

**A STUDY ON THE POST-GRADUATE
OUTCOMES OF MECHANICAL ENGINEERING
UNDERGRADUATE STUDENTS AT MIT**

by

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Submitted to the Department of Mechanical Engineering
in partial fulfillment of the requirements for the degree of

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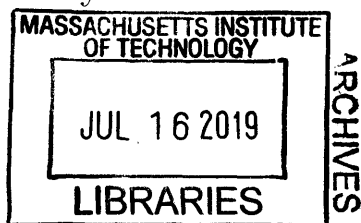
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Abstract

This study investigates the immediate post-graduation outcomes of undergraduate students from the Massachusetts Institute of Technology with a focus on those from the Course 2 (Mechanical Engineering) department. Outcomes for students graduating between the years of 2006 through 2018 were analyzed, including salaries, industries, and companies for students following their graduation.

The majority of students chose to either attend graduate school or work in industry immediately after receiving their undergraduate degree. Of those who chose to work, most start in roles related to their major in Computer/Engineering/Technology or in Consulting/Finance industries. The For Course 2 students, a large number also went to companies working in the Aerospace/Automotive/Energy sector. The salaries for MIT undergraduates has increased steadily over the years.

This study also identified gaps in current research and knowledge and presents questions to guide future studies on post-graduation outcomes of MIT students.

Thesis Supervisor: Dr. Joe M. Rife
Title: Senior Lecturer

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Chapter 1

Introduction

This study seeks to better understand the post-graduation outcomes of MIT students, specifically those in the Mechanical Engineering department. In general, students choose their college majors based on research interest or prospective career path. In order to help them in their decision-making process, it is important to understand likely outcomes of their decision. Mechanical Engineering itself is a broad field, and one of the largest majors at the Massachusetts Institute of Technology (MIT). In analyzing graduation outcomes of past MIT alumni, the goal of this study is to provide information to help students in their process of choosing a major and understand what studying Mechanical Engineering means after graduating from MIT.

1.1 Motivation

College degrees are often one of the minimum job requirements for entry-level positions. Students attend college not simply for the qualifications, but also to further education and gain a better understanding of their potential careers. Most students enter college knowing little about what they want to do in the future, what jobs they will hold, what industries they land in, and declare a major (or multiple) to follow their interests. They choose from a variety of departments and fields, including engineering, humanities, sciences, and pre-professional.

1.1.1 College educations and Mechanical Engineering degrees

The National Center for Education Statistics lists 4,298 “degree-granting post-secondary institutions” in the United States [4]. Nearly 350 of those universities offer ABET-accredited bachelor’s degree programs in Mechanical Engineering.

Mechanical Engineering programs offer classes that focus on statics, dynamics, thermofluids, and applications of these principles. After receiving their degrees, a large majority of students go into industries related to manufacturing and design, including aerospace, defense, technology, etc. According to the Occupational Outlook Handbook, published by the United States Bureau of Labor Statistics, mechanical engineers typically “design, develop, build, and test mechanical and thermal sensors and devices, including tools, engines, and machines” [3].

1.2 Mechanical Engineering at the MIT

At the MIT, students have the options to explore a variety of careers, primarily in engineering. One of the most popular majors over the course of MIT’s history has been the Mechanical Engineering, second in size to Electrical Engineering and Computer Science and comprising almost a third of the undergraduate population.

There are three paths MIT students choose from:

1. Course 2 - a traditional mechanical engineering structured program emphasizing engineering fundamentals and their broad applications;
2. Course 2-A - a customizable mechanical engineering degree that combines “essential elements of the traditional mechanical engineering program with study in another, complementary field”;
3. Course 2OE - a structured mechanical engineering program with a focus on ocean engineering [5].

The 2-A course path was first introduced in 1934 and had only a few students. The enrollment in 2-A increased over the years, and when the program became accredited in 2002, enrollment for the major surpassed its counterpart Course 2 for the first time [9].

1.3 Goals of this study

This study investigates the post-graduation plans of MIT students, with primary focus on students in the Mechanical Engineering department. It concentrates on immediate post-graduation plans of alumni and studies the trends over time.

The purpose is to analyze the role of an education in Mechanical Engineering and the impact on students after graduation and in the workplace. It is important better understand students’ career decisions to help guide their decision in choosing a major.

Data is also analyzed to illustrate how graduates of MIT fit into the larger picture of jobs and careers in the U.S. workforce.

Gaps in current research are identified as a guide to future studies can investigate to better understand the effects of mechanical engineering curriculum on the careers of students.

Chapter 2

Background and Previous Work

2.1 U.S. Bureau of Labor Statistics

The Bureau of Labor Statistics, under the United States Department of Labor, publishes employment information every few years in its Occupational Outlook Handbook (OOH). In the OOH, the Bureau lists detailed descriptions of jobs in various industries, including roles and responsibilities, as well as information regarding pay and projected growth.

2.1.1 Mechanical Engineering in the U.S. workforce

The job market for Mechanical Engineers is expected to grow about 9% between 2016-2026, the same rate as the average for all jobs and greater than the expected growth for engineers overall (8%) and all occupations (7%) [3]. The OOH also predicts “Mechanical engineers are projected to experience faster than average growth in engineering services as companies continue to contract work from these firms” [3]. They are also expected to be heavily involved in the manufacturing industries as well as developing technologies, including automation, robotics, alternative energies, and nanotechnology. Mechanical Engineers with skills in simulations, designing and building, and 3D printing will be higher in demand and have better job prospects [3].

2.2 Previous studies at MIT

2.2.1 MIT Alumni Association

Over the course of MIT’s history, more than 136,000 students have passed through the Institute. The MIT Alumni Association provides ways for alumni to connect with one

another, participate in events, keep up to date with what MIT is doing, and fundraise for the school.

The Alumni Association keeps also tracks of students who passed through MIT, conducts surveys and provide information on what alumni do after graduating. The Alumni Association office works together with other groups at MIT, such as the Office of Institutional Research as well as the MIT Career Advising and Professional Development office to gather data and feedback from alumni.

2.2.2 MIT Office of Institutional Research

The Office of Institutional Research (IR) at MIT performs a variety of studies on students at MIT, both during their college careers as well as after graduation. The IR Office conducted a series of surveys on the undergraduate alumni “on a range of topics years after graduating...includ[ing] their opinions on MIT and their education, their post-graduate career path, and graduate education” [7].

The surveys included data from the years of 2006-2017. This work focuses on the post-graduate career path data found in these studies.

2.2.3 MIT Career Advising and Professional Development

The MIT Career Advising and Professional Development (CAPD) office also sends out surveys regarding students’ immediate post-graduation plans. The survey is conducted annually, publishing reports dating back over a decade with data as recent as 2018.

