



2006 Fall Freshman Survey

Welcome to MIT!

The purpose of this survey is to learn about your high school experiences and your expectations for the freshman year. The information obtained from you and other freshman will help us identify strategies to improve the undergraduate program at MIT.

The survey is voluntary and you may answer as many questions as you wish. Your responses will be strictly confidential and reports will include only aggregate data.

Your participation is very important and greatly appreciated.

Enter the Survey >>

(You will need MIT Web Certificates to enter the questionnaire.)

If you have any questions about this survey, please contact websurvey@mit.edu.

Pre-MIT Experiences

We are interested in learning about some of the experiences (both in and out of school) that you had before coming to MIT. Prior to coming here, did you *create* or *build* something in any of the following areas? If you have done more than one activity in an area, answer about the one that was most important to you.

1a. The Arts. A short story, play, set of poems, paintings, sculpture or other artistic product (but not something that was primarily based on computer media).

- Yes
- No

1b. (If Yes) Did you:

Follow an outline and/or detailed instructions provided by someone else?

OR

Create your own artistic product or make your own major modifications to the outline or instructions provided by someone else?

1c. (If Yes) Did you work on your own or with others? (Check only one response)

- On my own, not in a class or program with others
- On my own, in a class or program with others who were working on similar projects or activities
- Worked with others on a shared project or activity

2a. Structural. A construction in wood, metal, stone, or other material that performs a practical function.

- Yes
- No

2b. (If Yes) Did you:

Follow a detailed design and/or detailed instructions provided by someone else?

OR

Create your own design or make your own major modifications to the design or instructions provided by someone else?

2c. (If Yes) Did you work on your own or with others? (Check only one response)

- On my own, not in a class or program with others
- On my own, in a class or program with others who were working on similar projects or activities

- Worked with others on a shared project or activity

3a. Electrical. An electrical circuit packaged for practical use.

- Yes
 No

3b. (If Yes) Did you:

- Follow a detailed design and/or detailed instructions provided by someone else?
OR
 Create your own design or make your own major modifications to the design or instructions provided by someone else?

3c. (If Yes) Did you work on your own or with others? (Check only one response)

- On my own, not in a class or program with others
 On my own, in a class or program with others who were working on similar projects or activities
 Worked with others on a shared project or activity

4a. Computer Programming Language (other than computer media). A working program with a practical use.

- Yes
 No

4b. (If Yes) Did you:

- Follow a detailed design and/or detailed instructions provided by someone else?
OR
 Create your own design or make your own major modifications to the design or instructions provided by someone else?

4c. (If Yes) Did you work on your own or with others? (Check only one response)

- On my own, not in a class or program with others
 On my own, in a class or program with others who were working on similar projects or activities
 Worked with others on a shared project or activity

5a. Computer Media Arts. Creating or combining media material into a complete product.

- Yes
 No

5b. (If Yes) Did you:

- Follow a detailed design and/or detailed instructions provided by someone else?
OR
 Create your own design or make your own major modifications to the design or instructions provided by someone else?

5c. (If Yes) Did you work on your own or with others? (Check only one response)

- On my own, not in a class or program with others
 On my own, in a class or program with others who were working on similar projects or activities
 Worked with others on a shared project or activity

6a. Mechanical. An assembly of working parts that performed a function. The project could have included significant improvements in an existing system like engine performance.

- Yes
 No

6b. (If Yes) Did you:

- Follow a detailed design and/or detailed instructions provided by someone else?
OR
 Create your own design or make your own major modifications to the design or instructions provided by someone else?

6c. (If Yes) Did you work on your own or with others? (Check only one response)

- On my own, not in a class or program with others
- On my own, in a class or program with others who were working on similar projects or activities
- Worked with others on a shared project or activity

7. During high school, how much experience did you have participating in the following types of group activities?

	No Experience	A Slight Amount of Experience	Some Experience	A Moderate Amount of Experience	A Great Deal of Experience
a. Athletic teams (soccer, baseball, rowing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Debate team, math team, or other academic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Music, theater group, student newspaper, or literary magazine, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Public, community service, or political projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Long-term projects (more than 1 mo.) with an educational focus where you had to cooperate with team members to reach a common goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click Next to save your entries on this page and proceed to the next page.

Expectations about Freshman Year

8. The statements below reflect the variety of expectations about the freshman year that students may have when they enter MIT. How IMPORTANT is it to you that the following things happen during your freshman year?

