

# **mba.com Registrants Follow-Up Survey**

## **2009 Comprehensive Data Report**

The mba.com Registrants Survey is a product of the Graduate Management Admission Council® (GMAC®), a global nonprofit education organization of leading graduate business schools and the owner of the Graduate Management Admission Test® (GMAT®). The GMAT exam is an important part of the admissions process for more than 4,500 graduate management programs around the world. GMAC is dedicated to creating access to and disseminating information about graduate management education; these schools and others rely on the Council as the premier provider of reliable data about the graduate management education industry.

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## Introduction

In October 2007, the Graduate Management Admission Council (GMAC) surveyed 5,637 registrants at mba.com, the website that GMAC created for prospective business school students. One year later, GMAC sent a follow-up survey invitation to the 4,827 respondents who had plans to apply to and attend graduate business school. This document presents a question-by-question analysis of the data collected in this survey. The primary purpose of this follow-up survey is to understand the decision-making process used by prospective students as they pursue a graduate business and management degree and select graduate business schools they apply to and attend.

This report is intended to help graduate business school professionals do the following:

- Explore the application process from the applicant's perspective
- Better understand how advertisements, school websites, and published rankings affect the decision-making process
- Determine which aspects of graduate business schools prospective students deem important and what types of information they use when selecting schools to apply to and attend
- Learn about the characteristics of the schools that prospective students apply to and attend

## The Survey Sample

The sample for this follow-up survey includes the respondents to the 2007 mba.com Registrants Survey who had begun the application process for graduate business school, along with those who were planning or deciding whether to apply at the time of the October 2007 survey.

On October 1, 2008, an email invitation was sent to sample members, and a reminder email was sent on October 15 to those members who had either not yet responded or had only partially completed the survey. The questionnaire was available at the online survey site from October 1 to October 30, 2008. As an incentive for people to participate in the survey, GMAC offered to place respondents' names in a drawing for one of four US\$500 AMEX® gift checks.

Of the 4,827 contacts initiated for the 2008 mba.com Registrants Follow-up Survey, 158 were undeliverable, and 1,005 people responded—a 22% adjusted response rate. Comparison of the 2008 respondent base with the 2007 respondent base revealed no significant variations in the demographic characteristics of the survey respondents.

NOTE: Statistical tests were performed on all contingency tables. A 95% confidence interval served as the cutoff point for significance. Response percentages in tables may not always add up to 100% due to rounding.

## B-School Pipeline

This section of the report describes the current status of respondents who registered on the GMAC Internet portal for prospective students and the GMAT® exam—mba.com—between September 1, 2006, and August 31, 2007, and indicated they were applying, planning to apply, or deciding whether to apply to a graduate business school in October 2007.

### B-School Pipeline Status

Prospective students were asked to specify their current place in the b-school pipeline.

B-School Pipeline Status	
Status	Percentage (n = 1,005)
Student in a graduate business program	30%
Admitted to a b-school, but not yet enrolled	4%
Applying to b-school	15%
Planning to apply to b-school	28%
Deciding whether to apply to b-school	10%
Decided to postpone b-school	10%
Do not plan to attend b-school	2%
Total	100%

B-School Pipeline Status, by Gender*		
Status	Female (n = 325)	Male (n = 641)
Student in a graduate business program	40%	26%
Admitted to a b-school, but not yet enrolled	6%	3%
Applying to b-school	14%	16%
Planning to apply to b-school	21%	31%
Deciding whether to apply to b-school	10%	11%
Decided to postpone b-school	9%	11%
Do not plan to attend b-school	1%	2%
Total	100%	100%
* $\chi^2 = p \leq .05$		

<b>B-School Pipeline Status, by Age</b>			
<b>Status</b>	<b>24 and Younger (n = 312)</b>	<b>25 to 30 (n = 422)</b>	<b>31 and Older (n = 232)</b>
Student in a graduate business program	32%	31%	29%
Admitted to a b-school, but not yet enrolled	4%	4%	5%
Applying to b-school	14%	16%	15%
Planning to apply to b-school	31%	27%	24%
Deciding whether to apply to b-school	7%	10%	15%
Decided to postpone b-school	11%	9%	11%
Do not plan to attend b-school	1%	3%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

<b>B-School Pipeline Status, by World Region *</b>				
<b>Status</b>	<b>Africa/Middle East (n = 89)</b>	<b>Asia/Pacific Islands (n = 574)</b>	<b>Europe (n = 80)</b>	<b>Americas (n = 222)</b>
Student in a graduate business program	22%	27%	35%	44%
Admitted to a b-school, but not yet enrolled	10%	4%	5%	3%
Applying to b-school	13%	17%	13%	11%
Planning to apply to b-school	28%	31%	26%	18%
Deciding whether to apply to b-school	9%	10%	8%	13%
Decided to postpone b-school	17%	9%	13%	8%
Do not plan to attend b-school	0%	2%	1%	3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
* $\chi^2 = p \leq .05$				

<b>B-School Pipeline Status, by Country of Citizenship</b>			
<b>Status</b>	<b>China (n = 212)</b>	<b>India (n = 285)</b>	<b>United States (n = 171)</b>
Student in a graduate business program	37%	19%	49%
Admitted to a b-school, but not yet enrolled	3%	4%	2%
Applying to b-school	18%	18%	9%
Planning to apply to b-school	25%	36%	16%
Deciding whether to apply to b-school	9%	10%	11%
Decided to postpone b-school	7%	11%	9%
Do not plan to attend b-school	1%	3%	4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
* $\chi^2 = p \leq .05$			

<b>B-School Pipeline Status, by Undergraduate Major</b>				
<b>Status</b>	<b>Science (n = 372)</b>	<b>Business (n = 427)</b>	<b>Humanities (n = 62)</b>	<b>Social Sciences (n = 105)</b>
Student in a graduate business program	23%	36%	42%	33%
Admitted to a b-school, but not yet enrolled	4%	5%	2%	3%
Applying to b-school	17%	15%	10%	14%
Planning to apply to b-school	32%	27%	15%	21%
Deciding whether to apply to b-school	8%	9%	19%	16%
Decided to postpone b-school	13%	7%	10%	11%
Do not plan to attend b-school	3%	1%	3%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\* $\chi^2 = p \leq .05$

## Progression in the Pipeline

This is a comparison of the prospective student's current place in the pipeline with their place in the pipeline one year prior.

<b>B-School Pipeline Status, by Pipeline Status in October 2007</b>			
<b>2008 Status</b>	<b>2007 Status</b>		
	<b>Applied (n = 303)</b>	<b>Planned to Apply (n = 560)</b>	<b>Still Deciding (n = 142)</b>
Student in a graduate business program	55%	23%	8%
Admitted to a b-school, but not yet enrolled	7%	4%	1%
Applying to b-school	17%	16%	7%
Planning to apply to b-school	10%	39%	24%
Deciding whether to apply to b-school	2%	9%	34%
Decided to postpone b-school	7%	9%	20%
Do not plan to attend b-school	2%	1%	6%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\* $\chi^2 = p \leq .05$

<b>B-School Pipeline Status, by Pipeline Status in October 2007</b>		
<b>2008 Status (collapsed)</b>	<b>2007 Status: Applied*</b>	
	<b>Female (n = 115)</b>	<b>Male (n = 180)</b>
Student/Admitted	72%	57%
Applying	13%	19%
Planning to apply/Still deciding	8%	16%
Planning to apply to b-school	7%	6%
Deciding whether to apply to b-school	0%	3%
Total	100%	100%
<b>2008 Status (collapsed)</b>	<b>2007 Status: Planned to Apply*</b>	
	<b>Female (n = 165)</b>	<b>Male (n = 370)</b>
Student in a graduate business program	36%	23%
Admitted to a b-school, but not yet enrolled	16%	16%
Applying to b-school	40%	49%
Planning to apply to b-school	7%	10%
Deciding whether to apply to b-school	0%	2%
Total	100%	100%
* $\chi^2 = p \leq .05$ No significant differences by gender existed among those with the 2007 status of still deciding; therefore, the data is not shown.		

<b>B-School Pipeline Status, by Pipeline Status in October 2007 (Country of Citizenship)</b>			
<b>2008 Status</b>	<b>2007 Status: Planned to Apply</b>		
	<b>China (n = 139)</b>	<b>India (n = 179)</b>	<b>United States (n = 58)</b>
Student in a graduate business program	37%	15%	41%
Admitted to a b-school, but not yet enrolled	22%	16%	12%
Applying to b-school	37%	54%	38%
Planning to apply to b-school	4%	13%	7%
Deciding whether to apply to b-school	1%	2%	2%
Total	100%	100%	100%
* $\chi^2 = p \leq .05$ No significant differences by country of citizenship existed among those with the 2007 status of applied or still deciding; therefore, the data is not shown.			

<b>B-School Pipeline Status, by Pipeline Status in October 2007 (Undergraduate Major)</b>				
<b>2008 Status</b>	<b>2007 Status: Planned to Apply</b>			
	<b>Science (n = 221)</b>	<b>Business (n = 240)</b>	<b>Humanities (n = 22)</b>	<b>Social Science (n = 52)</b>
Student in a graduate business program	19%	33%	36%	31%
Admitted to a b-school, but not yet enrolled	19%	15%	9%	13%
Applying to b-school	47%	45%	45%	50%
Planning to apply to b-school	14%	6%	9%	6%
Deciding whether to apply to b-school	2%	1%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
* $\chi^2 = p \leq .05$ No significant differences by undergraduate major existed among those with the 2007 status of applied or still deciding; therefore the data is not shown.				

Statistically, no differences by age or world region existed with regard to the progression in the pipeline.

## Reasons for Postponing Graduate Business School

Prospective students were asked the reasons they had decided to postpone their graduate business education.

<b>Reasons for Postponing</b>	
<b>Reason</b>	<b>Percentage (n = 103)</b>
It would require more money than I am willing to invest right now	37%
I need more time to prepare for the application process	29%
My career plans have changed	27%
Job prospects are too uncertain to make a commitment	25%
My employment situation changed	20%
It would require more time than I am willing to invest right now	16%
I am not ready to make a dramatic change in my current job/life situation	11%
Family reasons	11%
It would require more energy than I am willing to invest right now	8%
I plan to move to a new area	7%
I would have to postpone other personal plans, such as marriage, or having a child	6%
I am not sure enough about my future to make a commitment	6%
Health reasons	2%
Military obligations	2%
Responses add to more than 100% due to multiple responses.	

## Reasons for Deciding Not to Attend Graduate Business School

Prospective students were asked the reasons they had decided not to pursue a graduate business education.

Reasons for Deciding Not to Attend	
Reason	Percentage (n = 20)
It would require more money than I am willing to invest	40%
I do not think I need a graduate business education for what I plan in my life	30%
My career plans have changed	30%
I am not sure enough about my future to make a commitment	25%
I would have to postpone other personal plans, such as marriage or having a child	20%
The application process is too demanding	20%
Job prospects are too uncertain to make a commitment	20%
My employment situation changed	20%
I do not think I will get into my school of choice	20%
I plan to pursue a different graduate degree	20%
I have had enough of the academic life	15%
It would require more energy than I am willing to invest	10%
It would require more time than I am willing to invest	10%
I'm not ready to make a dramatic change in my current job/life situation	5%
Family reasons	5%
Health reasons	5%
I plan to move to a new area	5%
Responses add to more than 100% due to multiple responses.	

## Deciding to Pursue an Advanced Degree in Business

This section of the report presents the decision-making process for enrollment in a graduate business program—the decision to pursue the MBA degree. This section also explores what prospective students wish to learn in graduate business school. The influence of b-school advertisements in the decision, the information sought at school websites, the influence of a website on the decision to apply to the MBA program, and the influence of published rankings are examined, as well.

### Primary Reasons for Pursuing an Advanced Degree in Business

Respondents were asked to indicate their primary reason for choosing to pursue an advanced degree in business. The open-ended comments provided by the respondents were recoded into five categories: personal development, career advancement, career switching, entrepreneurial desires, and increased income potential.

