



Massachusetts Institute of Technology

MIT Summer 2007 First Year Survey

Administered July - August 2007

Welcome Tim Beaver!

(If you are not Tim Beaver, please retrieve your unique web link to this survey.)

Thank you for participating in the MIT Summer 2007 First Year Survey. The survey consists of 12 linked sections. Once you submit a section by hitting the "next" button, your answers will be saved for that section. After you have submitted a section, you may go back to it by using the back arrow on your browser. You may also return to the survey at a later time by returning to this web page. Your previously submitted answers will be displayed for you to edit if you wish. If you edit answers in a section, you must click the "next" button for that section to save the changes.

The survey is voluntary and you may answer as few or as many questions as you wish. Your responses will be confidential, so please be candid. Survey results will not be reported in any form that could identify an individual.

Your participation is very important and greatly appreciated!

Enter the Survey >>

If you have questions about this survey, or encounter difficulties in taking it, please contact mitsurveys@mit.edu.

Your Time in High School

1. During your last year of high school, about how many hours did you spend in a typical 7-day week doing each of the following?

	None	Less than 2 hours	2-4 hours	5-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	31-40 hours	More than 40 hours
Working on scheduled courses outside of class or lab (i.e., homework)										
Working for pay										
Volunteer work										
Participating in organized activities (e.g., arts, clubs, athletics, religious activities)										
Engaging in self-directed projects or activities (e.g., programming, tinkering, hobbies)										
Relaxing and socializing (watching TV, partying, etc.)										

2. During a typical week in high school, how many hours of sleep did you get, on average, each night?

- | | | |
|----------------------------------|----------------------------------|---|
| <input type="checkbox"/> 1 hour | <input type="checkbox"/> 5 hours | <input type="checkbox"/> 9 hours |
| <input type="checkbox"/> 2 hours | <input type="checkbox"/> 6 hours | <input type="checkbox"/> 10 hours |
| <input type="checkbox"/> 3 hours | <input type="checkbox"/> 7 hours | <input type="checkbox"/> 11 hours |
| <input type="checkbox"/> 4 hours | <input type="checkbox"/> 8 hours | <input type="checkbox"/> 12 hours or more |

3. During the past school year, have you ever felt overwhelmed by all you had to do?

- Never
 Occasionally
 Often
 Very Often

4. How many close friends do you have (meaning people that you feel at ease with, can talk to about private matters, and can call on for help)?

- 0 (none)
 1
 2
 3
 4
 5
 6
 7 or more

Abilities and Knowledge

The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. How confident are you in your current ability to do the following?

Confidence in current ability	Not at all confident									Completely confident
	0%				50%					100%
Write effectively										
Communicate well orally										
Acquire new skills and knowledge on my own										
Think analytically and logically										
Formulate/create original ideas and solutions										
Evaluate and choose between alternative courses of action										
Lead and supervise tasks and groups of people										
Relate well to people of different races										
Relate well to people of different nations and religions										
Function effectively as a member of a team										
Use quantitative tools (e.g., statistics, graphs)										
Place current problems in historical/cultural/philosophical perspective										
Identify moral and ethical issues										
Understand myself: abilities, interests, limitations, personality										
Confidence in current ability	Not at all confident									Completely confident
	0%				50%					100%
Function independently, without supervision										
Gain in-depth knowledge of a field										
Plan and execute complex projects										
Read or speak a foreign language										
Appreciate art, literature, music, drama										
Develop an awareness of social problems										
Resolve interpersonal conflicts positively										
Synthesize and integrate ideas and information										
Understand the process of science and experimentation										
Evaluate the role of science and technology in society										
Make new friends easily										
Identify appropriate sources and cite them properly in your work										

How confident are you in your current ability to do the following?

