Global MBA® Graduate Survey 2007

General Data Report

Preface

The Graduate Management Admission Council® (GMAC®), the global association of leading graduate business schools and provider of the Graduate Management Admission Test® (GMAT®), conducted its eighth annual survey of graduate business school graduates, the Global MBA® Graduate Survey, in the spring of 2007.

This report summarizes the data provided by the MBA students who participated in the survey and who were enrolled in 158 different schools—39% of the respondents were non-U.S. citizens. In return for their cooperation, all participating schools received the following:

- a *Survey Report*, which summarizes the overall significant findings and implications and provides context to the survey results;

- a *Comprehensive Data Report* of all findings by program type, including comparisons by graduation year, gender, age, and school location (world region), which can be used as a reference;

- an individualized school report comparing the results from their school with the combined results of all the other schools in the sample.

The objective of the 2007 Global MBA® Graduate Survey is to provide graduate business schools information they can use to:

1. understand market trends that can help in managing expectations of students

2. develop strategies to enhance relationships with current students and attract applicants

3. benchmark against other schools

GMAC® would like to thank the 158 school contacts who took the time to sign up and participate in this survey. We would also like to thank the 5,641 graduate business students who completed the questionnaire. Without you, this report would not have been possible. We think you will find the results useful in both the short and long term.

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I.   Overview

The Graduate Management Admission Council® (GMAC®) has tabulated the results of the 2007 Global MBA® Graduate Survey, its eighth annual survey of graduate business school graduates.

The report is organized by MBA program type in terms of key topic areas addressed in the survey, as follows:

- *The Graduate Business Education Experience* examines the educational experience of respondents, including their ratings for overall value of the MBA degree, the quality of various aspects of the program, their satisfaction with core curriculum, skill development, and participation in school activities.
- *Job Search and Expectations* explores respondents' expectations and job searches, including student expectations that their degree will increase career options, the job search stages of graduating students, job offers, and expected job levels.
- *Job and Employer Selection* examines job and employer selection criteria, including job function and industry, company and job selection criteria, organizational culture preferences, and salary and signing bonuses.

The results of this survey do not necessarily reflect a statistically representative sample of graduating MBA students worldwide. Due to this limitation, the results of this research study should not be used to make generalizations about the MBA student population, but can be used as a reflection of the sample frame under consideration. Nevertheless, several clear trends emerge from the data.

II.   Full-Time MBA Programs

The Graduate Business Education Experience

This section of the report explores students' satisfaction with their educational experience. The following key topics are examined: overall value of the graduate business degree and school recommendation; quality of the graduate business programs; student participation in various activities; satisfaction with the core curriculum; the development of skills and abilities; and preferences for school communication modes.

Key Findings of This Section

- More than two-thirds of the full-time MBA graduates considered their degrees to be outstanding or excellent values, and 90% would recommend their school to someone interested in pursuing a graduate business degree.
- About two-thirds of the class of 2007 reported that the quality of their faculty and fellow students was outstanding or excellent. Additionally, a majority of respondents considered the quality of admissions, curriculum, and program management to be outstanding or excellent.
- Although the career services office has consistently been rated the lowest component of graduate business programs, there has been continuous improvements in the quality rating over the years. Nearly 40% of the class of 2007 considered the career service office to be outstanding or excellent, which is significantly higher than the rating given by the class of 2003, when only 29% considered the value to be outstanding or excellent.
- Graduates from the class of 2007 were the most satisfied with the following aspects of their core curriculum: business policy and strategy, finance, marketing, and management and organizational behavior. Additionally, respondents reported the greatest improvements in managing strategy and innovation and knowledge of general business functions.
- The vast majority of respondents participated in at least one student activity. Of all activities among the class of 2007, student career and professional clubs and internships had the greatest participation rate. Seven in ten respondents in the class of 2007 reported that e-mail was their preferred method of receiving communication about special events, speakers, job postings, etc.

Overall Value of the Graduate Business Degree

Respondents were asked, "When you compare the total monetary cost of your graduate business program to the quality of education you received, how would you rate the *overall value* of your graduate business degree?" Nearly two-thirds (64%) of the full-time MBA graduating class of 2007 reported that the value of their degree was outstanding or excellent. Additionally, about a quarter (26%) considered the value to be good; the remaining 11% reported that the value of the degree was fair or poor.

Overall Value of the Graduate Business Degree	
Overall Value	**Percentage (*n* = 2,955)**
Outstanding	27%
Excellent	37%
Good	26%
Fair	8%
Poor	3%
Total	100%

Respondents were asked, "In what way(s) did you finance the majority of your graduate business education?" Respondents who selected grants, fellowships, scholarships, or government benefits; loans; and employer reimbursement/sponsorship were further asked to estimate the total amounts they received during their entire programs. A majority (54%) of the full-time MBA graduating class of 2007 financed their education with loans. Additionally, 49% used personal savings, and 45% relied upon grants, fellowships, scholarships, or government benefits. Nearly one-third (32%) financed their education with support from their parents, and just over one-quarter (27%) used personal earnings.

Respondents who financed a part of their education with grants, fellowships, scholarships, or government benefits received $26,498, on average. The average amount received in loans was $45,065, and the average amount in employer reimbursement or sponsorship programs was $41,274.

Financing of a Graduate Business Education	
Financing Method	**Percentage (*n* = 2,955)**
Loans	54%
Personal savings	49%
Grants, fellowships, scholarships, or government benefits	45%
Support from parents	32%
Personal earnings	27%
Spouse's/partner's earnings	14%
Employer reimbursement/sponsorship	7%
Other	1%
Responses may add to more than 100% because of multiple selections.	

Estimated Total Amount Received					
	U.S. Dollars				
Financing Method	***n***	**25th Percentile**	**Median**	**75th Percentile**	**Mean**
Grants, fellowships, scholarships, or government benefits	1,290	$10,000	$20,000	$38,000	$26,498
Loans	1,588	$22,000	$38,000	$60,000	$45,065
Employer reimbursement/sponsorship	207	$10,000	$26,000	$60,000	$41,274

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree? Nine out of ten (90%) of the graduating class of 2007 reported that they would recommend their schools.

School Recommendation	
Response	**Percentage (*n* = 2,955)**
Definitely yes	60%
Probably yes	30%
Uncertain	3%
Probably no	5%
Definitely no	2%
Total	100%

Quality of the Graduate Business Program

Respondents were asked to, "Please rate each of the following *components* of your program, based on your entire educational experience as a graduate business student." Respondents who rated each component of the program were then asked to rate various aspects of the program components.

Graduates of full-time MBA programs rated the quality of their faculty and fellow students the highest, followed by admissions, the curriculum, program management, and student services. The component rated lowest within the graduate business program was career services, although 37% of respondents rated the quality of career services as outstanding or excellent.

Quality Ratings for Components of Graduate Business Program								
		(*n* = 2,955)						
Program Components	**Mean†**	**Outstanding**	**Excellent**	**Good**	**Fair**	**Poor**	**Not Applicable**	**Total**
Faculty	3.9	29%	40%	24%	6%	1%	0%	100%
Fellow students	3.8	29%	35%	25%	9%	2%	1%	100%
Admissions	3.6	21%	35%	31%	10%	3%	1%	100%
Curriculum	3.6	18%	39%	31%	9%	2%	0%	100%
Program management	3.5	20%	32%	30%	12%	5%	1%	100%
Student services	3.5	17%	32%	32%	13%	4%	2%	100%
Career services	3.1	14%	23%	28%	18%	14%	3%	100%
† Not applicable removed, 5 = outstanding; 4 = excellent; 3 = good; 2 = fair; and 1 = poor.								

Graduates of full-time MBA programs were the most satisfied with the knowledge of the faculty, the responsiveness of the faculty, the cooperative atmosphere with their fellow students, and the class size. Additionally, respondents were very satisfied with their access to the admissions staff, the responsiveness of the admissions staff, the relevance of the curriculum, the contribution to learning from their fellow students, the close-knit community with their fellow students, the facilities, and the technological resources available.

Satisfaction Ratings for Aspects of Graduate Business Program								
Aspects of Programs	**Mean†**	**Extremely Satisfied**	**Very Satisfied**	**Somewhat Satisfied**	**Not Very Satisfied**	**Not At All Satisfied**	**Not Applicable**	**Total**
Admissions (n = 2,939)								
» Access to staff	4.1	35%	40%	18%	3%	1%	2%	100%
» Responsiveness of staff	4.0	36%	37%	19%	4%	2%	2%	100%
» Information provided	3.9	31%	40%	19%	5%	3%	2%	100%
Career services (n = 2,874)								
» Knowledge of staff	3.5	19%	33%	28%	12%	7%	2%	100%
» Responsiveness of staff	3.6	26%	32%	21%	12%	7%	2%	100%
» Availability of resources	3.5	21%	32%	26%	12%	8%	2%	100%
Curriculum (n = 2,951)								
» Relevance	4.0	30%	47%	19%	3%	1%	0%	100%
» Integration	3.9	27%	44%	24%	5%	1%	0%	100%
» Comprehensiveness	3.9	24%	46%	24%	5%	1%	0%	100%
Faculty (n = 2,953)								
» Knowledge of faculty	4.3	42%	44%	13%	2%	0%	0%	100%
» Responsiveness of faculty	4.2	39%	42%	16%	3%	1%	0%	100%
» Teaching methods	3.8	24%	43%	26%	5%	1%	0%	100%
Program management (n = 2,953)								
» Mission	3.9	27%	40%	24%	5%	3%	1%	100%
» Standards	3.8	25%	39%	27%	6%	3%	1%	100%
» Continuous improvement	3.8	28%	35%	26%	6%	4%	0%	100%
Student services (n = 2,906)								
» Student activities/clubs	3.8	27%	35%	26%	6%	2%	4%	100%
» Symposiums/guest speakers	3.9	29%	36%	23%	7%	2%	3%	100%
» Communications to students	3.8	24%	39%	26%	7%	3%	2%	100%
Fellow students (n = 2,940)								
» Contribution to learning	4.0	33%	41%	19%	6%	2%	0%	100%
» Cooperative atmosphere	4.2	48%	32%	14%	4%	2%	0%	100%
» Close-knit community	4.1	44%	29%	19%	6%	2%	0%	100%
» Talent level	3.8	28%	40%	22%	7%	3%	0%	100%
Program structure (n = 2,955)								
» Class schedule	3.9	29%	41%	21%	7%	2%	0%	100%
» Class size	4.2	44%	39%	12%	4%	1%	0%	100%
» Facilities	4.0	35%	37%	20%	6%	2%	0%	100%
» Technological resources	4.0	34%	39%	19%	6%	2%	0%	100%

† Not applicable removed, 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; and 1 = not at all satisfied.

Student Satisfaction with Core Curriculum

Respondents were asked, "How satisfied are you with the knowledge, skills, and/or abilities you developed in each of the following areas of *core curriculum*." Respondents reported being most satisfied with the skills and abilities learned as a part of their business policy and strategy, finance, marketing, and management and organizational behavior core curriculum. Twenty percent of the respondents reported that information systems were not a part of their core curriculum. Another 18% reported that international business was not a part of their core curriculum, and 16% reported that ethics and business law were not a part of their core curriculum.

Satisfaction with Core Curriculum								
				(*n* = 2,955)				
Area	Mean†	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
Business policy/strategy	4.0	31%	41%	19%	4%	2%	3%	100%
Finance	3.9	32%	38%	21%	6%	2%	1%	100%
Marketing	3.8	26%	38%	23%	7%	4%	2%	100%
Management/ organizational behavior	3.8	26%	38%	24%	6%	3%	2%	100%
Accounting	3.7	23%	38%	27%	7%	3%	3%	100%
Economics	3.6	19%	36%	28%	8%	3%	6%	100%
Statistics	3.6	18%	33%	30%	9%	3%	6%	100%
International business	3.6	17%	27%	27%	8%	3%	18%	100%
Operations	3.5	17%	32%	32%	9%	3%	6%	100%
Ethics/business law	3.5	17%	27%	26%	10%	4%	16%	100%
Information systems	3.2	10%	20%	29%	15%	6%	20%	100%
† Not applicable removed, 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; and 1 = not at all satisfied.								

Skill/Ability Development

Respondents were asked, "Compared to your abilities before the graduate business program, how much do you feel your education has improved your skills and abilities in each of the following areas?" Each of the skills and abilities listed included examples that respondents could access using a hyperlink coupled with the item. The skills and abilities and the hyperlinked examples are as follows.