Survey data includes information for both undergraduate and graduating students, focusing on their plans after graduation, average salary, job search experience, employer department and industry, as well as future graduate school plans.

2.2.4 Previous research

Several students at MIT, including in the Mechanical Engineering department, previously looked at the graduation outcomes of their peers.

In 2015, Kelly Wang studied careers of MIT alumni from the Mechanical Engineering department to understand the influence of the MIT Mechanical Engineering curriculum on student career choices. She found the department’s curriculum achieved its intended course outcomes but could benefit from greater incorporation of soft skills such as leadership, teamwork, and communication in some of the classes [8].

Haldun Anil (2014) found career choices of students are dependent on their level of risk aversion. Using a regression analysis, he found more risk-averse MIT students tend to choose more structured jobs with longer employment guarantees [2].

Chapter 3

Data Collection and Methodology

3.1 Data collection

This study utilized public information available through the Career Advising and Professional Development (CAPD) office as well as data from the Office of Institutional Research (IR). The two offices at MIT conduct annual surveys for the most recent graduating class and publish results based on the survey data.

Through the CAPD website, information is available for the years 2009-2018, while for the IR office, data is available for the years 2004-2018 [1, 7].

Relevant information compiled from these studies included:

- Immediate post-graduation plan overview
- Immediate post-graduation salary
- Companies of those working immediately after graduating
- Distribution of industries for post-graduation plans
- List of companies that Mechanical Engineering students go to
- Starting salaries of Mechanical Engineering graduates

For each survey, more than 60% of the graduating class responded to at least one question on the form. The majority of generalized data points used for my research has $N \geq 30$.

To provide context on how MIT fits into the larger picture, data was compared with immediate graduation outcomes of other top Mechanical Engineering universities, as listed by the U.S. News 2018-2019 report.

3.2 Scope of study

This study concentrates on immediate post-graduation outcomes for undergraduates at MIT, with a focus on those in the Mechanical Engineering department. Data from the CAPD and IR offices is derived from surveys sent to graduates of MIT. Information is compiled into reports as published on their websites.

3.3 Limitations

3.3.1 Pre-processed data

As noted above, the data being used is compiled by the CAPD and IR offices. This study did not have access to the raw data of the survey results and individual responses of students. However, the hope is that the research and analysis will provide preliminary findings to motivate further studies that involve the raw results, as well as help guide future studies and surveys regarding graduating outcomes of MIT students in the Mechanical Engineering department.

3.3.2 Other limitations

1. The study is the fact that the survey may not be representative of the entire population of interest, as the survey asked for self-reported responses from the most recent graduates, and there may be selection bias resulting from the choice of students to respond to the survey.
2. Surveys are not consistent from year to year and vary in content and possible answers for multiple-choice responses.
3. Multiple-choice questions condition responses, potentially masking or biasing data.

Chapter 4

Analysis

4.1 Comparison of top universities

4.1.1 Effect of school ranking on salary

Data from the U.S. News annual report for 34 universities that offer Mechanical Engineering degrees both in undergraduate as well as graduate school was aggregated as context [6].

Of these 34 schools listed by the U.S. News report, the graduates of MIT have median salaries are all at least \$5,000 greater than the average of the medians from all listed universities.

Median salary type	Average of 34 universities	MIT
General population	\$62,176	\$79,800
Engineering students	\$72,312	\$79,900
Mechanical Engineering students	\$71,429	\$76,900

Table 4.1: Comparison of median salaries for university graduates.

Further data analysis leads to three observations, shown in 4-1 and 4-2.

1. The university's national ranking in the U.S. News report has a larger influence on salary than the university's mechanical engineering department's ranking, including for mechanical engineers.
2. On average, MIT graduates obtain salaries well above the median.
3. Students with engineering degrees generally have higher salaries than students of other majors and departments.

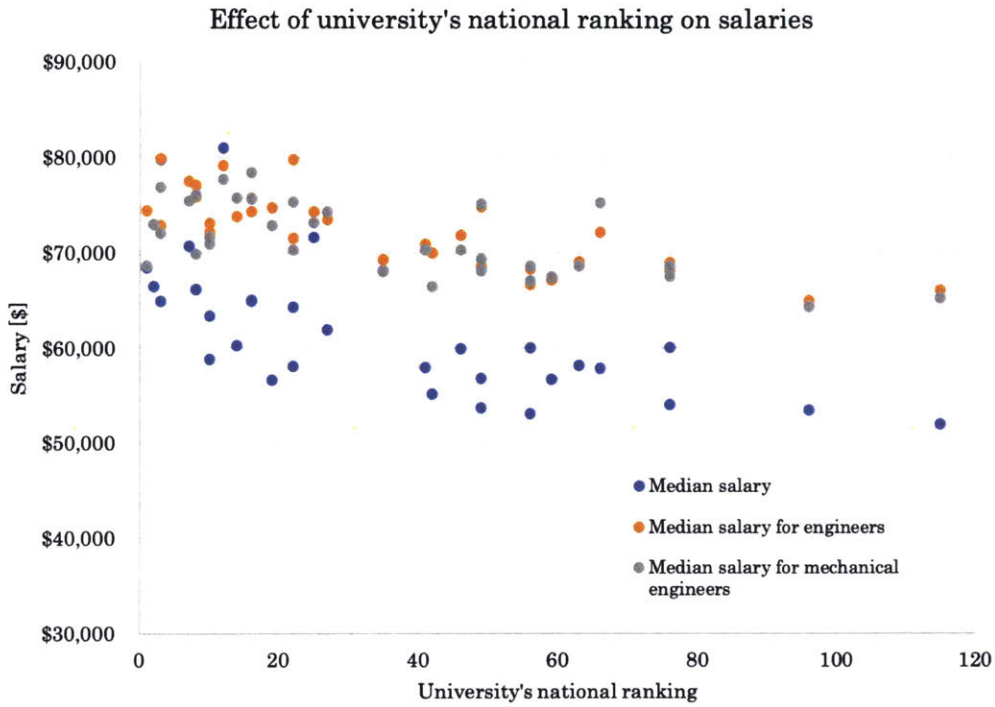


Figure 4-1: University's overall national ranking has slight correlation to immediate post-graduate salary.

