

Employer Feedback Survey

Classes of 2001, 2002, 2003 & 2004, 1 1/2 Years After Graduation

Program Profile BS Aeronautical Science

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This Program Profile contains Employer Feedback Survey results for this degree program only, for the Classes of 2001, 2002, 2003 & 2004. Almost every question from the instrument is included. Some of the skill verbiage required abbreviation in order to fit in the tables; please refer to the survey instrument if clarification is needed. Employer comments for 'strengths' and 'weaknesses' of the degree program have been included.

In an effort to correct for disproportionate response rates and adjust the respondent profile so that it was representative of the target population, the data were weighted by gender, campus, program, and year of graduation. Percentages in the data tables represent the weighted result (the number of respondents has been left unweighted, however). Please use caution when interpreting results for programs with a small number of respondents; results based on very few respondents may not be representative. Programs for which there were fewer than three respondents are excluded.

**Number of Respondents
By Campus and Year of Graduation.**

| | BS Aeronautical Science | | | | |
|---------------|-------------------------|------|------|------|-----------|
| | 2001 | 2002 | 2003 | 2004 | All Years |
| Daytona Beach | 23 | 16 | 22 | 9 | 70 |
| Prescott | 10 | 9 | 10 | 6 | 35 |

**Graduate's length of time at present position
(as reported by the graduate on the preceding Alumni Survey)
By Campus**

| | | Unwtd # of Respondents | Less than 1 year | 1-2 years | 3-5 years |
|---------------|-----------|------------------------|------------------|-----------|-----------|
| | | | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 23 | 55.9% | 44.1% | .0% |
| | 2002 | 16 | 50.0% | 36.8% | 13.2% |
| | 2003 | 22 | 62.9% | 37.1% | .0% |
| | 2004 | 9 | 65.9% | 34.1% | .0% |
| | All Years | 70 | 59.1% | 38.3% | 2.6% |
| Prescott | 2001 | 10 | 80.0% | 20.0% | .0% |
| | 2002 | 9 | 22.2% | 77.8% | .0% |
| | 2003 | 10 | 74.8% | 25.2% | .0% |
| | 2004 | 6 | 66.7% | 33.3% | .0% |
| | All Years | 35 | 61.4% | 38.6% | .0% |

Response options: 'Less than 1 year', '1-2 years', '3-5 years', 'More than 5 years'.

**Best description of graduate's field of work
(as reported by the graduate on the preceding Alumni Survey)
By Campus**

| | | | 2001 | 2002 | 2003 | 2004 | All Years |
|---------------|------------------------|-----------|-------|-------|-------|-------|-----------|
| Daytona Beach | Unwtd # of Respondents | | 21 | 16 | 22 | 9 | 68 |
| | Airline | Wtd Col % | 15.2% | .0% | 4.6% | 34.1% | 13.7% |
| | Airport | Wtd Col % | .0% | 6.6% | .0% | .0% | 1.3% |
| | Air Traffic | Wtd Col % | .0% | .0% | .0% | 9.2% | 2.2% |
| | Charter/freig | Wtd Col % | 10.2% | 6.6% | 13.9% | .0% | 8.0% |
| | Corporate | Wtd Col % | 10.2% | .0% | 4.6% | 11.4% | 6.8% |
| | FBO (flight | Wtd Col % | 20.3% | 56.6% | 32.5% | 45.4% | 37.3% |
| | Flight training | Wtd Col % | 23.2% | 26.4% | 18.6% | .0% | 16.8% |
| | Government | Wtd Col % | .0% | 3.8% | .0% | .0% | .8% |
| | Military | Wtd Col % | 10.2% | .0% | .0% | .0% | 2.7% |
| | Other | Wtd Col % | 10.8% | .0% | 25.8% | .0% | 10.3% |
| Prescott | Unwtd # of Respondents | | 10 | 9 | 10 | 5 | 34 |
| | Airline | Wtd Col % | .0% | .0% | 25.2% | 40.0% | 14.8% |
| | Airport | Wtd Col % | 10.0% | .0% | .0% | .0% | 2.9% |
| | Education | Wtd Col % | .0% | 11.1% | .0% | .0% | 2.8% |
| | FBO (flight | Wtd Col % | 80.0% | 44.4% | 58.3% | 40.0% | 57.0% |
| | Flight training | Wtd Col % | 10.0% | 33.3% | 16.5% | 20.0% | 19.6% |
| | Other | Wtd Col % | .0% | 11.1% | .0% | .0% | 2.8% |

**Relationship of graduate's job to his/her field of study at ERAU
(as reported by the graduate on the preceding Alumni Survey)
By Campus**

| | | Unwtd # of Respondents | Closely related | Somewhat related |
|---------------|-----------|------------------------|-----------------|------------------|
| | | | Wtd Col % | Wtd Col % |
| Daytona Beach | 2001 | 23 | 88.2% | 11.8% |
| | 2002 | 16 | 73.6% | 26.4% |
| | 2003 | 22 | 76.8% | 23.2% |
| | 2004 | 9 | 100.0% | .0% |
| | All Years | 70 | 84.9% | 15.1% |
| Prescott | 2001 | 10 | 90.0% | 10.0% |
| | 2002 | 9 | 100.0% | .0% |
| | 2003 | 10 | 87.4% | 12.6% |
| | 2004 | 6 | 83.3% | 16.7% |
| | All Years | 35 | 90.1% | 9.9% |

Response options: 'Closely related', 'Somewhat related'. Graduates who responded 'Not related' on their Alumni Survey were excluded from consideration for the Employer Feedback Survey.

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

| | | Unwtd # of Respondents | Number of ERAU Graduates Know Professionally | | | | |
|---------------|-----------|------------------------|--|-----------|-----------|-----------|-----------|
| | | | 1 | 2-5 | 6-10 | 11-50 | Over 50 |
| | | | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 23 | 4.6% | 37.5% | 23.0% | 16.4% | 18.4% |
| | 2002 | 16 | 13.2% | 36.8% | 19.8% | 23.6% | 6.6% |
| | 2003 | 21 | 4.9% | 34.0% | 34.0% | 19.5% | 7.6% |
| | 2004 | 9 | .0% | 45.4% | 34.1% | 9.2% | 11.4% |
| | All Years | 69 | 5.3% | 38.3% | 28.1% | 16.9% | 11.4% |
| Prescott | 2001 | 10 | 10.0% | 20.0% | 30.0% | 40.0% | .0% |
| | 2002 | 9 | .0% | 22.2% | 11.1% | 33.3% | 33.3% |
| | 2003 | 10 | .0% | 33.0% | 12.6% | 50.4% | 3.9% |
| | 2004 | 6 | 16.7% | 50.0% | 16.7% | 16.7% | .0% |
| | All Years | 35 | 7.2% | 31.2% | 18.2% | 34.5% | 8.9% |

Response options: '1', '2-5', '6-10', '11-50', 'Over 50'.

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

| | | Unwtd # of Respondents | Number of ERAU Graduates Currently Supervise | | | | |
|---------------|-----------|------------------------|--|-----------|-----------|-----------|-----------|
| | | | 1 | 2-5 | 6-10 | 11-20 | Over 20 |
| | | | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 22 | 44.1% | 33.8% | 7.6% | 9.7% | 4.8% |
| | 2002 | 16 | 33.0% | 36.8% | 10.4% | 19.8% | .0% |
| | 2003 | 21 | 48.6% | 34.0% | 9.7% | 7.6% | .0% |
| | 2004 | 8 | 25.6% | 25.6% | 25.6% | 23.1% | .0% |
| | All Years | 67 | 39.0% | 32.7% | 12.8% | 14.2% | 1.4% |
| Prescott | 2001 | 10 | 40.0% | 20.0% | 30.0% | 10.0% | .0% |
| | 2002 | 9 | 11.1% | 33.3% | 22.2% | 22.2% | 11.1% |
| | 2003 | 10 | 33.0% | 25.2% | 12.6% | 25.2% | 3.9% |
| | 2004 | 6 | 66.7% | 16.7% | .0% | .0% | 16.7% |
| | All Years | 35 | 38.5% | 23.5% | 16.5% | 13.6% | 7.9% |

Response options: '1', '2-5', '6-10', '11-50', 'Over 50'.

**Did you graduate from ERAU?
By Campus**

| | | Unwtd # of Respondents | Supervisors Who Are Also ERAU Graduates | |
|---------------|-----------|------------------------|---|-----------|
| | | | Yes | No |
| | | | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 23 | 28.3% | 71.7% |
| | 2002 | 16 | 26.4% | 73.6% |
| | 2003 | 22 | 21.2% | 78.8% |
| | 2004 | 9 | 31.9% | 68.1% |
| | All Years | 70 | 26.8% | 73.2% |
| Prescott | 2001 | 10 | 10.0% | 90.0% |
| | 2002 | 9 | 44.4% | 55.6% |
| | 2003 | 10 | 29.1% | 70.9% |
| | 2004 | 6 | 16.7% | 83.3% |
| | All Years | 35 | 24.2% | 75.8% |

Response options: 'Yes', 'No'.

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

| | | Unwtd # of Respondents | Hiring involvement level | | |
|---------------|-----------|------------------------|--------------------------|---------------|----------------|
| | | | Make Final Decision | Provide Input | No Involvement |
| | | | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 23 | 69.7% | 25.7% | 4.6% |
| | 2002 | 16 | 63.2% | 33.0% | 3.8% |
| | 2003 | 22 | 74.2% | 21.2% | 4.6% |
| | 2004 | 9 | 77.3% | 22.7% | .0% |
| | All Years | 70 | 71.5% | 25.1% | 3.4% |
| Prescott | 2001 | 10 | 70.0% | 30.0% | .0% |
| | 2002 | 9 | 55.6% | 44.4% | .0% |
| | 2003 | 10 | 58.3% | 41.7% | .0% |
| | 2004 | 6 | 66.7% | 33.3% | .0% |
| | All Years | 35 | 63.1% | 36.9% | .0% |

Response options: 'Make Final Decision', 'Provide Input', 'No Involvement'.

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

| | | Unwtd # of Respondents | 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 Row % | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 22 | 19.3% | 34.5% | 43.5% | 2.7% | .0% |
| | 2002 | 15 | 20.6% | 34.3% | 38.2% | .0% | 6.9% |
| | 2003 | 21 | 9.7% | 29.2% | 56.2% | 4.9% | .0% |
| | 2004 | 9 | 22.7% | 56.8% | 20.5% | .0% | .0% |
| | All Years | 67 | 17.7% | 38.5% | 40.3% | 2.1% | 1.3% |
| Prescott | 2001 | 10 | 10.0% | 50.0% | 40.0% | .0% | .0% |
| | 2002 | 9 | 55.6% | 11.1% | 33.3% | .0% | .0% |
| | 2003 | 10 | 58.3% | 12.6% | 29.1% | .0% | .0% |
| | 2004 | 6 | 16.7% | .0% | 66.7% | 16.7% | .0% |
| | All Years | 35 | 33.2% | 19.5% | 43.0% | 4.4% | .0% |

Response options: 'Strong preference for other graduates', 'Some preference for other graduates', 'No preference', 'Some preference for ERAU graduates', 'Strong preference for ERAU graduates'.

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

| | | Unwtd # of Respondents | Preference for multi-lingual candidates | | |
|---------------|------|------------------------|---|-----------------|---------------|
| | | | Strong Preference | Some Preference | No Preference |
| | | | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2003 | 21 | 9.7% | 31.9% | 58.4% |
| | 2004 | 8 | .0% | 25.6% | 74.4% |
| Prescott | 2003 | 10 | 12.6% | 25.2% | 62.2% |
| | 2004 | 6 | 16.7% | .0% | 83.3% |

New question as of the Class of 2003 survey.

Response options: 'Strong Preference', 'Some Preference', 'No Preference'.

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

| | | Unwtd # of Respondents | Importance of global awareness and international experience | | |
|---------------|------|------------------------|---|--------------------|---------------|
| | | | Very Important | Somewhat Important | Not Important |
| | | | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2003 | 22 | 16.5% | 41.7% | 41.7% |
| | 2004 | 9 | 22.7% | 56.8% | 20.5% |
| Prescott | 2003 | 10 | 12.6% | 33.0% | 54.3% |
| | 2004 | 6 | .0% | 50.0% | 50.0% |

New question as of the Class of 2003 survey.

Response options: 'Very Important', 'Somewhat Important', 'Not Important'.

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

| | | Unwtd # of Respondents | Anticipated changes to organization's need for av/aero professionals | | |
|---------------|-----------|------------------------|--|------------|----------------|
| | | | Increased Need | No Changes | Decreased Need |
| | | | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2002 | 15 | 68.6% | 24.5% | 6.9% |
| | 2003 | 22 | 62.9% | 37.1% | .0% |
| | 2004 | 9 | 77.3% | 11.4% | 11.4% |
| | All Years | 46 | 69.3% | 25.1% | 5.6% |
| Prescott | 2002 | 9 | 77.8% | 22.2% | .0% |
| | 2003 | 10 | 67.0% | 33.0% | .0% |
| | 2004 | 6 | 66.7% | 33.3% | .0% |
| | All Years | 25 | 70.5% | 29.5% | .0% |

New question as of the Class of 2002 survey.