Skill/Ability	Definition
Managing human capital	(e.g., Coordinating the work of others; Guiding, directing, & motivating subordinates; Coaching & developing others; Organizing, planning, & prioritizing work)
Managing tools and technology	(e.g., Controlling machines & processes; Inspecting equipment, structures, or materials; Drafting, laying out, & specifying technical devices & equipment)
Managing decision-making processes	(e.g., Obtaining & processing information; Making decisions & solving problems; Judging the qualities of things, services, or people; Identifying objects, actions, & events)

Skill/Ability	Definition
Managing administrative activities	(e.g., Creating & managing budgets; Documenting & recording information; Evaluating information to determine compliance; Performing general administrative activities)
Managing strategy and innovation	(e.g., Analyzing data or information; Thinking creatively; Developing objectives & strategies)
Managing the task environment	(e.g., Communicating with persons outside the organization; Establishing & maintaining interpersonal relationships; Selling to or influencing others)
Knowledge of technology, design, and production	(e.g., Production & processing; Engineering & technology; Design)
Knowledge of human behavior and society	(e.g., Psychology; Education & training; Law & government)
Knowledge of general business functions	(e.g., Administration & management; Economics & accounting; Sales & marketing; Customer & personal service; Personnel & Human Resources)
Knowledge of media communications and delivery	(e.g., Media communication; Computers & electronics; English language)
Interpersonal skills	(e.g., Active listening; Social perceptiveness; Coordination; Persuasion & negotiation; Time management; Management of personnel resources)
Operations skills	(e.g., Quality control analysis; Technology design; Operation monitoring; Troubleshooting)
Strategic and systems skills	(e.g., Complex problem solving; Judgment & decision making; Systems analysis & evaluation; Management of financial resources; Management of material resources)
Foundation skills	(e.g., Reading comprehension; Writing; Mathematics; Science)
Generative thinking	(e.g., Innovation; Analytical thinking; Independence)

Respondents reported the greatest improvements in managing strategy and innovation, knowledge of general business functions, and managing the decision-making process. Additionally, respondents reported that they improved a good amount in their interpersonal skills, strategic and systems thinking, and generative thinking abilities. The least improvements were made in their knowledge of technology, design and production, and media communications and delivery.

Improvement of Skills/Abilities								
(*n* = 2,955)								
Skill/Ability	Mean†	A Great Deal	A Good Amount	Some	A Little	Not At All	Not Applicable —Already Had High Proficiency	Total
Managing strategy and innovation	4.2	44%	37%	14%	3%	1%	1%	100%
Knowledge of general business functions	4.2	43%	38%	13%	3%	1%	1%	100%
Managing decision-making processes	4.1	36%	42%	16%	4%	1%	1%	100%
Interpersonal skills	4.0	32%	37%	19%	6%	1%	4%	100%
Strategic and systems skills	4.0	34%	40%	19%	5%	1%	1%	100%
Generative thinking	4.0	33%	40%	18%	5%	2%	3%	100%
Foundation skills	3.9	28%	38%	21%	6%	2%	4%	100%
Managing human capital	3.8	26%	40%	24%	6%	3%	2%	100%

Improvement of Skills/Abilities							
	(n = 2,955)						
Skill/Ability	**Mean†**	**A Great Deal**	**A Good Amount**	**Some**	**A Little**	**Not At All**	**Not Applicable —Already Had High Proficiency**	**Total**
Managing the task environment	3.8	22%	41%	25%	7%	2%	3%	100%
Knowledge of human behavior and society	3.8	27%	38%	23%	8%	2%	2%	100%
Managing administrative activities	3.6	18%	37%	29%	9%	3%	4%	100%
Operations skills	3.6	20%	36%	28%	11%	3%	2%	100%
Managing tools and technology	3.5	17%	34%	28%	11%	5%	4%	100%
Knowledge of media communications and delivery	3.4	16%	31%	30%	14%	6%	3%	100%
Knowledge of technology, design, and production	3.3	15%	29%	32%	14%	6%	5%	100%

† Not applicable removed, 5 = a great deal, 4 = a good amount, 3 = some, 2 = a little, 1 = not at all.

Student Participation in Various Activities

Respondents were presented with a list of activities and asked, "Did you participate in any of the following while you were a student in your graduate business program?" The vast majority (93%) of respondents said that they participated in at least one student activity. The most popular activities in terms of participation were student career or professional clubs and internships. Additionally, more than two-fifths of the respondents participated in work projects and volunteer activities.

Student Participation	
Activity	**Percentage (n = 2,954)**
Student career/professional clubs	65%
Internships	63%
Work projects	47%
Volunteer activities	42%
Diversity/multicultural events	37%
Academic competitions	36%
Mentor programs	31%
Leadership programs	26%
Study abroad programs	24%
Community service organizations	22%
Student government	14%
Other	4%
None of the above	7%
Responses may add to more than 100% because of multiple selections.	

Preferences for School Communication Modes

Respondents were asked the following: "Schools often try to communicate with students about various activities, such as special events, speakers, job postings, etc. What is your *preferred* method of receiving communications?" Overall, 71% of the respondents chose e-mail messages as their preferred method of communication. Additionally, 15% reported that electronic newsletters were their preferred method of communication.

Preferred Method of Communication	
Response	**Percentage** (*n* = 2,955)
E-mail messages	71%
Electronic newsletters	15%
Web sites	6%
In-person	5%
Postal mailings	1%
Blogs	1%
Other	1%
Total	100%

Job Search and Expectations

This section explores student employment expectations and information on their current job searches. The following key topics are examined: pre-MBA work experience, student employment expectations, job interviews, job searches, offers and acceptances of employment, and expected levels of employment.

Key Findings of This Section

- Students graduating from full-time MBA programs expected their programs to provide them with the credentials needed to give them increased career options, increased long-term potential through the development of skills and abilities, opportunities for more challenging and interesting work in the future, and potential for long-term income and financial security.
- Interpersonal skills, a proven ability to perform, and leadership attributes were deemed the most important factors in obtaining a job interview. Additionally, more than one-third of the respondents cited cultural fit with the company, "who you know," and the reputation of the graduate business school as extremely important.
- Graduates from the class of 2007, along with those from the classes of 2005 and 2006, were more likely than the classes of 2003 and 2004 to have received or accepted offers of employment at this point in the academic calendar.
- More than half of the respondents in the class of 2007 who had received job offers received offers from on-campus recruiters or organizations where they had had internships or work projects. Among those who had received offers, the average number of job offers received by those in the class of 2007 was 2.5.
- The majority of the class of 2007 expected to attain mid-level jobs after graduation, and almost one-quarter expect to receive senior-level positions.

Student Expectations that Degree will Increase Career Options

Respondents were asked the following: "Students frequently pursue a graduate business degree to increase their career options. Which of the following expectations did you have when you first entered the graduate business program?" For each expectation selected, respondents were then asked how satisfied they were that their programs had fulfilled that expectation.

Most graduates of full-time MBA programs cited the following as expectations: the credential needed to increase career options, an increase in long-term potential through the development of skills and abilities, an opportunity for more challenging and interesting work, and the potential for long-term income and financial stability. More than three-quarters of the respondents were extremely or very satisfied that their graduate business degrees had provided them with the potential for fulfilling each of these expectations.

Student Expectations and Satisfaction							
My graduate business degree would provide me…	**% Selected (*n* = 2,955)**	**Satisfaction**					
		Extremely Satisfied	**Very Satisfied**	**Somewhat Satisfied**	**Not Very Satisfied**	**Not At All Satisfied**	**Total**
Credentials I need to increase career options.	75%	36%	45%	16%	2%	0%	100%
An increase in long-term potential through the development of skills/abilities.	74%	38%	44%	15%	2%	1%	100%
An opportunity for more challenging/ interesting work in the future.	73%	34%	45%	17%	2%	0%	100%
The potential for long-term income and financial stability.	71%	37%	41%	19%	3%	1%	100%
Advancement potential.	69%	35%	46%	17%	2%	1%	100%
A sense of personal satisfaction and achievement.	66%	45%	41%	11%	2%	1%	100%
The ability to remain marketable (competitive).	63%	35%	46%	16%	2%	1%	100%
The right connections to get a good job in the future.	55%	30%	34%	25%	8%	2%	100%
Ability to switch industries.	54%	36%	33%	23%	7%	2%	100%
Ability to change occupational area.	54%	34%	37%	21%	6%	1%	100%
Respect and recognition.	47%	31%	44%	21%	3%	1%	100%
Ability to expand my international employment opportunities.	42%	35%	35%	22%	6%	2%	100%
Confidence I need to succeed.	38%	36%	45%	17%	2%	1%	100%
The ability to start or improve my own business.	35%	33%	38%	22%	5%	2%	100%
Opportunities to contribute to solving some of the world's problems.	27%	32%	36%	25%	6%	1%	100%

Pre-MBA Work Experience

Respondents were asked, "How many years have you worked full-time since completing your undergraduate or first university degree?" About 44% of the graduating full-time MBA class of

2007 had less than four years of work experience prior to entering their graduate business degree programs. Additionally, 43% of the respondents had between four years but less than eight years of work experience.

Years of Full-time Work Experience Since Completing Undergraduate (First University) Degree	
Response	**Percentage** (*n* = 2,954)
None	9%
Less than 6 months	3%
6 months, but less than 1 year	2%
1 year, but less than 2 years	6%
2 years, but less than 3 years	11%
3 years, but less than 4 years	13%
4 years, but less than 6 years	29%
6 years, but less than 8 years	14%
8 years, but less than 10 years	7%
10 years or more	8%
Total	100%

Job Interviews

Respondents were asked, "In your opinion, how important is each of the following in your effort to obtain a job interview?" The top three factors respondents considered important in obtaining a job interview were interpersonal skills, a proven ability to perform, and leadership attributes. Additionally, more than 70% of the respondents considered their cultural fit with the company, "who you know," and the reputation of the business school as important factors in obtaining a job interview. Least important among the respondents were strong academic success and their specialization or concentration of study.

Importance of Various Factors in Obtaining a Job Interview						
Factor	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Interpersonal skills	59%	31%	8%	2%	0%	100%
Proven ability to perform	46%	42%	10%	1%	0%	100%
Leadership attributes (motivation, initiative, adaptability, etc.)	46%	39%	13%	2%	0%	100%
Cultural fit with company	44%	36%	16%	4%	1%	100%
Who you know	41%	31%	21%	7%	1%	100%
Reputation of business school	35%	40%	22%	3%	0%	100%
Occupation in prior work experience	27%	43%	26%	4%	0%	100%
Industry in prior work experience	24%	37%	30%	8%	1%	100%
History of leading teams	23%	44%	27%	5%	1%	100%
History of increased job responsibility	22%	47%	27%	4%	0%	100%
Technical and/or quantitative skills	21%	46%	28%	4%	0%	100%
General business management skills	21%	45%	28%	5%	1%	100%

Importance of Various Factors in Obtaining a Job Interview						
Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Relevant language, country, and/or cultural expertise	21%	37%	31%	10%	1%	100%
Quality career services office	20%	35%	31%	11%	3%	100%
Years of work experience	17%	40%	36%	6%	0%	100%
History of managing people in a formal reporting role	15%	37%	37%	10%	1%	100%
Strong academic success	15%	36%	37%	11%	1%	100%
Specialization or concentration of study	13%	33%	40%	12%	1%	100%

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?" Additionally, respondents were asked to report whether they intended to work within or outside their countries of citizenship. About one-fifth of the respondents indicated that they were not currently searching for jobs. However, among those respondents who were searching for jobs, the majority had already received or accepted offers of employment. More than two-thirds of the respondents indicated that they planned to work in their countries of citizenship or authorized work area and about one-fifth reported that they planned to work outside their countries of citizenship.

Among the respondents who indicated that they were postponing their job search, 42% were waiting until they were closer to graduation to begin their search; 14% planned to continue their educations; and 10% were planning to move to new areas.

Stage in Job Search Process	
Response	(*n* = 2,947)
Interviewing—no offers received yet	38%
Receiving and considering offers	11%
Accepted offer from current/previous employing organization	4%
Accepted offer from new employing organization	28%
Staying with current/previous employing organization	5%
Postponing job search until later	11%
Plan to start or manage my own business	3%
Total	100%
Response (collapsed)	
Not searching	19%
Waiting for offers	38%
Received/accepted offers	43%
Total	100%

Anticipated Location of Employment	
Response	**(*n* = 2,936)**
In your country of citizenship (or authorized work area)	69%
Outside country of citizenship and then seek permanent residency or citizenship	13%
Outside country of citizenship and then return to your country of citizenship	10%
Other	2%
Don't know	6%
Total	100%

Primary Reason for Postponing Job Search	
Response	**(*n* = 324)**
I plan to search closer to graduation.	42%
I plan to continue my education.	14%
I plan to move to a new area.	10%
I plan to take some time off/vacation.	8%
I am currently involved in an internship or work project.	7%
I plan to return to my current country of citizenship.	6%
Family reasons	4%
My career plans have changed.	3%
I need to fulfill contractual obligation with my current employer.	2%
Military obligations	1%
My employment situation has changed.	1%
Other	2%
Total	100%

Offers and Acceptances of Employment

Respondents who report that they were receiving and considering offers or had accepted offers of employment were asked, "From which of the following sources have you received job offers?" and given a list of possible sources to choose from. These respondents were further asked to indicate the number of job offers they had received and, if they had accepted offers, from whom they had accepted the offers.

Three-fifths of the respondents had received offers of employment from organizations that they contacted in off-campus job searches. About one-half received offers from organizations in which they had had internships or work projects, and 38% received offers from on-campus recruiters. On average, respondents had received 2.5 job offers. Among the respondents who had accepted offers of employment, 38% accepted offers from on-campus recruiters and 29% from organizations in which they had held internships or had participated in work projects. Additionally, 17% had accepted offers from organizations they contacted in off-campus searches, and 12% had accepted offers from a current or previous employing organization.

Sources of Job Offers	
Source	**(*n* = 1,254)**
An organization where you had an internship or work project	51%
An on-campus recruiter	60%
An organization contacted in an off-campus job search	38%
Current or previous employing organization	13%
An alumnus from your school	13%
Other	0%
Responses may add to more than 100% because of multiple selections.	