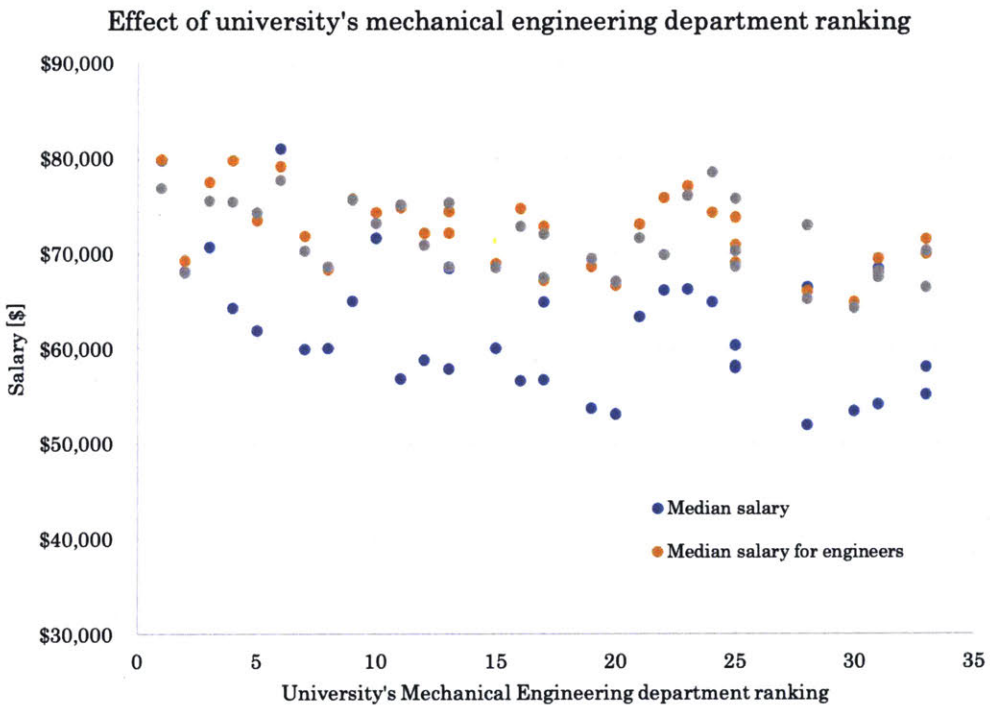


Figure 4-2: University's mechanical engineering department's ranking has little effect on immediate post-graduate salary.

4.2 MIT immediate post-graduation plans

4.2.1 Work or more school?

The vast majority of students from MIT choose to either work full-time or attend graduate school immediately after graduating. Over the years, the number of students going on to work in industry has increased, while the number of students choosing to attend graduate school has decreased.

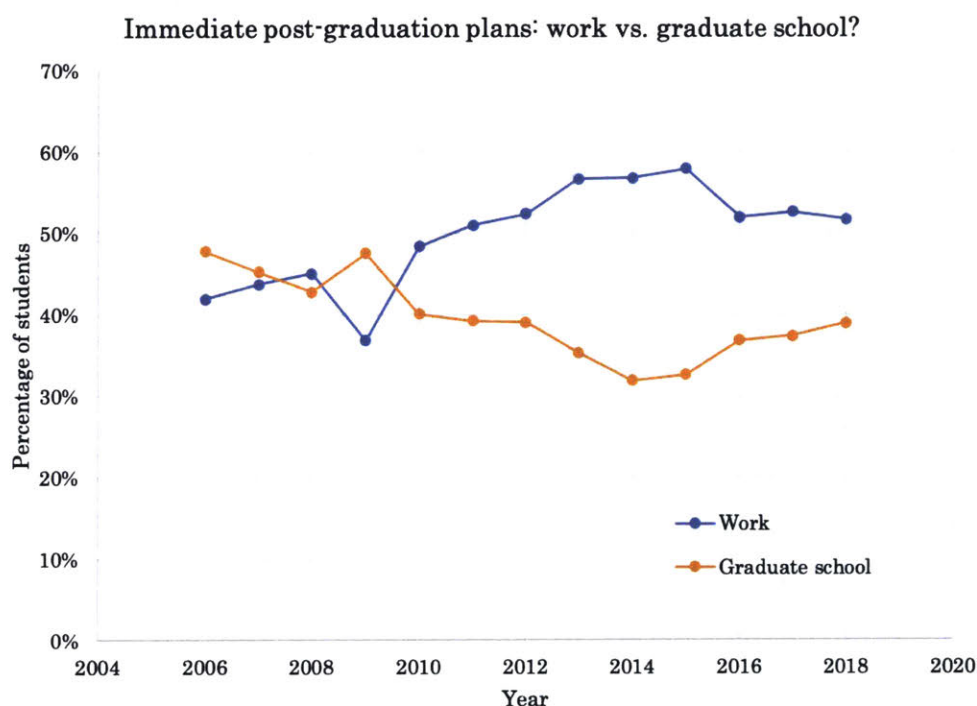


Figure 4-3: Most MIT students choose to either work or attend graduate school immediately after finishing their undergraduate degree.

4.2.2 Career relationship to major

The number of people taking jobs unrelated to their major has shown a minor decrease over the years, while the number of those choosing related jobs has similarly increased during the same time period.

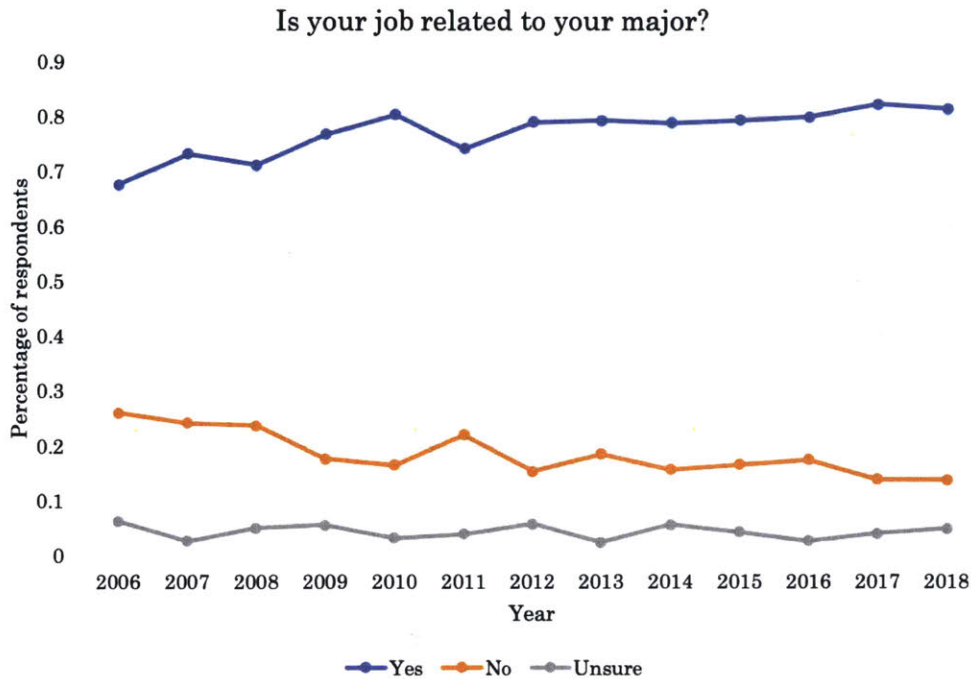


Figure 4-4: More and more MIT students are picking careers that are related to what they studied as undergraduates.

