

APPLICATION TRENDS SURVEY 2004

CONDUCTED BY
GRADUATE MANAGEMENT ADMISSION COUNCIL®

IN PARTNERSHIP WITH
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Dear Business School Professional,

What a rough ride for schools this year. We just completed Applicant Trends Survey 2004 and found that a clear majority of schools reported a decrease in application volume compared with last year. We think that population trends play a part in this, but to help you understand the bigger picture, we've included detailed information on different types of programs, schools, and applicants.

I think you will find the report helpful in setting context when you discuss your institution's application volume. In addition to application trends, the survey covers GMAT® test-taking trends, population trends, and enrollment trends. With these findings, you can benchmark your results against those of other programs, communicate effectively with the media, and develop strategies for the future.

I want to thank the 238 program contacts who took the time to complete the survey. Without you, this report would not have been possible.



David A. Wilson
President and Chief Executive Officer

Application Trends Survey 2004

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APPLICATION TRENDS

Schools were asked to report their application volume and indicate their program type from the following list: full-time traditional two-year program, full-time accelerated one-year program, part-time evenings and weekends program, part-time distance learning program, traditional executive MBA program, distance learning executive MBA program, or other type of program. As the following table shows, 47% of the respondents reported for their full-time programs, 29% reported for their part-time programs, and 23% reported for their executive programs.

Program Types ¹		
	Count	Percent
Full-Time Traditional Two Year	87	37%
Full-Time Accelerated/One Year	24	10%
Part-Time Evenings and Weekends	66	28%
Part-Time Distance Learning	2	1%
Executive MBA (Traditional)	53	22%
Executive MBA Distance Learning	2	1%
Other Type of Program	4	2%
Total	238	100%

Schools indicated how the number of completed student applications they received for this year's incoming class compared with the number they received for last year's incoming class. They also reported on the change in the number of applications they received from domestic applicants, international applicants (full-time and executive programs only), female applicants, and U.S. minority applicants. Schools had the option to select "not applicable" or "don't know," as well.

Change in Number of Total Applications Received, by Program Type

Three quarters (75%) of the full-time programs in the survey reported a downturn in the total number of applications they received, compared with last year. Almost half (48%) of the part-time programs reported a downturn in their total number of applications. And, even though about a quarter of the executive programs reported a downturn, 53% of the executive programs said their application numbers were up.

Change in Total Applicants, by Program Type			
	All Full-Time Programs	All Part-Time Programs	All Executive Programs
	<i>n</i> = 110	<i>n</i> = 64	<i>n</i> = 53
Up Significantly (21%+)	4%	3%	9%
Up Moderately (11%–20%)	3%	11%	25%
Up Slightly (1%–10%)	12%	13%	19%
Flat (No Change over previous year)	6%	25%	21%
Down Slightly (1%–10%)	22%	22%	8%
Down Moderately (11%–20%)	13%	9%	13%
Down Significantly (21%+)	41%	17%	6%
Total	100%	100%	100%

¹ Percentages do not add to 100% due to rounding.

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Change in Total Applicants, by Program Type			
	All Full-Time Programs	All Part-Time Programs	All Executive Programs
	<i>n</i> = 110	<i>n</i> = 64	<i>n</i> = 53
Up	18%	27%	53%
Flat	6%	25%	21%
Down	75%	48%	26%
Total	100%	100%	100%

Full-Time Program Analysis. Whereas three-quarters of the full-time programs reported a downturn in the total number of applications received this year compared with last year, the traditional two-year programs were more likely to report a downturn (78%) than the accelerated one-year programs (67%).

Change in Total Applicants (Full-Time Programs)			
	Full-Time Traditional Two-Year Programs	Full-Time Accelerated One-Year Programs	All Full-Time Programs
	<i>n</i> = 86	<i>n</i> = 24	<i>n</i> = 110
Up Significantly (21%+)	1%	13%	4%
Up Moderately (11%–20%)	3%	0%	3%
Up Slightly (1%–10%)	12%	13%	12%
Flat (No Change over previous year)	6%	8%	6%
Down Slightly (1%–10%)	24%	13%	22%
Down Moderately (11%–20%)	10%	21%	13%
Down Significantly (21%+)	43%	33%	41%
Total	100%	100%	100%
Up	16%	25%	18%
Flat	6%	8%	6%
Down	78%	67%	75%
Total	100%	100%	100%

Year-to-Year Trends in Change in Number of Total Applications, by Program Type. Over the past few years, full-time programs have experienced a great deal of unpredictability in their application numbers. Very few full-time programs reported no change in the number of applications. In 2000 and 2001, the majority of full-time programs cited a slight increase in applications, and in 2002, the majority cited a significant increase. In 2003, there was less cohesiveness; 21% cited a moderate decrease. In 2004, the majority (41%) of full-time programs cited significant decreases.

Application Trends Survey 2004

All Full-Time Programs	2000	2001	2002	2003	2004
Up Significantly (21%+)	24%	8%	34%	8%	4%
Up Moderately (11%–20%)	12%	19%	24%	10%	3%
Up Slightly (1%–10%)	26%	38%	26%	17%	12%
Flat (No Change over previous year)	11%	6%	3%	12%	6%
Down Slightly (1%–10%)	15%	14%	7%	13%	22%
Down Moderately (11%–20%)	10%	13%	4%	21%	13%
Down Significantly (21%+)	1%	3%	3%	19%	41%
Total	100%	101%	100%	100%	100%
Up	62%	65%	84%	35%	18%
Flat	11%	6%	3%	12%	6%
Down	27%	29%	13%	53%	75%
Total	100%	100%	100%	100%	100%

Unlike full-time programs, part-time programs have experienced less unpredictability and less cohesiveness. In 2002, 2003, and 2004, the majority of part-time programs cited no change in the number of applications received. But “the majority” for part-time programs represents only about a quarter of the programs. Typically, there is a lot of variability among part-time program trends. As a group, it was only in 2000 and 2001 when the majority reported an increase in applications.

Part-Time Programs	2000	2001	2002	2003	2004
Up Significantly (21%+)	11%	22%	16%	9%	3%
Up Moderately (11%–20%)	11%	27%	22%	7%	11%
Up Slightly (1%–10%)	34%	24%	22%	17%	13%
Flat (No Change over previous year)	3%	8%	24%	21%	25%
Down Slightly (1%–10%)	11%	19%	16%	21%	22%
Down Moderately (11%–20%)	20%	0%	0%	19%	9%
Down Significantly (21%+)	9%	0%	0%	6%	17%
Total	100%	100%	100%	100%	100%
Up	56%	73%	60%	33%	27%
Flat	3%	8%	24%	21%	25%
Down	41%	19%	16%	46%	48%
Total	100%	100%	100%	100%	100%

Application Trends Survey 2004

With the exception of 2003, the majority of executive programs have reported increases in the number of applications they received.

Executive Programs	2001	2002	2003	2004
Up Significantly (21%+)	8%	9%	7%	9%
Up Moderately (11%–20%)	15%	9%	7%	25%
Up Slightly (1%–10%)	26%	40%	21%	19%
Flat (No Change over previous year)	21%	23%	13%	21%
Down Slightly (1%–10%)	15%	9%	21%	8%
Down Moderately (11%–20%)	9%	6%	21%	13%
Down Significantly (21%+)	6%	6%	9%	6%
Total	100%	100%	100%	100%
Up	49%	57%	35%	53%
Flat	21%	23%	13%	21%
Down	30%	20%	51%	26%
Total	100%	100%	100%	100%

Application Trends Survey 2004

Change in Number of Domestic Applications Received, by Program Type

The full-time programs in the survey were more likely than the other types of programs to report a downturn in the number of domestic applications they received in 2004, compared with 2003. The executive programs were more likely to report an upturn in the number of domestic applications they received compared with last year. In fact, 45% of the executive programs reported an upturn, compared with just over a quarter of the full- and part-time programs.

Change in Domestic Applicants, by Program Type			
	All Full-Time Programs <i>n</i> = 105	All Part-Time Programs <i>n</i> = 60	All Executive Programs <i>n</i> = 51
Up Significantly (21%+)	7%	3%	10%
Up Moderately (11%–20%)	1%	8%	24%
Up Slightly (1%–10%)	19%	17%	12%
Flat (No Change over previous year)	11%	30%	25%
Down Slightly (1%–10%)	19%	15%	8%
Down Moderately (11%–20%)	23%	10%	14%
Down Significantly (21%+)	20%	17%	8%
Total	100%	100%	100%
Up	27%	28%	45%
Flat	11%	30%	25%
Down	62%	42%	29%
Total	100%	100%	100%

Full-Time Program Analysis. The full-time, accelerated one-year programs were more likely than the full-time traditional two-year programs to report an upturn in the number of applications they received from domestic applicants.

Change in Domestic Applicants (Full-Time Programs)			
	Full-Time Traditional Two-Year Program <i>n</i> = 82	Full-Time Accelerated One-Year Programs <i>n</i> = 23	All Full-Time Programs <i>n</i> = 105
Up	23%	39%	27%
Flat	10%	17%	11%
Down	67%	43%	62%
Total	100%	100%	100%

Application Trends Survey 2004

Change in Number of International Applications Received, by Program Type

Almost three-quarters (74%) of the full-time programs reported a downturn in the number of international applications they received this year, compared with last year. One-third of the executive programs did not report their change in international applications, but of those schools that did, they were most likely to report no change in the number of international applications from 2003 to 2004.

Change in International Applicants, by Program Type		
	All Full-Time Programs <i>n</i> = 105	All Executive Programs <i>n</i> = 34
Up Significantly (21%+)	4%	9%
Up Moderately (11%–20%)	5%	3%
Up Slightly (1%–10%)	10%	24%
Flat (No Change over previous year)	8%	50%
Down Slightly (1%–10%)	10%	12%
Down Moderately (11%–20%)	21%	0%
Down Significantly (21%+)	43%	3%
Total	100%	100%
Up	18%	35%
Flat	8%	50%
Down	74%	15%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of full-time programs reported an increase in the number of international applications received (32%) and fewer reported a decrease (51%). Also, in 2003, a higher percentage of executive programs reported no change in the number of international applications they received (61%).

Full-Time Program Analysis. The full-time accelerated one-year programs were more likely than the full-time traditional two-year programs to report an upturn in the number of international applications they received.

Change in International Applicants (Full-Time Programs)			
	Full-Time Traditional Two-Year Programs <i>n</i> = 82	Full-Time Accelerated One-Year Programs <i>n</i> = 23	All Full-Time Programs <i>n</i> = 105
Up	13%	35%	18%
Flat	7%	9%	8%
Down	79%	57%	74%
Total	100%	100%	100%

Application Trends Survey 2004

Change in Number of Applications from Females by Program Type

The part-time programs were more likely than other types of programs to report an increase in the number of applications received from female applicants.