Number of Job Offers	
Response	**(*n* = 1,254)**
One job offer	33%
Two job offers	31%
Three job offers	20%
Four or more job offers	16%
Total	100%
Mean	2.5

Source of Accepted Job Offer	
Source	**(*n* = 938)**
An organization where you had an internship or work project	29%
An on-campus recruiter	38%
An organization contacted in an off-campus job search	17%
Current or previous employing organization	12%
An alumnus from your school	3%
Other	1%
Total	100%

Job Level (Pre-MBA and Post-MBA)

Respondents were asked to indicate the levels of the organizations at which they had worked before entering their graduate business programs and the levels of the organizations at which they expected to work upon completing their programs. Prior to entering their graduate business programs, the majority of full-time MBA graduate respondents had held mid-level positions. About a quarter had occupied entry-level positions, and an eighth had held senior-level positions before entering their programs. Upon graduation, three-fifths of the respondents planned to have mid-level positions, and nearly a quarter planned to have senior- level positions.

Job Level		
Job Level	**Pre-MBA** (*n* = 2,695)	**Expected Post-MBA** (*n* = 2,843)
Entry level	26%	11%
Mid-level	57%	62%
Senior level	12%	23%
Executive level	2%	3%
Business owner/self-employer	4%	0%
Total	100%	100%

Job and Employer Selection

This section explores employment selection criteria among graduating students. Key topics examined in this section are: job function and industry, company selection criteria, organizational culture preferences, job selection criteria, organization size, and salary and signing bonuses.

Key Findings of This Section

- The two industries expected to receive a significant boost in MBA graduates are the consulting industry, with a 75% increase, and the finance/accounting industry, with a 35% increase. The industries set to lose the most employees after graduation are technology, with a 38% decrease, and the nonprofit government industry, with a 64% decrease.

- Overall, graduates of full-time MBA programs consider room for growth, a fit with the company culture, and a positive organizational climate as the most important factors when choosing a company for which to work.

- Decentralized decision-making, a cooperative and casual atmosphere, flexible career paths, clearly defined responsibilities, formalized procedures, a clear and well-communicated vision, a focus on company success, and individual performance-based rewards were the respondents' organizational culture preferences.

- In choosing jobs, respondents rated the most important factors as challenging and interesting work, advancement opportunities, and opportunities for professional development and learning new things.

- Consistent with the continual increase in expected starting annual salary among full-time MBA graduates over the years, the class of 2007 expected to receive a 54% increase over their pre-MBA salaries.

Job Function and Industry

Respondents were asked to indicate the job functions they held before entering their graduate business programs and the job functions they expected to hold upon graduation. Additionally, respondents were asked to report the industry in which they were employed before entering their graduate business programs and the industries in which they intend to be employed upon graduation. The top three pre-MBA job functions were marketing/sales, finance/accounting, and operations logistics. The top three expected functions after graduation were finance/accounting, marketing/sales, and consulting. Before entering their MBA programs, the top three employing

industries for the respondents were products/services, finance/accounting, and technology. Upon graduation, the top three industries in which respondents expected to work were finance/accounting, products/services, and consulting.

Job Function		
Function	**Pre-MBA** (*n* = 2,695)	**Post-MBA** (*n* = 2,934)
Marketing/sales	22%	21%
Operations/logistics	15%	6%
Consulting	9%	21%
General management	14%	13%
Finance/accounting	21%	31%
Human resources	3%	3%
Information technology/MIS	11%	4%
Professional	3%	1%
Other	1%	1%
Total	100%	100%

Industry		
Industry	**Pre-MBA** (*n* = 2,695)	**Post-MBA** (*n* = 2,934)
Consulting	12%	21%
Energy/Utilities	3%	3%
Finance/Accounting	20%	27%
Healthcare/Pharmaceutical	5%	5%
Technology	16%	10%
Manufacturing	7%	4%
Nonprofit/Government	11%	4%
Products/Services	25%	23%
Other	0%	2%
Total	100%	100%

Company Selection Criteria

Respondents were asked, "How important is each of the following to you when deciding which *company* you will work for after graduation?" Respondents reported room for growth, fit with the company culture, and a positive organizational climate as their top three criteria when selecting companies. The least important criteria were the opinion of others, the physical surroundings, and an emphasis on community and inclusion.

Company Selection Criteria						
	(*n* = 2,848)					
Selection Criteria	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Room for growth	64%	31%	5%	0%	0%	100%
Fit with company culture	51%	38%	10%	1%	0%	100%
Positive organizational climate	45%	45%	9%	1%	0%	100%
High ethical standards of the company	37%	41%	18%	4%	1%	100%
Emphasis on work-life balance	35%	39%	20%	5%	1%	100%
Company image and reputation	31%	48%	18%	2%	0%	100%
Location	31%	38%	23%	6%	1%	100%
Company stability	28%	47%	21%	4%	0%	100%
Value employer places on graduate business skills	21%	45%	28%	6%	1%	100%
Emphasis on community and inclusion	16%	34%	36%	11%	3%	100%
Physical surroundings	11%	38%	40%	10%	2%	100%
Opinion of others	7%	28%	42%	19%	4%	100%

Organizational Cultural Preferences

Respondents were asked to choose from each opposing pair of preferences the one that most closely reflected their own organizational culture preferences. The majority of full-time MBA graduate respondents indicated that they preferred an organization with decentralized decision-making, a cooperative atmosphere, flexible career paths, a casual atmosphere, clearly defined responsibilities, formalized procedures, a clear and well-communicated vision, a focus on company success, and individual performance-based rewards.

Preference of Organizational Culture		
Item	**Cultural Preference**	**Percent**
Decision-making	Centralized decision-making	26%
	Decentralized decision-making	74%
	Total	100%
Competition-cooperation	Internal competition	16%
	Cooperative atmosphere	84%
	Total	100%
Career path	Well-defined career path	38%
	Flexible career opportunities	62%
	Total	100%
Atmosphere	Formal atmosphere	30%
	Casual atmosphere	70%
	Total	100%
Responsibilities	Clearly defined responsibilities	61%
	Varied/fluid responsibilities	39%
	Total	100%

Preference of Organizational Culture		
Item	**Cultural Preference**	**Percent**
Procedures	Formalized procedures	63%
	Loosely defined procedures	37%
	Total	100%
Goals	Clear, well-communicated vision	76%
	Flexible, adaptable corporate goals	24%
	Total	100%
Focus	Focus on company success	73%
	Focus on public good	27%
	Total	100%
Rewards	Individual performance-based reward	66%
	Team-based reward	34%
	Total	100%

Job Selection Criteria

Respondents were asked, "How important is each of the following to you when deciding which *job* you will take after graduation?" In selecting jobs, respondents rated challenging and interesting work, advancement opportunity, opportunity for professional development, and an opportunity to learn new things as extremely important factors. Respondents rated stock options or an ownership program, an opportunity to work or travel in a foreign country, and flexible schedules as the least important factors in selecting jobs.

Job Selection Criteria						
	(n = 2,848)					
Selection Criteria	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Challenging/interesting work	61%	34%	4%	0%	0%	100%
Advancement opportunity	59%	34%	6%	1%	0%	100%
Opportunity for professional development	56%	38%	6%	1%	0%	100%
Opportunity to learn new things	54%	38%	7%	1%	0%	100%
Competitive salary	45%	42%	11%	1%	0%	100%
Ability to make an impact	44%	42%	12%	1%	0%	100%
Achieving something that you personally value	43%	43%	12%	2%	0%	100%
Benefit package	26%	45%	25%	4%	1%	100%
Visibility with executive team	22%	41%	29%	6%	1%	100%
Job security	21%	39%	31%	7%	1%	100%
Job autonomy	19%	47%	28%	5%	0%	100%
Flexible schedule	15%	32%	37%	14%	2%	100%
Opportunity to work or travel in a foreign country	15%	23%	30%	22%	9%	100%
Stock options or ownership program	8%	23%	41%	23%	5%	100%

Size of Organization

Respondents were asked, "How many employees are employed in the organization for which you will be working (or expect to be working) after completing your graduate business degree?" About 40% of the respondents indicated that they plan to work for organizations with more than 15,000 employees, 31% planned to work for organizations with 1,000 to 15,000 employees, and 27% planned to work for organizations with 1,000 or fewer employees.

Organization Size		
	Number of Employees	(**n = 1399**)
Number of Employees	Under 25	4%
	25–100	6%
	101–500	9%
	501–1,000	6%
	1,001–5,000	13%
	5,001–10,000	10%
	10,001–15,000	6%
	15,001–25,000	6%
	Over 25,000	33%
	Don't know	7%
	Total	100%
	Number of Employees	(**n = 1,296**)
Number of Employees (Collapsed: "Don't Know" Removed)	1,000 or fewer	27%
	1,001–15,000	31%
	15,001 or more	42%
	Total	100%

Salary and Signing Bonus

Respondents were asked to specify their pre-graduate business school salaries and the salaries that they expect to receive upon graduation. Additionally, respondents were asked to indicate whether they expected to receive signing bonuses and if so, the amounts. On average, respondents indicated that they expected to receive 54% increases over their pre-MBA salaries. Additionally, about half of the respondents expected to receive signing bonuses of $16,288, on average.

Expected Change in Annual Base Salary	
Group	**Percentage Increase**
All Respondents	54%
Respondents who received/accepted a job offer	63%

Signing Bonus		
Expect a Signing Bonus?	**All Respondents** **(*n* = 2,844)**	**Respondents Who Received/Accepted Job Offers** **(*n* = 929)**
Percentage expecting a signing bonus	53%	73%
Amount of Signing Bonus		
Lower 95% confidence interval	$15,612	$17,634
Mean	$16,288	$18,506
Upper 95% confidence interval	$16,964	$19,379

III.   Part-Time MBA Programs

The Graduate Business Education Experience

This section of the report explores students' satisfaction with their educational experience. The following key topics are examined: overall value of the graduate business degree and school recommendation, quality of the graduate business program, student participation in various activities, satisfaction with the core curriculum, development of skills and abilities, and preferences for school communication modes.

Key Findings of This Section

- More than half of the graduates of part-time MBA programs considered the value of the degree to be outstanding or excellent, and more than 90% of the students would recommend their program to others seeking a graduate business degree.

- There has been continuous improvement in the quality of admissions, career services, and student services over the survey years as rated by the respondents. Additionally, graduates of part-time MBA programs consistently rated the faculty, fellow students, and curriculum highly with regard to quality.

- The greatest levels of satisfaction for part-time MBA programs included the knowledge of the faculty, a cooperative atmosphere with their fellow students, the relevance of the curriculum, the responsiveness of the faculty, and the class size.

- With regard to core curriculum, graduates of part-time MBA programs reported the greatest satisfaction in the areas of business policy and strategy, management and organizational behavior, and finance. Ethics/business law and international business were each marked as not applicable to about one-fifth of part-time MBA graduates.

- E-mail was the preferred method of communication for part-time MBA respondents— nearly four out of five respondents preferred e-mail over all other methods schools used to communicate with their students. About one in eight preferred electronic newsletters.

Overall Value of the Graduate Business Degree

Respondents were asked, "When you compare the total monetary cost of your graduate business program to the quality of education you received, how would you rate the *overall value* of your graduate business degree?" More than one-half (55%) of the respondents reported that the value of the degree is outstanding or excellent. About a third (34%) considered the value to be good, and 11% reported the value as fair or poor.

Overall Value of the Graduate Business Degree	
Overall Value	**Percentage (*n* = 1,367)**
Outstanding	16%
Excellent	39%
Good	34%
Fair	9%
Poor	2%
Total	100%

Respondents were asked, "In what way(s) did you finance the majority of your graduate business education?" Respondents who selected grants, fellowships, scholarships, or governmental benefits; loans; and employer reimbursement/sponsorship were asked to estimate the total amounts they received during their entire graduate business degree programs. The majority of respondents financed their educations with employer reimbursement or sponsorship programs. Additionally, 44% used personal earnings, 33% used loans, and 29% used personal savings to finance their education.

Financing of a Graduate Business Education	
Financing Method	**Percentage (*n* = 1,367)**
Employer reimbursement/sponsorship	63%
Personal earnings	44%
Loans	33%
Personal savings	29%
Support from parents	8%
Grants, fellowships, scholarships, or government benefits	6%
Spouse's/partner's earnings	6%
Responses may add to more than 100% because of multiple selection.	

On average, respondents who received grants, fellowships, scholarships or governmental benefits received $13,480. Respondents using loans to finance their education received $35,367 on average. Employer reimbursement or sponsorship programs provided $25,750, on average, to respondents who received this benefit.

Estimated Total Amount Received					
	U.S. Dollars				
Financing Method	**n**	**25th Percentile**	**Median**	**75th Percentile**	**Mean**
Grants, fellowships, scholarships, or government benefits	83	$2,650	$7,500	$16,000	$13,480
Loans	442	$20,000	$35,000	$50,000	$35,367
Employer reimbursement/sponsorship	852	$12,000	$20,000	$35,000	$25,750

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree? The vast majority of respondents (93%) reported that they

would recommend their graduate business schools to others seeking a graduate business education. Only 5% reported that they would probably or definitely not recommend their schools.

School Recommendation	
Response	**Percentage (*n* = 1,367)**
Definitely yes	59%
Probably yes	34%
Uncertain	2%
Probably no	4%
Definitely no	1%
Total	100%

Quality of the Graduate Business Program

Respondents were asked to, "Please rate each of the following *components* of your program, based on your entire educational experience as a graduate business student." Respondents who rated each component of the program were asked to rate various aspects of the program component. Graduates of part-time MBA programs rated the quality of the faculty and their fellow students the highest, followed by the curriculum, admissions, and program management. Nearly one-quarter of the respondents did not have experience with the career services office.