4.2.3 Immediate post-graduation industries

The two most popular industries remained relatively consistent over the years—Computer Software (Gaming and Software Development) and Consulting consistently rank as first and second most common industries students enter immediately after graduating.

CAPD lists 25 industries in their published reports as shown in Table A.1. To simplify and help better visualize the data, these 25 industries are consolidated into six major categories as follows:

- **Aerospace/Automotive/Energy** – aerospace and defense, automotive and transportation, energy and utilities
- **Computer/Engineering/Technology** – software, hardware, robotics, automation
- **Consulting/Finance** – investment banking, mutual funds, financial analysis, consulting
- **Health** – health and medicine-related groups as well as pharmaceutical companies
- **Manufacturing** – design and production of industrial or consumer goods, chemicals, materials

- **Other** – other industries or roles including education, government, law, military, non-profit, communication, and sales
(See Table A.1 for how the 25 industries were re-categorized into these 6 industries)

Distribution of industries that MIT students chose to start their careers in over the last few years is shown below in Figure 4-5.

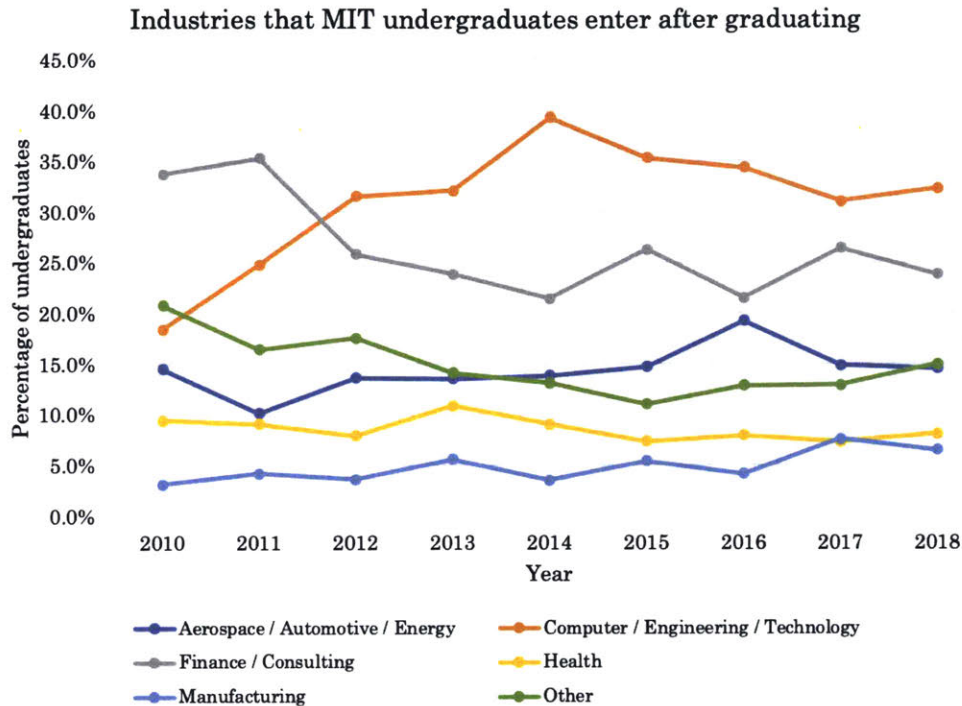


Figure 4-5: The distributions of industries for MIT undergraduates have varied year to year, but the majority enter the Computer/Engineering/Technology or the Consulting/Finance sectors.

The majority of graduates from MIT begin their careers in Computer/ Engineering/Technology industries, followed by Finance/Consulting. While the large majority of students at MIT study engineering or related field, the finance industry presents lucrative opportunities that may lead some students to pursue careers outside of the field they studied.

4.2.4 Immediate post-graduation companies

Several companies topped the list in number of hires from the MIT undergraduate population between the years 2010-2017. Companies considered an “employer that hired the most number of MIT undergraduates” hired at least three students from the graduating

class of that year. The companies making the list at least four of the eight years include:

- Accenture
- Apple
- Bain & Company
- Boeing
- Boston Consulting Group
- Goldman Sachs
- Google
- McKinsey & Company
- Microsoft
- Morgan Stanley
- Oracle

This information confirms the observation that students tend to choose technology, finance, and consulting industries.

The breakdown of the number of people these companies hired between 2010 and 2017 is shown below Table 4.2 below:

Company	Industry	2017	2016	2015	2014	2013	2012	2011	2010
Accenture	Consulting	9	4	10	5	7	4	4	4
Apple	Technology	5	6			9	6		
Bain & Company	Consulting	5	4			4	5	6	3
Boeing	Aerospace	5	8	9		7	5		
Boston Consulting Group	Consulting		6	6	4			7	6
Goldman Sachs	Finance	6		5	4	4			3
Google	Technology	15	17	19	15	10	5	4	4
McKinsey & Company	Consulting	5		11	12	5	6	9	5
Microsoft	Technology	11	4	8		6	7	5	
MIT	Other	7	4			4	10	7	14
Morgan Stanley	Finance		4	6	7	6	4	7	3
Oracle	Technology	5		12	13	9	12	8	3

Table 4.2: Compilation of companies that hired the most MIT undergraduates per year.

**See Table A.2 for complete list of all companies listed in the CAPD reports for the years 2009-2017.*

On average, these 12 companies hired 6.9 people a year. Google hired the most MIT undergraduates, with an average of 11.1 over the last eight years and the largest number of hires a year with 19 in 2015. In addition, Google is one of only two companies appearing every year in the list and hired at least 10 undergraduates each year since 2013 with a

total of 89 hires between 2010 and 2017. Accenture remains the only other company to make the list every year and also hired the most students in the year 2015.

It is not surprising these companies, except for Boeing and MIT, fall under the consulting, technology, and finance industries—sectors generally considered more lucrative. All are large companies generally viewed as leaders in their respective industries.

Surprisingly, some large technology companies, specifically Amazon and Facebook, have not consistently appeared in the list of “employers that hired the most number of MIT undergraduates.”

There are many other factors that affect the offers given and the choices of students. For example, the data does not recognize economic bias or consider the number of full-time openings a company has in any specific year, or the departments the company is hiring to fill.