Primary Reasons for Pursuing Advanced Business Degree	
Reasons	Percentage (n = 875)
Career advancement	58%
Personal development	36%
Career switching	14%
Entrepreneurial desires	5%
Increased income potential	5%
Responses add to more than 100% due to multiple responses.	

Primary Reasons for Pursuing Advanced Business Degree, by Gender		
Reasons	Female (n = 288)	Male (n = 544)
Career advancement	58%	58%
Personal development	41%	34%
Career switching	11%	15%
Entrepreneurial desires	3%	6%
Increased income potential	6%	4%
Responses add to more than 100% due to multiple responses.		

<b>Primary Reasons for Pursuing Advanced Business Degree, by Age</b>			
<b>Reasons</b>	<b>24 and Younger (n = 267)</b>	<b>25 to 30 (n = 372)</b>	<b>31 and Older (n = 203)</b>
Career advancement	59%	56%	60%
Personal development	41%	33%	36%
Career switching	7%	18%	14%
Entrepreneurial desires	6%	5%	4%
Increased income potential	6%	5%	2%
Responses add to more than 100% due to multiple responses.			

<b>Primary Reasons for Pursuing Advanced Business Degree, by World Region</b>				
<b>Reasons</b>	<b>Africa/Middle East (n = 82)</b>	<b>Asia/Pacific Islands (n = 502)</b>	<b>Europe (n = 69)</b>	<b>Americas (n = 188)</b>
Career advancement	49%	56%	57%	67%
Personal development	46%	37%	45%	27%
Career switching	10%	15%	12%	12%
Entrepreneurial desires	7%	6%	1%	3%
Increased income potential	4%	4%	4%	6%
Responses add to more than 100% due to multiple responses.				

<b>Primary Reasons for Pursuing Advanced Business Degree, by Country of Citizenship</b>			
<b>Reasons</b>	<b>China (n = 187)</b>	<b>India (n = 250)</b>	<b>United States (n = 145)</b>
Career advancement	60%	52%	66%
Personal development	41%	32%	26%
Career switching	6%	23%	12%
Entrepreneurial desires	2%	10%	3%
Increased income potential	5%	3%	7%
Responses add to more than 100% due to multiple responses.			

Primary Reasons for Pursuing Advanced Business Degree, by Undergraduate Major				
Reasons	Science (n = 322)	Business (n = 376)	Humanities (n = 52)	Social Sciences (n = 92)
Career advancement	52%	64%	63%	51%
Personal development	35%	36%	33%	46%
Career switching	20%	7%	10%	18%
Entrepreneurial desires	9%	3%	4%	3%
Increased income potential	2%	7%	2%	5%
Responses add to more than 100% due to multiple responses.				

## Skills and Abilities Students Seek to Improve

Respondents were asked to select from a list of skills and abilities those that they hope to improve during an MBA program.

Areas You Hope to Improve	
Knowledge, Skills, and Abilities	Percentage (n = 945)
Managing decision-making processes	84%
Managing strategy and innovation	80%
Managing human capital	69%
Knowledge of general business functions	69%
Foundation skills	69%
Knowledge of technology, design, and production	68%
Managing administrative activities	55%
Interpersonal skills	54%
Managing the task environment	50%
Strategic and systems skills	48%
Knowledge of human behavior and society	40%
Managing tools and technology	35%
Generative thinking	34%
Operations skills	29%
Knowledge of media communications and delivery	26%
None of the above	1%
Responses add to more than 100% due to multiple responses.	

<b>Areas You Hope to Improve, by Gender</b>		
<b>Knowledge, Skills, and Abilities</b>	<b>Female (n = 308)</b>	<b>Male (n = 602)</b>
Managing human capital	68%	70%
Managing tools and technology	31%	36%
Managing decision-making processes	84%	85%
Managing administrative activities	57%	54%
Managing strategy and innovation	76%	81%
Managing the task environment	52%	49%
Knowledge of technology, design, and production	70%	68%
Knowledge of human behavior and society	38%	41%
Knowledge of general business functions	69%	69%
Knowledge of media communications and delivery	28%	24%
Interpersonal skills	56%	54%
Operations skills	26%	31%
Strategic and systems skills	50%	47%
Foundation skills	69%	68%
Generative thinking	37%	32%
None of the above*	1%	<1%
Responses add to more than 100% due to multiple responses.		
* $\chi^2 = p \leq .05$		

<b>Areas You Hope to Improve, by Age</b>			
<b>Knowledge, Skills, and Abilities</b>	<b>24 and Younger (n = 292)</b>	<b>25 to 30 (n = 395)</b>	<b>31 and Older (n = 223)</b>
Managing human capital*	62%	74%	71%
Managing tools and technology	38%	32%	34%
Managing decision-making processes*	78%	88%	87%
Managing administrative activities	57%	56%	53%
Managing strategy and innovation*	72%	83%	83%
Managing the task environment	47%	52%	49%
Knowledge of technology, design, and production	68%	68%	70%
Knowledge of human behavior and society	43%	39%	39%
Knowledge of general business functions*	62%	72%	73%
Knowledge of media communications and delivery	30%	24%	22%
Interpersonal skills*	49%	59%	55%
Operations skills	34%	27%	26%
Strategic and systems skills	46%	48%	48%
Foundation skills	64%	72%	68%
Generative thinking	36%	35%	29%
None of the above	<1%	<1%	1%
Responses add to more than 100% due to multiple responses.			
* $\chi^2 = p \leq .05$			

<b>Areas You Hope to Improve, by World Region</b>				
<b>Knowledge, Skills, and Abilities</b>	<b>Africa/Middle East (n = 83)</b>	<b>Asia/Pacific Islands (n = 541)</b>	<b>Europe (n = 77)</b>	<b>Americas (n = 208)</b>
Managing human capital*	70%	67%	65%	77%
Managing tools and technology	25%	34%	31%	38%
Managing decision-making processes	87%	83%	82%	88%
Managing administrative activities	58%	54%	53%	58%
Managing strategy and innovation*	80%	76%	81%	87%
Managing the task environment	48%	49%	52%	50%
Knowledge of technology, design, and production	63%	70%	69%	68%
Knowledge of human behavior and society	34%	40%	47%	40%
Knowledge of general business functions	73%	66%	77%	72%
Knowledge of media communications and delivery	17%	26%	23%	27%
Interpersonal skills	58%	51%	61%	61%
Operations skills	25%	30%	31%	27%
Strategic and systems skills	43%	47%	47%	52%
Foundation skills	69%	66%	70%	75%
Generative thinking	28%	34%	35%	34%
None of the above	0%	<1%	1%	1%
Responses add to more than 100% due to multiple responses.				
* $\chi^2 = p \leq .05$				

<b>Areas You Hope to Improve, by Country of Citizenship</b>			
<b>Knowledge, Skills, and Abilities</b>	<b>China (n = 204)</b>	<b>India (n = 264)</b>	<b>United States (n = 159)</b>
Managing human capital*	56%	74%	78%
Managing tools and technology	37%	31%	40%
Managing decision-making processes*	74%	89%	89%
Managing administrative activities	52%	58%	58%
Managing strategy and innovation*	68%	83%	88%
Managing the task environment	44%	53%	52%
Knowledge of technology, design, and production	73%	68%	67%
Knowledge of human behavior and society	40%	41%	43%
Knowledge of general business functions*	61%	70%	73%
Knowledge of media communications and delivery	29%	24%	26%
Interpersonal skills*	45%	55%	60%
Operations skills	28%	31%	28%
Strategic and systems skills	47%	49%	53%
Foundation skills*	60%	72%	78%
Generative thinking	34%	35%	32%
None of the above	<1%	0%	1%
Responses add to more than 100% due to multiple responses.			
* $\chi^2 = p \leq .05$			

<b>Areas You Hope to Improve, by Undergraduate Major</b>				
<b>Knowledge, Skills, and Abilities</b>	<b>Science (n = 348)</b>	<b>Business (n = 405)</b>	<b>Humanities (n = 58)</b>	<b>Social Sciences (n = 99)</b>
Managing human capital	71%	66%	78%	72%
Managing tools and technology*	37%	36%	28%	19%
Managing decision-making processes*	89%	82%	78%	82%
Managing administrative activities	58%	55%	50%	48%
Managing strategy and innovation*	82%	79%	64%	80%
Managing the task environment	50%	49%	53%	48%
Knowledge of technology, design, and production	71%	68%	64%	64%
Knowledge of human behavior and society	43%	39%	31%	39%
Knowledge of general business functions	74%	65%	67%	73%
Knowledge of media communications and delivery*	21%	29%	17%	31%
Interpersonal skills	54%	55%	52%	61%
Operations skills	32%	29%	26%	21%
Strategic and systems skills	49%	46%	48%	48%
Foundation skills*	72%	63%	79%	71%
Generative thinking	34%	33%	36%	34%
None of the above*	<1%	<1%	3%	0%

Responses add to more than 100% due to multiple responses.  
\* $\chi^2 = p \leq .05$

## Advertisements for Graduate Business School

Respondents were asked to indicate whether they were exposed to various graduate business program advertisements in the last six months.

<b>School Advertisements Encountered</b>	
<b>Advertisement Encountered</b>	<b>Percentage (n = 984)</b>
Online	71%
Through the mail	61%
In newspapers	31%
In magazines	31%
On television	8%
On the radio	5%
Have not encountered advertisements	6%

Responses add to more than 100% due to multiple responses.

<b>School Advertisements Encountered, by Gender</b>		
<b>Advertisement Encountered</b>	<b>Female (n = 322)</b>	<b>Male (n = 625)</b>
On television	10%	8%
On the radio	6%	4%
In newspapers*	24%	34%
In magazines*	21%	35%
Through the mail	57%	63%
Online	72%	70%
Have not encountered advertisements	6%	6%
Responses add to more than 100% due to multiple responses. * $\chi^2 = p \leq .05$		

<b>School Advertisements Encountered, by Age</b>			
<b>Advertisement Encountered</b>	<b>24 and Younger (n = 308)</b>	<b>25 to 30 (n = 410)</b>	<b>31 and Older (n = 229)</b>
On television	8%	8%	10%
On the radio*	3%	3%	10%
In newspapers*	24%	30%	41%
In magazines*	26%	34%	31%
Through the mail	62%	60%	59%
Online	71%	70%	72%
Have not encountered advertisements	6%	6%	5%
Responses add to more than 100% due to multiple responses. * $\chi^2 = p \leq .05$			

<b>School Advertisements Encountered, by World Region</b>				
<b>Advertisement Encountered</b>	<b>Africa/Middle East (n = 89)</b>	<b>Asia/Pacific Islands (n = 563)</b>	<b>Europe (n = 79)</b>	<b>Americas (n = 215)</b>
On television*	6%	4%	9%	20%
On the radio*	4%	1%	4%	14%
In newspapers*	28%	29%	46%	32%
In magazines*	24%	27%	46%	38%
Through the mail*	38%	67%	59%	53%
Online*	64%	69%	71%	80%
Have not encountered advertisements*	12%	4%	5%	8%
Responses add to more than 100% due to multiple responses. * $\chi^2 = p \leq .05$				

<b>School Advertisements Encountered, by Country of Citizenship</b>			
<b>Advertisement Encountered</b>	<b>China (n = 210)</b>	<b>India (n = 277)</b>	<b>United States (n = 165)</b>
On television*	3%	4%	24%
On the radio*	1%	2%	18%
In newspapers*	14%	39%	32%
In magazines*	20%	32%	39%
Through the mail*	62%	73%	56%
Online*	67%	68%	82%
Have not encountered advertisements	4%	4%	7%
Responses add to more than 100% due to multiple responses. * $\chi^2 = p \leq .05$			

<b>School Advertisements Encountered, by Undergraduate Major</b>				
<b>Advertisement Encountered</b>	<b>Science (n = 362)</b>	<b>Business (n = 421)</b>	<b>Humanities (n = 60)</b>	<b>Social Sciences (n = 104)</b>
On television*	5%	10%	15%	8%
On the radio*	2%	5%	12%	8%
In newspapers*	39%	25%	32%	25%
In magazines	34%	28%	25%	36%
Through the mail*	66%	60%	60%	43%
Online	69%	72%	73%	70%
Have not encountered advertisements	6%	5%	5%	10%
Responses add to more than 100% due to multiple responses. * $\chi^2 = p \leq .05$				

## Influence on Decision to Pursue Degree

Respondents who encountered various advertisements in the last six months were asked to indicate how influential those advertisements were in their decision to pursue an advanced degree in business.