Change in Female Applicants, by Program Type			
	All Full-Time Programs	All Part-Time Programs	All Executive Programs
	<i>n</i> = 103	<i>n</i> = 51	<i>n</i> = 50
Up Significantly (21%+)	6%	4%	10%
Up Moderately (11%–20%)	2%	12%	8%
Up Slightly (1%–10%)	15%	25%	16%
Flat (No Change over previous year)	22%	41%	38%
Down Slightly (1%–10%)	17%	4%	14%
Down Moderately (11%–20%)	17%	4%	2%
Down Significantly (21%+)	21%	10%	12%
Total	100%	100%	100%
Up	22%	41%	34%
Flat	22%	41%	38%
Down	55%	18%	28%
Total	100%	100%	100%

How does this differ from last year? In 2003, a lower percentage of full-time programs (42%) reported a decrease in the number applications they received from women. Also, in 2003, a lower percentage of part-time programs (36%) reported an increase in the number of applications from women, and a higher percentage of executive programs (39%) reported an increase in the number of applications from women.

Full-Time Program Analysis. The full-time accelerated one-year programs were more likely than the full-time traditional two-year programs to report an upturn in the number of applications received from women.

Change in Female Applicants (Full-Time Programs)			
	Full-Time Traditional Two-Year Programs	Full-Time Accelerated One-Year Programs	All Full-Time Programs
	<i>n</i> = 81	<i>n</i> = 22	<i>n</i> = 103
Up	19%	36%	22%
Flat	20%	32%	22%
Down	62%	32%	55%
Total	100%	100%	100%

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Change in Number of U.S. Underrepresented Minority Applications Received, by Program Type

Of the programs reporting change in the number of U.S. underrepresented minority (black/African American, Hispanic American, and Native American) applicants, the full-time programs were more likely to report a downturn, the part-time programs were more likely to report an upturn, and the executive programs were more likely to report no change.

Change in U.S. Minority Applicants, by Program Type			
	All Full-Time Programs <i>n</i> = 80	All Part-Time Programs <i>n</i> = 46	All Executive Programs <i>n</i> = 39
Up Significantly (21%+)	5%	7%	10%
Up Moderately (11%–20%)	4%	9%	5%
Up Slightly (1%–10%)	10%	20%	8%
Flat (No Change over previous year)	29%	39%	54%
Down Slightly (1%–10%)	20%	15%	13%
Down Moderately (11%–20%)	13%	7%	5%
Down Significantly (21%+)	20%	4%	5%
Total	100%	100%	100%
Up	19%	35%	23%
Flat	29%	39%	54%
Down	53%	26%	23%
Total	100%	100%	100%

Full-Time Program Analysis. The full-time accelerated one-year programs were more likely than the full-time traditional two-year programs to report an upturn in the number of applications received from U.S. minority applicants.

Change in U.S. Minority Applicants (Full-Time Programs)			
	Full-Time Traditional Two-Year Programs <i>n</i> = 67	Full-Time Accelerated One-Year Programs <i>n</i> = 13	All Full-Time Programs <i>n</i> = 80
Up	18%	23%	19%
Flat	28%	31%	29%
Down	54%	46%	53%
Total	100%	100%	100%

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Change in Number of Applications, by School Competitiveness (Full-Time Programs)²

As the following table shows, the more competitive the school the more likely the respondent reported a downturn in the number of applications received this year compared with last year. This same pattern holds true for the changes in the number of domestic, female, and U.S. minority applicants.

Change in Total Applicants, by School Competitiveness (Full-Time Programs)			
	Top 25	Next 30	All Others
	<i>n</i> = 25	<i>n</i> = 30	<i>n</i> = 54
Up Significantly (21%+)	0%	3%	6%
Up Moderately (11%–20%)	0%	0%	6%
Up Slightly (1%–10%)	4%	0%	22%
Flat (No Change over previous year)	0%	3%	11%
Down Slightly (1%–10%)	16%	13%	28%
Down Moderately (11%–20%)	16%	13%	11%
Down Significantly (21%+)	64%	67%	17%
Total	100%	100%	100%
Up	4%	3%	33%
Flat	0%	3%	11%
Down	96%	93%	56%
Total	100%	100%	100%

The more competitive the school, the more likely the respondent reported a downturn in the number of domestic applications, compared with last year.

Change in Domestic Applicants, by School Competitiveness (Full-Time Programs)			
	Top 25	Next 30	All Others
	<i>n</i> = 24	<i>n</i> = 28	<i>n</i> = 52
Up Significantly (21%+)	0%	4%	12%
Up Moderately (11%–20%)	0%	0%	2%
Up Slightly (1%–10%)	4%	18%	27%
Flat (No Change over previous year)	4%	4%	19%
Down Slightly (1%–10%)	29%	11%	19%
Down Moderately (11%–20%)	29%	29%	15%
Down Significantly (21%+)	33%	36%	6%
Total	100%	100%	100%
Up	4%	21%	40%
Flat	4%	4%	19%
Down	92%	75%	40%
Total	100%	100%	100%

² School Competitiveness was determined by averaging the rank score of schools from the most recent ranking of *BusinessWeek*, *U.S. News & World Report*, and *Financial Times*. All categories include both U.S.- and non-U.S. schools. See the Methodology section for a complete list of participating schools. Because the rankings used are only based on full-time programs, analysis of part-time and executive programs by competitiveness was not conducted in this survey.

Application Trends Survey 2004

Compared with the “top 25” full-time programs, the “next 30” were more likely to report a downturn in international applicants. “All others” were less likely than the more competitive programs to report a downturn.

Change in International Applicants, by School Competitiveness (Full-Time Programs)			
	Top 25	Next 30	All Others
	<i>n</i> = 25	<i>n</i> = 28	<i>n</i> = 51
Up Significantly (21%+)	0%	0%	8%
Up Moderately (11%–20%)	4%	0%	8%
Up Slightly (1%–10%)	8%	7%	10%
Flat (No Change over previous year)	0%	4%	14%
Down Slightly (1%–10%)	8%	7%	14%
Down Moderately (11%–20%)	24%	18%	22%
Down Significantly (21%+)	56%	64%	25%
Total	100%	100%	100%
Up	12%	7%	25%
Flat	0%	4%	14%
Down	88%	89%	61%
Total	100%	100%	100%

The more competitive the school, the more likely the respondent reported a downturn in the number of applications from women, compared with last year.

Change in Female Applicants, by School Competitiveness (Full-Time Programs)			
	Top 25	Next 30	All Others
	<i>n</i> = 25	<i>n</i> = 28	<i>n</i> = 49
Up Significantly (21%+)	0%	7%	8%
Up Moderately (11%–20%)	0%	4%	2%
Up Slightly (1%–10%)	8%	7%	22%
Flat (No Change over previous year)	8%	11%	37%
Down Slightly (1%–10%)	32%	7%	16%
Down Moderately (11%–20%)	32%	21%	6%
Down Significantly (21%+)	20%	43%	8%
Total	100%	100%	100%
Up	8%	18%	33%
Flat	8%	11%	37%
Down	84%	71%	31%
Total	100%	100%	100%

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The more competitive the school, the more likely the respondent reported a downturn in the number of applications they received in 2004 from U.S. minorities, compared with last year.

Change in U.S. Minority Applicants, by School Competitiveness (Full-Time Programs)			
	Top 25 <i>n</i> = 18	Next 30 <i>n</i> = 24	All Others <i>n</i> = 38
Up Significantly (21%+)	0%	13%	3%
Up Moderately (11%–20%)	0%	4%	5%
Up Slightly (1%–10%)	6%	8%	13%
Flat (No Change over previous year)	6%	21%	45%
Down Slightly (1%–10%)	33%	4%	24%
Down Moderately (11%–20%)	22%	13%	8%
Down Significantly (21%+)	33%	38%	3%
Total	100%	100%	100%
Up	6%	25%	21%
Flat	6%	21%	45%
Down	89%	54%	34%
Total	100%	100%	100%

Change in Number of Applications Received, by World Region and Program Type³

Full-Time Programs. The full-time programs outside the U.S. were more likely than U.S. full-time programs to report a downturn in the number of applications they received overall this year, compared with last year.

Change in Total Applicants, by World Region (Full-Time Programs)		
	U.S. <i>n</i> = 91	Non-U.S. <i>n</i> = 19
Up Significantly (21%+)	4%	0%
Up Moderately (11%–20%)	3%	0%
Up Slightly (1%–10%)	13%	5%
Flat (No Change over previous year)	7%	5%
Down Slightly (1%–10%)	22%	21%
Down Moderately (11%–20%)	11%	21%
Down Significantly (21%+)	40%	47%
Total	100%	100%
Up	21%	5%
Flat	7%	5%
Down	73%	89%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of full-time programs outside the United States reported an upturn in their total applications (42%) and fewer reported a downturn (32%). Also, in 2003, a lower percentage of U.S. full-time programs reported a downturn (57%).

³ Change in application volume for part-time programs is not reported by world region, because only two non-U.S. part-time programs completed the survey.

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The full-time programs outside the United States were more likely than U.S. full-time programs to report a downturn in the number of domestic applications they received this year, compared with last year.

Change in Domestic Applicants, by World Region (Full-Time Programs)		
	U.S. <i>n</i> = 87	Non-U.S. <i>n</i> = 18
Up Significantly (21%+)	8%	0%
Up Moderately (11%–20%)	0%	6%
Up Slightly (1%–10%)	20%	17%
Flat (No Change over previous year)	13%	6%
Down Slightly (1%–10%)	17%	28%
Down Moderately (11%–20%)	22%	28%
Down Significantly (21%+)	21%	17%
Total	100%	100%
Up	28%	22%
Flat	13%	6%
Down	60%	72%
Total	100%	100%

There was no real change from 2003 to 2004 in the number of international applications that full-time programs in and outside of the United States received.

Change in International Applicants, by World Region (Full-Time Programs)		
	U.S. <i>n</i> = 87	Non-U.S. <i>n</i> = 19
Up Significantly (21%+)	5%	0%
Up Moderately (11%–20%)	5%	5%
Up Slightly (1%–10%)	8%	16%
Flat (No Change over previous year)	8%	5%
Down Slightly (1%–10%)	10%	11%
Down Moderately (11%–20%)	21%	21%
Down Significantly (21%+)	43%	42%
Total	100%	100%
Up	17%	21%
Flat	8%	5%
Down	74%	74%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of full-time programs outside the United States reported an upturn in the number of international applications received (71%), and a lower percentage of U.S. full-time programs reported a downturn (61%).