4.3 Course 2 immediate post-graduation plans

Mechanical Engineers at MIT organize their coursework around a wide range of options, opening a similar span of industries and roles they can choose from when entering the workforce. The CAPD’s annual reports for the years 2009-2018 provide information on companies the graduates in each course will work for as well as their industry categories.

The complete list of companies for Course 2 graduates can be found in Table A.3. Each company’s industry was then re-categorized as shown.

From the immediate post-graduation plan surveys, there is a large distribution and variation in the industries they choose to start their careers, as seen in Figure 4-6.

The large majority of Course 2 graduates find themselves at a company that falls into one of three industry groups: Aerospace/Automotive/Energy, Consulting/Finance, or Computer/Engineering/Technology. Since 2011, there have also been a number of companies each year that are classified as Manufacturing.

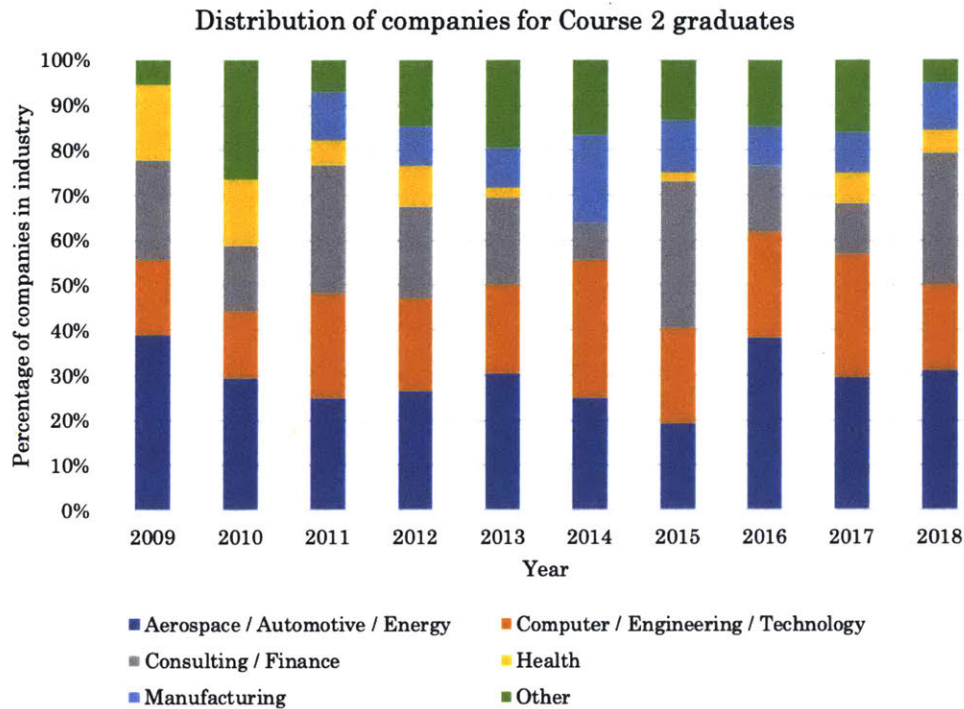


Figure 4-6: Mechanical Engineering students from MIT enter a wide variety of industries after graduating.

4.3.1 Starting salaries

The average starting salary of students graduating from MIT steadily increased over the last decade, both the mean and the median have steadily increased at a rate of about \$2,600 a year since 2006, as seen in the Figure 4-7. However, the average salary of graduates of the Mechanical Engineering department shows significantly more variability, and while it appears to stabilize in the last few years, there is insufficient information to generalize.

Figure 4-8 superimposes the average salary for Course 2 graduates with those from other majors. For comparison, data is also shown for Course 6, as the largest and most popular major at MIT, as well as Courses 1 and 16, which have conceptual and course overlap with Course 2¹. In addition to having similar coursework, often times, students from Courses 1, 2, and 16 will enter overlapping industries and roles such as manufacturing, aerospace, defense, and design.

¹Course 1 is Civil Engineering, Course 6 is to Electrical Engineering and Computer Science, and Course 16 is Aeronautics and Astronautics

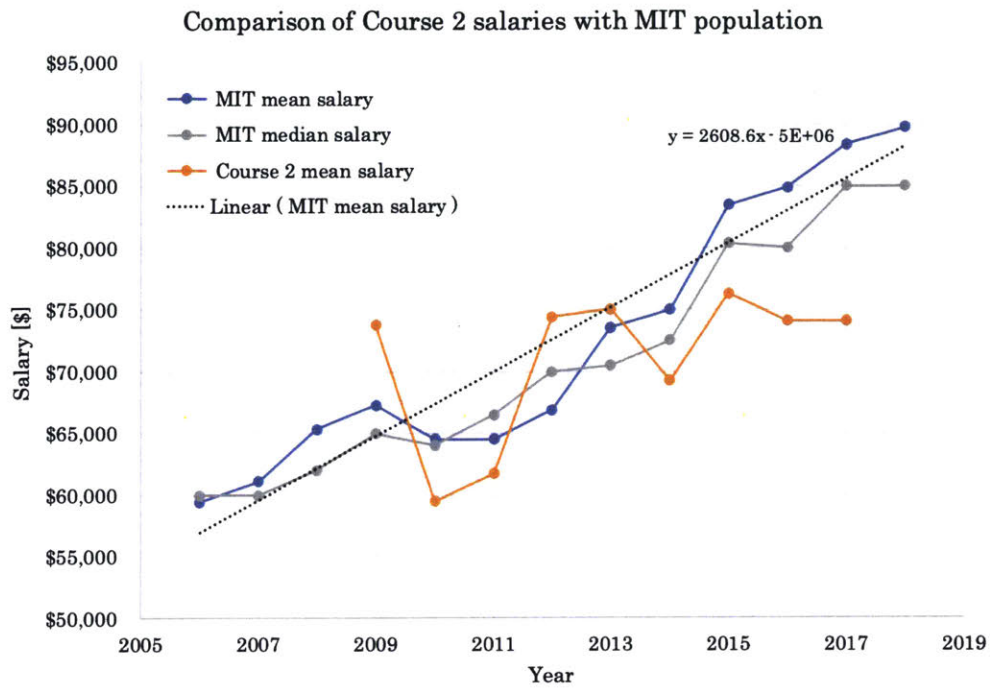


Figure 4-7: Salaries of overall MIT graduates immediately following graduation compared to those in the Course 2 department.