Influence of Advertisements on Decision to Pursue Advanced Degree in Business						
Influence	Mode of Advertisement					
	Television (n = 82)	Radio (n = 52)	Newspapers (n = 306)	Magazines (n = 302)	Mail (n = 594)	Online (n = 696)
Extremely influential	1%	2%	7%	5%	6%	12%
Very influential	11%	10%	20%	23%	24%	26%
Somewhat influential	34%	29%	35%	38%	37%	32%
Not very influential	28%	27%	25%	24%	20%	18%
Not at all influential	26%	33%	14%	12%	13%	12%
Total	100%	100%	100%	100%	100%	100%
Mean <sup>†</sup>	2.3	2.2	2.8	2.9	2.9	3.1

† Scale: (5) Extremely influential; (4) Very influential; (3) Somewhat influential; (2) Not very influential; (1) Not at all influential

Influence of Advertisements on Decision to Pursue Advanced Degree in Business, by Gender (Percentage Extremely/Very Influential)		
Mode of Advertisement	Female	Male
On television	13%	10%
On the radio	—	19%
In newspapers*	18%	30%
In magazines*	17%	30%
Through the mail	26%	31%
Online*	31%	41%

— Data not shown because number of respondents was fewer than 25.  
\* $\chi^2 = p \leq .05$

<b>Influence of Advertisements on Decision to Pursue Advanced Degree in Business, by Age (Percentage Extremely/Very Influential)</b>			
<b>Mode of Advertisement</b>	<b>24 and Younger</b>	<b>25 to 30</b>	<b>31 and Older</b>
On television	19%	6%	—
On the radio	—	—	—
In newspapers	25%	22%	35%
In magazines	27%	23%	36%
Through the mail	29%	30%	30%
Online	38%	39%	36%
— Data not shown because number of respondents was fewer than 25.			

<b>Influence of Advertisements on Decision to Pursue Advanced Degree in Business, by World Region (Percentage Extremely/Very Influential)</b>				
<b>Mode of Advertisement</b>	<b>Africa/Middle East</b>	<b>Asia/Pacific Islands</b>	<b>Europe</b>	<b>Americas</b>
On television	—	—	—	2%
On the radio	—	—	—	0%
In newspapers*	44%	33%	25%	9%
In magazines*	—	37%	22%	10%
Through the mail	44%	30%	30%	24%
Online*	51%	42%	50%	19%
— Data not shown because number of respondents was fewer than 25.				
* $\chi^2 = p \leq .05$				

<b>Influence of Advertisements on Decision to Pursue Advanced Degree in Business, by Country of Citizenship (Percentage Extremely/Very Influential)</b>			
<b>Mode of Advertisement</b>	<b>China</b>	<b>India</b>	<b>United States</b>
On television	—	—	3%
On the radio	—	—	0%
In newspapers*	23%	34%	6%
In magazines*	36%	41%	9%
Through the mail	28%	31%	24%
Online*	37%	49%	18%
— Data not shown because number of respondents was fewer than 25.			
* $\chi^2 = p \leq .05$			

<b>Influence of Advertisements on Decision to Pursue Advanced Degree in Business, by Undergraduate Major (Percentage Extremely/Very Influential)</b>				
<b>Mode of Advertisement</b>	<b>Science</b>	<b>Business</b>	<b>Humanities</b>	<b>Social Sciences</b>
On television	—	5%	—	—
On the radio	—	—	—	—
In newspapers	33%	25%	—	—
In magazines*	36%	23%	—	16%
Through the mail	34%	27%	28%	24%
Online*	46%	36%	27%	26%
— Data not shown because number of respondents was fewer than 25.				
* $\chi^2 = p \leq .05$				

### **Influence on Decision to Consider Advertised Program**

Respondents who encountered advertisements for business programs in the last six months were also asked to indicate how influential these advertisements were on their decision to consider the program being advertised.

<b>Influence of Advertisements on Decision to Consider Advertised Program</b>						
<b>Influence</b>	<b>Mode of Advertisement</b>					
	<b>Television (n = 82)</b>	<b>Radio (n = 51)</b>	<b>Newspapers (n = 305)</b>	<b>Magazines (n = 302)</b>	<b>Mail (n = 594)</b>	<b>Online (n = 696)</b>
Extremely influential	1%	0%	7%	4%	6%	11%
Very influential	10%	10%	17%	19%	24%	25%
Somewhat influential	44%	29%	34%	38%	35%	32%
Not very influential	21%	31%	26%	25%	23%	20%
Not at all influential	24%	29%	15%	14%	13%	12%
Total	100%	100%	100%	100%	100%	100%
Mean <sup>†</sup>	2.4	2.2	2.7	2.7	2.9	3.0
† Scale: (5) Extremely influential; (4) Very influential; (3) Somewhat influential; (2) Not very influential; (1) Not at all influential						

<b>Influence of Advertisements on Decision to Consider Advertised Program, by Gender (Percentage Extremely/Very Influential)</b>		
<b>Mode of Advertisement</b>	<b>Female</b>	<b>Male</b>
On television	6%	13%
On the radio	—	12%
In newspapers*	14%	28%
In magazines	19%	24%
Through the mail	24%	31%
Online*	27%	40%
— Data not shown because number of respondents was fewer than 25. * $\chi^2 = p \leq .05$		

<b>Influence of Advertisements on Decision to Consider Advertised Program, by Age (Percentage Extremely/Very Influential)</b>			
<b>Mode of Advertisement</b>	<b>24 and Younger</b>	<b>25 to 30</b>	<b>31 and Older</b>
On television	12%	6%	14%
On the radio	—	—	—
In newspapers*	27%	17%	31%
In magazines	24%	21%	23%
Through the mail	28%	31%	27%
Online	36%	36%	34%
— Data not shown because number of respondents was fewer than 25. * $\chi^2 = p \leq .05$			

<b>Influence of Advertisements on Decision to Consider Advertised Program, by World Region (Percentage Extremely/Very Influential)</b>				
<b>Mode of Advertisement</b>	<b>Africa/Middle East</b>	<b>Asia/Pacific Islands</b>	<b>Europe</b>	<b>Americas</b>
On television	—	—	—	5%
On the radio	—	—	—	0%
In newspapers*	36%	30%	17%	10%
In magazines*	—	30%	17%	10%
Through the mail*	47%	30%	30%	21%
Online*	51%	39%	41%	21%
— Data not shown because number of respondents was fewer than 25. * $\chi^2 = p \leq .05$				

<b>Influence of Advertisements on Decision to Consider Advertised Program, by Country of Citizenship (Percentage Extremely/Very Influential)</b>			
<b>Mode of Advertisement</b>	<b>China</b>	<b>India</b>	<b>United States</b>
On television	—	—	5%
On the radio	—	—	0%
In newspapers*	27%	30%	8%
In magazines*	26%	38%	8%
Through the mail	26%	31%	23%
Online*	35%	43%	20%
— Data not shown because number of respondents was fewer than 25. * $\chi^2 = p \leq .05$			

<b>Influence of Advertisements on Decision to Consider Advertised Program, by Undergraduate Major (Percentage Extremely/Very Influential)</b>				
<b>Mode of Advertisement</b>	<b>Science</b>	<b>Business</b>	<b>Humanities</b>	<b>Social Sciences</b>
On television	—	7%	—	—
On the radio	—	—	—	—
In newspapers	30%	21%	—	—
In magazines*	31%	17%	—	14%
Through the mail	32%	27%	25%	29%
Online*	42%	33%	34%	25%
— Data not shown because number of respondents was fewer than 25. * $\chi^2 = p \leq .05$				

## School Websites

Respondents were asked whether or not they visited the websites of the schools to which they had applied or plan to apply.

<b>Percentage Who Visited School Websites</b>		
<b>Visited</b>	<b><i>n</i></b>	<b>Percentage</b>
Overall	778	97%
<i>Gender</i>		
Female	262	98%
Male	488	97%
<i>Age*</i>		
24 and younger	253	95%
25 to 30	327	99%
31 and older	170	97%

Percentage Who Visited School Websites		
Visited	<i>n</i>	Percentage
<i>World Region</i>		
Africa/Middle East	66	95%
Asia/Pacific Islands	452	97%
Europe	63	100%
Americas	169	98%
<i>Country of Citizenship</i>		
China	177	97%
India	216	98%
United States	130	98%
<i>Undergraduate Major</i>		
Science	282	97%
Business	351	98%
Humanities	42	95%
Social science	75	99%
* $\chi^2 = p \leq .05$		

## Information Sought at School Website

Respondents were asked to indicate the type of information they were seeking when they visited the school websites.

Information Sought on School Websites	
Information	Percentage ( <i>n</i> = 748)
Costs and tuition	86%
Admissions criteria and process	83%
Applications and deadlines	81%
Financial aid	68%
Program types (e.g., full-time, part-time, executive)	67%
Curriculum	64%
Job placement statistics	64%
Specializations or concentrations available	57%
Career services	55%
Faculty	48%
Services for international students	45%
Facilities	39%
Program mission	37%
International program/exchange opportunities	37%
Accreditation status	36%
Student activities	35%
Alumni	34%

<b>Information Sought on School Websites</b>	
<b>Information</b>	<b>Percentage (n = 748)</b>
Student body	30%
Campus visits	25%
Joint and dual degree programs	22%
Responses add to more than 100% due to multiple responses.	

<b>Information Sought on School Websites, by Gender</b>		
<b>Information</b>	<b>Female (n = 253)</b>	<b>Male (n = 470)</b>
Admissions criteria and process	81%	83%
Accreditation status	32%	39%
Applications and deadlines	84%	80%
Program mission	36%	37%
Campus visits	24%	25%
Facilities*	29%	44%
Costs and tuition	86%	86%
Financial aid	66%	70%
Curriculum	62%	67%
Specializations or concentrations available*	51%	60%
Program types (e.g., full-time, part-time, executive)	70%	65%
International program/exchange opportunities	35%	37%
Joint and dual degree programs	24%	20%
Faculty	45%	49%
Student body	28%	32%
Student activities*	28%	38%
Alumni*	24%	39%
Career services*	44%	60%
Job placement statistics*	54%	69%
Services for international students	47%	44%
Responses add to more than 100% due to multiple responses.		
* $\chi^2 = p \leq .05$		

<b>Information Sought on School Websites, by Age</b>			
<b>Information</b>	<b>24 and Younger (n = 238)</b>	<b>25 to 30 (n = 320)</b>	<b>31 and Older (n = 165)</b>
Admissions criteria and process*	75%	85%	88%
Accreditation status	34%	35%	41%
Applications and deadlines	82%	80%	83%
Program mission	39%	33%	41%
Campus visits	22%	27%	25%
Facilities	35%	43%	37%
Costs and tuition	85%	88%	85%
Financial aid*	67%	74%	59%
Curriculum*	59%	71%	62%
Specializations or concentrations available*	49%	64%	56%
Program types (e.g., full-time, part-time, executive)	63%	68%	71%
International program/exchange opportunities	37%	37%	35%
Joint and dual degree programs	24%	19%	23%
Faculty	45%	49%	51%
Student body*	29%	37%	21%
Student activities	35%	38%	28%
Alumni	32%	38%	30%
Career services	58%	54%	52%
Job placement statistics*	61%	70%	56%
Services for international students*	52%	46%	34%
Responses add to more than 100% due to multiple responses.			
* $\chi^2 = p \leq .05$			

