Global MBA® Graduate Survey

2008 General Data Report

Preface

T he Graduate Management Admission Council® (GMAC®), the global association of leading graduate business schools and owner of the Graduate Management Admission Test® (GMAT®), conducted its ninth annual survey of graduate business school graduates, the Global MBA® Graduate Survey, in the spring of 2008.

This report summarizes data provided by the 5,312 graduate business students who completed the survey. These students responded from 149 participating schools, and 31% were non-U.S. citizens. In return for their cooperation, all participating schools receive the following:

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

- this *Comprehensive Data Report* of all findings by program type, including comparisons by gender, age, world region/citizenship, race/ethnicity (U.S.), school location (world region and U.S. region), and school segmentation; and

- an individualized school report comparing the results from their school with results from the top competitors selected by their school, as well as the combined results of all other schools of similar program type in the sample.

The objective of the 2008 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 149 school contacts who took the time to sign up and participate in this survey. We would also like to thank the 5,312 graduate business students who completed the questionnaire for all program types. 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 2008 Global MBA® Graduate Survey, its ninth annual survey of graduate business school graduates. This report summarizes data provided by the 5,312 students who participated in the survey. Non-U.S. citizens represent 31% of these respondents.

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, school culture, 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, expected job levels, and salary and signing bonuses.

- *Job and Employer Selection* examines job and employer selection criteria, including job function and industry, company and job selection criteria, organizational culture preferences, and the size of organizations for which respondents' plan to work.

The results of this survey do not necessarily reflect a statistically representative sample of graduating students. Because of this limitation, the results of this research study should not be used to make generalizations about the student population, but can be used as a reflection of the sample frame under consideration. Nevertheless, several clear trends emerge from the data. With the large samples in this study, significant differences are to be expected and the lack of a significant difference is worth noting.

II. Full-Time 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 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

- Ninety-three percent of the full-time MBA graduates considered their degree a good to outstanding value, and 91% of respondents would recommend their school to someone interested in pursuing a graduate business degree.

- The graduating class of 2008 reported that their faculty and fellow students were of exceedingly high quality, and there continues to be improvements in the quality of the career services office. The past three classes of full-time MBA graduates (2006–2008) were more likely than previous classes to rate the quality of career services as outstanding or excellent.

- Of the core courses, graduates from the class of 2008 were most satisfied with finance and business policy/strategy. Respondents report the greatest improvements in their knowledge of general business functions, managing strategy and innovation, strategic and systems skills, managing the decision-making process, and interpersonal skills.

- Ninety-five percent of respondents were somewhat to extremely satisfied with their school's culture. The majority of respondents described their school's culture using the following attributes: collaborative; heterogeneous student body; active learning; academic curriculum; personal; small class sizes; team emphasis; professors are egalitarian; professors emphasize critical discussion and individual viewpoints; casual; rigorous; and close-knit community.

- More than half of the full-time MBA graduates had participated in student career or professional clubs (69%) and internships (65%). On average, respondents who participated in these activities consider the value to be excellent.

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?" Seven in ten of the full-time MBA graduating class of 2008 reported that the value of the degree was outstanding or excellent. Additionally, 23% considered the value to be good, and the remaining 7% reported that the value of the degree was fair or poor.

Overall Value of the Graduate Business Degree	
Overall Value	Percentage (*n* = 2,571)
Outstanding	30%
Excellent	40%
Good	23%
Fair	6%
Poor	1%
Total	100%

Respondents were asked to estimate the total cost of the education, including tuition, books, and fess, but excluding opportunity costs and travel and housing costs. The median cost of a full-time MBA according to the respondents was $50,000.

Cost of a Graduate Business Education in U.S. Dollars					
	n	25th Percentile	Median	75th Percentile	Mean
Amount	2,545	$26,500	$50,000	$72,000	$51,738

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree? Overall, 91% of the graduating full-time MBA class of 2008 would recommend their school.

School Recommendation	
Response	Percentage (*n* = 2,571)
Definitely yes	64%
Probably yes	27%
Probably no	5%
Definitely no	2%
Uncertain	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 curriculum, program management, admissions, and student services. The component rated lowest within the graduate business program was career services, although 38% of respondents rated the quality of career services as outstanding or excellent.

Quality Ratings for Components of Graduate Business Program								
		(*n* = 2,571)						
Program Components	Mean†	Outstanding	Excellent	Good	Fair	Poor	Not Applicable	Total
Faculty	3.9	26%	45%	23%	5%	1%	0%	100%
Fellow students	3.8	25%	42%	26%	7%	1%	0%	100%
Curriculum	3.7	17%	43%	30%	8%	1%	0%	100%
Program management	3.6	20%	38%	29%	9%	4%	0%	100%
Admissions	3.6	20%	37%	30%	9%	3%	1%	100%
Student services	3.5	17%	34%	31%	12%	4%	2%	100%
Career services	3.1	14%	24%	27%	18%	14%	2%	100%
† Scale: 5 = outstanding; 4 = excellent; 3 = good; 2 = fair; 1 = poor; Not applicable excluded from Mean calculations.								

Graduates of full-time MBA programs were most satisfied with the cooperative atmosphere among their fellow students, the class size, and the knowledge and responsiveness of the faculty. Respondents were also satisfied with the close-knit community of their schools and the access to and responsiveness of the admissions staff. The respondents were least satisfied with each aspect of career services.

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 = 2,552)								
» Access to staff	4.1	38%	39%	16%	3%	1%	3%	100%
» Responsiveness of staff	4.1	37%	40%	15%	4%	1%	2%	100%
» Information provided	4.0	34%	40%	18%	4%	2%	2%	100%
Career services (n = 2,509)								
» Knowledge of staff	3.5	20%	33%	27%	10%	8%	2%	100%
» Responsiveness of staff	3.6	27%	32%	22%	10%	7%	2%	100%
» Availability of resources	3.5	22%	31%	25%	12%	9%	2%	100%
Curriculum (n = 2,569)								
» Relevance	4.0	27%	50%	20%	3%	0%	0%	100%
» Integration	3.9	27%	46%	21%	5%	1%	0%	100%
» Comprehensiveness	3.9	24%	46%	24%	4%	1%	0%	100%
Faculty (n = 2,569)								
» Knowledge of faculty	4.2	40%	46%	12%	1%	0%	0%	100%
» Responsiveness of faculty	4.2	39%	45%	14%	2%	0%	0%	100%
» Teaching methods	3.8	21%	47%	27%	4%	1%	0%	100%

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
Program management (n = 2,565)							
» Program management staff	3.9	42%	22%	5%	3%	2%	27%	100%
» Mission	3.9	41%	22%	4%	2%	2%	29%	100%
» Standards	3.8	41%	22%	7%	3%	2%	26%	100%
» Continuous improvement	3.8	37%	24%	7%	4%	1%	28%	100%
Student services (n = 2,531)							
» Student services staff	3.8	24%	39%	24%	6%	3%	5%	100%
» Student activities/clubs	3.8	26%	36%	23%	7%	2%	5%	100%
» Symposiums/guest speakers	3.8	29%	35%	23%	7%	3%	3%	100%
» Communications to students	3.8	26%	37%	24%	7%	3%	2%	100%
Fellow students (n = 2,568)							
» Contribution to learning	4.0	34%	42%	18%	5%	1%	0%	100%
» Cooperative atmosphere	4.2	46%	37%	13%	4%	1%	0%	100%
» Close-knit community	4.1	44%	32%	16%	6%	2%	0%	100%
» Talent level	3.9	29%	40%	21%	8%	2%	0%	100%
Program structure (n = 2,571)							
» Class schedule	3.9	28%	40%	23%	7%	2%	0%	100%
» Class size	4.2	43%	40%	13%	3%	1%	0%	100%
» Facilities	3.9	33%	35%	22%	7%	3%	0%	100%
» Technological resources	3.9	34%	37%	21%	7%	2%	0%	100%

† Scale: 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; 1 = not at all satisfied; Not applicable excluded from Mean calculations.

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 report being most satisfied with the skills and abilities learned as a part of their finance, business policy/strategy, accounting, management/organizational behavior, and economics courses. Nearly one in five graduates (24%) of full-time MBA programs reported that information systems were not a part of their core curriculum. Additionally, 22% reported that international business and 19% reported that ethics/business law were not a part of their core curriculum.

Satisfaction with Core Curriculum								
	(n = 2,571)							
Area	Mean[†]	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
Finance	4.1	38%	36%	17%	5%	2%	2%	100%
Business Policy/Strategy	4.0	36%	36%	19%	4%	2%	4%	100%
Accounting	3.9	31%	39%	19%	5%	2%	3%	100%
Management/ Organizational Behavior	3.9	31%	38%	21%	5%	3%	3%	100%
Economics	3.9	27%	38%	21%	6%	2%	6%	100%
Statistics	3.8	27%	33%	22%	7%	3%	8%	100%
Marketing	3.8	26%	38%	24%	7%	4%	2%	100%
International Business	3.8	21%	28%	19%	6%	2%	22%	100%
Operations	3.7	24%	35%	23%	7%	4%	7%	100%
Ethics/Business Law	3.7	21%	29%	22%	6%	3%	19%	100%
Information Systems	3.4	12%	25%	25%	10%	4%	24%	100%

† Scale: 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; 1 = not at all satisfied; Not applicable excluded from Mean calculations.

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 definitions 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)
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)

Skill/Ability	Definition
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 full-time MBA programs reported the greatest improvement in their knowledge of general business functions and their ability to manage strategy and innovation. Additionally, respondents reported they had improved their strategic and system skills and their ability to manage the decision-making processes. The least improvements were made in their knowledge of technology, design, and production; media communications and delivery, and their ability to manage tools and technology.

Improvement of Skills/Abilities								
	(*n* = 2,571)							
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	4.3	47%	36%	12%	3%	1%	2%	100%
Managing strategy and innovation	4.2	43%	37%	14%	4%	1%	1%	100%
Strategic and systems skills	4.1	38%	39%	16%	4%	2%	1%	100%
Managing decision-making processes	4.1	37%	42%	15%	3%	1%	2%	100%
Interpersonal skills	4.0	35%	38%	17%	4%	2%	4%	100%
Generative thinking	4.0	32%	42%	17%	4%	1%	3%	100%
Foundation skills	3.9	30%	37%	20%	5%	2%	6%	100%
Knowledge of human behavior and society	3.9	29%	37%	22%	6%	2%	3%	100%
Managing human capital	3.8	28%	37%	23%	7%	3%	2%	100%
Managing the task environment	3.8	25%	41%	22%	5%	2%	3%	100%
Operations skills	3.7	25%	37%	24%	8%	3%	3%	100%

Improvement of Skills/Abilities							
	(*n* = 2,571)						
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	3.7	21%	37%	25%	9%	4%	4%	100%
Managing tools and technology	3.6	21%	34%	25%	9%	7%	5%	100%
Knowledge of media communications and delivery	3.5	19%	31%	27%	11%	6%	5%	100%
Knowledge of technology, design, and production	3.4	17%	29%	28%	13%	7%	6%	100%
† Scale: 5 = a great deal, 4 = a good amount, 3 = some, 2 = a little, 1 = not at all; Not applicable excluded from Mean calculations.								

School Culture

Graduating students were asked to describe their school's culture on a continuum between two contrasting descriptions. Respondents were also asked to rate their satisfaction with the culture of the school. The majority of respondents selected the following attributes to describe their school's culture: collaborative; heterogeneous student body; active learning; academic curriculum; personal; small class sizes; team emphasis; professors are egalitarian; professors emphasize critical discussion and individual viewpoints; casual; rigorous; and close-knit community. However, there is no majority for the dichotomies of research-oriented versus teaching-oriented and interdisciplinary versus concentration focused.

School Culture						
Endpoint	(*n* = 2,571)					Endpoint
	(1)	(2)	(3)	(4)	(5)	
Competitive	4%	13%	24%	39%	21%	Collaborative
Homogeneous student body	3%	13%	21%	35%	28%	Heterogeneous student body
Passive learning	1%	6%	18%	49%	27%	Active learning
Vocational curriculum	2%	13%	32%	40%	13%	Academic curriculum
Personal	34%	41%	17%	7%	1%	Impersonal
Large class sizes	1%	7%	24%	38%	30%	Small class sizes
Research-oriented	4%	18%	32%	36%	11%	Teaching-oriented
Interdisciplinary	12%	31%	32%	21%	5%	Concentration-focused
Team emphasis	38%	44%	13%	3%	1%	Individual emphasis
Professors are authoritarian	1%	7%	32%	45%	15%	Professors are egalitarian
Professors emphasize reproduction of facts and textbook knowledge	2%	7%	20%	46%	25%	Professors emphasize critical discussion and individual viewpoints
Formal	1%	13%	33%	42%	11%	Casual
Rigorous	17%	38%	31%	11%	2%	Lenient
Close-knit community	36%	36%	16%	9%	2%	Loose connections

Graduating students were asked to indicate their level of satisfaction with their school's culture. Overall, about a third (31%) were extremely satisfied, 45% were very satisfied, and 19% were somewhat satisfied. Only one in twenty (5%) were not very or not at all satisfied with their school's culture.

Satisfaction with School Culture	
Response	Percentage (*n* = 2,571)
Extremely satisfied	31%
Very satisfied	45%
Somewhat satisfied	19%
Not very satisfied	4%
Not at all satisfied	1%
Total	100%
Mean[†]	
† Scale: 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; 1 = not at all satisfied.	

Student Participation in Extracurricular 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?" Respondents who participated in each activity were then asked to rate the value of their experience.

More than half of the full-time MBA graduates had participated in student career or professional clubs (69%) and internships (65%). Additionally, 49% participated in work projects, 46% in volunteer activities, and 45% in academic/case competitions. On average, respondents who participated in these activities consider the value to be excellent. Furthermore, 43% of graduates of full-time MBA program report having worked part-time and one-eighth (12%) worked full-time.

Student Participation in Extracurricular Activities		
Activity	Participated[†]	Mean Value[‡]
Student career/professional clubs	69%	3.7
Internships	65%	4.2
Work projects	49%	4.1
Volunteer activities	46%	3.9
Academic/case competitions	45%	4.0
Diversity/multicultural events	40%	4.1
Mentor programs	36%	3.7
Leadership programs	33%	4.0
Community service organizations	30%	4.0
Study abroad programs	24%	4.4
Student government	15%	3.9
Work full-time	12%	NA
Work part-time	43%	NA
Other	3%	NA
None of the above	2%	NA
† Responses may add to more than 100% because of multiple selections.		
‡ 5 = outstanding, 4 = excellent, 3 = good, 2 = fair, 1 = poor.		
NA: These activities were not rated.		

Year-to-Year Comparisons

Overall, the classes of 2003 and 2005 rated the overall value of the degree significantly higher than all other full-time MBA graduating classes.

