

2011 Enrolled Graduate Student Survey *Highlights*

At the end of March 2011, MIT invited all enrolled graduate students to participate in a web-based survey that contained questions about: satisfaction with various academic and non-academic experiences, how students' skills have been enhanced while at MIT, workload, obstacles to academic progress, usage of and satisfaction with various resources, and perceptions of climate. The survey closed mid-May with a 56% response rate. The last survey of this type was administered in 2004.

As with most surveys, MIT will generate school- and department-level frequency reports, provided there are at least five students who answered the survey per department.

The attached report shows overall frequencies for each question on the survey (by degree objective), along with summary charts. Below are some of the highlights.

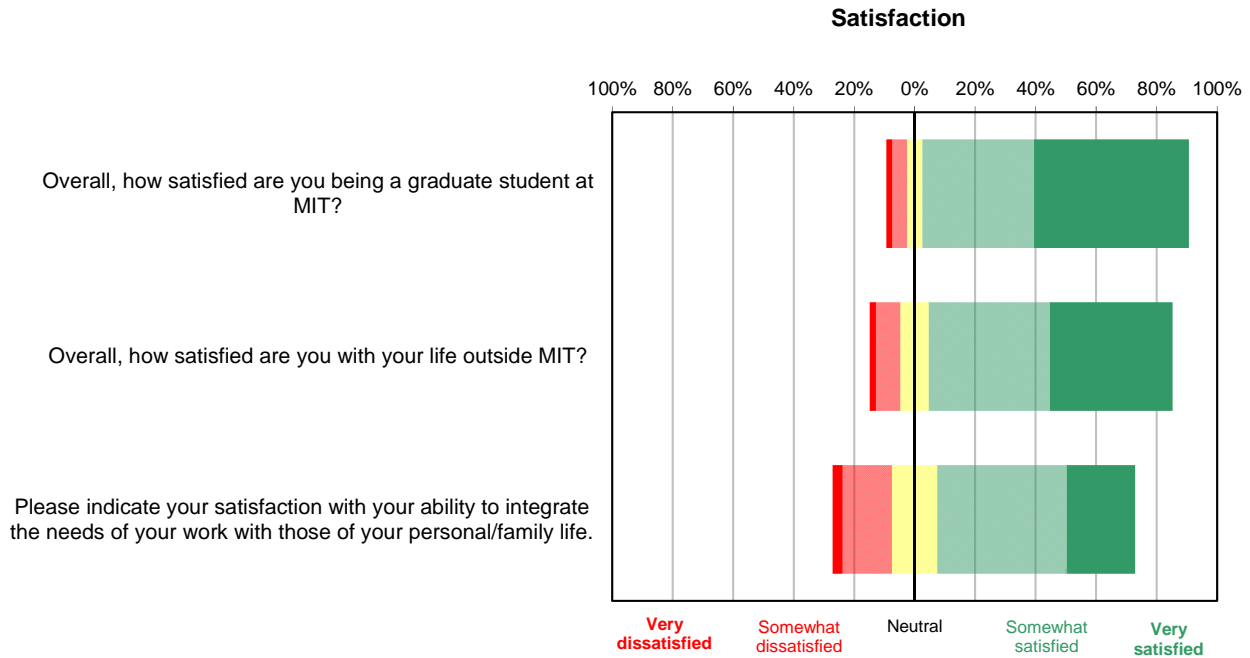
Demographics

- Immediately prior to coming to MIT, the majority of master's students were working (69%), while the majority of doctoral students were in undergraduate school (54%).
- More than three-quarters of master's students expect to obtain their degree in two years or less. More than half of doctoral students expect to remain at MIT five or more years.
- Nearly half of graduate students reported having a spouse or partner. The vast majority of graduate students do not have children (91%).
- More than half of graduate students reported living in off-campus housing (60%).
- 52% of graduate students were born in the U.S.

