

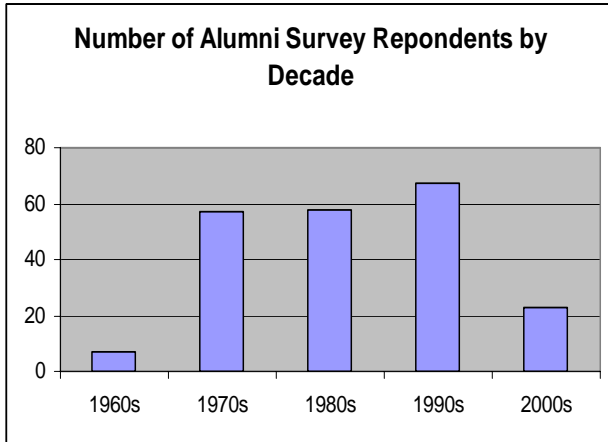
# ESG Alumni Survey Statistics

July 30, 2007

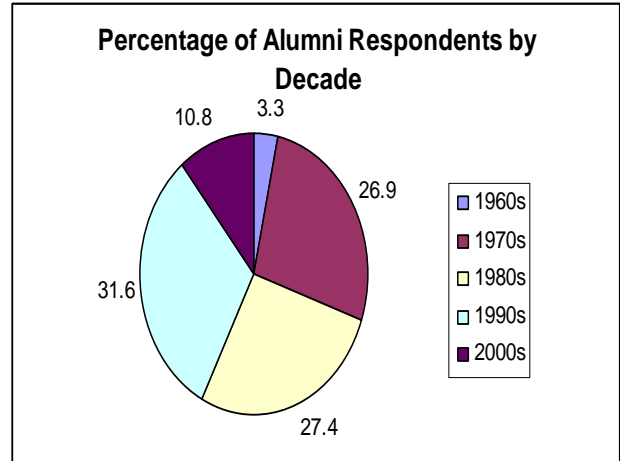
*Q1: Respondents by Decade n=212*

Shown below

in Figure 2 are the number and percentage of respondents by decade.



**Figure 2a:** data showing the number of survey respondents sorted by the decade they entered MIT

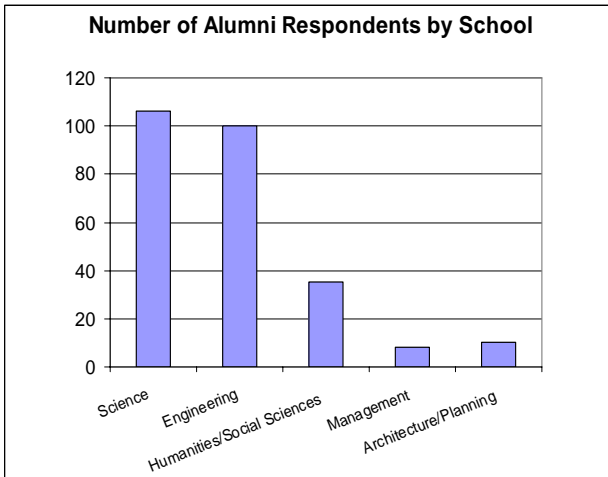


**Figure 2b:** data showing the relative percentages of alumni who responded to the survey sorted by the decade they entered

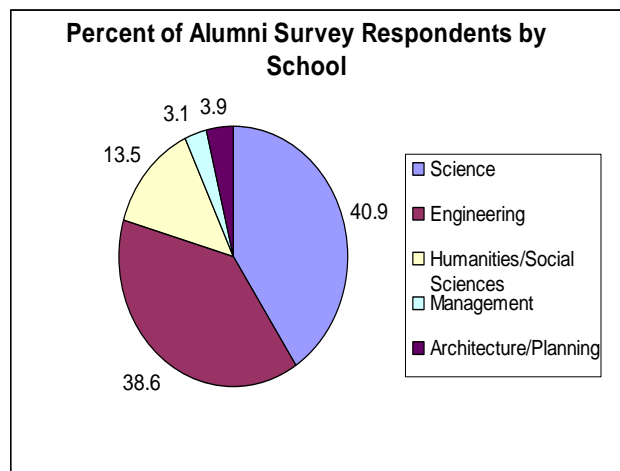
The majority of alumni respondents, which entered MIT in the 1970s, 1980s, and 1990s, represented 57, 58, and 67 alumni, respectively. There were only 7 alumni who had entered MIT in the 1960s, and 23 alumni that entered MIT in the 2000s.

*Q2: Respondents by majors n=211*

Although 211 people responded to this question, the actual number of respondents by major was slightly higher (~258) because some people double majored.



**Figure 1a:** a graph comparing the number of alumni survey respondents by school.



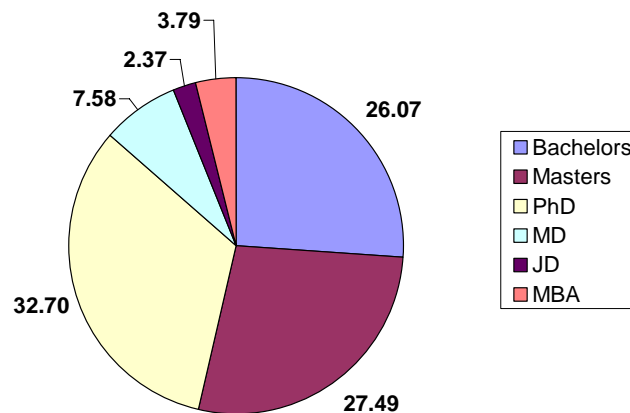
**Figure 1b:** a pie chart showing the relative percentages of alumni respondents by school

Most of the respondents were divided almost equally among the School of Science and the School of Engineering, with the former representing 40.9% of respondents (106 alumni) and the latter representing 38.6% of respondents (100 alumni). The other 20.5% of respondents consisted of Humanities, Social Science, Management, and Architecture majors.

