Global Management Education Graduate Survey
2009 General Data Report

Preface

The Graduate Management Admission Council® (GMAC®), the global association of leading graduate business schools and owner of the Graduate Management Admission Test® (GMAT®), conducted its 10th annual survey of graduate business school students in the spring of 2009, the *Global Management Education Graduate Survey.* The survey, which was previously known as the *Global MBA® Graduate Survey*, was renamed in 2009 to account for the growth and diversification of graduate business and management programs that participate in this study each year.

This general data report summarizes responses provided by the 5,214 graduate business students who completed the questionnaire for all program types. These students responded from 203 participating schools; 39 percent were non-US citizens.

Based on such diverse participation, we were able to produce six program-specific comprehensive data reports this year. Participating schools whose students responded from these program types receive the respective comprehensive data reports for their participating programs. These reports focus on responses from students in the following program types:

- Two-Year Full-Time MBA Programs
- One-Year Full-Time MBA Programs
- Part-Time MBA Programs
- Executive MBA Programs
- Other MBA Programs (including flexible, online, and distance learning MBA programs)
- Master's in business programs

In return for their cooperation, all participating schools receive the following:

1. A *Survey Report*, which summarizes the overall significant findings and implications and provides context to the survey results
2. *Comprehensive Data Reports* of all findings by program type, including comparisons by gender, age, world region/citizenship, school location (world region and US region), and year-to-year
3. An individualized school report comparing the results from their school with results from the top competitors their school selected, as well as the combined results of all other schools of similar program type in the sample

The objective of the 2009 *Global Management Education Graduate Survey* is to provide graduate business schools information they can use to:

- Understand market trends that can help in managing expectations of students
- Develop strategies to enhance relationships with current students and attract applicants
- Benchmark against other schools

GMAC would like to thank the 203 school professionals who took the time to sign up and participate in this survey. We would also like to thank the 5,214 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.

Table of Contents

I. Overview

The Graduate Management Admission Council has tabulated the results of the 2009 *Global Management Education Graduate Survey*, its 10th annual survey of graduate business school graduates conducted in the spring of 2009. The survey, which was previously known as the *Global MBA® Graduate Survey*, was renamed in 2009 to account for the growth and diversification of graduate business and management programs that participate in this study each year.

Based on such diversification, we were able to produce six program-specific comprehensive data reports this year. These reports focus on survey responses received from students in the following graduate programs:

- Two-Year Full-Time MBA Programs
- One-Year Full-Time MBA Programs
- Part-Time MBA Programs
- Executive MBA Programs
- Other MBA Programs (including flexible, online, and distance learning MBA programs)
- Master's in business programs

Sections II through VII of this general data report are organized according to these six program types. Each section summarizes data provided by student respondents in each program 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.

Section VIII presents the survey methodology, response rates, and key demographic characteristics of the survey respondents. 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.

Key Findings: Overall

The 2009 *Global Management Education Graduate Survey* was distributed to graduate students at participating business schools in February and March of 2009, a few months before graduation. The survey allows students to express their opinions about their education, the value of their degrees, and what they intend to do with their degrees after graduation, among other topics. The *Survey Report* summarizes overall significant findings and implications and provides context to the survey responses. Following are the overall survey findings based on total responses from students in all programs:

- The global economic crisis has not diminished the perceived value of a graduate business education—91 percent of respondents considered their degree an outstanding to good value, even though an equal percentage considered the economy weak.

- The majority of graduating students felt their graduate business school had more than adequately prepared them to meet the challenges they will face in the economy and labor market.

- Students have not been deterred from their search for employment. Despite poor economic conditions, a greater percentage of job seekers from the graduating class of 2009 had received an offer of employment at the time of the survey compared with participants during past downturns, such as that of 2002 to 2004.

- Job search outcomes differ significantly by industry. More than half of the students seeking jobs in the manufacturing, energy/utilities, and health care industries had job offers. In contrast, only 43 percent seeking jobs in the finance/accounting industry, 39 percent seeking jobs in the products/services industry, and 37 percent seeking jobs in the nonprofit/government sector had offers.

- Salary increases for graduating students in 2009 fell slightly compared with last year but appeared to outpace increases received among the graduating class of 2007.

- Students continue to feel that graduate business schools provide them with a high-quality education that develops knowledge, skills, and abilities.

II. Two-Year Full-Time MBA Programs

The Graduate Management Admission Council (GMAC) has tabulated the results of the 2009 *Global Management Education Graduate Survey*, its 10th annual survey of graduate business school graduates. This section of the *2009 General Data Report* summarizes data provided by the *1,877 two-year, full-time MBA* students who participated in the survey. These full-time MBA students responded from 153 participating schools and 40 percent were non-US citizens.

The Graduate Business Education Experience

This topic 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; satisfaction with the core curriculum; the development of skills and abilities; school culture; student participation in extracurricular activities; and achievement goal orientation. Year-to-year comparisons also are included, based on repeated cross-sectional analysis using results from surveys conducted in prior years.

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 Value of the Graduate Business Degree

Overall Value	Percentage
Outstanding	30%
Excellent	37%
Good	24%
Fair	8%
Poor	2%
	100%
Total	N=1876

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree?

School Recommendation

Response	Percentage
Definitely yes	65%
Probably yes	25%
Uncertain	6%
Probably no	3%
Definitely no	1%
	100%
Total	N=1876

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.

Quality Ratings for Components of Graduate Business Program

Program Component	Outstanding	Excellent	Good	Fair	Poor	Not Applicable	Total
Admissions	27%	35%	27%	7%	3%	0%	N=1875
Career services	16%	22%	27%	19%	14%	3%	N=1876
Curriculum	21%	39%	30%	8%	2%	0%	N=1876
Faculty	32%	39%	22%	6%	1%	0%	N=1876
Program management	24%	33%	27%	10%	5%	0%	N=1876
Student services	21%	32%	29%	12%	5%	2%	N=1876
Fellow students	31%	35%	24%	8%	2%	0%	N=1876
Program structure	30%	37%	23%	7%	3%	0%	N=1876

Satisfaction Ratings for Admissions

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Access to staff	43%	40%	13%	2%	1%	2%	N=1870
Responsiveness of staff	40%	39%	15%	3%	1%	2%	N=1871
Information provided	37%	40%	17%	3%	2%	1%	N=1871

Satisfaction Ratings for Career Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of staff	22%	31%	27%	11%	7%	1%	N=1819
Responsiveness of staff	29%	33%	21%	9%	6%	1%	N=1820
Availability of resources	25%	30%	25%	11%	7%	1%	N=1820

Satisfaction Ratings for Curriculum

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Relevance	35%	45%	17%	2%	1%	0%	N=1876
Integration	33%	40%	21%	4%	1%	0%	N=1877
Comprehensiveness	32%	43%	19%	4%	2%	0%	N=1877

Satisfaction Ratings for Faculty

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of faculty	54%	34%	10%	1%	0%	0%	N=1875
Responsiveness of faculty	48%	37%	12%	2%	1%	0%	N=1876
Teaching methods	32%	41%	22%	5%	1%	0%	N=1876

Satisfaction Ratings for Program Management

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Program management staff	27%	43%	21%	4%	2%	2%	N=1869
Mission	29%	42%	21%	4%	2%	3%	N=1870
Standards	27%	40%	22%	5%	3%	2%	N=1870
Continuous improvements	28%	36%	23%	8%	3%	2%	N=1870

Satisfaction Ratings for Student Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not t All Satisfied	Not Applicable	Total
Student services staff	28%	38%	24%	4%	2%	4%	N=1836
Student activities and clubs	30%	38%	22%	5%	2%	3%	N=1837
Symposium and guest speakers	32%	35%	23%	5%	2%	3%	N=1837
Communications to students	28%	39%	24%	5%	3%	1%	N=1837

Satisfaction Ratings for Fellow Students

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Contribution to learning	33%	41%	20%	5%	2%	0%	N=1869
Cooperative atmosphere	45%	35%	15%	3%	2%	0%	N=1870
Close-knit community	42%	31%	18%	6%	2%	0%	N=1870
Talent level	32%	38%	21%	6%	3%	0%	N=1870

Satisfaction Ratings for Program Structure

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Class schedule	29%	40%	22%	6%	3%	0%	N=1875
Class size	41%	41%	13%	4%	1%	0%	N=1876
Facilities	36%	34%	18%	7%	3%	0%	N=1876
Technological resources	36%	36%	19%	6%	3%	0%	N=1876

Satisfaction With Core Curriculum

Core Course	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Accounting	30%	36%	20%	7%	4%	3%	N=1876
Economics	30%	36%	22%	6%	2%	3%	N=1877
Finance	43%	33%	16%	5%	2%	1%	N=1877
Marketing	30%	35%	24%	7%	3%	2%	N=1877
Operations	28%	35%	21%	7%	4%	6%	N=1877
Information Systems	12%	22%	21%	10%	5%	30%	N=1877
Statistics	30%	34%	21%	6%	4%	6%	N=1877

Satisfaction With Core Curriculum

Core Course	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Business Policy/Strategy	39%	34%	16%	4%	2%	4%	N=1877
International Business	23%	27%	17%	6%	2%	23%	N=1877
Management/Organizational Behavior	32%	33%	22%	7%	3%	3%	N=1877
Ethics/Business Law	27%	29%	19%	6%	3%	16%	N=1877

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?"

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Managing human capital	33%	35%	21%	7%	2%	2%	N=1876
Managing tools and technology	15%	22%	22%	15%	17%	8%	N=1875
Managing decision-making processes	41%	38%	14%	4%	1%	2%	N=1876
Managing administrative activities	25%	35%	22%	9%	5%	4%	N=1876
Managing strategy and innovation	44%	37%	14%	3%	1%	0%	N=1876
Managing the task environment	32%	37%	19%	7%	2%	3%	N=1876
Knowledge of technology, design, and production	14%	23%	25%	16%	13%	9%	N=1876
Knowledge of human behavior and society	23%	32%	25%	11%	5%	4%	N=1876
Knowledge of general business functions	47%	35%	12%	4%	1%	1%	N=1876
Knowledge of media communications and delivery	18%	30%	23%	12%	6%	11%	N=1876
Interpersonal skills	38%	35%	17%	4%	2%	4%	N=1876

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Operations skills	23%	30%	25%	12%	6%	4%	N=1876
Strategic and systems skills	42%	36%	15%	4%	2%	1%	N=1876
Foundation skills	18%	26%	22%	10%	5%	18%	N=1876
Generative thinking	39%	36%	16%	5%	1%	3%	N=1876

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.

School Culture

Item	Percentage
Competitive	23%
Collaborative	77%
Total	100%
Homogeneous student body	28%
Heterogeneous student body	72%
Total	100%
Passive learning	13%
Active learning	87%
Total	100%
Vocational curriculum	27%
Academic curriculum	73%
Total	100%
Personal	84%
Impersonal	16%
Total	100%
Large class sizes	19%
Small class sizes	81%
Total	100%
Research orientation	26%
Teaching orientation	74%
Total	100%

School Culture

Item	Percentage
Interdisciplinary	60%
Concentration-focused	40%
Total	100%
Team emphasis	93%
Individual emphasis	7%
Total	100%
Authoritarian professors	20%
Egalitarian professors	80%
Total	100%
Emphasize facts and textbook knowledge	16%
Emphasize critical discussion	84%
Total	100%
Formal	20%
Informal	80%
Total	100%
Rigorous	70%
Lenient	30%
Total	100%
Close-knit community	79%
Loosely connected community	21%
Total	100%

Satisfaction With School Culture

Response	Percentage
Extremely satisfied	32%
Very satisfied	42%
Somewhat satisfied	20%
Not very satisfied	5%
Not at all satisfied	1%
Total	N=1876

Extracurricular Activities

Graduating students were asked to indicate whether they participated in any extracurricular activities. They were then asked to specify the value received from participating in the extracurricular activity.

Student Participation in Extracurricular Activities

Activity	Percentage
Internships	77%
Work projects	48%
Student career/professional clubs	72%
Student government	19%
Study abroad programs	27%
Community service organizations	35%
Mentor programs	45%
Leadership programs	44%
Academic/case competitions	50%
Diversity/multicultural events	52%
Volunteer activities	57%
Full-time work	15%
Part-time work	42%
None of the above	1%

Responses add to more than 100% because of multiple selections.

Value of Participating in Extracurricular Activities

Activity	Outstanding	Excellent	Good	Fair	Poor	Total
Internships	49%	32%	14%	4%	1%	N=1451
Work projects	28%	46%	22%	3%	0%	N=898
Student career/professional clubs	25%	37%	28%	9%	3%	N=1353
Student government	27%	36%	24%	10%	3%	N=363
Study abroad programs	53%	35%	9%	2%	0%	N=504
Community service organizations	27%	40%	28%	5%	0%	N=657
Mentor programs	26%	31%	29%	11%	3%	N=836
Leadership programs	30%	40%	23%	6%	1%	N=832
Academic/case competitions	28%	38%	25%	6%	2%	N=934
Diversity/multicultural events	29%	41%	24%	5%	1%	N=974
Volunteer activities	24%	37%	32%	6%	1%	N=1073

Includes only respondents who participated in the activity.

Achievement Goal Orientation

Respondents were asked a series of 12 questions that form four scales regarding achievement goal orientation. The four scales were Mastery-Approach, Mastery-Avoidance, Performance-Approach, and Performance-Avoidance.

Achievement Goal Orientation

Orientation	Mean	Standard Error	Valid N
Mastery-Approach	17	.07	N=1877
Mastery-Avoidance	11	.11	N=1877
Performance-Approach	15	.11	N=1876
Performance-Avoidance	12	.10	N=1877

Scale scores range from 3 to 21, where a higher score indicates a tendency to the specific item.

Year-to-Year Comparisons

Overall Value of the Graduate Business Degree, by Survey Year*

Response	2007	2008	2009
Outstanding	27%	30%	30%
Excellent	37%	39%	37%
Good	25%	23%	24%
Fair	7%	6%	8%
Poor	3%	2%	2%
	100%	100%	100%
Total	N=2199	N=2007	N=1876

*Chi-squared; $p < .05$. Not applicable excluded from analysis.
Data results from multiple cross-sectional surveys.

Quality Ratings for Aspects of Graduate Business Program, by Survey Year (Mean Score)

		Year		
		2007	**2008**	**2009**
Admissions*	Mean	3.6	3.6	3.8
	Standard Error	.02	.02	.02
	Valid N	N=2199	N=2007	N=1869
Career services	Mean	3.1	3.1	3.1
	Standard Error	.03	.03	.03
	Valid N	N=2199	N=2007	N=1820
Curriculum	Mean	3.6	3.6	3.7
	Standard Error	.02	.02	.02
	Valid N	N=2199	N=2007	N=1876
Faculty*	Mean	3.9	3.9	4.0
	Standard Error	.02	.02	.02
	Valid N	N=2199	N=2007	N=1875
Program management*	Mean	3.5	3.6	3.6
	Standard Error	.02	.02	.03
	Valid N	N=2199	N=2007	N=1869
Student services*	Mean	3.4	3.5	3.5
	Standard Error	.02	.02	.03
	Valid N	N=2199	N=2007	N=1836
Fellow students	Mean	3.8	3.8	3.9
	Standard Error	.02	.02	.02
	Valid N	N=2199	N=2007	N=1869

Scale: 5 = Outstanding to 1 = Poor, not applicable excluded from the analysis.

*ANOVA; $p < .05$.

Data results from multiple cross-sectional surveys.

School Recommendation, by Survey Year*

Response	2007	2008	2009
Definitely yes	59%	63%	65%
Probably yes	31%	27%	25%
Uncertain	2%	2%	6%
Probably no	5%	6%	3%
Definitely no	2%	2%	1%
	100%	100%	100%
Total	N=2199	N=2007	N=1876

*Chi-squared; p < .05. Not applicable excluded from analysis.
Data results from multiple cross-sectional surveys.

Job Search and Expectations

This topic explores student employment expectations and information on their current job searches. The following key topics are examined: student expectations that degree will increase career options; key factors in obtaining a job; offers and acceptances of employment; employment expectations, job level (pre-MBA and post-MBA), and salary and signing bonus expectations. Year-to-year comparisons also are included, based on repeated cross-sectional analysis using results from surveys conducted in prior years.

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?"

Student Satisfaction That Expectations Were Met

Expectation	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable, I Did Not Have This Goal	Total
An opportunity for more challenging/interesting work in the future	43%	42%	12%	2%	1%	0%	N=1875
A sense of personal satisfaction and achievement	42%	40%	14%	3%	1%	1%	N=1875
Advancement potential	39%	44%	13%	3%	1%	1%	N=1875
Credentials I need to increase career options	37%	44%	14%	2%	1%	1%	N=1875
Respect and recognition	29%	43%	20%	3%	1%	3%	N=1875
Confidence I need to succeed	34%	40%	18%	3%	1%	4%	N=1875
The ability to switch industries	35%	33%	19%	5%	2%	5%	N=1875
The ability to change occupational area	35%	36%	19%	4%	1%	5%	N=1875
The ability to expand my international employment opportunities	27%	30%	23%	6%	2%	12%	N=1875
The right connections to get a good job in the future	27%	35%	25%	8%	4%	1%	N=1875
The opportunity to get a better job	42%	39%	13%	3%	1%	1%	N=1875
An increase in long-term potential through the development of skills/abilities	41%	43%	13%	2%	1%	0%	N=1875
The ability to remain marketable (competitive)	39%	43%	14%	2%	1%	1%	N=1875
The potential for long-term income and financial stability	39%	41%	15%	3%	1%	1%	N=1875
The ability to start or improve my own business	24%	30%	20%	6%	2%	17%	N=1875
Opportunities to contribute to solving some of the world's problems	23%	31%	26%	7%	3%	9%	N=1875
The chance to make more money	40%	38%	16%	3%	1%	1%	N=1875
Mentors to help me achieve my goals	23%	30%	28%	10%	4%	5%	N=1875

Student Preparation for Employment

My graduate business education...	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total
Prepared me to meet the challenges of today's job market	40%	43%	12%	4%	1%	N=1876
Provided me with a competitive advantage in the job market	44%	40%	11%	3%	1%	N=1876
Empowered me to be in control of my employment outcomes	40%	39%	16%	4%	1%	N=1876
Improved my chances of finding a job that meets my expectations	49%	36%	10%	3%	1%	N=1876
Introduced me to career opportunities I had not previously considered	50%	32%	12%	5%	2%	N=1876

Important Factors in Obtaining a Job

Respondents were asked to indicate "How important should each of the following be in obtaining a job?"

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Years of work experience	10%	32%	45%	12%	1%	N=1669
Occupation in prior work experience	13%	32%	40%	14%	2%	N=1669
Industry in prior work experience	12%	27%	41%	17%	2%	N=1669
History of increased job responsibility	21%	51%	24%	3%	0%	N=1669
History of leading teams	20%	45%	31%	4%	0%	N=1669
History of managing people in a formal reporting role	10%	34%	43%	11%	1%	N=1669
Proven ability to perform	53%	40%	6%	0%	0%	N=1669
Strong academic success	12%	37%	38%	11%	2%	N=1669
Specialization or concentration of study	12%	35%	40%	11%	1%	N=1669
Reputation of business school	16%	34%	36%	11%	3%	N=1669
Relevant language, country, and/or cultural expertise	23%	41%	30%	6%	1%	N=1669

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Interpersonal skills	61%	35%	4%	0%	0%	N=1669
Cultural fit with company	52%	37%	10%	1%	0%	N=1669
General business management skills	32%	51%	16%	1%	0%	N=1669
Technical and/or quantitative skills	23%	50%	24%	3%	0%	N=1669
Leadership attributes	51%	40%	8%	0%	0%	N=1669
Who you know	16%	21%	30%	23%	11%	N=1669

Job search respondents were asked, "Currently, in which phase of the job search process are you?"

Stage in Job Search Process

Stage	Percentage
Applying to jobs, but have not yet received an interview	20%
Interviewing—no offers received yet	20%
Interviewing—receiving and considering offers	6%
Accepted a new offer from current/previous employing organization	5%
Staying with current/previous employing organization	8%
Accepted an offer from a new employing organization	30%
Not currently searching for a job—postponing job search	8%
Planning to start or manage my own business	3%
Other	0%
	100%
Total	N=1877
Not searching for a job	19%
Searching for a job	40%
Received/accepted offers of employment	40%
	100%
Total	N=1875

Primary Reason for Postponing Job Search

Reason	Percentage
I plan to search closer to graduation.	45%
I need to fulfill contractual obligation with current employer.	1%
I am currently involved in internship or work project.	13%
Family reasons	7%
Health reasons	1%
Military obligations	3%
My career plans have changed.	2%
My employment situation has changed.	1%
I plan to move to a new area.	12%
I plan to return to my current country of citizenship.	13%
I plan to continue my education.	14%
I plan to take some time off/vacation.	6%
	100%
Total	N=141

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 were given a list of possible sources. 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.

Sources of Job Offers

Source	Percentage
An organization where you had an internship or work project	54%
An on-campus recruiter	57%
An organization contacted in an off-campus job search	29%
Current or previous employing organization	15%
An alumnus from your school	12%
Other source	1%

Responses add to more than 100% because of multiple selections.

Number of Job Offers

Response	Percentage
One job offer	49%
Two job offers	30%
Three job offers	14%
Four or more job offers	7%
	100%
Total	N=755

Number of Job Offers

Response	Median	Mean	Standard Error	Valid N
Number of job offers	2.0	1.9	.05	N=755

Source of Accepted Job Offer

Source	Percentage
An organization where you had an internship or work project	42%
An on-campus recruiter	40%
An organization contacted in an off-campus job search	14%
Current or previous employing organization	1%
An alumnus from your school	2%
Other	0%
	100%
Total	N=568

Employment Expectations

Respondents who were remaining with their current employer were asked, "Which of the following do you expect to receive from your employer after graduation?"

Expectations for Current Employer After Graduation

Expectations	Percentage
A promotion	42%
A change in job title	46%
An increase in responsibilities	64%
An increase in budgetary authority	16%
An increase in the number of subordinates you manage	25%
A salary increase	56%
None of the above	19%

Responses add to more than 100% because of multiple selections.

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.

Pre-Degree Job Level

Job Level	Percentage
Entry level	26%
Mid-level	61%
Senior level	10%
Executive level	2%
Other	1%
	100%
Total	N=1665

Post-Degree Job Level

Job Level	Percentage
Entry level	11%
Mid-level	66%
Senior level	20%
Executive level	3%
Other	0%
	100%
Total	N=1813

Salary and Signing Bonus

Respondents were asked to indicate the factors used to estimate their salary and bonus expectations.

Factors Used to Estimate Salary and Bonus

Factor	Percentage
Offers received	37%
Other students/peers	42%
Salary/market research	54%
Current/past salary	32%
Past experience	31%
Media	5%
Current economic conditions	36%

Responses add to more than 100% because of multiple selections.

Percentage Change in Annual Base Salary
(Pre- to Post-Graduation)

Annual Base Salary	Percentage Change	Valid N
All respondents	77%	N=1303
Respondents who received/accepted a job offer	73%	N=599

Signing Bonus Expectations
(All Respondents)

Response	Percentage
Yes	49%
No	27%
Do not know	24%
	100%
Total	N=1814

Signing Bonus Expectations
(Respondents Who
Received/Accepted Job Offers)

Response	Percentage
Yes	77%
No	17%
Do not know	7%
	100%
Total	N=758

Year-to-Year Comparisons

Stage in Job Search Process, by Survey Year*

Stage	Year		
	2007	**2008**	**2009**
Not searching for a job	17%	19%	19%
Searching for a job	34%	31%	40%
Received/accepted offers of employment	49%	50%	40%
	100%	100%	100%
Total	N=2194	N=1990	N=1875

*Chi-squared; p < .05.

Expected Job Level Post-Degree, by Survey Year

Stage	2007	2008	2009
Entry level	11%	11%	11%
Mid-level	65%	65%	66%
Senior level	21%	21%	20%
Executive level	3%	3%	3%
Other	0%	1%	0%
	100%	100%	100%
Total	N=2111	N=1920	N=1813

*No statistical differences found.

Data results from multiple cross-sectional surveys.

Percentage Change in Annual Base Salary (Pre- to Post-Graduation), by Survey Year

Statistic		2007	2008	2009
All respondents	Percentage change	70%	75%	77%
	Valid N	N=1494	N=1556	N=1303
Respondents who received/accepted job offers	Percentage change	72%	80%	73%
	Valid N	N=1810	N=1689	N=1589

*ANOVA; p < .05.

Data results from multiple cross-sectional surveys.

Job and Employer Selection

This topic examines job and employer selection criteria, including job function and industry, anticipated location of employment, company selection criteria, organization cultural preferences, job selection criteria, and size of organization. Year-to-year comparisons are included, based on repeated cross-sectional analysis sing results from surveys conducted in prior years.

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.

Job Function

Function	Pre-Degree Job Function	Post-Degree Job Function
Marketing/Sales	23%	23%
Operations/Logistics	15%	9%
Consulting	12%	20%
General Management	12%	11%
Finance/Accounting	22%	32%
Human Resources	3%	2%
Information Technology/MIS	9%	2%
Other function	3%	1%
	100%	100%
Total	N=1663	N=1813

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.

Industry

Industry	Pre-Degree Industry	Post-Degree Industry
Consulting	13%	18%
Energy/Utilities	2%	5%
Finance/Accounting	20%	25%
Health care	6%	7%
Technology	13%	8%
Manufacturing	7%	4%
Nonprofit/Government	13%	6%
Products/Services	26%	26%
Other industry	0%	1%
	100%	100%
Total	N=1731	N=1877

Anticipated Location of Employment

Respondents were asked to report whether they intended to work within or outside their countries of citizenship.

Anticipated Location of Employment

Location	Percentage
In your country of citizenship (or authorized work area)	73%
Outside country of citizenship and then seek permanent residency	10%
Outside country of citizenship and then return to your country	8%
Other	0%
Do not know	8%
	100%
Total	N=1877

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?"

Company Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Company image and reputation	28%	49%	19%	3%	0%	N=1809
Location	28%	37%	27%	8%	1%	N=1809
Physical surroundings	10%	35%	42%	11%	2%	N=1809
Opinions of others	7%	27%	40%	21%	5%	N=1809
Room for growth	60%	34%	5%	0%	0%	N=1809
Positive organizational climate	43%	46%	10%	1%	0%	N=1809
Fit with company culture	50%	39%	10%	1%	0%	N=1809
Value employer places on graduate business skills	20%	44%	30%	5%	0%	N=1809
High ethical standards of the company	42%	40%	15%	3%	1%	N=1809
Emphasis on work–life balance	34%	40%	21%	5%	1%	N=1809
Company stability	35%	45%	17%	3%	0%	N=1809
Emphasis on community and inclusion	17%	39%	33%	9%	2%	N=1809

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.

Preference of Organizational Culture

Cultural Preference	Percentage
Centralized decision making	30%
Decentralized decision making	70%
Total	100%
Internal competition	12%
Cooperative atmosphere	88%
Total	100%
Well-defined career path	29%
Flexible career opportunities	71%
Total	100%

Preference of Organizational Culture

Cultural Preference	Percentage
Formal atmosphere	29%
Informal atmosphere	71%
Total	100%
Clearly defined responsibilities	60%
Varied/fluid responsibilities	40%
Total	100%
Formalized procedures	67%
Loosely defined procedures	33%
Total	100%
Clear, well communicated vision	81%
Flexible, adaptable corporate goals	19%
Total	100%
Focus on company success	76%
Focus on public good	24%
Total	100%
Individual performance-based reward	70%
Team-based reward	30%
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?"