Response options: 'Increased Need', 'No Changes', 'Decreased Need'.

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

| | | Unwtd # of Respondents | Education of ERAU Graduate Meets Company's Needs | | | | |
|---------------|-----------|------------------------|--|-----------|-----------|-----------|-------------------|
| | | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| | | | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 23 | 36.9% | 41.5% | 7.2% | 7.2% | 7.2% |
| | 2002 | 16 | 17.0% | 69.8% | 6.6% | .0% | 6.6% |
| | 2003 | 22 | 25.8% | 55.7% | 13.9% | 4.6% | .0% |
| | 2004 | 8 | 25.6% | 61.6% | 12.8% | .0% | .0% |
| | All Years | 69 | 27.2% | 55.7% | 10.3% | 3.4% | 3.4% |
| Prescott | 2001 | 10 | 70.0% | 20.0% | 10.0% | .0% | .0% |
| | 2002 | 9 | 55.6% | 44.4% | .0% | .0% | .0% |
| | 2003 | 10 | 67.0% | 29.1% | .0% | .0% | 3.9% |
| | 2004 | 6 | 33.3% | 66.7% | .0% | .0% | .0% |
| | All Years | 35 | 56.3% | 40.1% | 2.8% | .0% | .8% |

Response options: 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree', 'Strongly Agree'.

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

| | | Unwtd # of Respondents | Graduate is a Valuable Employee | | | | |
|---------------|-----------|------------------------|---------------------------------|-----------|-----------|-----------|-------------------|
| | | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| | | | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 23 | 34.9% | 55.3% | .0% | 7.2% | 2.6% |
| | 2002 | 16 | 50.0% | 43.4% | 6.6% | .0% | .0% |
| | 2003 | 22 | 35.1% | 46.4% | 9.3% | 9.3% | .0% |
| | 2004 | 8 | 25.6% | 74.4% | .0% | .0% | .0% |
| | All Years | 69 | 36.0% | 54.5% | 4.0% | 4.8% | .8% |
| Prescott | 2001 | 10 | 70.0% | 30.0% | .0% | .0% | .0% |
| | 2002 | 9 | 66.7% | 33.3% | .0% | .0% | .0% |
| | 2003 | 10 | 54.3% | 29.1% | 12.6% | .0% | 3.9% |
| | 2004 | 6 | 16.7% | 66.7% | 16.7% | .0% | .0% |
| | All Years | 35 | 51.9% | 40.2% | 7.1% | .0% | .8% |

Response options: 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree', 'Strongly Agree'.

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

| | | Unwtd # of Respondents | Graduate is a Good Candidate for Promotion | | | | |
|---------------|-----------|------------------------|--|-----------|-----------|-----------|-------------------|
| | | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| | | | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 23 | 23.0% | 67.1% | .0% | 9.8% | .0% |
| | 2002 | 16 | 36.8% | 50.0% | 13.2% | .0% | .0% |
| | 2003 | 22 | 39.7% | 41.7% | 9.3% | 4.6% | 4.6% |
| | 2004 | 8 | 25.6% | 38.4% | 35.9% | .0% | .0% |
| | All Years | 69 | 31.2% | 50.1% | 13.2% | 4.2% | 1.3% |
| Prescott | 2001 | 10 | 40.0% | 30.0% | 30.0% | .0% | .0% |
| | 2002 | 9 | 33.3% | 55.6% | 11.1% | .0% | .0% |
| | 2003 | 10 | 41.7% | 29.1% | 25.2% | .0% | 3.9% |
| | 2004 | 6 | 16.7% | 50.0% | 33.3% | .0% | .0% |
| | All Years | 35 | 32.7% | 41.2% | 25.3% | .0% | .8% |

Response options: 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree', 'Strongly Agree'.

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

| | | Unwtd # of Respondents | Skill Level of ERAU Graduate Compared to Graduates From Other Institutions | | | | |
|---------------|-----------|------------------------|--|-----------------|------------|----------------|------------|
| | | | Much Higher | Somewhat Higher | Equivalent | Somewhat Lower | Much Lower |
| | | | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % | Wtd Row % |
| Daytona Beach | 2001 | 23 | 13.8% | 44.1% | 27.7% | 11.8% | 2.6% |
| | 2002 | 16 | 30.2% | 46.2% | 19.8% | 3.8% | .0% |
| | 2003 | 20 | 23.3% | 25.6% | 46.0% | 5.1% | .0% |
| | 2004 | 8 | 12.8% | 51.2% | 35.9% | .0% | .0% |
| | All Years | 67 | 19.5% | 41.1% | 32.9% | 5.7% | .8% |
| Prescott | 2001 | 10 | 10.0% | 60.0% | 30.0% | .0% | .0% |
| | 2002 | 9 | 22.2% | 66.7% | 11.1% | .0% | .0% |
| | 2003 | 10 | 29.1% | 70.9% | .0% | .0% | .0% |
| | 2004 | 6 | 16.7% | 16.7% | 50.0% | 16.7% | .0% |
| | All Years | 35 | 18.8% | 52.6% | 24.2% | 4.4% | .0% |

Employer Feedback Survey
Classes of 2001, 2002, 2003 & 2004, 1 1/2 Years After Graduation