Quality Ratings for Components of Graduate Business Program								
		(*n* = 1,367)						
Components of Programs	**Mean†**	**Outstanding**	**Excellent**	**Good**	**Fair**	**Poor**	**Not Applicable**	**Total**
Faculty	3.7	19%	43%	31%	6%	1%	0%	100%
Fellow students	3.7	18%	42%	32%	7%	1%	0%	100%
Curriculum	3.6	13%	41%	37%	8%	1%	0%	100%
Admissions	3.5	14%	36%	37%	9%	3%	1%	100%
Program management	3.4	14%	33%	36%	12%	4%	2%	100%
Student services	3.3	11%	27%	34%	15%	5%	8%	100%
Career services	3.0	8%	16%	27%	16%	10%	24%	100%
† Not applicable removed; 5 = outstanding; 4 = excellent; 3 = good; 2 = fair; and 1 = poor.								

Graduates of part-time MBA programs were the most satisfied with the knowledge of the faculty, the cooperative atmosphere developed with their fellow students, the responsiveness of the faculty, class size, and the relevance of the curriculum. Although about a third of the respondents did not participate in student activities or clubs, respondents who did participate were the least satisfied with the student activities and clubs available. Additionally, respondents were the least satisfied with the availability of resources in their career services offices.

Satisfaction Ratings for Aspects of Graduate Business Program								
Aspects of Programs	**Mean†**	**Extremely Satisfied**	**Very Satisfied**	**Somewhat Satisfied**	**Not Very Satisfied**	**Not At All Satisfied**	**Not Applicable**	**Total**
Admissions (n = 1,356)								
» Access to staff	3.9	25%	41%	24%	5%	1%	4%	100%
» Responsiveness of staff	3.9	26%	41%	22%	5%	2%	4%	100%
» Information provided	3.8	23%	43%	24%	5%	2%	3%	100%
Career services (n = 1,040)								
» Knowledge of staff	3.5	15%	31%	25%	9%	5%	15%	100%
» Responsiveness of staff	3.5	17%	30%	24%	9%	5%	15%	100%
» Availability of resources	3.4	15%	28%	25%	11%	7%	13%	100%
Curriculum (n = 1,365)								
» Relevance	4.0	24%	51%	22%	2%	0%	0%	100%
» Integration	3.8	19%	47%	28%	5%	1%	0%	100%
» Comprehensiveness	3.8	20%	49%	27%	4%	1%	0%	100%
Faculty (n = 1,367)								
» Knowledge of faculty	4.1	29%	53%	16%	1%	0%	0%	100%
» Responsiveness of faculty	4.0	27%	52%	17%	4%	0%	0%	100%
» Teaching methods	3.8	17%	49%	29%	5%	1%	0%	100%
Program management (n = 1,341)								
» Mission	3.8	20%	44%	28%	5%	2%	2%	100%
» Standards	3.7	18%	43%	29%	6%	2%	1%	100%
» Continuous improvement	3.7	18%	40%	30%	8%	2%	1%	100%
Student services (n = 1,253)								
» Student activities/clubs	3.3	8%	21%	24%	8%	3%	36%	100%
» Symposiums/guest speakers	3.6	15%	30%	23%	6%	4%	22%	100%
» Communications to students	3.6	16%	36%	26%	8%	4%	11%	100%
Fellow students (n = 1,365)								
» Contribution to learning	3.9	26%	42%	24%	5%	2%	0%	100%
» Cooperative atmosphere	4.1	33%	45%	16%	4%	1%	0%	100%
» Close-knit community	3.6	23%	34%	29%	9%	4%	1%	100%
» Talent level	3.7	21%	42%	26%	8%	2%	0%	100%
Program structure (n = 1,367)								
» Class schedule	3.9	28%	43%	22%	5%	1%	0%	100%
» Class size	4.0	30%	46%	19%	4%	1%	0%	100%
» Facilities	3.8	26%	40%	24%	6%	2%	1%	100%
» Technological resources	3.9	27%	42%	23%	5%	2%	1%	100%
† Not applicable removed; 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; and 1 = not at all satisfied.								

Student Satisfaction with Core Curriculum

Respondents were asked, "How satisfied are you with the knowledge, skills, and/or abilities you developed in each of the following areas of *core curriculum*." Graduates of part-time programs reported that they were the most satisfied with the core curriculum in the following areas: business policy and strategy, management/organizational behavior, and finance. They were the least satisfied with courses in information systems and international business.

Satisfaction with Core Curriculum								
	(*n* = 1,367)							
Area	**Mean†**	**Extremely Satisfied**	**Very Satisfied**	**Somewhat Satisfied**	**Not Very Satisfied**	**Not At All Satisfied**	**Not Applicable**	**Total**
Business policy/Strategy	3.9	26%	41%	23%	4%	1%	4%	100%
Management/ Organizational behavior	3.9	26%	45%	22%	5%	1%	1%	100%
Finance	3.8	25%	39%	27%	6%	1%	1%	100%
Marketing	3.7	21%	41%	28%	6%	3%	2%	100%
Accounting	3.7	17%	41%	31%	5%	2%	3%	100%
Economics	3.6	16%	38%	32%	7%	3%	4%	100%
Ethics/Business law	3.6	15%	32%	23%	7%	3%	20%	100%
Statistics	3.5	13%	32%	33%	8%	3%	10%	100%
Operations	3.5	12%	35%	35%	10%	2%	6%	100%
International business	3.4	12%	28%	27%	12%	2%	19%	100%
Information systems	3.2	7%	24%	34%	14%	6%	15%	100%
† Not applicable removed; 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; and 1 = not at all satisfied.								

Skill/Ability Development

Respondents were asked, "Compared to your abilities before the graduate business program, how much do you feel your education has improved your skills and abilities in each of the following areas?" Each of the skills and abilities listed included examples that respondents could access using a hyperlink coupled with the item. The skills and abilities and the hyperlinked examples are as follows.

Skill/Ability	**Hyperlink Examples**
Managing human capital	(e.g., Coordinating the work of others; Guiding, directing, & motivating subordinates; Coaching & developing others; Organizing, planning, & prioritizing work)
Managing tools and technology	(e.g., Controlling machines & processes; Inspecting equipment, structures, or materials; Drafting, laying out, & specifying technical devices & equipment)
Managing decision-making processes	(e.g., Obtaining & processing information; Making decisions & solving problems; Judging the qualities of things, services, or people; Identifying objects, actions, & events)
Managing administrative activities	(e.g., Creating & managing budgets; Documenting & recording information; Evaluating information to determine compliance; Performing general administrative activities)

Skill/Ability	Hyperlink Examples
Managing strategy and innovation	(e.g., Analyzing data or information; Thinking creatively; Developing objectives & strategies)
Managing the task environment	(e.g., Communicating with persons outside the organization; Establishing & maintaining interpersonal relationships; Selling to or influencing others)
Knowledge of technology, design, and production	(e.g., Production & processing; Engineering & technology; Design)
Knowledge of human behavior and society	(e.g., Psychology; Education & training; Law & government)
Knowledge of general business functions	(e.g., Administration & management; Economics & accounting; Sales & marketing; Customer & personal service; Personnel & Human Resources)
Knowledge of media communications and delivery	(e.g., Media communication; Computers & electronics; English language)
Interpersonal skills	(e.g., Active listening; Social perceptiveness; Coordination; Persuasion & negotiation; Time management; Management of personnel resources)
Operations skills	(e.g., Quality control analysis; Technology design; Operation monitoring; Troubleshooting)
Strategic and systems skills	(e.g., Complex problem solving; Judgment & decision-making; Systems analysis & evaluation; Management of financial resources; Management of material resources)
Foundation skills	(e.g., Reading comprehension; Writing; Mathematics; Science)
Generative thinking	(e.g., Innovation; Analytical thinking; Independence)

Graduates of part-time programs reported the greatest improvements in the following skills and abilities: knowledge of general business functions, managing strategy and innovation, and managing decision-making processes. The least improvement was reported for knowledge of technology, design, and production and knowledge of media communications and delivery.

Improvement of Skills/Abilities							
(n = 1,367)							
Skill/Ability	Mean†	A Great Deal	A Good Amount	Some	A Little	Not At All	Not Applicable —Already Had High Proficiency	Total
Knowledge of general business functions	4.2	37%	43%	15%	3%	0%	2%	100%
Managing strategy and innovation	4.1	35%	42%	16%	5%	1%	1%	100%
Managing decision-making processes	4.1	30%	48%	16%	3%	1%	1%	100%
Strategic and systems skills	3.9	28%	42%	22%	6%	1%	1%	100%
Generative thinking	3.9	25%	45%	21%	5%	2%	3%	100%
Knowledge of human behavior and society	3.8	24%	41%	25%	7%	1%	2%	100%
Interpersonal skills	3.8	22%	43%	23%	8%	1%	3%	100%
Foundation skills	3.8	22%	43%	23%	6%	1%	5%	100%
Managing human capital	3.8	21%	44%	26%	5%	2%	2%	100%
Managing the task environment	3.6	15%	43%	31%	7%	2%	2%	100%
Operations skills	3.5	16%	39%	29%	11%	3%	2%	100%

Improvement of Skills/Abilities							
	(*n* = 1,367)						
Skill/Ability	Mean†	A Great Deal	A Good Amount	Some	A Little	Not At All	Not Applicable—Already Had High Proficiency	Total
Managing administrative activities	3.5	14%	39%	31%	11%	4%	3%	100%
Managing tools and technology	3.4	12%	37%	31%	11%	6%	5%	100%
Knowledge of technology, design, and production	3.2	10%	30%	33%	16%	6%	6%	100%
Knowledge of media communications and delivery	3.2	10%	33%	33%	14%	7%	3%	100%
† Not applicable removed; 5 = a great deal, 4 = a good amount, 3 = some, 2 = a little, 1 = not at all.								

Student Participation in Various Activities

Respondents were asked, "Did you participate in any of the following while you were a student in your graduate business program?" Nearly one-half (46%) of the respondents did not participate in student activities. Among those who did participate, work projects, student career and professional clubs, volunteer activities, and study abroad programs were the most attended activities. However, fewer than one-quarter of the respondents actually participated in each of these more popular activities.

Student Participation in Activities	
Activity	Percentage (*n* = 1,366)
Work projects	23%
Student career/professional clubs	18%
Volunteer activities	15%
Study abroad programs	13%
Mentor programs	8%
Leadership programs	8%
Academic competitions	7%
Diversity/multicultural events	7%
Community service organizations	6%
Internships	4%
Student government	2%
Other	2%
None of the above	46%
Responses may add to more than 100% because of multiple selections.	

Preferences for School Communication Modes

Respondents were asked the following: "Schools often try to communicate with students about various activities, such as special events, speakers, job postings, etc. What is your *preferred* method of receiving communications?" E-mail messages were preferred by about four-fifths of the respondents. Additionally, about one in eight respondents preferred electronic newsletters.

Preferred Method of Communication	
Response	Percentage (*n* = 1367)
E-mail messages	79%
Electronic newsletters	12%
Web sites	5%
In-person	2%
Postal mailings	1%
Other	1%
Total	100%

Job Search and Expectations

This section explores student employment expectations and their current job searches. The following key topics are examined: pre-MBA work experience; student employment expectations; job interviews; job search; offers and acceptances of employment; and expected levels of employment.

Key findings of this section

- Graduating students were most likely to cite the ability to remain marketable and competitive, the credentials needed to increase career options, and advancement potential as expectations from their degrees. However, slight differences in expectations exist among students according to various demographic characteristics.
- When considering the factors important in obtaining job interviews, all respondents regarded interpersonal skills and a proven ability to perform as the top two factors.
- Statistically, the past three graduating part-time classes (2005 to 2007) were more likely than previously surveyed graduating classes to have received or accepted employment offers at this point in the academic calendar.
- A majority of the graduating class of 2007 who received or accepted offers of employment entertained offers from organizations contacted in off-campus job searches. Respondents who received or accepted offers of employment had two job offers on average.
- Most respondents expected to move up the career ladder. For instance, a majority of respondents who held entry-level positions before graduate business school expected to land mid-level positions upon graduation.

Student Expectations that Degree Will Increase Career Options

Respondents were asked, "Students frequently pursue a graduate business degree to increase their career options. Which of the following expectations did you have when you first entered the graduate business program?" For each expectation selected, respondents were then asked how satisfied they were that their programs had fulfilled that expectation.

The part-time MBA students most often reported that they expected their educations to help them remain marketable and competitive, provide advancement potential, and give them the credentials needed to increase career options. Among the expectations these students reported, they were the most satisfied that their degrees gave them a sense of personal satisfaction and achievement.