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The full-time programs outside the United States were more likely than the U.S. full-time programs to report no change from 2003 to 2004 in the number of applications they received from women.

Change in Female Applicants, by World Region (Full-Time Programs)		
	U.S. <i>n</i> = 84	Non-U.S. <i>n</i> = 19
Up Significantly (21%+)	7%	0%
Up Moderately (11%–20%)	2%	0%
Up Slightly (1%–10%)	14%	16%
Flat (No Change over previous year)	19%	37%
Down Slightly (1%–10%)	17%	21%
Down Moderately (11%–20%)	18%	11%
Down Significantly (21%+)	23%	16%
Total	100%	100%
Up	24%	16%
Flat	19%	37%
Down	57%	47%
Total	100%	100%

Executive Programs. The executive programs outside the United States were more likely than the U.S. executive programs to report an upturn in the total number of applications they received this year, compared with last year.

Change in Total Applicants, by World Region (Executive Programs)		
	U.S. <i>n</i> = 42	Non-U.S. <i>n</i> = 11
Up Significantly (21%+)	10%	9%
Up Moderately (11%–20%)	24%	27%
Up Slightly (1%–10%)	17%	27%
Flat (No Change over previous year)	24%	9%
Down Slightly (1%–10%)	2%	27%
Down Moderately (11%–20%)	17%	0%
Down Significantly (21%+)	7%	0%
Total	100%	100%
Up	50%	64%
Flat	24%	9%
Down	26%	27%
Total	100%	100%

How does this differ from last year? In 2003, a lower percentage of U.S. executive programs reported an upturn (32%) and a higher percentage of reported a downturn (55%). Also, in 2003, a lower percentage of executive programs outside the United States reported an upturn (50%) and a higher percentage of reported a downturn (36%).

Application Trends Survey 2004

The executive programs outside the United States were more likely than the U.S. executive programs to report a downturn in the number of domestic applications received this year, compared with last year.

Change in Domestic Applicants, by World Region (Executive Programs)		
	U.S.	Non-U.S.
	<i>n</i> = 41	<i>n</i> = 10
Up Significantly (21%+)	7%	20%
Up Moderately (11%–20%)	27%	10%
Up Slightly (1%–10%)	12%	10%
Flat (No Change over previous year)	27%	20%
Down Slightly (1%–10%)	2%	30%
Down Moderately (11%–20%)	17%	0%
Down Significantly (21%+)	7%	10%
Total	100%	100%
Up	46%	40%
Flat	27%	20%
Down	27%	40%
Total	100%	100%

The executive programs outside the United States were more likely than the U.S. executive programs to report an upturn in the number of international applications received this year, compared with last year.

Change in International Applicants, by World Region (Executive Programs)		
	U.S.	Non-U.S.
	<i>n</i> = 25	<i>n</i> = 9
Up Significantly (21%+)	4%	22%
Up Moderately (11%–20%)	0%	11%
Up Slightly (1%–10%)	24%	22%
Flat (No Change over previous year)	56%	33%
Down Slightly (1%–10%)	12%	11%
Down Moderately (11%–20%)	0%	0%
Down Significantly (21%+)	4%	0%
Total	100%	100%
Up	28%	56%
Flat	56%	33%
Down	16%	11%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of U.S. executive programs reported no change in the number of international applications received (69%). Also, in 2003, a higher percentage of executive programs outside the U.S. reported a downturn (17%) and fewer reported an upturn (50%).

Application Trends Survey 2004

The executive programs outside the United States were more likely than the U.S. executive programs to report an upturn in the number of applications they received from women this year, compared with last year.

Change in Female Applicants, by World Region (Executive Programs)		
	U.S. <i>n</i> = 39	Non-U.S. <i>n</i> = 11
Up Significantly (21%+)	10%	9%
Up Moderately (11%–20%)	5%	18%
Up Slightly (1%–10%)	15%	18%
Flat (No Change over previous year)	41%	27%
Down Slightly (1%–10%)	13%	18%
Down Moderately (11%–20%)	0%	9%
Down Significantly (21%+)	15%	0%
Total	100%	100%
Up	31%	45%
Flat	41%	27%
Down	28%	27%
Total	100%	100%

Change in Number of Applications Received, by School Type and Program Type

Full-Time Programs. There were no real differences between private and public full-time programs in the change in the total number of applications they received this year, compared with last year.

Change in Total Applicants, by Private/Public School (Full-Time Programs)		
	Private <i>n</i> = 51	Public <i>n</i> = 59
Up Significantly (21%+)	8%	0%
Up Moderately (11%–20%)	0%	5%
Up Slightly (1%–10%)	12%	12%
Flat (No Change over previous year)	6%	7%
Down Slightly (1%–10%)	22%	22%
Down Moderately (11%–20%)	12%	14%
Down Significantly (21%+)	41%	41%
Total	100%	100%
Up	20%	17%
Flat	6%	7%
Down	75%	76%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of private full-time programs reported an upturn in total applications (25%), and fewer reported a downturn (65%). Also, in 2003, a higher percentage of public full-time programs reported an upturn (43%), and fewer reported a downturn (42%).

Application Trends Survey 2004

There were no real differences between private and public full-time programs in the United States in the change in the number of total applications they received this year, compared with last year.

Change in Total Applicants, by Private/Public School (U.S. Full-Time Programs)		
	Private <i>n</i> = 42	Public <i>n</i> = 49
Up	21%	20%
Flat	7%	6%
Down	71%	73%
Total	100%	100%

There were no real differences between private and public full-time programs outside the United States in the change in the number of total applications received this year, compared with last year.

Change in Total Applicants, by Private/Public School (Non-U.S. Full-Time Programs)		
	Private <i>n</i> = 9	Public <i>n</i> = 10
Up	11%	0%
Flat	0%	10%
Down	89%	90%
Total	100%	100%

The public full-time programs were more likely than the private full-time programs to report an upturn in the number of domestic applications they received this year, compared with last year.

Change in Domestic Applicants, by Private/Public School (Full-Time Programs)		
	Private <i>n</i> = 46	Public <i>n</i> = 59
Up Significantly (21%+)	9%	5%
Up Moderately (11%–20%)	2%	0%
Up Slightly (1%–10%)	13%	24%
Flat (No Change over previous year)	15%	8%
Down Slightly (1%–10%)	20%	19%
Down Moderately (11%–20%)	22%	24%
Down Significantly (21%+)	20%	20%
Total	100%	100%
Up	24%	29%
Flat	15%	8%
Down	61%	63%
Total	100%	100%

Application Trends Survey 2004

The private full-time programs were more likely than the public full-time programs to report an upturn in the number of international applications they received this year, compared with last year.

Change in International Applicants, by Private/Public School (Full-Time Programs)		
	Private <i>n</i> = 46	Public <i>n</i> = 59
Up Significantly (21%+)	7%	2%
Up Moderately (11%–20%)	4%	5%
Up Slightly (1%–10%)	13%	7%
Flat (No Change over previous year)	7%	8%
Down Slightly (1%–10%)	11%	10%
Down Moderately (11%–20%)	13%	27%
Down Significantly (21%+)	46%	41%
Total	100%	100%
Up	24%	14%
Flat	7%	8%
Down	70%	78%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of private full-time programs reported an upturn in the number of international applications received (31%), and fewer reported a downturn (54%). Also, in 2003, a higher percentage of public full-time programs reported an upturn (33%), and a lower percentage reported a downturn (49%).

The private full-time programs were more likely than the public full-time programs to report an upturn in the number of applications received by women this year, compared with last year.

Change in Female Applicants, by Private/Public School (Full-Time Programs)		
	Private <i>n</i> = 45	Public <i>n</i> = 58
Up Significantly (21%+)	7%	5%
Up Moderately (11%–20%)	2%	2%
Up Slightly (1%–10%)	20%	10%
Flat (No Change over previous year)	16%	28%
Down Slightly (1%–10%)	18%	17%
Down Moderately (11%–20%)	22%	12%
Down Significantly (21%+)	16%	26%
Total	100%	100%
Up	29%	17%
Flat	16%	28%
Down	56%	55%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of private full-time programs reported no change (37%); a lower percentage reported an upturn (20%) or a downturn (43%). Also, in 2003, a higher percentage of public full-time programs reported an upturn (32%) and fewer reported a downturn (40%).

Application Trends Survey 2004

The private full-time programs were more likely than the public full-time programs to report an upturn in the number of U.S. minority applications received this year, compared with last year.

Change in U.S. Minority Applicants, by Private/Public School (Full-Time Programs)		
	Private <i>n</i> = 37	Public <i>n</i> = 43
Up Significantly (21%+)	3%	7%
Up Moderately (11%–20%)	3%	5%
Up Slightly (1%–10%)	16%	5%
Flat (No Change over previous year)	27%	30%
Down Slightly (1%–10%)	16%	23%
Down Moderately (11%–20%)	16%	9%
Down Significantly (21%+)	19%	21%
Total	100%	100%
Up	22%	16%
Flat	27%	30%
Down	51%	53%
Total	100%	100%

Part-Time Programs. The private part-time programs were more likely than the public part-time programs to report an upturn in the total number of applications they received this year, compared with last year.

Change in Total Applicants, by Private/Public School (Part-Time Programs)		
	Private <i>n</i> = 29	Public <i>n</i> = 35
Up Significantly (21%+)	0%	6%
Up Moderately (11%–20%)	17%	6%
Up Slightly (1%–10%)	14%	11%
Flat (No Change over previous year)	31%	20%
Down Slightly (1%–10%)	14%	29%
Down Moderately (11%–20%)	3%	14%
Down Significantly (21%+)	21%	14%
Total	100%	100%
Up	31%	23%
Flat	31%	20%
Down	38%	57%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of private part-time programs reported a downturn in the number of total applications received (51%), and fewer reported no change (18%). Also, in 2003, a higher percentage of public part-time programs reported an upturn (36%), and fewer reported a downturn (40%).

Application Trends Survey 2004

There were no real differences between private and public part-time programs in the change in the number of domestic applications they received this year, compared with last year.

Change in Domestic Applicants, by Private/Public School (Part-Time Programs)		
	Private <i>n</i> = 25	Public <i>n</i> = 35
Up Significantly (21%+)	4%	3%
Up Moderately (11%–20%)	12%	6%
Up Slightly (1%–10%)	12%	20%
Flat (No Change over previous year)	32%	29%
Down Slightly (1%–10%)	16%	14%
Down Moderately (11%–20%)	4%	14%
Down Significantly (21%+)	20%	14%
Total	100%	100%
Up	28%	29%
Flat	32%	29%
Down	40%	43%
Total	100%	100%

The public part-time programs were more likely than the private part-time programs to report an upturn in the number of applications they received from women this year, compared with last year.