	Not Very Important 1	2	Somewhat Important 3	4	Very Important 5
a. My freshman classes will be more exciting than my high school classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I'll be challenged intellectually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I'll be able to study things I feel passionate about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My classes will stimulate my interests in new areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I'll be so interested in some of the subjects I study that I'll want to do more than the required work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. What I learn during freshman year will expose me to new ways of thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I'll have opportunities for hands-on activities (lab work, project-based experiences, etc).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I'll be able to explore my intellectual interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I'll conduct experiments and/or projects using scientific methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I'll be involved in a research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

k. My classes will teach me how to be a good problem-solver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My classes will help me see connections between what I'm learning in school and "real world" problems and issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not Very Important 1	2	Somewhat Important 3	4	Very Important 5
m. What I learn will help me determine how I can use my skills to make a difference in the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. My teachers will be exciting and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I'll be able to talk to faculty outside of class about my interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Some faculty will know me well enough to write a good letter of recommendation for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Faculty will be encouraging and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. I expect to collaborate and learn from other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. I'll talk about concepts and ideas with other students who are as excited about these things as I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. The connections I form will make me feel that I belong to a close-knit community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. I'll have an opportunity during freshman year to explore different majors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Freshman year will give me good preparation for the academic work of sophomore year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. By the end of freshman year, I'll feel confident about my choice of major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. I'll be able to maintain a balance between my academic work and other aspects of my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Teamwork

9. Students come to MIT with different teamwork experiences. Please tell us your attitudes about working in teams by indicating how much you disagree or agree with each of the following statements:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
a. I work best when I work with people who are among my best friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Good teams divide up tasks so each individual can do his/her part alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Individuals working alone are the source of most major innovations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I like working in a group that solves problems together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e. Teams usually have someone who just goes along for a free ride.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I prefer to work on a team when I'm the leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. It's fun when team members keep building and improving on each other's ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. It bothers me when the quality of my work is judged by what the team does.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
i. Being on a team is a lot of work for not much reward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teams come up with more creative ideas than individuals working alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Team leaders get all the credit for a team's success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I come up with my best ideas when I don't have to work with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Teams can usually do a better job on big tasks than individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. It's not often that a team pulls together on a task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Individuals are more creative than teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Some projects lend themselves better to teams than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Ways of Learning

MIT students have different ways of learning. Please tell us how likely you would be to do the following:

10. 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
a. Take some time right away to look into it more deeply?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Write down your questions or ideas with the intention of looking into them in the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Come back to it when you have time and spend an hour or more exploring it further?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. When there is something you don't understand in a textbook or in your class notes, how likely are you to:	Not Very Likely 1	2	Somewhat Likely 3	4	Very Likely 5
a. Keep notes on what you don't understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Look for other resources to help you understand it (e.g., web, textbooks, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ask another student about his/her understanding of the problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Find an instructor to discuss your questions with?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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12. When you encounter difficult material in your studies, how likely are you to:	Not Very Likely 1	2	Somewhat Likely 3	4	Very Likely 5
a. Spend substantial time working on it alone before asking others about it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Wait until you can talk to other students to work it out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wait until you can contact an instructor who can explain it to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Skip it and hope it won't appear on the next test?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. If you handed in some homework problems and you got everything right, but you see 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
a. Let it go and hope you'll be able to come back to it later on?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Make a mental note to be on the alert for an opportunity to ask someone about it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Go back and study on your own to understand it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ask other students about it to gain a better understanding?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ask an instructor about it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Given a project with a month or more to complete, how likely are you to:	Not Very Likely 1	2	Somewhat Likely 3	4	Very Likely 5
a. Set up a schedule with milestones to complete?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Spend some time thinking about its goals before starting to work on it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Try to identify ahead of time what the hardest part will be?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Have all the basic work for the project completed two days or more ahead of time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. When you are assigned a really complex project that can be approached from many different angles, how likely are you to:	Not Very Likely 1	2	Somewhat Likely 3	4	Very Likely 5
a. Take some time to analyze the nature of the project objectives before starting to work on it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Decide on an approach and start working on it right away?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Focus on one approach and stick with it unless you hit a dead end?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Develop a couple of approaches and then analyze which would be the best?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Break the project up into smaller sections and work on one section at a time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Future Plans

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

Please select major...

(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

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

Please select major...

18. 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

Click FINISH to save your entries on this page and finish this survey.

Thank you so much for taking the time to answer this survey.

You are now done with the full survey. You may return to the survey while it is open to edit or complete your answers.

If you have any questions about this survey, please contact websurvey@mit.edu.