The classes of 2004 and 2008 were more likely than other classes to rate the quality of admissions and program management as outstanding or excellent. The past three classes of full-time MBA graduates (2006–2008) were more likely than previous classes to rate the quality of career services as outstanding or excellent. The class of 2008 was more likely than all preceding classes to rate student services as outstanding or excellent.

The classes of 2004 and 2005 were more likely than other classes to rate the quality of the curriculum and their fellow students as outstanding or excellent.

Each year, between 89% and 92% of the respondents said they would recommend their school. The classes of 2005 and 2008 were more likely than all the other full-time MBA graduating classes to report they would definitely recommend their school.

Overall Value of MBA Degree, by Survey Year*						
	Survey Year					
Response	2003 (*n* = 3,340)	2004 (*n* = 4,457)	2005 (*n* = 3,870)	2006 (*n* = 3,571)	2007 (*n* = 2,955)	2008 (*n* = 2,571)
Outstanding	36%	26%	36%	28%	27%	30%
Excellent	32%	34%	32%	39%	37%	40%
Good	21%	28%	21%	26%	26%	23%
Fair	8%	9%	8%	7%	8%	6%
Poor	3%	3%	3%	1%	3%	1%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Quality Ratings for Aspects of Graduate Business Program, by Survey Year (Percentage Outstanding/Excellent)						
	Survey Year					
Aspects of Program	2003 (*n* = 3,340)	2004 (*n* = 4,457)	2005 (*n* = 3,870)	2006 (*n* = 3,571)	2007 (*n* = 2,955)	2008 (*n* = 2,571)
Admissions*	53%	57%	51%	52%	56%	58%
Career services*	29%	34%	33%	37%	39%	39%
Curriculum*	59%	64%	63%	58%	58%	61%
Faculty	70%	71%	71%	70%	68%	71%
Program management*	50%	58%	56%	55%	53%	58%
Student services*	46%	50%	48%	47%	50%	52%
Fellow students*	69%	71%	69%	65%	64%	67%
Not applicable excluded from the analysis.*p ≤ .05						

School Recommendation, by Survey Year*						
	Survey Year					
Response	2003 (*n* = 3,340)	2004 (*n* = 4,457)	2005 (*n* = 3,870)	2006 (*n* = 3,571)	2007 (*n* = 2,955)	2008 (*n* = 2,571)
Definitely yes	60%	61%	65%	61%	60%	64%
Probably yes	29%	31%	27%	30%	30%	27%
Probably no	6%	4%	4%	5%	5%	5%
Definitely no	2%	2%	1%	2%	2%	2%
Uncertain	3%	2%	2%	3%	3%	2%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

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

- Graduates of full-time MBA programs were the most satisfied that their degree will provide them with a sense of personal satisfaction and achievement, the opportunity to get a better job, and an opportunity for more challenging and interesting work.

- The factors respondents consider most important in obtaining a job were interpersonal skills, cultural fit with the company, a proven ability to perform, and leadership attributes.

- There has been a continual increase over the years in the percentage of full-time MBA graduates who had received or accepted an offer of employment by the time of the survey. The class of 2008 had the highest percentage of respondents who received or accepted an offer of employment compared with all previous years.

- A majority of full-time MBA graduates who received job offers received offers of employment from on-campus recruiters or an organization where they had an internship or work project. On average, respondents who received offers of employment received 2.3 job offers by the time of the survey.

- After graduation, only 11% of respondents expected to have an entry-level position and 61% expected a mid-level position. One in ten respondents had a senior-level position prior to entering their program, but 22% planned to have a senior-level position after graduation.

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. How satisfied are you that your graduate business degree has given you each of the following?" From the list of potential outcomes, graduates of full-time MBA programs were the most satisfied that their degree provided them with a sense of personal satisfaction and achievement, the opportunity to get a better job, an opportunity for more challenging and interesting work, and an increase in their long-term potential.

Student Satisfaction that Expectations Were Met							
	n = 2,533						
My graduate business degree would provide me…	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
a sense of personal satisfaction and achievement.	43%	40%	13%	2%	1%	1%	100%
the opportunity to get a better job	42%	39%	13%	3%	1%	1%	100%
an opportunity for more challenging/ interesting work in the future.	41%	43%	13%	2%	1%	1%	100%
an increase in long-term potential through the development of skills/abilities.	40%	44%	14%	1%	1%	0%	100%
advancement potential.	39%	44%	13%	2%	1%	1%	100%
credentials I need to increase career options.	39%	43%	14%	2%	1%	1%	100%
the ability to remain marketable (competitive).	39%	43%	14%	2%	1%	1%	100%
the chance to make more money.	39%	40%	16%	3%	1%	2%	100%
the potential for long-term income and financial stability.	38%	44%	14%	2%	1%	1%	100%
confidence I need to succeed.	34%	40%	17%	4%	1%	5%	100%
the ability to change occupational area.	30%	38%	20%	4%	2%	6%	100%
the ability to switch industries.	30%	36%	19%	5%	2%	7%	100%
respect and recognition.	28%	44%	20%	3%	1%	4%	100%
the ability to expand my international employment opportunities.	26%	31%	22%	6%	2%	14%	100%
the right connections to get a good job in the future.	25%	35%	26%	8%	4%	2%	100%
the ability to start or improve my own business.	22%	31%	23%	5%	2%	17%	100%
opportunities to contribute to solving some of the world's problems.	19%	30%	28%	9%	2%	13%	100%
mentors to help me achieve my goals.	18%	28%	30%	12%	5%	6%	100%

Important Factors in Obtaining a Job

Respondents were asked, "In your opinion, how important is each of the following in obtaining a job?" The factors respondents consider most important in obtaining a job were interpersonal skills, cultural fit with the company, a proven ability to perform, and leadership attributes. One half or more of the respondents considered each of these items extremely important. Least important among respondents of full-time MBA programs were specialization or concentration and academic success.

Importance of Various Factors in Obtaining a Job					
	n = 2,095				
Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Interpersonal skills	66%	29%	5%	0%	0%	100%
Cultural fit with company	52%	36%	10%	1%	0%	100%
Proven ability to perform	50%	41%	8%	1%	0%	100%
Leadership attributes (motivation, initiative, adaptability, etc)	50%	40%	9%	1%	0%	100%
Whom you know	37%	32%	22%	8%	2%	100%
Reputation of business school	28%	42%	25%	4%	1%	100%
General business management skills	24%	50%	23%	3%	0%	100%
Technical and/or quantitative skills	23%	48%	26%	2%	0%	100%
History of leading teams	22%	46%	28%	4%	0%	100%
Occupation in prior work experience	22%	39%	30%	8%	1%	100%
Industry in prior work experience	22%	35%	34%	9%	1%	100%
History of increased job responsibility	21%	47%	27%	4%	1%	100%
Relevant language, country, and/or cultural expertise	21%	37%	32%	9%	1%	100%
Quality career services office	20%	34%	32%	11%	3%	100%
Years of work experience	15%	40%	37%	7%	1%	100%
History of managing people in a formal reporting role	14%	38%	38%	10%	1%	100%
Strong academic success	13%	37%	38%	10%	2%	100%
Specialization or concentration of study	13%	36%	37%	13%	2%	100%

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?" Overall, one in five respondents indicated they were not searching for a job at the time of the survey—6% were staying with their current employer, 10% were postponing the search, and 3% were planning to start their own business. Nearly half (47%) of the respondents had received or accepted an offer of employment and 33% were interviewing and still searching for a job.

Among the respondents who were postponing their job search, 47% were waiting until they were closer to graduation to begin the search. Additionally, 15% planned to continue their education and 10% planned to move to a new area.

Stage in Job Search Process	
Response	(*n* = 2,562)
Interviewing—no offers received yet	33%
Receiving and considering offers	12%
Accepted offer from current/previous employing organization	4%
Accepted offer from new employing organization	6%
Staying with current/previous employing organization	31%
Postponing job search until later	10%
Plan to start or manage my own business	3%
Other	1%
Total	100%
Response (collapsed)	
Not searching	20%
Waiting for offers	33%
Received/accepted offers	47%
Total	100%

Primary Reason for Postponing Job Search	
Response	(*n* = 259)
I plan to search closer to graduation.	43%
I plan to continue my education.	15%
I plan to move to a new area.	10%
I am currently involved in internship or work project.	7%
I plan to take some time off / vacation.	6%
I need to fulfill contractual obligation with current employ	5%
Family reasons	4%
I plan to return to my current country of citizenship.	4%
My career plans have changed.	2%
My employment situation has changed.	1%
Health reasons	0%
Military obligations	0%
Other	3%
Total	100%

Offers and Acceptances of Employment

Respondents who reported 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.

A majority of full-time MBA graduates received job offers from on-campus recruiters and an organization where they had an internship or work project. Additionally, about a third (35%)

received an offer from an off-campus job search. On average, respondents who received offers received 2.3 job offers by the time of the survey. Among the respondents who accepted a job offer, 36% accepted an offer from an on-campus interview, and 31% accepted an offer from an organization where they had an internship or work project.

Sources of Job Offers	
Source	(*n* = 1,189)
An on-campus recruiter	57%
An organization where you had an internship or work project	53%
An organization contacted in an off-campus job search	35%
An alumnus from your school	17%
Current or previous employing organization	13%
Other	5%
Responses may add to more than 100% because of multiple selections.	

Number of Job Offers	
Response	(*n* = 1,183)
One job offer	34%
Two job offers	30%
Three job offers	22%
Four or more job offers	14%
Total	100%
Mean	2.3

Source of Accepted Job Offer	
Source	(*n* = 894)
An on-campus recruiter	36%
An organization where you had an internship or work project	31%
An organization contacted in an off-campus job search	15%
Current or previous employing organization	12%
An alumnus from your school	3%
Other	3%
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 the MBA program, a quarter of respondents held an entry-level position, and a majority had a mid-level position prior to entering their program. After graduation, only 11% expected to have an entry-level position and 61% expected a mid-level position. One in ten respondents had a senior-level position prior to entering

their program, but 22% planned to have a senior-level position after graduation. Fewer respondents planned to be self-employed (3%) after graduation compared with 5% prior to entering the program.

Job Level		
Job Level	Pre-MBA (*n* = 2,323)	Expected Post-MBA (*n* = 2,538)
Entry level	25%	11%
Mid-level	57%	61%
Senior level	10%	22%
Executive level	2%	3%
Business owner/self-employer	5%	3%
Other	1%	1%
Total	100%	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 from full-time MBA programs expected to receive a 66.5% increase over their pre-MBA salary. Among respondents who had received or accepted an offer of employment, the increase over pre-MBA salary was 73.6%. About half of all respondents expected to receive a signing bonus. Among respondents who had received or accepted an offer of employment, 70% expected to receive a signing bonus.

Expected Change in Annual Base Salary	
Group	Percentage Increase
All respondents	66.5%
Respondents who received/accepted job offers	73.6%

Signing Bonus		
Expect a Signing Bonus?	All Respondents (*n* = 2459)	Respondents Who Received/Accepted Job Offers (*n* = 1,188)
Percentage expecting a signing bonus	52%	70%
Amount of Signing Bonus	(*n* = 1,118)	(*n* = 741)
Lower 95% confidence interval	$14,857	$16,645
Mean	$15,622	$17,605
Upper 95% confidence interval	$16,387	$18,565

Year-to-Year Comparisons

There has been a continual increase over the years in the percentage of full-time MBA graduates who had received or accepted an offer of employment by the time of the survey. The class of 2008 had the highest percentage of respondents who received or accepted an offer of employment compared with all previous years. However, the class of 2008 was less likely than the class of 2006 to indicate that they expected to receive an executive-level position after graduation.

Over the years of the survey, there has been steady growth in the percentage increase respondents of full-time MBA programs expect to receive over their pre-MBA salary among all respondents. Also, among respondents who had received or accepted an offer of employment, there has been steady growth in the percentage increase respondents of full-time MBA programs expect to receive over their pre-MBA salary.

Stage in Job Search Process, by Survey Year*						
Stage	2003 (*n* = 3,340)	2004 (*n* = 4,457)	2005 (*n* = 3,870)	2006 (*n* = 3,253)	2007 (*n* = 2,947)	2008 (*n* = 2,546)
Not searching	20%	19%	18%	17%	19%	20%
Waiting for offers	51%	46%	41%	38%	38%	33%
Received/accepted offers	29%	35%	41%	44%	43%	47%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Expected Job Level Post-MBA, by Survey Year*			
Job Level	2006 (*n* = 3,454)	2007 (*n* = 2,843)	2008 (*n* = 2,538)
Entry level	12%	11%	11%
Mid-level	56%	62%	61%
Senior level	23%	23%	22%
Executive level	5%	3%	3%
Business owner/self-employer	4%	<1%	3%
Other	1%	<1%	1%
Total	100%	100%	100%
*p ≤ .05			

Expected Change in Annual Base Salary, by Survey Year		
Group	Survey Year	Percentage Increase
All respondents	2003	38.4%
	2004	39.4%
	2005	46.8%
	2006	48.0%
	2007	53.8%
	2008	66.5%
Respondents who received/accepted job offers	2003	29.8%
	2004	31.5%
	2005	40.2%
	2006	40.5%
	2007	63.3%
	2008	73.6%

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

- The two industries that should expect an increase in MBA graduates are the consulting industry, with an 80% increase, and the finance/accounting industry, with a 56% increase among the full-time MBA graduates. Thee industries set to lose the most employees after graduation are technology, with a 44% decrease, and the nonprofit/government industry, with a 69% decrease. This is a similar pattern compared to last year's full-time MBA graduates.

- The top three company selection criteria for the past three years of the Global MBA® Graduate Survey among full-time MBA students were room for growth, fit with company culture, and positive organizational climate.

- There has been an increase over the years in the percentage of graduating full-time MBA respondents who preferred the following cultural attributes in the organization where they intend to gain employment: centralized decision-making, internal competition, well-defined career paths, formal atmosphere, clearly defined responsibilities, formalized procedures, a clear and well-communicated vision, and individual performance-based rewards.

- In selecting jobs, respondents rated challenging and interesting work, advancement opportunities, opportunities for professional development, and an opportunity to learn new things as important factors.

- Among all respondents, there has been steady growth in the percentage increase that respondents of full-time MBA programs expect to receive over their pre-MBA salary. Graduate of full-time MBA programs in 2008 expect to receive a 67% 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 job functions among full-time MBA graduates prior to entering their degree program were marketing/sales, finance/accounting, and general management. After graduation, the top three job functions respondents planned to have were finance/accounting , marketing/sales, and consulting.

The top three industries of employment among full-time MBA graduates prior to entering their degree program were products/services, finance/accounting, and technology. After graduation, the top three industries respondents planned to be employed with were finance/accounting, products/services, and consulting.