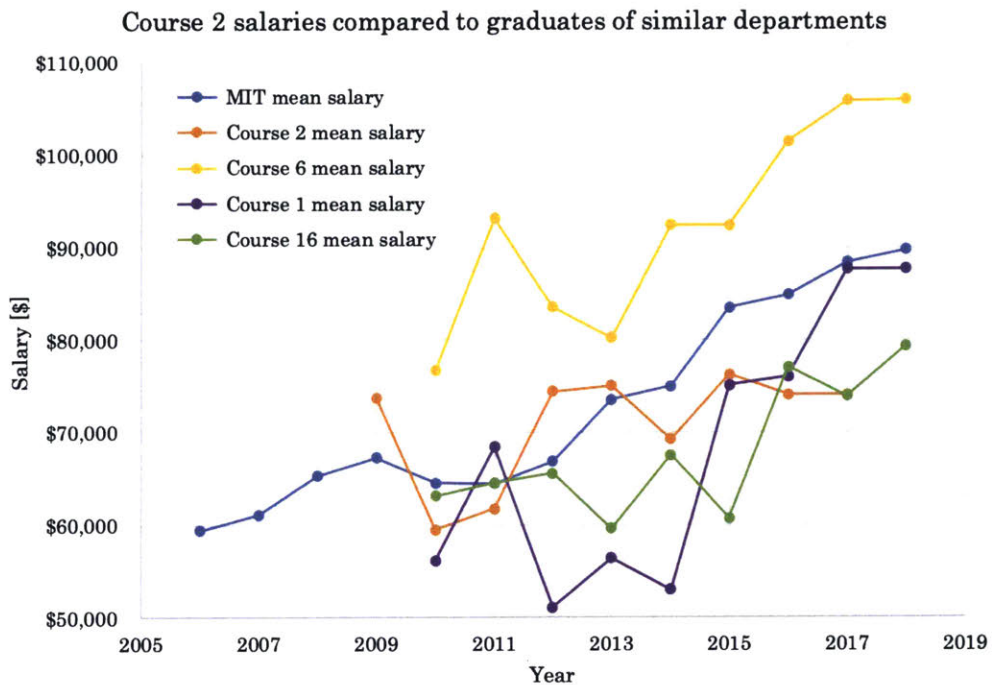


Figure 4-8: Average salaries of Course 2 graduates compared to those from other departments.

The graph shows a clear and difference between the average salary of Course 6 majors versus those in other departments—it is substantially higher than the averages in each department as well as the average for MIT as a whole every year. While Course 2 and Course 6 are the two largest majors at MIT, with each generally comprising 30% or more of the student body, Course 1 and Course 16 are much smaller in size, which could explain the high variability of the salaries and also bias the average toward extremes more easily.

Salaries of graduates who chose well-established and industry-leading companies can be substantially different from those who chose to work for a start-up. Start-up bias may result in both lower salaries and alternate compensation methods; they have a tendency to offer smaller upfront salaries and may offer equity and stock.

Unfortunately, the information for the number of students who pursue positions in start-ups in the annual survey reports is limited, as the survey asked only if the company was a start-up for graduating classes of 2014-2017, and only the last three years had information regarding whether or not the student was a founder. However, it is important to note that the percentage of students who joined companies they would describe as a start-up was 19.6%, 17.1%, 20.1%, and 17.2% for the years 2014-2017. On average about 2% of them would consider themselves a founder of the company.

Chapter 5

Conclusion

5.1 Discussion

Graduating survey outcomes for MIT undergraduates over the last decade lead to several generalizations:

- Immediate post-graduation salaries are more highly correlated with a university's national ranking than its individual department rankings.
- The vast majority of MIT students choose to either enter the workforce full-time or attend graduate school immediately after receiving their degree, with a larger portion choosing work.
- A large majority of students entering the workforce choose jobs related to their major, a percentage that slightly increased over the last decade.
- Most undergraduates enter Computer/Engineering/Technology or Consulting/ Finance industries immediately after graduating.
- The companies who hire the most undergraduates every year also fall under the same two industry categories.
- For Course 2 students, in addition to the Computer/Engineering/Technology and Consulting/Finance industries, a significant percentage also enter the Aerospace/ Automotive/Energy industry.
- The average salary for MIT undergraduates overall has steadily increased over the last decade at an average of 3.5% or \$2,600 a year.
- Course 2 students generally have salaries around the average at MIT, with a range similar to those who graduate from similar majors, including Course 1 and Course 16. Graduates of Course 6 have salaries that average significantly higher than the

rest of the school.

Data used in this discussion has been compiled and processed by the MIT CAPD and IR offices. These preliminary findings introduce a number of questions that can be used to guide future research. Future research must have access to individual responses and raw data¹.

5.2 Questions emerging from this study

This study presents some generalizations about immediate post-graduation outcomes for MIT students, including those of the Course 2 (Mechanical Engineering) department. However, there are also a number of questions that arise from these findings.

Choice of majors is complex with many variables. More work in this area is strongly recommended to understand how students pick their majors. Surveys of current students as well as past graduates are required. It would be especially interesting to see how often students at MIT switch majors, due to the ease at which students are able to change their major, unlike at some other universities.

Faculty interviews raised possibility of current curricula impacts on students' choices for majors as well as careers. In Course 2 specifically, core requirements have not changed much over the last decades. With the introduction of 2-A as more flexible path for mechanical engineering, more students are opting for the this course rather than the more rigid, traditional Course 2.

Questions to explore include:

- Do career choices and paths differ for the two variations of the same major?
- In a broader sense, what is the effect of student activities, research, and internships on post-graduation outcomes?
- Do certain experiences shape career choices more than others? For example, would being involved in a consulting club on campus make one more inclined to start their careers in consulting, even though he/she studied mechanical engineering?
- Would a specific UROP (Undergraduate Research Opportunities Program) experience make a student more inclined to attend graduate school?
- How have student choices and motivations changed over time?

This raises the possibility for a longitudinal study to follow career choices of students

¹Access to raw survey data is tightly limited and not available for this research.

through their undergraduate and graduate years and into their post-graduate careers.

Looking at the industries, salaries, roles, and titles of graduates in the workforce, and who may or may not have made career changes, and understanding these decisions can help not only guide future students in choosing their majors, but also in assist faculty in designing and developing curricula for students.

5.3 In context - how does MIT fit into the general workforce?

At the same time, it is important to understand how MIT graduates fit into the larger picture of the population. MIT is traditionally viewed as a leading research institution with a heavy emphasis on STEM education. We see a number of students who receive their undergraduate degree and go on to pursue further education and a larger number choosing to enter the workforce in a variety of companies in different industries, primarily the technology and finance/consulting sectors, as well as companies that range from early start-ups to Fortune 500.

In terms of salary, students in the class of 2018 reported an average of about \$90,000 for their immediate post-graduation, roughly equivalent to the median wage for *all* engineers listed by the U.S. Bureau of Labor Statistics (BLS): \$91,000 [CITE Elka Torpey, "Engineers: Employment, pay, and outlook," Career Outlook, U.S. Bureau of Labor Statistics, February 2018.], a number that is more than two times the median wage for all workers.