Program Profile - BS Aeronautical Science

ERAU General Skills Preparation and Usefulness on the Job

Daytona Beach

| | | BS Aeronautical Science | | | | | | | | | | | | | | | | |
|---|-----------|-------------------------|---|------------------------------|-------------------------|------------------------|----------------------------------|-------------------|----------------------|-------------------|------------------------|------------------------|---|-------------------|----------------------|-------------------|------------------------|--|
| | | Unwtd # of Respondents | Employer's Usefulness of Skill on the Job | | | Unwtd # of Respondents | Competence of this ERAU Graduate | | | | | Unwtd # of Respondents | Competence of Graduates from Other Institutions | | | | | |
| | | | Very Useful Wtd Row % | Somewhat Useful Wtd Row % | Not Useful Wtd Row % | | Excellent Wtd Row % | Good Wtd Row % | Average Wtd Row % | Poor Wtd Row % | Very Poor Wtd Row % | | Excellent Wtd Row % | Good Wtd Row % | Average Wtd Row % | Poor Wtd Row % | Very Poor Wtd Row % | |
| | | | | | | | | | | | | | | | | | | |
| Quantitative/mathematics | 2001 | 21 | 46.4% | 33.3% | 20.3% | 16 | 36.8% | 26.4% | 26.4% | 10.4% | .0% | 13 | .0% | 54.1% | 32.9% | 12.9% | .0% | |
| | 2002 | 15 | 32.3% | 60.6% | 7.1% | 14 | 22.8% | 50.0% | 27.2% | .0% | .0% | 13 | 16.5% | 45.9% | 29.4% | 8.2% | .0% | |
| | 2003 | 21 | 38.9% | 46.5% | 14.6% | 20 | 20.4% | 40.9% | 38.7% | .0% | .0% | 20 | 5.1% | 20.4% | 69.3% | 5.1% | .0% | |
| | 2004 | 9 | 34.0% | 43.3% | 22.7% | 7 | 44.0% | 11.9% | 44.0% | .0% | .0% | 5 | 20.8% | 16.9% | 62.3% | .0% | .0% | |
| | All Years | 66 | 38.4% | 44.9% | 16.7% | 57 | 30.3% | 32.7% | 34.5% | 2.5% | .0% | 51 | 9.4% | 33.0% | 51.0% | 6.6% | .0% | |
| Basic PC software (word processing, spreadsheets, etc.) | 2001 | 22 | 63.4% | 24.1% | 12.4% | 18 | 44.2% | 35.0% | 17.5% | 3.3% | .0% | 16 | 10.4% | 59.4% | 30.2% | .0% | .0% | |
| | 2002 | 15 | 42.4% | 39.4% | 18.2% | 13 | 32.9% | 16.5% | 42.4% | 8.2% | .0% | 12 | 17.9% | 53.8% | 28.2% | .0% | .0% | |
| | 2003 | 20 | 40.9% | 48.9% | 10.2% | 17 | 36.2% | 33.6% | 30.2% | .0% | .0% | 17 | 12.1% | 33.6% | 54.3% | .0% | .0% | |
| | 2004 | 9 | 34.0% | 66.0% | .0% | 8 | 25.6% | 25.6% | 48.8% | .0% | .0% | 6 | 17.2% | .0% | 82.8% | .0% | .0% | |
| | All Years | 66 | 45.9% | 44.3% | 9.8% | 56 | 35.0% | 28.6% | 33.9% | 2.5% | .0% | 51 | 13.9% | 37.4% | 48.7% | .0% | .0% | |
| Writing skills (non-technical) | 2001 | 21 | 64.5% | 25.4% | 10.1% | 18 | 22.8% | 14.6% | 56.9% | 5.7% | .0% | 15 | 13.7% | 45.1% | 27.5% | 13.7% | .0% | |
| | 2002 | 16 | 39.6% | 60.4% | .0% | 15 | 21.2% | 35.4% | 36.4% | 7.1% | .0% | 14 | 7.6% | 42.4% | 34.8% | 15.2% | .0% | |
| | 2003 | 21 | 48.6% | 36.8% | 14.6% | 17 | 12.1% | 51.7% | 30.2% | 6.0% | .0% | 16 | .0% | 48.6% | 51.4% | .0% | .0% | |
| | 2004 | 9 | 45.4% | 43.3% | 11.3% | 7 | 29.4% | 14.7% | 56.0% | .0% | .0% | 6 | 17.2% | .0% | 82.8% | .0% | .0% | |
| | All Years | 67 | 50.2% | 40.2% | 9.6% | 57 | 21.0% | 29.3% | 44.9% | 4.8% | .0% | 51 | 9.1% | 35.6% | 48.1% | 7.2% | .0% | |
| Technical writing | 2001 | 21 | 38.4% | 41.3% | 20.3% | 18 | 17.5% | 20.8% | 52.5% | 5.8% | 3.3% | 15 | 7.1% | 32.3% | 42.4% | 18.2% | .0% | |
| | 2002 | 16 | 26.4% | 63.2% | 10.4% | 14 | 15.2% | 30.4% | 46.7% | 7.6% | .0% | 13 | 8.2% | 24.7% | 58.8% | 8.2% | .0% | |
| | 2003 | 21 | 34.0% | 36.8% | 29.2% | 16 | 12.9% | 35.7% | 45.0% | 6.4% | .0% | 15 | .0% | 31.3% | 68.7% | .0% | .0% | |
| | 2004 | 9 | 22.7% | 31.9% | 45.4% | 6 | 34.4% | 17.2% | 48.4% | .0% | .0% | 5 | 20.8% | 16.9% | 62.3% | .0% | .0% | |
| | All Years | 67 | 30.8% | 42.2% | 27.0% | 54 | 19.2% | 26.3% | 48.3% | 5.2% | 1.0% | 48 | 8.0% | 27.2% | 57.8% | 7.0% | .0% | |
| Speaking before an audience | 2001 | 22 | 53.8% | 38.6% | 7.6% | 17 | 18.1% | 30.2% | 45.7% | 6.0% | .0% | 15 | .0% | 41.2% | 45.1% | 6.9% | 6.9% | |
| | 2002 | 16 | 43.4% | 43.4% | 13.2% | 14 | 38.0% | 45.7% | 16.3% | .0% | .0% | 14 | 22.8% | 38.0% | 31.5% | 7.6% | .0% | |
| | 2003 | 21 | 56.2% | 19.5% | 24.3% | 15 | 13.7% | 38.2% | 41.2% | 6.9% | .0% | 14 | 7.4% | 26.3% | 66.4% | .0% | .0% | |
| | 2004 | 9 | 43.3% | 11.3% | 45.4% | 7 | 29.4% | 41.3% | 29.4% | .0% | .0% | 6 | 17.2% | 31.2% | 51.6% | .0% | .0% | |
| | All Years | 68 | 49.8% | 27.6% | 22.6% | 53 | 24.2% | 38.3% | 34.0% | 3.4% | .0% | 49 | 11.4% | 34.3% | 48.7% | 3.7% | 1.9% | |
| Listening skills | 2004 | 9 | 100.0% | .0% | .0% | 8 | 51.2% | 36.0% | 12.8% | .0% | .0% | 6 | 17.2% | 14.0% | 68.8% | .0% | .0% | |
| | All Years | 9 | 100.0% | .0% | .0% | 8 | 51.2% | 36.0% | 12.8% | .0% | .0% | 6 | 17.2% | 14.0% | 68.8% | .0% | .0% | |
| Applied research (information gathering and analysis) | 2001 | 22 | 42.1% | 43.4% | 14.5% | 17 | 30.2% | 36.2% | 27.6% | 6.0% | .0% | 14 | .0% | 36.8% | 48.4% | 7.4% | 7.4% | |
| | 2002 | 15 | 25.3% | 28.3% | 46.5% | 11 | 9.9% | 60.6% | 29.6% | .0% | .0% | 11 | .0% | 64.8% | 29.6% | 5.6% | .0% | |
| | 2003 | 21 | 29.2% | 46.5% | 24.3% | 15 | 6.9% | 38.2% | 54.9% | .0% | .0% | 13 | .0% | 28.4% | 71.6% | .0% | .0% | |
| | 2004 | 9 | 54.6% | 22.7% | 22.7% | 8 | 25.6% | 51.2% | 23.2% | .0% | .0% | 6 | 17.2% | .0% | 82.8% | .0% | .0% | |
| | All Years | 67 | 38.3% | 36.3% | 25.4% | 51 | 19.4% | 45.2% | 33.7% | 1.7% | .0% | 44 | 4.3% | 31.2% | 59.2% | 3.2% | 2.1% | |
| Critical thinking | 2001 | 22 | 65.5% | 26.9% | 7.6% | 21 | 35.5% | 28.3% | 25.4% | 10.9% | .0% | 16 | .0% | 48.6% | 45.0% | 6.4% | .0% | |
| | 2002 | 16 | 67.0% | 33.0% | .0% | 15 | 32.3% | 46.5% | 21.2% | .0% | .0% | 14 | 15.2% | 42.4% | 30.4% | 12.0% | .0% | |
| | 2003 | 22 | 67.5% | 27.8% | 4.6% | 19 | 30.0% | 32.3% | 26.9% | 10.8% | .0% | 18 | 11.4% | 20.3% | 68.3% | .0% | .0% | |