Job Function		
Function	Pre-MBA (*n* = 2,215)	Post-MBA (*n* = 2,457)
Marketing/sales	21%	21%
Operations/logistics	17%	8%
Consulting	9%	20%
General management	15%	11%
Finance/accounting	20%	33%
Human resources	3%	3%
Information technology/MIS	11%	2%
Other	3%	2%
Total	100%	100%

Industry		
Industry	Pre-MBA (*n* = 2,320)	Post-MBA (*n* = 2,537)
Consulting	10%	18%
Energy/Utilities	3%	4%
Finance/Accounting	18%	28%
Healthcare/Pharmaceutical	5%	7%
Technology	16%	9%
Manufacturing	7%	4%
Nonprofit/Government	13%	4%
Products/Services	29%	25%
Other	0%	1%
Total	100%	100%

Anticipated Location of Employment

Respondents were asked to report whether they intended to work within or outside their countries of citizenship. The vast majority of full-time MBA graduates planned to work within their country or authorized work area. Nearly a quarter (22%) planned to work outside their country of citizenship or authorized work area—12% planned to seek permanent residency or citizenship.

Anticipated Location of Employment	
Response	(*n* = 2,540)
In your country of citizenship (or authorized work area)	71%
Outside country of citizenship and then seek permanent residency or citizenship	12%
Outside country of citizenship and then return to your country of citizenship	10%
Other	1%
Don't know	6%
Total	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?" Graduate full-time MBA students reported that room for growth, fit with company culture, and positive organizational climate were the most important criteria when selecting a company for which to work after graduation. Interestingly, these have been the top three selection criteria for the past three years of surveys. The least important criteria were the opinion of others, physical surroundings, and an emphasis on community and inclusion.

Company Selection Criteria					
	(*n* = 2,464)				
Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Room for growth	64%	31%	4%	0%	0%	100%
Fit with company culture	52%	39%	8%	1%	0%	100%
Positive organizational climate	47%	45%	8%	1%	0%	100%
High ethical standards of the company	39%	42%	16%	3%	1%	100%
Emphasis on work-life balance	38%	39%	19%	3%	1%	100%
Company image and reputation	31%	46%	20%	2%	0%	100%
Location	31%	38%	24%	6%	1%	100%
Company stability	29%	45%	22%	3%	1%	100%
Value employer places on graduate business skills	23%	44%	28%	5%	1%	100%
Emphasis on community and inclusion	16%	38%	35%	10%	2%	100%
Physical surroundings	11%	38%	40%	10%	1%	100%
Opinions of others	7%	27%	42%	18%	5%	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 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	29%
	Decentralized decision-making	71%
	Total	100%
Competition-cooperation	Internal competition	16%
	Cooperative atmosphere	84%
	Total	100%
Career path	Well-defined career path	35%
	Flexible career opportunities	65%
	Total	100%
Atmosphere	Formal atmosphere	29%
	Casual atmosphere	71%
	Total	100%
Responsibilities	Clearly defined responsibilities	61%
	Varied/fluid responsibilities	39%
	Total	100%
Procedures	Formalized procedures	65%
	Loosely defined procedures	35%
	Total	100%
Goals	Clear, well-communicated vision	74%
	Flexible, adaptable corporate goals	26%
	Total	100%
Focus	Focus on company success	73%
	Focus on public good	27%
	Total	100%
Rewards	Individual performance-based reward	65%
	Team-based reward	35%
	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 opportunities, opportunities for professional development, and an opportunity to learn new things as important factors. Respondents rated stock options or an ownership program,

an opportunity to work in a foreign country, and flexible work schedules as less important when selecting a job.

Job Selection Criteria						
	(*n* = 2,464)					
Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Challenging and/or interesting work	61%	34%	4%	0%	0%	100%
Advancement opportunity	60%	34%	5%	0%	0%	100%
Opportunity for professional development	57%	38%	4%	1%	0%	100%
Opportunity to learn new things	57%	37%	5%	0%	0%	100%
Ability to make an impact	46%	42%	10%	1%	0%	100%
Achieving something that you personally value	45%	43%	10%	1%	0%	100%
Competitive salary	43%	44%	11%	1%	0%	100%
Benefit package	26%	46%	23%	4%	1%	100%
Job security	22%	43%	28%	6%	1%	100%
Visibility with executive team	21%	44%	29%	6%	1%	100%
Job autonomy	19%	48%	27%	5%	1%	100%
Flexible schedule	17%	32%	36%	14%	2%	100%
Opportunity to work or travel in a foreign country	16%	23%	29%	24%	8%	100%
Stock option or ownership program	8%	23%	42%	23%	4%	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, 45% of respondents plan to work for an organization with more than 15,000 employees, 27% plan to work for an organization with 1,001 to 15,000 employees, and 28% plan to work for an organization with 1,000 or fewer employees.

Organization Size		
Number of Employees		(*n* = 1,328)
All respondents	Under 25	5%
	25–100	7%
	101–500	9%
	501–1,000	5%
	1,001–5,000	11%
	5,001–10,000	9%
	10,001–15,000	5%
	15,001–25,000	6%
	Over 25,000	34%
	Don't know	9%
	Total	100%

Organization Size		
Number of Employees		(*n* = 1,204)
Collapsed: "Don't Know" Removed	1,000 or fewer	28%
	1,001–15,000	27%
	15,001 or more	45%
	Total	100%

Year-to-Year Comparisons

The graduating class of 2008 was more likely than previous classes to plan to have an operations/logistics position after graduation. The classes of 2006 through 2008 were less likely than the classes of 2003 and 2004 to plan to have a marketing/sales or consulting position. The classes of 2007 and 2008 were more likely than previous classes to plan to have a human resource position.

The graduating classes of 2006 through 2008 were slightly less likely than previous classes to plan employment in the finance/accounting industry. Respondents from the graduating class of 2008 were slightly more likely than previous classes to plan employment in the energy/utility industry. Additionally, the classes of 2005 through 2008 were slightly less likely than previous classes to plan employment in the technology industry.

The class of 2008 was slightly more likely than other previous classes to indicate a preference of working within their country or authorized work area.

There were significant monotonic relationships in each of the preferred organizational cultural attributes, except for focus. Over the years of the survey, there has been an increase in the percentage of graduating full-time MBA respondents who preferred the following cultural attributes in the organization where they intend to gain employment: centralized decision-making, internal competition, well-defined career paths, formal atmosphere, clearly defined responsibilities, formalized procedures, a clear and well-communicated vision, and individual performance-based rewards.

Post-MBA Job Functions, by Survey Year*						
Function	2003 (*n* = 2,881)	2004 (*n* = 3,994)	2005 (*n* = 3,235)	2006 (*n* = 3,196)	2007 (*n* = 2,885)	2008 (*n* = 2,418)
Marketing/sales	25%	26%	23%	21%	22%	21%
Operations/logistics	6%	7%	6%	7%	6%	8%
Consulting	16%	15%	18%	19%	21%	20%
General management	12%	12%	12%	9%	13%	11%
Finance/accounting	35%	33%	36%	37%	32%	33%
Human resources	1%	2%	2%	2%	3%	3%
Information technology/MIS	4%	6%	3%	4%	4%	2%
Total	100%	100%	100%	100%	100%	100%
Excludes "Other" category.						
*p ≤ .05						

Post-MBA Industry, by Survey Year*						
Industry Group	2003 (*n* = 3,149)	2004 (*n* = 4,191)	2005 (*n* = 3,275)	2006 (*n* = 2,994)	2007 (*n* = 2,884)	2008 (*n* = 2,504)
Consulting	15%	15%	17%	21%	21%	18%
Energy/Utilities	2%	3%	3%	3%	3%	4%
Finance/Accounting	32%	30%	31%	27%	28%	28%
Healthcare/Pharmaceuticals	8%	7%	6%	6%	5%	7%
Technology	11%	13%	9%	10%	10%	9%
Manufacturing	4%	5%	4%	4%	5%	4%
Nonprofit/Government	3%	2%	4%	4%	4%	4%
Products/Services	25%	27%	25%	24%	23%	26%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Anticipated Location of Employment, by Survey Year*					
Response	2004 (*n* = 4,221)	2005 (*n* = 3,696)	2006 (*n* = 3,391)	2007 (*n* = 2,767)	2008 (*n* = 2,540)
In country of citizenship or authorized work area	72%	74%	73%	74%	75%
Outside and then seek residency or citizenship	12%	14%	14%	14%	13%
Outside and then return to country of citizenship	13%	11%	10%	10%	11%
Other	3%	1%	2%	2%	1%
Total	100%	100%	100%	100%	100%
*p ≤ .05					

Preference of Organizational Culture, by Survey Year						
Item	Cultural Preference	2004	2005	2006	2007	2008
*Decision-making**	Centralized decision-making	19%	25%	25%	26%	29%
	Decentralized decision-making	81%	75%	75%	74%	71%
	Total	100%	100%	100%	100%	100%
*Competition-cooperation**	Internal competition	7%	14%	13%	16%	16%
	Cooperative atmosphere	93%	86%	87%	84%	84%
	Total	100%	100%	100%	100%	100%
*Career path**	Well-defined career path	16%	34%	26%	38%	35%
	Flexible career opportunities	84%	66%	74%	62%	65%
	Total	100%	100%	100%	100%	100%
*Atmosphere**	Formal atmosphere	18%	27%	25%	30%	29%
	Casual atmosphere	82%	73%	75%	70%	71%
	Total	100%	100%	100%	100%	100%
*Responsibilities**	Clearly defined responsibilities	49%	59%	55%	61%	61%
	Varied/fluid responsibilities	51%	41%	45%	39%	39%
	Total	100%	100%	100%	100%	100%

Preference of Organizational Culture, by Survey Year						
Item	Cultural Preference	2004	2005	2006	2007	2008
Procedures*	Formalized procedures	58%	62%	63%	63%	65%
	Loosely defined procedures	42%	38%	37%	37%	35%
	Total	100%	100%	100%	100%	100%
Goals*	Clear, well-communicated vision	77%	75%	77%	76%	74%
	Flexible, adaptable corporate goals	23%	25%	23%	24%	26%
	Total	100%	100%	100%	100%	100%
Focus	Focus on company success	71%	76%	75%	73%	73%
	Focus on public good	29%	24%	25%	27%	27%
	Total	100%	100%	100%	100%	100%
Rewards*	Individual performance-based reward	61%	66%	68%	66%	65%
	Team-based reward	39%	34%	32%	34%	35%
	Total	100%	100%	100%	100%	100%
*p ≤ .05						

III. Part-Time 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 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

- Graduates of part-time MBA programs in 2008 were significantly more likely than previous graduating classes to rate the overall value of the degree as outstanding or excellent. Overall, 92% of the graduates of part-time MBA programs considered their degree a good to outstanding value.

- Graduates of the class of 2008 were more likely than all previous classes to rate the faculty outstanding or excellent. Additionally, there have been improvements in the quality of admissions, career services, and student services over the years.

- Graduates of part-time MBA programs were the most satisfied with their management and organizational behavior and their business policy and strategy courses. They reported the greatest improvement in their knowledge of general business functions, managing strategy and innovation, and managing decision-making processes.

- Ninety-five percent of the respondents were somewhat to extremely satisfied with their school's culture. The majority of respondents used the following attributes to describe their school's culture: collaborative, heterogeneous student body, active learning, academic curriculum, personal, teaching-oriented, team emphasis, professors are egalitarian, professors emphasize critical discussion and individual viewpoints, and casual.

- Less than one in five respondents participated in any one extracurricular activity, but most extracurricular activities were rated as an excellent value among those who participated.

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?" Overall, 61% of graduates from part-time MBA programs considered their degree an outstanding or excellent value. Additionally, 31% of respondents considered the degree a good value. Only 8% considered the degree a fair or poor value.

Overall Value of the Graduate Business Degree	
Overall Value	Percentage (*n* = 1,420)
Outstanding	17%
Excellent	44%
Good	31%
Fair	7%
Poor	1%
Total	100%

Respondents were asked to estimate the total cost of their education, including tuition, books, and fees, but excluding opportunity costs and travel and housing costs. The median cost of a part-time MBA education among the respondents was $40,000.

Cost of a Graduate Business Education					
	U.S. Dollars				
	n	25th Percentile	Median	75th Percentile	Mean
Amount	1,414	$25,000	$40,000	$60,000	$42,247

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree?" Overall, 62% of respondents would definitely recommend their school and 30% would probably recommend their school. Only 3% of the respondents reported they would probably or definitely not recommend their school to others seeking a graduate business education.

School Recommendation	
Response	Percentage (*n* = 1,420)
Definitely yes	62%
Probably yes	30%
Uncertain	4%
Probably no	1%
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. Faculty and fellow students were the two highest-rated components in terms of quality among graduates of part-time MBA programs. Overall, one in five (20%) respondents did not report a

quality rating for the career services office. Additionally, career services were rated lower than all other program components.

Quality Ratings for Components of Graduate Business Program								
		(*n* = 1,420)						
Program Components	Mean†	Outstanding	Excellent	Good	Fair	Poor	Not Applicable	Total
Faculty	3.8	18%	48%	27%	6%	1%	0%	100%
Fellow students	3.7	16%	45%	30%	7%	1%	0%	100%
Curriculum	3.6	10%	46%	35%	8%	1%	0%	100%
Admissions	3.5	13%	37%	38%	8%	3%	1%	100%
Program management	3.4	12%	36%	35%	12%	4%	1%	100%
Student services	3.2	9%	27%	36%	14%	5%	8%	100%
Career services	2.9	7%	20%	25%	17%	11%	20%	100%
† Scale: 5 = outstanding; 4 = excellent; 3 = good; 2 = fair; 1 = poor; "Not Applicable" excluded from Mean calculations.								

Graduates of part-time MBA programs were most satisfied with the knowledge and responsiveness of the faculty, the cooperative atmosphere among their fellow students, and class size. Additionally, the respondents were satisfied with their school's close-knit community and the access to and responsiveness of the admissions staff. The respondents were the least satisfied with the student activities and clubs, availability of resources at career services, and the knowledge of the career services staff.