Job Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Achieving something that you personally value	44%	42%	12%	2%	0%	N=1809
Benefit package	22%	45%	28%	4%	0%	N=1809
Challenging and/or interesting work	61%	34%	4%	0%	0%	N=1809
Competitive salary	38%	47%	13%	1%	0%	N=1809
Job autonomy	20%	46%	29%	4%	1%	N=1809
Job security	28%	41%	24%	5%	1%	N=1809

Job Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Advancement opportunity	56%	37%	7%	0%	0%	N=1809
Opportunity to work or travel in a foreign country	15%	24%	31%	21%	8%	N=1809
Stock option or ownership program	8%	20%	42%	25%	6%	N=1809
Opportunity to learn new things	55%	38%	6%	1%	0%	N=1809
Visibility with executive team	22%	40%	31%	6%	1%	N=1809
Flexible schedule	16%	29%	39%	14%	2%	N=1809
Opportunity for professional development	56%	37%	6%	0%	0%	N=1809
Ability to make an impact	46%	43%	10%	1%	0%	N=1809

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?"

Organization Size

Employees	Percentage
Less than 25	3%
25–100	7%
101–500	10%
501–1,000	8%
1,001–5,000	11%
5,001–10,000	6%
10,001–15,000	4%
15,001–25,000	4%
More than 25,000	25%
Do not know	23%
	100%
Total	N=1812
1,000 or fewer	34%
1,001 to 15,000	28%
15,001 or more	37%
	100%
Total	N=1396

Year-to-Year Comparisons

Post-Degree Job Functions, by Survey Year*

Function	2007	2008	2009
Marketing/Sales	22%	21%	24%
Operations/Logistics	6%	8%	9%
Consulting	20%	20%	20%
General Management	13%	10%	11%
Finance/Accounting	33%	34%	32%
Human Resources	3%	3%	2%
Information Technology/MIS	4%	2%	2%
	100%	100%	100%
Total	N=2154	N=1886	N=1801

*Chi-squared; p <.05. Excludes "Other" category.

Post-Degree Industry, by Survey Year*

Industry	2007	2008	2009
Consulting	20%	17%	18%
Energy/Utilities	4%	4%	5%
Finance/Accounting	30%	29%	26%
Health care	5%	6%	7%
Technology	10%	9%	8%
Manufacturing	5%	4%	4%
Nonprofit/Government	4%	4%	6%
Products/Services	23%	26%	26%
	100%	100%	100%
Total	N=2151	N=1958	N=1864

*Chi-squared; p <.05. Excludes "Other" category.

Anticipated Location of Employment, by Survey Year*

Response	2007	2008	2009
In your country of citizenship (or authorized work area)	72%	72%	73%
Outside country of citizenship and then seek permanent residency	13%	13%	10%
Outside country of citizenship and then return to your country	9%	9%	8%
Other	2%	1%	0%
Do not know	4%	5%	8%
	100%	100%	100%
Total	N=2189	N=1982	N=1877

*Chi-squared; p <.05.

III. ONE-YEAR FULL-TIME MBA PROGRAMS

The Graduate Management Admission Council has tabulated the results of the 2009 *Global Management Education Graduate Survey*, its 10th annual survey of graduate business school graduates. This section of the General Data Report summarizes data provided by the 919 *full-time* MBA students who participated in the survey from programs that run less than two years. These one-year, full-time MBA students responded from 148 participating schools; 67 percent were non-US citizens.

The Graduate Business Education Experience

This topic 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; satisfaction with the core curriculum; the development of skills and abilities; school culture; student participation in extracurricular activities; and achievement goal orientation. Year-to-year comparisons also are included, based on repeated cross-sectional analysis using results from surveys conducted in prior years.

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 Value of the Graduate Business Degree

Overall Value	Percentage
Outstanding	26%
Excellent	40%
Good	26%
Fair	6%
Poor	2%
	100%
Total	N=919

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree?"

School Recommendation

Response	Percentage
Definitely yes	62%
Probably yes	26%
Uncertain	7%
Probably no	3%
Definitely no	2%
	100%
Total	N=919

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.

Quality Ratings for Components of Graduate Business Program

Program Component	Outstanding	Excellent	Good	Fair	Poor	Not Applicable	Total
Admissions	23%	35%	31%	8%	3%	0%	N=919
Career Services	9%	21%	27%	21%	18%	4%	N=919
Curriculum	15%	45%	33%	6%	2%	0%	N=919
Faculty	24%	44%	25%	6%	1%	0%	N=919
Program management	18%	39%	29%	9%	5%	0%	N=919
Student Services	14%	31%	33%	14%	5%	2%	N=919
Fellow Students	22%	39%	28%	8%	2%	0%	N=919
Program Structure	21%	44%	25%	7%	3%	0%	N=919

Satisfaction Ratings for Admissions

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Access to staff	40%	44%	13%	2%	1%	0%	N=917
Responsiveness of staff	38%	41%	16%	3%	1%	0%	N=917
Information provided	33%	42%	18%	4%	2%	0%	N=917

Satisfaction Ratings for Career Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of staff	17%	32%	29%	11%	9%	2%	N=884
Responsiveness of staff	23%	32%	25%	9%	9%	2%	N=884
Availability of resources	18%	28%	27%	15%	9%	2%	N=884

Satisfaction Ratings for Curriculum

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Relevance	30%	49%	19%	2%	1%	0%	N=916
Integration	28%	47%	22%	3%	1%	0%	N=916
Comprehensiveness	25%	48%	24%	3%	1%	0%	N=916

Satisfaction Ratings for Faculty

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of faculty	44%	43%	12%	1%	0%	0%	N=919
Responsiveness of faculty	38%	44%	16%	3%	0%	0%	N=919
Teaching methods	25%	48%	23%	3%	1%	0%	N=919

Satisfaction Ratings for Program Management

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Program management staff	24%	45%	24%	5%	2%	1%	N=916
Mission	23%	46%	24%	4%	2%	2%	N=916
Standards	20%	45%	25%	7%	3%	1%	N=916
Continuous improvements	22%	40%	27%	7%	4%	1%	N=916

Satisfaction Ratings for Student Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Student Services staff	20%	40%	27%	6%	2%	5%	N=897
Student activities and clubs	20%	34%	28%	9%	3%	6%	N=897
Symposium and guest speakers	22%	39%	26%	7%	2%	4%	N=897
Communications to students	20%	41%	28%	7%	3%	2%	N=897

Satisfaction Ratings for Fellow Students

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Contribution to learning	25%	44%	23%	6%	1%	0%	N=915
Cooperative atmosphere	36%	43%	15%	4%	2%	0%	N=915
Close-knit community	32%	37%	21%	7%	2%	1%	N=915
Talent level	23%	41%	25%	7%	3%	0%	N=915

Satisfaction Ratings for Program Structure

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Class schedule	23%	44%	25%	7%	1%	0%	N=918
Class size	34%	42%	17%	5%	2%	0%	N=918
Facilities	30%	38%	24%	5%	2%	0%	N=918
Technological resources	29%	39%	21%	8%	3%	0%	N=918

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."

Satisfaction With Core Curriculum

Core Course	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Accounting	29%	41%	19%	5%	2%	5%	N=919
Economics	35%	32%	17%	6%	2%	9%	N=919
Finance	38%	36%	16%	4%	2%	3%	N=919

Satisfaction With Core Curriculum

Core Course	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Marketing	30%	42%	18%	6%	2%	3%	N=919
Operations	24%	34%	22%	7%	3%	10%	N=919
Information Systems	10%	22%	23%	11%	4%	30%	N=919
Statistics	20%	33%	23%	9%	3%	13%	N=919
Business Policy/Strategy	36%	36%	15%	4%	1%	7%	N=919
International Business	24%	30%	17%	6%	1%	22%	N=919
Management/Organizational Behavior	29%	38%	19%	6%	3%	5%	N=919
Ethics/Business Law	17%	27%	19%	7%	2%	28%	N=919

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?"

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Managing human capital	28%	38%	23%	6%	2%	3%	N=919
Managing tools and technology	13%	24%	23%	13%	18%	8%	N=919
Managing decision-making processes	35%	42%	15%	5%	1%	2%	N=919
Managing administrative activities	21%	36%	24%	10%	4%	5%	N=919
Managing strategy and innovation	40%	40%	15%	3%	1%	1%	N=919
Managing the task environment	25%	39%	23%	8%	2%	3%	N=919
Knowledge of technology, design, and production	11%	26%	29%	14%	13%	7%	N=919
Knowledge of human behavior and society	23%	33%	26%	11%	4%	4%	N=919
Knowledge of general business functions	43%	39%	13%	3%	0%	2%	N=919

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Knowledge of media communications and delivery	16%	30%	27%	12%	5%	9%	N=919
Interpersonal skills	35%	37%	19%	5%	1%	3%	N=919
Operations skills	18%	32%	27%	11%	7%	4%	N=919
Strategic and systems skills	36%	41%	15%	5%	2%	2%	N=919
Foundation skills	17%	26%	26%	11%	6%	14%	N=919
Generative thinking	34%	38%	18%	6%	1%	2%	N=919

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.

School Culture

Item	Percentage
Competitive	31%
Collaborative	69%
Total	100%
Homogeneous student body	25%
Heterogeneous student body	75%
Total	100%
Passive learning	14%
Active learning	86%
Total	100%
Vocational curriculum	28%
Academic curriculum	72%
Total	100%
Personal	78%
Impersonal	22%
Total	100%

School Culture

Item	Percentage
Large class sizes	28%
Small class sizes	72%
Total	100%
Research orientation	28%
Teaching orientation	72%
Total	100%
Interdisciplinary	68%
Concentration-focused	32%
Total	100%
Team emphasis	92%
Individual emphasis	8%
Total	100%
Authoritarian professors	19%
Egalitarian professors	81%
Total	100%
Emphasize facts and textbook knowledge	16%
Emphasize critical discussion	84%
Total	100%
Formal	22%
Informal	78%
Total	100%
Rigorous	67%
Lenient	33%
Total	100%
Close-knit community	74%
Loosely connected community	26%
Total	100%

Satisfaction With School Culture

Response	Percentage
Extremely satisfied	23%
Very satisfied	50%
Somewhat satisfied	21%
Not very satisfied	4%
Not at all satisfied	2%
Total	N=919

Extracurricular Activities

Graduating students were asked to indicate whether they participated in any extracurricular activities. Students were then asked to specify the value received from participating in the extracurricular activity.

Student Participation in Extracurricular Activities

Activity	Percentage
Internships	39%
Work projects	47%
Student career/professional clubs	53%
Student government	14%
Study abroad programs	26%
Community service organizations	21%
Mentor programs	26%
Leadership programs	35%
Academic/case competitions	36%
Diversity/multicultural events	45%
Volunteer activities	44%
Full-time work	12%
Part-time work	25%
None of the above	5%

Responses add to more than 100% because of multiple selections.

Value of Participating in Extracurricular Activities

Activity	Outstanding	Excellent	Good	Fair	Poor	Total
Internships	29%	41%	24%	5%	2%	N=353
Work projects	24%	46%	25%	4%	0%	N=429
Student career/professional clubs	18%	31%	36%	12%	3%	N=486
Student government	23%	44%	25%	5%	2%	N=128
Study abroad programs	45%	38%	13%	4%	0%	N=239
Community service organizations	25%	39%	29%	6%	1%	N=191
Mentor programs	16%	36%	33%	11%	4%	N=236
Leadership programs	27%	41%	25%	5%	2%	N=315
Academic/case competitions	26%	37%	30%	6%	1%	N=331
Diversity/multicultural events	29%	40%	24%	7%	1%	N=406
Volunteer activities	21%	40%	32%	6%	1%	N=405

Includes only respondents who participated in the activity.

Achievement Goal Orientation

Respondents were asked a series of 12 questions that form four scales regarding achievement goal orientation. The four scales were Mastery-Approach, Mastery-Avoidance, Performance-Approach, and Performance-Avoidance.

Achievement Goal Orientation

Orientation	Mean	Standard Error	Valid N
Mastery-Approach	17	.09	N=919
Mastery-Avoidance	11	.15	N=919
Performance-Approach	15	.15	N=919
Performance-Avoidance	12	.15	N=919

Scale scores range from 3 to 21, where a higher score indicates a tendency to the specific item.

Year-to-Year Comparisons

Overall Value of the Graduate Business Degree, by Survey Year*

Response	2007	2008	2009
Outstanding	25%	29%	26%
Excellent	37%	41%	40%
Good	27%	25%	26%
Fair	8%	5%	6%
Poor	3%	1%	2%
	100%	100%	100%
Total	N=757	N=564	N=919

*Chi-squared; p < .05. Not applicable excluded from analysis.

Data results from multiple cross-sectional surveys.

Quality Ratings for Aspects of Graduate Business Program, by Survey Year (Mean Score)

		Year		
		2007	**2008**	**2009**
Admissions	Mean	3.6	3.7	3.7
	Standard Error	.04	.04	.03
	Valid N	N=757	N=564	N=917
Career Services*	Mean	3.1	3.0	2.8
	Standard Error	.04	.05	.04
	Valid N	N=757	N=564	N=884
Curriculum*	Mean	3.6	3.7	3.6
	Standard Error	.03	.03	.03
	Valid N	N=757	N=564	N=917
Faculty*	Mean	3.8	4.0	3.8
	Standard Error	.03	.03	.03
	Valid N	N=757	N=564	N=919
Program management*	Mean	3.5	3.7	3.6
	Standard Error	.04	.04	.03
	Valid N	N=757	N=564	N=916
Student Services*	Mean	3.4	3.5	3.4
	Standard Error	.04	.04	.04
	Valid N	N=757	N=564	N=897
Fellow Students*	Mean	3.8	3.8	3.7
	Standard Error	.04	.04	.03
	Valid N	N=757	N=564	N=915

Scale: 5 = Outstanding to 1 = Poor, not applicable excluded from the analysis.

*ANOVA; $p < .05$.

Data results from multiple cross-sectional surveys.

School Recommendation, by Survey Year*

Response	2007	2008	2009
Definitely yes	60%	66%	62%
Probably yes	28%	27%	26%
Uncertain	4%	3%	7%
Probably no	5%	3%	3%
Definitely no	3%	1%	2%
	100%	100%	100%
Total	N=757	N=564	N=919

*Chi-squared; p < .05. Not applicable excluded from analysis.

Data results from multiple cross-sectional surveys.

Job Search and Expectations

This topic explores student employment expectations and information on their current job searches. The following key topics are examined: student expectations that degree will increase career options; key factors in obtaining a job; offers and acceptances of employment; employment expectations, job level (pre-MBA and post-MBA), and salary and signing bonus expectations. Year-to-year comparisons also are included, based on repeated cross-sectional analysis using results from surveys conducted in prior years.

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?"

Student Satisfaction That Expectations Were Met

Expectation	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable, I Did Not Have This Goal	Total
An opportunity for more challenging/interesting work in the future.	32%	49%	15%	3%	1%	1%	N=919
A sense of personal satisfaction and achievement.	39%	43%	13%	3%	1%	1%	N=919
Advancement potential.	29%	47%	18%	3%	1%	2%	N=919
Credentials I need to increase career options.	29%	47%	18%	4%	1%	2%	N=919

Student Satisfaction That Expectations Were Met

Expectation	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable, I Did Not Have This Goal	Total
Respect and recognition.	26%	41%	23%	4%	1%	5%	N=919
Confidence I need to succeed.	28%	44%	19%	3%	1%	5%	N=919
The ability to switch industries.	24%	35%	24%	7%	3%	7%	N=919
The ability to change occupational area.	23%	41%	22%	7%	2%	6%	N=919
The ability to expand my international employment opportunities.	29%	34%	22%	4%	2%	9%	N=919
The right connections to get a good job in the future.	19%	35%	27%	11%	5%	3%	N=919
The opportunity to get a better job.	28%	47%	18%	4%	1%	2%	N=919
An increase in long-term potential through the development of skills/abilities.	33%	48%	14%	3%	1%	1%	N=919
The ability to remain marketable (competitive).	31%	47%	16%	3%	1%	2%	N=919
The potential for long-term income and financial stability.	28%	44%	21%	4%	1%	2%	N=919
The ability to start or improve my own business.	21%	33%	23%	6%	1%	16%	N=919
Opportunities to contribute to solving some of the world's problems.	17%	31%	29%	10%	3%	10%	N=919
The chance to make more money.	26%	42%	22%	5%	2%	3%	N=919
Mentors to help me achieve my goals.	16%	30%	29%	13%	5%	7%	N=919

Student Preparation for Employment

My graduate business education...	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total
Prepared me to meet the challenges of today's job market.	33%	46%	15%	4%	2%	N=919
Provided me with a competitive advantage in the job market.	38%	42%	15%	3%	1%	N=919
Empowered me to be in control of my employment outcomes.	30%	45%	20%	4%	1%	N=919
Improved my chances of finding a job that meets my expectations.	41%	41%	13%	4%	1%	N=919
Introduced me to career opportunities I had not previously considered.	40%	36%	17%	6%	1%	N=919

Important Factors in Obtaining a Job

Respondents were asked to indicate "How important should each of the following be in obtaining a job?"

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Years of work experience	13%	36%	42%	8%	1%	N=820
Occupation in prior work experience	17%	37%	35%	10%	1%	N=820
Industry in prior work experience	16%	32%	39%	12%	2%	N=820
History of increased job responsibility	22%	48%	25%	4%	0%	N=820
History of leading teams	19%	49%	28%	4%	0%	N=820
History of managing people in a formal reporting role	12%	38%	41%	8%	1%	N=820
Proven ability to perform	43%	48%	9%	1%	0%	N=820
Strong academic success	9%	31%	45%	13%	2%	N=820
Specialization or concentration of study	11%	33%	43%	13%	1%	N=820
Reputation of business school	15%	37%	36%	10%	2%	N=820
Relevant language, country, and/or cultural expertise	24%	41%	28%	6%	1%	N=820

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Interpersonal skills	58%	36%	6%	0%	0%	N=820
Cultural fit with company	44%	42%	11%	2%	0%	N=820
General business management skills	28%	55%	16%	2%	0%	N=820
Technical and/or quantitative skills	16%	48%	32%	4%	0%	N=820
Leadership attributes	48%	41%	10%	1%	0%	N=820
Whom you know	17%	23%	28%	23%	9%	N=820

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?"

Stage in Job Search Process

Stage	Percentage
Applying to jobs, but have not yet received an interview	29%
Interviewing—no offers received yet	21%
Interviewing—receiving and considering offers	6%
Accepted a new offer from current/previous employing organization	2%
Staying with current/previous employing organization	7%
Accepted an offer from a new employing organization	13%
Not currently searching for a job—postponing job search until later	19%
Planning to start or manage my own business	4%
Other	0%
	100%
Total	N=919
Not searching for a job	30%
Searching for a job	50%
Received/accepted offers of employment	20%
	100%
Total	N=915

Primary Reason for Postponing Job Search

Reason	Percentage
I plan to search closer to graduation.	61%
I need to fulfill contractual obligation with current employer.	2%
I am currently involved in internship or work project.	8%
Family reasons	4%
Health reasons	2%
Military obligations	1%
My career plans have changed.	2%
My employment situation has changed.	2%
I plan to move to a new area.	11%
I plan to return to my current country of citizenship.	12%
I plan to continue my education.	6%
I plan to take some time off/vacation.	9%
	100%
Total	N=163

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. 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.

Sources of Job Offers

Source	Percentage
An organization where you had an internship or work project	24%
An on-campus recruiter	51%
An organization contacted in an off-campus job search	45%
Current or previous employing organization	21%
An alumnus from your school	9%
Other source	2%

Responses add to more than 100% because of multiple selections.

Number of Job Offers

Response	Percentage
One job offer	44%
Two job offers	29%
Three job offers	19%
Four or more job offers	8%
	100%
Total	N=182

Number of Job Offers

Response	Median	Mean	Standard Error	Valid N
Number of job offers	2.0	2.0	.08	N=182

Source of Accepted Job Offer

Source	Percentage
An organization where you had an internship or work project	20%
An on-campus recruiter	47%
An organization contacted in an off-campus job search	30%
Current or previous employing organization	1%
An alumnus from your school	0%
Other	2%
	100%
Total	N=112

Employment Expectations

Respondents who were remaining with their current employer were asked, "Which of the following do you expect to receive from your employer after graduation?"

Expectations for Current Employer After Graduation

Expectations	Percentage
A promotion	39%
A change in job title	35%
An increase in responsibilities	66%
An increase in budgetary authority	26%
An increase in the number of subordinates you manage	27%
A salary increase	63%
None of the above	13%

Responses add to more than 100% because of multiple selections.

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.

Pre-Degree Job Level

Job Level	Percentage
Entry level	20%
Mid-level	59%
Senior level	15%
Executive level	4%
Other	2%
	100%
Total	N=825

Post-Degree Job Level

Job Level	Percentage
Entry level	8%
Mid-level	55%
Senior level	31%
Executive level	6%
Other	1%
	100%
Total	N=883

Salary and Signing Bonus

Respondents were asked to indicate the factors used to estimate their salary and bonus expectations.

Factors Used to Estimate Salary and Bonus

Factor	Percentage
Offers received	21%
Other students/peers	36%
Salary/market research	57%
Current/past salary	44%
Past experience	41%
Media	6%
Current economic conditions	38%

Responses add to more than 100% because of multiple selections.

Percentage Change in Annual Base Salary (Pre- to Post-Graduation)

Annual Base Salary	Percentage Change	Valid N
All respondents	70%	N=619
Respondents who received/accepted job offers	83%	N=134

Signing Bonus Expectations
(All Respondents)

Response	Percentage
Yes	32%
No	37%
Do not know	31%
	100%
Total	N=885

Signing Bonus Expectations (Respondents
Who Received/Accepted Job Offers)

Response	Percentage
Yes	48%
No	37%
Do not know	15%
	100%
Total	N=185

Year-to-Year Comparisons

Stage in Job Search Process, by Survey Year*

Stage	Year		
	2007	2008	2009
Not searching for a job	28%	22%	30%
Searching for a job	49%	41%	50%
Received/accepted offers of employment	24%	37%	20%
	100%	100%	100%
Total	N=754	N=556	N=915

*Chi-squared, p ≤ .05.

Expected Job Level Post-Degree, by Survey Year

Stage	2007	2008	2009
Entry level	12%	12%	8%
Mid-level	55%	55%	55%
Senior level	29%	28%	31%
Executive level	5%	4%	6%
Other	1%	1%	1%
	100%	100%	100%
Total	N=720	N=541	N=883

No statistical differences found.

Data results from multiple cross-sectional surveys.

Percentage Change in Annual Base Salary (Pre- to Post-Graduation), by Survey Year

Statistic		2007	2008	2009
All respondents	Percentage change	40%	67%	70%
	Valid N	N=453	N=405	N=619
Respondents who received/accepted job offers	Percent change	60%	81%	83%
	Valid N	N=117	N=159	N=134

*ANOVA; p < .05.

Data results from multiple cross-sectional surveys.

Job and Employer Selection

This topic examines job and employer selection criteria, including job function and industry, anticipated location of employment, company selection criteria, organization cultural preferences, job selection criteria, and size of organization. Year-to-year comparisons are included, based on repeated cross-sectional analysis sing results from surveys conducted in prior years.

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.

Job Function

Function	Pre-Degree Job Function	Post-Degree Job Function
Marketing/Sales	21%	21%
Operations/Logistics	19%	9%
Consulting	12%	22%
General Management	14%	17%
Finance/Accounting	18%	23%
Human Resources	4%	4%
Information Technology/MIS	9%	3%
Other function	2%	1%
	100%	100%
Total	N=825	N=885

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.

Industry

Industry	Pre-Degree Industry	Post-Degree Industry
Consulting	13%	23%
Energy/Utilities	3%	5%
Finance/Accounting	19%	21%
Health Care	5%	5%
Technology	14%	8%
Manufacturing	9%	6%
Nonprofit/Government	10%	7%
Products/Services	29%	24%
Other industry	0%	1%
	100%	100%
Total	N=870	N=919

Anticipated Location of Employment

Respondents were asked to report whether they intended to work within or outside their countries of citizenship.

Anticipated Location of Employment

Location	Percentage
In your country of citizenship (or authorized work area)	59%
Outside country of citizenship and then seek permanent residency	12%
Outside country of citizenship and then return to your count	14%
Other	0%
Do not know	14%
	100%
Total	N=919

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?"

Company Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Company image and reputation	24%	52%	21%	2%	1%	N=883
Location	23%	39%	28%	7%	2%	N=883
Physical surroundings	10%	34%	44%	10%	2%	N=883
Opinions of others	5%	23%	45%	21%	6%	N=883
Room for growth	63%	33%	4%	1%	0%	N=883
Positive organizational climate	41%	50%	8%	1%	0%	N=883
Fit with company culture	42%	46%	11%	1%	0%	N=883
Value employer places on graduate business skills	19%	48%	27%	6%	0%	N=883
High ethical standards of the company	39%	44%	14%	2%	1%	N=883
Emphasis on work–life balance	35%	43%	18%	3%	0%	N=883
Company stability	31%	48%	18%	2%	0%	N=883
Emphasis on community and inclusion	13%	39%	37%	10%	1%	N=883

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.

Preference of Organizational Culture

Cultural Preference	Column N %
Centralized decision making	30%
Decentralized decision making	70%
Total	100%
Internal competition	13%
Cooperative atmosphere	87%
Total	100%
Well-defined career path	28%
Flexible career opportunities	72%
Total	100%
Formal atmosphere	29%
Informal atmosphere	71%
Total	100%
Clearly defined responsibilities	61%
Varied/fluid responsibilities	39%
Total	100%
Formalized procedures	69%
Loosely defined procedures	31%
Total	100%
Clear, well-communicated vision	77%
Flexible, adaptable corporate goals	23%
Total	100%
Focus on company success	76%
Focus on public good	24%
Total	100%
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?"

Job Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Achieving something that you personally value	46%	42%	11%	1%	0%	N=883
Benefit package	21%	47%	27%	4%	1%	N=883
Challenging and/or interesting work	61%	35%	4%	0%	0%	N=883
Competitive salary	35%	49%	15%	1%	0%	N=883
Job autonomy	22%	47%	27%	4%	0%	N=883
Job security	27%	36%	30%	6%	1%	N=883
Advancement opportunity	55%	39%	6%	0%	0%	N=883
Opportunity to work or travel in a foreign country	20%	27%	31%	15%	7%	N=883
Stock option or ownership program	7%	22%	39%	25%	7%	N=883
Opportunity to learn new things	57%	37%	6%	0%	0%	N=883
Visibility with executive team	21%	46%	28%	5%	0%	N=883
Flexible schedule	14%	34%	38%	12%	2%	N=883
Opportunity for professional development	58%	36%	5%	1%	0%	N=883
Ability to make an impact	44%	42%	12%	2%	0%	N=883

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?"

Organization Size

Employees	Percentage
Less than 25	3%
25–100	9%
101–500	11%
501–1,000	9%
1,001–5,000	14%
5,001–10,000	8%
10,001–15,000	4%
15,001–25,000	2%
More than 25,000	12%
Do not know	29%
	100%
Total	N=885
1,000 or fewer	45%
1,001 to 15,000	36%
15,001 or more	19%
	100%
Total	N=626

Year-to-Year Comparisons

Post-Degree Job Functions, by Survey Year*

Function	2007	2008	2009
Marketing/Sales	22%	21%	22%
Operations/Logistics	4%	8%	9%
Consulting	25%	21%	23%
General Management	15%	14%	17%
Finance/Accounting	27%	31%	23%
Human Resources	4%	3%	4%
Information Technology/MIS	4%	3%	3%
	100%	100%	100%
Total	N=732	N=532	N=878

*Chi-squared; p < .05. Excludes "Other" category.

Post-Degree Industry, by Survey Year*

Industry	2007	2008	2009
Consulting	26%	21%	23%
Energy/Utilities	2%	4%	5%
Finance/Accounting	23%	23%	21%
Health Care	5%	8%	5%
Technology	9%	11%	8%
Manufacturing	4%	5%	6%
Nonprofit/Government	4%	3%	7%
Products/Services	26%	23%	24%
	100%	100%	100%
Total	N=734	N=546	N=912

*Chi-squared; p < .05. Excludes "Other" category.