| | 2004 | 9 | 77.3% | 11.3% | 11.3% | 8 | 25.6% | 51.2% | 12.8% | 10.4% | .0% | 6 | 17.2% | 17.2% | 65.6% | .0% | .0% | |
| | All Years | 69 | 69.2% | 24.6% | 6.1% | 63 | 31.0% | 38.5% | 22.0% | 8.5% | .0% | 54 | 10.4% | 32.1% | 53.1% | 4.4% | .0% | |
| Independent work | 2001 | 22 | 65.5% | 31.7% | 2.8% | 21 | 28.3% | 30.4% | 35.5% | .0% | 5.8% | 17 | 6.2% | 40.7% | 49.6% | .0% | 3.5% | |
| | 2002 | 16 | 73.6% | 26.4% | .0% | 15 | 32.3% | 39.4% | 28.3% | .0% | .0% | 14 | 22.8% | 50.0% | 22.8% | .0% | 4.3% | |
| | 2003 | 22 | 90.7% | 4.6% | 4.6% | 19 | 46.1% | 37.7% | 10.8% | 5.4% | .0% | 18 | 11.4% | 28.5% | 54.4% | 5.7% | .0% | |
| | 2004 | 9 | 43.3% | 56.7% | .0% | 8 | 38.4% | 25.6% | 25.6% | 10.4% | .0% | 6 | 17.2% | 14.0% | 68.8% | .0% | .0% | |
| | All Years | 69 | 69.0% | 28.9% | 2.1% | 63 | 36.4% | 33.1% | 24.9% | 3.9% | 1.7% | 55 | 13.7% | 33.6% | 49.1% | 1.7% | 1.9% | |
| Planning, scheduling, and carrying out projects | 2001 | 22 | 77.9% | 17.2% | 4.8% | 20 | 36.6% | 29.1% | 26.1% | 8.2% | .0% | 17 | 12.4% | 18.6% | 62.8% | 6.2% | .0% | |
| | 2002 | 16 | 73.6% | 26.4% | .0% | 15 | 46.5% | 25.3% | 21.2% | 7.1% | .0% | 14 | 15.2% | 50.0% | 30.4% | .0% | 4.3% | |
| | 2003 | 22 | 62.9% | 27.8% | 9.3% | 18 | 26.0% | 34.2% | 34.2% | 5.7% | .0% | 17 | 6.0% | 24.2% | 63.8% | 6.0% | .0% | |
| | 2004 | 9 | 77.3% | 22.7% | .0% | 8 | 38.4% | 25.6% | 36.0% | .0% | .0% | 6 | 17.2% | .0% | 82.8% | .0% | .0% | |
| | All Years | 69 | 72.6% | 23.4% | 4.0% | 61 | 36.3% | 28.8% | 29.6% | 5.3% | .0% | 54 | 12.2% | 23.4% | 60.0% | 3.5% | 1.0% | |
| Defining and solving problems | 2001 | 22 | 85.5% | 9.7% | 4.8% | 19 | 21.5% | 43.1% | 30.0% | 5.4% | .0% | 15 | 13.7% | 45.1% | 34.3% | 6.9% | .0% | |
| | 2002 | 16 | 76.4% | 23.6% | .0% | 15 | 42.4% | 28.3% | 29.3% | .0% | .0% | 14 | 22.8% | 30.4% | 46.7% | .0% | .0% | |
| | 2003 | 22 | 81.4% | 13.9% | 4.6% | 19 | 30.0% | 48.5% | 16.2% | 5.4% | .0% | 17 | 6.0% | 42.3% | 45.7% | 6.0% | .0% | |
| | 2004 | 9 | 77.3% | 22.7% | .0% | 8 | 38.4% | 25.6% | 36.0% | .0% | .0% | 6 | 17.2% | .0% | 82.8% | .0% | .0% | |
| | All Years | 69 | 80.6% | 16.8% | 2.6% | 61 | 32.3% | 37.3% | 27.4% | 3.0% | .0% | 52 | 14.3% | 31.2% | 50.9% | 3.6% | .0% | |
| Working in groups/teams | 2001 | 22 | 82.1% | 15.2% | 2.8% | 21 | 25.4% | 40.6% | 28.3% | .0% | 5.8% | 16 | 13.6% | 40.8% | 34.0% | 7.8% | 3.9% | |
| | 2002 | 15 | 53.5% | 46.5% | .0% | 14 | 30.4% | 45.7% | 23.9% | .0% | .0% | 14 | 30.4% | 38.0% | 31.5% | .0% | .0% | |
| | 2003 | 21 | 70.8% | 19.5% | 9.7% | 19 | 30.0% | 43.1% | 26.9% | .0% | .0% | 18 | 11.4% | 37.4% | 45.6% | 5.7% | .0% | |
| | 2004 | 9 | 68.1% | 31.9% | .0% | 8 | 38.4% | 48.8% | 12.8% | .0% | .0% | 6 | 17.2% | 14.0% | 68.8% | .0% | .0% | |
| | All Years | 67 | 70.0% | 26.5% | 3.5% | 62 | 30.7% | 44.2% | 23.3% | .0% | 1.7% | 54 | 17.5% | 33.5% | 44.3% | 3.7% | 1.0% | |
| Leading/guiding others | 2001 | 22 | 57.9% | 29.7% | 12.4% | 20 | 21.4% | 32.1% | 40.5% | 3.1% | 3.1% | 15 | 7.1% | 14.1% | 70.7% | .0% | 8.1% | |
| | 2002 | 16 | 66.0% | 34.0% | .0% | 15 | 32.3% | 46.5% | 21.2% | .0% | .0% | 14 | 22.8% | 34.8% | 30.4% | 12.0% | .0% | |
| | 2003 | 22 | 58.3% | 27.8% | 13.9% | 18 | 17.1% | 20.3% | 56.9% | 5.7% | .0% | 17 | 6.0% | 21.5% | 66.4% | 6.0% | .0% | |
| | 2004 | 9 | 77.3% | 22.7% | .0% | 8 | 25.6% | 51.2% | 12.8% | 10.4% | .0% | 6 | 17.2% | 31.2% | 51.6% | .0% | .0% | |
| | All Years | 69 | 64.3% | 28.3% | 7.4% | 61 | 23.6% | 36.6% | 34.1% | 4.9% | .9% | 52 | 12.6% | 24.8% | 55.9% | 4.6% | 2.0% | |
| Responsible actions and decision making | 2001 | 22 | 84.8% | 4.8% | 10.3% | 21 | 30.4% | 33.3% | 30.4% | 2.9% | 2.9% | 17 | 6.4% | 29.1% | 60.9% | .0% | 3.6% | |
| | 2002 | 16 | 80.2% | 19.8% | .0% | 15 | 49.5% | 25.3% | 18.2% | 7.1% | .0% | 14 | 30.4% | 42.4% | 27.2% | .0% | .0% | |
| | 2003 | 22 | 81.4% | 9.3% | 9.3% | 19 | 30.0% | 43.1% | 16.2% | 10.8% | .0% | 18 | 5.7% | 48.8% | 45.6% | .0% | .0% | |
| | 2004 | 9 | 88.7% | 11.3% | .0% | 8 | 38.4% | 38.4% | 23.2% | .0% | .0% | 6 | 17.2% | 17.2% | 65.6% | .0% | .0% | |
| | All Years | 69 | 83.9% | 10.7% | 5.5% | 63 | 36.1% | 35.5% | 22.3% | 5.2% | .8% | 55 | 13.8% | 35.6% | 49.7% | .0% | 1.0% | |
| Ability to adapt to change | 2004 | 9 | 88.7% | 11.3% | .0% | 8 | 38.4% | 38.4% | 12.8% | .0% | 10.4% | 6 | 17.2% | .0% | 82.8% | .0% | .0% | |
| | All Years | 9 | 88.7% | 11.3% | .0% | 8 | 38.4% | 38.4% | 12.8% | .0% | 10.4% | 6 | 17.2% | .0% | 82.8% | .0% | .0% | |
| Understanding other people and other points of view | 2001 | 22 | 51.0% | 41.4% | 7.6% | 21 | 20.3% | 48.6% | 25.4% | 2.9% | 2.9% | 17 | .0% | 44.5% | 48.2% | .0% | 7.3% | |
| | 2002 | 16 | 63.2% | 36.8% | .0% | 14 | 38.0% | 15.2% | 46.7% | .0% | .0% | 13 | 8.2% | 57.6% | 34.1% | .0% | .0% | |
| | 2003 | 22 | 72.2% | 23.2% | 4.6% | 19 | 30.0% | 21.6% | 43.1% | 5.4% | .0% | 18 | 11.4% | 31.7% | 51.2% | 5.7% | .0% | |
| | 2004 | 9 | 77.3% | 22.7% | .0% | 8 | 25.6% | 51.2% | 12.8% | .0% | 10.4% | 6 | 17.2% | 17.2% | 65.6% | .0% | .0% | |
| | All Years | 69 | 65.9% | 30.7% | 3.4% | 62 | 27.7% | 35.3% | 31.4% | 2.3% | 3.3% | 54 | 8.9% | 37.6% | 49.8% | 1.8% | 2.0% | |
| Environmental awareness | 2001 | 22 | 55.9% | 44.1% | .0% | 20 | 31.3% | 26.1% | 39.6% | 3.0% | .0% | 16 | 13.2% | 39.6% | 47.2% | .0% | .0% | |
| | 2002 | 16 | 39.6% | 56.6% | 3.8% | 14 | 14.7% | 58.9% | 26.3% | .0% | .0% | 13 | 8.0% | 55.7% | 36.4% | .0% | .0% | |
| | 2003 | 21 | 46.5% | 38.9% | 14.6% | 16 | 16.5% | 12.9% | 57.8% | 12.9% | .0% | 16 | .0% | 19.3% | 67.9% | 12.9% | .0% | |
| | 2004 | 9 | 56.7% | 31.9% | 11.3% | </ | | | | | | | | | | | | |

Employer Feedback Survey
Classes of 2001, 2002, 2003 & 2004, 1 1/2 Years After Graduation