Student Expectations and Satisfaction							
	%	**Satisfaction**					
My graduate business degree would provide me…	**Selected** (*n* = 1,367)	**Extremely Satisfied**	**Very Satisfied**	**Somewhat Satisfied**	**Not Very Satisfied**	**Not At All Satisfied**	**Total**
The ability to remain marketable (competitive).	79%	29%	56%	14%	1%	0%	100%
Credentials I need to increase career options.	78%	28%	52%	19%	1%	0%	100%
Advancement potential.	78%	24%	49%	25%	2%	0%	100%
A sense of personal satisfaction and achievement.	76%	49%	41%	8%	2%	0%	100%
An increase in long-term potential through the development of skills/ abilities.	76%	27%	52%	18%	2%	0%	100%
The potential for long-term income and financial stability.	72%	24%	52%	21%	3%	0%	100%
An opportunity for more challenging/interesting work in the future.	72%	21%	51%	25%	2%	0%	100%
Respect and recognition.	51%	28%	48%	22%	1%	0%	100%
Ability to change occupational area.	48%	20%	41%	33%	6%	0%	100%
Ability to switch industries.	47%	18%	41%	35%	6%	0%	100%
The right connections to get a good job in the future.	41%	17%	31%	37%	12%	3%	100%
Confidence I need to succeed.	37%	36%	48%	16%	1%	0%	100%
The ability to start or improve my own business.	33%	27%	40%	27%	4%	1%	100%
Ability to expand my international employment opportunities.	22%	21%	39%	30%	9%	2%	100%
Opportunities to contribute to solving some of the world's problems.	18%	23%	40%	30%	6%	0%	100%

Pre-MBA Work Experience

Respondents were asked, "How many years have you worked full-time since completing your undergraduate or first university degree?" Overall, 46% of the part-time MBA graduates had less than six years of work experience before the graduate business programs, and 54% had six or more years of work experience.

Years of Full-time Work Experience Since Completing Undergraduate (First University) Degree	
Response	**Percentage** (*n* = 1,366)
None	2%
Less than 6 months	1%
6 months, but less than 1 year	1%
1 year, but less than 2 years	3%
2 years, but less than 3 years	6%
3 years, but less than 4 years	10%
4 years, but less than 6 years	23%
6 years, but less than 8 years	19%
8 years, but less than 10 years	11%
10 years or more	24%
Total	100%

Job Interviews

Respondents were asked, "In your opinion, how important is each of the following in your effort to obtain a job interview?" More than four-fifths of the respondents indicated that interpersonal skills, a proven ability to perform, and leadership attributes were extremely or very important in obtaining a job interview. Less than half of the respondents indicated that strong academic success and the specialization or concentration of study was extremely or very important.

Importance of Various Factors in Obtaining a Job Interview					
Factor	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Interpersonal skills	55%	35%	8%	0%	1%	100%
Proven ability to perform	51%	41%	6%	1%	0%	100%
Leadership attributes (motivation, initiative, adaptability, etc.)	42%	44%	12%	1%	1%	100%
Who you know	42%	29%	23%	5%	1%	100%
Cultural fit with company	35%	42%	17%	4%	1%	100%
History of increased job responsibility	34%	46%	17%	2%	1%	100%
Occupation in prior work experience	30%	46%	21%	3%	1%	100%
Industry in prior work experience	26%	41%	28%	4%	1%	100%
Technical and/or quantitative skills	23%	49%	25%	2%	0%	100%
History of leading teams	22%	48%	26%	4%	1%	100%
Reputation of business school	21%	37%	34%	8%	1%	100%
General business management skills	20%	53%	25%	2%	0%	100%
Years of work experience	20%	46%	29%	5%	1%	100%
History of managing people in a formal reporting role	17%	40%	36%	6%	1%	100%
Quality career services office	16%	26%	37%	16%	4%	100%
Relevant language, country, and/or cultural expertise	15%	36%	34%	11%	4%	100%

Importance of Various Factors in Obtaining a Job Interview						
Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Strong academic success	13%	36%	39%	12%	1%	100%
Specialization or concentration of study	10%	31%	44%	14%	2%	100%

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?" Additionally, respondents were asked to report whether they intended to work within or outside their countries of citizenship.

About three-fifths (62%) of the respondents were not searching for a job. Among those who were searching for a job, about half had received or accepted offers of employment, and the other half were still in the process of interviewing. Overall, two-fifths (40%) of the respondents were staying with their current or previous organizations, and 19% were postponing their job searches. Among the respondents who were postponing job searches, 49% were waiting until they got closer to graduation, and 17% reported having to fulfill contractual obligations with their current employers before starting their job searches.

The vast majority (89%) of respondents planned to work within their countries of citizenship or authorized work area.

Stage in Job Search Process	
Response	(*n* = 1,363)
Interviewing—no offers received yet	19%
Receiving and considering offers	5%
Accepted offer from current/previous employing organization	5%
Accepted offer from new employing organization	9%
Staying with current/previous employing organization	40%
Postponing job search until later	19%
Plan to start or manage my own business	3%
Other	1%
Total	100%
Response (collapsed)	
Not searching	62%
Waiting for offers	19%
Received/accepted offers	19%
Total	100%

Primary Reason for Postponing Job Search	
Response	(*n* = 259)
I plan to search closer to graduation.	49%
I need to fulfill contractual obligation with current employer.	17%
I am currently involved in internship or work project.	2%
Family reasons	6%
Health reasons	1%
Military obligations	2%
My career plans have changed.	7%
My employment situation has changed.	5%
I plan to return to my current country of citizenship.	3%
I plan to continue my education.	3%
I plan to take some time off/vacation.	4%
Other	49%
Total	100%

Anticipated Location of Employment	
Response	(*n* = 1,358)
In your country of citizenship (or authorized work area)	89%
Outside country of citizenship and then seek permanent residency or citizenship	3%
Outside country of citizenship and then return to your country of citizenship	3%
Other	1%
Don't know	5%
Total	100%

Offers and Acceptance of Employment

Respondents who reported that they had received and were considering offers or had accepted offers of employment were asked, "From which of the following sources have you received job offers?" These respondents were asked to indicate the number of job offers they had received. Additionally, respondents who had accepted offers of employment were asked, "From whom did you accept an offer?"

A majority of the respondents (55%) searching for jobs reported receiving offers from organizations they had contacted in off-campus searches. Additionally, about a third (36%) had received offers from their current or previous organizations. Another 18% had received offers from on-campus recruiters, and one in eight (12%) had received job offers from alumni.

Respondents who had already received job offers had two offers on average. Overall, 43% had one offer; one-quarter (25%) had two offers; one-fifth (20%) had three offers; and about one-eighth (12%) had four or more offers of employment.

Among the respondents who had accepted employment offers, 41% had accepted offers from an organization contacted in off-campus searches, and 38% had accepted offers from their current or previous organizations. Additionally, 14% had accepted offers from on-campus recruiters.

Sources of Job Offers	
Source	**(n = 255)**
An organization where you had an internship or work project	11%
An on-campus recruiter	18%
An organization contacted in an off-campus job search	55%
Current or previous employing organization	36%
An alumnus from your school	12%
Other	2%
Responses may add to more than 100% because of multiple selection	

Number of Job Offers	
Response	**(n = 254)**
One job offer	43%
Two job offers	25%
Three job offers	20%
Four or more job offers	12%
Total	100%
Mean	2.2

Source of Accepted Job Offer	
Source	**(n = 192)**
An organization where you had an internship or work project	2%
An on-campus recruiter	14%
An organization contacted in an off-campus job search	41%
Current or previous employing organization	38%
An alumnus from your school	4%
Other	3%
Total	100%

Job Level (Pre-MBA and Post-MBA)

Respondents were asked to indicate the levels of employment they had before graduate business school and the levels of employment they expected to have upon graduation.

Nearly a third of respondents had entry-level positions before graduate business school, but only 4% planned on having entry-level positions upon graduation. More than half of the respondents had mid-level positions prior to their MBA programs, and about one in ten held senior-level positions. After graduation, 48% planned to have mid-level positions, and two-fifths (40%) planned to have senior-level positions.

Job Level		
Job Level	**Pre-MBA** (*n* = 1,339)	**Expected Post-MBA** (*n* = 1,323)
Entry level	30%	4%
Mid-level	56%	48%
Senior level	11%	40%
Executive level	1%	7%
Business owner/self-employer	1%	1%
Other	0%	1%
Total	100%	100%

Job and Employer Selection

This section explores employment selection criteria among graduating students. Key topics examined in this section are: job function and industry, company selection criteria, organizational culture preferences, job selection criteria, organization size, and salary and signing bonuses.

Key findings of this section

- The part-time MBA class of 2007 was more likely than previous classes to seek consulting or general management positions after graduation. However, the class of 2007 was less likely than the class of 2006 to seek finance or accounting positions.
- The top three post-graduation industries of employment were similar for the class of 2007 compared with previous classes. These industries were finance and accounting, products and services, and technology.
- The top three *company* selection criteria among the class of 2007 included room for growth, a positive organizational climate, and a fit with the company culture. The top three *job* selection criteria were advancement opportunity, challenging and interesting work, and an opportunity for professional development.
- The class of 2007 was more likely than earlier classes to prefer centralized decision-making, internal competition, well-defined career paths, a formal atmosphere, and clearly defined responsibilities with regard to organizational culture.
- Overall, respondents intended to earn significantly more after graduation than they had earned in their pre-MBA employment. With each successive survey year, respondents consistently reported greater expected gains than previous survey years over their pre-MBA salaries, from a 30% gain among the class of 2003 to a 43% gain for the class of 2007.

Job Function and Industry

Respondents were asked to indicate the job functions they had held before graduate business school and the job functions they expected to have upon completing their programs. Additionally, respondents were asked to report the industries in which they were employed before entering their programs and the industries in which they intended to be employed upon completing their programs.

Consulting and general management positions will have received the greatest influxes of part-time MBA graduates, and operations/logistics and information technology/MIS will have experienced the greatest decreases. Before respondents entered their graduate business programs, the most common three job positions they held were in finance/accounting, operations/logistics, and marketing/sales. Upon graduation, the largest number of respondents intends to work in finance/accounting, followed by marketing/sales, and consulting. Among industries, the consulting industry will have experienced the greatest influxes of part-time MBA graduates, whereas technology will have experienced the greatest loss of respondents pursuing a part-time MBA degree.

Job Function		
Function	**Pre-MBA** (*n* = 1,338)	**Post-MBA** (*n* = 1,357)
Marketing/sales	20%	19%
Operations/logistics	22%	11%
Consulting	4%	13%
General management	8%	18%
Finance/accounting	22%	26%
Human resources	3%	3%
Information technology/MIS	18%	8%
Professional	2%	1%
Other	1%	1%
Total	100%	100%

Industry		
Industry	**Pre-MBA** (*n* = 1,340)	**Post-MBA** (*n* = 1,357)
Consulting	7%	15%
Energy/Utilities	4%	3%
Finance/Accounting	19%	25%
Healthcare/Pharmaceutical	8%	7%
Technology	21%	15%
Manufacturing	10%	8%
Nonprofit/Government	11%	7%
Products/Services	21%	18%
Other	0%	2%
Total	100%	100%

Company Selection Criteria

Respondents were asked, "How important is each of the following to you when deciding which *company* you will work for after graduation?" The top three criteria graduates of part-time MBA programs considered important when selecting companies were room for growth, a positive organizational climate, and fit with the company culture. The least important criteria were the opinions of others, the physical surroundings, and an emphasis on community and inclusion.

Company Selection Criteria						
	(*n* = 1,324)					
Selection Criteria	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Room for growth	68%	29%	3%	0%	0%	100%
Positive organizational climate	47%	46%	6%	0%	0%	100%
Fit with company culture	46%	44%	8%	1%	0%	100%
High ethical standards of the company	43%	41%	13%	2%	1%	100%
Emphasis on work-life balance	42%	40%	15%	2%	0%	100%
Company stability	39%	43%	16%	2%	0%	100%
Location	34%	40%	21%	4%	1%	100%
Company image and reputation	29%	49%	19%	2%	0%	100%
Value employer places on graduate business skills	23%	44%	27%	6%	1%	100%
Emphasis on community and inclusion	13%	35%	39%	10%	2%	100%
Physical surroundings	11%	39%	40%	8%	1%	100%
Opinion of others	7%	28%	46%	16%	4%	100%

Organizational Cultural Preferences

Respondents were asked to choose between opposing pairs the points that most closely reflected their preferences for an organization's culture. In general, the graduates of part-time MBA programs preferred decentralized decision-making, a cooperative atmosphere, flexible career opportunities, a casual atmosphere, clearly defined responsibilities, formalized procedures, a clear and well-communicated vision, a focus on company success, and individual performance–based rewards.

Preference of Organizational Culture		
Item	**Cultural Preference**	**Percent**
Decision-making	Centralized decision-making	33%
	Decentralized decision-making	67%
	Total	100%
Competition-cooperation	Internal competition	19%
	Cooperative atmosphere	81%
	Total	100%
Career path	Well-defined career path	36%
	Flexible career opportunities	64%
	Total	100%
Atmosphere	Formal atmosphere	29%
	Casual atmosphere	71%
	Total	100%
Responsibilities	Clearly defined responsibilities	62%
	Varied/fluid responsibilities	38%
	Total	100%

Preference of Organizational Culture		
Item	**Cultural Preference**	**Percent**
Procedures	Formalized procedures	66%
	Loosely defined procedures	34%
	Total	100%
Goals	Clear, well-communicated vision	77%
	Flexible, adaptable corporate goals	23%
	Total	100%
Focus	Focus on company success	76%
	Focus on public good	24%
	Total	100%
Rewards	Individual performance-based reward	74%
	Team-based reward	26%
	Total	100%

Job Selection Criteria

Respondents were asked, "How important is each of the following to you when deciding which *job* you will take after graduation?" Overall, more than half of the respondents indicated that the following job selection criteria were extremely important in their decisions: advancement opportunities, challenging and interesting work, opportunities for professional development, a competitive salary, and opportunities to learn new things. Respondents considered the opportunity to travel in foreign countries and stock options or ownership programs the least important in their selection of jobs.