Overall Satisfaction

- Respondents said they were quite satisfied overall being a graduate student at MIT (88% somewhat or very satisfied).
- Slightly fewer students reported being satisfied with their life outside MIT (81% somewhat or very satisfied).
- Fewer still reported being satisfied with their ability to integrate the needs of their academic work with the needs of their personal/family life (65% somewhat or very satisfied).
- All three measures of satisfaction are charted below.

2011 Enrolled Graduate Student Survey Highlights



- Graduate students were also asked to rate the overall quality of their academic and student life experience at MIT. 78% of students rated their academic experience as very good or excellent, while 56% of students gave the same rating for their student-life experience.

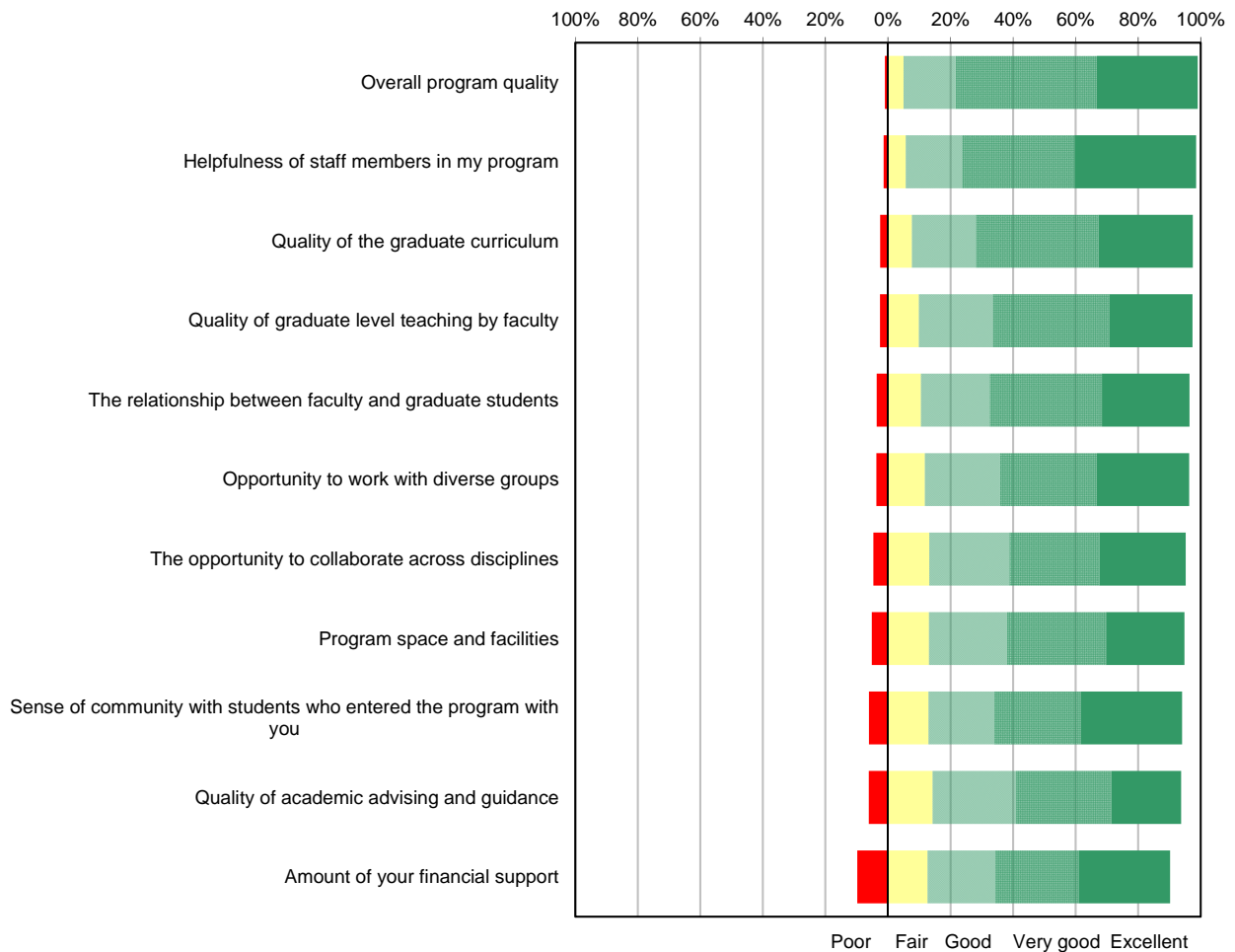
Quality of Program

- Regarding 11 specific elements of their academic program, graduate students tended to give the highest ratings to “Overall program quality” and “Helpfulness of staff members in my program” and the lowest ratings to “Amount of your financial support” and “Quality of academic advising and guidance.” See chart below.
- There were some differences by degree type along these measures. Master’s students, on average, rated the quality of “Opportunity to work with diverse groups” higher than doctoral students. In contrast, doctoral students reported higher ratings for “Amount of your financial support” and “Quality of academic advising and guidance.”

2011 Enrolled Graduate Student Survey Highlights

Quality of Your Program

(sorted in descending order by sum of 'Good', 'Very good' & 'Excellent')