Change in Female Applicants, by Private/Public School (Part-Time Programs)		
	Private <i>n</i> = 21	Public <i>n</i> = 30
Up Significantly (21%+)	0%	7%
Up Moderately (11%–20%)	10%	13%
Up Slightly (1%–10%)	14%	33%
Flat (No Change over previous year)	52%	33%
Down Slightly (1%–10%)	0%	7%
Down Moderately (11%–20%)	10%	0%
Down Significantly (21%+)	14%	7%
Total	100%	100%
Up	24%	53%
Flat	52%	33%
Down	24%	13%
Total	100%	100%

How does this differ from last year? In 2003, a lower percentage of public part-time programs reported an upturn in the number of applications they received from women (45%).

Application Trends Survey 2004

The private part-time programs were more likely than the public part-time programs to report an upturn in the number of U.S. minority applications they received this year, compared with last year.

Change in U.S. Minority Applicants, by Private/Public School (Part-Time Programs)		
	Private <i>n</i> = 20	Public <i>n</i> = 26
Up Significantly (21%+)	5%	8%
Up Moderately (11%–20%)	15%	4%
Up Slightly (1%–10%)	20%	19%
Flat (No Change over previous year)	45%	35%
Down Slightly (1%–10%)	10%	19%
Down Moderately (11%–20%)	0%	12%
Down Significantly (21%+)	5%	4%
Total	100%	100%
Up	40%	31%
Flat	45%	35%
Down	15%	35%
Total	100%	100%

Executive Programs. There were no real differences between private and public executive programs in the change in the number of total applications received this year, compared with last year.

Change in Total Applicants, by Private/Public School (Executive Programs)		
	Private <i>n</i> = 26	Public <i>n</i> = 27
Up Significantly (21%+)	12%	7%
Up Moderately (11%–20%)	23%	26%
Up Slightly (1%–10%)	19%	19%
Flat (No Change over previous year)	19%	22%
Down Slightly (1%–10%)	8%	7%
Down Moderately (11%–20%)	12%	15%
Down Significantly (21%+)	8%	4%
Total	100%	100%
Up	54%	52%
Flat	19%	22%
Down	27%	26%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of private executive programs reported a downturn in the number of total applications received (46%), and fewer reported an upturn (40%). Also, in 2003, a higher percentage of public executive programs reported a downturn (56%), and fewer reported an upturn (31%).

Application Trends Survey 2004

There were no real differences between private and public executive programs in the change in the number of domestic applications they received this year, compared with last year.

Change in Domestic Applicants, by Private/Public School (Executive Programs)		
	Private <i>n</i> = 24	Public <i>n</i> = 27
Up Significantly (21%+)	13%	7%
Up Moderately (11%–20%)	21%	26%
Up Slightly (1%–10%)	13%	11%
Flat (No Change over previous year)	25%	26%
Down Slightly (1%–10%)	13%	4%
Down Moderately (11%–20%)	8%	19%
Down Significantly (21%+)	8%	7%
Total	100%	100%
Up	46%	44%
Flat	25%	26%
Down	29%	30%
Total	100%	100%

The private executive programs were more likely than the public executive programs to report a downturn in the number of international applications they received this year, compared with last year.

Change in International Applicants, by Private/Public School (Executive Programs)		
	Private <i>n</i> = 13	Public <i>n</i> = 21
Up Significantly (21%+)	8%	10%
Up Moderately (11%–20%)	8%	0%
Up Slightly (1%–10%)	15%	29%
Flat (No Change over previous year)	46%	52%
Down Slightly (1%–10%)	15%	10%
Down Moderately (11%–20%)	0%	0%
Down Significantly (21%+)	8%	0%
Total	100%	100%
Up	31%	38%
Flat	46%	52%
Down	23%	10%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of private executive programs reported no change in the number of international applicants received (71%), and fewer reported a downturn (8%) or an upturn (21%).

Application Trends Survey 2004

The private executive programs were more likely than the public executive programs to report a downturn in the number of applications they received from women this year, compared with last year.

Change in Female Applicants, by Private/Public School (Executive Programs)		
	Private <i>n</i> = 22	Public <i>n</i> = 28
Up Significantly (21%+)	5%	14%
Up Moderately (11%–20%)	5%	11%
Up Slightly (1%–10%)	14%	18%
Flat (No Change over previous year)	36%	39%
Down Slightly (1%–10%)	23%	7%
Down Moderately (11%–20%)	0%	4%
Down Significantly (21%+)	18%	7%
Total	100%	100%
Up	23%	43%
Flat	36%	39%
Down	41%	18%
Total	100%	100%

How does this differ from last year? In 2003, a higher percentage of private executive programs reported an upturn in the number of applications they received from women (41%), and fewer reported a downturn (32%). Also, in 2003, a higher percentage of public executive programs reported a downturn (30%), and fewer reported an upturn (37%).

There were no real differences between private and public executive programs in the change in the number of applications they received from U.S. minorities this year, compared with last year.

Change in U.S. Minority Applicants, by Private/Public School (Executive Programs)		
	Private <i>n</i> = 16	Public <i>n</i> = 23
Up Significantly (21%+)	6%	13%
Up Moderately (11%–20%)	6%	4%
Up Slightly (1%–10%)	13%	4%
Flat (No Change over previous year)	50%	57%
Down Slightly (1%–10%)	13%	13%
Down Moderately (11%–20%)	6%	4%
Down Significantly (21%+)	6%	4%
Total	100%	100%
Up	25%	22%
Flat	50%	57%
Down	25%	22%
Total	100%	100%

Application Trends Survey 2004

Change in Number of Applications Received, by Class Size and Program Type⁴

Full-Time Programs. The full-time programs with a target entering class size of more than 101 were more likely than the full-time programs with a target class size of 100 or fewer to report a downturn in the number of total applications this year, compared with last year. This pattern is similar in both U.S. and non-U.S. full-time programs.

Change in Total Applicants, by Class Size (Full-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 60	<i>n</i> = 50
Up Significantly (21%+)	7%	0%
Up Moderately (11%–20%)	5%	0%
Up Slightly (1%–10%)	15%	8%
Flat (No Change over previous year)	12%	0%
Down Slightly (1%–10%)	20%	24%
Down Moderately (11%–20%)	13%	12%
Down Significantly (21%+)	28%	56%
Total	100%	100%
Up	27%	8%
Flat	12%	0%
Down	62%	92%
Total	100%	100%

Change in Total Applicants, by Class Size (U.S. Full-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 51	<i>n</i> = 40
Up	29%	10%
Flat	12%	0%
Down	59%	90%
Total	100%	100%

Change in Total Applicants, by Class Size (Non-U.S. Full-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 8	<i>n</i> = 10
Up	11%	0%
Flat	11%	0%
Down	78%	100%
Total	100%	100%

⁴ Results for executive programs by class size were not included, because only five executive programs reported an entering class size of 101 or more.

Application Trends Survey 2004

The full-time programs with a target entering class size of more than 101 students were more likely than the full-time programs with a target class size of 100 or fewer to report a downturn in the number of domestic applications this year, compared with last year.

Change in Domestic Applicants, by Class Size (Full-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 56	<i>n</i> = 49
Up Significantly (21%+)	13%	0%
Up Moderately (11%–20%)	2%	0%
Up Slightly (1%–10%)	21%	16%
Flat (No Change over previous year)	14%	8%
Down Slightly (1%–10%)	20%	18%
Down Moderately (11%–20%)	18%	29%
Down Significantly (21%+)	13%	29%
Total	100%	100%
Up	36%	16%
Flat	14%	8%
Down	50%	76%
Total	100%	100%

The full-time programs with a target entering class size of more than 101 students were more likely than the full-time programs with a target class size of 100 or fewer to report a downturn in the number of international applications this year, compared with last year.

Change in International Applicants, by Class Size (Full-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 56	<i>n</i> = 49
Up Significantly (21%+)	7%	0%
Up Moderately (11%–20%)	4%	6%
Up Slightly (1%–10%)	16%	2%
Flat (No Change over previous year)	11%	4%
Down Slightly (1%–10%)	9%	12%
Down Moderately (11%–20%)	25%	16%
Down Significantly (21%+)	29%	59%
Total	100%	100%
Up	27%	8%
Flat	11%	4%
Down	63%	88%
Total	100%	100%

Application Trends Survey 2004

The full-time programs with a target entering class size of more than 101 students were more likely than the full-time programs with a target class size of 100 or fewer to report a downturn in the number of applications from women this year, compared with last year.

Change in Female Applicants, by Class Size (Full-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 54	<i>n</i> = 49
Up Significantly (21%+)	11%	0%
Up Moderately (11%–20%)	4%	0%
Up Slightly (1%–10%)	17%	12%
Flat (No Change over previous year)	30%	14%
Down Slightly (1%–10%)	17%	18%
Down Moderately (11%–20%)	9%	24%
Down Significantly (21%+)	13%	31%
Total	100%	100%
Up	31%	12%
Flat	30%	14%
Down	39%	73%
Total	100%	100%

The full-time programs with a target entering class size of more than 101 students were more likely than the full-time programs with a target class size of 100 or fewer to report a downturn in the number of applications from U.S. underrepresented minorities this year, compared with last year.

Change in U.S. Minority Applicants, by Class Size (Full-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 41	<i>n</i> = 39
Up Significantly (21%+)	5%	5%
Up Moderately (11%–20%)	5%	3%
Up Slightly (1%–10%)	15%	5%
Flat (No change over previous year)	34%	23%
Down Slightly (1%–10%)	22%	18%
Down Moderately (11%–20%)	10%	15%
Down Significantly (21%+)	10%	31%
Total	100%	100%
Up	24%	13%
Flat	34%	23%
Down	41%	64%
Total	100%	100%

Application Trends Survey 2004

Part-Time Programs. The part-time programs with a target entering class size of more than 101 students were more likely than part-time programs with a target entering class size of 100 or fewer to report no change in the number of total applications this year, compared with last year.

Change in Total Applicants, by Class Size (Part-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 44	<i>n</i> = 20
Up Significantly (21%+)	2%	5%
Up Moderately (11%–20%)	9%	15%
Up Slightly (1%–10%)	16%	5%
Flat (No change over previous year)	23%	30%
Down Slightly (1%–10%)	23%	20%
Down Moderately (11%–20%)	11%	5%
Down Significantly (21%+)	16%	20%
Total	100%	100%
Up	27%	25%
Flat	23%	30%
Down	50%	45%
Total	100%	100%

The part-time programs with a target entering class size of more than 101 students were more likely than part-time programs with a target entering class size of 100 or fewer to report a downturn in the number of domestic applications this year, compared with last year.