<b>Information Sought on School Websites, by World Region</b>				
<b>Information</b>	<b>Africa/Middle East (n = 63)</b>	<b>Asia/Pacific Islands (n = 434)</b>	<b>Europe (n = 62)</b>	<b>Americas (n = 164)</b>
Admissions criteria and process	84%	82%	85%	82%
Accreditation status	44%	35%	35%	37%
Applications and deadlines	83%	81%	84%	82%
Program mission*	19%	41%	39%	34%
Campus visits*	13%	23%	19%	36%
Facilities	32%	43%	34%	34%
Costs and tuition	81%	88%	84%	86%
Financial aid*	71%	73%	65%	58%
Curriculum	62%	64%	61%	71%
Specializations or concentrations available*	44%	56%	53%	65%
Program types (e.g., full-time, part-time, executive)	67%	65%	69%	73%
International program/exchange opportunities*	27%	39%	53%	27%
Joint and dual degree programs	22%	21%	16%	24%
Faculty*	33%	53%	61%	35%
Student body*	10%	32%	32%	35%
Student activities	27%	36%	34%	34%
Alumni*	16%	40%	29%	27%
Career services*	48%	62%	56%	38%
Job placement statistics*	46%	71%	61%	51%
Services for international students*	44%	57%	48%	13%
Responses add to more than 100% due to multiple responses.				
* $\chi^2 = p \leq .05$				

<b>Information Sought on School Websites, by Country of Citizenship</b>			
<b>Information</b>	<b>China (n = 170)</b>	<b>India (n = 208)</b>	<b>United States (n = 126)</b>
Admissions criteria and process*	73%	88%	79%
Accreditation status*	22%	42%	37%
Applications and deadlines	80%	81%	81%
Program mission	44%	37%	37%
Campus visits*	19%	26%	38%
Facilities*	25%	58%	35%
Costs and tuition*	81%	94%	83%
Financial aid*	65%	81%	60%
Curriculum*	56%	68%	75%
Specializations or concentrations available*	37%	70%	66%
Program types (e.g., full-time, part-time, executive)*	58%	71%	73%
International program/exchange opportunities*	35%	43%	23%
Joint and dual degree programs	23%	19%	28%
Faculty*	46%	61%	36%
Student body	28%	35%	40%
Student activities*	21%	51%	33%
Alumni*	29%	51%	28%
Career services*	60%	65%	37%
Job placement statistics*	57%	87%	51%
Services for international students*	58%	56%	4%
Responses add to more than 100% due to multiple responses.			
* $\chi^2 = p \leq .05$			

<b>Information Sought on School Websites, by Undergraduate Major</b>				
<b>Information</b>	<b>Science (n = 271)</b>	<b>Business (n = 339)</b>	<b>Humanities (n = 40)</b>	<b>Social Sciences (n = 73)</b>
Admissions criteria and process	85%	79%	88%	89%
Accreditation status*	41%	34%	48%	25%
Applications and deadlines	81%	79%	90%	88%
Program mission	35%	37%	45%	38%
Campus visits	25%	23%	23%	32%
Facilities*	49%	34%	33%	27%
Costs and tuition	89%	84%	83%	90%
Financial aid	74%	64%	70%	68%
Curriculum	65%	65%	70%	63%
Specializations or concentrations available	62%	53%	55%	58%
Program types (e.g., full-time, part-time, executive)	70%	63%	83%	68%
International program/exchange opportunities	38%	35%	40%	38%
Joint and dual degree programs	21%	22%	28%	19%
Faculty	49%	48%	53%	44%
Student body	30%	31%	30%	34%
Student activities*	43%	30%	23%	30%
Alumni*	41%	30%	30%	29%
Career services	59%	51%	50%	56%
Job placement statistics*	75%	57%	55%	60%
Services for international students	48%	43%	50%	42%

Responses add to more than 100% due to multiple responses.  
\* $\chi^2 = p \leq .05$

## **Influence of School Website on Decision to Apply to the Program**

Respondents who visited the website of the graduate business school to which they applied were asked to indicate how much the website influenced their decision to apply to that MBA program.

<b>Influence of Website on Decision to Apply to Program</b>	
<b>Influence</b>	<b>Percentage (n = 482)</b>
Extremely influential	29%
Very influential	44%
Somewhat influential	21%
Not very influential	5%
Not at all influential	1%
Total	100%

<b>Influence of Website on Decision to Apply to Program (Percentage Extremely/Very Influential)</b>		
<b>Visited</b>	<b><i>n</i></b>	<b>Percentage</b>
<i>Gender</i>		
Female	190	74%
Male	281	72%
<i>Age</i>		
24 and younger	152	69%
25 to 30	209	75%
31 and older	110	75%
<i>World Region*</i>		
Africa/Middle East	40	60%
Asia/Pacific Islands	268	80%
Europe	39	79%
Americas	124	60%
<i>Country of Citizenship*</i>		
China	123	75%
India	111	81%
United States	99	59%
<i>Undergraduate Major</i>		
Science	158	76%
Business	228	72%
Humanities	33	70%
Social science	52	71%
* $\chi^2 = p \leq .05$		

## Published Rankings

Respondents were asked to report the influence that various published rankings had on their decision to apply to certain programs.

<b>Market Penetration of Publication Rankings (Percentage Familiar with the Publication's Rankings)</b>	
<b>Publication</b>	<b>Percentage (n = 861)</b>
US News & World Report®	69%
Business Week®	82%
Financial Times®	79%
Wall Street Journal®	73%
Canadian Business Magazine	39%
Asia Inc.	42%
Economist Intelligence Unit®: Which MBA	55%
Forbes Inc.	69%
The Princeton Review	68%

<b>Influence of Published Rankings on Decision to Apply to Graduate Business Program*</b>							
<b>Publication</b>	<b>n</b>	<b>Mean†</b>	<b>Extremely Influential</b>	<b>Very Influential</b>	<b>Somewhat Influential</b>	<b>Not Very Influential</b>	<b>Not At All Influential</b>
Financial Times	678	3.5	22%	33%	28%	9%	8%
US News & World Report	595	3.5	19%	34%	29%	9%	9%
Business Week	704	3.5	18%	36%	32%	8%	6%
Wall Street Journal	630	3.4	14%	34%	32%	13%	7%
Forbes Inc.	586	3.2	14%	28%	32%	14%	12%
The Princeton Review	588	3.2	12%	30%	32%	14%	12%
Economist Intelligence Unit: Which MBA	476	3.0	9%	27%	33%	17%	15%
Asia Inc.	361	2.5	5%	16%	30%	25%	24%
Canadian Business Magazine	332	2.3	4%	13%	26%	27%	31%

\*Don't know excluded from analysis.  
† Scale: (5) Extremely influential; (4) Very influential; (3) Somewhat influential; (2) Not very influential; (1) Not at all influential

<b>Influence of Published Rankings on Decision to Apply to Graduate Business Program, by Gender (Percentage Extremely/Very Influential)</b>		
<b>Publication</b>	<b>Female</b>	<b>Male</b>
US News & World Report	56%	52%
Business Week*	48%	56%
Financial Times*	48%	58%
Wall Street Journal	48%	48%
Canadian Business Magazine	14%	16%
Asia Inc.	15%	21%
Economist Intelligence Unit: Which MBA	36%	35%
Forbes Inc.	41%	41%
The Princeton Review®	41%	42%
Don't know excluded from analysis. * $\chi^2 = p \leq .05$		

<b>Influence of Published Rankings on Decision to Apply to Graduate Business Program, by Age (Percentage Extremely/Very Influential)</b>			
<b>Publication</b>	<b>24 and Younger</b>	<b>25 to 30</b>	<b>31 and Older</b>
US News & World Report*	61%	53%	40%
Business Week*	47%	61%	49%
Financial Times	55%	54%	56%
Wall Street Journal	48%	50%	44%
Canadian Business Magazine	14%	15%	18%
Asia Inc.	19%	16%	22%
Economist Intelligence Unit: Which MBA	32%	34%	43%
Forbes Inc.	46%	41%	35%
The Princeton Review	45%	38%	42%
Don't know excluded from analysis. * $\chi^2 = p \leq .05$			

<b>Influence of Published Rankings on Decision to Apply to Graduate Business Program, by World Region (Percentage Extremely/Very Influential)</b>				
<b>Publication</b>	<b>Africa/Middle East</b>	<b>Asia/Pacific Islands</b>	<b>Europe</b>	<b>Americas</b>
US News & World Report*	39%	60%	37%	44%
Business Week	57%	55%	50%	49%
Financial Times*	69%	59%	65%	30%
Wall Street Journal	49%	51%	45%	43%
Canadian Business Magazine	29%	15%	10%	14%
Asia Inc.*	25%	23%	5%	8%
Economist Intelligence Unit: Which MBA*	56%	40%	32%	19%
Forbes Inc.*	30%	47%	33%	31%
The Princeton Review*	41%	45%	21%	38%
Don't know excluded from analysis. * $\chi^2 = p \leq .05$				

<b>Influence of Published Rankings on Decision to Apply to Graduate Business Program, by Country of Citizenship (Percentage Extremely/Very Influential)</b>			
<b>Publication</b>	<b>China</b>	<b>India</b>	<b>United States</b>
US News & World Report*	63%	56%	48%
Business Week*	43%	66%	48%
Financial Times*	51%	65%	25%
Wall Street Journal	47%	53%	42%
Canadian Business Magazine*	10%	21%	5%
Asia Inc.*	17%	28%	7%
Economist Intelligence Unit: Which MBA*	36%	43%	15%
Forbes Inc.*	36%	55%	31%
The Princeton Review	39%	47%	36%
Don't know excluded from analysis. * $\chi^2 = p \leq .05$			

**Influence of Published Rankings on Decision to Apply to Graduate Business Program, by Undergraduate Major  
(Percentage Extremely/Very Influential)**

<b>Publication</b>	<b>Science</b>	<b>Business</b>	<b>Humanities</b>	<b>Social Sciences</b>
US News & World Report	52%	57%	40%	50%
Business Week*	60%	51%	39%	47%
Financial Times*	63%	54%	41%	35%
Wall Street Journal	48%	52%	31%	42%
Canadian Business Magazine	17%	16%	—	11%
Asia Inc.	22%	20%	—	6%
Economist Intelligence Unit: Which MBA	37%	37%	—	25%
Forbes Inc.*	45%	43%	23%	28%
The Princeton Review	42%	45%	30%	31%

Don't know excluded from analysis.

— Data not shown because number of respondents was fewer than 25.

\* $\chi^2 = p \leq .05$

## Application and Enrollment Behavior

This section of the report explores the respondents' application and enrollment behavior. The types of graduate business programs considered, the number of applications submitted, school choice, and enrollment decisions are presented in this section.

### Graduate Business Programs Considered

Respondents were asked to indicate the types of graduate business programs they considered as they applied or decided to apply to graduate business school.

Graduate Business Programs Considered	
Program	Percentage (n = 834)
Full-Time MBA, 2-year	59%
Full-Time MBA, 1-year	39%
Part-Time MBA	20%
Executive MBA	14%
Online/Distance learning MBA	9%
MSc in Business	17%
Specialized master's degree	16%
Joint degree program	9%
PhD/DBA	10%
Responses add to more than 100% due to multiple responses.	