	Not at all confident									Completely confident
	0%				50%					100%
COMMUNICATION										
Write a clear and precise description of an experiment's purpose, procedures, and results.										
When giving a talk, understand when you need to stop and clarify an idea for your audience.										
Write a two-page report summarizing a project and its outcome for a supervisor.										
Convincingly talk about your most important work experiences in a job interview.										
Write a letter explaining your career interests for a summer job application.										
Use technical drawings or graphics to communicate key project ideas to a class.										
Write a persuasive analytic or interpretive essay.										
	Not at all confident									Completely confident
TEAMWORK AND LEADERSHIP	0%				50%					100%
Give constructive criticism to a team member who is not performing well.										
Make sure a team sets ground rules for how the team will work together.										
Motivate others to work long hours to meet a deadline.										
Facilitate a group with members who strongly disagree so the group can reach a successful project solution.										
	Not at all confident									Completely confident
CREATIVE AND TECHNICAL ABILITIES	0%				50%					100%
Generate an idea or concept that seems completely new.										
Design and build something new that performs very close to your design specifications.										
Apply knowledge of math in solving technical problems.										
Apply knowledge of science fundamentals in solving technical problems.										
Understand exactly what is new and important in a groundbreaking scientific article.										
Recognize and understand the key organizing principles (laws, methods, etc.) underlying a technical problem.										
Quickly grasp the limits of a technology well enough to judge whether a project should use it.										
Create an original work of art, literature, or music.										

Your Time in College

During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing each of the following?

	None	Less than 2 hours	2-4 hours	5-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	31-40 hours	More than 40 hours
Working on scheduled courses outside of class or lab (i.e., homework)										
Working for pay, including Undergraduate Research Opportunities Program (UROP)										
Volunteer work										
Participating in organized activities (e.g., arts, clubs, athletics, religious activities)										
Engaging in self-directed projects or activities (e.g., programming, tinkering, hobbies)										
Relaxing and socializing (watching TV, partying, etc.)										

Expectations for College

While in college, what is the best guess as to the chances that you will:

	No chance	Very little chance	Some chance	Very good chance
Participate in student government?				
Get a job to help pay for college expenses?				
Join a social fraternity or sorority?				
Join an independent living group?				
Play varsity/intercollegiate athletics?				
Make at least a "B" average?				
Need extra time to complete your degree requirements?				
Participate in student protests or demonstrations?				
Transfer to another college before graduating?				
Be satisfied with your college?				
Participate in volunteer or community service work?				
Seek personal counseling?				
Communicate regularly with your professors?				
Socialize with someone of another racial/ethnic group?				
Participate in student clubs/groups?				
Have a roommate of different race/ethnicity?				
Participate in an educational or public service experience outside the U.S. (e.g., study-abroad program or internship)?				
Know some faculty well enough to get a good letter of recommendation?				

Expectations for Freshman Year

The statements below reflect a variety of expectations about the first year of college. Thinking about the coming academic year, please indicate the extent to which you agree or disagree with these statements.

	Strongly disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Strongly agree
My classes will be more exciting than my high school classes.					
I will be challenged intellectually.					
I will be able to study things I feel passionate about.					
My classes will stimulate my interests in new areas.					
Some of the subjects I study this year will be so interesting that I might do more than the required work.					
I will have opportunities for hands-on activities (lab work, experiments, project-based experiences, etc).					
I will be involved in a research project.					
My classes at MIT will teach me how to be a good problem-solver.					
What I will learn my first year will help me determine how I can use my skills to solve real world problems and issues.					
	Strongly disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Strongly agree
My instructors will be exciting and engaging.					
I will be able to talk to faculty outside of class about my interests.					
Faculty will be encouraging and helpful.					
I will collaborate with and learn from other students.					
The connections I will form at MIT will make me feel that I belong to a close-knit community.					
I will have an opportunity during the first year to explore different majors.					
The first year will give me good preparation for the academic work of sophomore year.					
I will be able to maintain a balance between my academic work and other aspects of my life.					
I will read material not assigned for a class or class project (e.g., books, scientific articles, newspapers, magazines).					