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 = 1,403)								
» Access to staff	3.9	24%	42%	23%	5%	1%	6%	100%
» Responsiveness of staff	3.9	25%	41%	21%	6%	2%	5%	100%
» Information provided	3.8	23%	43%	22%	5%	2%	5%	100%
Career services (n = 1,141)								
» Knowledge of staff	3.5	15%	32%	23%	10%	5%	15%	100%
» Responsiveness of staff	3.5	17%	33%	21%	9%	6%	15%	100%
» Availability of resources	3.4	15%	31%	22%	12%	7%	13%	100%
Curriculum (n = 1,420)								
» Relevance	3.9	23%	51%	22%	4%	0%	0%	100%
» Integration	3.8	19%	50%	25%	5%	0%	0%	100%
» Comprehensiveness	3.8	19%	50%	27%	4%	1%	0%	100%
Faculty (n = 1,420)								
» Knowledge of faculty	4.1	31%	52%	16%	1%	0%	0%	100%
» Responsiveness of faculty	4.0	27%	52%	17%	3%	1%	0%	100%
» Teaching methods	3.8	15%	52%	28%	4%	1%	0%	100%

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
Program management (n = 1,410)							
» Program management staff	3.7	18%	41%	26%	6%	2%	6%	100%
» Mission	3.7	17%	43%	26%	5%	2%	7%	100%
» Standards	3.7	17%	41%	27%	7%	2%	6%	100%
» Continuous improvement	3.6	17%	38%	27%	8%	3%	6%	100%
Student services (n = 1,311)							
» Student services staff	3.6	15%	31%	28%	6%	3%	17%	100%
» Student activities/clubs	3.4	10%	25%	26%	9%	3%	27%	100%
» Symposiums/guest speakers	3.6	16%	30%	25%	8%	3%	17%	100%
» Communications to students	3.6	18%	37%	26%	8%	3%	7%	100%
Fellow students (n = 1,416)							
» Contribution to learning	3.9	27%	46%	21%	5%	1%	0%	100%
» Cooperative atmosphere	4.1	33%	47%	16%	3%	1%	0%	100%
» Close-knit community	3.6	21%	36%	28%	10%	4%	1%	100%
» Talent level	3.7	21%	42%	28%	7%	2%	0%	100%
Program structure (n = 1,420)							
» Class schedule	3.9	24%	47%	22%	5%	2%	0%	100%
» Class size	4.0	28%	49%	17%	4%	2%	0%	100%
» Facilities	3.8	24%	42%	25%	6%	2%	1%	100%
» Technological resources	3.8	25%	43%	23%	6%	2%	1%	100%

† Scale: 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; 1 = not at all satisfied; "Not Applicable" excluded from Mean calculations.

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 MBA programs were most satisfied with their management and organizational behavior and their business policy and strategy courses. Respondents were the least satisfied with their information systems, statistics, operations, and accounting courses. Additionally, one in five (20%) respondents did not have a core course in ethics or business law, and 28% did not have a core course in international business.

Satisfaction with Core Curriculum								
	(*n* = 1,420)							
Area	Mean[†]	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
Management/ organizational behavior	4.0	31%	42%	18%	4%	2%	2%	100%
Business policy/strategy	4.0	29%	42%	17%	3%	1%	8%	100%
Finance	3.9	27%	41%	23%	5%	3%	2%	100%
Marketing	3.8	24%	42%	22%	6%	3%	3%	100%
Ethics/business law	3.8	22%	33%	17%	5%	2%	20%	100%
Economics	3.8	20%	41%	23%	5%	2%	9%	100%
International business	3.8	20%	26%	19%	6%	1%	28%	100%
Accounting	3.7	20%	42%	25%	6%	3%	5%	100%
Operations	3.7	19%	39%	25%	7%	3%	7%	100%
Statistics	3.7	17%	38%	24%	7%	3%	11%	100%
Information systems	3.3	12%	26%	29%	11%	6%	16%	100%

† Scale: 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; 1 = not at all satisfied; "Not Applicable" excluded from Mean calculations.

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 definitions 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)
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)

Skill/Ability	Definition
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 MBA programs reported the greatest improvement of skills and abilities in the following areas: knowledge of general business functions, managing strategy and innovation, and managing the decision-making processes. The least improvement was made in knowledge of media communications and delivery and in knowledge of technology, design, and production.

Improvement of Skills/Abilities							
(*n* = 1,420)							
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	38%	43%	12%	3%	1%	2%	100%
Managing strategy and innovation	4.0	33%	44%	16%	4%	2%	0%	100%
Managing decision-making processes	4.0	31%	45%	17%	4%	2%	1%	100%
Strategic and systems skills	3.9	28%	43%	20%	5%	2%	1%	100%
Generative thinking	3.9	27%	43%	21%	5%	2%	2%	100%
Interpersonal skills	3.8	25%	39%	23%	7%	2%	5%	100%
Foundation skills	3.8	24%	41%	21%	5%	3%	5%	100%
Knowledge of human behavior and society	3.7	22%	41%	24%	8%	2%	2%	100%
Managing human capital	3.7	21%	43%	25%	7%	3%	1%	100%
Managing the task environment	3.7	18%	41%	27%	7%	3%	3%	100%
Operations skills	3.6	19%	38%	28%	8%	4%	2%	100%

Improvement of Skills/Abilities							
	(*n* = 1,420)						
Skill/Ability	Mean†	A Great Deal	A Good Amount	Some	A Little	Not At All	Not Applicable —Already Had High Proficiency	Total
Managing tools and technology	3.5	16%	36%	26%	11%	6%	5%	100%
Managing administrative activities	3.5	15%	37%	29%	9%	5%	5%	100%
Knowledge of media communications and delivery	3.3	12%	32%	30%	12%	8%	5%	100%
Knowledge of technology, design, and production	3.3	12%	30%	31%	13%	8%	6%	100%
† Scale: 5 = a great deal, 4 = a good amount, 3 = some, 2 = a little, 1 = not at all; "Not Applicable" excluded from Mean calculations.								

School Culture

Graduating students were asked to describe their school's culture on a continuum between two contrasting descriptions. Respondents were also asked to rate their satisfaction with the culture of the school. The majority of respondents use the following attributes to describe their school's culture: collaborative, heterogeneous student body, active learning, academic curriculum, personal, teaching-oriented, team emphasis, professors are egalitarian, professors emphasize critical discussion and individual viewpoints, and casual. However, there is no majority for the dichotomies of class size or interdisciplinary versus concentration focus.

School Culture						
	(*n* = 1,420)					
Endpoint	(1)	(2)	(3)	(4)	(5)	Endpoint
Competitive	2%	13%	29%	44%	13%	Collaborative
Homogeneous student body	3%	13%	23%	40%	21%	Heterogeneous student body
Passive learning	1%	7%	23%	51%	17%	Active learning
Vocational curriculum	1%	12%	26%	44%	17%	Academic curriculum
Personal	17%	44%	26%	11%	2%	Impersonal
Large class sizes	4%	13%	35%	35%	13%	Small class sizes
Research-oriented	2%	14%	29%	42%	13%	Teaching-oriented
Interdisciplinary	11%	37%	31%	18%	3%	Concentration-focused
Team emphasis	26%	47%	20%	6%	0%	Individual emphasis
Professors are authoritarian	1%	7%	35%	49%	9%	Professors are egalitarian
Professors emphasize reproduction of facts and textbook knowledge	1%	9%	21%	48%	21%	Professors emphasize critical discussion and individual viewpoints
Formal	1%	12%	35%	44%	8%	Casual
Rigorous	8%	35%	39%	14%	3%	Lenient
Close-knit community	10%	31%	29%	22%	8%	Loose connections

Overall, 69% of the respondents were extremely or very satisfied with their school's culture. Additionally, 26% were somewhat satisfied and 5% were not very satisfied. None of the respondents reported that they were not at all satisfied with their school's culture.

Satisfaction with School Culture	
Response	Percentage (*n* = 1,420)
Extremely satisfied	19%
Very satisfied	50%
Somewhat satisfied	26%
Not very satisfied	5%
Not at all satisfied	0%
Total	100%
Mean†	3.8
† Scale: 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; 1 = not at all satisfied.	

Student Participation in Extracurricular 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?" Respondents who participated in each activity were then asked to rate the value of their experience. Overall, 90% of the respondents from part-time MBA programs worked full time and 5% worked part time. Nearly one in five (19%) respondents participated in student career or professional clubs, 17% had work projects, 16% participated in study-abroad programs, and 11% participated in academic or case competitions. On average, most extracurricular activities were rated an excellent value.

Student Participation in Extracurricular Activities		
Activity	Participated†	Mean Value‡
Internships	5%	3.9
Work projects	17%	4.1
Student career/professional clubs	19%	3.6
Student government	4%	3.8
Study-abroad programs	16%	4.5
Community service organizations	7%	4.0
Mentor programs	7%	3.7
Leadership programs	8%	4.1
Academic/case competitions	11%	3.9
Diversity/multicultural events	7%	4.1

Student Participation in Extracurricular Activities		
Activity	Participated[†]	Mean Value[‡]
Volunteer activities	13%	3.9
Work full time	90%	NA
Work part time	5%	NA
Other (Please specify)	2%	NA
None of the above	4%	NA
† Responses may total more than 100% because of multiple selections.		
‡ 5 = outstanding, 4 = excellent, 3 = good, 2 = fair, 1 = poor.		
NA: These activities were not rated.		

Year-to-Year Comparisons

Graduates of part-time MBA programs in 2008 were significantly more likely than those of previous graduating classes to rate the overall value of the degree as outstanding or excellent.

Graduates of part-time MBA programs in 2007 and 2008 were more likely than those of previous graduating classes to rate admissions, career services, and student services outstanding or excellent. Graduates of the class of 2008 were more likely than those of all previous classes to rate the faculty outstanding or excellent. Statistically, there were no differences in ratings for the curriculum, program management, and fellow students by graduation year.

Statistically, there were no differences in the percentage of respondents who would recommend their program. More than 90% of those in each graduating class would definitely or probably recommend their school.

Overall Value of MBA Degree, by Survey Year*						
	Survey Year					
Response	2003 (*n* = 670)	2004 (*n* = 1,345)	2005 (*n* = 1,372)	2006 (*n* = 1,951)	2007 (*n* = 1,367)	2008 (*n* = 1,420)
Outstanding	22%	13%	19%	12%	16%	17%
Excellent	37%	37%	35%	43%	39%	44%
Good	27%	35%	33%	36%	34%	31%
Fair	12%	12%	10%	7%	9%	7%
Poor	2%	2%	3%	1%	2%	1%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Quality Ratings for Aspects of Graduate Business Program, by Survey Year (Percentage Outstanding/Excellent)						
	Survey Year					
Aspects of Program	2003 (*n* = 670)	2004 (*n* = 1,345)	2005 (*n* = 1,372)	2006 (*n* = 1,951)	2007 (*n* = 1,367)	2008 (*n* = 870)
Admissions*	38%	43%	40%	43%	51%	51%
Career services*	19%	23%	24%	24%	31%	33%
Curriculum	53%	56%	54%	52%	53%	56%
Faculty*	58%	61%	61%	62%	62%	66%
Program management	41%	46%	46%	46%	47%	49%
Student services*	29%	33%	33%	33%	41%	40%
Fellow students	57%	60%	58%	57%	60%	61%
"Not Applicable" excluded from the analysis.						
*p ≤ .05						

School Recommendation, by Survey Year						
	Survey Year					
Response	2003 (*n* = 670)	2004 (*n* = 1,345)	2005 (*n* = 1,372)	2006 (*n* = 1,951)	2007 (*n* = 1,367)	2008 (*n* = 1,420)
Definitely yes	59%	55%	59%	60%	59%	62%
Probably yes	34%	37%	34%	33%	34%	30%
Probably no	4%	4%	4%	4%	4%	4%
Definitely no	0%	1%	1%	1%	1%	1%
Uncertain	2%	3%	2%	2%	2%	2%
Total	100%	100%	100%	100%	100%	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

- Graduates of part-time MBA programs were most satisfied that their graduate business degree provided them with a sense of personal satisfaction and achievement, the ability to remain marketable, and the credentials needed to increase career options.

- Interpersonal skills, a proven ability to perform, and leadership attributes were the three most important factors in obtaining a job after graduation, according to respondents. Cultural fit with the company and whom you know were also considered important factors.

- Compared with graduates of the previous three years, a slightly higher percentage of the part-time MBA graduating class of 2008 indicated they were not searching for a job. Additionally,

there was a slight decrease in the percentage of 2008 respondents who were still waiting for offers at the time of the survey.

- Among respondents who had received job offers, 44% received an offer from an organization contacted in an off-campus job search, 35% received an offer from a current or previous employer, and 22% received an offer from an on-campus recruiter. On average, respondents who received an offer of employment received 2.4 offers.

- There has been a slight decrease in the percentage of part-time MBA graduates who plan to be self-employed after graduation. Over the years, the percentage of graduates expecting to attain jobs at an entry, mid-, senior, and executive level has remained relatively stable.

Student Expectations of Increased Career Options

Respondents were asked the following: "Students frequently pursue a graduate business degree to increase their career options. How satisfied are you that your graduate business degree has given you each of the following?" Graduates of part-time MBA programs were most satisfied that their graduate business degree provided them with a sense of personal satisfaction and achievement, the ability to remain marketable, and the credentials needed to increase career options. Additionally, respondents indicated satisfaction that their degree will increase both their long-term potential through the development of skills and abilities and their potential for long-term income and financial stability.

Student Satisfaction that Expectations Were Met						
	(n = 1,406)					
My graduate business degree would provide me with…	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
a sense of personal satisfaction and achievement.	46%	40%	12%	1%	0%	1%	100%
the ability to remain marketable (competitive).	36%	50%	12%	1%	0%	1%	100%
credentials I need to increase career options.	33%	49%	15%	2%	0%	1%	100%
an increase in long-term potential through the development of skills/abilities.	32%	49%	16%	2%	1%	0%	100%
the potential for long-term income and financial stability.	31%	46%	18%	2%	1%	1%	100%
advancement potential.	30%	48%	18%	2%	1%	1%	100%
an opportunity for more challenging/ interesting work in the future.	29%	50%	17%	2%	1%	1%	100%
the opportunity to get a better job.	29%	48%	17%	2%	1%	2%	100%
the chance to make more money.	29%	44%	22%	3%	1%	2%	100%
confidence I need to succeed.	25%	45%	20%	3%	1%	6%	100%
respect and recognition.	21%	48%	23%	3%	0%	5%	100%

Student Satisfaction that Expectations Were Met							
My graduate business degree would provide me with…	(*n* = 1,406)						
	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
the ability to switch industries.	20%	35%	26%	6%	2%	10%	100%
the ability to change occupational area.	18%	39%	26%	7%	2%	9%	100%
the ability to start or improve my own business.	16%	28%	23%	7%	1%	25%	100%
the right connections to get a good job in the future.	13%	29%	34%	14%	5%	5%	100%
the ability to expand my international employment opportunities.	11%	25%	24%	9%	3%	28%	100%
opportunities to contribute to solving some of the world's problems.	10%	26%	31%	10%	3%	20%	100%
mentors to help me achieve my goals.	9%	22%	31%	20%	7%	12%	100%

Important Factors in Obtaining a Job

Respondents were asked, "In your opinion, how important is each of the following in obtaining a job?" Interpersonal skills, a proven ability to perform, and leadership attributes were the three factors respondents indicated as most important in obtaining a job after graduation. Cultural fit with the company and whom you know were also considered important factors.