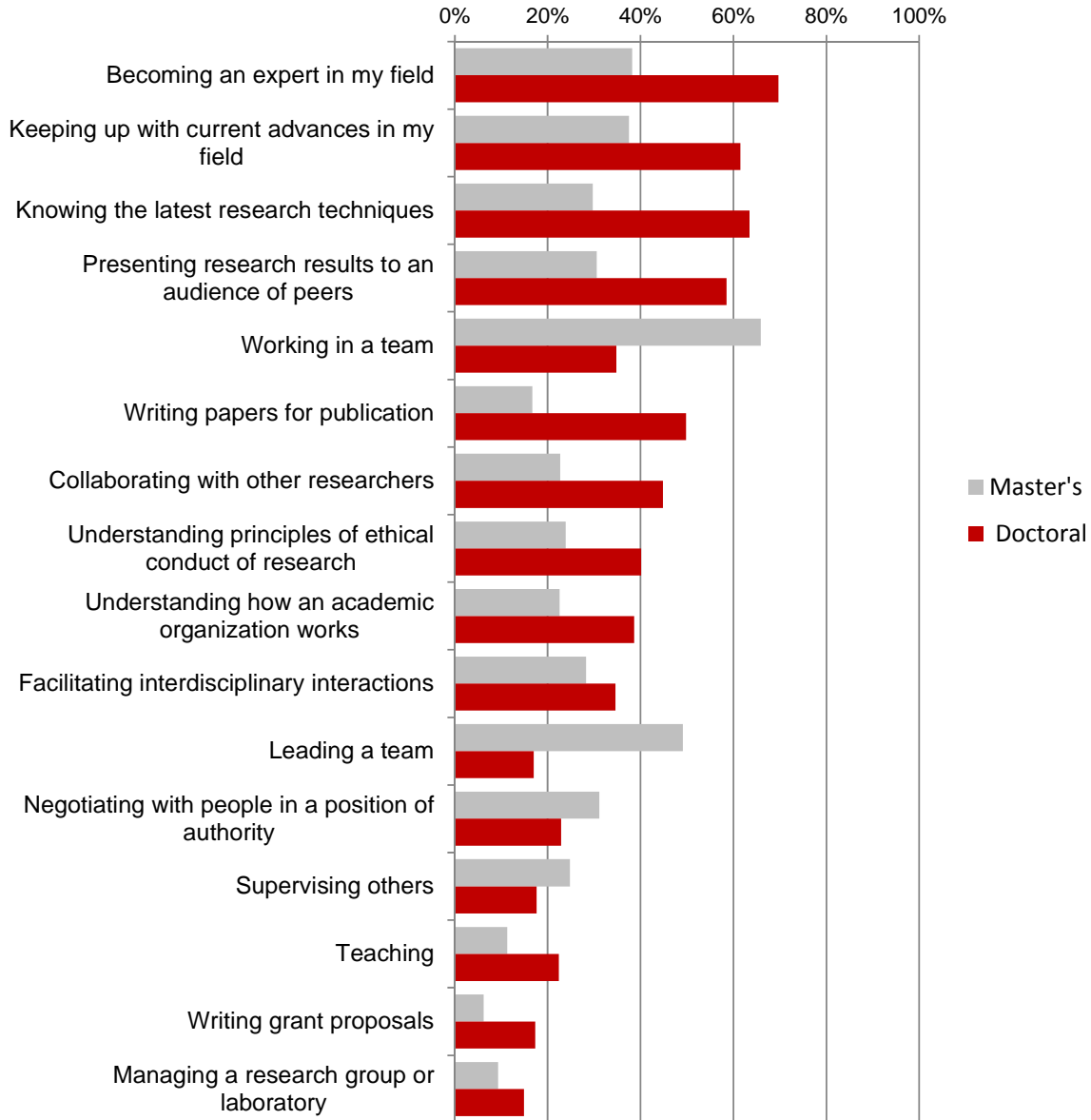


Skill Development

- When asked how their graduate education at MIT enhanced various skills, master's students and doctoral students rated the items quite differently. Master's students tended to assign higher values (than doctoral students) to items related to working with other people ("Working in a team," "Leading a team," "Negotiating with people in a position of authority," "Supervising others"). On the other hand, doctoral students stressed skills related to research and teaching ("Becoming an expert in my field," "Knowing the latest research techniques," "Writing papers for publication," "Teaching," etc.). See chart below.

2011 Enrolled Graduate Student Survey Highlights

Please indicate the extent to which your graduate education at MIT is enhancing these skills.
(% 'To a great extent')



Sorted in descending order by overall results.

2011 Enrolled Graduate Student Survey Highlights

Workload

- More than 60% of graduate students said that the reasonableness of their workload was about right. Only 5% said their workload was much too heavy.
- On average, master's students reported spending more time in class than doctoral students (15 hours per week for master's students, compared to 6 hours per week for doctoral students). There was a similar pattern for hours spent on homework. As expected, doctoral students reported spending more time on research (40 hours per week, compared to 14 hours for master's students).

Academic Obstacles

- On the survey, students were asked to rate the extent to which 20 factors have been an obstacle to their academic progress. The obstacles included, for example, the availability of faculty, program structure or requirements, family obligations, time management, and academic and/or social isolation. For master's students the top three obstacles were "Time management," "Course scheduling," and "Work/financial commitments." For doctoral students the top three were "Time management," "My self-confidence," and "Academic and/or social isolation."