Graduate Business Programs Considered, by Pipeline Status			
Program	Enrolled (n = 330)	Applying (n = 140)	Planning to Apply (n = 364)
Full-Time MBA, 2-year*	54%	71%	60%
Full-Time MBA, 1-year*	28%	41%	48%
Part-Time MBA*	19%	12%	24%
Executive MBA*	9%	6%	22%
Online/Distance learning MBA*	6%	4%	13%
MSc in Business	19%	13%	18%
Specialized master's degree*	19%	11%	14%
Joint degree program*	6%	7%	12%
PhD/DBA	9%	9%	12%
Responses add to more than 100% due to multiple responses.			
* $\chi^2 = p \leq .05$			

<b>Graduate Business Programs Considered, by Gender</b>		
<b>Program</b>	<b>Female (n = 275)</b>	<b>Male (n = 531)</b>
Full-Time MBA, 2-year*	53%	63%
Full-Time MBA, 1-year*	27%	45%
Part-Time MBA*	24%	18%
Executive MBA*	11%	16%
Online/Distance learning MBA	9%	9%
MSc in Business*	24%	13%
Specialized master's degree*	23%	12%
Joint degree program	8%	8%
PhD/DBA	10%	10%
Responses add to more than 100% due to multiple responses. * $\chi^2 = p \leq .05$		

<b>Graduate Business Programs Considered, by Age</b>			
<b>Program</b>	<b>24 and Younger (n = 255)</b>	<b>25 to 30 (n = 354)</b>	<b>31 and Older (n = 197)</b>
Full-Time MBA, 2-year*	61%	70%	38%
Full-Time MBA, 1-year*	35%	45%	34%
Part-Time MBA*	11%	20%	32%
Executive MBA*	9%	13%	25%
Online/Distance learning MBA*	5%	6%	20%
MSc in Business*	35%	8%	11%
Specialized master's degree*	29%	8%	13%
Joint degree program	10%	6%	10%
PhD/DBA*	11%	7%	14%
Responses add to more than 100% due to multiple responses. * $\chi^2 = p \leq .05$			

<b>Graduate Business Programs Considered, by World Region</b>				
<b>Program</b>	<b>Africa/Middle East (n = 65)</b>	<b>Asia/Pacific Islands (n = 483)</b>	<b>Europe (n = 66)</b>	<b>Americas (n = 191)</b>
Full-Time MBA, 2-year*	48%	64%	52%	54%
Full-Time MBA, 1-year*	46%	43%	55%	22%
Part-Time MBA*	31%	10%	17%	43%
Executive MBA	12%	13%	18%	16%
Online/Distance learning MBA*	20%	4%	9%	18%
MSc in Business*	9%	22%	14%	8%
Specialized master's degree	12%	17%	20%	12%
Joint degree program	9%	8%	5%	11%
PhD/DBA	5%	11%	11%	8%

Responses add to more than 100% due to multiple responses.  
\* $\chi^2 = p \leq .05$

<b>Graduate Business Programs Considered, by Country of Citizenship</b>			
<b>Program</b>	<b>China (n = 187)</b>	<b>India (n = 232)</b>	<b>United States (n = 145)</b>
Full-Time MBA, 2-year*	57%	69%	56%
Full-Time MBA, 1-year*	22%	60%	19%
Part-Time MBA*	8%	10%	43%
Executive MBA*	3%	22%	17%
Online/Distance learning MBA*	1%	6%	19%
MSc in Business*	40%	11%	8%
Specialized master's degree*	29%	7%	14%
Joint degree program*	9%	6%	14%
PhD/DBA	13%	8%	8%

Responses add to more than 100% due to multiple responses.  
\* $\chi^2 = p \leq .05$

Graduate Business Programs Considered, by Undergraduate Major				
Program	Science (n = 298)	Business (n = 370)	Humanities (n = 52)	Social Sciences (n = 86)
Full-Time MBA, 2-year	65%	55%	60%	60%
Full-Time MBA, 1-year*	51%	31%	29%	36%
Part-Time MBA	16%	22%	25%	26%
Executive MBA	15%	15%	15%	9%
Online/Distance learning MBA	6%	11%	13%	10%
MSc in Business*	12%	21%	19%	19%
Specialized master's degree*	7%	23%	13%	14%
Joint degree program	8%	6%	13%	14%
PhD/DBA	7%	12%	12%	12%

Responses add to more than 100% due to multiple responses.  
\* $\chi^2 = p \leq .05$

## Applications to Graduate Business Schools

Respondents were asked to indicate the number of graduate business schools to which they submitted an application.

Number of Applications Submitted to Graduate Business Schools		
Number of Schools to Which...	(n = 472)	
	Mean	Standard Error
You applied	3.74	.15
You have been admitted	1.53	.08
You have been declined admission	1.28	.10
You have not yet received a final decision	.90	.10

Number of Applications Submitted to Graduate Business Schools, by Gender		
Number of Schools to Which...	Female (n = 185)	Male (n = 276)
You applied	3.81 (.25)	3.66 (.20)
You have been admitted*	1.75 (.13)	1.37 (.10)
You have been declined admission	1.30 (.17)	1.23 (.12)
You have not yet received a final decision	.76 (.15)	1.01 (.13)

Mean and standard error presented, standard error shown in parentheses.  
\*Independent samples t-test,  $p \leq .05$

<b>Number of Applications Submitted to Graduate Business Schools, by Age</b>			
<b>Number of Schools to Which...</b>	<b>24 and Younger (n = 150)</b>	<b>25 to 30 (n = 204)</b>	<b>31 and Older (n = 107)</b>
You applied*	5.15 (.34)	3.30 (.18)	2.50 (.21)
You have been admitted*	1.83 (.16)	1.43 (.12)	1.24 (.11)
You have been declined admission*	1.73 (.23)	1.15 (.12)	.81 (.15)
You have not yet received a final decision*	1.50 (.25)	.72 (.11)	.43 (.09)
Mean and standard error presented, standard error shown in parentheses. *One-way ANOVA, $p \leq .05$			

<b>Number of Applications Submitted to Graduate Business Schools, by World Region</b>				
<b>Number of Schools to Which...</b>	<b>Africa/Middle East (n = 37)</b>	<b>Asia/Pacific Islands (n = 261)</b>	<b>Europe (n = 39)</b>	<b>Americas (n = 124)</b>
You applied*	2.73 (.37)	4.64 (.23)	2.23 (.26)	2.53 (.18)
You have been admitted	1.05 (.14)	1.62 (.12)	1.13 (.15)	1.56 (.13)
You have been declined admission*	.73 (.22)	1.74 (.16)	.64 (.22)	.59 (.11)
You have not yet received a final decision*	.95 (.24)	1.22 (.16)	.46 (.16)	.38 (.09)
Mean and standard error presented, standard error shown in parentheses. *One-way ANOVA, $p \leq .05$				

<b>Number of Applications Submitted to Graduate Business Schools, by Country of Citizenship</b>			
<b>Number of Schools to Which...</b>	<b>China (n = 122)</b>	<b>India (n = 107)</b>	<b>United States (n = 100)</b>
You applied*	5.66 (.39)	4.17 (.30)	2.64 (.20)
You have been admitted	1.96 (.19)	1.41 (.17)	1.65 (.15)
You have been declined admission*	2.18 (.27)	1.62 (.20)	.64 (.13)
You have not yet received a final decision*	1.41 (.28)	1.14 (.21)	.34 (.10)
Mean and standard error presented, standard error shown in parentheses. *One-way ANOVA, $p \leq .05$			

<b>Number of Applications Submitted to Graduate Business Schools, by Undergraduate Major</b>				
<b>Number of Schools to Which...</b>	<b>Science (n = 155)</b>	<b>Business (n = 224)</b>	<b>Humanities (n = 31)</b>	<b>Social Sciences (n = 51)</b>
You applied*	3.74 (.23)	4.07 (.25)	2.32 (.37)	2.94 (.31)
You have been admitted	1.32 (.12)	1.74 (.13)	1.35 (.21)	1.25 (.15)
You have been declined admission	1.32 (.15)	1.34 (.17)	.74 (.25)	1.02 (.21)
You have not yet received a final decision	1.10 (.18)	.92 (.15)	.23 (.12)	.67 (.18)

Mean and standard error presented, standard error shown in parentheses.  
\*One-way ANOVA,  $p \leq .05$

## Applications Submitted to Programs

Respondents who submitted applications to graduate business programs were asked to specify the number of applications they submitted or plan to submit to the various programs considered. Due to limited sample sizes, analysis by demographic characteristics was not performed. However, application yield rates were calculated for the overall sample.

<b>Number of Application Submitted to Graduate Business Programs</b>		
<b>Program</b>	<b>Mean</b>	<b>Standard Error</b>
Full-Time MBA, 2-year	3.68	.16
Full-Time MBA, 1-year	1.73	.14
Part-Time MBA	1.04	.10
Executive MBA	1.18	.17
Online/Distance learning MBA	2.08	.17
MSc in Business	3.73	.37
Specialized master's degree	2.81	.36
Joint degree program	1.23	.25
PhD/DBA	3.83	.76

<b>Application Yield Rates</b>	
<b>Program</b>	<b>Percentage</b>
Full-Time MBA, 2-year	92%
Full-Time MBA, 1-year	80%
Part-Time MBA	72%
Executive MBA	72%
Online/Distance learning MBA	81%
MSc in Business	88%
Specialized master's degree	81%
Joint degree program	67%
PhD/DBA	66%

## School Choice

Respondents who indicated that they applied to more than one graduate business school were asked to indicate whether they had a preferred school (i.e., first-choice, second-choice), a safety school (one that they felt sure would admit them), and a stretch school (one for which they might not meet the admission criteria).

<b>Percentage of Those Who Indicated a Preferred School, Safety School, or Stretch School</b>				
<b>Visited</b>	<b><i>n</i></b>	<b>Preferred School</b>	<b>Safety School</b>	<b>Stretch School</b>
<i>Overall</i>	325	93%	70%	65%
<i>Gender**/***</i>				
Female	130	88%	78%	66%
Male	188	96%	64%	64%
<i>Age</i>				
24 and younger	116	91%	74%	72%
25 to 30	137	95%	66%	63%
31 and older	65	92%	68%	57%
<i>World Region**</i>				
Africa/Middle East	23	—	—	—
Asia/Pacific Islands	199	93%	73%	67%
Europe	22	—	—	—
Americas	74	92%	64%	65%
<i>Country of Citizenship</i>				
China	102	91%	78%	68%
India	80	98%	66%	65%
United States	62	92%	66%	66%
<i>Undergraduate Major</i>				
Science	113	96%	65%	63%
Business	154	92%	74%	66%
Humanities	16	—	—	—
Social science	35	94%	60%	71%
— Data not shown because number of respondents was fewer than 25.				
*Preferred school, $\chi^2 = p \leq .05$				
**Safety school, $\chi^2 = p \leq .05$				
***Stretch school, $\chi^2 = p \leq .05$				

## Enrollment Decision

This section explores the decisions of respondents who had enrolled in a graduate business program at the time of the current survey.

### Program Choice

Respondents who had enrolled in a graduate business program and applied to more than one graduate business school were asked to indicate the outcome of the application and decision.

Program Choice	
Response	Percentage (n = 216)
I attend my first-choice school	52%
I was admitted to my first-choice school, but attend a different school	8%
I was not admitted to my first-choice school, and now attend a different school	40%
Total	100%

Program Choice, by Gender		
Response	Female (n = 91)	Male (n = 121)
I attend my first-choice school	49%	54%
I was admitted to my first-choice school, but attend a different school	8%	8%
I was not admitted to my first-choice school, and now attend a different school	43%	38%
Total	100%	100%

Program Choice, by Age			
Response	24 and Younger (n = 78)	25 to 30 (n = 94)	31 and Older (n = 40)
I attend my first-choice school	41%	55%	65%
I was admitted to my first-choice school, but attend a different school	10%	7%	5%
I was not admitted to my first-choice school, and now attend a different school	49%	37%	30%
Total	100%	100%	100%

Program Choice, by World Region *				
Response	Africa/Middle East (n = 12)	Asia/Pacific Islands (n = 129)	Europe (n = 13)	Americas (n = 58)
I attend my first-choice school	—	44%	—	67%
I was admitted to my first-choice school, but attend a different school	—	6%	—	10%
I was not admitted to my first-choice school, and now attend a different school	—	50%	—	22%
Total	—	100%	—	100%

— Data not shown because number of respondents was fewer than 25.  
\*  $\chi^2 = p \leq .05$

Program Choice, by Country of Citizenship *			
Response	China (n = 70)	India (n = 46)	United States (n = 52)
I attend my first-choice school	40%	50%	65%
I was admitted to my first-choice school, but attend a different school	9%	4%	12%
I was not admitted to my first-choice school, and now attend a different school	51%	46%	23%
Total	100%	100%	100%

\*  $\chi^2 = p \leq .05$

Program Choice, by Undergraduate Major				
Response	Science (n = 67)	Business (n = 107)	Humanities (n = 13)	Social Sciences (n = 25)
I attend my first-choice school	55%	46%	—	68%
I was admitted to my first-choice school, but attend a different school	6%	12%	—	0%
I was not admitted to my first-choice school, and now attend a different school	39%	42%	—	32%
Total	100%	100%	—	100%

— Data not shown because number of respondents was fewer than 25.