Change in Domestic Applicants, by Class Size (Part-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 41	<i>n</i> = 19
Up Significantly (21%+)	2%	5%
Up Moderately (11%–20%)	10%	5%
Up Slightly (1%–10%)	22%	5%
Flat (No change over previous year)	27%	37%
Down Slightly (1%–10%)	12%	21%
Down Moderately (11%–20%)	12%	5%
Down Significantly (21%+)	15%	21%
Total	100%	100%
Up	34%	16%
Flat	27%	37%
Down	39%	47%
Total	100%	100%

Application Trends Survey 2004

Part-time programs with a target entering class size of more than 101 students were more likely than part-time programs with a target entering class size of 100 or fewer to report no change in the number of applications from U.S. underrepresented minorities this year, compared with last year.

Change in U.S. Minority Applicants, by Class Size (Part-Time Programs)		
	100 or Fewer <i>n</i> = 29	More Than 101 <i>n</i> = 17
Up Significantly (21%+)	7%	6%
Up Moderately (11%–20%)	3%	18%
Up Slightly (1%–10%)	24%	12%
Flat (No change over previous year)	31%	53%
Down Slightly (1%–10%)	24%	0%
Down Moderately (11%–20%)	7%	6%
Down Significantly (21%+)	3%	6%
Total	100%	100%
Up	34%	35%
Flat	31%	53%
Down	34%	12%
Total	100%	100%

Applicant Pool Distribution and Application Trends⁵

Respondents were asked to indicate the percent distribution of their total number of applicants (or applicant pool) that came from the local, regional, national, and international population. As the following table shows, full-time accelerated programs receive applications from the international population more than do full-time traditional two-year programs. Executive MBA programs receive applications predominantly from the local population.

Applicant Pool Mean Percent Distribution, by Program Type			
	Full-Time Traditional Two-Year Programs <i>n</i> = 87	Full-Time Accelerated One-Year Programs <i>n</i> = 24	All Executive Programs <i>n</i> = 53
Local	22%	17%	58%
Regional	17%	13%	23%
National	23%	21%	11%
International	40%	49%	9%

Full-time traditional two-year programs that receive a higher percentage of applicants from a national pool were more likely to report a downturn this year. Full-time accelerated programs that receive a higher percentage of applicants from an international pool were also more likely to report a downturn.

⁵ Respondents from part-time programs were not asked to report their applicant pool distribution.

Application Trends Survey 2004

Change in Total Applicants, by Applicant Pool Distribution (Full-Time Programs)			
	Mean Percent		
	Up	Flat	Down
Full-Time Traditional Two-Year Programs			
Local	25%	19%	21%
Regional	28%	21%	14%
National	19%	15%	25%
International	35%	45%	41%
Full-Time Accelerated One-Year Programs			
Local	18%	35%	15%
Regional	31%	10%	6%
National	18%	35%	21%
International	33%	20%	56%
All Full-Time Programs			
Local	23%	20%	20%
Regional	29%	22%	12%
National	17%	19%	25%
International	35%	40%	44%

Executive MBA programs that receive a higher percentage of regional applications were more likely to report an upturn than the executive MBA programs that receive a higher percentage of applicants from a local pool.

Change in Total Applicants, by Applicant Pool Distribution (Executive Programs)			
	Mean Percent		
	Up	Flat	Down
Local	53%	60%	63%
Regional	28%	18%	17%
National	9%	13%	14%
International	11%	9%	5%

Breakdowns by Full-Time Programs. As the following table shows, schools in the top 25 were more likely than other schools to receive applications from a national applicant pool and less likely to receive applications from local and regional applicant pools. Schools in the top 55 were more likely than all other schools to receive applications from an international applicant pool. All other schools were more likely than schools in the top 55 to receive applications from the local applicant pool.

Applicant Pool Mean Percent Distribution, by School Competitiveness (Full-Time Programs)			
	Mean Percent		
	Top 25	Next 30	All Others
Local	8%	15%	29%
Regional	10%	17%	19%
National	35%	20%	19%
International	47%	50%	35%

Application Trends Survey 2004

Full-time programs outside the United States were more likely than programs in the United States to receive international applications. Full-time programs in the United States were more likely to receive applications from local and regional applicant pools.

Applicant Pool Mean Percent Distribution, by World Region (Full-Time Programs)		
	Mean Percent	
	U.S.	Non-U.S.
Local	24%	7%
Regional	19%	3%
National	22%	27%
International	38%	61%

Full-time programs with an entering class size of 100 or fewer were more likely than programs with larger entering classes to receive applications from a local applicant pool, whereas programs with a larger entering class were more likely to receive applications from a national applicant pool.

Applicant Pool Mean Percent Distribution, by Class Size (Full-Time Programs)		
	Mean Percent	
	100 or Fewer	More Than 101
Local	24%	16%
Regional	18%	14%
National	17%	30%
International	43%	42%

Public full-time programs were more likely than private full-time programs to receive applications from a local applicant pool.

Applicant Pool Mean Percent Distribution, by Private/Public Schools (Full-Time Programs)		
	Mean Percent	
	Private	Public
Local	17%	23%
Regional	16%	16%
National	23%	22%
International	44%	40%

Breakdowns by Executive Programs. Executive MBA programs in the United States were more likely than executive MBA programs outside the United States to receive applications from local and regional applicant pools. Executive MBA programs outside the United States were more likely to receive applications from national and international applicant pools.

Application Trends Survey 2004

Applicant Pool Mean Percent Distribution, by World Region (Executive Programs)		
	Mean	
	U.S.	Non-U.S.
Local	64%	33%
Regional	27%	8%
National	6%	28%
International	2%	32%

Private executive MBA programs were more likely to receive applications from an international applicant pool, whereas public executive MBA programs were more likely to receive from a national applicant pool.

Applicant Pool Mean Percent Distribution, by Private/Public Schools (Executive Programs)		
	Mean Percent	
	Private	Public
Local	59%	56%
Regional	20%	26%
National	9%	12%
International	12%	6%

Special Outreach

The full-time programs were more likely than other types of programs to report having special outreach recruiting efforts. A higher percentage of full-time traditional two-year programs reported conducting special outreach to U.S. underrepresented minorities, women, and occupational specialties. A higher percentage of full-time accelerated one-year programs reported special outreach to international applicants.

Special Outreach Efforts, by Program Type				
	Full-Time Traditional Two-Year Programs	Full-Time Accelerated One-Year Programs	All Part-Time Programs	All Executive Programs
	<i>n</i> = 87	<i>n</i> = 24	<i>n</i> = 68	<i>n</i> = 55
No special outreach recruiting	23%	25%	57%	44%
Minorities (U.S.)	55%	21%	15%	35%
International applicants	41%	50%	N/A	11%
Women	45%	17%	18%	15%
Occupational specialties (e.g. engineers, scientists)	30%	21%	19%	22%
Other (please specify)	15%	8%	18%	11%

Application Trends Survey 2004

Full-Time Programs

The more competitive the full-time program, the more likely special outreach efforts were made to recruit women, international applicants, U.S. underrepresented minorities, and people with occupational specialties.

Special Outreach Programs, by School Competitiveness (Full-Time Programs)			
	Top 25	Next 30	All Others
	<i>n</i> = 25	<i>n</i> = 30	<i>n</i> = 55
Did not do any special outreach recruiting	12%	17%	33%
Women	72%	47%	20%
International applicants	60%	50%	31%
Minorities (U.S.)	68%	63%	31%
Occupational specialties (e.g. engineers, scientists)	36%	20%	29%
Other (please specify)	20%	20%	7%

U.S. full-time programs were more likely to report conducting special outreach recruiting efforts toward women, U.S. minorities, and people with occupational specialties. Full-time programs outside the U.S. were more likely to report conducting special outreach recruiting efforts for international applicants.

Special Outreach Efforts, by World Region (Full-Time Programs)		
	U.S.	Non-U.S.
	<i>n</i> = 91	<i>n</i> = 19
Did not do any special outreach recruiting	24%	21%
Women	42%	21%
International applicants	39%	63%
Minorities (U.S.)	58%	0%
Occupational specialties (e.g. engineers, scientists)	30%	16%
Other (please specify)	13%	16%

The full-time programs with an entering class size of more than 101 were more likely to report conducting special outreach recruiting efforts for women, international applicants, and U.S. underrepresented minorities.

Special Outreach Efforts, by Class Size (Full-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 61	<i>n</i> = 50
Did not do any special outreach recruiting	31%	14%
Women	20%	62%
International applicants	38%	50%
Minorities (U.S.)	36%	62%
Occupational specialties (e.g. engineers, scientists, etc)	26%	30%
Other (please specify)	5%	24%

Application Trends Survey 2004

Part-Time Programs. The part-time programs with an entering class size of more than 101 were more likely to report special outreach efforts for recruiting people with occupational specialties. The smaller part-time programs were more likely than bigger programs to report conducting special outreach efforts to recruit women and U.S. underrepresented minorities.

Special Outreach Efforts, by Class Size (Part-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 47	<i>n</i> = 21
Did not do any special outreach recruiting	57%	57%
Women	17%	10%
Minorities (U.S.)	19%	14%
Occupational specialties (e.g. engineers, scientists, etc)	15%	29%
Other (please specify)	19%	14%

Private part-time programs were more likely to report conducting special outreach recruiting efforts for women and U.S. underrepresented minorities.

Special Outreach Efforts, by Private/Public School (Part-Time Programs)		
	Private	Public
	<i>n</i> = 30	<i>n</i> = 38
Did not do any special outreach recruiting	60%	55%
Women	17%	13%
Minorities (U.S.)	23%	13%
Occupational specialties (e.g. engineers, scientists, etc)	20%	18%
Other (please specify)	13%	21%

Part-time programs reporting on classes that begin between July and December of 2004 were more likely to have special outreach efforts toward women and U.S. underrepresented minorities.

Special Outreach Efforts, by Class Period (Part-Time Programs)		
	January to June	July to December
	<i>n</i> = 14	<i>n</i> = 54
Did not do any special outreach recruiting	64%	56%
Women	0%	19%
Minorities (U.S.)	7%	20%
Occupational specialties (e.g. engineers, scientists, etc)	21%	19%
Other (please specify)	14%	19%

Executive Programs. Executive programs within the United States were more likely to report conducting special outreach efforts toward women and U.S. underrepresented minorities. The executive programs outside the United States were more likely to report conducting special outreach efforts for international applicants.