Anticipated Location of Employment, by Survey Year*

Response	2007	2008	2009
In your country of citizenship (or authorized work area)	62%	68%	59%
Outside country of citizenship and then seek permanent residency	14%	9%	12%
Outside country of citizenship and then return to your country	11%	14%	14%
Other	3%	1%	0%
Do not know	9%	8%	14%
	100%	100%	100%
Total	N=748	N=558	N=919

*Chi-squared; p < .05.

IV. PART-TIME MBA PROGRAMS

The Graduate Management Admission Council® (GMAC®) has tabulated the results of the 2009 GMAC Global Management Education Graduate Survey, its 10th annual survey of graduate business school graduates. This report summarizes data provided by the 1,120 *part-time* MBA students who participated in the survey. These part-time MBA students responded from 128 participating schools; 24 percent were non-US citizens.

The Graduate Business Education Experience

This topic 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; satisfaction with the core curriculum; the development of skills and abilities; school culture; student participation in extracurricular activities; and achievement goal orientation. Year-to-year comparisons also are included, based on repeated cross-sectional analysis using results from surveys conducted in prior years.

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 Value of the Graduate Business Degree

Overall Value	Percentage
Outstanding	18%
Excellent	40%
Good	34%
Fair	7%
Poor	2%
	100%
Total	N=1119

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree?"

School Recommendation

Response	Percentage
Definitely yes	63%
Probably yes	28%
Uncertain	5%
Probably no	3%
Definitely no	1%
	100%
Total	N=1119

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.

Quality Ratings for Components of Graduate Business Program

Program Component	Outstanding	Excellent	Good	Fair	Poor	Not Applicable	Total
Admissions	20%	41%	30%	5%	2%	1%	N=1120
Career services	6%	21%	25%	16%	10%	21%	N=1120
Curriculum	14%	43%	35%	8%	1%	0%	N=1120
Faculty	18%	44%	30%	6%	1%	0%	N=1120
Program management	13%	38%	34%	9%	4%	2%	N=1120
Student services	9%	28%	34%	15%	6%	9%	N=1120
Fellow students	18%	42%	31%	7%	2%	1%	N=1120
Program structure	19%	45%	28%	7%	2%	0%	N=1120

Satisfaction Ratings for Admissions

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Access to staff	26%	50%	19%	1%	1%	3%	N=1108
Responsiveness of staff	27%	49%	19%	3%	1%	2%	N=1108
Information provided	25%	48%	21%	3%	1%	2%	N=1108

Satisfaction Ratings for Career Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of staff	15%	35%	26%	7%	4%	12%	N=885
Responsiveness of staff	18%	33%	25%	8%	5%	12%	N=885
Availability of resources	16%	31%	25%	11%	9%	9%	N=885

Satisfaction Ratings for Curriculum

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Relevance	26%	52%	19%	2%	1%	0%	N=1117
Integration	23%	48%	25%	3%	1%	0%	N=1117
Comprehensiveness	21%	50%	23%	4%	1%	0%	N=1117

Satisfaction Ratings for Faculty

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of faculty	37%	49%	13%	1%	0%	0%	N=1118
Responsiveness of faculty	30%	49%	18%	2%	1%	0%	N=1118
Teaching methods	21%	45%	28%	4%	1%	0%	N=1118

Satisfaction Ratings for Program Management

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Program management staff	20%	41%	25%	5%	2%	7%	N=1103
Mission	18%	44%	28%	3%	1%	5%	N=1103
Standards	17%	44%	28%	5%	2%	4%	N=1103
Continuous improvements	19%	36%	31%	6%	3%	4%	N=1103

Satisfaction Ratings for Student Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Student services staff	13%	36%	28%	5%	3%	15%	N=1024
Student activities and clubs	10%	29%	27%	8%	2%	24%	N=1024
Symposium and guest speakers	18%	34%	23%	6%	3%	16%	N=1024
Communications to students	19%	42%	26%	6%	2%	6%	N=1024

Satisfaction Ratings for Fellow Students

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Contribution to learning	23%	48%	23%	5%	1%	0%	N=1105
Cooperative atmosphere	29%	52%	15%	3%	1%	0%	N=1105
Close-knit community	18%	37%	30%	10%	4%	1%	N=1105
Talent level	21%	45%	23%	7%	3%	0%	N=1105

Satisfaction Ratings for Program Structure

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Class schedule	24%	42%	27%	5%	1%	0%	N=1118
Class size	24%	46%	22%	5%	2%	0%	N=1118
Facilities	27%	43%	22%	6%	1%	1%	N=1118
Technological resources	26%	43%	22%	6%	2%	1%	N=1118

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?"

Satisfaction With Core Curriculum

Core Course	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Accounting	21%	41%	22%	6%	3%	7%	N=1120
Economics	25%	38%	21%	5%	2%	10%	N=1120
Finance	27%	40%	21%	6%	3%	3%	N=1120
Marketing	24%	39%	22%	6%	3%	5%	N=1120
Operations	19%	36%	25%	7%	3%	9%	N=1120
Information Systems	12%	24%	23%	9%	5%	26%	N=1120
Statistics	19%	35%	23%	7%	3%	14%	N=1120
Business Policy/Strategy	27%	41%	18%	4%	2%	9%	N=1120
International Business	20%	27%	16%	6%	2%	30%	N=1120
Management/Organizational Behavior	31%	41%	19%	4%	2%	4%	N=1120
Ethics/Business Law	22%	32%	20%	5%	2%	19%	N=1120

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?"

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Managing human capital	24%	39%	24%	7%	3%	3%	N=1120
Managing tools and technology	10%	23%	26%	11%	20%	9%	N=1120
Managing decision-making processes	28%	47%	17%	5%	1%	1%	N=1120
Managing administrative activities	16%	33%	28%	11%	7%	5%	N=1120
Managing strategy and innovation	33%	41%	18%	4%	2%	1%	N=1120
Managing the task environment	19%	43%	23%	8%	4%	3%	N=1120
Knowledge of technology, design, and production	10%	23%	29%	14%	15%	9%	N=1120
Knowledge of human behavior and society	18%	38%	28%	9%	4%	3%	N=1120
Knowledge of general business functions	37%	40%	16%	4%	1%	2%	N=1120
Knowledge of media communications and delivery	13%	27%	27%	13%	9%	10%	N=1120
Interpersonal skills	26%	38%	23%	7%	3%	3%	N=1120
Operations skills	15%	33%	27%	13%	7%	5%	N=1120
Strategic and systems skills	30%	42%	19%	6%	2%	1%	N=1120
Foundation skills	11%	26%	25%	12%	8%	18%	N=1120
Generative thinking	28%	43%	19%	6%	2%	2%	N=1120

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.

School Culture

Item	Percentage
Competitive	23%
Collaborative	77%
Total	100%
Homogeneous student body	28%
Heterogeneous student body	72%
Total	100%
Passive learning	16%
Active learning	84%
Total	100%
Vocational curriculum	27%
Academic curriculum	73%
Total	100%
Personal	75%
Impersonal	25%
Total	100%
Large class sizes	34%
Small class sizes	66%
Total	100%
Research orientation	21%
Teaching orientation	79%
Total	100%
Interdisciplinary	66%
Concentration-focused	34%
Total	100%
Team emphasis	88%
Individual emphasis	12%
Total	100%
Authoritarian professors	21%
Egalitarian professors	79%
Total	100%
Emphasize facts and textbook knowledge	17%
Emphasize critical discussion	83%
Total	100%

School Culture

Item	Percentage
Formal	20%
Informal	80%
Total	100%
Rigorous	63%
Lenient	37%
Total	100%
Close-knit community	50%
Loosely connected community	50%
Total	100%

Satisfaction With School Culture

Response	Percentage
Extremely satisfied	16%
Very satisfied	48%
Somewhat satisfied	30%
Not very satisfied	4%
Not at all satisfied	1%
Total	N=1120

Extracurricular Activities

Graduating students were asked to indicate whether they participated in any extracurricular activities. Students were then asked to specify the value received from participating in the activity.

Student Participation in Extracurricular Activities

Activity	Percentage
Internships	5%
Work projects	26%
Student career/professional clubs	23%
Student government	4%
Study abroad programs	17%
Community service organizations	11%
Mentor programs	10%
Leadership programs	13%
Academic/case competitions	13%
Diversity/multicultural events	10%
Volunteer activities	21%
Full-time work	90%
Part-time work	6%
None of the above	3%

Responses add to more than 100% because of multiple selections.

Value of Participating in Extracurricular Activities

Activity	Outstanding	Excellent	Good	Fair	Poor	Total
Internships	29%	42%	22%	7%	0%	N=55
Work projects	20%	48%	30%	1%	1%	N=292
Student career/professional clubs	15%	34%	35%	14%	2%	N=259
Student government	14%	36%	29%	14%	7%	N=42
Study abroad programs	53%	31%	11%	3%	2%	N=194
Community service organizations	19%	43%	35%	4%	0%	N=127
Mentor programs	15%	36%	36%	11%	2%	N=111
Leadership programs	30%	42%	25%	3%	1%	N=142
Academic/case competitions	22%	41%	27%	9%	1%	N=147
Diversity/multicultural events	16%	42%	33%	9%	0%	N=116
Volunteer activities	17%	45%	34%	2%	1%	N=236

Includes only respondents who participated in the activity.

Achievement Goal Orientation

Respondents were asked a series of 12 questions that form four scales regarding achievement goal orientation. The four scales were Mastery-Approach, Mastery-Avoidance, Performance-Approach, and Performance-Avoidance.

Achievement Goal Orientation

Orientation	Mean	Standard Error	Valid N
Mastery-Approach	17	.09	N=1119
Mastery-Avoidance	12	.14	N=1119
Performance-Approach	15	.14	N=1119
Performance-Avoidance	12	.14	N=1119

Scale scores range from 3 to 21, where a higher score indicates a tendency to the specific item.

Year-to-Year Comparisons

Overall Value of the Graduate Business Degree, by Survey Year*

Response	2007	2008	2009
Outstanding	16%	17%	18%
Excellent	39%	44%	40%
Good	34%	31%	34%
Fair	9%	7%	7%
Poor	2%	1%	2%
	100%	100%	100%
Total	N=1367	N=1420	N=1119

Data results from multiple cross-sectional survey.

*Chi-squared; $p<.05$. Not applicable excluded from analysis.

Quality Ratings for Aspects of Graduate Business Program, by Survey Year (Mean Score)

		2007	2008	2009
Admissions*	Mean	3.5	3.5	3.7
	Standard Error	.03	.02	.03
	Valid N	N=1367	N=1420	N=1108
Career services	Mean	3.0	2.9	3.0
	Standard Error	.03	.03	.04
	Valid N	N=1367	N=1420	N=885
Curriculum	Mean	3.6	3.6	3.6
	Standard Error	.02	.02	.03
	Valid N	N=1367	N=1420	N=1117
Faculty	Mean	3.7	3.8	3.7
	Standard Error	.02	.02	.03
	Valid N	N=1367	N=1420	N=1119
Program management	Mean	3.4	3.4	3.5
	Standard Error	.03	.03	.03
	Valid N	N=1367	N=1420	N=1103
Student services	Mean	3.2	3.2	3.2
	Standard Error	.03	.03	.03
	Valid N	N=1367	N=1420	N=1024
Fellow students	Mean	3.7	3.7	3.7
	Standard Error	.02	.02	.03
	Valid N	N=1367	N=1420	N=1107

Data results from multiple cross-sectional surveys.

Scale: 5 = Outstanding to 1 = Poor, not applicable excluded from the analysis.

*ANOVA; $p < .05$.

School Recommendation, by Survey Year*

Response	2007	2008	2009
Definitely yes	59%	62%	63%
Probably yes	34%	30%	28%
Uncertain	2%	2%	5%
Probably no	4%	4%	3%
Definitely no	1%	1%	1%
	100%	100%	100%
Total	N=1367	N=1420	N=1119

Data results from multiple cross-sectional surveys.

*Chi-squared; p<.05. Not applicable excluded from analysis.

Job Search and Expectations

This topic explores student employment expectations and information on their current job searches. The following key topics are examined: student expectations that degree will increase career options; key factors in obtaining a job; offers and acceptances of employment; employment expectations, job level (pre-MBA and post-MBA), and salary and signing bonus expectations. Year-to-year comparisons also are included, based on repeated cross-sectional analysis using results from surveys conducted in prior years.

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?"

Student Satisfaction That Expectations Were Met

Expectation	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable, I Did Not Have This Goal	Total
An opportunity for more challenging/interesting work in the future.	29%	51%	17%	2%	1%	1%	N=1118
A sense of personal satisfaction and achievement.	43%	41%	12%	1%	1%	1%	N=1118
Advancement potential.	27%	51%	17%	3%	1%	1%	N=1118
Credentials I need to increase career options.	31%	49%	17%	1%	1%	1%	N=1118
Respect and recognition.	21%	46%	25%	3%	1%	4%	N=1118
Confidence I need to succeed.	25%	44%	22%	2%	1%	5%	N=1118
The ability to switch industries.	19%	37%	27%	8%	2%	7%	N=1118
The ability to change occupational area.	20%	40%	25%	7%	2%	7%	N=1118
The ability to expand my international employment opportunities.	14%	28%	26%	7%	3%	22%	N=1118
The right connections to get a good job in the future.	12%	31%	34%	14%	5%	3%	N=1118
The opportunity to get a better job.	27%	49%	18%	3%	1%	1%	N=1118
An increase in long-term potential through the development of skills/abilities.	29%	51%	16%	2%	1%	0%	N=1118
The ability to remain marketable (competitive).	36%	49%	13%	1%	1%	1%	N=1118
The potential for long-term income and financial stability.	25%	50%	20%	3%	1%	1%	N=1118
The ability to start or improve my own business.	16%	29%	24%	6%	3%	22%	N=1118
Opportunities to contribute to solving some of the world's problems.	12%	30%	31%	9%	3%	15%	N=1118
The chance to make more money.	24%	47%	23%	3%	1%	1%	N=1118
Mentors to help me achieve my goals.	11%	22%	32%	17%	7%	11%	N=1118

Student Preparation for Employment

My graduate business education...	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total
Prepared me to meet the challenges of today's job market.	30%	51%	16%	3%	1%	N=1120
Provided me with a competitive advantage in the job market.	36%	50%	11%	3%	0%	N=1120
Empowered me to be in control of my employment outcomes.	29%	44%	22%	4%	1%	N=1120
Improved my chances of finding a job that meets my expectations.	34%	50%	13%	2%	1%	N=1120
Introduced me to career opportunities I had not previously considered.	31%	38%	22%	7%	2%	N=1120

Important Factors in Obtaining a Job

Respondents were asked to indicate "How important should each of the following be in obtaining a job?"

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Years of work experience	13%	38%	41%	8%	1%	N=556
Occupation in prior work experience	16%	41%	36%	6%	1%	N=556
Industry in prior work experience	13%	35%	39%	10%	2%	N=556
History of increased job responsibility	24%	52%	22%	1%	0%	N=556
History of leading teams	19%	44%	33%	3%	0%	N=556
History of managing people in a formal reporting role	13%	36%	42%	8%	1%	N=556
Proven ability to perform	54%	41%	5%	0%	0%	N=556
Strong academic success	12%	37%	42%	7%	2%	N=556
Specialization or concentration of study	10%	31%	47%	11%	1%	N=556
Reputation of business school	12%	33%	43%	10%	3%	N=556

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Relevant language, country, and/or cultural expertise	21%	40%	32%	6%	1%	N=556
Interpersonal skills	57%	38%	5%	0%	0%	N=556
Cultural fit with company	44%	43%	12%	1%	0%	N=556
General business management skills	28%	56%	15%	1%	0%	N=556
Technical and/or quantitative skills	23%	51%	25%	1%	0%	N=556
Leadership attributes	48%	43%	8%	1%	0%	N=556
Whom you know	18%	20%	30%	22%	9%	N=556

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?"

Stage in Job Search Process

Stage	Percentage
Applying to jobs, but have not yet received an interview	12%
Interviewing—no offers received yet	6%
Interviewing—receiving and considering offers	1%
Accepted a new offer from current/previous employing organization	4%
Staying with current/previous employing organization	47%
Accepted an offer from a new employing organization	5%
Not currently searching for a job—postponing job search until later	21%
Planning to start or manage my own business	3%
Other	0%
	100%
Total	N=1120
Not searching for a job	71%
Searching for a job	18%
Received/accepted offers of employment	11%
	100%
Total	N=1120

Primary Reason for Postponing Job Search

Reason	Percentage
I plan to search closer to graduation.	48%
I need to fulfill contractual obligation with current employer.	24%
I am currently involved in internship or work project.	5%
Family reasons	5%
Health reasons	0%
Military obligations	1%
My career plans have changed.	5%
My employment situation has changed.	7%
I plan to move to a new area.	9%
I plan to return to my current country of citizenship.	1%
I plan to continue my education.	6%
I plan to take some time off/vacation.	3%
	100%
Total	N=194

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. 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.

Sources of Job Offers

Source	Percentage
An organization where you had an internship or work project	10%
An on-campus recruiter	15%
An organization contacted in an off-campus job search	50%
Current or previous employing organization	50%
An alumnus from your school	7%
Other source	2%

Responses add to more than 100% because of multiple selections.

Number of Job Offers

Response	Percentage
One job offer	49%
Two job offers	26%
Three job offers	13%
Four or more job offers	12%
	100%
Total	N=121

Number of Job Offers

Response	Median	Mean	Standard Error	Valid N
Number of job offers	2.0	2.0	.13	N=121

Source of Accepted Job Offer

Source	Percentage
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	60%
Current or previous employing organization	13%
An alumnus from your school	2%
Other	2%
	100%
Total	N=55

Employment Expectations

Respondents who were remaining with their current employer were asked, "Which of the following do you expect to receive from your employer after graduation?"

Expectations for Current Employer After Graduation

Expectations	Percentage
A promotion	34%
A change in job title	26%
An increase in responsibilities	44%
An increase in budgetary authority	10%
An increase in the number of subordinates you manage	13%
A salary increase	39%
None of the above	40%

Responses add to more than 100% because of multiple selections.

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.

Pre-Degree Job Level

Job Level	Percentage
Entry level	24%
Mid-level	59%
Senior level	14%
Executive level	2%
Other	0%
	100%
Total	N=1092

Post-Degree Job Level

Job Level	Percentage
Entry level	2%
Mid-level	54%
Senior level	36%
Executive level	8%
Other	0%
	100%
Total	N=1087

Salary and Signing Bonus

Respondents were asked to indicate the factors used to estimate their salary and bonus expectations.

Factors Used to Estimate Salary and Bonus

Factor	Percentage
Offers received	16%
Other students/peers	19%
Salary/market research	50%
Current/past salary	68%
Past experience	38%
Media	5%
Current economic conditions	35%

Responses add to more than 100% because of multiple selections.

Percentage Change in Annual Base Salary (Pre- to Post-Graduation)

Annual Base Salary	Percentage Change	Valid N
All respondents	40%	N=898
Respondents who received/accepted job offers	38%	N=104

Signing Bonus Expectations
(All Respondents)

Response	Percentage
Yes	20%
No	52%
Do not know	28%
	100%
Total	N=1092

75

Signing Bonus Expectations (Respondents Who Received/Accepted Job Offers)

Response	Percentage
Yes	27%
No	60%
Do not know	13%
	100%
Total	N=121

Year-to-Year Comparisons

Stage in Job Search Process, by Survey Year*

Stage	2007	2008	2009
Not searching for a job	62%	67%	71%
Searching for a job	19%	16%	18%
Received/accepted offers of employment	19%	17%	11%
	100%	100%	100%
Total	N=1355	N=1408	N=1120

Data results from multiple cross-sectional surveys.

*Chi-squared; p < .05.

Expected Job Level Post-Degree, by Survey Year*

Stage	2007	2008	2009
Entry level	4%	3%	2%
Mid-level	48%	49%	54%
Senior level	40%	40%	36%
Executive level	7%	7%	8%
Other	1%	1%	0%
	100%	100%	100%
Total	N=1311	N=1371	N=1087

Data results from multiple cross-sectional surveys.

*Chi-squared; p < .05.

Percentage Change in Annual Base Salary (Pre- to Post-Graduation), by Survey Year

Statistic		2007	2008	2009
All respondents	Percentage change	45%	52%	40%
	Valid N	N=1061	N=1245	N=898
Respondents who received/accepted job offers	Percentage change	49%	63%	38%
	Valid N	N=215	N=217	N=104

Data results from multiple cross-sectional surveys.

No statistical differences found.

Job and Employer Selection

This topic examines job and employer selection criteria, including job function and industry, anticipated location of employment, company selection criteria, organization cultural preferences, job selection criteria, and size of organization. Year-to-year comparisons are included, based on repeated cross-sectional analysis sing results from surveys conducted in prior years.

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.

Job Function

Function	Pre-Degree Job Function	Post-Degree Job Function
Marketing/Sales	19%	22%
Operations/Logistics	22%	13%
Consulting	6%	14%
General Management	10%	13%
Finance/Accounting	23%	26%
Human Resources	3%	3%
Information Technology/MIS	13%	7%
Other function	3%	1%
	100%	100%
Total	N=1090	N=1092

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.

Industry

Industry	Pre-Degree Industry	Post-Degree Industry
Consulting	8%	15%
Energy/Utilities	2%	4%
Finance/Accounting	22%	23%
Health Care	8%	9%
Technology	17%	13%
Manufacturing	11%	8%
Nonprofit/Government	10%	7%
Products/Services	22%	21%
Other industry	0%	1%
	100%	100%
Total	N=1113	N=1120

Anticipated Location of Employment

Respondents were asked to report whether they intended to work within or outside their countries of citizenship.

Anticipated Location of Employment

Location	Percentage
In your country of citizenship (or authorized work area)	87%
Outside country of citizenship and then seek permanent residency	3%
Outside country of citizenship and then return to your country	3%
Other	0%
Do not know	7%
	100%
Total	N=1120

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?"

Company Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Company image and reputation	25%	53%	20%	1%	1%	N=1086
Location	29%	43%	24%	3%	1%	N=1086
Physical surroundings	8%	36%	44%	10%	2%	N=1086
Opinions of others	6%	28%	45%	17%	4%	N=1086
Room for growth	65%	31%	4%	0%	0%	N=1086
Positive organizational climate	42%	50%	7%	0%	0%	N=1086
Fit with company culture	45%	45%	9%	1%	0%	N=1086
Value employer places on graduate business skills	19%	42%	32%	6%	1%	N=1086
High ethical standards of the company	40%	46%	12%	2%	1%	N=1086
Emphasis on work–life balance	38%	44%	15%	2%	1%	N=1086
Company stability	43%	44%	12%	1%	0%	N=1086
Emphasis on community and inclusion	12%	37%	36%	12%	2%	N=1086

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.

Preference of Organizational Culture

Cultural Preference	Column N %
Centralized decision making	39%
Decentralized decision making	61%
Total	100%
Internal competition	16%
Cooperative atmosphere	84%
Total	100%

Preference of Organizational Culture

Cultural Preference	Column N %
Well-defined career path	31%
Flexible career opportunities	69%
Total	100%
Formal atmosphere	31%
Informal atmosphere	69%
Total	100%
Clearly defined responsibilities	61%
Varied/fluid responsibilities	39%
Total	100%
Formalized procedures	69%
Loosely defined procedures	31%
Total	100%
Clear, well-communicated vision	80%
Flexible, adaptable corporate goals	20%
Total	100%
Focus on company success	78%
Focus on public good	22%
Total	100%
Individual performance-based reward	76%
Team-based reward	24%
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?"

Job Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Achieving something that you personally value	38%	47%	13%	1%	0%	N=1086
Benefit package	31%	50%	16%	2%	0%	N=1086
Challenging and/or interesting work	55%	39%	5%	0%	0%	N=1086
Competitive salary	51%	41%	7%	0%	0%	N=1086
Job autonomy	22%	48%	25%	3%	1%	N=1086
Job security	34%	45%	18%	3%	0%	N=1086
Advancement opportunity	55%	39%	5%	1%	0%	N=1086
Opportunity to work or travel in a foreign country	12%	18%	28%	29%	14%	N=1086
Stock option or ownership program	7%	22%	45%	21%	5%	N=1086
Opportunity to learn new things	50%	42%	7%	0%	0%	N=1086
Visibility with executive team	21%	40%	33%	6%	1%	N=1086
Flexible schedule	23%	34%	34%	8%	1%	N=1086
Opportunity for professional development	53%	40%	6%	0%	0%	N=1086
Ability to make an impact	40%	46%	13%	1%	0%	N=1086

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?"

Organization Size

Employees	Percentage
Less than 25	5%
25–100	8%
101–500	12%
501–1,000	7%
1,001–5,000	13%
5,001–10,000	8%
10,001–15,000	5%
15,001–25,000	5%
More than 25,000	21%
Do not know	15%
	100%
Total	N=1087
1,000 or fewer	37%
1,001 to 15,000	31%
15,001 or more	31%
	100%
Total	N=923

Year-to-Year Comparisons

Post-Degree Job Functions, by Survey Year*

Function	2007	2008	2009
Marketing/Sales	19%	21%	22%
Operations/Logistics	11%	12%	13%
Consulting	14%	12%	14%
General Management	18%	15%	13%
Finance/Accounting	27%	27%	27%
Human Resources	3%	4%	3%
Information Technology/MIS	8%	9%	7%
	100%	100%	100%
Total	N=1334	N=1347	N=1078

*Chi-squared; p <.05. Excludes "Other" category.

Post-Degree Industry, by Survey Year

Industry	2007	2008	2009
Consulting	15%	12%	15%
Energy/Utilities	3%	4%	4%
Finance/Accounting	25%	24%	23%
Health Care	7%	9%	9%
Technology	16%	15%	13%
Manufacturing	8%	9%	8%
Nonprofit/Government	7%	7%	7%
Products/Services	18%	21%	21%
	100%	100%	100%
Total	N=1334	N=1383	N=1107

No statistical differences found. Excludes "Other" category.

Anticipated Location of Employment, by Survey Year*

Response	2007	2008	2009
In your country of citizenship (or authorized work area)	89%	90%	87%
Outside country of citizenship and then seek permanent residency	3%	4%	3%
Outside country of citizenship and then return to your country	3%	3%	3%
Other	1%	0%	0%
Do not know	5%	3%	7%
	100%	100%	100%
Total	N=1358	N=1407	N=1120

*Chi-squared; p <.05.

V. EXECUTIVE MBA PROGRAMS

The Graduate Management Admission Council® (GMAC®) has tabulated the results of the 2009 *Global Management Education Graduate Survey*, its 10th annual survey of graduate business school graduates. This section of the General Data Report summarizes data provided by the 480 *executive* MBA students who participated in the survey. These executive MBA students responded from 65 participating schools and 37 percent were non-US citizens.

The Graduate Business Education Experience

This topic 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; satisfaction with the core curriculum; the development of skills and abilities; school culture; student participation in extracurricular activities; and achievement goal orientation. Year-to-year comparisons also are included, based on repeated cross-sectional analysis using results from surveys conducted in prior years.

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 Value of the Graduate Business Degree

Overall Value	Percentage
Outstanding	28%
Excellent	45%
Good	21%
Fair	4%
Poor	1%
	100%
Total	N=480

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree?"

School Recommendation

Response	Percentage
Definitely yes	75%
Probably yes	18%
Uncertain	4%
Probably no	2%
Definitely no	1%
	100%
Total	N=480

Respondents were asked, "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.