## Program Enrolled

Respondents who were enrolled in a graduate business program at the time of the survey were asked to indicate the type of program in which they enrolled.

Program Enrolled	
Program	Percentage (n = 293)
Full-Time MBA, 2-year	39%
Full-Time MBA, 1-year	13%
Part-Time MBA	12%
Executive MBA	5%
Online/Distance learning MBA	4%
MSc in Business	12%
Specialized master's degree	9%
Joint degree program	1%
PhD/DBA	3%
Other graduate business program	1%
Total	100%

Program Enrolled, by Gender		
Program	Female (n = 128)	Male (n = 159)
Full-Time MBA, 2-year	31%	46%
Full-Time MBA, 1-year	9%	16%
Part-Time MBA	14%	10%
Executive MBA	5%	6%
Online/Distance learning MBA	4%	4%
MSc in Business	17%	8%
Specialized master's degree	12%	7%
Joint degree program	2%	1%
PhD/DBA	4%	3%
Other graduate business program	2%	1%
Total	100%	100%

<b>Program Enrolled, by Age</b>			
<b>Program</b>	<b>24 and Younger (n = 96)</b>	<b>25 to 30 (n = 125)</b>	<b>31 and Older (n = 66)</b>
Full-Time MBA, 2-year	30%	54%	26%
Full-Time MBA, 1-year	8%	14%	17%
Part-Time MBA	5%	15%	1%
Executive MBA	0%	5%	15%
Online/Distance learning MBA	0%	4%	9%
MSc in Business	31%	2%	2%
Specialized master's degree	18%	2%	9%
Joint degree program	1%	1%	2%
PhD/DBA	4%	2%	5%
Other graduate business program	2%	1%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

<b>Program Enrolled, by World Region</b>				
<b>Program</b>	<b>Africa/Middle East (n = 17)</b>	<b>Asia/Pacific Islands (n = 147)</b>	<b>Europe (n = 26)</b>	<b>Americas (n = 97)</b>
Full-Time MBA, 2-year	—	44%	19%	38%
Full-Time MBA, 1-year	—	14%	27%	6%
Part-Time MBA	—	3%	12%	25%
Executive MBA	—	2%	15%	9%
Online/Distance learning MBA	—	0%	0%	9%
MSc in Business	—	18%	12%	4%
Specialized master's degree	—	14%	8%	3%
Joint degree program	—	0%	0%	3%
PhD/DBA	—	4%	4%	2%
Other graduate business program	—	1%	4%	0%
<b>Total</b>	<b>—</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
— Data not shown because number of respondents was fewer than 25.				

Program Enrolled, by Country of Citizenship			
Program	China (n = 79)	India (n = 49)	United States (n = 82)
Full-Time MBA, 2-year	29%	65%	38%
Full-Time MBA, 1-year	6%	27%	5%
Part-Time MBA	0%	4%	23%
Executive MBA	0%	2%	10%
Online/Distance learning MBA	0%	0%	10%
MSc in Business	34%	0%	5%
Specialized master's degree	20%	2%	4%
Joint degree program	0%	0%	4%
PhD/DBA	8%	0%	2%
Other graduate business program	3%	0%	0%
Total	100%	100%	100%

Program Enrolled, by Undergraduate Major				
Program	Science (n = 82)	Business (n = 147)	Humanities (n = 24)	Social Sciences (n = 34)
Full-Time MBA, 2-year	52%	30%	—	41%
Full-Time MBA, 1-year	21%	10%	—	15%
Part-Time MBA	10%	12%	—	18%
Executive MBA	5%	7%	—	0%
Online/Distance learning MBA	4%	3%	—	6%
MSc in Business	2%	18%	—	9%
Specialized master's degree	2%	16%	—	3%
Joint degree program	2%	1%	—	0%
PhD/DBA	1%	3%	—	6%
Other graduate business program	0%	1%	—	3%
Total	100%	100%	—	100%

— Data not shown because number of respondents was fewer than 25.

## School Location of Enrolled Respondents

Respondents who were enrolled in a program at the time of the survey were asked to indicate the location of the program in which they enrolled, and whether that program was located outside or within their country of citizenship.

Location of Program Enrolled			
	<i>n</i>	Outside Country of Citizenship	Within Country of Citizenship
Overall	295	55%	45%
<i>Gender</i>			
Female	128	56%	44%
Male	161	54%	46%
<i>Age*</i>			
24 and younger	96	70%	30%
25 to 30	127	49%	51%
31 and older	66	45%	55%
<i>World Region*</i>			
Africa/Middle East	17	—	—
Asia/Pacific Islands	149	81%	19%
Europe	26	69%	31%
Americas	97	11%	89%
<i>Country of Citizenship*</i>			
China	79	89%	11%
India	50	76%	24%
United States	82	4%	96%
<i>Undergraduate Major</i>			
Science	83	59%	41%
Business	148	55%	45%
Humanities	24	—	—
Social science	34	47%	53%
— Data not shown because number of respondents was fewer than 25.			
* $\chi^2 = p \leq .05$			

Location of Program Enrolled (Outside Country of Citizenship)	
Program	Percentage (n = 162)
United States	66%
United Kingdom	8%
France	6%
Canada	4%
Netherlands	3%
Singapore	2%
Germany	2%
Other countries	7%
Total	100%

## Preferred School Location of Respondents Not Yet Enrolled

Respondents who were not enrolled in a program at the time of the survey were asked to indicate whether they knew where they planned to apply and, if so, whether the program they planned to apply to was located outside or within their country of citizenship.

Preferred Location of Program				
	n	Outside Country	Within Country	Don't Know
Overall	441	77%	17%	5%
<i>Gender</i>				
Female	120	75%	21%	4%
Male	303	77%	17%	6%
<i>Age*</i>				
24 and younger	142	82%	11%	8%
25 to 30	185	77%	18%	4%
31 and older	96	67%	29%	4%
<i>World Region*</i>				
Africa/Middle East	44	82%	11%	7%
Asia/Pacific Islands	279	86%	9%	5%
Europe	34	85%	12%	3%
Americas	66	26%	67%	8%
<i>Country of Citizenship*</i>				
China	91	90%	7%	3%
India	153	82%	11%	7%
United States	43	2%	86%	12%

Preferred Location of Program				
	<i>n</i>	Outside Country	Within Country	Don't Know
<i>Undergraduate Major</i>				
Science	185	79%	14%	8%
Business	184	76%	21%	4%
Humanities	16	—	—	—
Social science	38	66%	29%	5%

— Data not shown because number of respondents was fewer than 25.  
 $\chi^2 = p \leq .05$

Preferred Location of Program (Outside Country of Citizenship)	
Program	Percentage ( <i>n</i> = 341)
United States	71%
United Kingdom	8%
France	3%
Canada	3%
No preference	3%
Australia	2%
Singapore	2%
All other countries	8%
Total	100%

## School Selection

This section of the report explores the types of information used in choosing which graduate business schools to apply to and attend. Rankings of the general categories of information used, ratings for the specific components of information used in each category, and standardized scores for each component are reported.

### Ranking of Key Aspects When Choosing a Graduate Business School

Respondents were asked to rank various categories of information used when choosing graduate business schools from the most (6) to the least (1) important. The six key aspects that respondents ranked include financial aspects (financial costs, availability of scholarships); specific program aspects (length, type, location); student class profile (women, minorities, nationalities, age, experience); curriculum aspects (study abroad opportunities, specific curriculum offered); career aspects (career services offered, job placement opportunities); and the quality/reputation of the graduate business school (faculty, rankings, accreditation).

School Aspect	Ranking (n = 934)						
	Mean Ranking <sup>†</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
Quality/reputation of school	5.0	47%	25%	13%	8%	5%	2%
Career aspects	4.1	19%	27%	21%	14%	12%	6%
Financial aspects	3.6	16%	17%	21%	18%	13%	16%
Specific aspects of the program	3.2	10%	14%	19%	20%	21%	16%
Curriculum aspects	3.2	7%	13%	18%	27%	22%	12%
Student class profile	1.9	1%	4%	7%	13%	26%	49%

† Scale: (6) most important to (1) least important

School Aspect	Enrolled (n = 332)	Applying (n = 139)	Planning to Apply (n = 366)	Postpone (n = 97)
Quality/reputation of school	4.9	5.0	5.0	4.9
Career aspects	3.9	4.1	4.2	4.3
Financial aspects*	3.3	3.4	3.7	3.9
Specific aspects of the program*	3.6	3.1	3.0	3.2
Curriculum aspects	3.2	3.3	3.2	3.1
Student class profile*	2.1	2.0	1.9	1.6

† Scale: (6) most important to (1) least important  
\*One-way ANOVA,  $p \leq .05$

<b>Rankings of Key Aspects When Choosing a Graduate Business School, by Gender (Mean Ranking<sup>†</sup>)</b>		
<b>School Aspect</b>	<b>Female (n = 308)</b>	<b>Male (n = 592)</b>
Quality/reputation of school	5.0	5.0
Career aspects*	3.8	4.2
Financial aspects	3.6	3.5
Specific aspects of the program*	3.4	3.2
Curriculum aspects	3.3	3.1
Student class profile	1.9	2.0

\*Independent samples t-test,  $p \leq .05$

<b>Rankings of Key Aspects When Choosing a Graduate Business School, by Age (Mean Ranking<sup>†</sup>)</b>			
<b>School Aspect</b>	<b>24 and Younger (n = 289)</b>	<b>25 to 30 (n = 390)</b>	<b>31 and Older (n = 221)</b>
Quality/reputation of school	5.0	5.0	5.0
Career aspects*	4.2	4.2	3.8
Financial aspects	3.6	3.5	3.5
Specific aspects of the program*	3.1	3.2	3.6
Curriculum aspects	3.2	3.2	3.3
Student class profile	1.9	2.0	1.9

† Scale: (6) most important to (1) least important  
\*One-way ANOVA,  $p \leq .05$

<b>Rankings of Key Aspects When Choosing a Graduate Business School, by World Region (Mean Ranking<sup>†</sup>)</b>				
<b>School Aspect</b>	<b>Africa/Middle East (n = 83)</b>	<b>Asia/Pacific Islands (n = 534)</b>	<b>Europe (n = 76)</b>	<b>Americas (n = 206)</b>
Quality/reputation of school	5.0	5.0	4.9	4.9
Career aspects*	3.8	4.4	4.2	3.3
Financial aspects*	4.1	3.5	3.6	3.4
Specific aspects of the program*	3.4	2.9	3.3	4.0
Curriculum aspects*	3.0	3.1	3.4	3.5
Student class profile*	1.7	2.0	1.6	1.9

† Scale: (6) most important to (1) least important  
\*One-way ANOVA,  $p \leq .05$

<b>Rankings of Key Aspects When Choosing a Graduate Business School, by Country of Citizenship (Mean Ranking<sup>†</sup>)</b>			
<b>School Aspect</b>	<b>China (n = 203)</b>	<b>India (n = 260)</b>	<b>United States (n = 157)</b>
Quality/reputation of school	5.1	4.9	4.8
Career aspects*	4.4	4.5	3.3
Financial aspects*	3.3	3.7	3.3
Specific aspects of the program*	3.1	2.8	4.0
Curriculum aspects*	3.1	3.1	3.7
Student class profile	1.9	2.1	1.9
† Scale: (6) most important to (1) least important			
*One-way ANOVA, $p \leq .05$			

<b>Rankings of Key Aspects When Choosing a Graduate Business School, by Undergraduate Major (Mean Ranking<sup>†</sup>)</b>				
<b>School Aspect</b>	<b>Science (n = 344)</b>	<b>Business (n = 400)</b>	<b>Humanities (n = 58)</b>	<b>Social Sciences (n = 98)</b>
Quality/reputation of school	5.0	5.0	4.8	5.2
Career aspects*	4.3	4.0	3.5	3.9
Financial aspects	3.5	3.6	3.8	3.3
Specific aspects of the program*	3.1	3.3	3.5	3.6
Curriculum aspects	3.1	3.2	3.4	3.3
Student class profile	2.0	1.9	1.9	1.7
† Scale: (6) most important to (1) least important				
*One-way ANOVA, $p \leq .05$				

## Specific Components of Key Aspects

For each of the top three ranked aspects in the previous section, respondents were presented a list of specific components of information to rate. Respondents were asked to rate each component from extremely important (7) to not at all important (1).