Importance of Various Factors in Obtaining a Job						
Factor	(*n* = 508)					
	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Interpersonal skills	65%	31%	3%	0%	0%	100%
Proven ability to perform	54%	40%	6%	1%	0%	100%
Leadership attributes (motivation, initiative, adaptability, etc.)	48%	44%	8%	1%	0%	100%
Cultural fit with company	46%	41%	12%	2%	0%	100%
Whom you know	41%	31%	21%	6%	1%	100%
Occupation in prior work experience	31%	42%	23%	3%	0%	100%
History of increased job responsibility	30%	48%	20%	2%	0%	100%
General business management skills	27%	50%	21%	2%	0%	100%
Industry in prior work experience	27%	39%	25%	7%	1%	100%
History of leading teams	22%	48%	26%	3%	1%	100%
History of managing people in a formal reporting role	21%	40%	31%	7%	1%	100%
Reputation of business school	21%	38%	34%	6%	1%	100%
Technical and/or quantitative skills	20%	55%	23%	2%	0%	100%

Importance of Various Factors in Obtaining a Job					
	(*n* = 508)				
Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Years of work experience	20%	46%	29%	4%	0%	100%
Relevant language, country, and/or cultural expertise	17%	39%	32%	10%	3%	100%
Quality career services office	14%	27%	38%	17%	5%	100%
Strong academic success	13%	36%	41%	10%	1%	100%
Specialization or concentration of study	13%	31%	45%	11%	1%	100%

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?" Two-thirds of the graduates of part-time MBA programs were not searching for a job at the time of the survey. Nearly half of the respondents planned to stay with their current company, and 17% were postponing their job search. Among the respondents postponing their job search, 47% were waiting until they were closer to graduation.

Stage in Job Search Process	
Response	(*n* = 1,417)
Interviewing—no offers received yet	15%
Receiving and considering offers	3%
Accepted offer from current/previous employing organization	4%
Accepted offer from new employing organization	10%
Staying with current/previous employing organization	48%
Postponing job search until later	17%
Plan to start or manage my own business	3%
Total	100%
Response (collapsed)	
Not searching	67%
Waiting for offers	16%
Received/accepted offers	17%
Total	100%

Primary Reason for Postponing Job Search	
Response	(*n* = 238)
I plan to search closer to graduation.	47%
I need to fulfill contractual obligation with my current employer.	17%
I plan to continue my education.	3%
I plan to move to a new area.	8%
I plan to take some time off/vacation.	3%

Primary Reason for Postponing Job Search	
Response	(*n* = 238)
I am currently involved in an internship or work project.	2%
My employment situation has changed.	4%
Family reasons	5%
My career plans have changed.	3%
Military obligations	2%
My employment situation has changed.	4%
Other	6%
Total	100%

Offers and Acceptances of Employment

Respondents who reported 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.

Among respondents who were searching for a job and had received job offers, 44% received an offer from an organization they contacted in an off-campus job search and 35% received an offer from a current or previous employer. Additionally, 22% received an offer from an on-campus recruiter and 11% received an offer from an organization where they had an internship.

On average, respondents who received an offer of employment received 2.4 offers. Two in five respondents received one offer, one-fourth received two offers, one in five received three offers, and 14% received four or more offers of employment.

Among respondents who accepted an offer of employment, 33% accepted an offer from a current or previous employer, 28% accepted an offer from an organization they contacted in an off-campus search, and 18% accepted an offer from an on-campus recruiter.

Sources of Job Offers	
Source	(*n* = 236)
An organization where you had an internship or work project	11%
An on-campus recruiter	22%
An organization contacted in an off-campus job search	44%
Current or previous employing organization	35%
An alumnus from your school	5%
Other	17%
Responses may total more than 100% because of multiple selections.	

Number of Job Offers	
Response	(*n* = 236)
One job offer	40%
Two job offers	25%
Three job offers	20%
Four or more job offers	14%
Total	100%
Mean	2.4

Source of Accepted Job Offer	
Source	(*n* = 194)
An organization where you had an internship or work project	5%
An on-campus recruiter	18%
An organization contacted in an off-campus job search	28%
Current or previous employing organization	33%
An alumnus from your school	2%
Other	14%
Total	100%

Job Level (Pre-MBA and Post-MBA)

Respondents were asked to indicate their job level in the organization where they worked before entering their graduate business programs and the job level at which they expected to work upon completing their program.

Prior to entering the MBA program, the majority of part-time MBA graduates held mid-level jobs, and 27% held entry-level positions. Additionally, 11% held senior-level positions prior to entering school. After graduation, 39% plan to have a senior-level position, 48% plan to have a mid-level position, and 7% plan to hold an executive-level position.

Job Level		
Job Level	Pre-MBA (*n* = 1,397)	Expected Post-MBA (*n* = 1,407)
Entry level	27%	3%
Mid-level	58%	48%
Senior level	11%	39%
Executive level	2%	7%
Business owner/self-employer	1%	3%
Total	100%	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 from part-time MBA programs expected to receive a 47.8% increase over their pre-MBA salary. Among respondents who had received or accepted an offer of employment, the increase over pre-MBA salary was 53.0%. One-quarter of all respondents expected to receive a signing bonus. Among respondents who had received or accepted an offer of employment, 35% expected to receive a signing bonus.

Expected Change in Annual Base Salary	
Group	Percentage Increase
All Respondents	47.8%
Respondents who received/accepted job offers	53.0%

Signing Bonus		
Expect a Signing Bonus?	All Respondents	Respondents Who Received/Accepted Job Offers
	(*n* = 1369)	(*n* = 237)
Percentage expecting a signing bonus	25%	35%
Amount of Signing Bonus	(*n* = 291)	(*n* = 79)
Lower 95% confidence interval	$12,892	$12,723
Mean	$14,389	$16,997
Upper 95% confidence interval	$15,885	$21,272

Year-to-Year Comparisons

Compared with the previous three years, a slightly higher percentage of part-time MBA graduates in the class of 2008 indicated they were not searching for a job and a slightly lower percentage were still waiting for offers at the time of the survey. Additionally, a greater percentage of the class of 2008 had received or accepted an offer of employment at the time of the survey compared with the 2003 and 2004 graduating classes.

There has also been a slight decrease in the percentage of part-time MBA graduates who planned to be self-employed after graduation. The percentage of part-time MBA graduates working at all other job levels appears relatively stable over the years studied.

Over the years of the survey, there has been steady growth among all part-time MBA respondents in the percentage of salary increase they expect to receive over their pre-MBA salary.

Stage in Job Search Process, by Survey Year*						
Stage	2003 (*n* = 670)	2004 (*n* = 1,345)	2005 (*n* = 1,372)	2006 (*n* = 1,920)	2007 (*n* = 1,355)	2008 (*n* = 1,408)
Not searching	77%	69%	64%	64%	62%	67%
Waiting for offers	18%	20%	19%	19%	19%	16%
Received/accepted offers	5%	11%	17%	17%	19%	17%
Total	100%	100%	100%	100%	100%	67%
*p ≤ .05						

Expected Job Level Post-MBA, by Survey Year*			
Job Level	2006 (*n* = 1,876)	2007 (*n* = 1,323)	2008 (*n* = 1,407)
Entry level	3%	4%	3%
Mid-level	48%	48%	48%
Senior level	35%	40%	39%
Executive level	8%	7%	7%
Business owner/self-employer	5%	1%	3%
Other	1%	1%	1%
Total	100%	100%	100%
*p ≤ .05			

Expected Change in Annual Base Salary, by Survey Year		
Group	Survey Year	Percentage Increase
All respondents	2003	29.5%
	2004	34.5%
	2005	38.8%
	2006	41.6%
	2007	42.6%
	2008	47.8%
Respondents who received/accepted job offers	2003	39.4%
	2004	48.9%
	2005	39.9%
	2006	52.0%
	2007	42.4%
	2008	53.0%

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

- After graduation, the three most popular industries for intended employment among respondents were the same as the industries in which they were employed prior to entering their program, including finance/accounting, products/services, and technology. The top three job functions respondents planned to have were finance/accounting, marketing/sales, and general management.

- Seven out of 10 part-time MBA graduates consider whether there is room for growth within a company to be extremely important when selecting a company. Additionally, graduates of part-time MBA programs consider a positive organizational climate and fit with company culture, emphasis on work-life balance, and high ethical standards of the company important.

- Over the years of the survey, there has been an increase in the percentage of graduating part-time MBA respondents who prefer the following cultural attributes in the organization where they intend to gain employment: centralized decision making, internal competition, well-defined career paths, formal atmosphere, clearly defined responsibilities, formalized procedures, a focus on company success, and individual performance-based rewards.

- When choosing a job, a majority of part-time MBA graduates consider advancement opportunities, challenging and interesting work, competitive salary, an opportunity for professional development, and an opportunity to learn new things extremely important.

- On average, respondents from part-time MBA programs expected to receive a 47.8% increase over their pre-MBA salary. Among respondents who had received or accepted an offer of employment, the increase over pre-MBA salary was 53.0%.

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 job functions among part-time MBA graduates prior to entering their degree program were finance/accounting, operations/logistics, and marketing/sales. After graduation, the top three job functions respondents planned to have were finance/accounting, marketing/sales, and general management.

The top three industries of employment among part-time MBA graduates prior to entering their degree program were finance/accounting, products/services, and technology. After graduation, the top three industries for respondents remained the same.

Job Function		
Function	Pre-MBA (*n* = 1,377)	Post-MBA (*n* = 1,369)
Marketing/sales	20%	21%
Operations/logistics	23%	12%
Consulting	4%	12%
General management	8%	14%
Finance/accounting	24%	27%
Human resources	3%	4%
Information technology/MIS	16%	9%
Other	2%	2%
Total	100%	100%

Industry		
Industry	Pre-MBA (*n* = 1,397)	Post-MBA (*n* = 1,406)
Consulting	5%	12%
Energy/Utilities	3%	3%
Finance/Accounting	22%	24%
Healthcare/Pharmaceutical	9%	8%
Technology	18%	15%
Manufacturing	11%	8%
Nonprofit/Government	11%	7%
Products/Services	21%	21%
Other	0%	2%
Total	100%	100%

Anticipated Location of Employment

Respondents were asked to report whether they intended to work within or outside their country of citizenship. Nine out of 10 part-time MBA graduates plan to remain in their country of citizenship for employment.

Anticipated Location of Employment	
Response	(*n* = 1,407)
In your country of citizenship (or authorized work area)	90%
Outside country of citizenship and then seek permanent residency or citizenship	4%
Outside country of citizenship and then return to your country of citizenship	3%
Other	0%
Don't know	3%
Total	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?" Seven out of 10 part-time MBA graduates consider whether there is room for growth within a company as extremely important when selecting a company. Additionally, graduates of part-time MBA programs consider a positive organizational climate, fit with company culture, emphasis on work-life balance, and high ethical standards of the company important.

Company Selection Criteria						
	(*n* = 1,372)					
Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Room for growth	70%	26%	3%	0%	0%	100%
Positive organizational climate	48%	44%	7%	0%	0%	100%
Fit with company culture	47%	44%	8%	1%	0%	100%
Emphasis on work-life balance	43%	40%	14%	2%	0%	100%
High ethical standards of the company	42%	43%	13%	2%	0%	100%
Company stability	40%	45%	14%	1%	0%	100%
Location	37%	41%	19%	2%	0%	100%
Company image and reputation	28%	52%	18%	2%	0%	100%
Value employer places on graduate business skills	22%	46%	26%	5%	1%	100%
Emphasis on community and inclusion	13%	36%	37%	11%	2%	100%
Physical surroundings	11%	41%	40%	7%	1%	100%
Opinions of others	7%	28%	45%	17%	3%	100%

Organizational Culture Preferences

Respondents were asked to choose from each opposing pair of preferences the ones that most closely reflected their own organizational culture preferences. The majority of part-time MBA graduate respondents indicated that they preferred an organization with 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 (*n* = 1,407)	Percent
Decision making	Centralized decision making	34%
	Decentralized decision making	66%
	Total	100%
Competition-cooperation	Internal competition	18%
	Cooperative atmosphere	82%
	Total	100%
Career path	Well-defined career path	37%
	Flexible career opportunities	63%
	Total	100%
Atmosphere	Formal atmosphere	29%
	Casual atmosphere	71%
	Total	100%
Responsibilities	Clearly defined responsibilities	60%
	Varied/fluid responsibilities	40%
	Total	100%
Procedures	Formalized procedures	67%
	Loosely defined procedures	33%
	Total	100%
Goals	Clear, well-communicated vision	76%
	Flexible, adaptable corporate goals	24%
	Total	100%
Focus	Focus on company success	77%
	Focus on public good	23%
	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?" When choosing a job, a majority of part-time MBA graduates consider advancement opportunities, challenging and interesting work, competitive salary, an opportunity for professional development, and an opportunity to learn new things extremely important.

Job Selection Criteria					
	(n = 1,372)				
Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Advancement opportunity	63%	32%	5%	0%	0%	100%
Challenging and/or interesting work	62%	35%	3%	0%	0%	100%
Competitive salary	59%	35%	6%	0%	0%	100%
Opportunity for professional development	58%	38%	4%	0%	0%	100%
Opportunity to learn new things	53%	42%	5%	0%	0%	100%
Ability to make an impact	45%	44%	10%	1%	0%	100%
Achieving something that you personally value	40%	44%	14%	2%	0%	100%
Benefit package	35%	46%	17%	2%	0%	100%
Job security	31%	43%	22%	4%	0%	100%
Job autonomy	24%	50%	23%	3%	0%	100%
Flexible schedule	24%	37%	30%	8%	1%	100%
Visibility with executive team	23%	41%	28%	7%	1%	100%
Opportunity to work or travel in a foreign country	11%	15%	29%	30%	15%	100%
Stock option or ownership program	10%	26%	41%	19%	4%	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?" Graduates of part-time MBA programs are nearly evenly split among small, medium, and large companies. Overall, 33% plan to work for an organization with 1,000 or fewer employees, 32% plan to work for an organization with 1,001 to 15,000 employees, and 35% plan to work for organizations with more than 15,000 employees.

Organization Size		
Number of Employees		*(n* = 875)
All Respondents	Under 25	5%
	25–100	7%
	101–500	12%
	501–1,000	6%
	1,001–5,000	17%
	5,001–10,000	7%
	10,001–15,000	6%
	15,001–25,000	6%
	Over 25,000	26%
	Don't know	7%
	Total	100%

Organization Size		
Number of Employees		(*n* = 815)
Collapsed: "Don't Know" Removed	1,000 or fewer	33%
	1,001–15,000	32%
	15,001 or more	35%
	Total	100%

Year-to-Year Comparisons

The 2007 and 2008 graduates of part-time MBA programs were less likely than respondents in 2005 and 2006 to plan to work in a finance/accounting position. Additionally, respondents in 2007 and 2008 were less likely than respondents in the classes of 2004 through 2006 to work in the finance/accounting industry. Respondents in the classes of 2007 and 2008 were more likely than those from the classes of 2004 through 2006 to work in manufacturing.