*Q3: Respondents Sorted by Highest Degree of Education n=156*

As shown in Figure 3, 75% of ESG alumni went on for a higher degree, with 43% completing a JD, MD, or Ph.D.

**Alumni Respondents Sorted by Highest Degree Achieved (Percent of Total)**



**Figure 3:** a pie chart showing the relative percent of alumni achieving a specific higher degree of education

*Q4: Alumni Involvement at ESG n=212*

Figure 4 illustrates the percent (relative to the total number of respondents) of alumni involved in ESG according to the following categories: took a core subject, took a HASS subject, took a HASS seminar, acted as an associate advisor/mentor, hung out in ESG, attended social events, attended Friday luncheons, ran an IAP activity, taught a class, and other.

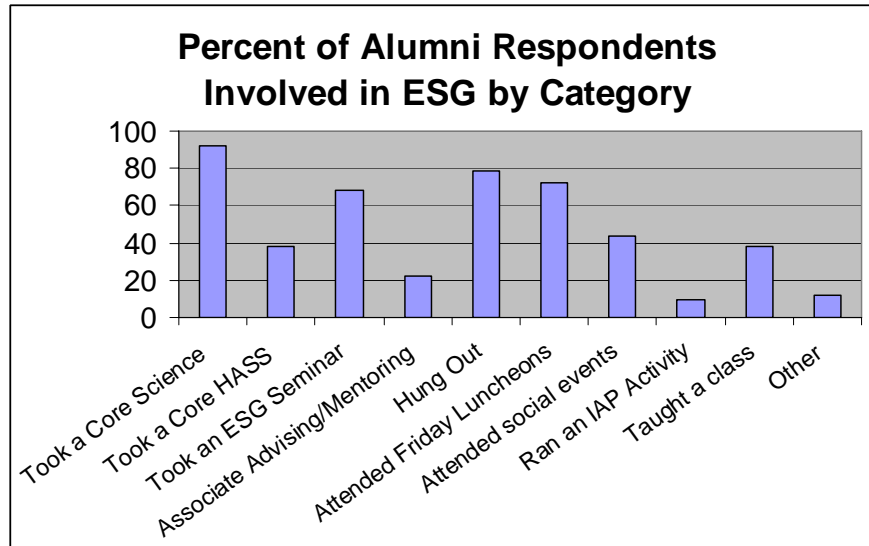


Figure 4: data showing the percentage of ESG alumni involved with ESG in different ways.

Approximately 92% of respondents took a core science subject in ESG, while 37% took a core HASS subject and almost 70% took an ESG seminar. As for non-academic activities, most ESG alumni hung out in ESG (78%), and attended Friday lunches (72%), while only 44% attended other ESG social events such as hiking trips, apple picking, etc. A small portion of ESG alumni were also involved in teaching or leadership in the classroom; 48 percent of alumni taught a class, and 10% ran an IAP activity. Twelve percent of alumni were involved in ESG in ways not mentioned directly in the survey. These ways include being assistant director, participating in IAP events, ESG Mystery Hunts, took piano lessons, and had work-study within ESG.

*Q5: Aspects of ESG that encouraged involvement n=187*

Philosophy of learning	39
Welcoming, informal environment	22
Interesting and friendly people	26
Relationships with staff/TAs	26
Physical space/facilities	18
Small class sizes	16
Sense of community	8
Food	7
Good instructors	7
Small size of community	5

*Q8: ESG impact on personal life: cause n=136*

Positive impact:  $129/136 = 95\%$

Community/Support	27
Close interaction with staff	11
Flexibility/Freedom	10
Diversity	5

*Q8b: ESG impact of members personally – effect*

Personal growth 29 (especially increase in self-confidence, more proactive, more independent and thinking outside box, challenged own assumptions, and could relate better to others)

Smoother transition to MIT 29 (7 said that they would have left MIT except for ESG)

Gained friends 25

Academic/professional growth 20 (especially better able to work in teams, and greater professional success and competence)

*Q9: In what way (if any) did being in ESG change views on teaching and learning?  
N=140*

Learning and teaching should be cooperative and interactive	21
Small classes and one-to-one tutoring are good	21
Self-directed, active education is good	25
Broadened understanding of different learning styles/methods	12
Teaching is a valuable experience	11
Student-centered approach works best	10
Appreciate informal teaching	9
Teaching with passion and commitment good	8
Teaching and learning are multi-faceted	8
Importance of approachable, compassionate teachers	7

*Q10: Ways in which you still keep in contact with ESG n=88*

Contribute financially	38%
Attend reunions	30%
Attend ESG social events	14%
Other (58%)	
- Cooking	
- E-mail/Mailing List	
- Survey	
- Alumni Advisory Committee	
- Mystery Hunt Team	
- Faculty Contact	

- Friday Lunch

*Q11: Ways alumni might want to get involved with ESG*

*n=106*

Attend ESG reunions	59%
Contribute financially	37%
Attend ESG social events	26%
Recruit students for jobs/internships	30%
Run IAP activity	15%
Mentor freshmen	12%
Teach at ESG	9%
Take class at ESG	9%
Other (19%)	