## Graduate Business School Quality and Reputation

Respondents were asked to rate nine components of graduate business school quality and reputation from extremely important (7) to not at all important (1).

Quality and Reputation	
Component	Mean Rating <sup>†</sup> (n = 834)
Quality of the faculty	6.4
Accreditation of program	6.1
Published ranking	6.0
Successful alumni	5.9
Selectivity of admissions	5.8
Quality of current students	6.0
Local respect/reputation	6.1
Rigor of academic program	6.0
Job placement reputation	6.3
† Scale: (7) most important to (1) not at all important	

Quality and Reputation, by Pipeline Status (Mean Rating <sup>†</sup> )				
Component	Enrolled (n = 273)	Applying (n = 120)	Planning to Apply (n = 311)	Postpone (n = 81)
Quality of the faculty	6.3	6.4	6.4	6.5
Accreditation of program*	6.0	5.8	6.3	6.2
Published ranking	6.0	5.9	6.0	6.0
Successful alumni	5.9	5.8	6.0	5.7
Selectivity of admissions	5.8	5.8	5.9	5.7
Quality of current students	6.0	6.1	6.0	6.1
Local respect/reputation	6.2	6.1	6.1	5.9
Rigor of academic program	5.9	6.0	6.0	6.1
Job placement reputation	6.2	6.3	6.4	6.4
† Scale: (7) most important to (1) not at all important				
*One-way ANOVA, p ≤ .05				

<b>Quality and Reputation, by Gender (Mean Rating<sup>†</sup>)</b>		
<b>Component</b>	<b>Female (n = 257)</b>	<b>Male (n = 502)</b>
Quality of the faculty	6.3	6.4
Accreditation of program	6.2	6.1
Published ranking	6.0	5.9
Successful alumni	5.9	5.9
Selectivity of admissions	5.8	5.8
Quality of current students	5.9	6.0
Local respect/reputation*	6.3	6.0
Rigor of academic program	6.0	6.0
Job placement reputation	6.3	6.3
† Scale: (7) most important to (1) not at all important		
*Independent samples t-test, $p \leq .05$		

<b>Quality and Reputation, by Age (Mean Rating<sup>†</sup>)</b>			
<b>Component</b>	<b>24 and Younger (n = 244)</b>	<b>25 to 30 (n = 330)</b>	<b>31 and Older (n = 185)</b>
Quality of the faculty	6.3	6.4	6.4
Accreditation of program	6.1	6.0	6.2
Published ranking	6.0	6.0	5.9
Successful alumni	5.8	6.0	5.9
Selectivity of admissions	5.8	5.8	5.7
Quality of current students	6.0	6.1	6.0
Local respect/reputation	6.1	6.2	6.1
Rigor of academic program	5.9	6.0	6.0
Job placement reputation*	6.3	6.4	6.2
† Scale: (7) most important to (1) not at all important			
*One-way ANOVA, $p \leq .05$			

<b>Quality and Reputation, by World Region (Mean Rating<sup>†</sup>)</b>				
<b>Component</b>	<b>Africa/Middle East (n = 69)</b>	<b>Asia/Pacific Islands (n = 461)</b>	<b>Europe (n = 61)</b>	<b>Americas (n = 167)</b>
Quality of the faculty	6.5	6.4	6.5	6.3
Accreditation of program	6.4	6.1	6.0	6.1
Published ranking*	6.2	6.0	6.1	5.7
Successful alumni	5.8	5.9	5.8	5.9
Selectivity of admissions*	5.8	5.9	5.8	5.6
Quality of current students	6.0	6.0	6.0	5.9
Local respect/reputation	6.3	6.1	6.1	6.1
Rigor of academic program	6.3	5.9	6.0	6.0
Job placement reputation*	6.3	6.4	6.5	6.0

† Scale: (7) most important to (1) not at all important  
\*One-way ANOVA,  $p \leq .05$

<b>Quality and Reputation, by Country of Citizenship (Mean Rating<sup>†</sup>)</b>			
<b>Component</b>	<b>China (n = 178)</b>	<b>India (n = 219)</b>	<b>United States (n = 127)</b>
Quality of the faculty*	6.2	6.5	6.2
Accreditation of program	5.9	6.2	6.1
Published ranking*	6.0	6.0	5.7
Successful alumni*	5.7	6.1	5.9
Selectivity of admissions*	5.8	6.0	5.4
Quality of current students*	5.9	6.2	5.9
Local respect/reputation	6.1	6.1	6.1
Rigor of academic program*	5.8	6.1	5.9
Job placement reputation*	6.3	6.6	5.9

† Scale: (7) most important to (1) not at all important  
\*One-way ANOVA,  $p \leq .05$

Quality and Reputation, by Undergraduate Major (Mean Rating <sup>†</sup> )				
Component	Science (n = 293)	Business (n = 338)	Humanities (n = 47)	Social Sciences (n = 81)
Quality of the faculty	6.4	6.3	6.5	6.4
Accreditation of program*	6.0	6.2	6.1	5.8
Published ranking	6.0	6.0	5.9	5.8
Successful alumni	5.9	5.9	6.0	6.0
Selectivity of admissions	5.8	5.9	5.7	5.6
Quality of current students	6.1	5.9	6.0	6.0
Local respect/reputation*	6.1	6.2	6.0	5.9
Rigor of academic program	6.0	6.0	6.0	5.9
Job placement reputation	6.4	6.3	6.1	6.2

† Scale: (7) most important to (1) not at all important  
\*One-way ANOVA,  $p \leq .05$

## Career Aspects

Respondents were asked to rate eight components of career aspects from extremely important (7) to not at all important (1).

Career Aspects	
Component	Mean Rating <sup>†</sup> (n = 621)
Percent of graduating class seeking employment	5.7
Percent of graduating class receiving job offers	6.3
Starting annual base salary and other compensation of graduates	6.2
Post-degree industry and/or job function of alumni	5.9
Geographic locations of post-degree jobs	5.3
Types of organizations, post-degree	5.8
Quality career services	6.2
Access to alumni network	5.8

† Scale: (7) most important to (1) not at all important

<b>Career Aspects, by Pipeline Status (Mean Rating<sup>†</sup>)</b>				
<b>Component</b>	<b>Enrolled (n = 206)</b>	<b>Applying (n = 97)</b>	<b>Planning to Apply (n = 255)</b>	<b>Postpone (n = 63)</b>
Percent of graduating class seeking employment	5.6	5.5	5.8	5.7
Percent of graduating class receiving job offers	6.3	6.4	6.4	6.3
Starting annual base salary and other compensation of graduates*	6.0	6.1	6.3	6.4
Post-degree industry and/or job function of alumni	5.8	5.8	6.0	5.7
Geographic locations of post-degree jobs	5.2	5.6	5.2	5.4
Types of organizations, post-degree*	5.6	5.8	5.9	5.9
Quality career services*	6.1	6.5	6.2	6.3
Access to alumni network	5.7	6.0	5.9	5.8
† Scale: (7) most important to (1) not at all important				
*One-way ANOVA, $p \leq .05$				

<b>Career Aspects, by Gender (Mean Rating<sup>†</sup>)</b>		
<b>Component</b>	<b>Female (n = 180)</b>	<b>Male (n = 420)</b>
Percent of graduating class seeking employment	5.8	5.6
Percent of graduating class receiving job offers	6.4	6.3
Starting annual base salary and other compensation of graduates	6.2	6.1
Post-degree industry and/or job function of alumni	5.8	5.9
Geographic locations of post-degree jobs	5.4	5.2
Types of organizations, post-degree	5.8	5.8
Quality career services	6.2	6.3
Access to alumni network	5.8	5.9
† Scale: (7) most important to (1) not at all important		

<b>Career Aspects, by Age (Mean Rating<sup>†</sup>)</b>			
<b>Component</b>	<b>24 and Younger (n = 211)</b>	<b>25 to 30 (n = 267)</b>	<b>31 and Older (n = 122)</b>
Percent of graduating class seeking employment	5.8	5.6	5.4
Percent of graduating class receiving job offers	6.4	6.3	6.3
Starting annual base salary and other compensation of graduates	6.2	6.2	6.1
Post-degree industry and/or job function of alumni	5.8	6.0	5.8
Geographic locations of post-degree jobs	5.4	5.2	5.1
Types of organizations, post-degree	5.8	5.8	5.6
Quality career services	6.2	6.2	6.3
Access to alumni network*	5.7	6.0	5.8
† Scale: (7) most important to (1) not at all important			
*One-way ANOVA, $p \leq .05$			

<b>Career Aspects, by World Region (Mean Rating<sup>†</sup>)</b>				
<b>Component</b>	<b>Africa/Middle East (n = 42)</b>	<b>Asia/Pacific Islands (n = 412)</b>	<b>Europe (n = 52)</b>	<b>Americas (n = 94)</b>
Percent of graduating class seeking employment	5.7	5.7	5.5	5.3
Percent of graduating class receiving job offers	6.4	6.4	6.3	6.3
Starting annual base salary and other compensation of graduates	6.3	6.2	6.0	6.0
Post-degree industry and/or job function of alumni	5.7	5.9	5.8	5.7
Geographic locations of post-degree jobs*	4.7	5.4	4.7	5.3
Types of organizations, post-degree	5.7	5.8	5.9	5.6
Quality career services*	6.4	6.3	6.1	6.0
Access to alumni network	6.0	5.9	5.8	5.6
† Scale: (7) most important to (1) not at all important				
*One-way ANOVA, $p \leq .05$				

<b>Career Aspects, by Country of Citizenship (Mean Rating<sup>†</sup>)</b>			
<b>Component</b>	<b>China (n = 160)</b>	<b>India (n = 205)</b>	<b>United States (n = 71)</b>
Percent of graduating class seeking employment*	5.9	5.6	5.2
Percent of graduating class receiving job offers	6.3	6.5	6.3
Starting annual base salary and other compensation of graduates*	6.0	6.3	6.1
Post-degree industry and/or job function of alumni*	5.8	6.1	5.7
Geographic locations of post-degree jobs	5.6	5.4	5.5
Types of organizations, post-degree*	5.6	6.1	5.6
Quality career services*	6.1	6.5	6.0
Access to alumni network	5.8	6.0	5.8
† Scale: (7) most important to (1) not at all important			
*One-way ANOVA, p ≤ .05			

<b>Career Aspects, by Undergraduate Major (Mean Rating<sup>†</sup>)</b>				
<b>Component</b>	<b>Science (n = 251)</b>	<b>Business (n = 256)</b>	<b>Humanities (n = 30)</b>	<b>Social Sciences (n = 63)</b>
Percent of graduating class seeking employment	5.6	5.6	5.9	5.5
Percent of graduating class receiving job offers	6.4	6.3	6.4	6.4
Starting annual base salary and other compensation of graduates*	6.3	6.1	6.3	5.9
Post-degree industry and/or job function of alumni	6.0	5.7	6.0	5.9
Geographic locations of post-degree jobs	5.2	5.4	5.4	5.1
Types of organizations, post-degree	5.8	5.7	5.7	5.8
Quality career services	6.4	6.2	6.3	6.2
Access to alumni network	5.9	5.7	5.9	6.0
† Scale: (7) most important to (1) not at all important				
*One-way ANOVA, p ≤ .05				

## Financial Aspects

Respondents were asked to rate eight components of financial aspects from extremely important (7) to not at all important (1).