Job Selection Criteria						
	(*n* = 1,324)					
Selection Criteria	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Advancement opportunity	62%	33%	4%	0%	0%	100%
Challenging/interesting work	60%	36%	4%	0%	0%	100%
Opportunity for professional development	56%	38%	6%	0%	0%	100%
Competitive salary	55%	38%	6%	0%	0%	100%
Opportunity to learn new things	53%	40%	7%	0%	0%	100%
Ability to make an impact	44%	43%	12%	1%	0%	100%
Achieving something that you personally value	41%	45%	13%	1%	0%	100%
Benefit package	33%	47%	18%	2%	0%	100%
Job security	29%	44%	23%	3%	1%	100%
Visibility with executive team	24%	42%	27%	5%	1%	100%
Job autonomy	23%	49%	24%	3%	1%	100%
Flexible schedule	23%	35%	32%	8%	1%	100%
Stock options or ownership program	10%	25%	41%	20%	4%	100%
Opportunity to work or travel in a foreign country	9%	17%	29%	30%	15%	100%

Size of Organization

Respondents were asked, "How many employees are employed in the organization for which you will be working (or expect to be working) after completing your graduate business degree?" Overall, respondents were about evenly split in their decisions to work for organizations of varying sizes.

Organization Size		
	Number of Employees	**(*n* = 788)**
Number of Employees	Under 25	4%
	25–100	8%
	101–500	12%
	501–1,000	6%
	1,001–5,000	17%
	5,001–10,000	10%
	10,001–15,000	5%
	15,001–25,000	5%
	Over 25,000	25%
	Don't know	7%
	Total	100%
		(*n* = 730)
Number of Employees (collapsed: don't know removed)	1,000 or fewer	33%
	1,001–15,000	35%
	15,001 or more	32%
	Total	100%

Salary and Signing Bonus

Respondents were asked to specify their pre-graduate business school salaries and the salaries they expected to receive upon graduation. Additionally, respondents were asked to indicate whether they expected to receive signing bonuses and if so, the amounts. All respondents expected to increase their pre-MBA salaries by 43%. Respondents who had received or accepted job offers expected to receive an average increase of 45%. Overall, about a quarter (27%) of all respondents expected to receive an average signing bonus of $12,989.

Expected Change in Annual Base Salary	
Group	Percentage Increase
All Respondents	43%
Respondents who received/accepted a job offer	45%

Signing Bonus		
Expect a Signing Bonus?	**All Respondents**	**Respondents Who Had Received/ Accepted Job Offers**
	(*n* = 1,323)	**(*n* = 254)**
Percentage expecting a signing bonus	27%	36%
Amount of Signing Bonus	**(*n* = 272)**	**(*n* = 78)**
Lower 95% confidence interval	$11,829	$11,679
Mean	$12,989	$14,487
Upper 95% confidence interval	$14,166	$17,296

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IV.   Executive MBA Programs

The Graduate Business Education Experience

This section of the report explores student satisfaction with their educational experience. The following key topics are examined: overall value of the graduate business degree and likelihood of school recommendation; quality of the graduate business program; student participation in various activities; satisfaction with the core curriculum; the development of skills and abilities; and preferences for school communication modes.

Key Findings of this Section

- A majority of graduating executive students considered the value of their graduate business degree to be outstanding or excellent, and a majority would recommend their school to others seeking a graduate business education.

- Graduating executive students rated the quality of their fellow students favorably, and they were highly satisfied with their fellow students' contribution to learning, the cooperative atmosphere, and the close-knit community developed with their fellow students.

- Graduating executive students were the most satisfied with the skills and abilities learned in their finance, business policy and strategy, and marketing courses. The most improved skills and abilities among the graduating students include managing strategy and innovation, knowledge of general business functions, strategic and systems skills, and generative thinking.

- Two-fifths of the graduating executive students surveyed did not participate in student activities. Work projects, study abroad programs, leadership programs, and mentoring programs had the greatest levels of participation among those that did participate.

- More than three-quarters of the graduating executive students indicated that e-mail messages were their preferred method for receiving communication from schools.

Overall Value of the Graduate Business Degree

Respondents were asked, "When you compare the total monetary cost of your graduate business program to the quality of education you received, how would you rate the *overall value* of your graduate business degree?" Nearly three-fifths (58%) of the respondents reported that the value of the graduate business degree was outstanding or excellent, and one-third (33%) considered the value to be good. One in ten (10%) reported that the value was fair or poor.

Overall Value of the Graduate Business Degree	
Overall Value	**Percentage** **($n = 306$)**
Outstanding	18%
Excellent	40%
Good	33%
Fair	8%
Poor	2%
Total	100%

Respondents were asked, "In what way(s) did you finance the majority of your graduate business education?" Respondents who selected grants, fellowships, scholarships, or governmental benefits, loans, and employer reimbursement/sponsorship were asked to estimate the total amount of financial assistance they received during their entire graduate business degree program. The majority of the executive MBA respondents financed their education with employer reimbursements or sponsorships (65%). Additionally, more than one quarter of the respondents financed their education using loans (39%), personal earnings (37%), and personal savings (29%).

Financing of a Graduate Business Education	
Financing Method	**Percentage (*n* = 306)**
Employer reimbursement/sponsorship	65%
Loans	39%
Personal earnings	37%
Personal savings	29%
Grants, fellowships, scholarships, or government benefits	7%
Support from parents	6%
Spouse's/partner's earnings	5%
Responses may add to more than 100% due to multiple selections.	

Respondents financing part of their education with grants, fellowships, scholarships, or government benefits received $18,537 on average. Respondents using loans received an average of $39,223. Respondents using employer reimbursement or sponsorships received $39,540, on average.

Estimated Total Amount Received					
	U.S. Dollars				
Financing Method	**n**	**25th Percentile**	**Median**	**75th Percentile**	**Mean**
Grants, fellowships, scholarships, or government benefits	22	$3,375	$15,000	$32,000	$18,537
Loans	118	$24,000	$36,000	$50,000	$39,223
Employer reimbursement/sponsorship	198	$19,900	$38,000	$56,250	$39,540

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree?" More than two-thirds (69%) of respondents would definitely recommend their graduate business school. Only 5% reported that they probably would not or definitely would not recommend their school.

School Recommendation	
Response	**Percentage** (*n* = 306)
Definitely yes	69%
Probably yes	23%
Uncertain	3%
Probably no	4%
Definitely no	1%
Total	100%

Quality of the Graduate Business Program

Respondents were asked, "Please rate each of the following *components* of your program, based on your entire educational experience as a graduate business student." More than one-third of the respondents indicated that the quality of their fellow students was outstanding and more than one-quarter rated their faculty as outstanding. Overall, more than half of the respondents indicated that each of the program components were either excellent or outstanding, with the exception of career services. Nearly one-third of the respondents indicated that career services were not applicable to them.

Quality Ratings for Components of Graduate Business Program								
		(*n* = 306)						
Components of Programs	**Mean†**	**Outstanding**	**Excellent**	**Good**	**Fair**	**Poor**	**Not Applicable**	**Total**
Fellow students	4.1	36%	41%	19%	3%	1%	0%	100%
Faculty	3.9	27%	46%	22%	4%	1%	0%	100%
Curriculum	3.8	22%	42%	29%	6%	1%	0%	100%
Admissions	3.7	24%	35%	31%	7%	2%	1%	100%
Student services	3.6	21%	27%	29%	10%	3%	10%	100%
Program management	3.6	18%	38%	29%	9%	4%	1%	100%
Career services	3.1	11%	17%	20%	11%	10%	32%	100%
† Not applicable removed, 5 = outstanding; 4 = excellent; 3 = good; 2 = fair; and 1 = poor.								

Respondents who rated each component of the program above were asked to rate various aspects of the program component. Regarding their fellow students, respondents were specifically satisfied with the cooperative atmosphere, feelings of a close-knit community, and contributions to learning. Additionally, respondents were satisfied with the class size, facilities, the responsiveness of the admissions staff, knowledge of the faculty, and the talent level of their fellow students.

Satisfaction Ratings for Aspects of Graduate Business Program							
Aspects of Programs	**Mean†**	**Extremely Satisfied**	**Very Satisfied**	**Somewhat Satisfied**	**Not Very Satisfied**	**Not At All Satisfied**	**Not Applicable**	**Total**
Admissions (n =303)							
» Access to staff	4.2	37%	41%	17%	1%	1%	3%	100%
» Responsiveness of staff	4.1	39%	38%	17%	3%	1%	2%	100%
» Information provided	4.0	34%	39%	21%	3%	2%	2%	100%
Career services (n = 208)							
» Knowledge of staff	3.6	21%	36%	18%	8%	8%	9%	100%
» Responsiveness of staff	3.7	26%	32%	15%	8%	9%	11%	100%
» Availability of resources	3.5	19%	33%	19%	11%	8%	11%	100%
Curriculum (n = 306)							
» Relevance	4.1	32%	50%	15%	3%	0%	0%	100%
» Integration	3.9	25%	44%	26%	4%	0%	0%	100%
» Comprehensiveness	3.9	24%	51%	21%	3%	1%	0%	100%
Faculty (n = 306)							
» Knowledge of faculty	4.3	39%	49%	10%	1%	0%	0%	100%
» Responsiveness of faculty	4.1	31%	51%	15%	3%	0%	0%	100%
» Teaching methods	3.9	21%	50%	25%	4%	1%	0%	100%
Program management (n = 302)							
» Mission	4.0	29%	46%	20%	3%	2%	0%	100%
» Standards	3.9	28%	42%	22%	5%	2%	0%	100%
» Continuous improvement	3.8	28%	36%	25%	7%	3%	0%	100%
Student services (n = 275)							
» Student activities/clubs	3.4	10%	16%	18%	6%	4%	46%	100%
» Symposiums/guest speakers	3.7	19%	29%	25%	6%	4%	18%	100%
» Communications to students	3.7	23%	37%	23%	4%	5%	8%	100%
Fellow students (n = 305)							
» Contribution to learning	4.3	46%	39%	12%	1%	1%	0%	100%
» Cooperative atmosphere	4.4	50%	40%	7%	2%	1%	0%	100%
» Close-knit community	4.3	47%	36%	12%	2%	1%	1%	100%
» Talent level	4.1	39%	42%	13%	4%	2%	1%	100%
Program structure (n = 306)							
» Class schedule	4.2	38%	50%	10%	2%	1%	0%	100%
» Class size	4.3	45%	40%	13%	2%	1%	0%	100%
» Facilities	4.2	40%	41%	15%	3%	1%	0%	100%
» Technological resources	4.0	32%	40%	21%	5%	1%	1%	100%

† Not applicable removed, 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; and 1 = not at all satisfied.

Student Satisfaction with Core Curriculum

Respondents were asked, "How satisfied are you with the knowledge, skills, and/or abilities you developed in each of the following areas of *core curriculum*." Respondents were the most satisfied with finance, business policy/strategy, and management/organizational behavior. Additionally, respondents were most likely to report that they did not have experience with information systems, ethics/business law, and international business as a part of their core curriculum.

Satisfaction with Core Curriculum								
	(*n* = 306)							
Area	Mean†	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
Finance	4.1	38%	39%	16%	4%	2%	1%	100%
Business policy/strategy	4.1	35%	40%	14%	4%	0%	7%	100%
Management/ organizational behavior	4.0	31%	42%	19%	5%	1%	2%	100%
Marketing	3.9	32%	41%	20%	4%	4%	0%	100%
Economics	3.9	28%	39%	24%	5%	2%	2%	100%
Accounting	3.9	26%	45%	22%	4%	1%	2%	100%
Operations	3.7	19%	34%	27%	8%	3%	9%	100%
Ethics/business law	3.7	17%	34%	22%	7%	2%	19%	100%
International business	3.6	19%	27%	28%	7%	2%	17%	100%
Statistics	3.5	18%	30%	29%	11%	4%	8%	100%
Information systems	3.2	8%	21%	36%	10%	6%	19%	100%

† Not applicable removed, 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; and 1 = not at all satisfied.

Skill/Ability Development

Respondents were asked, "Compared to your abilities before the graduate business program, how much do you feel your education has improved your skills and abilities in each of the following areas?" Each of the skills and abilities included examples that respondents could access using a hyperlink coupled with the item. The skills and abilities and the hyperlinked examples are as follows.

Skill/Ability	Definition
Managing human capital	(e.g., Coordinating the work of others; Guiding, directing, & motivating subordinates; Coaching & developing others; Organizing, planning, & prioritizing work)
Managing tools and technology	(e.g., Controlling machines & processes; Inspecting equipment, structures, or materials; Drafting, laying out, & specifying technical devices & equipment)
Managing decision-making processes	(e.g., Obtaining & processing information; Making decisions & solving problems; Judging the qualities of things, services, or people; Identifying objects, actions, & events)
Managing administrative activities	(e.g., Creating & managing budgets; Documenting & recording information; Evaluating information to determine compliance; Performing general administrative activities)

Skill/Ability	Definition
Managing strategy and innovation	(e.g., Analyzing data or information; Thinking creatively; Developing objectives & strategies)
Managing the task environment	(e.g., Communicating with persons outside the organization; Establishing & maintaining interpersonal relationships; Selling to or influencing others)
Knowledge of technology, design, and production	(e.g., Production & processing; Engineering & technology; Design)
Knowledge of human behavior and society	(e.g., Psychology; Education & training; Law & government)
Knowledge of general business functions	(e.g., Administration & management; Economics & accounting; Sales & marketing; Customer & personal service; Personnel & Human Resources)
Knowledge of media communications and delivery	(e.g., Media communication; Computers & electronics; English language)
Interpersonal skills	(e.g., Active listening; Social perceptiveness; Coordination; Persuasion & negotiation; Time management; Management of personnel resources)
Operations skills	(e.g., Quality control analysis; Technology design; Operation monitoring; Troubleshooting)
Strategic and systems skills	(e.g., Complex problem solving; Judgment & decision making; Systems analysis & evaluation; Management of financial resources; Management of material resources)
Foundation skills	(e.g., Reading comprehension; Writing; Mathematics; Science)
Generative thinking	(e.g., Innovation; Analytical thinking; Independence)

More than a third of the respondents indicated that they improved a great deal in managing strategy and innovation, knowledge of general business functions, and strategic and systems skills. Less than one-fifth of the respondents indicated that they greatly improved in managing the task environment, knowledge of media communications and delivery, and managing administrative activities. Additionally, considering that about one-fifth of the respondents indicated that they did not have experience with information systems in their core curriculum, it is not surprising that fewer respondents indicated great improvement in managing tools and technology and knowledge of technology, design, and production.