There has been a shift in dynamics of the workforce overall, such as an substantial increase in the number of programmers wanted. At the same time, there is an increasing demand for robotics and automation, which also creates a variety of opportunities for those studying mechanical engineering. The BLS estimates that the number of software developer roles will grow at a rate of 24% between 2016-2026, which is much faster than average, and that the number of mechanical engineers will grow at a about 9%, as fast as average [3].

5.4 Future studies

This paper presents some interesting findings that can be used to to guide future research on post-graduation outcomes. We notice gaps in the data available, such as differentiating between the sub-majors (e.g. 2 vs. 2-A or 6-1 vs. 6-2 vs. 6-3), as well as lack of information regarding hiring needs of companies. Moreover, information was only available for the

last decade or so, and it would be interesting to look back at other graduating classes, i.e. 20 years, 30 years ago.

Future studies should focus on understanding the motivations that guide students' choices of majors as well as careers. This would involve creating surveys for both current students and graduates, as well as compiling data on students' choices both during their time at MIT as well as post-graduation along with the longitudinal studies discussed in the previous section.

Appendix A

Tables

Overarching category	Categories listed by CAPD
Aerospace/Automotive/Energy	<ul style="list-style-type: none"> • Aerospace and Defense • Automotive and Transportation
Computer/Engineering/Technology	<ul style="list-style-type: none"> • Computer Hardware/Electrical Engineering • Computer Software (Gaming and Software Development) • Engineering
Finance/Consulting	<ul style="list-style-type: none"> • Consulting • Financial Services (Commercial Banking, Insurance) • Investment Banking (Mutual Funds and Money Management)
Health/Medicine	<ul style="list-style-type: none"> • Health/Medicine • Pharmaceuticals (Biotech, Medical Device)
Manufacturing	<ul style="list-style-type: none"> • Chemicals and Materials • Industrial and Consumer Manufacturing (Construction, Product Manufacturing, Consumer Products)
Other	<ul style="list-style-type: none"> • Academia (Higher Education) • Applied Research • Architecture and Urban Planning • Basic Research • Business Services (Advertising, Real Estate, Retail) • Communications, Arts, Entertainment (Sports, Leisure, Media, Film) • Education (K-12) • Government • Law • Military • Non-Profit Agency or NGO • Other

Table A.1: Re-categorization of industries

Company	Industry	2017	2016	2015	2014	2013	2012	2011	2010	2009*
Ab Initio	Technology		4							
Accenture	Consulting	9	4	10	5	7	4	4	4	
Amazon	Technology	7		11	5					9
Apple	Technology	5	6			9	6			8
Athena Health	Health				5					
Bain & Company	Consulting	5	4			4	5	6	3	13
Barclays Capital	Finance								3	
Boeing	Aerospace	5	8	9		7	5			5
Booz Allen	Consulting			5		4				8
Boston Consulting Group	Consulting		6	6	4			7	6	5
Broad Institute	Other							4		
Cisco System	Technology									6
Credit Suisse	Finance								3	
Department of Defense	Other								3	
Deutsche Bank	Finance									6
Exelon Corporation	Energy								3	
ExxonMobil	Energy			7	5					7
Facebook	Technology	9				4				
Fidelity	Finance									5
General Electric	Energy								7	
General Motors	Automotive	10	5	7						
Goldman Sachs	Finance	6		5	4	4			3	
Google	Technology	15	17	19	15	10	5	4	4	5
Intel	Technology									9
JP Morgan	Finance							6	4	
McKinsey & Company	Consulting	5		11	12	5	6	9	5	27
Merck	Health									5
MGH	Health						4			
Microsoft	Technology	11	4	8		6	7	5		16
MIT	Other	7	4			4	10	7	14	
Morgan Stanley	Finance		4	6	7	6	4	7	3	
NASA	Aerospace		4							
NERA Economic Consulting	Consulting								3	
Northrop Grumman	Aerospace	7								
Oliver Wyman	Consulting							4	3	
Oracle	Technology	5		12	13	9	12	8	3	8
Palantir	Finance				4	6				
Procter & Gamble	Other								4	
Raytheon	Aerospace									5
Schlumberger	Energy						5	7		
Shell	Energy								4	
SpaceX	Aerospace		4	5		4				
Teach for America	Other							6	3	
US Air Force	Other									6
US Army	Other								3	
US Navy	Other	6								7
Vecna	Technology					5				

Table A.2: Compilation of companies that hired the most MIT undergraduates per year.

*Note: Information for 2009 includes both undergraduates as well as Masters students.

Year	Companies
2018	<p>58 companies: Accenture, Accenture Altitude, Accenture Strategy, Alcon, American Industrial Partners, Anheuser Busch, Aperia Technologies, Apple, Applied Predictive Technologies, Autodesk, Bain & Company, Ball Aerospace and Technologies Corp., Boeing, Boston Consulting Group, Chartwell Consulting, CMA Strategy Consulting, Cook Advanced Technologies, Cruise Automation, Deloitte Consulting, EnviroFlight, Fidelity Investments, Formlabs, GE Healthcare, General Motors, Goldman Sachs, Google, Harris Corporation, Johns Hopkins University - Applied Physics Laboratory, Lockheed Martin, Markforged, McKinsey and Company, Medtronic, Microsoft, Milwaukee Tool, Moog Inc., Neocis, Northrop Grumman, Novantas, NuVu Studio, NVIDIA, Oasis LLC, OMG Inc., OneWeb, PA Defense Inc., Palantir, Pilot Flying J, PSI, Saint Gobain, Schneider Electric, Shell, SpaceX, Strategy&, The Aerospace Corporation, Tulip, US Navy, XYZ Robotics, Zenuity, Zoxx</p>
2017	<p>44 companies: AB InBev, Accenture, Amazon.com, Inc, Apple, Applied Predictive Technologies, Aurora Flight Sciences, Bain & Company, Boeing, Broadway Technology, LLC, Brooks Automation, Creare Inc., Deloitte Consulting, Ford Motor Company, Gaia-Elements, General Motors, Harvard University, Hewlett Packard, Intuitive Surgical, Jet Propulsion Laboratory, Kitty Hawk Corp, Kuchnir Dermatology and Dermatologic Surgery, Lawrence Livermore National Laboratory, MathWorks, Microsoft, MIT, Nest, Inc, Northrop Grumman, Oasis, Oliver Wyman, Revive Solutions Inc., Self-employed, SharkNinja Operating LLC, Shell Oil, Sistine Solar, Sonos, Space Exploration Technologies (SpaceX), Starry Internet Service, Tactile Inc., Tesla Motors, U.S. Navy, Verus Research, Wafer LLC, Wolf, Greenfield, and Sacks, ZOLL Medical Corporation</p>