Expectations for Freshman Year

In the coming academic year, how often do you anticipate doing each of the following?

Research, Writing and the Arts	Never	Occasionally	Often	Very Often
Conduct research using historical archives, surveys, field work, or other primary sources on a project.				
Prepare two or more drafts of a paper or assignment before turning it in.				
Attend a concert or other music event, on or off campus.				
Participate in a music activity (orchestra, chorus, etc.) on or off campus.				
Participate in art (pottery, painting, etc.) or theatrical production (acting, dancing, etc.) on or off campus.				
Write a poem, story, or other creative writing piece for a class.				
Use MIT Libraries' website to access electronic journals, books, and other materials.				
Faculty	Never	Occasionally	Often	Very Often
Work harder than you thought you could to meet the instructor's standards or expectations.				
Work with a faculty member on a research project for credit or not for credit.				
Discuss your career plans and ambitions with a faculty member.				
Discuss your academic work with a faculty member.				
Discuss your course selection plans with a faculty member.				
Have intellectual discussions with a faculty member outside of class.				
Interact with a faculty member at a social event.				

Learning Styles

1. When you find something in your academic work that is really interesting, how likely are you to:	Not very likely 1	2	Somewhat likely 3	4	Very likely 5
Make time to look into it more deeply later?					
Talk about it with other students?					
Find faculty or other professionals working on this topic?					
2. When you encounter difficult material in a subject, how likely are you to:	Not very likely 1	2	Somewhat likely 3	4	Very likely 5
Keep notes on what you don't understand?					
Find other resources to help you understand it (e.g., web, textbooks, etc.)?					
Find an instructor to discuss your questions with?					
Spend time working to understand the problem before seeking help?					
Wait until you can talk to other students to work it out?					
Skip it and hope it won't be important later on?					
Start meeting regularly with other students to work together on class material?					
Reflect on whether this is an area of weakness you need to address?					
3. If you handed in homework problems and you got everything right, but there is something you still don't understand, how likely are you to:	Not very likely 1	2	Somewhat likely 3	4	Very likely 5
Go back and study on your own to understand it?					
Ask other students about it to gain a better understanding?					
Try to talk with an instructor about it after class?					
4. When you are assigned a complex project that can be solved in different ways, how likely are you to:	Not very likely 1	2	Somewhat likely 3	4	Very likely 5
Set up a plan that maps out the order of tasks?					
Schedule extra time for things that will be difficult for you?					
Spend some time thinking about its goals before starting to work on it?					
Finish up the basic work early so that you can do a careful review?					
Pick a method that shows your strengths, even if it isn't the easiest?					
Break the project up into smaller sections and work on one section at a time?					
Focus on one method and stick with it unless you hit a dead end?					
Think through several distinct methods and then choose one to start with?					

	Not very likely 1	2	Somewhat likely 3	4	Very likely 5
5. Before you turn in an assignment, how likely are you to ask for feedback on a draft?					

Perceptions of MIT Priorities

Please indicate how much emphasis you believe MIT currently places and how much it should place on each of the following:

	I. Current Emphasis					II. Emphasis Should Be						
	Very little/ none		Mod- erate		A great deal	Don't Know	Very little/ none		Mod- erate		A great deal	Don't Know
Faculty research												
Teaching undergraduates												
A broad liberal arts education												
Intercollegiate athletics												
Extra-curricular activities other than intercollegiate athletics												
A commitment to intellectual freedom												
A racially/ethnically diverse student body												
Quality of residential life												
Skills valuable in the workforce												
Moral/ethical development												
Need-based financial aid (based on ability to pay)												
Non-need (merit) aid												