Program Profile - BS Aeronautical Science

ERAU General Skills Preparation and Usefulness on the Job

Prescott

| | | BS Aeronautical Science | | | | | | | | | | | | | | | | | |
|---|---|----------------------------------|--|--|-------------------------------|----------------------------------|----------------------------------|----------------------|-------------------------|----------------------|------------------------------|----------------------------------|---|-------------------|-------------------------|----------------------|------------------------------|-----|--|
| | | Unwtd # of Respond ents | Employer's Usefulness of Skill on the Job | | | Unwtd # of Respond ents | Competence of this ERAU Graduate | | | | | Unwtd # of Respond ents | Competence of Graduates from Other Institutions | | | | | | |
| | | | Very Useful Wtd Row % | Somew hat Useful Wtd Row % | Not Useful Wtd Row % | | Excellent Wtd Row % | Good Wtd Row % | Average Wtd Row % | Poor Wtd Row % | Very Poor Wtd Row % | | Excellent Wtd Row % | Good Wtd Row % | Average Wtd Row % | Poor Wtd Row % | Very Poor Wtd Row % | | |
| | | | | | | | | | | | | | | | | | | | |
| Quantitative/mathematics | 2001 | 9 | 55.6% | 44.4% | .0% | 9 | 55.6% | 22.2% | 22.2% | .0% | .0% | 8 | 25.0% | 25.0% | 50.0% | .0% | .0% | | |
| | 2002 | 8 | 25.0% | 50.0% | 25.0% | 6 | 16.7% | 50.0% | 33.3% | .0% | .0% | 6 | .0% | 33.3% | 66.7% | .0% | .0% | | |
| | 2003 | 9 | 76.7% | 23.3% | .0% | 9 | 33.3% | 66.7% | .0% | .0% | .0% | 6 | .0% | .0% | 100.0% | .0% | .0% | | |
| | 2004 | 6 | .0% | 83.3% | 16.7% | 5 | .0% | 60.0% | 40.0% | .0% | .0% | 5 | .0% | 40.0% | 60.0% | .0% | .0% | | |
| | All Years | 32 | 36.9% | 52.5% | 10.6% | 29 | 28.1% | 47.9% | 24.1% | .0% | .0% | 25 | 7.7% | 27.1% | 65.2% | .0% | .0% | | |
| Basic PC software (word processing, spreadsheets, etc.) | 2001 | 10 | 50.0% | 40.0% | 10.0% | 10 | 30.0% | 20.0% | 50.0% | .0% | .0% | 7 | .0% | 14.3% | 85.7% | .0% | .0% | | |
| | 2002 | 8 | 50.0% | 37.5% | 12.5% | 7 | 28.6% | 42.9% | 28.6% | .0% | .0% | 7 | 14.3% | 28.6% | 42.9% | 14.3% | .0% | | |
| | 2003 | 8 | 66.2% | 33.8% | .0% | 9 | 33.3% | 62.3% | 4.4% | .0% | .0% | 6 | .0% | .0% | 100.0% | .0% | .0% | | |
| | 2004 | 6 | 33.3% | 50.0% | 16.7% | 5 | .0% | 80.0% | 20.0% | .0% | .0% | 5 | 20.0% | 40.0% | 40.0% | .0% | .0% | | |
| | All Years | 32 | 48.1% | 41.2% | 10.7% | 31 | 23.0% | 48.9% | 28.2% | .0% | .0% | 25 | 9.7% | 23.2% | 63.4% | 3.7% | .0% | | |
| Writing skills (non-technical) | 2001 | 10 | 40.0% | 60.0% | .0% | 10 | 20.0% | 30.0% | 50.0% | .0% | .0% | 7 | .0% | 28.6% | 57.1% | 14.3% | .0% | | |
| | 2002 | 8 | 25.0% | 50.0% | 25.0% | 8 | 25.0% | 37.5% | 37.5% | .0% | .0% | 8 | 12.5% | 37.5% | 37.5% | 12.5% | .0% | | |
| | 2003 | 9 | 28.9% | 71.1% | .0% | 9 | 18.9% | 62.3% | 14.5% | .0% | 4.4% | 6 | .0% | .0% | 78.3% | 21.7% | .0% | | |
| | 2004 | 6 | 33.3% | 50.0% | 16.7% | 4 | .0% | 50.0% | 50.0% | .0% | .0% | 4 | 25.0% | 25.0% | 50.0% | .0% | .0% | | |
| | All Years | 33 | 32.5% | 57.1% | 10.3% | 31 | 17.0% | 43.0% | 39.1% | .0% | 1.0% | 25 | 9.9% | 25.4% | 53.1% | 11.6% | .0% | | |
| Technical writing | 2001 | 10 | .0% | 60.0% | 40.0% | 9 | .0% | 55.6% | 44.4% | .0% | .0% | 6 | .0% | 16.7% | 66.7% | 16.7% | .0% | | |
| | 2002 | 8 | 12.5% | 50.0% | 37.5% | 7 | 14.3% | 57.1% | 28.6% | .0% | .0% | 7 | .0% | 42.9% | 42.9% | 14.3% | .0% | | |
| | 2003 | 9 | 28.9% | 52.2% | 18.9% | 8 | 4.6% | 60.5% | 30.3% | .0% | 4.6% | 5 | .0% | .0% | 100.0% | .0% | .0% | | |
| | 2004 | 6 | 16.7% | 50.0% | 33.3% | 4 | .0% | 50.0% | 50.0% | .0% | .0% | 4 | 25.0% | 25.0% | 50.0% | .0% | .0% | | |
| | All Years | 33 | 13.2% | 53.4% | 33.4% | 28 | 4.4% | 55.8% | 38.7% | .0% | 1.0% | 22 | 6.9% | 24.3% | 60.1% | 8.8% | .0% | | |
| Speaking before an audience | 2001 | 10 | 50.0% | 30.0% | 20.0% | 10 | 30.0% | 40.0% | 30.0% | .0% | .0% | 7 | .0% | 28.6% | 71.4% | .0% | .0% | | |
| | 2002 | 8 | 62.5% | 25.0% | 12.5% | 8 | 25.0% | 50.0% | 25.0% | .0% | .0% | 8 | 25.0% | 12.5% | 50.0% | 12.5% | .0% | | |
| | 2003 | 9 | 47.8% | 37.7% | 14.5% | 9 | 18.9% | 47.8% | 33.3% | .0% | .0% | 6 | .0% | 21.7% | 56.6% | 21.7% | .0% | | |
| | 2004 | 6 | 33.3% | 50.0% | 16.7% | 6 | .0% | 50.0% | 50.0% | .0% | .0% | 6 | 16.7% | 33.3% | 50.0% | .0% | .0% | | |
| | All Years | 33 | 47.8% | 35.9% | 16.3% | 33 | 18.4% | 46.6% | 35.0% | .0% | .0% | 27 | 12.2% | 24.7% | 56.3% | 6.8% | .0% | | |
| Listening skills | 2004 | 6 | 66.7% | 33.3% | .0% | 6 | 16.7% | 66.7% | 16.7% | .0% | .0% | 6 | 16.7% | 50.0% | 33.3% | .0% | .0% | | |
| | All Years | 6 | 66.7% | 33.3% | .0% | 6 | 16.7% | 66.7% | 16.7% | .0% | .0% | 6 | 16.7% | 50.0% | 33.3% | .0% | .0% | | |
| | Applied research (information gathering and analysis) | 2001 | 10 | 40.0% | 40.0% | 20.0% | 9 | 44.4% | 22.2% | 22.2% | 11.1% | .0% | 6 | .0% | 16.7% | 83.3% | .0% | .0% | |
| | | 2002 | 8 | 12.5% | 62.5% | 25.0% | 6 | 16.7% | 33.3% | 50.0% | .0% | .0% | 6 | .0% | 16.7% | 83.3% | .0% | .0% | |
| | | 2003 | 9 | 14.5% | 81.1% | 4.4% | 8 | 19.7% | 50.0% | 30.3% | .0% | .0% | 6 | .0% | .0% | 100.0% | .0% | .0% | |
| 2004 | | 6 | 50.0% | 33.3% | 16.7% | 5 | .0% | 80.0% | 20.0% | .0% | .0% | 5 | 20.0% | 40.0% | 40.0% | .0% | .0% | | |
| All Years | | 33 | 31.4% | 51.4% | 17.1% | 28 | 21.6% | 46.0% | 28.9% | 3.5% | .0% | 23 | 6.5% | 21.1% | 72.4% | .0% | .0% | | |
| Critical thinking | 2001 | 10 | 90.0% | 10.0% | .0% | 10 | 60.0% | 20.0% | 10.0% | 10.0% | .0% | 8 | 12.5% | 50.0% | 25.0% | 12.5% | .0% | | |
| | 2002 | 8 | 75.0% | 25.0% | .0% | 8 | 25.0% | 75.0% | .0% | .0% | .0% | 8 | 12.5% | 12.5% | 75.0% | .0% | .0% | | |
| | 2003 | 9 | 71.1% | 28.9% | .0% | 9 | 47.8% | 23.3% | 28.9% | .0% | .0% | 6 | .0% | .0% | 100.0% | .0% | .0% | | |
| | 2004 | 6 | 83.3% | 16.7% | .0% | 6 | .0% | 66.7% | 33.3% | .0% | .0% | 6 | .0% | 50.0% | 50.0% | .0% | .0% | | |
| | All Years | 33 | 81.0% | 19.0% | .0% | 33 | 33.0% | 46.1% | 17.9% | 3.0% | .0% | 28 | 6.7% | 32.7% | 57.2% | 3.4% | .0% | | |
| Independent work | 2001 | 10 | 100.0% | .0% | .0% | 10 | 60.0% | 20.0% | 10.0% | 10.0% | .0% | 7 | .0% | 57.1% | 42.9% | .0% | .0% | | |
| | 2002 | 8 | 100.0% | .0% | .0% | 8 | 62.5% | 37.5% | .0% | .0% | .0% | 8 | 37.5% | 12.5% | 50.0% | .0% | .0% | | |
| | 2003 | 9 | 66.7% | 33.3% | .0% | 9 | 23.3% | 62.3% | 14.5% | .0% | .0% | 6 | .0% | .0% | 100.0% | .0% | .0% | | |
| | 2004 | 6 | 66.7% | 33.3% | .0% | 6 | 16.7% | 33.3% | 50.0% | .0% | .0% | 6 | 16.7% | 33.3% | 50.0% | .0% | .0% | | |
| | All Years | 33 | 84.2% | 15.8% | .0% | 33 | 41.4% | 36.0% | 19.6% | 3.0% | .0% | 27 | 15.6% | 28.4% | 56.0% | .0% | .0% | | |
| Planning, scheduling, and carrying out projects | 2001 | 10 | 80.0% | 20.0% | .0% | 10 | 60.0% | 30.0% | 10.0% | .0% | .0% | 7 | 28.6% | 28.6% | 42.9% | .0% | .0% | | |
| | 2002 | 8 | 75.0% | 25.0% | .0% | 8 | 37.5% | 62.5% | .0% | .0% | .0% | 8 | 25.0% | 25.0% | 50.0% | .0% | .0% | | |
| | 2003 | 9 | 62.3% | 37.7% | .0% | 9 | 37.7% | 33.3% | 14.5% | 14.5% | .0% | 6 | .0% | .0% | 100.0% | .0% | .0% | | |
| | 2004 | 6 | 50.0% | 33.3% | 16.7% | 5 | .0% | 40.0% | 60.0% | .0% | .0% | 5 | 20.0% | 40.0% | 40.0% | .0% | .0% | | |
| | All Years | 33 | 67.1% | 28.3% | 4.6% | 32 | 35.5% | 40.9% | 20.6% | 3.0% | .0% | 26 | 20.4% | 26.1% | 53.5% | .0% | .0% | | |
| Defining and solving problems | 2001 | 10 | 90.0% | 10.0% | .0% | 10 | 70.0% | 20.0% | .0% | 10.0% | .0% | 7 | .0% | 28.6% | 71.4% | .0% | .0% | | |
| | 2002 | 8 | 62.5% | 37.5% | .0% | 8 | 25.0% | 50.0% | 25.0% | .0% | .0% | 8 | 25.0% | 12.5% | 62.5% | .0% | .0% | | |
| | 2003 | 9 | 62.3% | 37.7% | .0% | 9 | 23.3% | 47.8% | 28.9% | .0% | .0% | 6 | .0% | .0% | 100.0% | .0% | .0% | | |
| | 2004 | 6 | 83.3% | 16.7% | .0% | 6 | 16.7% | 33.3% | 50.0% | .0% | .0% | 6 | 16.7% | 50.0% | 33.3% | .0% | .0% | | |
| | All Years | 33 | 76.4% | 23.6% | .0% | 33 | 35.8% | 36.0% | 25.2% | 3.0% | .0% | 27 | 12.2% | 26.8% | 61.0% | .0% | .0% | | |
| Working in groups/teams | 2001 | 10 | 70.0% | 30.0% | .0% | 10 | 50.0% | 30.0% | 20.0% | .0% | .0% | 7 | 14.3% | 42.9% | 42.9% | .0% | .0% | | |
| | 2002 | 8 | 75.0% | 25.0% | .0% | 8 | 50.0% | 50.0% | .0% | .0% | .0% | 8 | 25.0% | 37.5% | 37.5% | .0% | .0% | | |
| | 2003 | 9 | 47.8% | 52.2% | .0% | 9 | 23.3% | 33.3% | 28.9% | 14.5% | .0% | 6 | .0% | .0% | 100.0% | .0% | .0% | | |
| | 2004 | 6 | 66.7% | 33.3% | .0% | 6 | 16.7% | 16.7% | 66.7% | .0% | .0% | 6 | .0% | 33.3% | 66.7% | .0% | .0% | | |
| | All Years | 33 | 65.8% | 34.2% | .0% | 33 | 35.5% | 31.6% | 30.1% | 2.9% | .0% | 27 | 10.3% | 31.6% | 58.1% | .0% | .0% | | |
| Leading/guiding others | 2001 | 10 | 60.0% | 30.0% | 10.0% | 10 | 40.0% | 20.0% | 30.0% | 10.0% | .0% | 8 | .0% | 12.5% | 87.5% | .0% | .0% | | |
| | 2002 | 8 | 75.0% | 25.0% | .0% | 8 | 50.0% | 37.5% | 12.5% | .0% | .0% | 8 | 25.0% | 12.5% | 62.5% | .0% | .0% | | |
| | 2003 | 9 | 62.3% | 37.7% | .0% | 9 | 23.3% | 33.3% | 28.9% | 14.5% | .0% | 6 | .0% | .0% | 78.3% | 21.7% | .0% | | |
| | 2004 | 5 | 60.0% | 40.0% | .0% | 6 | .0% | 50.0% | 50.0% | .0% | .0% | 6 | 33.3% | 16.7% | 50.0% | .0% | .0% | | |
| | All Years | 32 | 64.1% | 32.8% | 3.1% | 33 | 28.0% | 34.9% | 31.3% | 5.8% | .0% | 28 | 17.0% | 11.9% | 67.8% | 3.3% | .0% | | |
| Responsible actions and decision making | 2001 | 10 | 80.0% | 20.0% | .0% | 10 | 40.0% | 20.0% | 30.0% | 10.0% | .0% | 7 | .0% | 42.9% | 57.1% | .0% | .0% | | |
| | 2002 | 8 | 87.5% | 12.5% | .0% | 8 | 50.0% | 37.5% | 12.5% | .0% | .0% | 8 | 25.0% | 25.0% | 50.0% | .0% | .0% | | |
| | 2003 | 9 | 71.1% | 28.9% | .0% | 9 | 23.3% | 47.8% | 28.9% | .0% | .0% | 6 | .0% | .0% | 78.3% | 21.7% | .0% | | |
| | 2004 | 6 | 83.3% | 16.7% | .0% | 6 | 33.3% | 33.3% | 16.7% | .0% | 16.7% | 6 | 16.7% | 50.0% | 33.3% | .0% | .0% | | |
| | All Years | 33 | 80.9% | 19.1% | .0% | 33 | 37.1% | 33.2% | 22.1% | 3.0% | 4.6% | 27 | 12.2% | 33.7% | 50.7% | 3.4% | .0% | | |
| Ability to adapt to change | 2004 | 6 | 83.3% | 16.7% | .0% | 6 | .0% | 66.7% | 33.3% | .0% | .0% | 6 | .0% | 33.3% | 66.7% | .0% | .0% | | |
| | All Years | 6 | 83.3% | 16.7% | .0% | 6 | .0% | 66.7% | 33.3% | .0% | .0% | 6 | .0% | 33.3% | 66.7% | .0% | .0% | | |
| Understanding other people and other points of view | 2001 | 10 | 100.0% | .0% | .0% | 10 | 30.0% | 50.0% | 20.0% | .0% | .0% | 8 | .0% | 25.0% | 75.0% | .0% | .0% | | |
| | 2002 | 8 | 62.5% | 25.0% | 12.5% | 8 | 37.5% | 50.0% | .0% | 12.5% | .0% | 8 | 25.0% | 25.0% | 50.0% | .0% | .0% | | |
| | 2003 | 9 | 47.8% | 52.2% | .0% | 9 | 23.3% | 18.9% | 43.4% | 14.5% | .0% | 6 | .0% | .0% | 100.0% | .0% | .0% | | |
| | 2004 | 6 | 66.7% | 33.3% | .0% | 6 | .0% | 50.0% | 50.0% | .0% | .0% | 6 | .0% | 50.0% | 50.0% | .0% | .0% | | |
| | All Years | 33 | 71.9% | 25.2% | 2.9% | 33 | 22.1% | 43.9% | 28.3% | 5.7% | .0% | 28 | 6.5% | 29.1% | 64.3% | .0% | .0% | | |
| Environmental awareness | 2001 | 10 | 60.0% | 40.0% | .0% | 10 | 20.0% | 50.0% | 30.0% | .0% | .0% | 8 | 12.5% | .0% | 75.0% | 12.5% | .0% | | |
| | 2002 | 8 | 25.0% | 62.5% | 12.5% | 8 | 50.0% | 25.0% | 25.0% | .0% | .0% | 8 | 25.0% | 12.5% | 62.5% | .0% | .0% | | |
| | 2003 | 9 | 28.9% | 66.7% | 4.4% | 9 | 4.4% | 37.7% | 57.9% | .0% | .0% | 6 | .0% | .0% | 78.3% | 21.7% | .0% | | |
| | 2004 | 6 | 16.7% | 66.7% | 16.7% | 6 | .0% | 16.7% | 83.3% | .0% | .0% | 6 | .0% | 16.7% | 83.3% | .0% | .0% | | |
| | All Years | 33 | 33.9% | 57.8% | 8.3% | 33 | 18.3% | 32.7% | 49.1% | .0% | .0% | 28 | 9.9% | 8.5% | 74.9% | 6.7% | .0% | | |
| Political and economic awareness | 2001 | 10 | 30.0% | 60.0% | 10.0% | 9 | .0% | 77.8% | 22.2% | .0% | .0% | 7 | .0% | 14.3% | 71.4%</ | | | | |