2016	<p>35 companies: Anheuser-Busch InBev, Apple, Bain & Company, Blue Origin, Booz Allen Hamilton, Boston Consulting Group, Cadeogroup, Cavorite Research, Chevron Corporation, Electroimpact, Ford Motor Company, Formlabs, GameChange Solar, General Motors, Google, IDinsight, LinkedIn, Lund Engineering, Microsoft, Milwaukee Tool, MIT, MIT Lincoln Laboratory, Nueva School, Power Advocate, Royal Bank of Canada, RWL Water, Simpson Gumpertz & Heger, Solar Design Associates, Space Exploration Corporation (SpaceX), Spyce Food Co., Strategy& (PwC), Tesla Motors, The Boeing Company, Vesper MEMS, Volition Capital</p>
2015	<p>52 companies: AB Beverages, Accenture, Amazon Prime Air, Apian Corporation, Apple, Architectural Robotics, Bain & Company, Barclays, Booz Allen, Boston Consulting Group, BP, Capital One, Covidien, Credit Suisse, Cummins, Daily Thermetrics, Deloitte Consulting, ExxonMobil, Fitbit, Flux Factory, Ford Motor Company, General Motors, Goldman Sachs, Google, HelmetHub, Jet Propulsion Laboratory, Keurig Green Mountain Coffee, Leerink Partners, Levant Power, LJ Star, McKinsey & Company, McMaster-Carr, Microsoft, Mimosa Networks, MIT Media Lab, Moody's Analytics, NASA Jet Propulsion Laboratory, Navigant, Nest, Nomura, Northrop Grumman, Palantir Technologies, Sealed Air Corporation, SpaceX, St. Jude Medical, Stroud International, Tesla Motors, U.S. Navy, U.S. Marine Corps, US Army, UTA, Voxel8, Water Planet Engineering</p>
2014	<p>36 companies: Sonos, Apple, Vecna, Chrysler Group, Karem Aircraft, MXO, Climate Corporation, Goldman Sachs, McKinsey & Company, Intel, Shell, SIG, Amazon, Oracle, ExxonMobil, Ford Motor Company, General Electric, Aurora Flight Sciences, SunEdison, MindTribe, Pioneer Natural Resources, AB Inbev, Boeing, Compass Automation, Quirky Inc., Formlabs, Grove Labs, A*STAR, Global Cycle Solutions, Primaria, ELLO Operations, BetterCompany, MIT Media Lab, Sonabos Technologies, Cambridge Brewing Company, New Valence Robotics</p>

2013	<p>46 companies: Accenture, Amazon.com, Apple, ASML, Baker Hughes, BMW, Boeing, Booz Allen Hamilton, Boston Consulting Group, Boston Pacific Consulting, Burger King, C12 Energy, Cambrian Innovation, CERTI Chopper, Compass Automation, Danaher/Hach, Dominion Engineering, DrinkIn, EDX, Exxon Mobil Corporation, Fluidnet, FMC Technologies, Ford Motor Company, Function Engineering, General Motors, Hologic, JP Morgan, Lockheed Martin, MasterCard Worldwide, NarwhalEDU, Navigant Consulting, Pioneer Natural Resources, Procter and Gamble PSMI, ReFresh, Rest Devices, Robert R. Taylor Network, Rope and Gray, Shell Oil Company, Smith and Nephew, SpaceX, SunEdison, The Spaceship Company, U.S. Army, Vecna Technologies, W.L. Gore and Associates</p>
2012	<p>34 companies: Accenture, Alloy Product Development, Anheuser-Busch InBev, Apple, Boeing, Bose Corporation, Environmental Protection Agency, Festo, Ford, Hemedex, Inc., InSynergy Engineering, Jet Propulsion Laboratory, LTK Engineering Services, McKinsey, Microsoft, MIT (CSAIL, Nuclear Reactor Lab), MIT Lincoln Laboratory, Morgan Stanley, Naval Research Laboratory, Navigant, OnChip Power, Oracle, Peak6 Investments, Pelton & Crane, Pratt and Whitney, Raytheon, Schlumberger, Shell, Spisa, St. Jude Medical, Stroud Consulting, Tesla Motors, Tsinghua International School, Yoshihiko Nakamura Humanoid Robotics Laboratory</p>

2011	<p>56 companies: 3M, 5Wits Productions, Accenture, Anheuser Busch, Apple, Boston Consulting Group, Capital One, Carmax, Cartesian Brand llc, Continuum, Cummins, CyPhy Works, Datum3D, DC Energy, Deutsche Bank, Digitas, DRW Trading, DuPont, Ekotrope, First Principles Capital Management, Fisker Automotive, GE Aviation, Gotham Consulting Partners, Hasbro, Honda Research & Development Americas, Inc., IDEO, InProcess Design, Intel, J. P. Morgan, Jacob Vehicle Systems, Keter, Lockheed Martin, Levitronix, Manta Product Development, McKinsey, National Centre for Biological Sciences, Nyx Devices, Oliver Wyman, Oracle, OsComp Systems, Pratt & Whitney, Raytheon BBN Technologies, Rothchild, Schlumberger, Self-Employed (Practical Energy Network), Shell Oil Company, Siegel+Gale, St. Jude Medical (Atrial Fibrillation Division), Stroud Consulting, The Boeing Company, Tiax LLC, Trinity Consultants, United States Navy, Vecna Technologies, Volkswagen Electronics Research Lab, Weatherford</p>
2010	<p>34 companies: Sensata, Deutsche Bank, US Army, General Electric Aviation, Army Night Vision Lab, DB, Levant Power Corporation, Ford Motor Company, Qualcomm, Alphana Technology, AthenaHealth, Vecna, The Boston Consulting Group, Roland Berger Strategy Consultants, MIT Media Lab, Teach for America, Agra-Energy, BP, Shell Oil, Schlumberger, PA Consulting, MENA Geothermal, Procter & Gamble, Intel, GE Healthcare, General Electric-Energy, Credit Suisse, Department of Health and Human Services, Stryker, US Navy, Department of Defense, Institute of Bioengineering and Nanotechnology, Ethicon Endo-Surgery, Edwards Lifesciences</p>
2009	<p>18 companies: Accenture, Apple, Inc., Beckman-Coulter, Booz Allen Hamilton Brayton Energy, Digilab Genomic Solutions, Energy Resource Solutions, Exxon Mobil, GE Healthcare, Global Cycle Solutions, Jacob's Vehicle Systems, Kiva Systems, Microsoft, Nucleus Scientific, Raytheon Company, Stroud Consulting, UBS Investment Bank, Westinghouse Electric Company</p>

Table A.3: Companies for Course 2 graduates by year.

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