Quality Ratings for Components of Graduate Business Program

Program Component	Outstanding	Excellent	Good	Fair	Poor	Not Applicable	Total
Admissions	28%	41%	23%	4%	3%	0%	N=479
Career services	13%	19%	24%	14%	10%	21%	N=479
Curriculum	25%	46%	22%	5%	1%	1%	N=479
Faculty	39%	40%	18%	3%	0%	0%	N=479
Program management	27%	39%	21%	8%	5%	1%	N=479
Student services	20%	28%	27%	8%	8%	9%	N=479
Fellow students	33%	36%	19%	6%	2%	3%	N=479
Program structure	37%	39%	17%	4%	2%	0%	N=479

Satisfaction Ratings for Admissions

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Access to staff	43%	44%	11%	1%	1%	0%	N=478
Responsiveness of staff	42%	40%	12%	3%	2%	0%	N=478
Information provided	39%	42%	12%	6%	2%	0%	N=478

Satisfaction Ratings for Career Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of staff	26%	32%	19%	7%	6%	10%	N=378
Responsiveness of staff	27%	33%	17%	8%	6%	9%	N=378
Availability of resources	24%	31%	19%	9%	9%	8%	N=378

Satisfaction Ratings for Curriculum

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Relevance	41%	44%	13%	1%	0%	0%	N=476
Integration	38%	43%	16%	3%	0%	0%	N=476
Comprehensiveness	38%	44%	14%	3%	0%	0%	N=476

Satisfaction Ratings for Faculty

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of faculty	58%	36%	6%	0%	0%	0%	N=480
Responsiveness of faculty	48%	36%	12%	4%	0%	0%	N=480
Teaching methods	39%	42%	15%	2%	1%	0%	N=480

Satisfaction Ratings for Program Management

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Program management staff	38%	36%	18%	5%	3%	1%	N=476
Mission	33%	46%	14%	4%	1%	2%	N=476
Standards	32%	41%	17%	7%	2%	1%	N=476
Continuous improvements	30%	38%	19%	5%	7%	1%	N=476

Satisfaction Ratings for Student Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Student services staff	25%	39%	17%	3%	3%	13%	N=436
Student activities and clubs	16%	26%	17%	8%	3%	31%	N=436
Symposium and guest speakers	30%	31%	18%	6%	3%	13%	N=436
Communications to students	27%	39%	19%	4%	4%	6%	N=436

Satisfaction Ratings for Fellow Students

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Contribution to learning	41%	40%	13%	4%	1%	0%	N=467
Cooperative atmosphere	51%	36%	10%	2%	1%	0%	N=467
Close-knit community	43%	37%	15%	3%	2%	0%	N=467
Talent level	36%	41%	15%	5%	3%	0%	N=467

Satisfaction Ratings for Program Structure

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Class schedule	46%	39%	13%	1%	1%	0%	N=479
Class size	47%	37%	11%	4%	1%	0%	N=479
Facilities	42%	36%	17%	4%	2%	0%	N=479
Technological resources	39%	36%	17%	5%	2%	0%	N=479

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?"

Satisfaction With Core Curriculum

Core Course	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Accounting	39%	39%	14%	3%	2%	3%	N=479
Economics	38%	34%	14%	4%	1%	8%	N=479
Finance	52%	33%	9%	4%	2%	1%	N=479
Marketing	40%	35%	17%	5%	2%	1%	N=479
Operations	32%	38%	18%	5%	2%	6%	N=479
Information Systems	18%	25%	18%	6%	5%	27%	N=479
Statistics	38%	33%	15%	3%	1%	11%	N=479
Business Policy/Strategy	47%	34%	10%	0%	1%	8%	N=479
International Business	33%	29%	14%	4%	1%	19%	N=479
Management/Organizational Behavior	49%	37%	10%	2%	1%	1%	N=479
Ethics/Business Law	35%	28%	15%	4%	2%	16%	N=479

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?"

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Managing human capital	40%	35%	16%	4%	2%	4%	N=479
Managing tools and technology	18%	20%	22%	12%	14%	14%	N=479
Managing decision-making processes	42%	36%	16%	3%	1%	2%	N=479
Managing administrative activities	28%	34%	23%	6%	2%	6%	N=479
Managing strategy and innovation	46%	39%	11%	2%	1%	1%	N=479
Managing the task environment	28%	38%	21%	5%	2%	5%	N=479
Knowledge of technology, design, and production	15%	22%	25%	12%	10%	15%	N=479

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Knowledge of human behavior and society	33%	37%	18%	6%	2%	3%	N=479
Knowledge of general business functions	49%	39%	9%	1%	0%	2%	N=479
Knowledge of media communications and delivery	20%	27%	25%	10%	5%	14%	N=479
Interpersonal skills	37%	37%	18%	3%	1%	4%	N=479
Operations skills	26%	32%	23%	10%	3%	6%	N=479
Strategic and systems skills	45%	37%	13%	3%	1%	2%	N=479
Foundation skills	19%	28%	21%	10%	3%	18%	N=479
Generative thinking	42%	36%	15%	3%	1%	3%	N=479

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.

School Culture

Item	Percentage
Competitive	25%
Collaborative	75%
Total	100%
Homogeneous student body	31%
Heterogeneous student body	69%
Total	100%
Passive learning	12%
Active learning	88%
Total	100%
Vocational curriculum	28%
Academic curriculum	72%
Total	100%

School Culture

Item	Percentage
Personal	85%
Impersonal	15%
Total	100%
Large class sizes	33%
Small class sizes	67%
Total	100%
Research orientation	27%
Teaching orientation	73%
Total	100%
Interdisciplinary	68%
Concentration-focused	32%
Total	100%
Team emphasis	91%
Individual emphasis	9%
Total	100%
Authoritarian professors	22%
Egalitarian professors	78%
Total	100%
Emphasize facts and textbook knowledge	12%
Emphasize critical discussion	88%
Total	100%
Formal	22%
Informal	78%
Total	100%
Rigorous	75%
Lenient	25%
Total	100%
Close-knit community	80%
Loosely connected community	20%
Total	100%

Satisfaction With School Culture

Response	Percentage
Extremely satisfied	36%
Very satisfied	46%
Somewhat satisfied	14%
Not very satisfied	3%
Not at all satisfied	1%
Total	N=479

Extracurricular Activities

Graduating students were asked to indicate whether they participated in any extracurricular activities. They were then asked to specify the value received from participating in the extracurricular activity.

Student Participation in Extracurricular Activities

Activity	Percentage
Internships	4%
Work projects	37%
Student career/professional clubs	16%
Student government	4%
Study abroad programs	28%
Community service organizations	11%
Mentor programs	17%
Leadership programs	18%
Academic/case competitions	16%
Diversity/multicultural events	17%
Volunteer activities	22%
Full-time work	83%
Part-time work	5%
None of the above	5%

Responses add to more than 100% because of multiple selections.

Value of Participating in Extracurricular Activities

Activity	Outstanding	Excellent	Good	Fair	Poor	Total
Internships	—	—	—	—	—	N=18
Work projects	32%	51%	17%	0%	0%	N=176
Student career/professional clubs	37%	37%	19%	8%	0%	N=79
Student government	—	—	—	—	—	N=17
Study abroad programs	50%	31%	15%	2%	2%	N=133
Community service organizations	27%	47%	20%	5%	0%	N=55
Mentor programs	41%	28%	23%	6%	1%	N=82
Leadership programs	42%	41%	14%	2%	1%	N=88
Academic/case competitions	36%	45%	17%	1%	0%	N=75
Diversity/multicultural events	33%	38%	27%	1%	0%	N=81
Volunteer activities	30%	36%	25%	7%	2%	N=105

Includes only respondents who participated in the activity.
–Data not shown because N < 50.

Achievement Goal Orientation

Respondents were asked a series of 12 questions that form four scales regarding achievement goal orientation. The four scales were Mastery-Approach, Mastery-Avoidance, Performance-Approach, and Performance-Avoidance.

Achievement Goal Orientation

Orientation	Mean	Standard Error	Valid N
Mastery-Approach	18	.11	N=479
Mastery-Avoidance	11	.23	N=479
Performance-Approach	15	.21	N=479
Performance-Avoidance	12	.21	N=479

Scale scores range from 3 to 21, where a higher score indicates a tendency to the specific item.

Year-to-Year Comparisons

Overall Value of the Graduate Business Degree, by Survey Year*

Response	2007	2008	2009
Outstanding	18%	24%	28%
Excellent	40%	44%	45%
Good	33%	24%	21%
Fair	8%	6%	4%
Poor	2%	1%	1%
	100%	100%	100%
Total	N=306	N=283	N=480

Data results from multiple cross-sectional surveys.

*Chi-squared; p < .05. Not applicable excluded from analysis.

Quality Ratings for Aspects of Graduate Business Program, by Survey Year (Mean Score)

		2007	2008	2009
	Mean	3.7	3.6	3.9
	Standard Error	.06	.06	.05
Admissions*	Valid N	N=306	N=283	N=477
	Mean	3.1	2.9	3.1
	Standard Error	.06	.06	.06
Career services*	Valid N	N=306	N=283	N=377
	Mean	3.8	3.8	3.9
	Standard Error	.05	.05	.04
Curriculum*	Valid N	N=306	N=283	N=475
	Mean	3.9	4.0	4.1
	Standard Error	.05	.05	.04
Faculty*	Valid N	N=306	N=283	N=479
	Mean	3.6	3.6	3.7
	Standard Error	.06	.06	.05
Program management	Valid N	N=306	N=283	N=475

Quality Ratings for Aspects of Graduate Business Program, by Survey Year (Mean Score)

		2007	**2008**	**2009**
	Mean	3.5	3.4	3.5
	Standard Error	.06	.06	.06
Student services	Valid N	N=306	N=283	N=435
	Mean	4.1	3.9	3.9
	Standard Error	.05	.06	.05
Fellow students	Valid N	N=306	N=283	N=466

Data results from multiple cross-sectional surveys.

Scale: 5 = Outstanding to 1 = Poor, not applicable excluded from the analysis.

*ANOVA; p < .05.

School Recommendation, by Survey Year

Response	**2007**	**2008**	**2009**
Definitely yes	69%	69%	75%
Probably yes	23%	22%	18%
Uncertain	3%	2%	4%
Probably no	4%	4%	2%
Definitely no	1%	3%	1%
	100%	100%	100%
Total	N=306	N=283	N=480

No statistical differences found. Not applicable excluded from analysis. Data results from multiple cross-sectional surveys.

Job Search and Expectations

This topic explores student employment expectations and information on their current job searches. The following key topics are examined: student expectations that degree will increase career options; key factors in obtaining a job; offers and acceptances of employment; employment expectations, job level (pre-MBA and post-MBA), and salary and signing bonus expectations. Year-to-year comparisons also are included, based on repeated cross-sectional analysis using results from surveys conducted in prior years

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?"

Student Satisfaction That Expectations Were Met

Expectation	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable, I Did Not Have This Goal	Total
An opportunity for more challenging/interesting work in the future.	41%	47%	8%	2%	0%	1%	N=480
A sense of personal satisfaction and achievement.	60%	33%	5%	1%	0%	1%	N=480
Advancement potential.	41%	45%	10%	2%	0%	1%	N=480
Credentials I need to increase career options.	44%	43%	9%	2%	0%	1%	N=480
Respect and recognition.	33%	47%	15%	1%	1%	3%	N=480
Confidence I need to succeed.	39%	44%	9%	3%	1%	4%	N=480
The ability to switch industries.	31%	37%	20%	5%	2%	5%	N=480
The ability to change occupational area.	28%	40%	21%	4%	2%	6%	N=480
The ability to expand my international employment opportunities.	29%	31%	19%	5%	1%	14%	N=480
The right connections to get a good job in the future.	25%	36%	23%	7%	5%	4%	N=480
The opportunity to get a better job.	38%	44%	13%	2%	1%	2%	N=480
An increase in long-term potential through the development of skills/abilities.	44%	46%	8%	1%	0%	0%	N=480
The ability to remain marketable (competitive).	50%	41%	6%	1%	0%	0%	N=480
The potential for long-term income and financial stability.	36%	45%	14%	2%	1%	2%	N=480
The ability to start or improve my own business.	30%	33%	20%	3%	1%	13%	N=480
Opportunities to contribute to solving some of the world's problems.	21%	33%	26%	6%	3%	11%	N=480
The chance to make more money.	34%	42%	19%	2%	1%	2%	N=480
Mentors to help me achieve my goals.	22%	29%	28%	9%	6%	6%	N=480

Student Preparation for Employment

My graduate business education...	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total
Prepared me to meet the challenges of today's job market.	53%	37%	8%	2%	0%	N=480
Provided me with a competitive advantage in the job market.	55%	39%	5%	1%	0%	N=480
Empowered me to be in control of my employment outcomes.	41%	43%	14%	1%	1%	N=480
Improved my chances of finding a job that meets my expectations.	52%	36%	9%	2%	1%	N=480
Introduced me to career opportunities I had not previously considered.	45%	31%	18%	5%	1%	N=480

Important Factors in Obtaining a Job

Respondents were asked to indicate "How important should each of the following be in obtaining a job?"

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Years of work experience	16%	47%	32%	5%	0%	N=257
Occupation in prior work experience	20%	47%	28%	4%	1%	N=257
Industry in prior work experience	18%	39%	35%	8%	1%	N=257
History of increased job responsibility	30%	54%	15%	1%	0%	N=257
History of leading teams	28%	57%	12%	3%	0%	N=257
History of managing people in a formal reporting role	18%	51%	28%	4%	0%	N=257
Proven ability to perform	60%	37%	3%	0%	0%	N=257
Strong academic success	11%	33%	44%	10%	2%	N=257
Specialization or concentration of study	12%	29%	50%	8%	1%	N=257
Reputation of business school	19%	39%	35%	6%	1%	N=257
Relevant language, country, and/or cultural expertise	25%	42%	28%	5%	0%	N=257

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Interpersonal skills	63%	34%	3%	0%	0%	N=257
Cultural fit with company	47%	44%	8%	2%	0%	N=257
General business management skills	36%	56%	7%	0%	0%	N=257
Technical and/or quantitative skills	19%	57%	21%	4%	0%	N=257
Leadership attributes	60%	36%	5%	0%	0%	N=257
Whom you know	19%	24%	30%	20%	8%	N=257

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?"

Stage in Job Search Process

Stage	Percentage
Applying to jobs, but have not yet received an interview	10%
Interviewing—no offers received yet	6%
Interviewing—receiving and considering offers	3%
Accepted a new offer from current/previous employing organization	4%
Staying with current/previous employing organization	38%
Accepted an offer from a new employing organization	5%
Not currently searching for a job—postponing job search until later	25%
Planning to start or manage my own business	8%
Other	0%
	100%
Total	N=480
Not searching for a job	71%
Searching for a job	16%
Received/accepted offers of employment	13%
	100%
Total	N=480

Primary Reason for Postponing Job Search

Reason	Percentage
I plan to search closer to graduation.	54%
I need to fulfill contractual obligation with current employer.	21%
I am currently involved in internship or work project.	4%
Family reasons	4%
Health reasons	0%
Military obligations	3%
My career plans have changed.	7%
My employment situation has changed.	8%
I plan to move to a new area.	4%
I plan to return to my current country of citizenship.	0%
I plan to continue my education.	0%
I plan to take some time off/vacation.	6%
	100%
Total	N=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. 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.

Sources of Job Offers

Source	Percentage
An organization where you had an internship or work project	14%
An on-campus recruiter	15%
An organization contacted in an off-campus job search	41%
Current or previous employing organization	41%
An alumnus from your school	24%
Other source	0%

Responses add to more than 100% because of multiple selections.

Number of Job Offers

Response	Percentage
One job offer	44%
Two job offers	20%
Three job offers	20%
Four or more job offers	15%
	100%
Total	N=59

Number of Job Offers

Response	Median	Mean	Standard Error	Valid N
Number of job offers	2.0	2.3	.21	N=59

Source of Accepted Job Offer

Source	Percentage
An organization where you had an internship or work project	—
An on-campus recruiter	—
An organization contacted in an off-campus job search	—
Current or previous employing organization	—
An alumnus from your school	—
Other	—
	—
Total	N=20

Data not shown because N < 50.

Employment Expectations

Respondents who were remaining with their current employer were asked, "Which of the following do you expect to receive from your employer after graduation?"

Expectations for Current Employer After Graduation

Expectations	Percentage
A promotion	43%
A change in job title	33%
An increase in responsibilities	53%
An increase in budgetary authority	16%
An increase in the number of subordinates you manage	22%
A salary increase	45%
None of the above	27%

Responses add to more than 100% because of multiple selections.

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.

Pre-Degree Job Level

Job Level	Percentage
Entry level	5%
Mid-level	41%
Senior level	35%
Executive level	18%
Other	1%
	100%
Total	N=449

Post-Degree Job Level

Job Level	Percentage
Entry level	1%
Mid-level	20%
Senior level	42%
Executive level	37%
Other	0%
	100%
Total	N=440

Salary and Signing Bonus

Respondents were asked to indicate the factors used to estimate their salary and bonus expectations.

Factors Used to Estimate Salary and Bonus

Factor	Percentage
Offers received	21%
Other students/peers	17%
Salary/market research	50%
Current/past salary	60%
Past experience	47%
Media	2%
Current economic conditions	30%

Responses add to more than 100% because of multiple selections.

Percentage Change in Annual Base Salary (Pre- to Post-Graduation)

Annual Base Salary	Percentage Change	Valid N
All respondents	33%	N=345

Signing Bonus Expectations
(All Respondents)

Response	Percentage
Yes	24%
No	41%
Do not know	35%
	100%
Total	N=445

Signing Bonus Expectations
(Respondents Who
Received/Accepted Job Offers)

Response	Percentage
Yes	27%
No	52%
Do not know	22%
	100%
Total	N=60

Year-to-Year Comparisons

Stage in Job Search Process, by Survey Year

Stage	2007	2008	2009
Not searching for a job	69%	67%	71%
Searching for a job	14%	15%	16%
Received/accepted offers of employment	18%	18%	13%
	100%	100%	100%
Total	N=302	N=280	N=480

Data results from multiple cross-sectional surveys.

No statistical differences found.

Expected Job Level Post-Degree, by Survey Year*

Stage	2007	2008	2009
Entry level	1%	0%	1%
Mid-level	28%	16%	20%
Senior level	39%	45%	42%
Executive level	30%	37%	37%
Other	1%	1%	0%
	100%	100%	100%
Total	N=281	N=263	N=440

Data results from multiple cross-sectional surveys.

*Chi-squared; p < .05.

Percentage Change in Annual Base Salary (Pre- to Post-Graduation), by Survey Year (All Respondents)

Statistic		2007	2008	2009
	Percentage Change	31%	41%	33%
Pre-degree salary	Valid N	N=232	N=262	N=345

Data results from multiple cross-sectional surveys.

No statistical differences found.

Job and Employer Selection

This topic examines job and employer selection criteria, including job function and industry, anticipated location of employment, company selection criteria, organization cultural preferences, job selection criteria, and size of organization. Year-to-year comparisons are included, based on repeated cross-sectional analysis sing results from surveys conducted in prior years.

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.

Job Function

Function	Pre-Degree	Post-Degree
Marketing/Sales	21%	19%
Operations/Logistics	18%	11%
Consulting	9%	16%
General Management	17%	27%
Finance/Accounting	18%	18%
Human Resources	3%	3%
Information Technology/MIS	12%	6%
Other function	2%	0%
	100%	100%
Total	N=447	N=445

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.

Industry

Industry	Pre-Degree	Post-Degree
Consulting	9%	15%
Energy/Utilities	5%	5%
Finance/Accounting	15%	20%
Healthcare	13%	10%
Technology	17%	15%
Manufacturing	9%	9%
Nonprofit/Government	7%	5%
Products/Services	25%	21%
Other industry	0%	1%
	100%	100%
Total	N=474	N=480

Anticipated Location of Employment

Respondents were asked to report whether they intended to work within or outside their countries of citizenship.

Anticipated Location of Employment

Location	Percentage
In your country of citizenship (or authorized work area)	81%
Outside country of citizenship and then seek permanent residency	6%
Outside country of citizenship and then return to your country	4%
Other	0%
Do not know	10%
	100%
Total	N=480

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?"

Company Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Company image and reputation	31%	52%	16%	2%	0%	N=438
Location	29%	38%	27%	5%	1%	N=438
Physical surroundings	11%	40%	40%	8%	0%	N=438
Opinions of others	8%	25%	43%	19%	4%	N=438
Room for growth	65%	32%	3%	0%	0%	N=438
Positive organizational climate	52%	43%	5%	0%	0%	N=438
Fit with company culture	52%	38%	10%	0%	0%	N=438
Value employer places on graduate business skills	22%	44%	26%	6%	1%	N=438
High ethical standards of the company	53%	37%	8%	1%	0%	N=438
Emphasis on work–life balance	34%	45%	19%	2%	0%	N=438
Company stability	42%	42%	14%	1%	0%	N=438
Emphasis on community and inclusion	16%	39%	34%	9%	1%	N=438

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.

Preference of Organizational Culture

Cultural Preference	Column N %
Centralized decision making	33%
Decentralized decision making	67%
Total	100%
Internal competition	15%
Cooperative atmosphere	85%
Total	100%
Well-defined career path	29%
Flexible career opportunities	71%
Total	100%
Formal atmosphere	33%
Informal atmosphere	67%
Total	100%
Clearly defined responsibilities	59%
Varied/fluid responsibilities	41%
Total	100%
Formalized procedures	71%
Loosely defined procedures	29%
Total	100%
Clear, well communicated vision	83%
Flexible, adaptable corporate goals	17%
Total	100%
Focus on company success	82%
Focus on public good	18%
Total	100%
Individual performance-based reward	69%
Team-based reward	31%
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?"

Job Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Achieving something that you personally value	48%	43%	8%	1%	0%	N=438
Benefit package	31%	46%	21%	2%	0%	N=438
Challenging and/or interesting work	66%	31%	3%	0%	0%	N=438
Competitive salary	53%	40%	7%	0%	0%	N=438
Job autonomy	34%	46%	19%	2%	0%	N=438
Job security	29%	42%	24%	3%	1%	N=438
Advancement opportunity	60%	35%	5%	0%	0%	N=438
Opportunity to work or travel in a foreign country	16%	20%	33%	23%	8%	N=438
Stock option or ownership program	12%	29%	40%	14%	4%	N=438
Opportunity to learn new things	60%	35%	4%	0%	0%	N=438
Visibility with executive team	37%	45%	16%	3%	0%	N=438
Flexible schedule	21%	34%	35%	9%	1%	N=438
Opportunity for professional development	62%	34%	3%	0%	0%	N=438
Ability to make an impact	59%	34%	7%	0%	0%	N=438

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?"

Organization Size

Employees	Percentage
Less than 25	5%
25–100	7%
101–500	13%
501–1,000	10%
1,001–5,000	14%
5,001–10,000	10%
10,001–15,000	4%
15,001–25,000	5%
More than 25,000	20%
Do not know	13%
	100%
Total	N=440
1,000 or fewer	40%
1,001 to 15,000	31%
15,001 or more	29%
	100%
Total	N=385

Year-to-Year Comparisons

Post-Degree Job Functions, by Survey Year*

Function	2007	2008	2009
Marketing/Sales	13%	11%	19%
Operations/Logistics	14%	11%	11%
Consulting	14%	17%	16%
General Management	34%	38%	27%
Finance/Accounting	19%	15%	18%
Human Resources	2%	3%	3%
Information Technology/MIS	4%	5%	6%
	100%	100%	100%
Total	N=296	N=259	N=443

*Chi-squared; p < .05. Excludes "Other" category.

Post-Degree Industry, by Survey Year*

Industry	2007	2008	2009
Consulting	12%	16%	15%
Energy/Utilities	6%	7%	5%
Finance/Accounting	19%	16%	20%
Health Care	14%	10%	10%
Technology	18%	11%	15%
Manufacturing	11%	12%	9%
Nonprofit/Government	6%	11%	5%
Products/Services	14%	19%	21%
	100%	100%	100%
Total	N=295	N=275	N=477

*Chi-squared; p < .05. Excludes "Other" category.

Anticipated Location of Employment, by Survey Year*

Response	2007	2008	2009
In your country of citizenship (or authorized work area)	83%	80%	81%
Outside country of citizenship and then seek permanent residency	4%	5%	6%
Outside country of citizenship and then return to your country	6%	8%	4%
Other	2%	3%	0%
Do not know	5%	5%	10%
	100%	100%	100%
Total	N=303	N=280	N=480

*Chi-squared; p < .05.

VI. OTHER MBA PROGRAMS (Flexible, Online, Distance Learning)

The Graduate Management Admission Council® (GMAC®) has tabulated the results of the 2009 *Global Management Education Graduate Survey*, its 10th annual survey of graduate business school graduates. This section of the General Data Report summarizes data provided by the 522 *other MBA students* who completed the survey. The other MBA students responded from 122 participating schools, and 20 percent were non-US citizens. Overall, 241 respondents were from flexible MBA programs, 177 from online/distance learning MBA programs, 100 from joint-degree programs that include an MBA, and 4 from other types of MBA programs.

Past data for *other MBA programs* were not available. The 2009 survey was the first that included data for this program category, so there are no year-to-year comparisons. This section of the report, however, does provide comparisons among the major program types in all key topic areas.

The Graduate Business Education Experience

This topic 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; satisfaction with the core curriculum; the development of skills and abilities; school culture; student participation in extracurricular activities; and achievement goal orientation. Comparisons are also made across program types.

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 Value of the Graduate Business Degree

Overall Value	Percentage
Outstanding	25%
Excellent	46%
Good	25%
Fair	4%
Poor	1%
	100%
Total	N=522

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree?"

School Recommendation

Response	Percentage
Definitely yes	68%
Probably yes	24%
Uncertain	5%
Probably no	2%
Definitely no	1%
	100%
Total	N=522

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.

Quality Ratings for Components of Graduate Business Program

Program Component	Outstanding	Excellent	Good	Fair	Poor	Not Applicable	Total
Admissions	27%	44%	23%	4%	1%	0%	N=522
Career services	11%	18%	24%	12%	10%	24%	N=522
Curriculum	21%	43%	30%	5%	1%	0%	N=522
Faculty	27%	42%	26%	4%	1%	0%	N=522
Program management	21%	39%	29%	9%	2%	1%	N=522
Student services	14%	30%	32%	8%	5%	11%	N=522
Fellow students	25%	40%	23%	9%	2%	1%	N=522
Program structure	28%	39%	27%	4%	2%	0%	N=522

Satisfaction Ratings for Admissions

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Access to staff	35%	50%	12%	2%	1%	1%	N=521
Responsiveness of staff	36%	47%	12%	3%	1%	0%	N=521
Information provided	33%	47%	17%	2%	1%	0%	N=521

Satisfaction Ratings for Career Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of staff	24%	33%	21%	6%	6%	10%	N=397
Responsiveness of staff	26%	33%	18%	7%	6%	10%	N=397
Availability of resources	23%	27%	23%	10%	8%	8%	N=397

Satisfaction Ratings for Curriculum

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Relevance	34%	47%	17%	1%	0%	0%	N=522
Integration	30%	46%	20%	3%	1%	0%	N=522
Comprehensiveness	27%	52%	17%	3%	1%	0%	N=522

Satisfaction Ratings for Faculty

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of faculty	46%	43%	9%	1%	0%	0%	N=522
Responsiveness of faculty	37%	43%	17%	3%	0%	0%	N=522
Teaching methods	26%	43%	26%	4%	1%	0%	N=522

Satisfaction Ratings for Program Management

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Program management staff	29%	43%	20%	3%	1%	2%	N=518
Mission	26%	49%	19%	1%	2%	3%	N=518
Standards	27%	46%	19%	4%	2%	2%	N=518
Continuous improvements	28%	38%	25%	5%	2%	2%	N=518

Satisfaction Ratings for Student Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Student services staff	20%	39%	21%	5%	2%	13%	N=465
Student activities and clubs	14%	29%	18%	6%	2%	31%	N=465
Symposium and guest speakers	25%	31%	17%	5%	2%	21%	N=465
Communications to students	23%	44%	21%	5%	1%	6%	N=465

Satisfaction Ratings for Fellow Students

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Contribution to learning	30%	42%	22%	5%	2%	0%	N=515
Cooperative atmosphere	40%	41%	16%	3%	1%	0%	N=515
Close-knit community	28%	36%	23%	8%	3%	2%	N=515
Talent level	27%	40%	23%	7%	3%	0%	N=515

Satisfaction Ratings for Program Structure

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Class schedule	34%	39%	21%	4%	1%	1%	N=521
Class size	35%	44%	16%	2%	2%	2%	N=521
Facilities	30%	38%	16%	5%	3%	9%	N=521
Technological resources	36%	37%	20%	4%	2%	0%	N=521

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?"