Employer Feedback Survey
Classes of 2001, 2002, 2003 & 2004, 1 1/2 Years After Graduation

Program Profile - BS Aeronautical Science

ERAU Degree Specific Skills Preparation and Usefulness on the Job

Daytona Beach

| | | BS Aeronautical Science | | | | | | | | | | | | | | | |
|---|-----------|--------------------------------|------------------------------|----------------------------------|-----------------------------|----------------------------------|----------------------------|-----------------------|--------------------------|-----------------------|-------------------------------|------------------------|----------------------------|-----------------------|--------------------------|-----------------------|----------------------------|
| | | Usefulness of skill on the Job | | | | Competence of this ERAU Graduate | | | | | Competence of other Graduates | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | Unwtd # of Respondents | (1) Very Useful Wtd Row % | (2) Somewhat Useful Wtd Row % | (3) Not Useful Wtd Row % | Unwtd # of Respondents | (1) Very Good Wtd Row % | (2) Good Wtd Row % | (3) Average Wtd Row % | (4) Poor Wtd Row % | (5) Very Poor Wtd Row % | Unwtd # of Respondents | (1) Very Good Wtd Row % | (2) Good Wtd Row % | (3) Average Wtd Row % | (4) Poor Wtd Row % | (5) Very Poor Wtd Row % |
| (A) Understanding aerodynamic performance of aircraft | 2001 | 19 | 73.4% | 11.3% | 15.3% | 18 | 52.5% | 29.2% | 5.8% | 9.2% | 3.3% | 13 | 16.5% | 24.7% | 45.9% | 12.9% | .0% |
| | 2002 | 12 | 91.0% | 9.0% | .0% | 12 | 67.9% | 17.9% | 14.1% | .0% | .0% | 11 | 9.9% | 35.2% | 39.4% | 15.5% | .0% |
| | 2003 | 21 | 90.3% | 4.9% | 4.9% | 20 | 46.0% | 33.5% | 15.3% | 5.1% | .0% | 19 | 16.2% | 32.3% | 51.5% | .0% | .0% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 71.1% | 28.9% | .0% | .0% | .0% | 2 | 55.2% | 44.8% | .0% | .0% | .0% |
| | All Years | 56 | 86.6% | 7.0% | 6.5% | 53 | 55.3% | 28.4% | 10.4% | 4.8% | 1.1% | 45 | 18.1% | 32.0% | 42.9% | 7.0% | .0% |
| (B) Use of electronic navigation and flight control systems | 2001 | 18 | 71.8% | 12.0% | 16.2% | 17 | 61.9% | 6.2% | 18.6% | 9.7% | 3.5% | 12 | 9.0% | 41.0% | 41.0% | 9.0% | .0% |
| | 2002 | 11 | 43.2% | 37.8% | 18.9% | 10 | 26.9% | 52.2% | 20.9% | .0% | .0% | 10 | 10.4% | 20.9% | 41.8% | 16.4% | 10.4% |
| | 2003 | 19 | 80.8% | 19.2% | .0% | 19 | 26.9% | 56.9% | 16.2% | .0% | .0% | 18 | 5.7% | 28.5% | 56.9% | 8.9% | .0% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 71.1% | 28.9% | .0% | .0% | .0% | 2 | 55.2% | .0% | 44.8% | .0% | .0% |
| | All Years | 52 | 73.5% | 17.8% | 8.7% | 49 | 43.3% | 36.5% | 16.0% | 3.1% | 1.1% | 42 | 12.1% | 27.5% | 48.3% | 9.8% | 2.4% |
| (C) Crew coordination (cockpit resource management) | 2001 | 19 | 67.7% | 14.5% | 17.7% | 17 | 49.6% | 18.6% | 22.1% | 6.2% | 3.5% | 12 | 17.9% | 41.0% | 32.1% | 9.0% | .0% |
| | 2002 | 12 | 80.8% | 5.1% | 14.1% | 11 | 47.3% | 37.8% | 14.9% | .0% | .0% | 10 | 10.4% | 52.2% | 26.9% | 10.4% | .0% |
| | 2003 | 20 | 69.3% | 20.4% | 10.2% | 18 | 26.0% | 39.9% | 28.5% | 5.7% | .0% | 17 | 6.0% | 36.2% | 51.7% | 6.0% | .0% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 35.6% | 35.6% | 28.9% | .0% | .0% | 2 | .0% | 100.0% | .0% | .0% | .0% |
| | All Years | 55 | 75.4% | 12.7% | 11.9% | 49 | 39.1% | 32.1% | 23.6% | 4.0% | 1.1% | 41 | 9.7% | 47.1% | 35.9% | 7.3% | .0% |
| (D) Knowledge of flight physiology, awareness of flight psy | 2001 | 19 | 67.7% | 14.5% | 17.7% | 17 | 43.4% | 18.6% | 24.8% | 13.3% | .0% | 12 | 9.0% | 50.0% | 32.1% | 9.0% | .0% |
| | 2002 | 12 | 82.1% | 9.0% | 9.0% | 12 | 50.0% | 41.0% | 9.0% | .0% | .0% | 11 | .0% | 45.1% | 45.1% | 9.9% | .0% |
| | 2003 | 20 | 69.3% | 30.7% | .0% | 19 | 35.3% | 26.9% | 32.3% | 5.4% | .0% | 18 | 17.1% | 22.8% | 60.1% | .0% | .0% |
| | 2004 | 4 | 78.7% | 21.3% | .0% | 3 | 35.6% | 35.6% | 28.9% | .0% | .0% | 2 | .0% | 55.2% | 44.8% | .0% | .0% |
| | All Years | 55 | 72.6% | 20.1% | 7.3% | 51 | 41.0% | 28.3% | 24.6% | 6.1% | .0% | 43 | 9.4% | 38.0% | 47.9% | 4.7% | .0% |
| (E) Awareness of safety and accident prevention | 2001 | 18 | 81.2% | 12.8% | 6.0% | 17 | 55.8% | 15.9% | 22.1% | 6.2% | .0% | 13 | 8.2% | 41.2% | 37.6% | 12.9% | .0% |
| | 2002 | 12 | 85.9% | 14.1% | .0% | 12 | 44.9% | 46.2% | 9.0% | .0% | .0% | 11 | .0% | 60.6% | 29.6% | .0% | 9.9% |
| | 2003 | 20 | 79.6% | 15.3% | 5.1% | 18 | 20.3% | 51.2% | 28.5% | .0% | .0% | 17 | 12.1% | 39.6% | 48.3% | .0% | .0% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 35.6% | 64.4% | .0% | .0% | .0% | 2 | .0% | 100.0% | .0% | .0% | .0% |
| | All Years | 54 | 84.2% | 12.1% | 3.6% | 50 | 38.6% | 40.5% | 18.9% | 2.0% | .0% | 43 | 7.1% | 50.3% | 36.6% | 3.7% | 2.3% |
| (F) Understanding the concepts and process of meteorology | 2001 | 19 | 65.3% | 22.6% | 12.1% | 17 | 60.3% | 18.1% | 15.5% | 6.0% | .0% | 12 | 8.6% | 17.3% | 65.4% | 8.6% | .0% |
| | 2002 | 12 | 73.1% | 26.9% | .0% | 11 | 29.6% | 45.1% | 25.4% | .0% | .0% | 11 | 9.9% | 29.6% | 25.4% | 35.2% | .0% |
| | 2003 | 20 | 94.9% | 5.1% | .0% | 19 | 30.0% | 48.5% | 16.2% | 5.4% | .0% | 18 | 5.7% | 37.4% | 45.6% | 5.7% | 5.7% |
| | 2004 | 4 | 78.7% | 21.3% | .0% | 3 | 35.6% | 64.4% | .0% | .0% | .0% | 2 | .0% | 55.2% | 44.8% | .0% | .0% |
| | All Years | 55 | 79.1% | 17.1% | 3.8% | 50 | 40.3% | 39.9% | 15.9% | 3.9% | .0% | 43 | 7.0% | 31.7% | 46.1% | 12.9% | 2.3% |
| (G) Instrument flight skill | 2001 | 19 | 79.0% | 8.9% | 12.1% | 18 | 52.5% | 23.3% | 15.0% | 5.8% | 3.3% | 13 | 16.5% | 21.2% | 49.4% | 12.9% | .0% |
| | 2002 | 12 | 91.0% | 9.0% | .0% | 12 | 67.9% | 17.9% | 14.1% | .0% | .0% | 11 | 19.7% | 35.2% | 45.1% | .0% | .0% |
| | 2003 | 20 | 79.6% | 15.3% | 5.1% | 18 | 43.1% | 34.2% | 17.1% | 5.7% | .0% | 17 | 24.2% | 39.6% | 30.2% | 6.0% | .0% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 35.6% | 35.6% | 28.9% | .0% | .0% | 2 | 55.2% | 44.8% | .0% | .0% | .0% |
| | All Years | 55 | 84.5% | 9.9% | 5.6% | 51 | 50.7% | 27.3% | 17.1% | 3.9% | 1.1% | 43 | 23.7% | 33.8% | 36.5% | 6.0% | .0% |
| (H) Multi-engine/high performance aircraft operations | 2001 | 19 | 62.1% | 29.0% | 8.9% | 19 | 50.8% | 20.2% | 20.2% | 5.6% | 3.2% | 14 | 15.7% | 31.5% | 40.4% | 12.4% | .0% |
| | 2002 | 11 | 70.4% | 19.7% | 9.9% | 10 | 28.1% | 32.8% | 39.1% | .0% | .0% | 9 | .0% | 43.9% | 43.9% | 12.3% | .0% |
| | 2003 | 20 | 54.0% | 30.7% | 15.3% | 17 | 39.6% | 30.2% | 24.2% | 6.0% | .0% | 16 | 12.9% | 48.6% | 19.3% | 12.9% | 6.4% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 71.1% | .0% | .0% | 28.9% | .0% | 2 | 55.2% | 44.8% | .0% | .0% | .0% |
| | All Years | 54 | 66.1% | 23.8% | 10.1% | 49 | 45.2% | 23.5% | 22.6% | 7.5% | 1.2% | 41 | 15.1% | 41.9% | 29.1% | 11.4% | 2.5% |
| (I) Knowledge of Federal Aviation Regulations | 2001 | 19 | 79.0% | 15.3% | 5.6% | 19 | 50.8% | 11.3% | 25.8% | 8.9% | 3.2% | 14 | 31.5% | 12.4% | 31.5% | 24.7% | .0% |
| | 2002 | 12 | 91.0% | 9.0% | .0% | 12 | 32.1% | 35.9% | 32.1% | .0% | .0% | 11 | 9.9% | 25.4% | 49.3% | 9.9% | 5.6% |
| | 2003 | 20 | 89.8% | 5.1% | 5.1% | 18 | 48.8% | 34.2% | 17.1% | .0% | .0% | 17 | 15.5% | 18.1% | 54.3% | 12.1% | .0% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 71.1% | 28.9% | .0% | .0% | .0% | 2 | 55.2% | 44.8% | .0% | .0% | .0% |
| | All Years | 55 | 88.1% | 8.3% | 3.6% | 52 | 48.4% | 26.2% | 21.3% | 3.0% | 1.1% | 44 | 22.3% | 20.4% | 41.7% | 14.2% | 1.3% |
| (J) Aeronautical decision making (judgement skills) | 2001 | 19 | 73.4% | 12.1% | 14.5% | 18 | 35.9% | 23.9% | 27.4% | 9.4% | 3.4% | 13 | 17.1% | 47.6% | 22.0% | 13.4% | .0% |
| | 2002 | 12 | 91.0% | 9.0% | .0% | 12 | 26.9% | 59.0% | 14.1% | .0% | .0% | 11 | 29.6% | 9.9% | 35.2% | 19.7% | 5.6% |
| | 2003 | 20 | 84.7% | 10.2% | 5.1% | 18 | 37.4% | 39.9% | 17.1% | .0% | 5.7% | 17 | 6.0% | 51.7% | 30.2% | 12.1% | .0% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 35.6% | 35.6% | 28.9% | .0% | .0% | 2 | .0% | 100.0% | .0% | .0% | .0% |
| | All Years | 55 | 84.5% | 9.1% | 6.3% | 51 | 34.4% | 38.3% | 21.1% | 3.0% | 3.1% | 43 | 14.2% | 44.9% | 26.4% | 13.2% | 1.3% |
| (K) Actions, attitudes, and knowledge sec. considerations | 2001 | 19 | 73.4% | 17.7% | 8.9% | 18 | 40.8% | 17.5% | 29.2% | 5.8% | 6.7% | 13 | 16.5% | 37.6% | 32.9% | 8.2% | 4.7% |
| | 2002 | 12 | 59.0% | 32.1% | 9.0% | 11 | .0% | 39.4% | 50.7% | 9.9% | .0% | 10 | .0% | 10.9% | 78.1% | 10.9% | .0% |
| | 2003 | 20 | 48.9% | 46.0% | 5.1% | 17 | 27.5% | 36.2% | 36.2% | .0% | .0% | 16 | 12.9% | 35.7% | 51.4% | .0% | .0% |
| | 2004 | 4 | 78.7% | 21.3% | .0% | 3 | 35.6% | 64.4% | .0% | .0% | .0% | 2 | .0% | 55.2% | 44.8% | .0% | .0% |
| | All Years | 55 | 62.7% | 31.0% | 6.3% | 49 | 27.5% | 33.8% | 32.5% | 4.0% | 2.3% | 41 | 9.9% | 32.6% | 51.3% | 4.9% | 1.4% |
| (L) Dealing with integrity issues | 2002 | 12 | 73.1% | 17.9% | 9.0% | 12 | 32.1% | 44.9% | 14.1% | 9.0% | .0% | 11 | 9.9% | 9.9% | 70.4% | 9.9% | .0% |
| | 2003 | 20 | 79.6% | 10.2% | 10.2% | 18 | 26.0% | 39.9% | 22.8% | 11.4% | .0% | 17 | 6.0% | 33.6% | 48.3% | 12.1% | .0% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 71.1% | .0% | 28.9% | .0% | .0% | 2 | .0% | 55.2% | 44.8% | .0% | .0% |
| | All Years | 36 | 81.9% | 10.3% | 7.8% | 33 | 35.5% | 34.7% | 21.0% | 8.7% | .0% | 30 | 6.6% | 28.4% | 55.2% | 9.9% | .0% |
| | 2002 | 12 | 44.9% | 55.1% | .0% | 12 | 17.9% | 53.8% | 28.2% | .0% | .0% | 11 | 9.9% | 19.7% | 70.4% | .0% | .0% |
| (M) Developing your moral character | 2003 | 20 | 79.6% | 10.2% | 10.2% | 18 | 26.0% | 45.6% | 22.8% | 5.7% | .0% | 17 | 18.1% | 33.6% | 48.3% | .0% | .0% |
| | 2004 | 4 | 78.7% | 21.3% | .0% | 3 | 71.1% | .0% | 28.9% | .0% | .0% | 2 | .0% | 55.2% | 44.8% | .0% | .0% |
| | All Years | 36 | 69.5% | 25.3% | 5.2% | 33 | 31.0% | 40.5% | 25.5% | 2.9% | .0% | 30 | 13.2% | 31.7% | 55.2% | .0% | .0% |
| | 2002 | 12 | 71.8% | 28.2% | .0% | 11 | 9.9% | 39.4% | 50.7% | .0% | .0% | 11 | 19.7% | 9.9% | 70.4% | .0% | .0% |
| | 2003 | 20 | 64.2% | 25.6% | 10.2% | 18 | 31.7% | 28.5% | 34.2% | 5.7% | .0% | 17 | 6.0% | 51.7% | 36.2% | 6.0% | .0% |
| (N) Assertiveness in a leadership or subordinate role | 2004 | 4 | 78.7% | 21.3% | .0% | 3 | 71.1% | .0% | 28.9% | .0% | .0% | 2 | .0% | .0% | 100.0% | .0% | .0% |
| | All Years | 36 | 69.3% | 25.4% | 5.2% | 32 | 32.0% | 26.8% | 38.2% | 3.0% | .0% | 30 | 9.8% | 31.6% | 55.3% | 3.3% | .0% |
| | 2003 | 20 | 79.6% | 15.3% | 5.1% | 18 | 37.4% | 39.9% | 22.8% | .0% | .0% | 17 | 6.0% | 51.7% | 30.2% | 12.1% | .0% |
| | 2004 | 4 | 100.0% | .0% | .0% | 3 | 71.1% | 28.9% | .0% | .0% | .0% | 2 | .0% | 100.0% | .0% | .0% | .0% |
| | All Years | 24 | 85.4% | 11.0% | 3.7% | 21 | 45.7% | 37.1% | 17.1% | .0% | .0% | 19 | 4.9% | 60.6% | 24.7% | 9.9% | .0% |
| (P) Time spent in FTD/Simulators | 2003 | 20 | 48.9% | 30.7% | 20.4% | 16 | 29.3% | 38.6% | 32.1% | .0% | .0% | 15 | .0% | 34.3% | 65.7% | .0% | .0% |
| | 2004 | 3 | 35.6% | 64.4% | .0% | 2 | .0% | .0% | 100.0% | .0% | .0% | 2 | .0% | .0% | 100.0% | .0% | .0% |
| | All Years | 23 | 45.8% | 38.4% | 15.8% | 18 | 23.7% | 31.1% | 45.2% | .0% | .0% | 17 | .0% | 27.4% | 72.6% | .0% | .0% |

Employer Feedback Survey
Classes of 2001, 2002, 2003 & 2004, 1 1/2 Years After Graduation

