than graduates from other institutions (p = .000).

Degree-Specific Skills

Employers rated the usefulness of degree-specific skills and competence of the ERAU graduate vs. other graduates at these skills in the same manner as the general skills ratings. Results from these questions have been forwarded directly to the appropriate department, and therefore are not included here.