Satisfaction With Core Curriculum

Core Course	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Accounting	25%	40%	22%	4%	3%	5%	N=522
Economics	29%	33%	19%	3%	2%	14%	N=522
Finance	35%	38%	16%	4%	2%	5%	N=522
Marketing	30%	41%	18%	5%	2%	5%	N=522
Operations	27%	35%	21%	4%	2%	12%	N=522
Information Systems	14%	24%	26%	7%	4%	24%	N=522
Statistics	22%	34%	19%	5%	3%	17%	N=522
Business Policy/Strategy	34%	38%	16%	2%	1%	11%	N=522
International Business	26%	28%	13%	4%	1%	30%	N=522
Management/Organizational Behavior	38%	41%	13%	4%	1%	3%	N=522
Ethics/Business Law	24%	34%	13%	4%	1%	23%	N=522

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?"

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Managing human capital	31%	38%	21%	7%	2%	2%	N=520
Managing tools and technology	15%	28%	17%	14%	17%	9%	N=520
Managing decision-making processes	37%	40%	17%	4%	1%	2%	N=520
Managing administrative activities	24%	38%	22%	9%	4%	2%	N=520
Managing strategy and innovation	37%	41%	17%	4%	1%	1%	N=520
Managing the task environment	27%	36%	24%	8%	2%	3%	N=520
Knowledge of technology, design, and production	17%	26%	24%	13%	12%	8%	N=520
Knowledge of human behavior and society	23%	37%	25%	8%	4%	3%	N=520
Knowledge of general business functions	42%	39%	12%	4%	1%	2%	N=520

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Knowledge of media communications and delivery	18%	29%	24%	13%	7%	10%	N=520
Interpersonal skills	28%	37%	23%	6%	2%	4%	N=520
Operations skills	23%	32%	26%	10%	6%	3%	N=520
Strategic and systems skills	33%	40%	19%	6%	1%	1%	N=520
Foundation skills	16%	26%	20%	13%	7%	18%	N=520
Generative thinking	33%	34%	22%	6%	2%	3%	N=520

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.

School Culture

Item	Percentage
Competitive	19%
Collaborative	81%
Total	100%
Homogeneous student body	25%
Heterogeneous student body	75%
Total	100%
Passive learning	14%
Active learning	86%
Total	100%
Vocational curriculum	25%
Academic curriculum	75%
Total	100%
Personal	79%
Impersonal	21%
Total	100%
Large class sizes	25%
Small class sizes	75%
Total	100%

School Culture

Item	Percentage
Research orientation	24%
Teaching orientation	76%
Total	100%
Interdisciplinary	66%
Concentration-focused	34%
Total	100%
Team emphasis	89%
Individual emphasis	11%
Total	100%
Authoritarian professors	20%
Egalitarian professors	80%
Total	100%
Emphasize facts and textbook knowledge	15%
Emphasize critical discussion	85%
Total	100%
Formal	17%
Informal	83%
Total	100%
Rigorous	72%
Lenient	28%
Total	100%
Close-knit community	59%
Loosely connected community	41%
Total	100%

Satisfaction With School Culture

Response	Percentage
Extremely satisfied	24%
Very satisfied	47%
Somewhat satisfied	25%
Not very satisfied	4%
Not at all satisfied	0%
Total	N=522

Extracurricular Activities

Graduating students were asked to indicate whether they participated in any extracurricular activities. Students were then asked to specify the value received from participating in the extracurricular activity.

Student Participation in Extracurricular Activities

Activity	Percentage
Internships	21%
Work projects	30%
Student career/professional clubs	26%
Student government	6%
Study abroad programs	15%
Community service organizations	15%
Mentor programs	13%
Leadership programs	18%
Academic/case competitions	20%
Diversity/multicultural events	17%
Volunteer activities	26%
Full-time work	71%
Part-time work	22%
None of the above	2%

Responses add to more than 100% because of multiple selections.

Value of Participating in Extracurricular Activities

Activity	Outstanding	Excellent	Good	Fair	Poor	Total
Internships	36%	45%	15%	4%	0%	N=107
Work projects	26%	48%	24%	1%	0%	N=156
Student career/professional clubs	19%	35%	31%	14%	1%	N=133
Student government	30%	27%	39%	3%	0%	N=33
Study abroad programs	58%	32%	10%	0%	0%	N=78
Community service organizations	34%	32%	30%	4%	0%	N=79
Mentor programs	22%	37%	30%	9%	1%	N=67
Leadership programs	31%	41%	23%	2%	3%	N=91
Academic/case competitions	34%	36%	26%	4%	1%	N=104
Diversity/multicultural events	26%	43%	25%	5%	1%	N=87
Volunteer activities	33%	36%	27%	4%	1%	N=135

Includes only respondents who participated in the activity.

Achievement Goal Orientation

Respondents were asked a series of 12 questions that form four scales regarding achievement goal orientation. The four scales were Mastery-Approach, Mastery-Avoidance, Performance-Approach, and Performance-Avoidance.

Achievement Goal Orientation

Orientation	Mean	Standard Error	Valid N
Mastery-Approach	18	.13	N=521
Mastery-Avoidance	11	.20	N=521
Performance-Approach	16	.20	N=521
Performance-Avoidance	13	.20	N=521

Scale scores range from 3 to 21, where a higher score indicates a tendency to the specific item.

Program Type

Overall Value of the Graduate Business Degree, by Program Type

Overall Value	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Outstanding	23%	26%	27%
Excellent	45%	47%	41%
Good	27%	24%	23%
Fair	4%	2%	8%
Poor	1%	1%	1%
Total	N=241	N=177	N=100

No statistical differences found.

School Recommendation, by Program Type*

Response	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Definitely yes	63%	80%	61%
Probably yes	31%	17%	22%
Uncertain	5%	2%	10%
Probably no	1%	0%	6%
Definitely no	0%	1%	1%
Total	N=241	N=177	N=100

*Chi-squared; p < .05

Quality Ratings for Components of Graduate Business Program, by Program Type
(Mean Score)

Program Component		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Admissions*	Mean	3.7	4.3	3.8
	Standard Error	.06	.05	.10
	Valid N	N=241	N=176	N=100
Career services*	Mean	3.0	3.3	3.0
	Standard Error	.09	.10	.14
	Valid N	N=194	N=111	N=90
Curriculum*	Mean	3.7	4.0	3.6
	Standard Error	.06	.06	.09
	Valid N	N=241	N=177	N=100
Faculty*	Mean	3.8	4.0	3.8
	Standard Error	.06	.06	.11
	Valid N	N=241	N=177	N=100
Program management*	Mean	3.5	4.0	3.5
	Standard Error	.06	.07	.11
	Valid N	N=240	N=175	N=99
Student services*	Mean	3.3	3.7	3.4
	Standard Error	.07	.08	.12
	Valid N	N=217	N=152	N=93
Fellow students*	Mean	3.7	4.0	3.6
	Standard Error	.06	.07	.11
	Valid N	N=240	N=172	N=99
Program structure*	Mean	3.7	4.1	3.7
	Standard Error	.06	.06	.11
	Valid N	N=241	N=176	N=100

Scale: 5 = outstanding to 1 = poor; not applicable excluded.

*t-test; p < .05.

Satisfaction Ratings for Admissions, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	**Online/distance learning MBA**	**Joint-degree programs that include an MBA**
	Mean	4.1	4.3	4.2
	Standard Error	.05	.05	.08
Access to staff*	Valid N	N=237	N=175	N=98
	Mean	4.1	4.3	4.1
	Standard Error	.06	.06	.08
Responsiveness of staff*	Valid N	N=239	N=176	N=100
	Mean	4.0	4.3	4.0
	Standard Error	.06	.05	.09
Information provided*	Valid N	N=240	N=176	N=99

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*t-test; $p < .05$.

Satisfaction Ratings for Career Services, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	**Online/distance learning MBA**	**Joint-degree programs that include an MBA**
	Mean	3.6	3.9	3.5
	Standard Error	.08	.11	.14
Knowledge of staff*	Valid N	N=174	N=94	N=86
	Mean	3.8	3.8	3.6
	Standard Error	.08	.12	.13
Responsiveness of staff	Valid N	N=175	N=95	N=86
	Mean	3.4	3.8	3.3
	Standard Error	.09	.11	.14
Availability of resources*	Valid N	N=177	N=100	N=86

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*t-test; $p < .05$.

Satisfaction Ratings for Curriculum, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Relevance*	Mean	4.0	4.4	4.0
	Standard Error	.05	.05	.08
	Valid N	N=241	N=177	N=100
Integration*	Mean	3.9	4.2	3.9
	Standard Error	.05	.06	.09
	Valid N	N=240	N=176	N=100
Comprehensiveness*	Mean	3.9	4.2	3.9
	Standard Error	.05	.05	.10
	Valid N	N=240	N=177	N=100

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*t-test; p < .05.

Satisfaction Ratings for Faculty, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Knowledge of faculty*	Mean	4.3	4.5	4.3
	Standard Error	.05	.05	.07
	Valid N	N=241	N=176	N=100
Responsiveness of faculty	Mean	4.1	4.2	4.1
	Standard Error	.05	.06	.10
	Valid N	N=241	N=176	N=100
Teaching methods*	Mean	3.8	4.0	3.7
	Standard Error	.05	.06	.10
	Valid N	N=241	N=177	N=100

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.
*t-test; p < .05.

Satisfaction Ratings for Program Management, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Program management staff*	Mean	3.8	4.2	3.8
	Standard Error	.05	.06	.10
	Valid N	N=233	N=174	N=95
Mission*	Mean	3.9	4.3	3.8
	Standard Error	.05	.05	.10
	Valid N	N=231	N=170	N=96
Standards*	Mean	3.8	4.2	3.8
	Standard Error	.06	.06	.11
	Valid N	N=236	N=172	N=96
Continuous improvements*	Mean	3.8	4.1	3.7
	Standard Error	.06	.07	.12
	Valid N	N=236	N=173	N=97

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*t-test; p < .05.

Satisfaction Ratings for Student Services, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Student services staff*	Mean	3.7	4.1	3.6
	Standard Error	.07	.07	.11
	Valid N	N=196	N=117	N=87
Student activities and clubs*	Mean	3.6	4.0	3.7
	Standard Error	.07	.11	.11
	Valid N	N=176	N=65	N=80

Satisfaction Ratings for Student Services, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Symposium and guest speakers*	Mean	3.8	4.2	3.9
	Standard Error	.07	.11	.10
	Valid N	N=195	N=83	N=85
Communications to students*	Mean	3.8	4.0	3.8
	Standard Error	.06	.07	.10
	Valid N	N=209	N=134	N=89

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.
*t-test; p < .05.

Satisfaction Ratings for Fellow Students, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Contribution to learning*	Mean	3.8	4.1	3.8
	Standard Error	.06	.07	.11
	Valid N	N=240	N=172	N=98
Cooperative atmosphere*	Mean	4.1	4.3	4.0
	Standard Error	.05	.06	.09
	Valid N	N=240	N=171	N=98
Close-knit community*	Mean	3.6	4.0	3.9
	Standard Error	.07	.08	.11
	Valid N	N=237	N=165	N=98
Talent level*	Mean	3.7	4.1	3.6
	Standard Error	.07	.07	.12
	Valid N	N=239	N=172	N=98

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.
*t-test; p < .05.

Satisfaction Ratings for Program Structure, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	**Online/distance learning MBA**	**Joint-degree programs that include an MBA**
Class schedule*	Mean	3.8	4.4	3.9
	Standard Error	.06	.05	.09
	Valid N	N=241	N=173	N=100
Class size*	Mean	4.0	4.3	4.0
	Standard Error	.06	.06	.09
	Valid N	N=241	N=167	N=100
Facilities*	Mean	3.9	4.2	3.8
	Standard Error	.06	.07	.12
	Valid N	N=240	N=130	N=99
Technological resources*	Mean	3.9	4.2	3.8
	Standard Error	.06	.07	.12
	Valid N	N=241	N=175	N=100

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*t-test; $p < .05$.

Satisfaction With Core Curriculum, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	**Online/distance learning MBA**	**Joint-degree programs that include an MBA**
Accounting*	Mean	3.8	4.1	3.6
	Standard Error	.07	.06	.11
	Valid N	N=225	N=170	N=95
Economics	Mean	3.9	4.1	4.0
	Standard Error	.07	.08	.09
	Valid N	N=208	N=150	N=90
Finance*	Mean	4.0	4.2	3.9
	Standard Error	.06	.06	.12
	Valid N	N=229	N=170	N=95

Satisfaction With Core Curriculum, by Program Type (Mean Score)

Program Aspect		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Marketing*	Mean	3.9	4.2	3.7
	Standard Error	.06	.06	.11
	Valid N	N=229	N=176	N=88
Operations*	Mean	3.8	4.2	3.7
	Standard Error	.07	.06	.11
	Valid N	N=218	N=156	N=85
Information Systems*	Mean	3.3	3.7	3.4
	Standard Error	.08	.09	.13
	Valid N	N=196	N=124	N=74
Statistics	Mean	3.8	3.9	3.8
	Standard Error	.07	.08	.11
	Valid N	N=197	N=147	N=86
Business Policy/Strategy*	Mean	4.2	4.2	3.9
	Standard Error	.05	.06	.10
	Valid N	N=211	N=157	N=93
International Business*	Mean	4.0	4.3	3.8
	Standard Error	.07	.07	.12
	Valid N	N=168.0	N=125.0	N=72.0
Management/Organizational Behavior*	Mean	4.2	4.3	3.8
	Standard Error	.06	.06	.11
	Valid N	N=233	N=173	N=95
Ethics/Business Law	Mean	4.0	4.0	3.8
	Standard Error	.07	.07	.11
	Valid N	N=175	N=141	N=80

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.
*t-test; $p < .05$.

Improvement of Skills/Abilities, by Program Type (Mean Score)

Skill/Ability		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Managing human capital	Mean	3.8	4.0	3.9
	Standard Error	.07	.07	.10
	Valid N	N=237	N=172	N=96
Managing tools and technology	Mean	3.1	3.2	2.9
	Standard Error	.09	.11	.14
	Valid N	N=222	N=157	N=90
Managing decision-making processes*	Mean	4.1	4.2	3.9
	Standard Error	.06	.06	.10
	Valid N	N=233	N=177	N=97
Managing administrative activities*	Mean	3.7	3.9	3.5
	Standard Error	.07	.07	.12
	Valid N	N=236	N=174	N=94
Managing strategy and innovation*	Mean	4.1	4.2	3.9
	Standard Error	.06	.07	.09
	Valid N	N=239	N=175	N=96
Managing the task environment	Mean	3.7	3.9	3.7
	Standard Error	.07	.07	.11
	Valid N	N=233	N=172	N=95
Knowledge of technology, design, and production	Mean	3.1	3.4	3.2
	Standard Error	.09	.09	.14
	Valid N	N=221	N=164	N=89
Knowledge of human behavior and society	Mean	3.6	3.8	3.5
	Standard Error	.07	.08	.11
	Valid N	N=236	N=172	N=94
Knowledge of general business functions*	Mean	4.2	4.4	4.1
	Standard Error	.05	.06	.11
	Valid N	N=236	N=174	N=97

Improvement of Skills/Abilities, by Program Type (Mean Score)

Skill/Ability		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Knowledge of media communications and delivery*	Mean	3.4	3.6	3.2
	Standard Error	.08	.08	.14
	Valid N	N=218	N=158	N=88
Interpersonal skills	Mean	3.9	3.9	3.8
	Standard Error	.06	.07	.11
	Valid N	N=232	N=169	N=96
Operations skills*	Mean	3.5	3.8	3.4
	Standard Error	.08	.08	.12
	Valid N	N=234	N=172	N=96
Strategic and systems skills	Mean	4.0	4.0	3.8
	Standard Error	.06	.07	.10
	Valid N	N=238	N=175	N=97
Foundation skills*	Mean	3.4	3.6	3.1
	Standard Error	.09	.09	.14
	Valid N	N=195	N=148	N=82
Generative thinking*	Mean	3.9	4.1	3.7
	Standard Error	.06	.07	.11
	Valid N	N=235	N=171	N=95

Scale: 5 = A great deal to 1 = Not at all; not applicable excluded.

*t-test; p < .05.

School Culture, by Program Type

Cultural Aspect	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Competitive	19%	19%	18%
Collaborative	81%	81%	82%
Total	100%	100%	100%

School Culture, by Program Type

Cultural Aspect	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Homogeneous student body	27%	20%	31%
Heterogeneous student body	73%	80%	69%
Total	100%	100%	100%
Passive learning	15%	11%	19%
Active learning	85%	89%	81%
Total	100%	100%	100%
Vocational curriculum	24%	23%	29%
Academic curriculum	76%	77%	71%
Total	100%	100%	100%
Personal	81%	71%	88%
Impersonal	19%	29%	12%
Total*	100%	100%	100%
Large class sizes	24%	30%	22%
Small class sizes	76%	70%	78%
Total	100%	100%	100%
Research orientation	22%	27%	22%
Teaching orientation	78%	73%	78%
Total	100%	100%	100%
Interdisciplinary	64%	71%	66%
Concentration-focused	36%	29%	34%
Total	100%	100%	100%
Team emphasis	90%	86%	90%
Individual emphasis	10%	14%	10%
Total	100%	100%	100%
Authoritarian professors	21%	16%	25%
Egalitarian professors	79%	84%	75%
Total	100%	100%	100%
Emphasize facts and textbook knowledge	18%	10%	20%
Emphasize critical discussion	82%	90%	80%
Total*	100%	100%	100%

School Culture, by Program Type

Cultural Aspect	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Formal	15%	18%	20%
Informal	85%	82%	80%
Total	100%	100%	100%
Rigorous	68%	83%	62%
Lenient	32%	17%	38%
Total*	100%	100%	100%
Close-knit community	51%	59%	76%
Loosely connected community	49%	41%	24%
Total*	100%	100%	100%

*Chi-squared; p < .05.

Satisfaction With School Culture, by Program Type*

Response	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Extremely satisfied	18%	31%	24%
Very satisfied	48%	49%	42%
Somewhat satisfied	29%	18%	27%
Not very satisfied	5%	2%	6%
Not at all satisfied	0%	0%	1%
	100%	100%	100%
Total	N=241	N=177	N=100

*Chi-squared; p < .05.

Student Participation in Extracurricular Activities, by Program Type

Activity	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Internships*	12%	5%	70%
Work projects*	27%	27%	41%
Student career/professional clubs*	30%	7%	48%
Student government*	7%	3%	12%
Study abroad programs*	12%	13%	23%
Community service organizations*	18%	8%	21%
Mentor programs*	15%	3%	22%
Leadership programs*	18%	9%	31%
Academic/case competitions*	16%	14%	40%
Diversity/multicultural events*	15%	10%	35%
Volunteer activities*	27%	18%	37%
Full-time work*	78%	92%	18%
Part-time work*	21%	3%	56%
None of the above	1%	2%	1%

Responses add to more than 100% because of multiple selections

*Chi-squared; p < .05.

Achievement Goal Orientation, by Program Type (Mean Score)

Orientation		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Mastery-Approach*	Mean	17.7	18.2	16.7
	Standard Error	.19	.19	.32
	Valid N	N=240	N=177	N=100
Mastery-Avoidance	Mean	10.9	10.3	11.1
	Standard Error	.28	.35	.45
	Valid N	N=240	N=177	N=100

Achievement Goal Orientation, by Program Type (Mean Score)

Orientation		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	**Online/distance learning MBA**	**Joint-degree programs that include an MBA**
Performance-Approach	Mean	15.8	15.9	15.0
	Standard Error	.29	.35	.47
	Valid N	N=240	N=177	N=100
Performance-Avoidance	Mean	13.1	12.7	12.4
	Standard Error	.29	.35	.43
	Valid N	N=240	N=177	N=100

Scale scores range from 3 to 21, where a higher score indicates a tendency to the specific scale.

*t-test; $p < .05$.

Job Search and Expectations

This topic explores student employment expectations and information on their current job searches. The following key topics are examined: student expectations that degree will increase career options; key factors in obtaining a job; offers and acceptances of employment; employment expectations, job level (pre-MBA and post-MBA), and salary and signing bonus expectations. Comparisons are also included by program type.

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?"

Student Satisfaction That Expectations Were Met

Expectation	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable, I Did Not Have This Goal	Total
An opportunity for more challenging/interesting work in the future.	34%	49%	15%	1%	0%	1%	N=522
A sense of personal satisfaction and achievement.	51%	37%	9%	1%	0%	1%	N=522
Advancement potential.	35%	48%	14%	2%	0%	1%	N=522
Credentials I need to increase career options.	39%	46%	12%	2%	0%	1%	N=522
Respect and recognition.	27%	47%	20%	2%	1%	2%	N=522
Confidence I need to succeed.	29%	45%	20%	2%	0%	4%	N=522
The ability to switch industries.	24%	43%	20%	4%	1%	8%	N=522
The ability to change occupational area.	26%	42%	19%	5%	1%	7%	N=522
The ability to expand my international employment opportunities.	22%	25%	23%	5%	2%	22%	N=522
The right connections to get a good job in the future.	18%	30%	31%	12%	5%	4%	N=522
The opportunity to get a better job.	34%	48%	14%	2%	1%	2%	N=522
An increase in long-term potential through the development of skills/abilities.	36%	49%	13%	1%	0%	0%	N=522
The ability to remain marketable (competitive).	44%	44%	11%	1%	0%	1%	N=522
The potential for long-term income and financial stability.	33%	48%	14%	2%	0%	2%	N=522
The ability to start or improve my own business.	20%	29%	22%	5%	1%	22%	N=522
Opportunities to contribute to solving some of the world's problems.	17%	29%	28%	7%	2%	16%	N=522
The chance to make more money.	30%	48%	16%	2%	1%	3%	N=522
Mentors to help me achieve my goals.	16%	23%	31%	15%	6%	9%	N=522

Student Preparation for Employment

My graduate business education...	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total
Prepared me to meet the challenges of today's job market.	35%	50%	12%	2%	1%	N=522
Provided me with a competitive advantage in the job market.	45%	43%	10%	2%	0%	N=522
Empowered me to be in control of my employment outcomes.	34%	44%	18%	3%	0%	N=522
Improved my chances of finding a job that meets my expectations.	46%	41%	11%	2%	0%	N=522
Introduced me to career opportunities I had not previously considered.	40%	33%	20%	7%	1%	N=522

Important Factors in Obtaining a Job

Respondents were asked to indicate "How important should each of the following be in obtaining a job?"

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Years of work experience	8%	30%	46%	13%	3%	N=302
Occupation in prior work experience	12%	39%	40%	8%	2%	N=302
Industry in prior work experience	11%	32%	42%	13%	2%	N=302
History of increased job responsibility	26%	45%	27%	2%	0%	N=302
History of leading teams	19%	44%	34%	3%	0%	N=302
History of managing people in a formal reporting role	10%	37%	42%	10%	2%	N=302
Proven ability to perform	52%	43%	4%	0%	0%	N=302
Strong academic success	14%	42%	36%	7%	1%	N=302
Specialization or concentration of study	10%	34%	45%	9%	2%	N=302
Reputation of business school	10%	30%	48%	9%	2%	N=302

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Relevant language, country, and/or cultural expertise	21%	39%	33%	4%	2%	N=302
Interpersonal skills	60%	36%	4%	0%	1%	N=302
Cultural fit with company	47%	39%	13%	2%	0%	N=302
General business management skills	28%	55%	16%	0%	0%	N=302
Technical and/or quantitative skills	16%	54%	27%	2%	0%	N=302
Leadership attributes	52%	39%	8%	1%	0%	N=302
Whom you know	16%	19%	28%	28%	10%	N=302

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?"

Stage in Job Search Process

Stage	Percentage
Applying to jobs, but have not yet received an interview	16%
Interviewing—no offers received yet	10%
Interviewing—receiving and considering offers	2%
Accepted a new offer from current/previous employing organization	3%
Staying with current/previous employing organization	37%
Accepted an offer from a new employing organization	12%
Not currently searching for a job—postponing job search	15%
Planning to start or manage my own business	5%
Other	0%
	100%
Total	N=522
Not searching for a job	57%
Searching for a job	26%
Received/accepted offers of employment	17%
	100%
Total	N=521

Primary Reason for Postponing Job Search

Reason	Percentage
I plan to search closer to graduation.	49%
I need to fulfill contractual obligation with current employer.	9%
I am currently involved in internship or work project.	9%
Family reasons	2%
Health reasons	0%
Military obligations	4%
My career plans have changed.	5%
My employment situation has changed.	4%
I plan to move to a new area.	4%
I plan to return to my current country of citizenship.	2%
I plan to continue my education.	12%
I plan to take some time off/vacation.	5%
	100%
Total	N=57

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. 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.

Sources of Job Offers

Source	Percentage
An organization where you had an internship or work project	29%
An on-campus recruiter	30%
An organization contacted in an off-campus job search	52%
Current or previous employing organization	29%
An alumnus from your school	17%
Other source	2%

Responses add to more than 100% because of multiple selections.

Number of Job Offers

Response	Percentage
One job offer	45%
Two job offers	23%
Three job offers	16%
Four or more job offers	15%
	100%
Total	N=86

Number of Job Offers

Response	Median	Mean	Standard Error	Valid N
Number of job offers	2.0	2.3	.20	N=86

Source of Accepted Job Offer

Source	Percentage
An organization where you had an internship or work project	19%
An on-campus recruiter	17%
An organization contacted in an off-campus job search	49%
Current or previous employing organization	7%
An alumnus from your school	7%
Other	2%
	100%
Total	N=59

Employment Expectations

Respondents who were remaining with their current employer were asked, "Which of the following do you expect to receive from your employer after graduation?"

Expectations for Current Employer After Graduation

Expectations	Percentage
A promotion	36%
A change in job title	28%
An increase in responsibilities	52%
An increase in budgetary authority	16%
An increase in the number of subordinates you manage	23%
A salary increase	46%
None of the above	36%

Responses add to more than 100% because of multiple selections.

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.

Pre-Degree Job Level

Job Level	Percentage
Entry level	24%
Mid-level	58%
Senior level	12%
Executive level	4%
Other	2%
	100%
Total	N=467

Post-Degree Job Level

Job Level	Percentage
Entry level	10%
Mid-level	50%
Senior level	30%
Executive level	8%
Other	1%
	100%
Total	N=494

Salary and Signing Bonus

Respondents were asked to indicate the factors used to estimate their salary and bonus expectations.

Factors Used to Estimate Salary and Bonus

Factor	Percentage
Offers received	22%
Other students/peers	22%
Salary/market research	53%
Current/past salary	56%
Past experience	38%
Media	5%
Current economic conditions	32%

Responses add to more than 100% because of multiple selections.