Over the years, there has been a decrease in the percentage of respondents who planned to work outside their country of citizenship. This decrease was apparent whether the respondents planned to remain in another country or to return to their country of citizenship.

There were statistically significant monotonic relationships in each of the preferred organizational culture attributes, except goals. Over the years of the survey, there has been an increase in the percentage of graduating part-time MBA respondents who preferred the following cultural attributes in the organization where they intend to gain employment: centralized decision making, internal competition, well-defined career paths, formal atmosphere, clearly defined responsibilities, formalized procedures, a focus on company success, and individual performance-based rewards.

Post-MBA Job Functions, by Survey Year*						
Function	2003 (*n* = 609)	2004 (*n* = 782)	2005 (*n* = 994)	2006 (*n* = 1,686)	2007 (*n* = 1,334)	2008 (*n* = 1,347)
Marketing/sales	21%	21%	21%	20%	19%	21%
Operations/logistics	15%	14%	10%	11%	11%	12%
Consulting	10%	9%	11%	10%	14%	12%
General management	11%	14%	14%	12%	18%	15%
Finance/accounting	29%	28%	34%	36%	27%	27%
Human resources	3%	3%	3%	3%	3%	4%
Information technology/MIS	10%	11%	7%	8%	8%	9%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Post-MBA Industry, by Survey Year*						
Industry Group	2003 (*n* = 635)	2004 (*n* = 1,275)	2005 (*n* = 1,094)	2006 (*n* = 1,504)	2007 (*n* = 1,334)	2008 (*n* = 1,383)
Consulting	11%	9%	12%	15%	15%	12%
Energy/Utilities	3%	2%	2%	3%	3%	4%
Finance/Accounting	24%	30%	33%	28%	25%	24%
Healthcare/Pharmaceuticals	9%	8%	9%	9%	7%	9%
Technology	19%	22%	13%	12%	16%	15%
Manufacturing	8%	7%	5%	5%	8%	9%
Nonprofit/Government	8%	5%	5%	5%	7%	7%
Products/Services	18%	17%	21%	23%	18%	21%
Total	100%	100%	100%	100%	100%	100%

*p ≤ .05

Anticipated Location of Employment, by Survey Year*						
Response	2003 (*n* = 663)	2004 (*n* = 1,291)	2005 (*n* = 1,329)	2006 (*n* = 1,879)	2007 (*n* = 1,294)	2008 (*n* = 1,407)
In country of citizenship or authorized work area	81%	85%	90%	92%	93%	90%
Outside and then seek residency or citizenship	7%	5%	5%	4%	3%	4%
Outside and then return to country of citizenship	11%	7%	4%	4%	3%	3%
Other	1%	2%	1%	1%	1%	0%
Don't know	4%	3%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%

*p ≤ .05

Preference of Organizational Culture, by Survey Year						
Item	Cultural Preference	2004	2005	2006	2007	2008
*Decision making**	Centralized decision making	24%	31%	32%	33%	34%
	Decentralized decision making	76%	69%	68%	67%	66%
	Total	100%	100%	100%	100%	100%
*Competition-cooperation**	Internal competition	10%	17%	17%	19%	18%
	Cooperative atmosphere	90%	83%	83%	81%	82%
	Total	100%	100%	100%	100%	100%
*Career path**	Well-defined career path	18%	36%	27%	36%	37%
	Flexible career opportunities	82%	64%	73%	64%	63%
	Total	100%	100%	100%	100%	100%
*Atmosphere**	Formal atmosphere	19%	30%	28%	29%	29%
	Casual atmosphere	81%	70%	72%	71%	71%
	Total	100%	100%	100%	100%	100%

Preference of Organizational Culture, by Survey Year						
Item	Cultural Preference	2004	2005	2006	2007	2008
*Responsibilities**	Clearly defined responsibilities	51%	61%	52%	62%	60%
	Varied/fluid responsibilities	49%	39%	48%	38%	40%
	Total	100%	100%	100%	100%	100%
*Procedures**	Formalized procedures	62%	66%	65%	66%	67%
	Loosely defined procedures	38%	34%	35%	34%	33%
	Total	100%	100%	100%	100%	100%
Goals	Clear, well-communicated vision	76%	73%	76%	77%	76%
	Flexible, adaptable corporate goals	24%	27%	24%	23%	24%
	Total	100%	100%	100%	100%	100%
*Focus**	Focus on company success	71%	76%	78%	76%	77%
	Focus on public good	29%	24%	22%	24%	23%
	Total	100%	100%	100%	100%	100%
*Rewards**	Individual performance-based reward	69%	71%	75%	74%	74%
	Team-based reward	31%	29%	25%	26%	26%
	Total	100%	100%	100%	100%	100%
*p ≤ .05						

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 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

- From year to year, 88% or more of the respondents rated their degree as a good to outstanding value. Among the class of 2008, 92% rated the degree a good to outstanding value.

- Overall, 91% of respondents would recommend their school; and 69% would definitely recommend their school to others seeking a graduate business education.

- Among program components, faculty and fellow students were rated the highest in terms of quality by graduates of executive MBA programs. Additionally, graduates of executive MBA programs were most satisfied with the knowledge of the faculty, the cooperative atmosphere with their fellow students, the contribution to learning from their fellow students, the class schedule, and the class size.

- Graduates of executive MBA programs were most satisfied with their management and organizational behavior, finance, and business policy and strategy courses.

- Executive MBA graduates reported the greatest improvement of skills and abilities in the following areas: managing strategy and innovation, strategic and systems skills, knowledge of general business functions, and managing the decision-making processes.

- The majority of respondents used the following attributes to describe their school's culture: collaborative, heterogeneous student body; active learning, academic curriculum, personal, small class sizes, teaching-oriented, interdisciplinary, team emphasis, professors emphasize critical discussion and individual viewpoints, rigorous, and a close-knit community.

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?" Overall, 68% of the executive MBA graduates considered their degree an outstanding or excellent value. Additionally, 24% of respondents considered the degree a good value. Only 7% considered the degree a fair or poor value.

Overall Value of the Graduate Business Degree	
Overall Value	Percentage (*n* = 283)
Outstanding	24%
Excellent	44%
Good	24%
Fair	6%
Poor	1%
Total	100%

Respondents were asked to estimate the total cost of their education, including tuition, books, and fess, but excluding opportunity costs and travel and housing costs. The median cost of an executive MBA education among respondents was $60,000.

Cost of a Graduate Business Education					
	U.S. Dollars				
	n	25th Percentile	Median	75th Percentile	Mean
Amount	283	$40,000	$60,000	$74,368	$56,864

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree?" Sixty-nine percent of respondents would definitely recommend their school and 22% would probably recommend their school. Only 5% of the respondents reported they would probably or definitely not recommend their school to others seeking a graduate business education.

School Recommendation	
Response	Percentage (*n* = 283)
Definitely yes	69%
Probably yes	22%
Uncertain	4%
Probably no	3%
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. The two components rated the highest in terms of quality among graduates of executive MBA programs were faculty and fellow students. Overall, 17% of respondents did not report a quality

rating for the career services office, and career services were rated lower than all other program components.

Quality Ratings for Components of Graduate Business Program								
		(*n* = 283)						
Program Components	Mean†	Outstanding	Excellent	Good	Fair	Poor	Not Applicable	Total
Faculty	4.0	33%	43%	19%	5%	0%	0%	100%
Fellow students	3.9	27%	45%	21%	4%	2%	0%	100%
Curriculum	3.8	19%	47%	28%	5%	1%	0%	100%
Program management	3.6	18%	40%	27%	9%	5%	0%	100%
Admissions	3.6	14%	42%	33%	8%	3%	0%	100%
Student services	3.5	16%	35%	28%	11%	5%	5%	100%
Career services	2.8	6%	18%	28%	18%	13%	17%	100%
† Scale: 5 = outstanding; 4 = excellent; 3 = good; 2 = fair; 1 = poor; "Not Applicable" excluded from Mean calculations.								

Graduates of executive MBA programs were most satisfied with the knowledge of the faculty, the cooperative atmosphere with their fellow students, the contribution to learning from their fellow students, the class schedule, and the class size. Additionally, respondents were satisfied with the access and responsiveness of the admissions staff, the relevance and comprehensiveness of the curriculum, and the close-knit community with 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 = 282)								
» Access to staff	4.1	37%	38%	17%	4%	1%	3%	100%
» Responsiveness of staff	4.1	40%	33%	20%	4%	2%	2%	100%
» Information provided	3.9	33%	38%	20%	5%	3%	2%	100%
Career services (n = 236)								
» Knowledge of staff	3.5	15%	30%	27%	6%	8%	15%	100%
» Responsiveness of staff	3.6	22%	26%	23%	6%	8%	15%	100%
» Availability of resources	3.4	15%	27%	26%	8%	9%	15%	100%
Curriculum (n = 283)								
» Relevance	4.1	35%	46%	17%	2%	1%	35%	100%
» Integration	4.0	30%	46%	19%	4%	1%	30%	100%
» Comprehensiveness	4.1	31%	49%	17%	3%	1%	31%	100%
Faculty (n = 283)								
» Knowledge of faculty	4.3	45%	44%	9%	0%	1%	45%	100%
» Responsiveness of faculty	4.1	35%	46%	14%	3%	2%	35%	100%
» Teaching methods	3.9	26%	45%	24%	3%	2%	26%	100%

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
Program management (n = 283)								
» Program management staff	3.9	32%	37%	24%	4%	4%	0%	100%
» Mission	4.0	30%	43%	19%	4%	2%	1%	100%
» Standards	3.8	27%	41%	22%	6%	3%	1%	100%
» Continuous improvement	3.8	27%	39%	23%	5%	6%	1%	100%
Student services (n = 268)								
» Student services staff	3.7	24%	33%	21%	6%	4%	12%	100%
» Student activities/clubs	3.5	13%	21%	21%	8%	3%	34%	100%
» Symposiums/guest speakers	3.6	20%	32%	24%	6%	6%	13%	100%
» Communications to students	3.7	25%	35%	24%	6%	5%	6%	100%
Fellow students (n = 283)								
» Contribution to learning	4.2	42%	40%	12%	3%	2%	42%	100%
» Cooperative atmosphere	4.3	48%	39%	8%	2%	3%	48%	100%
» Close-knit community	4.1	41%	38%	14%	4%	3%	41%	100%
» Talent level	4.0	36%	41%	14%	6%	2%	36%	100%
Program structure (n = 283)								
» Class schedule	4.2	42%	41%	12%	2%	1%	1%	100%
» Class size	4.2	45%	39%	11%	3%	2%	0%	100%
» Facilities	3.9	29%	43%	17%	6%	4%	1%	100%
» Technological resources	3.8	28%	39%	23%	6%	4%	0%	100%

† Scale: 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; 1 = not at all satisfied; "Not Applicable" excluded from Mean calculations.

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 executive MBA programs were most satisfied with their management and organizational behavior, finance, and business policy and strategy courses. Respondents were least satisfied with their information systems and operations courses. Additionally, 17% of the respondents did not have a core course in ethics or business law, 12% did not have a core course in information systems, and 10% did not have a core course in international business.

Satisfaction with Core Curriculum								
	(*n* = 283)							
Area	Mean†	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
Management/ organizational behavior	4.2	44%	39%	12%	4%	1%	0%	100%
Finance	4.2	43%	37%	15%	4%	2%	0%	100%
Business policy/strategy	4.2	37%	44%	12%	1%	1%	4%	100%
Economics	4.1	37%	36%	16%	4%	2%	5%	100%
Accounting	4.0	34%	44%	15%	5%	1%	0%	100%
Marketing	3.9	31%	37%	21%	6%	4%	1%	100%
International business	3.9	30%	32%	20%	5%	2%	10%	100%
Statistics	3.9	29%	42%	18%	5%	2%	4%	100%
Ethics/business law	3.9	24%	33%	20%	5%	2%	17%	100%
Operations	3.8	24%	39%	20%	7%	3%	7%	100%
Information systems	3.5	16%	31%	26%	10%	5%	12%	100%

† Scale: 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; 1 = not at all satisfied; "Not Applicable" excluded from Mean calculations.

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 definitions 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)
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)

Skill/Ability	Definition
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 executive MBA programs reported the greatest improvement with skills and abilities in the following areas: managing strategy and innovation, strategic and systems skills, knowledge of general business functions, and managing the decision-making processes. The least improvements were made in knowledge of media communication and delivery and in knowledge of technology, design, and production.

Improvement of Skills/Abilities								
	(*n* = 283)							
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	42%	46%	7%	4%	1%	1%	100%
Strategic and systems skills	4.2	39%	45%	13%	2%	0%	0%	100%
Knowledge of general business functions	4.1	40%	38%	16%	4%	1%	1%	100%
Managing decision-making processes	4.1	37%	40%	15%	4%	2%	2%	100%
Generative thinking	4.0	33%	45%	15%	3%	2%	2%	100%
Knowledge of human behavior and society	3.9	33%	37%	19%	8%	2%	1%	100%
Managing human capital	3.9	28%	41%	22%	4%	4%	2%	100%
Foundation skills	3.9	27%	43%	16%	8%	2%	4%	100%
Interpersonal skills	3.8	25%	41%	19%	7%	2%	5%	100%
Managing the task environment	3.8	20%	45%	20%	6%	3%	5%	100%

Improvement of Skills/Abilities							
	(*n* = 283)						
Skill/Ability	Mean[†]	A Great Deal	A Good Amount	Some	A Little	Not At All	Not Applicable —Already Had High Proficiency	Total
Operations skills	3.7	19%	41%	23%	8%	4%	5%	100%
Managing tools and technology	3.6	19%	40%	21%	9%	7%	4%	100%
Managing administrative activities	3.6	18%	37%	28%	8%	4%	5%	100%
Knowledge of media communications and delivery	3.4	16%	36%	24%	8%	10%	4%	100%
Knowledge of technology, design, and production	3.4	16%	33%	25%	10%	8%	8%	100%
† Scale: 5 = a great deal, 4 = a good amount, 3 = some, 2 = a little, 1 = not at all; "Not Applicable" excluded from Mean calculations.								

School Culture

Graduating students were asked to describe their school's culture on a continuum between two contrasting descriptions. Respondents were also asked to rate their satisfaction with the school culture. The majority of respondents ascribe their school's culture to the following characteristics: collaborative, heterogeneous student body; active learning, academic curriculum, personal; small class sizes, teaching-oriented, interdisciplinary, team emphasis, professors emphasize critical discussion and individual viewpoints, rigorous, and a close-knit community.