Application Trends Survey 2004

Special Outreach Efforts, by World Region (Executive Programs)		
	U.S.	Non-U.S.
	<i>n</i> = 43	<i>n</i> = 12
Did not do any special outreach recruiting	47%	33%
Women	40%	17%
International applicants	2%	42%
Minorities (U.S.)	19%	0%
Occupational specialties (e.g. engineers, scientists, etc)	21%	25%
Other (please specify)	9%	17%

Private executive programs were more likely to report conducting special outreach efforts for international applicants. Public executive programs were more likely to report conducting special outreach efforts for people with occupational specialties.

Special Outreach Efforts, by Private/Public School (Executive Programs)		
	Private	Public
	<i>n</i> = 26	<i>n</i> = 29
Did not do any special outreach recruiting	42%	45%
Women	35%	34%
International applicants	15%	7%
Minorities (U.S.)	15%	14%
Occupational specialties (e.g. engineers, scientists, etc)	12%	31%
Other (please specify)	15%	7%

Undergraduate Applicant Trends

Full-time program respondents were asked to estimate the percentage of completed applications that came from students wanting to matriculate directly from their undergraduate (or first university); and, their estimate of the percentage of their admitted students who will come straight from an undergraduate institution (or first university).

As the following table shows, 45% of full-time programs report receiving 5% or fewer applications from those seeking to matriculate directly from undergraduate (or first university). The majority (60%) of full-time programs report admitting 5% or fewer applicants directly from an undergraduate institution (or first university).

Application Trends Survey 2004

Undergraduate (First University) Admittance Trends (Full-Time Programs)		
	All Full-Time Programs	
	Undergraduate (First University) Applicants	Undergraduate (First University) Matriculants
	<i>n</i> = 107	<i>n</i> = 110
0%	9%	22%
1–5%	36%	38%
6–10%	17%	15%
11–15%	12%	5%
16–20%	5%	2%
21–30%	8%	7%
31–40%	4%	1%
41–50%	4%	6%
More than 50%	6%	3%
Total	100%	100%
5% or less	45%	60%
6% to 15%	29%	21%
16% or more	26%	19%
Total	100%	100%

U.S. full-time programs were more likely than full-time programs outside the U.S. to report receiving and admitting applicants straight out of undergraduate school (or first university).

Undergraduate (First University) Admissions Trends, by World Region (Full-Time Programs)				
	Undergraduate (First University) Applicants		Undergraduate (First University) Matriculants	
	U.S.	Non-U.S.	U.S.	Non-U.S.
	<i>n</i> = 89	<i>n</i> = 19	<i>n</i> = 91	<i>n</i> = 19
0%	3%	39%	15%	53%
1–5%	35%	39%	41%	26%
6–10%	18%	11%	15%	16%
11–15%	14%	6%	5%	5%
16–20%	5%	6%	2%	0%
21–30%	9%	0%	9%	0%
31–40%	5%	0%	1%	0%
41–50%	5%	0%	8%	0%
More than 50%	7%	0%	3%	0%
Total	100%	100%	100%	100%
5% or less	38%	78%	56%	79%
6% to 15%	31%	17%	21%	21%
16% or more	30%	6%	23%	0%
Total	100%	100%	100%	100%

Application Trends Survey 2004

The more competitive the full-time program, the less likely it was to receive applications from those seeking to matriculate directly from undergraduate school (or first university).

Undergraduate (First University) Applicant Trends, by School Competitiveness (Full-Time Programs)			
	Top 25 <i>n</i> = 25	Next 30 <i>n</i> = 28	All Others <i>n</i> = 52
0%	16%	4%	8%
1–5%	76%	39%	15%
6–10%	8%	25%	17%
11–15%	0%	25%	12%
16–20%	0%	7%	6%
21–30%	0%	0%	15%
31–40%	0%	0%	8%
41–50%	0%	0%	8%
More than 50%	0%	0%	12%
Total	100%	100%	100%
5% or less	92%	43%	23%
6% to 15%	8%	50%	28%
16% or more	0%	7%	49%
Total	100%	100%	100%

The more competitive the full-time program, the less likely it was to admit those seeking to matriculate directly from undergraduate school (or first university).

Undergraduate (First University) Matriculant Trends, by School Competitiveness (Full-Time Programs)			
	Top 25 <i>n</i> = 25	Next 30 <i>n</i> = 28	All Others <i>n</i> = 52
0%	48%	17%	11%
1–5%	48%	53%	26%
6–10%	4%	27%	15%
11–15%	0%	0%	11%
16–20%	0%	3%	2%
21–30%	0%	0%	15%
31–40%	0%	0%	2%
41–50%	0%	0%	13%
More than 50%	0%	0%	6%
Total	100%	100%	100%
5% or less	96%	70%	37%
6% to 15%	4%	27%	26%
16% or more	0%	3%	37%
Total	100%	100%	100%

The larger the full-time program, the less likely it was to receive applications from those seeking to matriculate directly from undergraduate (or first university). The larger the full-time program, the less likely it was to admit those seeking to matriculate directly from undergraduate (or first university).

Application Trends Survey 2004

Undergraduate (First University) Admissions Trends, by Class Size (Full-Time Programs)				
	Undergraduate (first university) Applicants		Undergraduate (first university) Matriculants	
	100 or Fewer	More Than 101	100 or Fewer	More Than 101
	<i>n</i> = 59	<i>n</i> = 48	<i>n</i> = 60	<i>n</i> = 50
0%	12%	6%	20%	24%
1–5%	21%	54%	32%	46%
6–10%	21%	13%	13%	18%
11–15%	10%	15%	10%	0%
16–20%	9%	0%	3%	0%
21–30%	14%	0%	10%	4%
31–40%	3%	4%	2%	0%
41–50%	2%	6%	7%	6%
More than 50%	9%	2%	3%	2%
Total	100%	100%	100%	100%
5% or less	32%	60%	52%	70%
6% to 15%	31%	27%	23%	18%
16% or more	37%	13%	25%	12%
Total	100%	100%	100%	100%

Public full-time programs were more likely to report receiving applications from those seeking matriculate directly from undergraduate (or first university) and more likely to report admitting those seeking to matriculate directly from undergraduate school (or first university).

Undergraduate (First University) Admissions Trends by Private/Public Schools (Full-Time Programs)				
	Undergraduate (First University) Applicants		Undergraduate (First University) Matriculants	
	Private	Public	Private	Public
	<i>n</i> = 49	<i>n</i> = 58	<i>n</i> = 51	<i>n</i> = 59
0%	14%	5%	29%	15%
1–5%	33%	39%	33%	42%
6–10%	16%	18%	20%	12%
11–15%	14%	11%	8%	3%
16–20%	8%	2%	0%	3%
21–30%	6%	9%	4%	10%
31–40%	2%	5%	0%	2%
41–50%	2%	5%	4%	8%
More than 50%	4%	7%	2%	3%
Total	100%	100%	100%	100%
5% or less	47%	43%	63%	58%
6% to 15%	31%	28%	27%	15%
16% or more	22%	29%	10%	27%
Total	100%	100%	100%	100%

Application Trends Survey 2004

Class Size Trends

Respondents were asked to indicate the size of their entering class size this year and how that compared with last year.

Full-Time Programs. Whereas the majority (79%) of full-time accelerated one-year programs reported an entering class size of 100 or fewer, less than half (48%) of full-time, traditional two-year programs reported an entering class size of 100 or fewer. The full-time, accelerated one-year programs were slightly more likely to report an increase in the size of their entering class size compared with last year.

Class Size Characteristics for Full-Time Programs			
	Full-Time Traditional Two-Year Programs <i>n</i> = 87	Full-Time Accelerated One-Year Programs <i>n</i> = 24	All Full-Time Programs <i>n</i> = 111
Size of Entering Class			
100 or fewer	48%	79%	55%
More than 101	52%	21%	45%
Total	100%	100%	100%
Change in Entering Class Size			
Increased 21% or more	2%	0%	2%
Increased between 10%-20%	8%	13%	9%
Increased less than 10%	7%	8%	7%
Remained the same	53%	50%	52%
Decreased less than 10%	16%	13%	15%
Decreased between 10%-20%	8%	8%	8%
Decreased 21% or more	6%	8%	6%
Total	100%	100%	100%
Change in Entering Class Size (collapsed)			
Increased	17%	21%	18%
Remained the Same	53%	50%	52%
Decreased	30%	29%	30%
Total	100%	100%	100%

The more the competitive the full-time program, the more likely the respondent was to report an entering class size of more than 101. The more competitive the full-time program, the more likely the respondent was to report no change in the size of the entering class. The less competitive the program, the more likely the respondent was to report an increase in the size of the entering class.

Class Size Characteristics, by School Competitiveness (Full-Time Programs)			
	Top 25 <i>n</i> = 25	Next 30 <i>n</i> = 30	All Others <i>n</i> = 52
Size of Entering Class			
100 or fewer	12%	43%	80%
More than 101	88%	57%	20%
Total	100%	100%	100%

Application Trends Survey 2004

Class Size Characteristics, by School Competitiveness (Full-Time Programs)			
	Top 25	Next 30	All Others
	<i>n</i> = 25	<i>n</i> = 30	<i>n</i> = 52
Change in Entering Class Size			
Increased 21% or more	0%	0%	4%
Increased between 10% and 20%	0%	3%	16%
Increased less than 10%	4%	10%	5%
Remained the same	64%	53%	47%
Decreased less than 10%	12%	17%	16%
Decreased between 10% and 20%	8%	7%	9%
Decreased 21% or more	12%	10%	2%
Total	100%	100%	100%
Change in Entering Class Size (Collapsed)			
Increased	4%	13%	25%
Remained the Same	64%	53%	47%
Decreased	32%	33%	27%
Total	100%	100%	100%

U.S. full-time programs were more likely than full-time programs outside the U.S. to report an entering class size of 100 or fewer. Full-time programs outside the United States were more likely to report a decrease in the size of their entering class.

Class Size Characteristics, by World Region (Full-Time Programs)		
	U.S.	Non-U.S.
	<i>n</i> = 92	<i>n</i> = 19
Size of Entering Class		
100 or fewer	57%	47%
More than 101	43%	53%
Total	100%	100%
Change in Entering Class Size		
Increased 21% or more	2%	0%
Increased between 10% and 20%	11%	0%
Increased less than 10%	5%	16%
Remained the same	54%	42%
Decreased less than 10%	14%	21%
Decreased between 10% and 20%	8%	11%
Decreased 21% or more	5%	11%
Total	100%	100%
Change in Entering Class Size (Collapsed)		
Increased	18%	16%
Remained the Same	54%	42%
Decreased	27%	42%
Total	100%	100%

Public full-time programs were more likely than private full-time programs to report an entering class size of 100 or fewer and to indicate no change in the size of their entering class. Private full-time programs were more likely than public full-time programs to report an increase in the size of their entering class.