Career Development

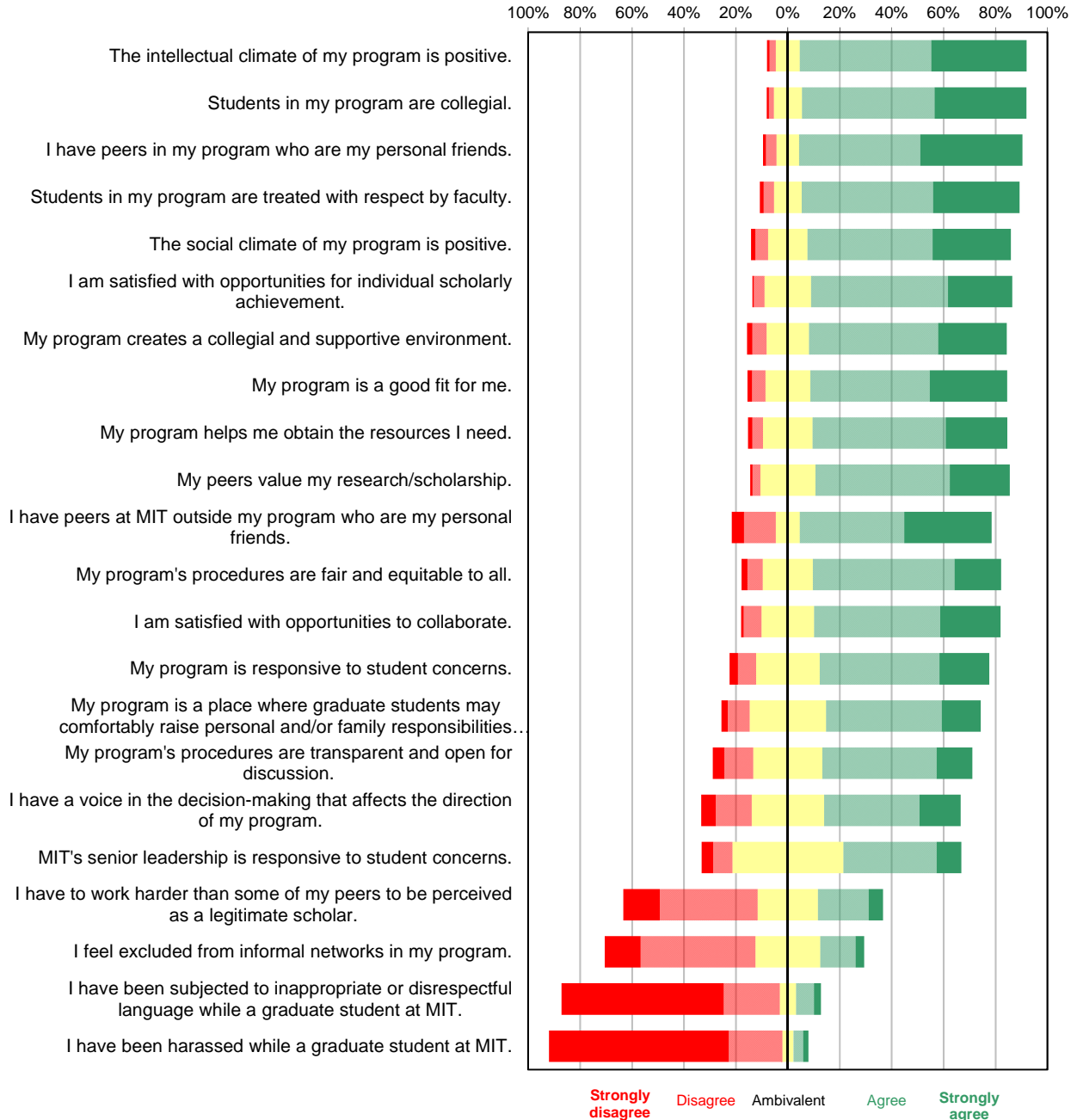
- In the past academic year nearly 60% of graduate students said they discussed issues related to professional development with their advisor (65% for doctoral students; 49% for master's students).
- Nearly three-quarters of students agreed or strongly agreed with the following statement: "My program is preparing me adequately for my current career goals."
- Nearly the same percentage of students agreed that their advisor would support them in any career path they chose (69% of master's students; 75% of doctoral students).

Perceptions of Climate

- For the most part graduate students said they feel valued and respected by faculty and peers, feel part of a strong intellectual and social environment, and can obtain the resources they need. Relative to other items, students were more likely to disagree that they have a voice in decision-making that affects the direction of their program and that MIT's leadership is responsive to their needs.
- The chart on the next page shows the responses to the following question: "Perceptions of Climate: To what extent do you agree with each of the following statements."

2011 Enrolled Graduate Student Survey Highlights

To what extent do you agree or disagree with the following statements?
(sorted in descending order by sum of 'Agree' & 'Strongly agree')



2011 Enrolled Graduate Student Survey
Highlights

Leadership Assessment

- On the survey, students were asked to assess the extent to which their leadership skills were enhanced while at MIT. The 17 items fall into four categories: Communication, Teamwork, Adversarial situations/conflict, and Community. The responses for master's and doctoral students were rather similar. Students tended to rate the Communication and Teamwork items higher than the other two categories. The lowest rated items pertained to community issues (organizing community events, volunteering for leadership roles, outreach and public relations activities, etc.).