School Culture						
	(*n* = 283)					
Endpoint	(1)	(2)	(3)	(4)	(5)	Endpoint
Competitive	5%	13%	25%	40%	17%	Collaborative
Homogeneous student body	4%	13%	28%	39%	17%	Heterogeneous student body
Passive learning	1%	5%	18%	43%	33%	Active learning
Vocational curriculum	1%	12%	29%	40%	18%	Academic curriculum
Personal	28%	47%	17%	6%	2%	Impersonal
Large class sizes	2%	12%	23%	36%	27%	Small class sizes
Research-oriented	3%	14%	32%	37%	15%	Teaching-oriented
Interdisciplinary	17%	42%	24%	15%	2%	Concentration-focused
Team emphasis	32%	44%	20%	3%	1%	Individual emphasis
Professors are authoritarian	2%	8%	28%	47%	2%	Professors are egalitarian
Professors emphasize reproduction of facts and textbook knowledge	1%	6%	15%	50%	29%	Professors emphasize critical discussion and individual viewpoints
Formal	2%	14%	35%	40%	9%	Casual
Rigorous	22%	42%	27%	8%	2%	Lenient
Close-knit community	25%	41%	19%	13%	2%	Loose connections

Overall, 77% of the respondents were extremely or very satisfied with their school's culture, and
were somewhat satisfied. Five percent were not very or not at all satisfied with their school's culture.

Satisfaction with School Culture	
Response	Percentage (*n* = 283)
Extremely satisfied	32%
Very satisfied	45%
Somewhat satisfied	19%
Not very satisfied	4%
Not at all satisfied	1%
Total	100%
Mean[†]	4.0
† Scale: 5 = extremely satisfied; 4 = very satisfied; 3 = somewhat satisfied; 2 = not very satisfied; 1 = not at all satisfied.	

Student Participation in Extracurricular 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?" Respondents who
participated in each activity were then asked to rate the value of their experience. Overall, 83% of
respondents worked full time and 5% worked part time during their educational program. Nearly a
third (30%) of respondents participated in a study-abroad program, and 26% participated in work
projects. Additionally, 14% participated in a leadership program and 12% participated in volunteer
activities. On average, most extracurricular activities were rated as an excellent value.

Student Participation in Extracurricular Activities		
Activity	Participated[†]	Mean Value[‡]
Internship	3%	4.0
Work projects	26%	4.0
Student career/Professional clubs	7%	3.5
Student government	2%	3.6
Study abroad	30%	4.2
Community service organizations	7%	4.2
Mentor programs	8%	3.5
Leadership programs	14%	3.7
Academic/case competitions	7%	4.1
Diversity/multicultural events	8%	4.0

Student Participation in Extracurricular Activities		
Activity	Participated[†]	Mean Value[‡]
Volunteer activities	12%	4.1
Work full time	83%	NA
Work part time	5%	NA
Other	2%	NA
None of the above	7%	NA
† Responses may total to more than 100% because of multiple selections.		
‡ 5 = outstanding, 4 = excellent, 3 = good, 2 = fair, 1 = poor.		
NA: These activities were not rated.		

Year-to-Year Comparisons

There has been some fluctuation over the years in the percentage of respondents who rate their degree an outstanding value, but that percentage has consistently included more than half of the respondents. This year, among the class of 2008, 68% rated the degree an outstanding or excellent value.

Last year's graduating class was more likely than all other classes to rate career services outstanding or excellent, but only 30% of the class of 2008 rated career services outstanding or excellent. In addition, the classes of 2007 and 2008 were less likely than previous classes to rate the curriculum outstanding or excellent. Statistically, there were no differences in the percentage of executive MBA students who rated admissions, faculty, program management, student services, and their fellow students outstanding or excellent.

The classes of 2007 and 2008 were less likely than previous classes to indicate they would definitely recommend their school. Yet, they were slightly more likely than previous classes, except for the class of 2004, to probably recommend their school.

Overall Value of MBA Degree, by Survey Year*						
	Survey Year					
Response	2003 (*n* = 118)	2004 (*n* = 345)	2005 (*n* = 538)	2006 (*n* = 548)	2007 (*n* = 306)	2008 (*n* = 283)
Outstanding	31%	16%	27%	24%	18%	24%
Excellent	41%	40%	40%	48%	40%	44%
Good	19%	32%	23%	23%	33%	24%
Fair	8%	10%	8%	4%	8%	6%
Poor	1%	1%	2%	1%	2%	1%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Quality Ratings for Aspects of Graduate Business Program, by Survey Year (Percentage Outstanding/Excellent)						
	Survey Year					
Aspects of Program	2003	2004	2005	2006	2007	2008
Admissions	61%	60%	57%	61%	59%	56%
Career services*	31%	26%	28%	33%	40%	30%
Curriculum*	81%	74%	74%	77%	64%	66%
Faculty	85%	75%	77%	80%	73%	76%
Program management	66%	61%	62%	64%	57%	59%
Student services	55%	52%	51%	54%	53%	54%
Fellow students	79%	74%	78%	77%	76%	72%
"Not Applicable" excluded from the analysis.						
*p ≤ .05						

School Recommendation, by Survey Year*						
	Survey Year					
Response	2003 (n = 118)	2004 (n = 345)	2005 (n = 538)	2006 (n = 548)	2007 (n = 306)	2008 (n = 283)
Definitely yes	80%	71%	78%	79%	69%	69%
Probably yes	15%	24%	19%	19%	23%	22%
Probably no	3%	3%	2%	1%	4%	4%
Definitely no	1%	0%	0%	0%	1%	3%
Uncertain	2%	1%	1%	1%	3%	2%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

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

- Graduates of executive MBA programs were most satisfied that their degree provided a sense of personal satisfaction and achievement, the ability to remain marketable, and an increase in long-term potential though the development of skills and abilities.

- Interpersonal skills, leadership attributes, and a proven ability to perform were the three factors that respondents indicated were most important in obtaining a job after graduation. Additionally, respondents considered the cultural fit with the company and whom you know important factors.

- Two-thirds of respondents in 2008 were not searching for a job. However,, slightly more executive MBA respondents in 2008 reported receiving or accepting an offer of employment at the time of the survey compared with respondents in 2003 and 2004.

- A majority of executive MBA respondents each year reported plans to remain in their country of citizenship or authorized work area for employment.

- Respondents in 2008 were slightly more likely than respondents in 2007 to have indicated plans to work at the executive level. Respondents in 2007 and 2008 were less likely than respondents in 2006 to have indicated plans for self-employment after graduation.

Student Expectations of Increased Career Options

Respondents were asked the following: "Students frequently pursue a graduate business degree to increase their career options. How satisfied are you that your graduate business degree has given you each of the following?" Graduates of executive MBA programs were most satisfied that their degree provided a sense of personal satisfaction and achievement, the ability to remain marketable, and an increase in long-term potential though the development of skills and abilities.

Student Satisfaction that Expectations Were Met						
	n = 280					
My graduate business degree would provide me with…	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
a sense of personal satisfaction and achievement.	55%	34%	9%	2%	0%	0%	100%
the ability to remain marketable (competitive).	43%	45%	9%	1%	0%	2%	100%
an increase in long-term potential through the development of skills/abilities.	39%	45%	13%	1%	0%	1%	100%
an opportunity for more challenging/interesting work in the future.	38%	44%	15%	2%	0%	2%	100%
credentials I need to increase career options.	37%	48%	13%	1%	0%	2%	100%
advancement potential.	31%	51%	12%	1%	1%	3%	100%
confidence I need to succeed.	31%	41%	17%	2%	1%	8%	100%
the potential for long-term income and financial stability.	30%	48%	16%	3%	0%	3%	100%
the opportunity to get a better job.	30%	43%	19%	3%	0%	5%	100%
the chance to make more money.	30%	43%	19%	2%	0%	5%	100%
respect and recognition.	26%	46%	20%	4%	0%	4%	100%
the ability to change occupational area.	25%	43%	21%	4%	0%	6%	100%
the ability to switch industries.	24%	36%	26%	5%	0%	8%	100%
the ability to start or improve my own business.	24%	32%	22%	3%	1%	18%	100%

Student Satisfaction that Expectations Were Met							
	n = 280						
My graduate business degree would provide me with…	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not At All Satisfied	Not Applicable	Total
the ability to expand my international employment opportunities.	22%	34%	19%	5%	2%	18%	100%
the right connections to get a good job in the future.	16%	30%	34%	12%	5%	3%	100%
mentors to help me achieve my goals.	13%	28%	31%	11%	6%	11%	100%
opportunities to contribute to solving some of the world's problems.	11%	35%	27%	9%	2%	17%	100%

Important Factors in Obtaining a Job

Respondents were asked, "In your opinion, how important is each of the following in obtaining a job?" Interpersonal skills, leadership attributes, and a proven ability to perform were the three factors respondents indicated were most important in obtaining a job after graduation. Additionally, respondents considered the cultural fit with the company and whom you know important factors.

Importance of Various Factors in Obtaining a Job						
	n = 98					
Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Interpersonal skills	68%	31%	1%	0%	0%	100%
Leadership attributes (motivation, initiative, adaptability, etc.)	65%	28%	6%	1%	0%	100%
Proven ability to perform	59%	39%	2%	0%	0%	100%
Cultural fit with company	50%	40%	10%	0%	0%	100%
Whom you know	40%	40%	16%	3%	1%	100%
General business management skills	39%	41%	20%	0%	0%	100%
History of increased job responsibility	35%	51%	14%	0%	0%	100%
History of leading teams	28%	57%	14%	1%	0%	100%
Occupation in prior work experience	26%	42%	30%	3%	0%	100%
History of managing people in a formal reporting role	24%	54%	19%	1%	1%	100%
Reputation of business school	24%	39%	30%	7%	0%	100%
Industry in prior work experience	24%	37%	34%	5%	0%	100%
Technical and/or quantitative skills	20%	54%	23%	2%	0%	100%
Years of work experience	17%	57%	21%	4%	0%	100%
Relevant language, country, and/or cultural expertise	15%	44%	33%	7%	1%	100%
Quality career services office	11%	29%	35%	17%	8%	100%
Strong academic success	10%	35%	48%	6%	1%	100%
Specialization or concentration of study	5%	29%	52%	13%	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. Two-thirds (67%) of respondents were not searching for a job at the time of the survey. Among these respondents, nearly half (45%) were staying with their current employer, 17% were postponing their job search, and 5% were planning to start their own business. Additionally, 18% of respondents received or accepted an offer of employment, and 15% were still interviewing.

Stage in Job Search Process	
Response	(*n* = 281)
Interviewing—no offers received yet	15%
Receiving and considering offers	7%
Accepted offer from current/previous employing organization	4%
Accepted offer from new employing organization	7%
Staying with current/previous employing organization	45%
Postponing job search until later	17%
Plan to start or manage my own business	5%
Total	100%
Response (collapsed)	
Not searching	67%
Waiting for offers	15%
Received/accepted offers	18%
Total	100%

Primary Reason for Postponing Job Search	
Response	(*n* = 47)
I plan to search closer to graduation.	47%
I need to fulfill contractual obligation with my current employer.	17%
Family reasons	9%
Health reasons	4%
My employment situation has changed.	4%
I plan to move to a new area.	6%
I plan to take some time off/vacation.	4%
Other	9%
Total	100%

Job Level (Pre-MBA and Post-MBA)

Respondents were asked to indicate the level of the organizations at which they had worked before entering their graduate business programs and the level of the organizations at which they expected to work upon completing their programs. Two-fifths of respondents had mid-level positions prior to entering their graduate business program, one-third (32%) held senior-level positions, and 16% held

executive-level positions. After graduation, only 15% planned to have mid-level positions, 43% planned to have senior-level positions, and 35% planned to have executive-level positions.

Job Level		
Job Level	Pre-MBA (n = 281)	Expected Post-MBA (n = 280)
Entry level	6%	0%
Mid-level	40%	15%
Senior level	32%	43%
Executive level	16%	35%
Business owner/self-employer	5%	6%
Total	100%	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 from executive MBA programs expected to receive a 35.5% increase over their pre-MBA salary. Overall, 28% of respondents expected to receive a signing bonus. Among respondents who had received or accepted an offer of employment, 36% expected to receive a signing bonus.

Expected Change in Annual Base Salary	
Group	Percentage Increase
All respondents	35.5%

Signing Bonus	
Expect a Signing Bonus?	All Respondents (n = 267)
Percentage expecting a signing bonus	28%
Amount of Signing Bonus	
Lower 95% confidence interval	$24,033
Mean	$31,859
Upper 95% confidence interval	$39,685

Year-to-Year Comparisons

Slightly fewer executive MBA respondents in 2008 reported not interviewing at the time of the survey compared with respondents in 2003 and 2004. On the other hand, slightly more respondents in 2008 reported receiving or accepting an offer at the time of the survey.

Fewer respondents in 2008 indicated plans to work at a mid-level position compared with respondents in 2007. Respondents in 2008 were slightly more likely than respondents in 2007 to have indicated plans to work at the executive level. Respondents in 2007 and 2008 were less likely than respondents in 2006 to have indicated plans for self-employment after graduation.

Among all respondents, there has also been growth over the years in the salary percentage increase respondents of executive MBA programs expect to receive over their pre-MBA salary.

Stage in Job Search Process, by Survey Year*						
Stage	2003 (n = 118)	2004 (n = 243)	2005 (n = 538)	2006 (n = 541)	2007 (n = 302)	2008 (n = 280)
Not searching	75%	67%	61%	67%	69%	67%
Waiting for offers	18%	21%	18%	18%	14%	15%
Received/accepted offers	7%	12%	21%	15%	18%	18%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Expected Post-MBA Job Level, by Survey Year*			
Job Level	2006 (n = 530)	2007 (n = 288)	2008 (n = 280)
Entry level	1%	1%	0%
Mid-level	15%	28%	15%
Senior level	37%	38%	43%
Executive level	36%	30%	35%
Business owner/self-employer	11%	2%	6%
Other	1%	1%	1%
Total	100%	100%	100%
*p ≤ .05			

Expected Change in Annual Base Salary, by Survey Year		
Group	Survey Year	Percentage Increase
All respondents	2003	18.9%
	2004	20.2%
	2005	33.3%
	2006	30.3%
	2007	32.5%
	2008	35.5%

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

- The two industries that should expect an increase in MBA graduates are the consulting industry, with a 150% increase, and the finance/accounting industry, with a 15% increase among the executive MBA graduates. The technology industry is set to lose the most employees after graduation—a 38% decrease.

- Room for growth, fit with company culture, and positive organizational climate were the most important criteria among executive MBA graduates when selecting a company for which to work after graduation.