Program Profile - BS Aeronautical Science

ERAU Degree Specific Skills Preparation and Usefulness on the Job

Prescott

| | | BS Aeronautical Science | | | | | | | | | | | | | | | |
|---|-----------|----------------------------------|------------------------------------|--|-----------------------------------|----------------------------------|----------------------------------|--------------------------|-----------------------------|--------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------|-----------------------------|--------------------------|----------------------------------|
| | | Unwtd # of Respond ents | Usefulness of skill on the Job | | | Unwtd # of Respond ents | Competence of this ERAU Graduate | | | | | Unwtd # of Respond ents | Competence of other Graduates | | | | |
| | | | (1) Very Useful Wtd Row % | (2) Somew hat Useful Wtd Row % | (3) Not Useful Wtd Row % | | (1) Very Good Wtd Row % | (2) Good Wtd Row % | (3) Average Wtd Row % | (4) Poor Wtd Row % | (5) Very Poor Wtd Row % | | (1) Very Good Wtd Row % | (2) Good Wtd Row % | (3) Average Wtd Row % | (4) Poor Wtd Row % | (5) Very Poor Wtd Row % |
| | | | | | | | | | | | | | | | | | |
| (A) Understanding aerodynamic performance of aircraft | 2001 | 8 | 87.5% | 12.5% | .0% | 8 | 87.5% | 12.5% | .0% | .0% | .0% | 6 | 33.3% | 50.0% | 16.7% | .0% | .0% |
| | 2002 | 8 | 100.0% | .0% | .0% | 8 | 87.5% | 12.5% | .0% | .0% | .0% | 8 | 25.0% | 25.0% | 50.0% | .0% | .0% |
| | 2003 | 6 | 100.0% | .0% | .0% | 6 | 92.2% | 7.8% | .0% | .0% | .0% | 5 | .0% | 36.1% | 27.7% | 36.1% | .0% |
| | 2004 | 4 | 75.0% | 25.0% | .0% | 4 | 25.0% | 50.0% | 25.0% | .0% | .0% | 4 | 25.0% | 50.0% | 25.0% | .0% | .0% |
| | All Years | 26 | 90.1% | 9.9% | .0% | 26 | 73.1% | 20.8% | 6.0% | .0% | .0% | 23 | 23.4% | 39.7% | 31.5% | 5.4% | .0% |
| (B) Use of electronic navigation and flight control systems | 2001 | 8 | 87.5% | 12.5% | .0% | 8 | 75.0% | 25.0% | .0% | .0% | .0% | 6 | 16.7% | 50.0% | 33.3% | .0% | .0% |
| | 2002 | 8 | 37.5% | 50.0% | 12.5% | 8 | 62.5% | 25.0% | 12.5% | .0% | .0% | 8 | 12.5% | 25.0% | 50.0% | 12.5% | .0% |
| | 2003 | 6 | 100.0% | .0% | .0% | 6 | 66.7% | 33.3% | .0% | .0% | .0% | 5 | .0% | 27.7% | 63.9% | 8.4% | .0% |
| | 2004 | 4 | 50.0% | 50.0% | .0% | 4 | .0% | 50.0% | 50.0% | .0% | .0% | 4 | 25.0% | 25.0% | 50.0% | .0% | .0% |
| | All Years | 26 | 65.3% | 30.9% | 3.7% | 26 | 52.0% | 32.2% | 15.8% | .0% | .0% | 23 | 15.0% | 31.8% | 47.8% | 5.4% | .0% |
| (C) Crew coordination (cockpit resource management) | 2001 | 8 | 62.5% | 37.5% | .0% | 8 | 50.0% | 37.5% | 12.5% | .0% | .0% | 6 | 16.7% | 16.7% | 66.7% | .0% | .0% |
| | 2002 | 8 | 75.0% | 25.0% | .0% | 8 | 75.0% | 25.0% | .0% | .0% | .0% | 8 | 12.5% | 50.0% | 37.5% | .0% | .0% |
| | 2003 | 6 | 100.0% | .0% | .0% | 6 | 41.1% | 58.9% | .0% | .0% | .0% | 5 | .0% | 8.4% | 83.1% | 8.4% | .0% |
| | 2004 | 4 | 50.0% | 50.0% | .0% | 4 | .0% | 25.0% | 75.0% | .0% | .0% | 4 | 25.0% | .0% | 75.0% | .0% | .0% |
| | All Years | 26 | 68.7% | 31.3% | .0% | 26 | 44.1% | 33.9% | 22.0% | .0% | .0% | 23 | 15.0% | 22.0% | 61.7% | 1.3% | .0% |
| (D) Knowledge of flight physiology, awareness of flight psy | 2001 | 8 | 87.5% | 12.5% | .0% | 8 | 75.0% | 12.5% | 12.5% | .0% | .0% | 6 | 33.3% | 50.0% | 16.7% | .0% | .0% |
| | 2002 | 8 | 100.0% | .0% | .0% | 8 | 87.5% | 12.5% | .0% | .0% | .0% | 8 | 25.0% | 37.5% | 37.5% | .0% | .0% |
| | 2003 | 6 | 100.0% | .0% | .0% | 6 | 41.1% | 58.9% | .0% | .0% | .0% | 5 | .0% | 8.4% | 55.4% | 36.1% | .0% |
| | 2004 | 4 | 25.0% | 75.0% | .0% | 4 | .0% | 25.0% | 75.0% | .0% | .0% | 4 | .0% | 25.0% | 75.0% | .0% | .0% |
| | All Years | 26 | 78.0% | 22.0% | .0% | 26 | 55.7% | 22.3% | 22.0% | .0% | .0% | 23 | 16.8% | 33.1% | 44.7% | 5.4% | .0% |
| (E) Awareness of safety and accident prevention | 2001 | 8 | 100.0% | .0% | .0% | 8 | 87.5% | 12.5% | .0% | .0% | .0% | 6 | 16.7% | 50.0% | 33.3% | .0% | .0% |
| | 2002 | 8 | 100.0% | .0% | .0% | 8 | 87.5% | 12.5% | .0% | .0% | .0% | 8 | 25.0% | 12.5% | 62.5% | .0% | .0% |
| | 2003 | 6 | 100.0% | .0% | .0% | 6 | 66.7% | 7.8% | 25.6% | .0% | .0% | 5 | .0% | 8.4% | 55.4% | 36.1% | .0% |
| | 2004 | 4 | 50.0% | 25.0% | 25.0% | 3 | .0% | 66.7% | 33.3% | .0% | .0% | 3 | .0% | 66.7% | 33.3% | .0% | .0% |
| | All Years | 26 | 87.9% | 6.0% | 6.0% | 25 | 67.4% | 22.2% | 10.4% | .0% | .0% | 22 | 13.4% | 33.7% | 47.1% | 5.7% | .0% |
| (F) Understanding the concepts and process of meteorology | 2001 | 8 | 100.0% | .0% | .0% | 8 | 62.5% | 37.5% | .0% | .0% | .0% | 6 | 16.7% | 33.3% | 50.0% | .0% | .0% |
| | 2002 | 8 | 87.5% | 12.5% | .0% | 8 | 62.5% | 37.5% | .0% | .0% | .0% | 8 | 25.0% | 12.5% | 62.5% | .0% | .0% |
| | 2003 | 6 | 92.2% | 7.8% | .0% | 6 | 15.6% | 58.9% | 25.6% | .0% | .0% | 5 | .0% | 8.4% | .0% | 91.6% | .0% |
| | 2004 | 4 | 50.0% | 50.0% | .0% | 4 | .0% | 25.0% | 75.0% | .0% | .0% | 4 | .0% | 25.0% | 75.0% | .0% | .0% |
| | All Years | 26 | 83.1% | 16.9% | .0% | 26 | 40.6% | 37.6% | 21.8% | .0% | .0% | 23 | 12.5% | 20.6% | 53.3% | 13.6% | .0% |
| (G) Instrument flight skill | 2001 | 8 | 100.0% | .0% | .0% | 8 | 62.5% | 25.0% | 12.5% | .0% | .0% | 6 | 16.7% | 33.3% | 33.3% | 16.7% | .0% |
| | 2002 | 8 | 100.0% | .0% | .0% | 8 | 75.0% | 25.0% | .0% | .0% | .0% | 8 | 25.0% | 37.5% | 37.5% | .0% | .0% |
| | 2003 | 6 | 100.0% | .0% | .0% | 6 | 58.9% | 41.1% | .0% | .0% | .0% | 5 | .0% | 8.4% | 83.1% | 8.4% | .0% |
| | 2004 | 4 | 75.0% | 25.0% | .0% | 4 | .0% | 50.0% | 25.0% | 25.0% | .0% | 4 | .0% | .0% | 100.0% | .0% | .0% |
| | All Years | 26 | 94.0% | 6.0% | .0% | 26 | 50.7% | 33.4% | 9.9% | 6.0% | .0% | 23 | 12.5% | 22.2% | 59.7% | 5.5% | .0% |
| (H) Multi-engine/high performance aircraft operations | 2001 | 8 | 50.0% | 50.0% | .0% | 8 | 50.0% | 25.0% | 25.0% | .0% | .0% | 6 | .0% | 33.3% | 50.0% | 16.7% | .0% |
| | 2002 | 8 | 75.0% | 25.0% | .0% | 8 | 75.0% | 25.0% | .0% | .0% | .0% | 8 | 12.5% | 62.5% | 25.0% | .0% | .0% |
| | 2003 | 6 | 100.0% | .0% | .0% | 6 | 41.1% | 33.3% | 25.6% | .0% | .0% | 5 | .0% | .0% | 36.1% | 63.9% | .0% |
| | 2004 | 4 | 50.0% | 50.0% | .0% | 4 | .0% | 50.0% | 50.0% | .0% | .0% | 4 | .0% | 50.0% | 50.0% | .0% | .0% |
| | All Years | 26 | 64.8% | 35.2% | .0% | 26 | 44.1% | 32.2% | 23.6% | .0% | .0% | 23 | 4.1% | 42.4% | 39.7% | 13.8% | .0% |
| (I) Knowledge of Federal Aviation Regulations | 2001 | 8 | 100.0% | .0% | .0% | 8 | 75.0% | 25.0% | .0% | .0% | .0% | 6 | 16.7% | 50.0% | 16.7% | 16.7% | .0% |
| | 2002 | 8 | 100.0% | .0% | .0% | 8 | 75.0% | 25.0% | .0% | .0% | .0% | 8 | 37.5% | 37.5% | 25.0% | .0% | .0% |
| | 2003 | 6 | 100.0% | .0% | .0% | 6 | 58.9% | 15.6% | 25.6% | .0% | .0% | 5 | .0% | .0% | 36.1% | 63.9% | .0% |
| | 2004 | 4 | 75.0% | 25.0% | .0% | 4 | 25.0% | .0% | 75.0% | .0% | .0% | 4 | 25.0% | .0% | 75.0% | .0% | .0% |
| | All Years | 26 | 94.0% | 6.0% | .0% | 26 | 60.6% | 17.6% | 21.8% | .0% | .0% | 23 | 23.3% | 25.2% | 37.7% | 13.8% | .0% |
| (J) Aeronautical decision making (judgement skills) | 2001 | 8 | 100.0% | .0% | .0% | 8 | 75.0% | 12.5% | 12.5% | .0% | .0% | 6 | 16.7% | 50.0% | 16.7% | 16.7% | .0% |
| | 2002 | 8 | 100.0% | .0% | .0% | 8 | 87.5% | 12.5% | .0% | .0% | .0% | 8 | 25.0% | 25.0% | 50.0% | .0% | .0% |
| | 2003 | 6 | 100.0% | .0% | .0% | 6 | 15.6% | 84.4% | .0% | .0% | .0% | 5 | .0% | 8.4% | 83.1% | 8.4% | .0% |
| | 2004 | 4 | 50.0% | 25.0% | 25.0% | 3 | 33.3% | 33.3% | 33.3% | .0% | .0% | 3 | 33.3% | 33.3% | 33.3% | .0% | .0% |
| | All Years | 26 | 87.9% | 6.0% | 6.0% | 25 | 61.7% | 27.7% | 10.6% | .0% | .0% | 22 | 20.5% | 31.0% | 42.5% | 5.9% | .0% |
| (K) Actions, attitudes, and knowledge sec. considerations | 2001 | 8 | 75.0% | 25.0% | .0% | 8 | 62.5% | 25.0% | 12.5% | .0% | .0% | 6 | .0% | 66.7% | 33.3% | .0% | .0% |
| | 2002 | 8 | 50.0% | 50.0% | .0% | 8 | 50.0% | 25.0% | 25.0% | .0% | .0% | 8 | 25.0% | 25.0% | 50.0% | .0% | .0% |
| | 2003 | 6 | 92.2% | 7.8% | .0% | 6 | 7.8% | 41.1% | 51.1% | .0% | .0% | 5 | .0% | .0% | 36.1% | 63.9% | .0% |
| | 2004 | 4 | 25.0% | 75.0% | .0% | 4 | .0% | 25.0% | 75.0% | .0% | .0% | 4 | .0% | 25.0% | 75.0% | .0% | .0% |
| | All Years | 26 | 58.0% | 42.0% | .0% | 26 | 35.7% | 27.4% | 37.0% | .0% | .0% | 23 | 8.2% | 32.0% | 50.3% | 9.5% | .0% |
| (L) Dealing with integrity issues | 2002 | 8 | 75.0% | 12.5% | 12.5% | 7 | 57.1% | 28.6% | 14.3% | .0% | .0% | 7 | 28.6% | 57.1% | 14.3% | .0% | .0% |
| | 2003 | 6 | 74.4% | 25.6% | .0% | 6 | 15.6% | 58.9% | 25.6% | .0% | .0% | 5 | .0% | 8.4% | .0% | 91.6% | .0% |
| | 2004 | 4 | 75.0% | 25.0% | .0% | 4 | 25.0% | 50.0% | 25.0% | .0% | .0% | 4 | 50.0% | 25.0% | 25.0% | .0% | .0% |
| | All Years | 18 | 74.9% | 19.7% | 5.5% | 17 | 35.8% | 43.4% | 20.8% | .0% | .0% | 16 | 30.6% | 34.7% | 15.3% | 19.4% | .0% |
| | | | | | | | | | | | | | | | | | |
| (M) Developing your moral character | 2002 | 8 | 87.5% | .0% | 12.5% | 7 | 71.4% | 14.3% | 14.3% | .0% | .0% | 7 | 42.9% | 28.6% | 28.6% | .0% | .0% |
| | 2003 | 6 | 66.7% | 33.3% | .0% | 6 | 15.6% | 58.9% | 25.6% | .0% | .0% | 5 | .0% | .0% | 63.9% | 36.1% | .0% |
| | 2004 | 4 | 75.0% | 25.0% | .0% | 4 | 25.0% | 25.0% | 50.0% | .0% | .0% | 4 | 50.0% | 25.0% | 25.0% | .0% | .0% |
| | All Years | 18 | 78.7% | 15.9% | 5.5% | 17 | 41.6% | 28.3% | 30.1% | .0% | .0% | 16 | 36.5% | 21.2% | 34.7% | 7.7% | .0% |
| | | | | | | | | | | | | | | | | | |
| (N) Assertiveness in a leadership or subordinate role | 2002 | 8 | 87.5% | 12.5% | .0% | 8 | 87.5% | .0% | 12.5% | .0% | .0% | 8 | 12.5% | 50.0% | 37.5% | .0% | .0% |
| | 2003 | 6 | 74.4% | 25.6% | .0% | 6 | 41.1% | 33.3% | 25.6% | .0% | .0% | 5 | .0% | .0% | 91.6% | 8.4% | .0% |
| | 2004 | 4 | 75.0% | 25.0% | .0% | 4 | 25.0% | 50.0% | 25.0% | .0% | .0% | 4 | 25.0% | 50.0% | 25.0% | .0% | .0% |
| | All Years | 18 | 80.3% | 19.7% | .0% | 18 | 55.7% | 24.6% | 19.7% | .0% | .0% | 17 | 14.5% | 40.0% | 43.9% | 1.7% | .0% |
| | | | | | | | | | | | | | | | | | |
| (O) Ground/Flight training | 2003 | 6 | 100.0% | .0% | .0% | 6 | 41.1% | 58.9% | .0% | .0% | .0% | 5 | .0% | 8.4% | 83.1% | 8.4% | .0% |
| | 2004 | 4 | 25.0% | 50.0% | 25.0% | 2 | .0% | 50.0% | 50.0% | .0% | .0% | 2 | 50.0% | .0% | 50.0% | .0% | .0% |
| | All Years | 10 | 53.4% | 31.1% | 15.5% | 8 | 22.6% | 54.9% | 22.6% | .0% | .0% | 7 | 23.6% | 4.5% | 67.5% | 4.5% | .0% |
| (P) Time spent in FTD/Simulators | 2003 | 6 | 66.7% | 33.3% | .0% | 6 | 66.7% | 33.3% | .0% | .0% | .0% | 5 | .0% | .0% | 63.9% | 36.1% | .0% |
| | 2004 | 2 | .0% | .0% | 100.0% | 0 | .0% | .0% | .0% | .0% | .0% | 0 | .0% | .0% | .0% | .0% | .0% |
| | All Years | 8 | 36.6% | 18.3% | 45.1% | 6 | 66.7% | 33.3% | .0% | .0% | .0% | 5 | .0% | .0% | 63.9% | 36.1% | .0% |