Change in Annual Base Salary (Pre- to Post-Graduation

Annual Base Salary	Percentage Change	Valid N
All respondents	45%	N=359
Respondents who received/accepted job offers	80%	N=423

Signing Bonus Expectations
(All Respondents)

Response	Percentage
Yes	25%
No	49%
Do not know	26%
	100%
Total	N=496

Signing Bonus Expectations
(Respondents Who
Received/Accepted Job
Offers)

Response	Percentage
Yes	47%
No	41%
Do not know	11%
	100%
Total	N=87

Program Type

Student Satisfaction That Expectations Were Met, by Program Type (Mean Score)

Expectation		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	**Online/distance learning MBA**	**Joint-degree programs that include an MBA**
An opportunity for more challenging/interesting work in the future.*	Mean	4.1	4.3	4.1
	Standard Error	.05	.05	.08
	Valid N	N=240	N=176	N=99
A sense of personal satisfaction and achievement. *	Mean	4.3	4.6	4.1
	Standard Error	.05	.04	.09
	Valid N	N=239	N=177	N=97
Advancement potential. *	Mean	4.1	4.3	4.2
	Standard Error	.05	.05	.07
	Valid N	N=238	N=175	N=99
Credentials I need to increase career options. *	Mean	4.2	4.3	4.2
	Standard Error	.05	.06	.08
	Valid N	N=237	N=176	N=99
Respect and recognition. *	Mean	3.9	4.1	4.1
	Standard Error	.05	.06	.09
	Valid N	N=235	N=174	N=96
Confidence I need to succeed. *	Mean	3.9	4.2	4.0
	Standard Error	.05	.06	.09
	Valid N	N=230	N=172	N=96
The ability to switch industries. *	Mean	3.8	4.0	4.0
	Standard Error	.06	.07	.09
	Valid N	N=220	N=166	N=92
The ability to change occupational area. *	Mean	3.8	4.1	4.0
	Standard Error	.06	.07	.08
	Valid N	N=221	N=164	N=94
The ability to expand my international employment opportunities. *	Mean	3.7	3.9	3.9
	Standard Error	.07	.08	.11
	Valid N	N=180	N=138	N=84

Student Satisfaction That Expectations Were Met, by Program Type (Mean Score)

Expectation		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
The right connections to get a good job in the future. *	Mean	3.3	3.4	3.8
	Standard Error	.07	.08	.10
	Valid N	N=230	N=168	N=99
The opportunity to get a better job.	Mean	4.1	4.2	4.1
	Standard Error	.05	.06	.08
	Valid N	N=236	N=176	N=98
An increase in long-term potential through the development of skills/abilities. *	Mean	4.1	4.3	4.1
	Standard Error	.05	.05	.07
	Valid N	N=240	N=177	N=99
The ability to remain marketable (competitive). *	Mean	4.2	4.5	4.2
	Standard Error	.05	.05	.07
	Valid N	N=240	N=176	N=98
The potential for long-term income and financial stability. *	Mean	4.0	4.3	4.1
	Standard Error	.05	.06	.08
	Valid N	N=236	N=175	N=98
The ability to start or improve my own business.	Mean	3.7	3.9	3.7
	Standard Error	.07	.09	.11
	Valid N	N=186	N=138	N=79
Opportunities to contribute to solving some of the world's problems. *	Mean	3.4	3.8	3.8
	Standard Error	.07	.08	.10
	Valid N	N=199	N=144	N=90
The chance to make more money. *	Mean	4.0	4.2	4.1
	Standard Error	.06	.06	.08
	Valid N	N=233	N=174	N=97
Mentors to help me achieve my goals.	Mean	3.2	3.4	3.5
	Standard Error	.08	.09	.10
	Valid N	N=221	N=156	N=95

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; Not applicable excluded.
*t-test; p < .05

Student Preparation for Employment, by Program Type (Mean Score)

Statement		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
		Type of MBA		
Prepared me to meet the challenges of today's job market. *	Mean	4.1	4.3	4.2
	Standard Error	.05	.05	.07
	Valid N	N=241	N=177	N=100
Provided me with a competitive advantage in the job market. *	Mean	4.2	4.4	4.4
	Standard Error	.05	.05	.07
	Valid N	N=241	N=177	N=100
Empowered me to be in control of my employment outcomes.	Mean	4.0	4.2	4.1
	Standard Error	.06	.06	.08
	Valid N	N=241	N=177	N=100
Improved my chances of finding a job that meets my expectations.	Mean	4.2	4.3	4.3
	Standard Error	.05	.06	.07
	Valid N	N=241	N=177	N=100
Introduced me to career opportunities I had not previously considered.	Mean	4.0	4.0	4.2
	Standard Error	.06	.08	.09
	Valid N	N=241	N=177	N=100

Scale: 5 = Strongly agree to 1 = Strongly disagree.

*t-test; $p < .05$

Importance of Various Factors in Obtaining a Job, by Program Type (Mean Score)

Factor		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Years of work experience*	Mean	3.4	3.4	3.0
	Standard Error	.07	.10	.09
	Valid N	N=144	N=70	N=90
Occupation in prior work experience*	Mean	3.7	3.6	3.2
	Standard Error	.07	.11	.09
	Valid N	N=144	N=70	N=90
Industry in prior work experience*	Mean	3.5	3.3	3.2
	Standard Error	.08	.10	.10
	Valid N	N=144	N=70	N=90
History of increased job responsibility*	Mean	4.0	4.1	3.7
	Standard Error	.06	.09	.09
	Valid N	N=144	N=70	N=90
History of leading teams	Mean	3.7	3.9	3.8
	Standard Error	.07	.08	.09
	Valid N	N=144	N=70	N=90
History of managing people in a formal reporting role	Mean	3.4	3.5	3.4
	Standard Error	.07	.10	.09
	Valid N	N=144	N=70	N=90
Proven ability to perform	Mean	4.4	4.6	4.5
	Standard Error	.05	.06	.06
	Valid N	N=144	N=70	N=90
Strong academic success	Mean	3.7	3.4	3.7
	Standard Error	.06	.09	.10
	Valid N	N=144	N=70	N=90
Specialization or concentration of study	Mean	3.4	3.3	3.5
	Standard Error	.08	.08	.09
	Valid N	N=144	N=70	N=90
Reputation of business school	Mean	3.3	3.3	3.5
	Standard Error	.07	.11	.09
	Valid N	N=144	N=70	N=90

Importance of Various Factors in Obtaining a Job, by Program Type (Mean Score)

Factor		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	**Online/distance learning MBA**	**Joint-degree programs that include an MBA**
Relevant language, country, and/or cultural expertise	Mean	3.7	3.9	3.8
	Standard Error	.08	.10	.09
	Valid N	N=144	N=70	N=90
Interpersonal skills	Mean	4.5	4.6	4.5
	Standard Error	.05	.06	.08
	Valid N	N=144	N=70	N=90
Cultural fit with company	Mean	4.2	4.4	4.3
	Standard Error	.06	.08	.09
	Valid N	N=144	N=70	N=90
General business management skills	Mean	4.1	4.2	4.1
	Standard Error	.06	.07	.08
	Valid N	N=144	N=70	N=90
Technical and/or quantitative skills	Mean	3.9	4.0	3.7
	Standard Error	.06	.07	.08
	Valid N	N=144	N=70	N=90
Leadership attributes*	Mean	4.4	4.6	4.4
	Standard Error	.06	.07	.09
	Valid N	N=144	N=70	N=90
Whom you know	Mean	3.1	2.9	3.1
	Standard Error	.10	.15	.13
	Valid N	N=144	N=70	N=90

Scale: 5 = Extremely important to 1 = Not at all important.

*t-test; $p < .05$

Stage in Job Search Process, by Program Type*

Stage	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	**Online/distance learning MBA**	**Joint-degree programs that include an MBA**
Applying to jobs, but have not yet received an interview	17%	12%	18%
Interviewing—no offers received yet	10%	7%	16%
Interviewing—receiving and considering offers	3%	1%	3%
Accepted a new offer from current/previous employing organization	2%	3%	3%
Staying with current/previous employing organization	36%	54%	9%
Accepted an offer from a new employing organization	7%	5%	34%
Not currently searching for a job—postponing job search until later	18%	10%	16%
Planning to start or manage my own business	5%	7%	1%
Other	0%	0%	0%
	100%	100%	100%
Total	N=241	N=177	N=100
Not searching for a job	60%	72%	26%
Searching for a job	28%	19%	34%
Received/accepted offers of employment	13%	9%	40%
	100%	100%	100%
Total	N=240	N=177	N=100

*Chi-squared; p < .05.

Sources of Job Offers, by Program Type

Source	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
An organization where you had an internship or work project*	7%	19%	50%
An on-campus recruiter*	13%	6%	53%
An organization contacted in an off-campus job search*	63%	69%	38%
Current or previous employing organization*	40%	63%	8%
An alumnus from your school*	7%	6%	30%
Other source	0%	0%	5%

Responses add to more than 100% because of multiple selections.

*Chi-squared; p < .05.

Expectations for Current Employer After Graduation, by Program Type

Expectations	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
A promotion	33%	37%	44%
A change in job title	27%	29%	33%
An increase in responsibilities	51%	53%	44%
An increase in budgetary authority	17%	15%	22%
An increase in the number of subordinates you manage	21%	24%	22%
A salary increase	46%	46%	44%
None of the above	35%	36%	44%

Responses add to more than 100% because of multiple selections.

No statistical differences found.

Pre-Degree Job Level, by Program Type*

Job Level	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Entry level	26%	14%	38%
Mid-level	57%	62%	51%
Senior level	10%	17%	8%
Executive level	4%	6%	1%
Other	2%	1%	1%
	100%	100%	100%
Total	N=216	N=173	N=74

*Chi-squared; p < .05.

Post-Degree Job Level, by Program Type*

Job Level	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Entry level	9%	4%	24%
Mid-level	51%	46%	54%
Senior level	32%	36%	18%
Executive level	7%	13%	3%
Other	1%	1%	1%
	100%	100%	100%
Total	N=228	N=164	N=99

*Chi-squared; p < .05.

Factors Used to Estimate Salary and Bonus, by Program Type

Factor	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Offers received*	19%	18%	33%
Other students/peers*	20%	14%	40%
Salary/market research	52%	52%	56%
Current/past salary*	58%	66%	35%
Past experience	39%	41%	30%
Media	5%	3%	6%
Current economic conditions	33%	29%	31%

Responses add to more than 100% because of multiple selections.

*Chi-squared; $p < .05$.

Annual Base Salary in US Dollars, by Program Type (All Respondents)

Program Type		Percentage Change
Flexible MBA (with both full-time and part-time options)	Percentage change	44%
	Valid N	N=174
Online/distance learning MBA	Percentage change	36%
	Valid N	N=129
Joint-degree programs that include an MBA	Percentage change	100%
	Valid N	N=54

*t-test; $p < .05$.

Signing Bonus Expectations, by Program Type (All Respondents)*

Response	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
Yes	20%	20%	43%
No	55%	53%	29%
Do not know	25%	27%	27%
	100%	100%	100%
Total	N=230	N=164	N=99

*Chi-squared; $p < .05$.

Job and Employer Selection

This topic examines job and employer selection criteria, including job function and industry, anticipated location of employment, company selection criteria, organization cultural preferences, job selection criteria, and size of organization. Comparisons are also included by program type.

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.

Job Function

Function	Pre-Degree	Post-Degree
Marketing/Sales	19%	16%
Operations/Logistics	18%	13%
Consulting	7%	18%
General Management	12%	16%
Finance/Accounting	21%	22%
Human Resources	6%	5%
Information Technology/MIS	12%	8%
Other function	5%	2%
	100%	100%
Total	N=466	N=495

Respondents were asked to report the industry in which they were employed before entering graduate business school and the industries in which they intend to be employed upon graduation.

Industry

Industry	Pre-Degree	Post-Degree
Consulting	7%	12%
Energy/Utilities	3%	4%
Finance/Accounting	18%	19%
Health Care	12%	12%
Technology	14%	12%
Manufacturing	10%	7%
Nonprofit/Government	14%	10%
Products/Services	22%	22%
Other industry	0%	0%
	100%	100%
Total	N=487	N=522

Anticipated Location of Employment

Respondents were asked to report whether they intended to work within or outside their countries of citizenship.

Anticipated Location of Employment

Location	Percentage
In your country of citizenship (or authorized work area)	84%
Outside country of citizenship and then seek permanent residency	4%
Outside country of citizenship and then return to your country	5%
Other	0%
Do not know	8%
	100%
Total	N=522

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?"

Company Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Company image and reputation	29%	51%	18%	2%	0%	N=492
Location	32%	42%	20%	4%	2%	N=492
Physical surroundings	8%	37%	43%	10%	2%	N=492
Opinions of others	6%	26%	43%	19%	5%	N=492
Room for growth	65%	32%	3%	0%	0%	N=492
Positive organizational climate	45%	47%	8%	0%	0%	N=492
Fit with company culture	48%	43%	9%	1%	0%	N=492
Value employer places on graduate business skills	16%	42%	35%	4%	2%	N=492
High ethical standards of the company	48%	40%	10%	1%	1%	N=492
Emphasis on work–life balance	39%	39%	18%	3%	1%	N=492
Company stability	48%	40%	10%	2%	0%	N=492
Emphasis on community and inclusion	15%	35%	37%	11%	3%	N=492

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.

Preference of Organizational Culture

Cultural Preference	Percentage
Centralized decision making	38%
Decentralized decision making	62%
Total	100%
Internal competition	14%
Cooperative atmosphere	86%
Total	100%
Well-defined career path	25%
Flexible career opportunities	75%
Total	100%

Preference of Organizational Culture

Cultural Preference	Percentage
Formal atmosphere	27%
Informal atmosphere	73%
Total	100%
Clearly defined responsibilities	61%
Varied/fluid responsibilities	39%
Total	100%
Formalized procedures	68%
Loosely defined procedures	32%
Total	100%
Clear, well-communicated vision	81%
Flexible, adaptable corporate goals	19%
Total	100%
Focus on company success	72%
Focus on public good	28%
Total	100%
Individual performance-based reward	75%
Team-based reward	25%
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?"

Job Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Achieving something that you personally value	47%	41%	12%	0%	0%	N=492
Benefit package	31%	46%	19%	3%	1%	N=492
Challenging and/or interesting work	62%	35%	2%	0%	0%	N=492
Competitive salary	51%	38%	10%	1%	0%	N=492
Job autonomy	24%	50%	22%	3%	1%	N=492
Job security	42%	37%	19%	2%	1%	N=492

Job Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Advancement opportunity	58%	35%	6%	1%	0%	N=492
Opportunity to work or travel in a foreign country	15%	16%	24%	30%	14%	N=492
Stock option or ownership program	10%	20%	43%	21%	6%	N=492
Opportunity to learn new things	56%	36%	8%	0%	0%	N=492
Visibility with executive team	21%	39%	31%	7%	2%	N=492
Flexible schedule	23%	33%	32%	11%	1%	N=492
Opportunity for professional development	55%	37%	7%	0%	0%	N=492
Ability to make an impact	50%	40%	9%	1%	0%	N=492

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?"

Organization Size

Employees	Percentage
Less than 25	3%
25–100	10%
101–500	11%
501–1,000	6%
1,001–5,000	15%
5,001–10,000	7%
10,001–15,000	6%
15,001–25,000	5%
More than 25,000	18%
Do not know	19%
	100%
Total	N=494
1,000 or fewer	37%
1,001 to 15,000	34%
15,001 or more	29%
	100%
Total	N=403

Program Type

Pre-Degree Job Function, by Program Type

Job Function	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	**Online/ distance learning MBA**	**Joint-degree programs that include an MBA**
Marketing/Sales	17%	20%	20%
Operations/Logistics	15%	21%	19%
Consulting	5%	6%	12%
General Management	13%	11%	15%
Finance/Accounting	27%	16%	18%
Human Resources	5%	9%	3%
Information Technology/MIS	14%	13%	7%
Other function	5%	4%	7%
	100%	100%	100%
Total	N=216	N=172	N=74

No statistical differences found.

Post-Degree Job Function, by Program Type*

Job Function	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	**Online/ distance learning MBA**	**Joint-degree programs that include an MBA**
Marketing/Sales	14%	21%	13%
Operations/Logistics	14%	13%	9%
Consulting	20%	12%	23%
General Management	17%	15%	14%
Finance/Accounting	23%	17%	27%
Human Resources	5%	7%	1%
Information Technology/MIS	5%	12%	7%
Other function	1%	3%	5%
	100%	100%	100%
Total	N=230	N=164	N=98

*Chi-squared; $p < .05$.

Pre-Degree Industry, by Program Type

Industry	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/ distance learning MBA	Joint-degree programs that include an MBA
Consulting	7%	5%	9%
Energy/Utilities	3%	5%	1%
Finance/Accounting	21%	16%	15%
Health Care	10%	17%	10%
Technology	14%	15%	9%
Manufacturing	9%	11%	6%
Nonprofit/Government	14%	12%	20%
Products/Services	22%	19%	29%
Other industry	0%	0%	0%
	100%	100%	100%
Total	N=227	N=177	N=79

No statistical differences found.

Post-Degree Industry, by Program Type

Industry	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/ distance learning MBA	Joint-degree programs that include an MBA
Consulting	14%	10%	13%
Energy/Utilities	3%	5%	5%
Finance/Accounting	23%	14%	18%
Health Care	10%	16%	12%
Technology	10%	13%	13%
Manufacturing	7%	10%	2%
Nonprofit/Government	10%	11%	10%
Products/Services	22%	20%	26%
Other industry	0%	1%	1%
	100%	100%	100%
Total	N=241	N=177	N=100

No statistical differences found.

Anticipated Work Location, by Program Type

Location	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	Online/distance learning MBA	Joint-degree programs that include an MBA
In your country of citizenship (or authorized work area)	85%	85%	80%
Outside country of citizenship and then seek permanent residency	4%	3%	4%
Outside country of citizenship and then return to your country	5%	5%	3%
Other	0%	0%	0%
Do not know	6%	7%	13%
	100%	100%	100%
Total	N=241	N=177	N=100

No statistical differences found.

Company Selection Criteria, by Program Type

Selection Criteria		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/ distance learning MBA	Joint-degree programs that include an MBA
Company image and reputation	Mean	4.1	4.1	4.0
	Standard Error	.05	.05	.08
	Valid N	N=229	N=164	N=98
Location	Mean	4.0	4.0	4.0
	Standard Error	.06	.07	.09
	Valid N	N=229	N=164	N=98
Physical surroundings	Mean	3.3	3.5	3.4
	Standard Error	.06	.06	.09
	Valid N	N=229	N=164	N=98
Opinions of others	Mean	3.0	3.1	3.2
	Standard Error	.06	.07	.11
	Valid N	N=229	N=164	N=98

Company Selection Criteria, by Program Type

Selection Criteria		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/ distance learning MBA	Joint-degree programs that include an MBA
Room for growth*	Mean	4.6	4.7	4.5
	Standard Error	.04	.04	.06
	Valid N	N=229	N=164	N=98
Positive organizational climate*	Mean	4.3	4.5	4.2
	Standard Error	.04	.05	.07
	Valid N	N=229	N=164	N=98
Fit with company culture	Mean	4.4	4.4	4.4
	Standard Error	.05	.05	.07
	Valid N	N=229	N=164	N=98
Value employer places on graduate business skills	Mean	3.7	3.6	3.6
	Standard Error	.06	.07	.09
	Valid N	N=229	N=164	N=98
High ethical standards of the company*	Mean	4.2	4.5	4.2
	Standard Error	.05	.05	.09
	Valid N	N=229	N=164	N=98
Emphasis on work–life balance	Mean	4.2	4.2	3.9
	Standard Error	.06	.06	.10
	Valid N	N=229	N=164	N=98
Company stability*	Mean	4.3	4.5	4.2
	Standard Error	.05	.05	.08
	Valid N	N=229	N=164	N=98
Emphasis on community and inclusion	Mean	3.4	3.6	3.5
	Standard Error	.06	.08	.10
	Valid N	N=229	N=164	N=98

Scale: 5 = extremely important to 1 = not at all important.

*t-test; $p < .05$.

Preference of Organizational Culture, by Program Type

Cultural Preference	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	**Online/ distance learning MBA**	**Joint-degree programs that include an MBA**
Centralized decision making	36%	37%	46%
Decentralized decision making	64%	63%	54%
Total	100%	100%	100%
Internal competition	12%	15%	17%
Cooperative atmosphere	88%	85%	83%
Total	100%	100%	100%
Well-defined career path	22%	27%	32%
Flexible career opportunities	78%	73%	68%
Total	100%	100%	100%
Formal atmosphere	22%	31%	33%
Informal atmosphere	78%	69%	67%
Total	100%	100%	100%
Clearly defined responsibilities	60%	58%	66%
Varied/fluid responsibilities	40%	42%	34%
Total	100%	100%	100%
Formalized procedures	66%	68%	73%
Loosely defined procedures	34%	32%	27%
Total	100%	100%	100%
Clear, well-communicated vision	80%	85%	75%
Flexible, adaptable corporate goals	20%	15%	25%
Total	100%	100%	100%
Focus on company success	73%	76%	64%
Focus on public good	27%	24%	36%
Total	100%	100%	100%
Individual performance-based reward	74%	76%	75%
Team-based reward	26%	24%	25%
Total	100%	100%	100%

No statistical differences found.

Job Selection Criteria, by Program Type

Selection Criteria		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	Online/ distance learning MBA	Joint-degree programs that include an MBA
Achieving something that you personally value	Mean	4.3	4.4	4.3
	Standard Error	.05	.05	.07
	Valid N	N=229	N=164	N=98
Benefit package	Mean	4.0	4.1	3.9
	Standard Error	.06	.06	.10
	Valid N	N=229	N=164	N=98
Challenging and/or interesting work*	Mean	4.6	4.7	4.5
	Standard Error	.04	.04	.07
	Valid N	N=229	N=164	N=98
Competitive salary*	Mean	4.4	4.5	4.2
	Standard Error	.05	.05	.08
	Valid N	N=229	N=164	N=98
Job autonomy	Mean	3.9	4.0	3.8
	Standard Error	.06	.06	.08
	Valid N	N=229	N=164	N=98
Job security	Mean	4.2	4.2	4.0
	Standard Error	.06	.06	.09
	Valid N	N=229	N=164	N=98
Advancement opportunity*	Mean	4.5	4.6	4.4
	Standard Error	.05	.05	.07
	Valid N	N=229	N=164	N=98
Opportunity to work or travel in a foreign country*	Mean	2.8	2.8	3.2
	Standard Error	.08	.10	.12
	Valid N	N=229	N=164	N=98
Stock option or ownership program	Mean	3.1	3.1	3.0
	Standard Error	.06	.09	.11
	Valid N	N=229	N=164	N=98
Opportunity to learn new things	Mean	4.5	4.4	4.4
	Standard Error	.04	.05	.07
	Valid N	N=229	N=164	N=98

Job Selection Criteria, by Program Type

Selection Criteria		Type of MBA		
		Flexible MBA (with both full-time and part-time options)	**Online/ distance learning MBA**	**Joint-degree programs that include an MBA**
Visibility with executive team	Mean	3.7	3.7	3.7
	Standard Error	.06	.08	.08
	Valid N	N=229	N=164	N=98
Flexible schedule	Mean	3.7	3.7	3.5
	Standard Error	.07	.07	.10
	Valid N	N=229	N=164	N=98
Opportunity for professional development	Mean	4.5	4.5	4.4
	Standard Error	.04	.05	.07
	Valid N	N=229	N=164	N=98
Ability to make an impact	Mean	4.3	4.5	4.4
	Standard Error	.05	.05	.07
	Valid N	N=229	N=164	N=98

Scale: 5 = extremely important to 1 = not at all important.

*t-test; $p < .05$.

Organization Size, by Program Type

Number of Employees	Type of MBA		
	Flexible MBA (with both full-time and part-time options)	**Online/ distance learning MBA**	**Joint-degree programs that include an MBA**
1,000 or fewer	41%	29%	44%
1,001 to 15,000	32%	41%	27%
15,001 or more	27%	30%	29%
	100%	100%	100%
Total	N=184	N=143	N=75

No statistical differences found.

VII. MASTER'S IN BUSINESS PROGRAMS

The Graduate Management Admission Council® (GMAC®) has tabulated the results of the 2009 GMAC *Global Management Education Graduate Survey*, its 10th annual survey of graduate business school graduates. This report summarizes data provided by the 293 *master's* students who completed the survey. The master's students responded from 59 participating schools, and 47 percent were non-US citizens. Overall, 61 respondents were from Master of Science in Management or Business Administration programs, 79 were from Master of Accounting programs, 33 were from Master of Finance programs, 31 were from other general management programs, 19 were from other specialized quantitative programs, 7 were from other specialized nonquantitative programs, 4 were from joint degree programs, and 59 were from other master's programs in business.

 Past data for master's in business programs were not available. The 2009 survey was the first that included data for this program category, so there are no year-to-year comparisons. This section of the report, however, does provide comparisons among the major program types in all key topic areas.

The Graduate Business Education Experience

This topic 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; satisfaction with the core curriculum; the development of skills and abilities; school culture; student participation in extracurricular activities; and achievement goal orientation. Comparisons by program type are also included.

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 Value of the Graduate Business Degree

Overall Value	Percentage
Outstanding	16%
Excellent	40%
Good	32%
Fair	10%
Poor	1%
	100%
Total	N=293

Respondents were asked, "Would you recommend your school to someone who has decided to pursue a graduate business degree?"

School Recommendation

Response	Percentage
Definitely yes	61%
Probably yes	26%
Uncertain	10%
Probably no	2%
Definitely no	1%
	100%
Total	N=293

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.

Quality Ratings for Components of Graduate Business Program

Program Component	Outstanding	Excellent	Good	Fair	Poor	Not Applicable	Total
Admissions	21%	35%	34%	6%	3%	1%	N=293
Career services	16%	24%	32%	11%	8%	10%	N=293
Curriculum	19%	39%	33%	7%	2%	0%	N=293
Faculty	25%	40%	25%	8%	2%	0%	N=293
Program management	20%	30%	37%	9%	4%	0%	N=293
Student services	17%	28%	34%	13%	3%	5%	N=293
Fellow students	24%	32%	31%	10%	2%	1%	N=293
Program structure	27%	38%	24%	6%	5%	0%	N=293

Satisfaction Ratings for Admissions

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Access to staff	33%	45%	18%	3%	1%	1%	N=290
Responsiveness of staff	32%	40%	22%	3%	2%	1%	N=290
Information provided	31%	43%	18%	6%	1%	1%	N=290

Satisfaction Ratings for Career Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of staff	21%	39%	23%	9%	3%	5%	N=265
Responsiveness of staff	22%	35%	26%	8%	4%	5%	N=265
Availability of resources	25%	32%	28%	8%	3%	4%	N=265

Satisfaction Ratings for Curriculum

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Relevance	35%	42%	20%	3%	0%	0%	N=292
Integration	27%	46%	22%	3%	1%	1%	N=292
Comprehensiveness	29%	45%	20%	3%	1%	1%	N=292

Satisfaction Ratings for Faculty

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Knowledge of faculty	42%	42%	14%	2%	0%	0%	N=293
Responsiveness of faculty	35%	46%	15%	3%	1%	0%	N=293
Teaching methods	24%	46%	24%	5%	2%	0%	N=293

Satisfaction Ratings for Program Management

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Program management staff	24%	42%	25%	5%	2%	2%	N=293
Mission	23%	42%	27%	5%	1%	2%	N=293
Standards	23%	44%	25%	6%	2%	1%	N=293
Continuous improvements	24%	37%	25%	9%	3%	2%	N=293

Satisfaction Ratings for Student Services

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Student services staff	18%	44%	24%	5%	1%	8%	N=277
Student activities and clubs	13%	39%	23%	9%	4%	13%	N=277
Symposium and guest speakers	21%	38%	24%	7%	2%	9%	N=277
Communications to students	23%	43%	20%	6%	3%	4%	N=277

Satisfaction Ratings for Fellow Students

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Contribution to learning	24%	46%	24%	5%	2%	0%	N=289
Cooperative atmosphere	31%	39%	20%	7%	1%	0%	N=289
Close-knit community	29%	35%	24%	8%	3%	2%	N=289
Talent level	26%	41%	23%	8%	2%	0%	N=289

Satisfaction Ratings for Program Structure

Program Aspect	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Class schedule	23%	36%	29%	6%	5%	1%	N=292
Class size	32%	45%	15%	4%	2%	1%	N=292
Facilities	32%	38%	21%	6%	2%	2%	N=292
Technological resources	31%	41%	21%	5%	2%	1%	N=292

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?"