- There has been an increase over the years in the percentage of graduating executive MBA respondents who preferred the following organizational culture attributes: centralized decision making, internal competition, well-defined career paths, formal atmosphere, clearly defined responsibilities, formalized procedures, a clear and well-communicated vision, flexible and adaptable corporate goals, a focus on the public good, and individual performance-based rewards.

- In selecting jobs, respondents rated challenging and interesting work, an opportunity to learn new things, and advancement opportunities important factors.

- Over the years of the survey, there has been growth in the salary percentage increase respondents of executive MBA programs expect to receive over their pre-MBA salary among all respondents. Graduate of executive MBA programs in 2008 expect to receive a 36% 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 job functions among executive MBA graduates prior to entering their degree program were marketing/sales, general management, and operations/logistics. After graduation, the top three job functions respondents planned to have were general management, consulting, and finance/accounting.

The top industries of employment among executive MBA graduates prior to entering their degree program were products/services, technology, finance/accounting, nonprofit/government, and manufacturing. After graduation, the top three industries respondents planned to be employed with were products/services, consulting, and finance/accounting.

Job Function		
Function	Pre-MBA (*n* = 267)	Post-MBA (*n* = 267)
Marketing/sales	22%	11%
Operations/logistics	16%	11%
Consulting	10%	16%
General management	20%	37%
Finance/accounting	13%	15%
Human resources	3%	3%
Information technology/MIS	11%	4%
Other	4%	3%
Total	100%	100%

Industry		
Industry	Pre-MBA (*n* = 280)	Post-MBA (*n* = 280)
Consulting	6%	15%
Energy/Utilities	7%	7%
Finance/Accounting	13%	15%
Healthcare/Pharmaceutical	12%	10%
Technology	16%	10%
Manufacturing	13%	12%
Nonprofit/Government	13%	11%
Products/Services	20%	18%
Other	1%	2%
Total	100%	100%

Anticipated Location of Employment

Four-fifths of the respondents planned to work in their country of citizenship. One in twenty planned to work outside their country of citizenship and seek permanent residency or citizenship, and 8% planned to work outside their country for a while before returning home.

Anticipated Location of Employment	
Response	(*n* = 280)
In your country of citizenship (or authorized work area)	80%
Outside country of citizenship and then seek permanent residency or citizenship	5%
Outside country of citizenship and then return to your country of citizenship	8%
Other	2%
Don't know	5%
Total	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?" Graduate executive MBA students reported that room for growth, fit with company culture, and positive organizational climate were the most important criteria when selecting a company for which to work after graduation. The least important criteria were the opinion of others, physical surroundings, and an emphasis on community and inclusion.

Company Selection Criteria						
	(*n* = 267)					
Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Room for growth	69%	27%	3%	1%	0%	100%
Fit with company culture	57%	35%	7%	0%	0%	100%
Positive organizational climate	49%	46%	4%	0%	0%	100%
High ethical standards of the company	48%	39%	12%	0%	0%	100%
Company stability	40%	41%	16%	3%	0%	100%
Emphasis on work-life balance	40%	40%	17%	2%	0%	100%
Location	31%	37%	24%	8%	0%	100%
Company image and reputation	28%	52%	18%	2%	0%	100%
Value employer places on graduate business skills	25%	42%	27%	6%	1%	100%
Emphasis on community and inclusion	17%	39%	32%	10%	2%	100%
Physical surroundings	13%	39%	37%	10%	1%	100%
Opinions of others	7%	31%	41%	18%	2%	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 executive MBA graduate respondents indicated that they preferred an organization with 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 (*n* = 280)
Decision making	Centralized decision making	33%
	Decentralized decision making	67%
	Total	100%
Competition-cooperation	Internal competition	18%
	Cooperative atmosphere	82%
	Total	100%
Career path	Well-defined career path	28%
	Flexible career opportunities	73%
	Total	100%
Atmosphere	Formal atmosphere	30%
	Casual atmosphere	70%
	Total	100%
Responsibilities	Clearly defined responsibilities	58%
	Varied/fluid responsibilities	42%
	Total	100%
Procedures	Formalized procedures	68%
	Loosely defined procedures	33%
	Total	100%
Goals	Clear, well-communicated vision	73%
	Flexible, adaptable corporate goals	28%
	Total	100%
Focus	Focus on company success	77%
	Focus on public good	23%
	Total	100%
Rewards	Individual performance-based reward	64%
	Team-based reward	36%
	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, an opportunity to learn new things, and advancement opportunities important factors. Respondents rated stock options or an ownership program, an opportunity to work in a foreign country, and flexible work schedules as less important when selecting a job.

Job Selection Criteria					
	(*n* = 267)				
Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Total
Challenging and/or interesting work	66%	33%	1%	0%	0%	100%
Opportunity to learn new things	60%	32%	7%	1%	0%	100%
Advancement opportunity	58%	34%	7%	1%	0%	100%
Opportunity for professional development	57%	38%	3%	1%	0%	100%
Competitive salary	55%	37%	7%	0%	0%	100%
Ability to make an impact	51%	41%	8%	0%	0%	100%
Achieving something that you personally value	46%	43%	10%	1%	0%	100%
Benefit package	36%	43%	19%	2%	0%	100%
Job autonomy	35%	50%	14%	1%	0%	100%
Visibility with executive team	34%	42%	18%	5%	0%	100%
Job security	24%	39%	31%	5%	0%	100%
Flexible schedule	23%	33%	35%	8%	2%	100%
Stock option or ownership program	17%	29%	33%	19%	1%	100%
Opportunity to work or travel in a foreign country	13%	22%	32%	24%	9%	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, 28% of respondents plan to work for an organization with more than 15,000 employees, 33% plan to work for an organization with 1,001 to 15,000 employees, and 39% plan to work for an organization with 1,000 or fewer employees.

Organization Size		
Number of Employees		(*n* = 173)
All Respondents	Under 25	5%
	25–100	5%
	101–500	17%
	501–1,000	9%
	1,001–5,000	18%
	5,001–10,000	7%
	10,001–15,000	5%
	15,001–25,000	8%
	Over 25,000	18%
	Don't know	8%
	Total	100%

Organization Size		
Number of Employees		(*n* = 160)
Collapsed: "Don't Know" Removed	1,000 or fewer	39%
	1,001–15,000	33%
	15,001 or more	28%
	Total	100%

Year-to-Year Comparisons

There has been a decline in the percentage of executive MBA graduates working in marketing/sales and finance/accounting positions. On the other hand, there has been an increase in the percentage of graduates working in general management positions after graduation.

There has been an increase in the percentage of executive MBA students working in the consulting and nonprofit/government industries. On the other hand, there has been a decrease in the percentage of respondents working in the finance/accounting and technology industries.

The class of 2005 was more likely than other classes to have indicated a desire to work outside their country of citizenship. However, a majority of executive MBA respondents each year reported plans to remain in their country of citizenship or authorized work area for employment.

There were statistically significant monotonic relationships in each of the preferred organizational culture attributes. Over the years of the survey, there has been an increase in the percentage of graduating executive MBA respondents who preferred the following cultural attributes in the organization where they intend to gain employment: centralized decision making, internal competition, well-defined career paths, formal atmosphere, clearly defined responsibilities, formalized procedures, a clear and well-communicated vision, flexible and adaptable corporate goals, a focus on the public good, and individual performance-based rewards.

Post-MBA Job Functions, by Survey Year*						
Function	2003 (*n* = 108)	2004 (*n* = 303)	2005 (*n* = 408)	2006 (*n* = 445)	2007 (*n* = 298)	2008 (*n* = 259)
Marketing/sales	21%	17%	21%	16%	13%	11%
Operations/logistics	16%	16%	8%	11%	14%	11%
Consulting	7%	10%	14%	15%	13%	17%
General management	24%	24%	30%	32%	34%	38%
Finance/accounting	19%	24%	23%	18%	19%	15%
Human resources	6%	1%	1%	2%	2%	3%
Information technology/MIS	7%	9%	3%	6%	4%	5%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Post-MBA Industry, by Survey Year*						
Industry Group	2003 (*n* = 111)	2004 (*n* = 324)	2005 (*n* = 408)	2006 (*n* = 405)	2007 (*n* = 295)	2008 (*n* = 275)
Consulting	5%	10%	11%	14%	12%	16%
Energy/Utilities	22%	22%	24%	15%	19%	7%
Finance/Accounting	22%	15%	20%	19%	14%	16%
Healthcare/Pharmaceuticals	12%	11%	6%	8%	11%	10%
Technology	23%	21%	19%	19%	18%	11%
Manufacturing	9%	11%	12%	13%	14%	12%
Non-profit/Government	0%	7%	5%	5%	6%	11%
Products/Services	7%	3%	4%	6%	6%	19%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Anticipated Location of Employment, by Survey Year*						
Response	2003 (*n* = 117)	2004 (*n* = 228)	2005 (*n* = 508)	2006 (*n* = 515)	2007 (*n* = 288)	2008 (*n* = 280)
In country of citizenship or authorized work area	81%	81%	78%	87%	87%	80%
Outside and then seek residency or citizenship	4%	6%	9%	5%	5%	5%
Outside and then return to country of citizenship	12%	10%	12%	5%	6%	8%
Other	3%	3%	2%	3%	2%	3%
Total	100%	100%	100%	100%	100%	100%
*p ≤ .05						

Preference of Organizational Culture, by Survey Year						
Item	Cultural Preference	2004	2005	2006	2007	2008
*Decision making**	Centralized decision making	21%	26%	30%	26%	33%
	Decentralized decision making	79%	74%	70%	74%	67%
	Total	100%	100%	100%	100%	100%
*Competition-cooperation**	Internal competition	9%	20%	18%	19%	18%
	Cooperative atmosphere	91%	80%	82%	81%	82%
	Total	100%	100%	100%	100%	100%
*Career path**	Well-defined career path	13%	35%	21%	34%	28%
	Flexible career opportunities	87%	65%	79%	66%	73%
	Total	100%	100%	100%	100%	100%
*Atmosphere**	Formal atmosphere	14%	29%	25%	27%	30%
	Casual atmosphere	86%	71%	75%	73%	70%
	Total	100%	100%	100%	100%	100%

Preference of Organizational Culture, by Survey Year						
Item	Cultural Preference	2004	2005	2006	2007	2008
*Responsibilities**	Clearly defined responsibilities	42%	56%	47%	53%	58%
	Varied/fluid responsibilities	58%	44%	53%	47%	42%
	Total	100%	100%	100%	100%	100%
*Procedures**	Formalized procedures	53%	60%	60%	59%	68%
	Loosely defined procedures	47%	40%	40%	41%	33%
	Total	100%	100%	100%	100%	100%
*Goals**	Clear, well-communicated vision	78%	77%	78%	73%	73%
	Flexible, adaptable corporate goals	22%	23%	22%	27%	28%
	Total	100%	100%	100%	100%	100%
*Focus**	Focus on company success	80%	83%	79%	77%	77%
	Focus on public good	20%	17%	21%	23%	23%
	Total	100%	100%	100%	100%	100%
*Rewards**	Individual performance-based reward	54%	65%	66%	68%	64%
	Team-based reward	46%	35%	34%	32%	36%
	Total	100%	100%	100%	100%	100%
*p ≤ .05						

V. Methodology

T his section presents the methodology behind the Global MBA® Graduate Survey. Sample selection and response, and methods of data analysis are 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 GMAT® scores in their admissions process were invited to participate by providing the names and e-mail addresses of the graduating class of 2008 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 could choose either to 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 were then sent to the students provided to GMAC, and survey invitations with a school-level unique link to a Web-based survey were sent to the primary contact at schools that elected to contact their students directly. As an incentive to participate, potential respondents were offered the opportunity to enter a drawing for one of five prizes of $1,000 each.

The questionnaire was available at the online survey site from mid-February through mid-March. Two weeks into this time period, a follow-up e-mail message was sent to non-respondents and respondents who did not complete the survey. A separate follow-up message was sent to schools, which they could elect to forward to their students. The survey closed on March 12, 2008, and 5,312 individuals responded to the invitations.

Response Rates

The 5,312 students who participated in the survey came from 149 different graduate business schools. In total, 5,312 students represents a 21% response rate overall. Response rates varied by invitation methodology: 23% among programs GMAC sent the invitation and 20% among programs that sent the invitations directly. In total, 65% of the respondents agreed to participate in follow-up research—specifically, the MBA Alumni Perspectives Survey.

Global MBA® Graduate Survey—Response Rates									
	Survey Year								
Item	2000	2001	2002	2003	2004	2005	2006	2007	2008
Number of Schools	67	108	113	95	128	129	147	158	149
Sample Size	15,934	21,563	15,027	15,676	18,504	18,520	20,063	31,437	25,748
Number of Valid Responses	2,210	4,583	4,736	4,216	6,223	5,829	6,139	5,641	5,312
Response Rate	14%	21%	32%	27%	34%	31%	31%	18%	21%
Percentage Intending to Participate in Longitudinal Study	79%	76%	55%	68%	64%	70%	65%	59%	65%

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. 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-squared test.

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 show 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.

The test for monotonic relationships between two variables includes a dependent variable and the respondent's year of graduation. For the purpose of the analyses, graduation year is recoded into a weight variable (W). The weights increase in value and their sum equals zero, which define a contrast. The contrast is:

$$\widehat{\Psi} = W_1\overline{Y}_1 + W_2\overline{Y}_2 ... W_k\overline{Y}_k$$

"If the means increase, $\hat{\Psi}$ will be positive, but if the means decrease, $\hat{\Psi}$ will be negative[1]."

The standard error of $\hat{\Psi}$ is:

$$SE_{\hat{\Psi}} = \sqrt{MS_w[\frac{W_1^2}{N_1} + \frac{W_2^2}{N_2} + ... \frac{W_k^2}{N_k}]}$$

Where MS_w is:

$$MS_w = \frac{(N_1-1)S_1^2 + (N_2-1)S_2^2 + ...(N_k-1)S_k^2}{(N_1-1) + (N_2-1) + ...(N_k-1)}$$

With $\hat{\Psi}$ and $SE_{\hat{\Psi}}$, $t_{\hat{\Psi}}$ can be calculated as follows:

$$t_{\hat{\Psi}} = \frac{\hat{\Psi}}{SE_{\hat{\Psi}}}$$

which follows the usual t-statistic distribution.

The null hypotheses corresponding to each research hypothesis was evaluated where $\alpha < .05$.

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[1] Marascuilo, L.A. and Serlin, R.C. (1988), Statistical Methods for the Social and Behavioral Sciences, W.H. Freeman and Company, New York, NY.

Job Function and Industry Definitions

Survey respondents identified their pre- and post-MBA job functions and employing industries 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	***Other job function***
General Management	
General management	
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
Healthcare 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
Healthcare	Customer services
Biotechnology	Engineering
Healthcare	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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