ERAU Preparation response options for the Class of 2003 and 2004 survey: 1=Excellent, 2=Good, 3=Average, 4=Poor, 5=Very Poor.
Competence response options for the Class of 2001 and 2002 survey: 1=Very Good, 2=Good, 3=Average, 4=Poor, 5=Very Poor.
Usefulness response options: 1=Very Useful, 2=Somewhat Useful, 3=Not Useful

Comments from the question "Considering this ERAU graduate, what strengths do you perceive in his/her degree program?" - Daytona Beach

Class of 2001

He is a great team player and a very good flight instructor

(Name omitted) is employed in a part-time capacity that does not fully draw upon her educational background.

He was a very strong student during his basic introduction and flight training.

He is well rounded in aviation.

Graduate came to us with a solid aeronautical foundation.

Good study habits and well rounded

The knowledge of abiding by company policy and operations and technical competency.

Very motivated to aviation career.

(Name omitted) demonstrates flexibility with the ability to serve as company pilot and chief operator of our CAD equipment for our airport projects.

None-Average

Aeronautical knowledge

Procedure oriented, excellent customer's relation skills.

His understanding of aircraft performance, electronic navigation and flight control systems. Also his strong knowledge of FAA regulations is a plus.

Technical competence and understanding the university and flight programs.

Knowledge of aeronautical issues. Ability to resolve complex situations.

Good overall knowledge

Strong in aerodynamics!

Class of 2002

(Name omitted) has been continuously employed at Aviation Atlanta, Inc., as a Certified Flight Instructor since April 30, 2003, and under my direct supervision. Our operation consists of seventeen full time instructors, a chief instructor, two assistant chiefs, six part time dispatchers, and three aviation mechanics. (Name omitted) works well as a team member with the other instructors, dispatchers and mechanics. As his supervisor I receive favorable comments from his colleagues, his students and senior management. (Name omitted) conducts flight training under 14 CFR 141 and 14 CFR 61 to a wide variety of pilot candidates seeking private, commercial, and flight instructor certificates and instrument and multi-engine ratings. In addition he is a designated stage

check instructor for students enrolled in Private, Instrument, Commercial and Multi-Engine. His students consist of young adults preparing themselves for the airlines and midlife professionals learning to fly in pursuit of business, pleasure, and recreation. During (Name omitted) employment with Aviation Atlanta, Inc. his performance consistently exceeds the job requirements and he has received "superior" evaluations. He is routinely prepared in advance for his students, and his paper work is consistently accurate, complete and submitted in a timely manner. I have conducted stage checks on his student and have found them to be well prepared. From their proficient flying and safety actions, the high quality of his training is clearly evident. On his own initiative, (Name omitted) volunteered for Check Instructor training and after performing well in training was approved as a check instructor. Also, on his own initiative he volunteered as a mentor to new hires. His performance as a mentor has been excellent. In addition, (Name omitted) is viewed as the "professor emeritus" within our company and is thus used by both senior management and his colleagues for assistance to deal with difficult aviation technical problems. During my personal interactions with (Name omitted), I have found him to be exceptionally thorough in his concern for the well being of his student and energetically interested in his professional development as a pilot and flight instructor. His communication skills are extremely good in effectiveness with a wide variety of people of different ages, walks of life, and goals in aviation. He demonstrates a sincere interest in the welfare of his students by his thoroughness and preparation. (Name omitted) is able to accurately recognize his limitations as evidenced by his prompt requests for assistance when difficult situations arise. (Name omitted) is always cheerful, energetic, and relates in a friendly manner with his colleagues, students and management. He routinely demonstrates an above average intelligence and intellectual curiosity. During times when he does not have scheduled students, (Name omitted) is observed studying aviation material. (Name omitted) presents a professional image in his mannerisms, interactions, and his dress when he is on duty and on site. Were (Name omitted) to leave the company at this time, he would be re-hired without reservation based on his performance to date.

Good knowledge base. He has been better than most ERAU graduates that I have been in contact with.

Technical Knowledge; Systems, Performance, Regulation

Knowledge regarding Airline culture and know how.

Well educated, well prepared.

Very knowledgeable in all aspects of aviation.

Strong

Very good technical background, above average flying skills, especially instrument flying for the level of experience obtained at graduation.

Good pilot, great personality

Understanding technical applications of learned theory.

Obviously higher knowledge level. I don't know if you teach professionalism, but marked difference in professionalism and common courtesy of ER grads.

Class of 2003

Skill level and competency

GPS use. use of new technology
aircraft knowledge

Knowledge of the G.A. system and our place in it, a good fit for a no problem "employer can do attitude. -very important!

Aviation skills are good- such as pilot skills

He has excellent knowledge of required subjects; aerodynamics, FAA regulations, weather, etc.

The overall knowledge of the aviation industry and the evidence of their extensive training.

Professional procedural approach to piloting an aircraft.
Deep and sincere interest in flight training

Very trainable as 2nd in command but needs a lot of work before upgrade. Good IFR skills.

Knowledge of aviation in general along with good computer skills.

Outstanding all around knowledge and flight skills.

Nothing above average from any other flight school or college.

Good overall aeronautical knowledge base.

High level of situational awareness.

Integrates well in team environment.

Integrity and values are high

High regard for safety

He presently is not flying but is a supervisor of station operations.

The flight training. Seems that (Name omitted) is great with instrument procedures and approaches. As an alumnus, I can see that the Flight Dept. is still maintaining the highest standards with respect to safety.

Fantastic communication and leadership skills.

This graduate was better expressed than most of the recent ERAU interviewees we have seen in the past. He was ready to work as a flight instructor immediately.

Class of 2004

Dedication to aviation, high goal & standards

His ability to adapt to flying & flight instruction outside the area of ERAU curriculum.

Very Structured

It attracts those who love aviation

He presents very thorough and well planned ground lessons.

CRM, Multiengine/High Performance A/C ops.

None

Comments from the question "Considering this ERAU graduate, what strengths do you perceive in his/her degree program?" - Prescott

Class of 2001

Outstanding pilot skills. Excellent Instrument skills. Converses at any level.

(Name omitted) is very perceptive when analyzing her students' performance and that of others' students. Without being arrogant or overbearing. When her opinion is needed she offers it clearly and completely.

ERAU graduates, as with this one have very solid aviation foundation. There are no holes in their basic training.

Planning, scheduling projects- a 'self-starter'; leadership, motivational skills, and critical thinking

(Name omitted) is a very professional instructor and takes pride in being thorough with his students. He appears to enjoy keeping up to date on all areas of aviation, which I consider extremely important.

Attention to detail when concentrating on a particular project. Although he is not in a flight position, I can see his cockpit skills being very thorough and detailed.

Class of 2002

Excellent overall knowledge; 'well rounded'

Impressed with professionalism of this and other ERAU graduates.

Multi-engine instruction experience

Class of 2003

Knowledge

Not relating explicitly to this candidate, most ERAU grads have a good understanding of all attributes listed above A-5

Technical Knowledge

Lots of multiengine time - only employee I can insure to teach in our multiengine a/c because of how much more multiengine time she graduated with.

Solid Aeronautical Foundation

Excellent abilities to work/think independently.

Strong Aeronautical Foundation

Class of 2004

Communicates well with students regarding lesson plans. Volunteers for line-related duties. Gets along well with others.

Ability to follow directions & work independently

Strong in instrument flying skills and radio communications.

Computer

Comments from the question "Considering this ERAU graduate, what weaknesses do you perceive in his/her degree program?" - Daytona Beach

Class of 2001

The job is not challenging enough to give me such feedback.

I am unable to answer that as I did not fly or work with First Officer (Name omitted) on a day to day situation. However, I would say that paper work 'reports' could have been better.

Graduate was challenged by the complexity of jet transport aircraft at a major airline. His study techniques required improvement to progress in this program.

No weaknesses

Solving problems.

There are no apparent weaknesses and we look forward to (Name omitted) maturing and growing with the company.

None-Average

General studies, humanities, history.

Degree program only prepares applicants for airline jobs. A large percentage will work in other areas and are very ill prepared. They need better writing skills and more knowledge about other parts of the industry other than commercial aviation.

Lack of initiative.

Lacking interpersonal skills.

Lack of Part 135 ops

I don't know, but I know where to find it!

Communication, writing and verbal skills!

Class of 2002

Decision making in general aviation.

Very cocky. Ego out of line. I have 2 professional pilot grads here. They are both like that. Unlikely that I would promote or recommend either one.

I see no weakness

In working with private pilot applicants (student pilots) tends to get too technical with instruction because of background.

Too regimented. Needs to learn to be flexible with syllabus when weather changes. Not enough IFR actual time.

2 of 4 very shy.

Class of 2003

The understanding and value of integrity

Being able to think instead of being a robot

presentation skills

Sometimes these (pro pilots) over evaluate. Complicate, and exaggerate issues. Needs some instructions in business educate.

Need more people skills- need to talk more with passengers

Would like to see better people skills; better customer relations\service; a mentoring attitude (seeing things from the customer's perspective)

Sometimes seems unaware of need of management for feedback or "closure"

Basic flying skills in single engine aircraft not up to desired strengths.

Ratings are given too fast without developing basics. Poor VFR skills

none

none

No weakness in this graduate. I have known some ERAU graduates that are very cocky because of the degree. Flight education should be viewed as a never ending journey.

Not being taught how to use common sense and professionalism.

With this graduate as well as others from ERAU, sometimes lacking ability to correlate academics to "real life flying."

Technical - Hands on experience with aircraft systems

None

Overall, (Name omitted) has no concern of Corporate America. His inadequate knowledge and poor business etiquette in a professional setting is a major weakness and appears to have no sign of changing/improving.

Some exposure to running a FAR Part 61 flight school would be good experience. Basic business skills.

Class of 2004

N/A

None thus far.

Sometimes too Structured

Very little independent decision making or problem solving

I feel that much more emphasis needs to be placed in teaching professional flight instructors the art of customer service. Many new CFIS lack skills in time management.

None

None

Comments from the question "Considering this ERAU graduate, what weaknesses do you perceive in his/her degree program?" - Prescott

Class of 2001

Could be a little stronger in the team work area. Her peers (who are outstanding instructors) see the student as a person who circumvents the organizational chain of command in an effort to rapidly advance.

Initially, somewhat, inflexible - after some training and explanation they realize, more than one method all getting the correct results.

Not noted at this time.

Organizational and problem solving skills are weak.

Class of 2002

Lack of exposure to the industry outside of ERAU.

Lack of exposure to many types of aircraft. The similar fleet type while cost effective for you is not in the real world.

Improve basic flying skills, stalls, spins, crosswind landings.

Transition from student to employee issues, majoring, professionalism, etc..

Class of 2003

None

Leadership, Followership, Teamwork

English writing skills grammar.

Is only now learning that flying can be fun and safe- her training was so strict that she seemed to not remember that flying is fun.

Ethics/ Work Ethic

Work Ethic

None

Class of 2004

Overt obsession with money, sometimes to the consideration of his students.

Speaking in front of audience, taking basic instructions & building onto them.

Could be stronger in interpersonal communications and resolving concerns in working relationships.

Math