Improvement of Skills/Abilities								
	(*n* = 306)							
Skill/Ability	Mean†	A Great Deal	A Good Amount	Some	A Little	Not At All	Not Applicable -Already Had High Proficiency	Total
Managing strategy and innovation	4.3	43%	40%	14%	2%	0%	1%	100%
Knowledge of general business functions	4.2	41%	42%	11%	2%	1%	2%	100%
Strategic and systems skills	4.1	37%	42%	16%	3%	1%	1%	100%
Managing decision-making processes	4.0	30%	44%	20%	3%	1%	2%	100%
Generative thinking	4.0	29%	45%	19%	3%	1%	3%	100%
Knowledge of human behavior and society	3.9	27%	42%	19%	7%	1%	3%	100%
Managing human capital	3.9	24%	46%	22%	5%	2%	2%	100%

Improvement of Skills/Abilities							
	(n = 306)						
Skill/Ability	**Mean†**	**A Great Deal**	**A Good Amount**	**Some**	**A Little**	**Not At All**	**Not Applicable -Already Had High Proficiency**	**Total**
Interpersonal skills	3.8	25%	38%	25%	5%	2%	6%	100%
Foundation skills	3.8	22%	44%	22%	5%	2%	5%	100%
Managing the task environment	3.7	16%	40%	31%	7%	1%	6%	100%
Operations skills	3.6	20%	35%	28%	8%	3%	5%	100%
Managing tools and technology	3.5	15%	30%	36%	7%	5%	7%	100%
Managing administrative activities	3.5	14%	34%	35%	8%	4%	6%	100%
Knowledge of technology, design, and production	3.5	11%	30%	31%	12%	8%	8%	100%
Knowledge of media communications and delivery	3.3	15%	29%	33%	11%	8%	4%	100%
† Not applicable removed, 5 = a great deal, 4 = a good amount, 3 = some, 2 = a little, 1 = not at all.								

Student Participation in Various Activities

Respondents were asked, "Did you participate in any of the following while you were a student in your graduate business program?" Two out of five respondents did not participate in any of the listed student activities. However, one-third (33%) participated in work projects and one-fifth went on a study abroad program.

Student Participation	
Activity	**Percentage (*n* = 306)**
Work projects	33%
Study abroad programs	20%
Leadership programs	12%
Mentor programs	11%
Student career/professional clubs	8%
Volunteer activities	8%
Diversity/multicultural events	7%
Academic competitions	5%
Community service organizations	4%
Other	4%
Student government	2%
None of the above	40%
Responses may add to more than 100% due to multiple selection.	

Preferences of School Communication Modes

Respondents were asked the following: "Schools often try to communicate with students about various activities, such as special events, speakers, job postings, etc. What is your *preferred* method of receiving communications?" More than three-quarters of the respondents indicated that they prefer to receive communications from the graduate business school via e-mail.

Preferred Method of Communication	
Response	**Percentage (*n* = 306)**
E-mail messages	79%
Electronic newsletters	13%
Postal mailings	3%
Web sites	2%
In-person	2%
Blogs	1%
Total	100%

Job Search and Expectations

This section explores student employment expectations and their current job search. The following key topics are examined: student employment expectations; pre-MBA work experience; job interviews; job search; offers and acceptance of employment; and expected level of employment.

Key Findings of this Section

- Graduates of executive programs were the most satisfied that their program provided them with the three educational objectives at the top of their list when first entering the graduate business degree program. These are: an increase in long-term potential through the development of skills and abilities, a sense of personal satisfaction and achievement, and the ability to remain marketable and competitive.

- Although the majority of graduates of executive programs were not searching for a job, they felt that interpersonal skills, a proven ability to perform, and leadership attributes were the most important factors in obtaining a job interview.

- A majority of graduates planned to work within their country of citizenship or authorized work area upon completion of their degree.

- Most of the graduates planned to move up the corporate ladder by one step after graduation. For example, graduates who were working at a mid-level position prior to entering the program expected to graduate and begin a senior-level position.

- The most common reason for postponing their job search was to postpone the search until they were closer to graduation. Additionally, 11% were required to fulfill contractual obligations with their current employer prior to starting their job search.

Student Expectations that Degree will Increase Career Options

Respondents were asked the following: "Students frequently pursue a graduate business degree to increase their career options. Which of the following expectations did you have when you first entered the graduate business program?" For each expectation selected, respondents were then asked, "How satisfied are you that your graduate business degree has given you each of the following?"

More than three-quarters of the respondents reported an increase in long-term potential through the development of skills and abilities, a sense of personal satisfaction and achievement, and the ability to remain marketable and competitive as their top three expectations with regard to their graduate business degree. Additionally, respondents were the most satisfied that their degree provided them with each of these three expectations.

Student Expectations and Satisfaction							
My graduate business degree would provide me…	**% Selected (*n* = 306)**	**Satisfaction**					
		Extremely Satisfied	**Very Satisfied**	**Somewhat Satisfied**	**Not Very Satisfied**	**Not At All Satisfied**	**Total**
An increase in long-term potential through the development of skills/abilities.	79%	38%	50%	12%	0%	0%	100%
A sense of personal satisfaction and achievement.	78%	56%	37%	6%	1%	0%	100%
The ability to remain marketable (competitive).	76%	41%	48%	9%	2%	0%	100%
Advancement potential.	74%	29%	51%	18%	2%	0%	100%
Credentials I need to increase career options.	71%	38%	47%	14%	1%	0%	100%
An opportunity for more challenging/ interesting work in the future.	70%	28%	54%	16%	2%	0%	100%
The potential for long-term income and financial stability.	62%	32%	48%	17%	3%	0%	100%
Ability to switch industries.	47%	24%	40%	30%	4%	2%	100%
Ability to change occupational area.	44%	22%	43%	30%	3%	1%	100%
Respect and recognition.	39%	33%	47%	18%	1%	1%	100%
The ability to start or improve my own business.	39%	30%	50%	16%	4%	0%	100%
The right connections to get a good job in the future.	36%	26%	36%	29%	7%	2%	100%
Confidence I need to succeed.	32%	45%	40%	12%	2%	1%	100%
Ability to expand my international employment opportunities.	25%	31%	35%	28%	5%	1%	100%
Opportunities to contribute to solving some of the world's problems.	18%	28%	35%	31%	6%	0%	100%

Pre-MBA Work Experience

Respondents were asked, "How many years have you worked full-time since completing your undergraduate or first university degree?" Overall, 80% of respondents reported six years or more of work experience and 20% reported less than six years of work experience.

Years of Full-time Work Experience Since Completing Undergraduate (First University) Degree	
Response	**Percentage (n = 306)**
None	2%
Less than 6 months	1%
6 months, but less than 1 year	0%
1 year, but less than 2 years	1%
2 years, but less than 3 years	2%
3 years, but less than 4 years	3%
4 years, but less than 6 years	11%
6 years, but less than 8 years	12%
8 years, but less than 10 years	14%
10 years or more	54%
Total	100%

Job Interviews

Respondents were asked, "In your opinion, how important is each of the following in your effort to obtain a job interview?" More than half of the respondents considered interpersonal skills, a proven ability to perform, and leadership attributes as the most important factors needed to obtain a job interview.

Importance of Various Factors in Obtaining a Job Interview					
Factor	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Interpersonal skills	60%	27%	13%	0%	0%	100%
Proven ability to perform	55%	37%	6%	1%	0%	100%
Leadership attributes (motivation, initiative, adaptability, etc.)	52%	36%	11%	1%	0%	100%
Who you know	49%	24%	23%	2%	1%	100%
History of increased job responsibility	40%	49%	11%	0%	0%	100%
Cultural fit with company	40%	37%	20%	2%	0%	100%
Reputation of business school	29%	40%	24%	7%	0%	100%
Occupation in prior work experience	28%	47%	23%	2%	0%	100%
Technical and/or quantitative skills	25%	45%	28%	1%	1%	100%
History of leading teams	24%	55%	19%	1%	0%	100%
History of managing people in a formal reporting role	23%	49%	27%	1%	0%	100%
Industry in prior work experience	22%	57%	16%	5%	1%	100%

Importance of Various Factors in Obtaining a Job Interview						
Factor	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Years of work experience	20%	43%	33%	4%	0%	100%
Relevant language, country, and/or cultural expertise	16%	36%	34%	13%	1%	100%
General business management skills	16%	58%	22%	5%	0%	100%
Strong academic success	13%	29%	42%	12%	4%	100%
Quality career services office	11%	34%	33%	14%	8%	100%
Specialization or concentration of study	10%	36%	41%	12%	1%	100%

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?" Respondents were also asked to report whether they intend to work within or outside their country of citizenship.

About two-fifths (41%) of the respondents indicated that they were staying with their current or previous employing organization. About two-thirds (69%) of the respondents were not searching for employment, 14% were waiting for offers, and 18% had received and were considering job offers.

The vast majority (83%) of the respondents indicated that they plan to work in their country of citizenship or authorized work area. Only one in ten (10%) indicated that they plan to work outside their country of citizenship.

Stage in Job Search Process	
Response	**(n = 305)**
Interviewing—no offers received yet	14%
Receiving and considering offers	6%
Accepted offer from current/previous employing organization	6%
Accepted offer from new employing organization	6%
Staying with current/previous employing organization	41%
Postponing job search until later	21%
Plan to start or manage my own business	6%
Other	1%
Total	100%
Response (collapsed)	
Not searching	69%
Waiting for offers	14%
Received/accepted offers	18%
Total	100%

Anticipated Location of Employment	
Response	**(*n* = 303)**
In your country of citizenship (or authorized work area)	83%
Outside country of citizenship and then seek permanent residency or citizenship	4%
Outside country of citizenship and then return to your country of citizenship	6%
Other	2%
Don't know	5%
Total	100%

Among respondents postponing the search, the majority were planning to search closer to graduation. Additionally, 11% were waiting to fulfill contractual obligations with a current employer before beginning their job search.

Primary Reason for Postponing Job Search	
Response	**(*n* = 64)**
I plan to search closer to graduation.	64%
I need to fulfill contractual obligation with current employer.	11%
I am currently involved in internship or work project.	3%
Family reasons	2%
Health reasons	0%
Military obligations	2%
My career plans have changed.	2%
My employment situation has changed.	3%
I plan to move to a new area.	5%
I plan to continue my education.	2%
I plan to take some time off/vacation.	3%
Other	5%
Total	100%

Job Level

Respondents were asked to indicate the level of the organization in which they worked prior to entering their graduate business program and the level of the organization in which they expect to work upon completion of their program.

Three-fifths (60%) of the respondents held an entry-level or mid-level position prior to beginning their graduate business program, but less than one-third (29%) of the respondents expected to have an entry-level or mid-level position upon graduation. About a quarter held senior-level positions, and one in ten had an executive position prior to school. Upon graduation, more than one-third plan to have a senior-level position and 30% plan to have an executive-level position.

Job Level		
Job Level	**Pre-MBA** (n = 300)	**Expected Post-MBA** (n = 288)
Entry level	9%	1%
Mid-level	51%	28%
Senior level	24%	38%
Executive level	11%	30%
Business owner/Self-employer	5%	2%
Other	0%	1%
Total	100%	100%

Job and Employer Selection

This section explores employment selection criteria among graduating students. Key topic examined in this section are job function and industry, company selection criteria, organizational culture preferences, job selection criteria, organization size, and salary and signing bonuses.

Key Findings of this Section

- Nearly twice as many graduates of executive programs planned to work in general management after graduation as the number that worked in that industry before entering the program. The greatest losses were from operations/logistics and information technology job functions. Yet, there were only slight variations in the industries of employment after graduation when compared with the industries graduates were employed in prior to entering the MBA program.

- Graduates of executive programs considered whether there is room for growth, high ethical standards, and a positive organizational climate when choosing a company to work for after graduation.

- A majority of the graduates preferred decentralized decision-making, a cooperative atmosphere, a casual atmosphere, flexible career opportunities, clearly defined responsibilities, formalized procedures, a clear and well-communicated vision, a focus on company success, and individual performance-based rewards

- When choosing a job, graduates of executive programs looked for challenging and interesting work, advancement opportunities, and the ability to make an impact.

- On average, graduates of executive programs expected to increase in pre-MBA annual base salary by 33%.

Job Function and Industry

Respondents were asked to indicate the job function they held prior to entering the graduate business program and the job function they expect to have upon completion of their program. Additionally, respondents were asked to report the industry in which they were employed prior to entering the graduate business program and the industry in which they intend to be employed upon completion of their program.