Application Trends Survey 2004

Class Size Characteristics for Private/Public Schools (Full-Time Programs)		
	Private <i>n</i> = 51	Public <i>n</i> = 60
Size of Entering Class		
100 or fewer	49%	60%
More than 101	51%	40%
Total	100%	100%
Change in Entering Class Size		
Increased 21% or more	0%	3%
Increased between 10% and 20%	18%	2%
Increased less than 10%	10%	5%
Remained the same	43%	60%
Decreased less than 10%	12%	18%
Decreased between 10% and 20%	8%	8%
Decreased 21% or more	10%	3%
Total	100%	100%
Change in Entering Class Size (Collapsed)		
Increased	27%	10%
Remained the Same	43%	60%
Decreased	29%	30%
Total	100%	100%

Part-Time Programs. The majority (69%) of part-time programs reported an entering class size of 100 or fewer. Sixty percent reported no change in class size, compared with last year.

Class Size Characteristics for Part-Time Programs	
	All Part-Time Programs <i>n</i> = 68
Size of Entering Class	
100 or fewer	69%
More than 101	31%
Total	100%
Change in Entering Class Size	
Increased 21% or more	4%
Increased between 10% and 20%	9%
Increased less than 10%	9%
Remained the same	60%
Decreased less than 10%	12%
Decreased between 10% and 20%	3%
Decreased 21% or more	3%
Total	100%
Change in Entering Class Size (Collapsed)	
Increased	22%
Remained the Same	60%
Decreased	18%
Total	100%

Application Trends Survey 2004

Change in Academic Quality of Applicants

Respondents were asked to indicate how the academic profile of applicants (their undergraduate grade point average and GMAT[®] score) compares this year with last year.

Full-Time Programs. The majority of full-time programs indicated that applicants were either more academically qualified than or about the same as last year's applicants. Accelerated one-year programs were more likely to report that applicants were moderately more qualified (21%), whereas full-time, traditional two-year programs were more likely to report that applicants were slightly more qualified (29%).

Change in Academic Profile (Full-Time Programs)			
	Full-Time Traditional Two- Year Programs	Full-Time Accelerated One- Year Programs	All Full-Time Programs
	<i>n</i> = 87	<i>n</i> = 24	<i>n</i> = 111
Significantly more academically qualified	1%	4%	2%
Moderately more academically qualified	10%	21%	13%
Slightly more academically qualified	29%	17%	26%
About the same	48%	50%	49%
Slightly less academically qualified	11%	8%	11%
Moderately less academically qualified	0%	0%	0%
Significantly less academically qualified	0%	0%	0%
Total	100%	100%	100%
More qualified	40%	42%	41%
About the same	48%	50%	49%
Less qualified	11%	8%	11%
Total	100%	100%	100%

Full-time programs not in the top 55 were much more likely to report receiving applications from more qualified candidates. Full-time programs in the top 55 were the most likely to indicate no change in the academic quality of their applicants.

Change in Academic Profile, by School Competitiveness (Full-Time Programs)			
	Top 25	Next 30	All Others
	<i>n</i> = 25	<i>n</i> = 30	<i>n</i> = 52
Significantly more academically qualified	0%	3%	2%
Moderately more academically qualified	12%	7%	16%
Slightly more academically qualified	16%	20%	35%
About the same	68%	60%	35%
Slightly less academically qualified	4%	10%	13%
Moderately less academically qualified	0%	0%	0%
Significantly less academically qualified	0%	0%	0%
Total	100%	100%	100%
More qualified	28%	30%	53%
About the same	68%	60%	35%
Less qualified	4%	10%	13%
Total	100%	100%	100%

Application Trends Survey 2004

U.S. full-time programs were more likely than full-time programs outside the United States to indicate that their applicants were more qualified. Full-time programs outside the United States were more likely to report an increase in the number of less-qualified applicants.

Change in Academic Profile, by World Region (Full-Time Programs)		
	U.S.	Non-U.S.
	<i>n</i> = 91	<i>n</i> = 19
Significantly more academically qualified	1%	5%
Moderately more academically qualified	13%	11%
Slightly more academically qualified	28%	16%
About the same	48%	53%
Slightly less academically qualified	10%	16%
Moderately less academically qualified	0%	0%
Significantly less academically qualified	0%	0%
Total	100%	100%
More qualified	42%	32%
About the same	48%	53%
Less qualified	10%	16%
Total	100%	100%

The full-time programs with an entering class size of 100 or fewer were more likely than larger programs to report higher quality applicants this year, compared with last year.

Change in Academic Profile, by Class Size (Full-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 61	<i>n</i> = 50
Significantly more academically qualified	2%	2%
Moderately more academically qualified	20%	4%
Slightly more academically qualified	30%	22%
About the same	36%	64%
Slightly less academically qualified	13%	8%
Moderately less academically qualified	0%	0%
Significantly less academically qualified	0%	0%
Total	100%	100%
More qualified	51%	28%
About the same	36%	64%
Less qualified	13%	8%
Total	100%	100%

Private full-time programs were more likely than public full-time programs to indicate receiving lower-quality applications this year than last year.

Application Trends Survey 2004

Change in Academic Profile, by Private/Public Schools (Full-Time Programs)		
	Private <i>n</i> = 51	Public <i>n</i> = 60
Significantly more academically qualified	0%	3%
Moderately more academically qualified	14%	12%
Slightly more academically qualified	27%	25%
About the same	41%	55%
Slightly less academically qualified	18%	5%
Moderately less academically qualified	0%	0%
Significantly less academically qualified	0%	0%
Total	100%	100%
More qualified	41%	40%
About the same	41%	55%
Less qualified	18%	5%
Total	100%	100%

Part-Time Programs. The majority of part-time programs indicated that this year's applicants were either slightly more academically qualified (35%) or about the same (44%) as last year's.

Change in Academic Profile, by Part-Time Programs	
	All Part-Time Programs <i>n</i> = 68
Significantly more academically qualified	1%
Moderately more academically qualified	9%
Slightly more academically qualified	35%
About the same	44%
Slightly less academically qualified	10%
Moderately less academically qualified	0%
Significantly less academically qualified	0%
Total	100%
More qualified	46%
About the same	44%
Less qualified	10%
Total	100%

Part-time programs with an entering class size of more than 101 were more likely than smaller programs to indicate that applicants were slightly more academically qualified or slightly less academically qualified.

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Change in Academic Profile, by Class Size (Part-Time Programs)		
	100 or Fewer	More Than 101
	<i>n</i> = 47	<i>n</i> = 21
Significantly more academically qualified	2%	0%
Moderately more academically qualified	11%	5%
Slightly more academically qualified	32%	43%
About the same	47%	38%
Slightly less academically qualified	9%	14%
Moderately less academically qualified	0%	0%
Significantly less academically qualified	0%	0%
Total	100%	100%
More qualified	45%	48%
About the same	47%	38%
Less qualified	9%	14%
Total	100%	100%

Private part-time programs were more likely than public part-time programs to indicate that applicants were more qualified this year than last year.

Change in Academic Profile, by Private/Public Schools (Part-Time Programs)		
	Private	Public
	<i>n</i> = 30	<i>n</i> = 38
Significantly more academically qualified	0%	3%
Moderately more academically qualified	13%	5%
Slightly more academically qualified	37%	34%
About the same	43%	45%
Slightly less academically qualified	7%	13%
Moderately less academically qualified	0%	0%
Significantly less academically qualified	0%	0%
Total	100%	100%
More qualified	50%	42%
About the same	43%	45%
Less qualified	7%	13%
Total	100%	100%

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Part-time programs with classes starting between July and December were more likely than part-time programs starting earlier to indicate that applicants were less qualified this year than last year.

Change in Academic Profile, by Class Period (Part-Time Programs)		
	January to June	July to December
	<i>n</i> = 14	<i>n</i> = 54
Significantly more academically qualified	0%	2%
Moderately more academically qualified	14%	7%
Slightly more academically qualified	29%	37%
About the same	57%	41%
Slightly less academically qualified	0%	13%
Moderately less academically qualified	0%	0%
Significantly less academically qualified	0%	0%
Total	100%	100%
More qualified	43%	46%
About the same	57%	41%
Less qualified	0%	13%
Total	100%	100%

Executive Programs. The majority (60%) of executive programs report about the same quality of applicants this year as in the previous year.

Change in Academic Profile (Executive Programs)	
	All Executive Programs
	<i>n</i> = 55
Significantly more academically qualified	4%
Moderately more academically qualified	16%
Slightly more academically qualified	18%
About the same	60%
Slightly less academically qualified	2%
Moderately less academically qualified	0%
Significantly less academically qualified	0%
Total	100%
More qualified	38%
About the same	60%
Less qualified	2%
Total	100%

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U.S. executive programs were more likely than executive programs outside the United States to report having an increase in the number of more-qualified applicants.

Change in Academic Profile, by World Region (Executive Programs)		
	U.S.	Non-U.S.
	<i>n</i> = 43	<i>n</i> = 12
Significantly more academically qualified	0%	17%
Moderately more academically qualified	16%	17%
Slightly more academically qualified	23%	0%
About the same	58%	67%
Slightly less academically qualified	2%	0%
Moderately less academically qualified	0%	0%
Significantly less academically qualified	0%	0%
Total	100%	100%
More qualified	40%	33%
About the same	58%	67%
Less qualified	2%	0%
Total	100%	100%

Private executive programs were more likely than public executive programs to report an increase in the number of more-qualified applicants.

Change in Academic Profile, by Private/Public Schools (Executive Programs)		
	Private	Public
	<i>n</i> = 26	<i>n</i> = 29
Significantly more academically qualified	4%	3%
Moderately more academically qualified	15%	17%
Slightly more academically qualified	23%	14%
About the same	58%	62%
Slightly less academically qualified	0%	3%
Moderately less academically qualified	0%	0%
Significantly less academically qualified	0%	0%
Total	100%	100%
More qualified	42%	34%
About the same	58%	62%
Less qualified	0%	3%
Total	100%	100%

Application Trends Survey 2004

METHODOLOGY

Background

In order to reach graduates from around the world and to make participation convenient, the survey was conducted over the Internet. Background for the survey design was provided by prior GMAC[®] experience in surveying this audience with the Application Trends Survey of 2000, 2001, 2002, and 2003, as well as other times; and ongoing input from participating schools on their information needs.

Sample Selection and Response

In order to develop the sample for the survey, AACSB-accredited, GMAT[®] using schools from the GMAC internal database and EMBA contacts provided by the Executive MBA Council were invited to complete the survey. To encourage schools to participate, they were offered trend analysis by school type, size, geographic location, and competitiveness. A total of 352 graduate business programs were invited via e-mail to participate in the survey. A total of 238 programs from 143 schools participated in the survey.