Satisfaction With Core Curriculum

Core Course	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable	Total
Accounting	28%	30%	17%	3%	3%	19%	N=293
Economics	16%	26%	19%	5%	3%	31%	N=293
Finance	24%	33%	16%	3%	3%	19%	N=293
Marketing	20%	24%	15%	2%	0%	39%	N=293
Operations	15%	27%	17%	2%	2%	37%	N=293
Information Systems	14%	24%	18%	7%	3%	33%	N=293
Statistics	16%	24%	16%	6%	2%	36%	N=293
Business Policy/Strategy	18%	31%	16%	3%	2%	30%	N=293
International Business	15%	29%	11%	3%	1%	41%	N=293
Management/Organizational Behavior	19%	30%	15%	4%	1%	31%	N=293
Ethics/Business Law	22%	30%	16%	5%	2%	26%	N=293

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?"

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable- Had a High Level Already	Total
Managing human capital	20%	40%	22%	6%	4%	8%	N=293
Managing tools and technology	13%	24%	24%	9%	14%	16%	N=293
Managing decision-making processes	27%	41%	23%	3%	2%	4%	N=293
Managing administrative activities	18%	30%	27%	10%	4%	10%	N=293
Managing strategy and innovation	26%	41%	22%	3%	3%	5%	N=293
Managing the task environment	20%	36%	24%	8%	4%	8%	N=293
Knowledge of technology, design, and production	13%	25%	19%	16%	11%	16%	N=293
Knowledge of human behavior and society	18%	31%	27%	9%	6%	10%	N=293

Improvement of Skills/Abilities

Skill/Ability	A Great Deal	A Good Amount	Some	A Little	Not at All	Not Applicable-Had a High Level Already	Total
Knowledge of general business functions	31%	42%	17%	4%	2%	4%	N=293
Knowledge of media communications and delivery	17%	28%	29%	6%	6%	14%	N=293
Interpersonal skills	29%	39%	22%	4%	1%	5%	N=293
Operations skills	15%	29%	28%	8%	7%	14%	N=293
Strategic and systems skills	25%	41%	21%	4%	4%	5%	N=293
Foundation skills	18%	32%	21%	10%	4%	15%	N=293
Generative thinking	28%	43%	20%	4%	1%	3%	N=293

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.

School Culture

Item	Percentage
Competitive	38%
Collaborative	62%
Total	100%
Homogeneous student body	38%
Heterogeneous student body	62%
Total	100%
Passive learning	17%
Active learning	83%
Total	100%
Vocational curriculum	23%
Academic curriculum	77%
Total	100%
Personal	77%
Impersonal	23%
Total	100%

School Culture

Item	Percentage
Large class sizes	24%
Small class sizes	76%
Total	100%
Research orientation	31%
Teaching orientation	69%
Total	100%
Interdisciplinary	48%
Concentration-focused	52%
Total	100%
Team emphasis	82%
Individual emphasis	18%
Total	100%
Authoritarian professors	27%
Egalitarian professors	73%
Total	100%
Emphasize facts and textbook knowledge	21%
Emphasize critical discussion	79%
Total	100%
Formal	30%
Informal	70%
Total	100%
Rigorous	69%
Lenient	31%
Total	100%
Close-knit community	71%
Loosely connected community	29%
Total	100%

Satisfaction With School Culture

Response	Percentage
Extremely satisfied	22%
Very satisfied	50%
Somewhat satisfied	24%
Not very satisfied	2%
Not at all satisfied	2%
Total	N=293

Extracurricular Activities

Graduating students were asked to indicate whether they participated in any extracurricular activities. Students were then asked to specify the value received from participating in the extracurricular activity.

Student Participation in Extracurricular Activities

Activity	Percentage
Internships	26%
Work projects	34%
Student career/professional clubs	29%
Student government	7%
Study abroad programs	12%
Community service organizations	16%
Mentor programs	14%
Leadership programs	15%
Academic/case competitions	15%
Diversity/multicultural events	23%
Volunteer activities	27%
Full-time work	34%
Part-time work	29%
None of the above	9%

Responses add to more than 100% because of multiple selections.

Value of Participating in Extracurricular Activities

Activity	Outstanding	Excellent	Good	Fair	Poor	Total
Internships	43%	39%	17%	1%	0%	N=75
Work projects	26%	54%	21%	0%	0%	N=97
Student career/professional clubs	24%	29%	36%	8%	4%	N=84
Student government	30%	30%	30%	10%	0%	N=20
Study abroad programs	37%	54%	9%	0%	0%	N=35
Community service organizations	48%	24%	24%	2%	2%	N=46
Mentor programs	40%	18%	28%	15%	0%	N=40
Leadership programs	42%	42%	16%	0%	0%	N=43
Academic/case competitions	34%	41%	20%	5%	0%	N=44
Diversity/multicultural events	24%	45%	27%	3%	1%	N=67
Volunteer activities	35%	41%	21%	4%	0%	N=78

Includes only respondents who participated in the activity.

Achievement Goal Orientation

Respondents were asked a series of 12 questions that form four scales regarding achievement goal orientation. The four scales were Mastery-Approach, Mastery-Avoidance, Performance-Approach, and Performance-Avoidance.

Achievement Goal Orientation

Orientation	Mean	Standard Error	Valid N
Mastery-Approach	18	.17	N=293
Mastery-Avoidance	12	.27	N=293
Performance-Approach	16	.25	N=293
Performance-Avoidance	13	.27	N=293

Scale scores range from 3 to 21, where a higher score indicates a tendency to the specific item.

Program Type

Overall Value of the Graduate Business Degree, by Program Type*

Overall Value	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Outstanding	8%	23%	16%
Excellent	36%	44%	40%
Good	45%	26%	29%
Fair	10%	7%	14%
Poor	2%	1%	1%
Total	N=92	N=131	N=70

*Chi-squared; p<.05

School Recommendation, by Program Type

Response	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Definitely yes	51%	67%	63%
Probably yes	32%	24%	24%
Uncertain	13%	7%	10%
Probably no	3%	2%	1%
Definitely no	1%	0%	1%
Total	N=92	N=131	N=70

No statistical differences found.

Quality Ratings for Components of Graduate Business Program,
by Program Type (Mean Score)

Program Component		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Admissions*	Mean	3.4	3.8	3.8
	Standard Error	.10	.08	.11
	Valid N	N=92	N=129	N=69
Career services*	Mean	3.0	3.6	3.3
	Standard Error	.12	.10	.16
	Valid N	N=86	N=116	N=63
Curriculum*	Mean	3.4	3.8	3.8
	Standard Error	.10	.08	.10
	Valid N	N=91	N=131	N=70
Faculty*	Mean	3.5	4.0	3.8
	Standard Error	.11	.08	.11
	Valid N	N=92	N=131	N=70
Program management*	Mean	3.2	3.7	3.7
	Standard Error	.11	.09	.11
	Valid N	N=92	N=131	N=70
Student services*	Mean	3.2	3.7	3.5
	Standard Error	.12	.09	.13
	Valid N	N=90	N=124	N=63
Fellow students*	Mean	3.4	3.9	3.6
	Standard Error	.11	.08	.13
	Valid N	N=90	N=129	N=70
Program structure*	Mean	3.4	4.0	3.8
	Standard Error	.12	.09	.12
	Valid N	N=92	N=130	N=70

Scale: 5 = outstanding to 1 = poor; not applicable excluded.

*ANOVA; $p<.05$.

Satisfaction Ratings for Admissions, by Program Type (Mean Score)

| Program Aspect | | Type of Master's | | |
		General Management	Specialized Quantitative	Other Master's
Access to staff*	Mean	3.9	4.2	4.2
	Standard Error	.09	.07	.10
	Valid N	N=91	N=128	N=67
Responsiveness of staff*	Mean	3.7	4.2	4.1
	Standard Error	.10	.07	.10
	Valid N	N=91	N=128	N=68
Information provided*	Mean	3.7	4.2	4.0
	Standard Error	.10	.07	.11
	Valid N	N=91	N=128	N=68

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*ANOVA; $p < .05$.

Satisfaction Ratings for Career Services, by Program Type (Mean Score)

| Program Aspect | | Type of Master's | | |
		General Management	Specialized Quantitative	Other Master's
Knowledge of staff*	Mean	3.4	3.9	3.7
	Standard Error	.12	.09	.14
	Valid N	N=83	N=111	N=59
Responsiveness of staff*	Mean	3.4	3.9	3.5
	Standard Error	.12	.09	.14
	Valid N	N=81	N=112	N=59
Availability of resources*	Mean	3.5	3.9	3.5
	Standard Error	.12	.09	.15
	Valid N	N=83	N=112	N=59

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*ANOVA; $p < .05$.

Satisfaction Ratings for Curriculum, by Program Type (Mean Score)

Program Aspect		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Relevance*	Mean	3.9	4.2	4.2
	Standard Error	.09	.07	.10
	Valid N	N=90	N=131	N=70
Integration*	Mean	3.8	4.1	3.9
	Standard Error	.10	.07	.10
	Valid N	N=90	N=131	N=69
Comprehensiveness*	Mean	3.8	4.1	4.0
	Standard Error	.09	.08	.10
	Valid N	N=89	N=130	N=70

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*ANOVA; p<.05.

Satisfaction Ratings for Faculty, by Program Type (Mean Score)

Program Aspect		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Knowledge of faculty*	Mean	4.0	4.4	4.3
	Standard Error	.09	.06	.08
	Valid N	N=92	N=131	N=70
Responsiveness of faculty*	Mean	3.9	4.3	4.1
	Standard Error	.09	.07	.10
	Valid N	N=92	N=131	N=70
Teaching methods*	Mean	3.6	4.0	3.8
	Standard Error	.10	.07	.10
	Valid N	N=92	N=131	N=70

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*ANOVA; p<.05.

Satisfaction Ratings for Program Type (Mean Score)

Program Aspect		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Program management staff*	Mean	3.5	3.9	4.1
	Standard Error	.10	.08	.09
	Valid N	N=91	N=128	N=67
Mission*	Mean	3.5	3.9	4.0
	Standard Error	.10	.08	.10
	Valid N	N=91	N=128	N=69
Standards*	Mean	3.5	4.0	3.9
	Standard Error	.10	.08	.11
	Valid N	N=91	N=128	N=70
Continuous improvements*	Mean	3.4	3.9	3.8
	Standard Error	.12	.08	.13
	Valid N	N=90	N=128	N=69

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.
*ANOVA; p<.05.

Satisfaction Ratings for Student Services, by Program Type (Mean Score)

Program Aspect		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Student services staff	Mean	3.6	3.9	3.9
	Standard Error	.10	.08	.11
	Valid N	N=87	N=115	N=54
Student activities and clubs*	Mean	3.2	3.9	3.5
	Standard Error	.11	.09	.15
	Valid N	N=81	N=111	N=50
Symposium and guest speakers*	Mean	3.6	3.9	3.6
	Standard Error	.11	.08	.14
	Valid N	N=86	N=110	N=57
Communications to students*	Mean	3.5	4.0	3.9
	Standard Error	.11	.09	.13
	Valid N	N=88	N=119	N=60

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.
*ANOVA; p<.05.

Satisfaction Ratings for Fellow Students, by Program Type (Mean Score)

Program Aspect		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Contribution to learning*	Mean	3.7	4.0	3.8
	Standard Error	.09	.07	.13
	Valid N	N=90	N=129	N=69
Cooperative atmosphere*	Mean	3.7	4.1	3.9
	Standard Error	.11	.07	.13
	Valid N	N=90	N=129	N=69
Close-knit community*	Mean	3.6	4.0	3.7
	Standard Error	.12	.08	.14
	Valid N	N=89	N=127	N=68
Talent level*	Mean	3.6	4.0	3.8
	Standard Error	.10	.08	.13
	Valid N	N=90	N=129	N=69

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.

*ANOVA; p<.05.

Satisfaction Ratings for Program Structure, by Program Type (Mean Score)

Program Aspect		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Class schedule*	Mean	3.4	3.8	3.7
	Standard Error	.12	.08	.13
	Valid N	N=92	N=128	N=69
Class size	Mean	3.9	4.1	4.1
	Standard Error	.10	.08	.10
	Valid N	N=92	N=128	N=69
Facilities*	Mean	3.7	4.0	4.0
	Standard Error	.11	.08	.12
	Valid N	N=92	N=127	N=68
Technological resources*	Mean	3.7	4.0	4.1
	Standard Error	.11	.08	.10
	Valid N	N=92	N=128	N=70

Satisfaction Ratings for Program Structure, by Program Type (Mean Score)

Program Aspect		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Class schedule*	Mean	3.4	3.8	3.7
	Standard Error	.12	.08	.13
	Valid N	N=92	N=128	N=69
Class size	Mean	3.9	4.1	4.1
	Standard Error	.10	.08	.10
	Valid N	N=92	N=128	N=69
Facilities*	Mean	3.7	4.0	4.0
	Standard Error	.11	.08	.12
	Valid N	N=92	N=127	N=68
Technological resources*	Mean	3.7	4.0	4.1
	Standard Error	.11	.08	.10
	Valid N	N=92	N=128	N=70

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.
*ANOVA; p<.05.

Satisfaction With Core Curriculum, by Program Type (Mean Score)

Program Aspect		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Accounting*	Mean	3.6	4.2	3.9
	Standard Error	.13	.08	.17
	Valid N	N=74	N=124	N=40
Economics*	Mean	3.5	4.0	3.5
	Standard Error	.12	.10	.15
	Valid N	N=83	N=80	N=38
Finance*	Mean	3.5	4.2	3.9
	Standard Error	.13	.08	.16
	Valid N	N=82	N=114	N=40
Marketing	Mean	4.0	4.0	4.0
	Standard Error	.09	.11	.15
	Valid N	N=82	N=56	N=42

Satisfaction With Core Curriculum, by Program Type (Mean Score)

Program Aspect		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Operations	Mean	3.8	3.9	3.6
	Standard Error	.10	.11	.18
	Valid N	N=76	N=70	N=40
Information Systems	Mean	3.4	3.7	3.8
	Standard Error	.12	.13	.16
	Valid N	N=71	N=84	N=40
Statistics	Mean	3.6	3.9	3.5
	Standard Error	.14	.10	.17
	Valid N	N=71	N=80	N=37
Business Policy/Strategy	Mean	3.9	3.9	3.7
	Standard Error	.10	.11	.15
	Valid N	N=82	N=77	N=46
International Business	Mean	3.8	4.0	3.9
	Standard Error	.11	.09	.17
	Valid N	N=66.0	N=74.0	N=33.0
Management/Organizational Behavior	Mean	4.0	3.8	3.9
	Standard Error	.10	.11	.13
	Valid N	N=86	N=69	N=46
Ethics/Business Law*	Mean	3.6	4.0	3.9
	Standard Error	.13	.09	.13
	Valid N	N=70	N=101	N=47

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; not applicable excluded.
*ANOVA; $p < .05$.

Improvement of Skills/Abilities, by Program Type (Mean Score)

Skill/Ability		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Managing human capital	Mean	3.7	3.7	3.8
	Standard Error	.10	.09	.14
	Valid N	N=89	N=117	N=64
Managing tools and technology	Mean	3.1	3.3	2.9
	Standard Error	.14	.12	.19
	Valid N	N=82	N=108	N=56
Managing decision-making processes	Mean	3.9	3.9	4.0
	Standard Error	.10	.08	.12
	Valid N	N=90	N=124	N=67
Managing administrative activities	Mean	3.4	3.6	3.6
	Standard Error	.11	.09	.16
	Valid N	N=87	N=118	N=58
Managing strategy and innovation	Mean	3.9	3.9	4.0
	Standard Error	.10	.08	.12
	Valid N	N=90	N=121	N=66
Managing the task environment	Mean	3.6	3.7	3.5
	Standard Error	.10	.09	.15
	Valid N	N=88	N=118	N=65
Knowledge of technology, design, and production	Mean	3.0	3.2	3.3
	Standard Error	.14	.12	.17
	Valid N	N=81	N=109	N=55
Knowledge of human behavior and society	Mean	3.5	3.5	3.6
	Standard Error	.12	.10	.16
	Valid N	N=87	N=113	N=65
Knowledge of general business functions	Mean	4.1	3.9	4.1
	Standard Error	.09	.08	.12
	Valid N	N=89	N=127	N=64
Knowledge of media communications and delivery	Mean	3.6	3.4	3.5
	Standard Error	.12	.11	.14
	Valid N	N=81	N=112	N=59

Improvement of Skills/Abilities, by Program Type (Mean Score)

Skill/Ability		Type of Master's		
		General Management	**Specialized Quantitative**	**Other Master's**
Interpersonal skills	Mean	3.9	4.0	4.0
	Standard Error	.09	.08	.13
	Valid N	N=90	N=121	N=67
Operations skills	Mean	3.4	3.4	3.6
	Standard Error	.12	.11	.14
	Valid N	N=84	N=112	N=57
Strategic and systems skills	Mean	3.8	3.9	3.9
	Standard Error	.10	.09	.13
	Valid N	N=89	N=121	N=68
Foundation skills	Mean	3.6	3.7	3.4
	Standard Error	.12	.10	.16
	Valid N	N=81	N=112	N=56
Generative thinking	Mean	3.9	4.0	3.9
	Standard Error	.09	.08	.12
	Valid N	N=90	N=126	N=68

Scale: 5 = A great deal to 1 = Not at all; not applicable excluded.

No statistical differences found.

School Culture, by Program Type

Cultural Aspect	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Competitive	46%	33%	36%
Collaborative	54%	67%	64%
Total	100%	100%	100%
Homogeneous student body	37%	41%	31%
Heterogeneous student body	63%	59%	69%
Total	100%	100%	100%
Passive learning	18%	17%	17%
Active learning	82%	83%	83%
Total	100%	100%	100%
Vocational curriculum	20%	21%	29%
Academic curriculum	80%	79%	71%
Total	100%	100%	100%
Personal	65%	84%	80%
Impersonal	35%	16%	20%
Total*	100%	100%	100%
Large class sizes	30%	17%	27%
Small class sizes	70%	83%	73%
Total*	100%	100%	100%
Research orientation	33%	22%	44%
Teaching orientation	67%	78%	56%
Total*	100%	100%	100%
Interdisciplinary	63%	39%	46%
Concentration-focused	37%	61%	54%
Total*	100%	100%	100%
Team emphasis	86%	79%	80%
Individual emphasis	14%	21%	20%
Total	100%	100%	100%
Authoritarian professors	38%	22%	23%
Egalitarian professors	62%	78%	77%
Total*	100%	100%	100%

School Culture, by Program Type

	Type of Master's		
Cultural Aspect	**General Management**	**Specialized Quantitative**	**Other Master's**
Emphasize facts and textbook knowledge	22%	20%	21%
Emphasize critical discussion	78%	80%	79%
Total	100%	100%	100%
Formal	33%	26%	34%
Informal	67%	74%	66%
Total	100%	100%	100%
Rigorous	63%	72%	71%
Lenient	37%	28%	29%
Total	100%	100%	100%
Close-knit community	58%	82%	66%
Loosely connected community	42%	18%	34%
Total*	100%	100%	100%

*Chi-squared; p<.05.

Satisfaction With School Culture, by Program Type*

Response	**General Management**	**Specialized Quantitative**	**Other Master's**
Extremely satisfied	14%	24%	26%
Very satisfied	46%	56%	44%
Somewhat satisfied	33%	18%	24%
Not very satisfied	3%	0%	4%
Not at all satisfied	4%	1%	1%
	100%	100%	100%
Total	N=92	N=131	N=70

*Chi-squared; p<.05.

Student Participation in Extracurricular Activities, by Program Type

	Type of Master's		
Activity	**General Management**	**Specialized Quantitative**	**Other Master's**
Internships	32%	25%	20%
Work projects*	42%	25%	39%
Student career/professional clubs	31%	31%	25%
Student government	9%	5%	7%
Study abroad programs*	19%	7%	13%
Community service organizations	16%	15%	17%
Mentor programs	13%	15%	13%
Leadership programs	21%	10%	16%
Academic/case competitions	20%	11%	17%
Diversity/multicultural events	29%	20%	23%
Volunteer activities	25%	28%	29%
Full-time work	32%	29%	45%
Part-time work*	20%	37%	25%
None of the above	14%	8%	4%

Responses add to more than 100% because of multiple selections; *Chi-squared; p<.05.

Achievement Goal Orientation, by Program Type (Mean Score)

		Type of Master's		
Orientation		**General Management**	**Specialized Quantitative**	**Other Master's**
	Mean	17.8	17.8	17.7
	Standard Error	.30	.25	.39
Mastery-Approach	Valid N	N=92	N=131	N=70
	Mean	12.5	11.1	11.2
	Standard Error	.50	.40	.53
Mastery-Avoidance	Valid N	N=92	N=131	N=70
	Mean	15.3	16.8	15.1
	Standard Error	.47	.33	.59
Performance-Approach*	Valid N	N=92	N=131	N=70
	Mean	13.2	13.2	13.5
	Standard Error	.50	.40	.59
Performance-Avoidance	Valid N	N=92	N=131	N=70

Achievement Goal Orientation, by Program Type (Mean Score)

Orientation		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Mastery-Approach	Mean	17.8	17.8	17.7
	Standard Error	.30	.25	.39
	Valid N	N=92	N=131	N=70
Mastery-Avoidance	Mean	12.5	11.1	11.2
	Standard Error	.50	.40	.53
	Valid N	N=92	N=131	N=70
Performance-Approach*	Mean	15.3	16.8	15.1
	Standard Error	.47	.33	.59
	Valid N	N=92	N=131	N=70
Performance-Avoidance	Mean	13.2	13.2	13.5
	Standard Error	.50	.40	.59
	Valid N	N=92	N=131	N=70

Scale scores range from 3 to 21, where a higher score indicates a tendency to the specific scale.
*ANOVA; $p<.05$.

Job Search and Expectations

This topic explores student employment expectations and information on their current job searches. The following key topics are examined: student expectations that degree will increase career options; key factors in obtaining a job; offers and acceptances of employment; employment expectations, job level (pre-MBA and post-MBA), and salary and signing bonus expectations. Comparisons by program type are also included.

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?"

Student Satisfaction That Expectations Were Met

Expectation	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable, I Did Not Have This Goal	Total
An opportunity for more challenging/interesting work in the future.	35%	45%	14%	2%	1%	2%	N=293

Student Satisfaction That Expectations Were Met

Expectation	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at All Satisfied	Not Applicable, I Did Not Have This Goal	Total
A sense of personal satisfaction and achievement.	42%	38%	16%	2%	1%	1%	N=293
Advancement potential.	37%	43%	15%	4%	1%	1%	N=293
Credentials I need to increase career options.	38%	42%	16%	2%	1%	1%	N=293
Respect and recognition.	32%	41%	22%	3%	1%	2%	N=293
Confidence I need to succeed.	30%	44%	17%	4%	1%	3%	N=293
The ability to switch industries.	23%	33%	25%	4%	2%	13%	N=293
The ability to change occupational area.	21%	40%	19%	6%	2%	12%	N=293
The ability to expand my international employment opportunities.	25%	30%	19%	6%	3%	17%	N=293
The right connections to get a good job in the future.	24%	33%	25%	8%	5%	5%	N=293
The opportunity to get a better job.	37%	43%	15%	3%	1%	2%	N=293
An increase in long-term potential through the development of skills/abilities.	36%	41%	18%	3%	1%	1%	N=293
The ability to remain marketable (competitive).	37%	47%	12%	2%	0%	0%	N=293
The potential for long-term income and financial stability.	37%	40%	18%	4%	1%	1%	N=293
The ability to start or improve my own business.	17%	26%	26%	5%	3%	23%	N=293
Opportunities to contribute to solving some of the world's problems.	18%	28%	28%	9%	4%	14%	N=293
The chance to make more money.	31%	40%	22%	3%	1%	2%	N=293
Mentors to help me achieve my goals.	23%	33%	23%	12%	4%	6%	N=293

Student Preparation for Employment

My Graduate Business Education...	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total
Prepared me to meet the challenges of today's job market.	38%	46%	13%	3%	1%	N=292
Provided me with a competitive advantage in the job market.	45%	42%	12%	0%	1%	N=292
Empowered me to be in control of my employment outcomes.	38%	40%	20%	2%	1%	N=292
Improved my chances of finding a job that meets my expectations.	46%	42%	11%	1%	0%	N=292
Introduced me to career opportunities I had not previously considered.	33%	36%	21%	8%	2%	N=292

Important Factors in Obtaining a Job

Respondents were asked to indicate "How important should each of the following be in obtaining a job?"

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Years of work experience	11%	30%	46%	10%	2%	N=210
Occupation in prior work experience	16%	38%	41%	4%	1%	N=210
Industry in prior work experience	16%	34%	39%	10%	2%	N=210
History of increased job responsibility	18%	47%	29%	4%	2%	N=210
History of leading teams	15%	42%	35%	7%	1%	N=210
History of managing people in a formal reporting role	8%	32%	46%	12%	2%	N=210
Proven ability to perform	46%	44%	8%	2%	0%	N=210
Strong academic success	17%	41%	36%	5%	1%	N=210
Specialization or concentration of study	19%	41%	31%	9%	0%	N=210
Reputation of business school	20%	32%	36%	10%	2%	N=210
Relevant language, country, and/or cultural expertise	25%	39%	27%	8%	1%	N=210

Importance of Various Factors in Obtaining a Job

Factor	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Interpersonal skills	51%	42%	5%	1%	0%	N=210
Cultural fit with company	38%	42%	18%	2%	0%	N=210
General business management skills	22%	56%	20%	1%	0%	N=210
Technical and/or quantitative skills	22%	52%	23%	3%	0%	N=210
Leadership attributes	38%	48%	12%	1%	0%	N=210
Whom you know	18%	22%	27%	23%	10%	N=210

Job Search

Respondents were asked, "Currently, in which phase of the job search process are you?"

Stage in Job Search Process

Stage	Percentage
Applying to jobs, but have not yet received an interview	15%
Interviewing—no offers received yet	10%
Interviewing—receiving and considering offers	2%
Accepted a new offer from current/previous employing organization	9%
Staying with current/previous employing organization	23%
Accepted an offer from a new employing organization	16%
Not currently searching for a job—postponing job search	20%
Planning to start or manage my own business	5%
Other	1%
	100%
Total	N=293
Not searching for a job	48%
Searching for a job	25%
Received/accepted offers of employment	27%
	100%
Total	N=291

Primary Reason for Postponing Job Search

Reason	Percentage
I plan to search closer to graduation.	46%
I need to fulfill contractual obligation with current employer.	4%
I am currently involved in internship or work project.	10%
Family reasons	4%
Health reasons	2%
Military obligations	2%
My career plans have changed.	2%
My employment situation has changed.	2%
I plan to move to a new area.	10%
I plan to return to my current country of citizenship.	8%
I plan to continue my education.	16%
I plan to take some time off/vacation.	6%
	100%
Total	N=50

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. 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.

Sources of Job Offers

Source	Percentage
An organization where you had an internship or work project	45%
An on-campus recruiter	47%
An organization contacted in an off-campus job search	17%
Current or previous employing organization	24%
An alumnus from your school	9%
Other source	1%

Responses add to more than 100% because of multiple selections.

Number of Job Offers

Response	Percentage
One job offer	41%
Two job offers	23%
Three job offers	18%
Four or more job offers	18%
	100%
Total	N=78

Number of Job Offers

Response	Median	Mean	Standard Error	Valid N
Number of job offers	2.0	2.5	.25	N=78

Source of Accepted Job Offer

Source	Percentage
An organization where you had an internship or work project	36%
An on-campus recruiter	42%
An organization contacted in an off-campus job search	11%
Current or previous employing organization	4%
An alumnus from your school	4%
Other	2%
	100%
Total	N=45

Employment Expectations

Respondents who were remaining with their current employer were asked, "Which of the following do you expect to receive from your employer after graduation?"

Expectations for Current Employer After Graduation

Expectations	Percentage
A promotion	42%
A change in job title	30%
An increase in responsibilities	48%

Expectations for Current Employer After Graduation

Expectations	Percentage
An increase in budgetary authority	7%
An increase in the number of subordinates you manage	9%
A salary increase	46%
None of the above	28%

Responses add to more than 100% because of multiple selections.

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.