The top three pre-MBA job functions among executive MBA participants were operations/logistics, marketing/sales, and general management. The expected post-MBA job functions were general management, finance/ accounting, and operations/logistics. Marketing/sales dropped from second place to tie for fourth place with consulting, whereas finance/accounting moved from fourth place to second place in the list of job functions.

Job Function		
Function	**Pre-MBA** (*n* = 300)	**Post-MBA** (*n* = 303)
Marketing/Sales	19%	13%
Operations/Logistics	23%	14%
Consulting	8%	13%
General management	16%	33%
Finance/Accounting	15%	18%
Human resources	3%	2%
Information technology/MIS	13%	4%
Professional	1%	1%
Other	1%	2%
Total	100%	100%

The top three pre-MBA industries were technology, healthcare, and products/services. The top three industries expected upon completion of the MBA included technology, finance/accounting, and products services. Healthcare moved to the fourth place position among post-MBA industries.

Industry		
Industry	**Pre-MBA** (*n* = 301)	**Post-MBA** (*n* = 303)
Consulting	7%	12%
Energy/Utilities	7%	6%
Finance/Accounting	14%	18%
Healthcare	15%	13%
Technology	21%	18%
Manufacturing	12%	11%
Nonprofit/Government	10%	6%
Products/Services	15%	14%
Other	0%	3%
Total	100%	100%

Company Selection Criteria

Respondents were asked, "How important is each of the following to you when deciding which *company* you will work for after graduation?" The top three company selection criteria considered extremely important among respondents were room for growth, high ethical standards

of the company, and a positive organizational climate. The least important criteria were physical surroundings and the opinion of others.

Company Selection Criteria						
	(*n* = 288)					
Selection Criteria	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Room for growth	66%	30%	3%	0%	0%	100%
High ethical standards of the company	53%	36%	10%	<1%	<1%	100%
Positive organizational climate	52%	43%	5%	<1%	0%	100%
Fit with company culture	48%	43%	8%	<1%	0%	100%
Company stability	39%	44%	15%	3%	0%	100%
Emphasis on work-life balance	36%	44%	16%	2%	1%	100%
Company image and reputation	32%	51%	15%	2%	0%	100%
Location	29%	40%	26%	4%	1%	100%
Value employer places on graduate business skills	19%	42%	31%	7%	1%	100%
Emphasis on community and inclusion	11%	38%	36%	12%	2%	100%
Physical surroundings	9%	39%	40%	11%	1%	100%
Opinion of others	7%	28%	44%	17%	3%	100%

Organizational Cultural Preferences

Respondents were asked to choose the point that closely reflects their preference for an organization's culture between each opposing pair. The following is an account of the organizational culture preferences of the respondents. Respondents preferred decentralized decision-making, a cooperative atmosphere, flexible career opportunities, a casual atmosphere, clearly defined responsibilities, formalized procedures, a clear and well-communicated vision, a focus on company success, and individual performance-based rewards.

Preference of Organizational Culture		
Item	**Cultural Preference**	**Percent**
Decision-making	Centralized decision-making	26%
	Decentralized decision-making	74%
	Total	100%
Competition-cooperation	Internal competition	19%
	Cooperative atmosphere	81%
	Total	100%
Career path	Well-defined career path	34%
	Flexible career opportunities	66%
	Total	100%
Atmosphere	Formal atmosphere	27%
	Casual atmosphere	73%
	Total	100%

Preference of Organizational Culture		
Item	**Cultural Preference**	**Percent**
Responsibilities	Clearly defined responsibilities	53%
	Varied/fluid responsibilities	47%
	Total	100%
Procedures	Formalized procedures	59%
	Loosely defined procedures	41%
	Total	100%
Goals	Clear, well-communicated vision	73%
	Flexible, adaptable corporate goals	27%
	Total	100%
Focus	Focus on company success	77%
	Focus on public good	23%
	Total	100%
Rewards	Individual performance-based reward	68%
	Team-based reward	32%
	Total	100%

Job Selection Criteria

Respondents were asked, "How important is each of the following to you when deciding which *job* you will take after graduation?" The top three job selection criteria considered extremely important were challenging and interesting work, advancement opportunity, and the ability to make an impact.

Job Selection Criteria						
	(*n* = 288)					
Selection Criteria	**Extremely Important**	**Very Important**	**Somewhat Important**	**Not Very Important**	**Not At All Important**	**Total**
Challenging/interesting work	68%	31%	1%	<1%	0%	100%
Advancement opportunity	60%	35%	4%	<1%	<1%	100%
Ability to make an impact	55%	38%	6%	1%	0%	100%
Opportunity to learn new things	54%	41%	5%	1%	0%	100%
Opportunity for professional development	54%	41%	5%	<1%	0%	100%
Competitive salary	53%	38%	9%	0%	0%	100%
Achieving something that you personally value	45%	42%	12%	1%	<1%	100%
Benefit package	32%	45%	22%	1%	<1%	100%
Visibility with executive team	32%	43%	22%	3%	1%	100%
Job autonomy	31%	48%	19%	2%	1%	100%
Job security	24%	42%	28%	5%	1%	100%
Flexible schedule	21%	37%	32%	10%	1%	100%
Stock options or ownership program	16%	28%	38%	15%	3%	100%
Opportunity to work or travel in a foreign country	11%	22%	31%	22%	14%	100%

Organization Size

Respondents were asked, "How many employees are employed in the organization for which you will be working (or expect to be working) after completing your graduate business degree?" Respondents tended to be interested in working for larger organizations compared with smaller organizations.

Organization Size		
	Number of Employees	**(*n* = 175)**
Number of Employees	Under 25	3%
	25-100	8%
	101-500	14%
	501-1,000	2%
	1,001-5,000	15%
	5,001-10,000	7%
	10,001-15,000	7%
	15,001-25,000	5%
	Over 25,000	34%
	Don't know	4%
	Total	100%
Collapsed (Don't know removed.)		**(*n* = 168)**
Number of Employees	1,000 or fewer	29%
	1,001-15,000	31%
	15,001 or more	40%
	Total	100%

Salary and Signing Bonus

Respondents were asked to specify their pre-graduate business school salary and the salary they expect to receive upon graduation. Additionally, respondents were asked to indicate whether they expect to receive a signing bonus and if so, the amount.

On average, respondents expect a 33% increase in salary. Among respondents who had already received or accepted a job offer, respondents expect a 29% increase in salary. About a quarter of all respondents expected to receive a signing bonus of $22,595, on average. Among respondents who received or accepted an offer of employment, 21% expected a signing bonus of $23,207, on average.

Expected Change in Annual Base Salary	
Group	**Percentage Increase**
All Respondents	33%
Respondents who received/accepted a job offer	29%

Signing Bonus		
Expect a Signing Bonus?	**All Respondents** **(*n* = 288)**	**Respondent Who Received/Accepted a Job Offer** **(*n* = 178)**
Percentage expecting a signing bonus	26%	21%
Amount of Signing Bonus	**(*n* = 58)**	**(*n* = 29)**
Lower 95% confidence interval	$18,387	$16,254
Mean	$22,595	$23,207
Upper 95% confidence interval	$26,803	$30,160

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V. Methodology

This section presents the methodology behind the Global MBA® Graduate Survey. Sample selection and response, methods of data analysis, demographic characteristics of the respondents, and a list of participating schools are all included in this section of the report.

Sample Selection and Response

To develop the survey sample, all GMAC® member schools and a number of other schools that use the GMAT® exam were invited to participate by providing the names and e-mail addresses of their graduating class of 2007 or by forwarding the invitation to their students directly. As an incentive to participate, the schools were offered free data reports on responses from their students, which could be benchmarked against the results of the overall sample and against the responses from the schools' selected competitors.

Schools can choose to either provide the e-mail addresses of graduating business students or forward the survey invitation that included a school-specific password to their students. Survey invitations with a unique link to a Web-based survey are then sent to the students GMAC® has contact information for, and survey invitations with a school-level unique link to a Web-based survey are sent to the primary contact at schools that elected to contact their students directly. Potential respondents are offered the opportunity to participate in a drawing for one of four prizes of $1,000 each as an incentive to participate.

The questionnaire is available at the online survey site from mid-February through mid-March. Two weeks into this time period, a follow-up e-mail message is sent to non-respondents and incompletes for those individuals GMAC® contacted directly. A separate follow-up message is sent to schools, which they could elect to forward to their students.

Response Rates

The 2007 Global MBA® Graduate Survey had the greatest participation among graduate business schools since the inception of the survey in 2000—158 graduate business schools participated in the current survey. Of the students to whom the invitation was sent, 5,641 students responded, which represents an 18% response rate overall. However, when comparing the response rates by invitation methodology, schools that had GMAC® send out the invitation received a 31% response on average compared with a response rate of 23% on average among schools who sent the invitations themselves. Additionally, 59% of the respondents agreed to participate in follow-up research, specifically for the MBA Alumni Perspective Survey.

Global MBA® Graduate Survey—Response Rates, by Survey Year								
Item	2000	2001	2002	2003	2004	2005	2006	2007
Number of Schools	67	108	113	95	128	129	147	158
Sample Size	15,934	21,563	15,027	15,676	18,504	18,520	20,063	31,437
Number of Valid Responses	2,210	4,583	4,736	4,216	6,223	5,829	6,139	5,641
Response Rate	14%	21%	32%	27%	34%	31%	31%	18%
Percentage Supplying Permanent E-mails for Longitudinal Study	79%	76%	55%	68%	64%	70%	65%	59%

Online Questionnaire Administration

Administering the questionnaire online offered several advantages over a paper-and-pencil format. First, because responses were entered in a database that was available for analysis at all times, survey progress could be monitored and the time and cost associated with data entry, eliminated. Second, the site was programmed to check for the accurate completion of each question before the respondent could proceed to the next question, which eliminated the typical problems associated with item non-response. Third, skip patterns allowed respondents to move quickly and appropriately through the questionnaire. Respondents never saw questions that did not pertain to them, such as race/ethnicity questions for non-U.S. citizens.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences, version 12. Frequency distributions were initially examined both for topical questions and for 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. Percentages in charts and tables might not always add exactly to 100% because of rounding.

Statistical tests were performed on the sample of respondents to determine differences between various characteristics. A chi-squared test was used to evaluate whether two variables in a contingency table were independent. For the purpose of this report, if the X^2 value had a $p \leq .05$, then the null hypothesis, which states the two variables are independent, was rejected. Rejecting the null hypothesis indicated that there was a relationship between the variables and that one variable contributed to the differences in proportions of another variable—one variable was dependent upon the other. To further understand the relationship when rejecting the null hypothesis, standardized residuals were used to determine which cells in the contingency table were specifically significant in the chi-square test. Values in the contingency table appear in bold if the standardized residual was ±1.8.

An analysis of variance (ANOVA) test was used to evaluate the difference between two or more means. If the F-statistic in the ANOVA had a $p \leq .05$, then the null hypothesis, which states the population means are equal, was rejected. Rejecting the null hypothesis indicated that the data indicate that there were differences in the mean value between groups. The Bonferroni post-hoc correction was used to raise the threshold to reject the null hypothesis when making multiple group comparisons. Items in the ANOVA tables that appear in bold indicate that even with the Bonferroni correction the difference in means was still statistically significant.

Category Definition

Survey respondents identified their pre- and post-MBA job function and employing industry from the list shown in the following table.

Job Function	
Marketing/Sales	*Finance/Accounting*
Public relations	Accounting/auditing
Product management	Banking
Market research	Corporate finance
Advertising	Investments
Sales	M&A (Mergers and Acquisitions)
Sales management	Treasury and financial analysis
Communications	Public finance
Other marketing/sales	Real estate
Operations/Logistics	Other finance/accounting
Logistics	*Human Resources*
Purchasing	Industrial/labor relations
Engineering	Staffing and training
Production/manufacturing	Compensation and benefits
Operations	Change management
Product development	Other human resources
Other operations/logistics	*Information Technology/MIS*
Consulting	Systems analysis
Strategy	Systems consulting
Change management	Telecommunications
Product management	Electronic commerce
Business development	Other information technology/MIS
Other consulting	
General Management	
General management	**Other job function**
Entrepreneurial	
Other general management	

Industry and Industry Groups	
Consulting	***High technology (continued)***
Consulting services	Internet and/or e-commerce
Human resource services	Professional, scientific, and technical services
Health care consulting	Science and research
Information technology consulting	Telecommunications
Management consulting	Other technology
Other consulting	***Manufacturing***
Energy/utilities	Aerospace and defense
Energy and utilities	Automotive
Mining	Other manufacturing
Utilities	***Nonprofit or government***
Other energy and utilities	Education or educational services
Finance	Government, nonmilitary
Accounting	***Products and services***
Banking	Advertising
Finance and insurance	Architecture
Insurance	Arts and entertainment
Investment banking or management	Aviation and airlines
Venture capital	Construction and installation
Other finance	Consumer goods
Health Care	Customer services
Biotechnology	Engineering
Health care	Food, beverage, and tobacco
Health insurance	Hotel, gaming, leisure, and travel
Health managed care (provider)	Marketing services
Pharmaceutical	Real estate and rental, leasing
Other health care or pharmaceutical	Restaurant and food services
High technology	Retail, wholesale
Engineering	Other products and services
Information technology or services	**Other industry**

Contact Information

For questions or comments regarding study findings, methodology or data, please contact the GMAC® Research and Development department at research@gmac.com.

Authorship

The following individual(s) made significant contributions to the concept and design or analysis and interpretation of data, drafting/revising of the manuscript for intellectual content, and final approval of the manuscript to be published:

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