Expectations for Major

1. At this point in time, what major are you most interested in?

Aerospace Engineering (Course 16); Aerospace Engineering with Information Technology (Course 16); Anthropology (Course 21A); Archaeology and Materials (Course 3); Architecture (Course 4); Biological Engineering (Course 20); Biology (Course 7); Brain and Cognitive Sciences (Course 9); Chemical Engineering (Course 10); Chemical-Biological Engineering (Course 10); Chemistry (Course 5); Civil Engineering (Course 1); Comparative Media Studies (Course CMS); Computer Science and Engineering (Course 6); Earth, Atmospheric, and Planetary Sciences (Course 12); Economics (Course 14); Electrical Engineering and Computer Science (Course 6); Electrical Science and Engineering (Course 6); Environmental Engineering Science (Course 1); Foreign Languages and Literatures (Course 21F); History (Course 21H); Humanities (Course 21); Humanities and Engineering (Course 21); Humanities and Science (Course 21); Linguistics and Philosophy (Course 24); Literature (Course 21L); Management Science (Course 15); Materials Science and Engineering (Course 3); Mathematics (Course 18); Mechanical and Ocean Engineering (Course 2); Mechanical Engineering (Course 2); Music (Course 21M); Nuclear Science and Engineering (Course 22); Ocean Engineering (Course 13); Philosophy (Course 24); Physics (Course 8); Political Science (Course 17); Science, Technology, and Society (Course STS); Urban Studies and Planning (Course 11); Writing (Course 21W); Undecided

(Regarding the major listed above)

How confident are you that this will be the right major for you?

- Not confident at all/ Don't know enough yet
- Slightly confident
- Somewhat confident
- Confident
- Very confident

2. If you are uncertain about the major selected above and are trying to choose between two majors, what is the other major you are thinking about?

[same list as above]

3. What is the highest academic degree you think you might obtain at MIT or elsewhere:

- Bachelor's degree
- Master's degree
- Ph.D.
- Professional master's degree (MBA, MSW, etc.)
- Medical degree
- Law degree
- Professional doctorate (EdD., DDiv.)
- Other

About You

1. Is English your native language?

- Yes
 No

2. How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up?

	Completely non-White	Mostly non-White	Roughly half non-White	Mostly White	Completely White
High school I last attended	<input type="checkbox"/>				
Neighborhood where I grew up	<input type="checkbox"/>				

3. Which of the following religions best reflects your own childhood and family background?

Baptist; Buddhist; Church of Christ; Eastern Orthodox; Episcopalian; Hindu; Jewish; LDS (Mormon); Lutheran; Methodist; Muslim; Presbyterian; Quaker; Roman Catholic; Seventh Day Adventist; Unitarian Universalist; United Church of Christ/Congregational; Other Christian; Other Religion; None

4. What is the highest level of education completed by each of your parents?

Please mark their highest degree below:

Mother	Father	
<input type="checkbox"/>	<input type="checkbox"/>	No high school diploma or equivalent
<input type="checkbox"/>	<input type="checkbox"/>	High school diploma or equivalent
<input type="checkbox"/>	<input type="checkbox"/>	Post-secondary school other than college
<input type="checkbox"/>	<input type="checkbox"/>	Some college or associate's degree
<input type="checkbox"/>	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	<input type="checkbox"/>	Graduate or professional degree

5. Do you have any concern about your ability to finance your college education?

- None (I am confident that I will have sufficient funds)
 Some (but I probably will have enough funds)
 Major (not sure I will have enough funds to complete college)

6. To what extent do you agree or disagree with this statement: I will be seriously burdened by loan payments when I graduate.

- Strongly disagree
 Disagree
 Agree
 Strongly agree

Final Thoughts

1. Thinking about starting your freshman year at MIT, what are you most looking forward to? [OPEN TEXTBOX]

2. What worries you the most? [OPEN TEXTBOX]

Thank you for participating in this survey. Your responses will be very helpful to faculty and administration as they work to improve the quality of all aspects of life at MIT.

If you have any questions, please contact mitsurveys@mit.edu.