Pre-Degree Job Level

Job Level	Percentage
Entry level	37%
Mid-level	44%
Senior level	11%
Executive level	5%
Other	3%
	100%
Total	N=194

Post-Degree Job Level

Job Level	Percentage
Entry level	35%
Mid-level	38%
Senior level	20%
Executive level	7%
Other	0%
	100%
Total	N=278

Salary and Signing Bonus

Respondents were asked to indicate the factors used to estimate their salary and bonus expectations.

Factors Used to Estimate Salary and Bonus

Factor	Percentage
Offers received	28%
Other students/peers	32%
Salary/market research	53%
Current/past salary	32%
Past experience	29%
Media	7%
Current economic conditions	33%

Responses add to more than 100% because of multiple selections.

Percentage Change in Annual Base Salary (Pre- to Post-Graduation)

Annual Base Salary	Percentage Change	Valid N
All respondents	26%	N=128

Signing Bonus Expectations
(All Respondents)

Response	Percentage
Yes	34%
No	35%
Do not know	31%
	100%
Total	N=280

Signing Bonus Expectations (Respondents
Who Received/Accepted Job Offers)

Response	Percentage
Yes	65%
No	23%
Do not know	12%
	100%
Total	N=78

Program Type

Student Satisfaction That Expectations Were Met, by Program Type (Mean Score)

Expectation		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
An opportunity for more challenging/interesting work in the future.	Mean	4.0	4.2	4.1
	Standard Error	.09	.07	.10
	Valid N	N=90	N=128	N=69
A sense of personal satisfaction and achievement.	Mean	4.1	4.2	4.2
	Standard Error	.09	.07	.11
	Valid N	N=91	N=130	N=70
Advancement potential.	Mean	4.0	4.2	4.2
	Standard Error	.10	.07	.10
	Valid N	N=91	N=128	N=70
Credentials I need to increase career options.*	Mean	4.0	4.2	4.3
	Standard Error	.10	.07	.09
	Valid N	N=90	N=129	N=70
Respect and recognition.*	Mean	3.8	4.1	4.1
	Standard Error	.09	.07	.11
	Valid N	N=90	N=127	N=70
Confidence I need to succeed.	Mean	3.9	4.1	4.1
	Standard Error	.10	.07	.12
	Valid N	N=87	N=128	N=68
The ability to switch industries.	Mean	3.7	3.9	3.8
	Standard Error	.11	.09	.12
	Valid N	N=86	N=106	N=63
The ability to change occupational area.	Mean	3.7	3.8	4.0
	Standard Error	.11	.09	.11
	Valid N	N=84	N=111	N=64
The ability to expand my international employment opportunities.	Mean	3.7	3.9	3.9
	Standard Error	.12	.09	.16
	Valid N	N=84	N=109	N=51
The right connections to get a good job in the future.	Mean	3.5	3.8	3.5
	Standard Error	.12	.08	.16
	Valid N	N=88	N=123	N=67

Student Satisfaction That Expectations Were Met, by Program Type (Mean Score)

Expectation		General Management	Specialized Quantitative	Other Master's
		Type of Master's		
The opportunity to get a better job.	Mean	4.0	4.2	4.2
	Standard Error	.10	.07	.10
	Valid N	N=91	N=126	N=70
An increase in long-term potential through the development of skills/abilities.	Mean	4.0	4.2	4.1
	Standard Error	.09	.07	.11
	Valid N	N=91	N=130	N=70
The ability to remain marketable (competitive).	Mean	4.0	4.2	4.3
	Standard Error	.08	.07	.09
	Valid N	N=91	N=131	N=70
The potential for long-term income and financial stability.*	Mean	3.8	4.2	4.2
	Standard Error	.10	.07	.10
	Valid N	N=91	N=129	N=70
The ability to start or improve my own business.	Mean	3.6	3.6	3.8
	Standard Error	.12	.10	.15
	Valid N	N=76	N=96	N=55
Opportunities to contribute to solving some of the world's problems.	Mean	3.3	3.6	3.6
	Standard Error	.11	.10	.15
	Valid N	N=81	N=115	N=57
The chance to make more money*.	Mean	3.8	4.1	4.1
	Standard Error	.09	.08	.10
	Valid N	N=91	N=126	N=70
Mentors to help me achieve my goals.*	Mean	3.4	3.9	3.6
	Standard Error	.12	.09	.15
	Valid N	N=89	N=118	N=68

Scale: 5 = Extremely satisfied to 1 = Not at all satisfied; Not applicable excluded.
*ANOVA; $p < .05$

Student Preparation for Employment, by Program Type (Mean Score)

Statement		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Prepared me to meet the challenges of today's job market.*	Mean	3.9	4.3	4.3
	Standard Error	.09	.07	.10
	Valid N	N=91	N=131	N=70
Provided me with a competitive advantage in the job market.	Mean	4.2	4.3	4.4
	Standard Error	.08	.07	.09
	Valid N	N=91	N=131	N=70
Empowered me to be in control of my employment outcomes.	Mean	4.1	4.2	4.0
	Standard Error	.08	.07	.11
	Valid N	N=91	N=131	N=70
Improved my chances of finding a job that meets my expectations.	Mean	4.2	4.4	4.4
	Standard Error	.07	.06	.09
	Valid N	N=91	N=131	N=70
Introduced me to career opportunities I had not previously considered.	Mean	3.9	3.9	3.9
	Standard Error	.09	.09	.14
	Valid N	N=91	N=131	N=70

Scale: 5 = Strongly agree to 1 = Strongly disagree.

*ANOVA; $p < .05$

Importance of Various Factors in Obtaining a Job, by Program Type (Mean Score)

Factor		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Years of work experience	Mean	3.6	3.3	3.3
	Standard Error	.11	.08	.14
	Valid N	N=69	N=96	N=47
Occupation in prior work experience	Mean	3.7	3.6	3.5
	Standard Error	.10	.09	.14
	Valid N	N=69	N=96	N=47
Industry in prior work experience	Mean	3.5	3.6	3.3
	Standard Error	.14	.09	.13
	Valid N	N=69	N=96	N=47

Importance of Various Factors in Obtaining a Job, by Program Type (Mean Score)

Factor		General Management	Specialized Quantitative	Other Master's
		Type of Master's		
History of increased job responsibility	Mean	3.8	3.7	3.7
	Standard Error	.11	.09	.12
	Valid N	N=69	N=96	N=47
History of leading teams	Mean	3.5	3.7	3.6
	Standard Error	.12	.08	.12
	Valid N	N=69	N=96	N=47
History of managing people in a formal reporting role	Mean	3.4	3.3	3.3
	Standard Error	.11	.08	.14
	Valid N	N=69	N=96	N=47
Proven ability to perform	Mean	4.3	4.4	4.1
	Standard Error	.07	.08	.12
	Valid N	N=69	N=96	N=47
Strong academic success*	Mean	3.5	3.8	3.5
	Standard Error	.12	.08	.10
	Valid N	N=69	N=96	N=47
Specialization or concentration of study	Mean	3.6	3.8	3.6
	Standard Error	.11	.09	.13
	Valid N	N=69	N=96	N=47
Reputation of business school	Mean	3.7	3.6	3.4
	Standard Error	.14	.10	.10
	Valid N	N=69	N=96	N=47
Relevant language, country, and/or cultural expertise*	Mean	4.0	3.7	3.6
	Standard Error	.11	.10	.14
	Valid N	N=69	N=96	N=47
Interpersonal skills	Mean	4.3	4.5	4.4
	Standard Error	.09	.07	.10
	Valid N	N=69	N=96	N=47
Cultural fit with company	Mean	4.1	4.2	4.1
	Standard Error	.10	.08	.11
	Valid N	N=69	N=96	N=47

Importance of Various Factors in Obtaining a Job, by Program Type (Mean Score)

Factor		General Management	Specialized Quantitative	Other Master's
		Type of Master's		
General business management skills	Mean	4.1	3.9	3.9
	Standard Error	.08	.08	.11
	Valid N	N=69	N=96	N=47
Technical and/or quantitative skills	Mean	3.9	4.0	3.8
	Standard Error	.10	.07	.11
	Valid N	N=69	N=96	N=47
Leadership attributes	Mean	4.2	4.3	4.2
	Standard Error	.10	.07	.11
	Valid N	N=69	N=96	N=47
Whom you know	Mean	3.2	3.1	3.1
	Standard Error	.16	.12	.18
	Valid N	N=69	N=96	N=47

Scale: 5 = Extremely important to 1 = Not at all important.
*ANOVA; p < .05

Stage of Job Search Process, by Program Type*

Stage	General Management	Specialized Quantitative	Other Master's
	Type of Master's		
Applying to jobs, but have not yet received an interview	21%	11%	14%
Interviewing—no offers received yet	11%	11%	7%
Interviewing—receiving and considering offers	0%	2%	7%
Accepted a new offer from current/previous employing organization	5%	15%	1%
Staying with current/previous employing organization	18%	22%	31%
Accepted an offer from a new employing organization	14%	22%	6%
Not currently searching for a job—postponing job search until later	23%	14%	27%
Planning to start or manage my own business	7%	5%	4%

Stage of Job Search Process, by Program Type*

Stage	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Other	1%	0%	1%
	100%	100%	100%
Total	N=92	N=131	N=70
Not searching for a job	48%	40%	64%
Searching for a job	32%	21%	22%
Received/accepted offers of employment	20%	38%	14%
	100%	100%	100%
Total	N=91	N=131	N=69

*Chi-squared; p < .05.

Primary Reason for Postponing Job Search, by Program Type

Reason	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
I plan to search closer to graduation.	50%	43%	44%
I need to fulfill contractual obligation with current employer.	6%	7%	0%
I am currently involved in internship or work project.	17%	14%	0%
Family reasons	6%	0%	6%
Health reasons	0%	7%	0%
Military obligations	0%	0%	6%
My career plans have changed.	6%	0%	0%
My employment situation has changed.	0%	0%	6%
I plan to move to a new area.	6%	14%	11%
I plan to return to my current country of citizenship.	6%	7%	11%
I plan to continue my education.	0%	21%	28%
I plan to take some time off/vacation.	11%	0%	6%
	100%	100%	100%
Total	N=18	N=14	N=18

No statistical differences found.

Sources of Job Offers, by Program Type

Source	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
An organization where you had an internship or work project	50%	48%	20%
An on-campus recruiter*	22%	56%	50%
An organization contacted in an off-campus job search	28%	10%	30%
Current or previous employing organization	33%	24%	10%
An alumnus from your school	11%	8%	10%
Other source	0%	2%	0%

Responses add to more than 100% because of multiple selections.
*Chi-squared; p < .05.

Number of Job Offers, by Program Type

Response	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
One job offer	39%	38%	60%
Two job offers	17%	26%	20%
Three job offers	22%	20%	0%
Four or more job offers	22%	16%	20%
	100%	100%	100%
Total	N=18	N=50	N=10

No statistical differences found.

Number of Job Offers, by Program Type

Response	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Median	2.0	2.0	1.0
Mean	3.2	2.2	2.7
Standard Error	.82	.18	1.00
Valid N	N=18	N=50	N=10

No statistical differences found.

Source of Accepted Job Offer, by Program Type*

Source	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
An organization where you had an internship or work project	50%	31%	25%
An on-campus recruiter	8%	55%	50%
An organization contacted in an off-campus job search	33%	3%	0%
Current or previous employing organization	8%	3%	0%
An alumnus from your school	0%	3%	25%
Other	0%	3%	0%
	100%	100%	100%
Total	N=12	N=29	N=4

*Chi-squared; p < .05.

Expectations for Current Employer After Graduation, by Program Type

Expectations	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
A promotion	29%	45%	48%
A change in job title	24%	28%	38%
An increase in responsibilities	35%	59%	43%
An increase in budgetary authority	6%	3%	14%
An increase in the number of subordinates you manage	6%	7%	14%
A salary increase	35%	52%	48%
None of the above	29%	28%	29%

Responses add to more than 100% because of multiple selections.

No statistical differences found.

Pre-Degree Job Level, by Program Type

Job Level	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Entry level	33%	47%	28%
Mid-level	41%	41%	54%
Senior level	16%	8%	11%
Executive level	6%	3%	6%
Other	5%	1%	2%
	100%	100%	100%
Total	N=64	N=76	N=54

No statistical differences found.

Post-Degree Job Level, by Program Type*

Job Level	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Entry level	22%	54%	15%
Mid-level	45%	30%	45%
Senior level	24%	13%	28%
Executive level	8%	3%	12%
Other	0%	0%	0%
	100%	100%	100%
Total	N=86	N=125	N=67

*Chi-squared; $p < .05$.

Factors Used to Estimate Salary and Bonus, by Program Type

Factor	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Offers received*	17%	42%	16%
Other students/peers	35%	36%	22%
Salary/market research*	65%	46%	49%
Current/past salary	33%	32%	33%
Past experience*	38%	22%	30%

Factors Used to Estimate Salary and Bonus, by Program Type

Factor	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Media*	13%	4%	6%
Current economic conditions	40%	30%	31%

Responses add to more than 100% because of multiple selections.

*Chi-squared; p < .05.

Signing Bonus Expectations, by Program Type (All Respondents)*

Response	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Yes	23%	50%	16%
No	37%	22%	57%
Do not know	40%	27%	28%
	100%	100%	100%
Total	N=86	N=125	N=69

*Chi-squared; p < .05.

Signing Bonus Expectations, by Program Type (Respondents Who Received/Accepted Job Offers)*

Response	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Yes	—	78%	—
No	—	14%	—
Do not know	—	8%	—
	—	100%	—
Total	N=18	N=50	N=10

*Chi-squared; p < .05.

–Data not shown because N < 50.

Job and Employer Selection

This topic examines job and employer selection criteria, including job function and industry, anticipated location of employment, company selection criteria, organization cultural preferences, job selection criteria, and size of organization. Program type comparisons…..

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.

Job Function

Function	Pre-Degree	Post-Degree
Marketing/Sales	16%	12%
Operations/Logistics	8%	6%
Consulting	5%	10%
General Management	8%	9%
Finance/Accounting	38%	53%
Human Resources	10%	6%
Information Technology/MIS	13%	4%
Other function	2%	0%
	100%	100%
Total	N=194	N=280

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.

Industry

Industry	Pre-Degree	Post-Degree
Consulting	8%	15%
Energy/Utilities	3%	4%
Finance/Accounting	36%	48%
Health Care	8%	5%
Technology	9%	3%
Manufacturing	5%	4%
Nonprofit/Government	11%	6%
Products/Services	21%	15%
Other industry	1%	1%
	100%	100%
Total	N=199	N=293

Anticipated Location of Employment

Respondents were asked to report whether they intended to work within or outside their countries of citizenship.

Anticipated Location of Employment

Location	Percentage
In your country of citizenship (or authorized work area)	76%
Outside country of citizenship and then seek permanent residency	8%
Outside country of citizenship and then return to your country	6%
Other	0%
Do not know	9%
	100%
Total	N=293

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?"

Company Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Company image and reputation	37%	43%	17%	1%	1%	N=275
Location	31%	37%	24%	6%	2%	N=275
Physical surroundings	15%	37%	38%	8%	1%	N=275
Opinions of others	12%	27%	38%	18%	5%	N=275
Room for growth	57%	35%	7%	0%	1%	N=275
Positive organizational climate	43%	47%	8%	1%	0%	N=275
Fit with company culture	47%	42%	10%	1%	0%	N=275
Value employer places on graduate business skills	21%	41%	31%	5%	1%	N=275
High ethical standards of the company	45%	41%	11%	3%	1%	N=275
Emphasis on work–life balance	43%	37%	17%	2%	0%	N=275
Company stability	46%	42%	10%	1%	1%	N=275
Emphasis on community and inclusion	22%	43%	25%	9%	0%	N=275

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.

Preference of Organizational Culture

Cultural Preference	Percentage
Centralized decision making	47%
Decentralized decision making	53%
Total	100%
Internal competition	14%
Cooperative atmosphere	86%
Total	100%
Well-defined career path	34%
Flexible career opportunities	66%
Total	100%
Formal atmosphere	37%
Informal atmosphere	63%
Total	100%

Preference of Organizational Culture

Cultural Preference	Percentage
Clearly defined responsibilities	72%
Varied/fluid responsibilities	28%
Total	100%
Formalized procedures	79%
Loosely defined procedures	21%
Total	100%
Clear, well-communicated vision	81%
Flexible, adaptable corporate goals	19%
Total	100%
Focus on company success	70%
Focus on public good	30%
Total	100%
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?"

Job Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Achieving something that you personally value	44%	40%	13%	1%	1%	N=275
Benefit package	31%	42%	23%	4%	1%	N=275
Challenging and/or interesting work	55%	39%	6%	0%	0%	N=275
Competitive salary	44%	44%	10%	1%	0%	N=275
Job autonomy	19%	43%	31%	5%	1%	N=275
Job security	42%	39%	17%	2%	1%	N=275
Advancement opportunity	53%	38%	7%	0%	1%	N=275

Job Selection Criteria

Selection Criteria	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important	Total
Opportunity to work or travel in a foreign country	20%	29%	18%	20%	12%	N=275
Stock option or ownership program	10%	21%	35%	26%	8%	N=275
Opportunity to learn new things	53%	39%	6%	1%	1%	N=275
Visibility with executive team	23%	37%	32%	7%	1%	N=275
Flexible schedule	22%	35%	33%	8%	2%	N=275
Opportunity for professional development	58%	38%	3%	0%	1%	N=275
Ability to make an impact	35%	41%	21%	1%	1%	N=275

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?"

Organization Size

Employees	Percentage
Less than 25	4%
25–100	9%
101–500	14%
501–1,000	7%
1,001–5,000	10%
5,001–10,000	7%
10,001–15,000	3%
15,001–25,000	5%
More than 25,000	24%
Do not know	17%
	100%
Total	N=278
1,000 or fewer	42%
1,001 to 15,000	23%
15,001 or more	35%
	100%
Total	N=233

Program Type

Pre-Degree Job Function, by Program Type*

Job Function	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Marketing/Sales	30%	9%	11%
Operations/Logistics	9%	5%	11%
Consulting	9%	3%	2%
General Management	9%	5%	11%
Finance/Accounting	14%	66%	26%
Human Resources	16%	1%	15%
Information Technology/MIS	13%	8%	22%
Other function	0%	3%	2%
	100%	100%	100%
Total	N=64	N=76	N=54

*Chi-squared; p < .05.

Post-Degree Job Function, by Program Type*

Job Function	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
Marketing/Sales	20%	3%	17%
Operations/Logistics	10%	4%	4%
Consulting	21%	4%	9%
General Management	13%	2%	14%
Finance/Accounting	24%	84%	32%
Human Resources	9%	1%	13%
Information Technology/MIS	2%	2%	10%
Other function	0%	0%	0%
	100%	100%	100%
Total	N=86	N=125	N=69

*Chi-squared; p < .05.

Pre-Degree Industry, by Program Type*

Industry	Type of Master's		
	General Management	**Specialized Quantitative**	**Other Master's**
Consulting	11%	8%	4%
Energy/Utilities	6%	1%	2%
Finance/Accounting	15%	58%	29%
Health Care	9%	4%	13%
Technology	11%	5%	13%
Manufacturing	3%	6%	4%
Nonprofit/Government	17%	5%	11%
Products/Services	28%	12%	27%
Other industry	0%	1%	0%
	100%	100%	100%
Total	N=65	N=78	N=56

*Chi-squared; p < .05.

Post-Degree Industry, by Program Type*

Industry	Type of Master's		
	General Management	**Specialized Quantitative**	**Other Master's**
Consulting	26%	7%	14%
Energy/Utilities	8%	2%	3%
Finance/Accounting	17%	78%	31%
Health Care	7%	2%	9%
Technology	3%	2%	6%
Manufacturing	4%	2%	6%
Nonprofit/Government	10%	2%	9%
Products/Services	24%	6%	21%
Other industry	1%	0%	1%
	100%	100%	100%
Total	N=92	N=131	N=70

*Chi-squared; p < .05.

Anticipated Work Location, by Program Type

Location	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
In your country of citizenship (or authorized work area)	67%	82%	77%
Outside country of citizenship and then seek permanent residency	12%	7%	6%
Outside country of citizenship and then return to your country	8%	4%	10%
Other	0%	0%	1%
Do not know	13%	7%	6%
	100%	100%	100%
Total	N=92	N=131	N=70

No statistical differences found.

Company Selection Criteria, by Program Type

Selection Criteria		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Company image and reputation*	Mean	4.0	4.3	4.0
	Standard Error	.10	.07	.10
	Valid N	N=86	N=122	N=69
Location	Mean	3.7	4.0	3.8
	Standard Error	.11	.08	.12
	Valid N	N=86	N=122	N=69
Physical surroundings	Mean	3.6	3.5	3.6
	Standard Error	.10	.08	.11
	Valid N	N=86	N=122	N=69
Opinions of others	Mean	3.2	3.3	3.2
	Standard Error	.11	.09	.14
	Valid N	N=86	N=122	N=69
Room for growth	Mean	4.5	4.4	4.5
	Standard Error	.08	.07	.08
	Valid N	N=86	N=122	N=69

Company Selection Criteria, by Program Type

Selection Criteria		General Management	Specialized Quantitative	Other Master's
		Type of Master's		
Positive organizational climate	Mean	4.3	4.3	4.3
	Standard Error	.07	.06	.09
	Valid N	N=86	N=122	N=69
Fit with company culture	Mean	4.3	4.4	4.3
	Standard Error	.08	.07	.08
	Valid N	N=86	N=122	N=69
Value employer places on graduate business skills	Mean	3.8	3.7	3.7
	Standard Error	.09	.08	.11
	Valid N	N=86	N=122	N=69
High ethical standards of the company	Mean	4.1	4.4	4.3
	Standard Error	.11	.07	.09
	Valid N	N=86	N=122	N=69
Emphasis on work–life balance	Mean	4.1	4.2	4.2
	Standard Error	.09	.08	.10
	Valid N	N=86	N=122	N=69
Company stability*	Mean	4.1	4.4	4.3
	Standard Error	.09	.06	.09
	Valid N	N=86	N=122	N=69
Emphasis on community and inclusion	Mean	3.8	3.8	3.7
	Standard Error	.09	.08	.12
	Valid N	N=86	N=122	N=69

Scale: 5 = extremely important to 1 = not at all important.

*ANOVA; $p < .05$.

Preference of Organizational Culture, by Program Type

Cultural Preference	Type of Master's		
	General Management	**Specialized Quantitative**	**Other Master's**
Centralized decision making	38%	47%	57%
Decentralized decision making	62%	53%	43%
Total	100%	100%	100%
Internal competition	21%	9%	13%
Cooperative atmosphere	79%	91%	87%
Total*	100%	100%	100%
Well-defined career path	26%	37%	40%
Flexible career opportunities	74%	63%	60%
Total	100%	100%	100%
Formal atmosphere	33%	38%	40%
Informal atmosphere	67%	62%	60%
Total	100%	100%	100%
Clearly defined responsibilities	64%	75%	77%
Varied/fluid responsibilities	36%	25%	23%
Total	100%	100%	100%
Formalized procedures	76%	80%	81%
Loosely defined procedures	24%	20%	19%
Total	100%	100%	100%
Clear, well-communicated vision	78%	80%	86%
Flexible, adaptable corporate goals	22%	20%	14%
Total	100%	100%	100%
Focus on company success	72%	69%	67%
Focus on public good	28%	31%	33%
Total	100%	100%	100%
Individual performance-based reward	59%	66%	70%
Team-based reward	41%	34%	30%
Total	100%	100%	100%

*Chi-squared; p < .05.

Job Selection Criteria, by Program Type

Selection Criteria		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Achieving something that you personally value	Mean	4.2	4.3	4.2
	Standard Error	.09	.07	.10
	Valid N	N=86	N=122	N=69
Benefit package	Mean	3.9	4.0	4.1
	Standard Error	.10	.08	.09
	Valid N	N=86	N=122	N=69
Challenging and/or interesting work	Mean	4.5	4.5	4.4
	Standard Error	.07	.06	.08
	Valid N	N=86	N=122	N=69
Competitive salary	Mean	4.3	4.3	4.4
	Standard Error	.08	.07	.08
	Valid N	N=86	N=122	N=69
Job autonomy	Mean	3.8	3.6	3.7
	Standard Error	.09	.08	.11
	Valid N	N=86	N=122	N=69
Job security*	Mean	4.0	4.3	4.2
	Standard Error	.10	.07	.10
	Valid N	N=86	N=122	N=69
Advancement opportunity	Mean	4.4	4.5	4.4
	Standard Error	.08	.07	.09
	Valid N	N=86	N=122	N=69
Opportunity to work or travel in a foreign country	Mean	3.4	3.3	3.0
	Standard Error	.14	.12	.16
	Valid N	N=86	N=122	N=69
Stock option or ownership program	Mean	3.1	3.0	2.9
	Standard Error	.11	.10	.14
	Valid N	N=86	N=122	N=69
Opportunity to learn new things	Mean	4.4	4.5	4.3
	Standard Error	.09	.06	.08
	Valid N	N=86	N=122	N=69

Job Selection Criteria, by Program Type

Selection Criteria		Type of Master's		
		General Management	Specialized Quantitative	Other Master's
Visibility with executive team	Mean	3.8	3.7	3.7
	Standard Error	.10	.09	.11
	Valid N	N=86	N=122	N=69
Flexible schedule	Mean	3.7	3.6	3.7
	Standard Error	.10	.09	.12
	Valid N	N=86	N=122	N=69
Opportunity for professional development	Mean	4.5	4.5	4.5
	Standard Error	.07	.05	.08
	Valid N	N=86	N=122	N=69
Ability to make an impact	Mean	4.1	4.1	4.1
	Standard Error	.10	.07	.09
	Valid N	N=86	N=122	N=69

Scale: 5 = extremely important to 1 = not at all important.
*ANOVA; $p < .05$.

Organization Size, by Program Type

Number of Employees	Type of Master's		
	General Management	Specialized Quantitative	Other Master's
1,000 or fewer	50%	39%	39%
1,001 to 15,000	21%	19%	34%
15,001 or more	29%	42%	27%
	100%	100%	100%
Total	N=68	N=106	N=59

No statistical differences found

VIII. METHODOLOGY

This section presents the methodology behind the GMAC *Global Management Education Graduate Survey*. Sample selection and response, methods of data analysis, demographic characteristics of the respondents, and a list of participating schools 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 email addresses of the graduating class of 2009 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 email 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 email message was sent to nonrespondents 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 11, 2009, and 6,251 individuals responded to the invitations. This report analyzed 5,214 of the respondents who indicated they were graduating in 2009, however.

Response Rates

In total, 6,251 students responded to the survey, which represents a 17% response rate overall. In total, 62% of the respondents agreed to participate in follow-up research—specifically, the *Alumni Perspectives Survey*.

Global Management Education Graduate Survey—Response Rates

Item	Study Year				
	2005	**2006**	**2007**	**2008**	**2009**
Number of schools	129	147	158	149	203
Sample size invited	18,520	20,063	31,437	25,748	37,469
Number of valid responses	5,829	6,139	5,641	5,312	6,251
Response rate	31%	31%	18%	21%	17%
Percentage intending to participate in longitudinal study	70%	65%	59%	65%	62%

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-US citizens.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS). 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.

Job Function and Industry Definitions

Survey respondents identified their pre- and post-degree 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
Health Care consulting	Science and research
Information technology consulting	Telecommunications
Management consulting	Other technology
Other consulting	***Manufacturing***
Energy/utilities	Aerospace and defense
Energy and utilities	Automotive
Mining	Other manufacturing
Utilities	***Nonprofit or government***
Other energy and utilities	Education or educational services
Finance	Government, nonmilitary
Accounting	***Products and services***
Banking	Advertising
Finance and insurance	Architecture
Insurance	Arts and entertainment
Investment banking or management	Aviation and airlines
Venture capital	Construction and installation
Other finance	Consumer goods
Health Care	Customer services
Biotechnology	Engineering
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 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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