The questionnaire was available at the online survey site from May 26, 2004, through June 30, 2004. Two weeks into this time period, a follow-up e-mail message was sent to nonrespondents.

As the following table shows, 65% of the respondents reported for their full-time programs, 40% reported for their part-time programs, and 32% reported for their executive programs.

Program Types		
	Count	Percent
Full-Time Traditional Two Year	87	37%
Full-Time Accelerated/One Year	24	10%
Part-Time Evenings and Weekends	66	28%
Part-Time Distance Learning	2	1%
Executive MBA (Traditional)	53	22%
Executive MBA Distance Learning	2	1%
Other Type of Program	4	2%
Total	238	100%

Schools located outside of the United States make up 15 percent of the total sample of schools.

School Location by World Region		Count	Col %
Year	Asia	2	2%
	Canada	4	5%
	United States	80	92%
	Western Europe	1	1%
Total		87	100%
Full-Time Accelerated/One Year	Australia/Oceania	1	4%
	Canada	2	8%
	Latin America and the Caribbean	1	4%
	United States	12	50%
	Western Europe	8	34%
Total		24	100%

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School Location by World Region		Count	Col %
Part-Time Programs	Asia	1	2%
	Canada	2	3%
	Latin America and the Caribbean	1	2%
	United States	64	94%
Total		68	100%
Executive Programs	Asia	1	1%
	Eastern and Central Europe and Central Asia	2	4%
	Latin America and the Caribbean	3	6%
	Middle East	1	1%
	United States	43	78%
	Western Europe	5	8%
Total		55	100%
Other Type of Program	United States	3	75%
	Western Europe	1	25%
Total		4	100%

The percentage of schools represented by public and private characterization is almost split in half, with 45% representing private programs and 55% representing public programs.

School Type		Count	Col %
Full-Time Traditional Two Year	Private	37	43%
	Public	50	57%
Total		87	100%
Full-Time Accelerated/One Year	Private	14	58%
	Public	10	42%
Total		24	100%
Part-Time Program	Private	30	44%
	Public	38	56%
Total		68	100%
Executive Program	Private	26	47%
	Public	29	53%
Total		55	100%
Other Type of Program	Public	4	100%
Total		4	100%

Over half of the full-time programs had an entering class size of 100 or fewer; less than one third of the part-time programs had an entering class size of more than 101.

Size of Entering Class		Count	Col %
Full-Time Programs	100 or fewer	61	55%
	More than 101	50	45%
Total		111	100%
Part-Time Programs	100 or fewer	47	69%
	More than 101	21	31%
Total		68	100%

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The following table shows how the school competitiveness categories were grouped for full-time programs. The groups were determined by averaging rank across the most recent worldwide rankings. This tended to exclude local and regional universities. This method is not meant to imply an opinion on the quality of education, only to serve as a way to determine scale of competition.

School Competitiveness	Count	Col %
Top 25	25	23%
Next 30	30	27%
All others	55	50%
Total	110	100%

Questionnaire

The survey tracks the percent increase in the number of applicants seeking enrollment in the 2004 school year, compared with the number who sought enrollment in the 2003 school year. The survey also asked questions regarding—

- changes in domestic, international, female and U.S. underrepresented minority application volume
- special outreach
- undergraduate admittance trends
- applicant pool distribution

On-line Questionnaire Administration

Administration of the questionnaire online offered several advantages over a paper-and-pencil administration. First, responses automatically went into a database that was available for analysis at all times. This allowed for monitoring of survey progress and eliminated the time and cost associated with data entry.

Second, the site was programmed to check for the accurate completion of each question before the respondent was allowed to proceed to the next question. This eliminated the typical problems associated with item non-response. Third, for questions likely to be affected by order bias (i.e., a respondent's tendency to select earlier items in a multiple-response question rather than later items), response categories were randomized before the questionnaire was displayed on the respondent's monitor. Fourth, skip patterns allowed respondents to move quickly and appropriately through the questionnaire, as they never saw questions that they should not be asked (e.g., race/ethnicity for non-U.S. citizens).

Data Analysis

Data were analyzed using SPSS (Statistical Package for the Social Sciences, version 12). Two weeks before the completion of data collection, a preliminary analysis of the data was conducted. Frequency distributions were examined for both topical questions and classification questions. Based on this examination, response categories for some questions were collapsed in order to make the final analysis more robust. In this preliminary analysis, variations to all topical questions were cross tabulated with each classification question. This made it possible to determine which classification questions offered the most promise in the interpretation of survey responses.

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In the final analysis, most topical questions were cross-tabulated with the following classification items: type of MBA program (full-time, part-time, or executive), the region of the world in which the respondent's school is located, size of the graduating class, and school competitiveness based on average rank in international rankings.

Percentages in charts and tables may not always add exactly to 100%, because of rounding.

Participating Schools

Institution	School
American University	Kogod School of Business
Baruch College, City University of New York	Zicklin School of Business
Binghamton University	School of Management
Bocconi University	SDA Bocconi
Boston University	School of Management
California State Polytechnic University, San Luis Obispo	
California State University, Hayward	Transnational MBA Program
Carnegie Mellon University	Tepper School of Business
Case Western Reserve University	Weatherhead School of Management
Chinese University of Hong Kong, The	Faculty of Business Administration
Claremont Graduate University	Peter F. Drucker and Masatoshi Ito Graduate School of Management
Clemson University	College of Business & Behavioral Science
College of William and Mary	Graduate School of Business
Colorado State University	College of Business
Columbia University	Columbia Business School
Cornell University	Johnson Graduate School of Management
Dartmouth College	Tuck School of Business
Dominican University of California	
Drexel University	LeBow College of Business
Duke University	The Fuqua School of Business
East Carolina University	School of Business
Elon University	
ENPC School of International Business	ENPC MBA Paris
Erasmus University	Rotterdam School of Management
Escuela Superior Politecnica del Litoral	Graduate School of Business Administration
George Mason University	School of Management
Georgetown University	Georgetown MBA
Georgia Southern University	College of Business Administration
Harvard University	Harvard Business School
HEC Paris	MBA Program
Howard University	School of Business
IAE, Universidad Austral	
Ibmec Sao Paulo	
IMD	International Institute for Management Development
Indiana University	Kelley School of Business
INSEAD	The European Institute of Business Administration

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Institute of Business Studies	Academy of National Economy under the Government of Russia
Instituto de Empresa	
John Carroll University	Boler School of Business
KAIST Graduate School of Management	
Kent State University	Graduate School of Management
Lake Forest Graduate School of Management	Lake Forest Graduate School of Management
London Business School	London Business School
Loyola College in Maryland	Academic Affairs
Loyola Marymount University	College of Business Administration
Marquette University	College of Business Administration
Massachusetts Institute of Technology	Sloan School of Management
Michigan State University	Broad Graduate School of Management
Monterey Institute of International Studies	Fisher Graduate School of International Business
North Carolina State University	
Northern Illinois University	College of Business
Northwestern University	Kellogg School of Management
Ohio State University	Fisher College of Business
Ohio State University, The	Fisher College of Business
Old Dominion University	
Purdue University	Krannert School of Management
Queen's University (Canada)	Queen's School of Business
Queens University of Charlotte (North Carolina)	McColl Graduate School of Business
Radford University	College of Business and Economics
Rensselaer Polytechnic Institute	
Rice University	Jones Graduate School of Management
Rochester Institute of Technology	
Rollins College	
Saint Joseph's University	Haub School of Business
San Francisco State University	College of Business
Santa Clara University	Leavey School of Business
Seton Hall University	Stillman School of Business
Simmons College	Simmons School of Management
Southern Methodist University	Cox School of Business
Stanford University	Stanford Business School
State University of New York at Albany	
State University of New York at Oswego	School of Business
Suffolk University	
Syracuse University	Martin J. Whitman School of Management
Temple University	Fox School of Business and Management
Texas A & M University	Mays Business School - Texas A&M
Texas Christian University	MJ Neeley School of Business
Thunderbird, The American Graduate School of International Management	
Universidad Adolfo Ibañez	Business School
University at Albany, SUNY	
University at Buffalo	School of Management
University of Alabama	Manderson Graduate School of Business

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University of Arizona	Eller MBA Program
University of Bath	School of Management
University of Calgary	Haskayne School of Business
University of California, Berkeley	Haas School of Business
University of California, Davis	Graduate School of Management
University of California, Irvine	Graduate School of Management
University of California, Los Angeles	Anderson School
University of California, Riverside	A. Gary Anderson Graduate School of Management
University of Central Arkansas	College of Business Administration
University of Central Florida	College of Business Administration
University of Chicago	Graduate School of Business
University of Colorado at Boulder	Leeds School of Business
University of Connecticut	School of Business
University of Dayton	
University of Denver	Daniels College of Business
University of Florida	Warrington College of Business
University of Georgia	Terry College of Business
University of Hawaii at Manoa	College of Business
University of Houston	C. T. Bauer College of Business
University of Illinois at Urbana-Champaign	College of Business
University of Iowa	Tippie School of Management
University of Kansas, The	
University of Louisiana at Lafayette	B.I. Moody III College of Business Administration
University of Manitoba	Asper School of Business
University of Massachusetts, Amherst	
University of Melbourne	Melbourne Business School
University of Michigan	University of Michigan Business School
University of Minnesota	Carlson School of Management
University of North Carolina, Chapel Hill	Kenan-Flagler Business School
University of Oklahoma	Michael F. Price College of Business
University of Oregon	University of Oregon
University of Pennsylvania	The Wharton School
University of Pittsburgh	Katz Graduate School of Business
University of Richmond	Robins School of Business
University of Rochester	
University of San Francisco	Masagung Graduate School of Management
University of Sharjah	
University of South Carolina	Moore School of Business
University of South Florida	
University of Southern California	Marshall School of Business
University of St. Thomas	College of Business
University of Tampa, The	John H. Sykes College of Business
University of Tennessee	
University of Texas at Austin	McCombs School of Business
University of Texas at Dallas, The	School of Management
University of Texas at San Antonio	College of Business
University of the Pacific	Eberhardt School of Business
University of Toledo, The	College of Business

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University of Toronto	Rotman School of Management
University of Tulsa, The	College of Business Administration
University of Washington	Business School
University of Washington, Oshkosh	College of Business Administration
University of Western Ontario	Richard Ivey School of Business
University of Wisconsin-Madison	
Vanderbilt University	Owen Graduate School of Management
Villanova University	Villanova University
Virginia Commonwealth University	School of Business
Virginia Polytechnic Institute and State University	
Wake Forest University	Babcock Graduate School of Management
Washington State University	College of Business and Economics
Washington University	