Financial Aspects	
Component	Mean Rating <sup>†</sup> (n = 490)
Total tuition and required fees for full length of program	6.5
Opportunity costs of lost wages and other compensation	5.0
Housing and other out-of-pocket living costs	5.4
Application fees of school	4.7
Availability of scholarships	6.1
Availability of loans for domestic students	3.8
Availability of loans for nonnative students	5.0
Availability of research, teaching, or other assistantships	5.4
† Scale: (7) most important to (1) not at all important	

Financial Aspects, by Pipeline Status (Mean Rating <sup>†</sup> )				
Component	Enrolled (n = 157)	Applying (n = 68)	Planning to Apply (n = 201)	Postpone (n = 64)
Total tuition and required fees for full length of program	6.5	6.4	6.6	6.6
Opportunity costs of lost wages and other compensation*	4.6	4.9	5.2	5.2
Housing and other out-of-pocket living costs*	4.9	5.7	5.6	5.5
Application fees of school*	4.4	4.2	4.9	5.3
Availability of scholarships*	5.8	6.1	6.4	6.4
Availability of loans for domestic students	3.6	3.5	4.0	4.0
Availability of loans for nonnative students*	4.1	5.4	5.5	5.2
Availability of research, teaching, or other assistantships*	4.8	5.6	5.7	5.7
† Scale: (7) most important to (1) not at all important				
*One-way ANOVA, $p \leq .05$				

<b>Financial Aspects, by Gender (Mean Rating<sup>†</sup>)</b>		
<b>Component</b>	<b>Female (n = 165)</b>	<b>Male (n = 306)</b>
Total tuition and required fees for full length of program	6.5	6.5
Opportunity costs of lost wages and other compensation	5.0	5.0
Housing and other out-of-pocket living costs	5.2	5.4
Application fees of school	4.6	4.7
Availability of scholarships	6.3	6.0
Availability of loans for domestic students	3.7	3.9
Availability of loans for nonnative students*	4.5	5.2
Availability of research, teaching, or other assistantships	5.6	5.3
† Scale: (7) most important to (1) not at all important		
*Independent samples t-test, $p \leq .05$		

<b>Financial Aspects, by Age (Mean Rating<sup>†</sup>)</b>			
<b>Component</b>	<b>24 and Younger (n = 149)</b>	<b>25 to 30 (n = 207)</b>	<b>31 and Older (n = 115)</b>
Total tuition and required fees for full length of program*	6.4	6.6	6.5
Opportunity costs of lost wages and other compensation	4.8	5.1	5.1
Housing and other out-of-pocket living costs	5.4	5.5	5.0
Application fees of school*	4.3	4.8	4.9
Availability of scholarships	6.2	6.2	5.9
Availability of loans for domestic students*	3.4	3.9	4.3
Availability of loans for nonnative students*	5.1	5.3	4.1
Availability of research, teaching, or other assistantships*	5.8	5.4	4.9
† Scale: (7) most important to (1) not at all important			
*One-way ANOVA, $p \leq .05$			

<b>Financial Aspects, by World Region (Mean Rating<sup>†</sup>)</b>				
<b>Component</b>	<b>Africa/Middle East (n = 56)</b>	<b>Asia/Pacific Islands (n = 272)</b>	<b>Europe (n = 40)</b>	<b>Americas (n = 102)</b>
Total tuition and required fees for full length of program	6.8	6.4	6.6	6.5
Opportunity costs of lost wages and other compensation	4.7	5.0	5.0	5.0
Housing and other out-of-pocket living costs*	5.9	5.6	5.3	4.4
Application fees of school	4.8	4.6	5.1	4.6
Availability of scholarships*	6.2	6.3	6.1	5.7
Availability of loans for domestic students*	3.7	3.4	3.1	5.4
Availability of loans for non-native students*	5.4	5.6	5.1	2.9
Availability of research, teaching, or other assistantships*	5.7	5.7	5.2	4.5
† Scale: (7) most important to (1) not at all important				
*One-way ANOVA, $p \leq .05$ .				

<b>Financial Aspects, by Country of Citizenship (Mean Rating<sup>†</sup>)</b>			
<b>Component</b>	<b>China (n = 94)</b>	<b>India (n = 141)</b>	<b>United States (n = 76)</b>
Total tuition and required fees for full length of program*	6.2	6.6	6.6
Opportunity costs of lost wages and other compensation	4.8	5.2	4.9
Housing and other out-of-pocket living costs*	5.1	5.9	4.2
Application fees of school*	3.7	5.1	4.5
Availability of scholarships*	6.2	6.3	5.6
Availability of loans for domestic students*	2.6	3.8	5.8
Availability of loans for non-native students*	5.0	5.9	2.3
Availability of research, teaching, or other assistantships*	5.6	5.8	4.4
† Scale: (7) most important to (1) not at all important			
*One-way ANOVA, $p \leq .05$			

<b>Financial Aspects, by Undergraduate Major (Mean Rating<sup>†</sup>)</b>				
<b>Component</b>	<b>Science (n = 181)</b>	<b>Business (n = 213)</b>	<b>Humanities (n = 33)</b>	<b>Social Sciences (n = 44)</b>
Total tuition and required fees for full length of program	6.6	6.5	6.3	6.4
Opportunity costs of lost wages and other compensation	4.9	5.0	4.9	5.3
Housing and other out-of-pocket living costs*	5.7	5.1	4.8	5.4
Application fees of school*	4.9	4.4	4.2	5.3
Availability of scholarships*	6.3	5.9	6.2	6.3
Availability of loans for domestic students	3.7	3.9	3.5	4.4
Availability of loans for nonnative students*	5.4	4.7	4.6	4.4
Availability of research, teaching, or other assistantships	5.6	5.2	5.2	5.4
† Scale: (7) most important to (1) not at all important				
*One-way ANOVA, $p \leq .05$				

## Specific Aspects of the Program

Respondents were asked to rate 10 components of specific program aspects from extremely important (7) to not at all important (1).

<b>Specific Aspects of the Program</b>	
<b>Component</b>	<b>Mean Rating<sup>†</sup> (n = 399)</b>
Convenient class schedules	5.0
Program completion time	5.8
Program type offered	6.2
Course type offered	5.7
Proximity to work or home	4.3
Attractiveness of campus	4.4
Size of the incoming class	4.6
Average size of classes	4.7
Quality of facilities	5.5
Quality of services	5.9
† Scale: (7) most important to (1) not at all important	

<b>Specific Aspects of the Program, by Pipeline Status (Mean Rating<sup>†</sup>)</b>				
<b>Component</b>	<b>Enrolled (n = 171)</b>	<b>Applying (n = 55)</b>	<b>Planning to Apply (n = 134)</b>	<b>Postpone (n = 39)</b>
Convenient class schedules	4.8	4.6	5.1	5.5
Program completion time	5.7	5.7	5.9	6.2
Program type offered	6.1	6.1	6.4	6.1
Course type offered	5.7	5.5	5.8	5.9
Proximity to work or home	4.3	3.8	4.3	4.7
Attractiveness of campus	4.3	4.5	4.5	4.5
Size of the incoming class	4.5	4.7	4.7	4.5
Average size of classes	4.6	4.8	4.6	4.7
Quality of facilities*	5.2	5.6	5.6	6.1
Quality of services	5.8	6.0	6.0	6.2

† Scale: (7) most important to (1) not at all important  
\*One-way ANOVA,  $p \leq .05$

<b>Specific Aspects of the Program, by Gender (Mean Rating<sup>†</sup>)</b>		
<b>Component</b>	<b>Female (n = 150)</b>	<b>Male (n = 238)</b>
Convenient class schedules	5.2	4.9
Program completion time	5.9	5.8
Program type offered	6.2	6.2
Course type offered	5.8	5.7
Proximity to work or home	4.5	4.1
Attractiveness of campus	4.5	4.4
Size of the incoming class	4.5	4.7
Average size of classes	4.7	4.7
Quality of facilities	5.3	5.6
Quality of services	5.9	5.9

† Scale: (7) most important to (1) not at all important

<b>Specific Aspects of the Program, by Age (Mean Rating<sup>†</sup>)</b>			
<b>Component</b>	<b>24 and Younger (n = 113)</b>	<b>25 to 30 (n = 161)</b>	<b>31 and Older (n = 114)</b>
Convenient class schedules*	5.0	4.6	5.5
Program completion time	5.8	5.8	5.9
Program type offered	5.9	6.3	6.3
Course type offered	5.7	5.7	5.9
Proximity to work or home	4.0	4.2	4.5
Attractiveness of campus*	4.9	4.4	3.9
Size of the incoming class	4.7	4.7	4.4
Average size of classes	4.8	4.7	4.5
Quality of facilities	5.7	5.5	5.3
Quality of services	5.9	6.0	5.8

† Scale: (7) most important to (1) not at all important  
\*One-way ANOVA,  $p \leq .05$

<b>Specific Aspects of the Program, by World Region (Mean Rating<sup>†</sup>)</b>				
<b>Component</b>	<b>Africa/Middle East (n = 40)</b>	<b>Asia/Pacific Islands (n = 183)</b>	<b>Europe (n = 33)</b>	<b>Americas (n = 131)</b>
Convenient class schedules*	5.2	4.8	4.1	5.5
Program completion time	6.1	5.9	5.8	5.7
Program type offered	6.2	6.0	6.6	6.3
Course type offered	5.7	5.9	5.6	5.6
Proximity to work or home*	4.2	3.9	3.2	5.0
Attractiveness of campus*	3.9	4.8	4.2	4.1
Size of the incoming class*	4.8	5.0	4.2	4.1
Average size of classes*	4.6	4.9	4.2	4.4
Quality of facilities	5.6	5.6	5.2	5.4
Quality of services	5.8	6.0	5.9	5.9

† Scale: (7) most important to (1) not at all important  
\*One-way ANOVA,  $p \leq .05$

<b>Specific Aspects of the Program, by Country of Citizenship (Mean Rating<sup>†</sup>)</b>			
<b>Component</b>	<b>China (n = 83)</b>	<b>India (n = 78)</b>	<b>United States (n = 95)</b>
Convenient class schedules*	4.9	4.7	5.4
Program completion time*	5.6	6.2	5.6
Program type offered*	5.5	6.6	6.3
Course type offered*	5.6	6.2	5.5
Proximity to work or home*	4.0	3.9	5.2
Attractiveness of campus*	4.9	4.8	4.1
Size of the incoming class*	4.9	5.0	3.9
Average size of classes*	4.8	5.1	4.3
Quality of facilities*	5.4	5.8	5.3
Quality of services*	5.7	6.2	5.9

† Scale: (7) most important to (1) not at all important  
\*One-way ANOVA,  $p \leq .05$

<b>Specific Aspects of the Program, by Undergraduate Major (Mean Rating<sup>†</sup>)</b>				
<b>Component</b>	<b>Science (n = 130)</b>	<b>Business (n = 176)</b>	<b>Humanities (n = 30)</b>	<b>Social Sciences (n = 52)</b>
Convenient class schedules	4.9	5.1	5.7	4.7
Program completion time	5.9	5.9	5.9	5.5
Program type offered	6.3	6.1	6.1	6.3
Course type offered	5.8	5.8	5.5	5.8
Proximity to work or home	4.0	4.4	5.0	4.2
Attractiveness of campus*	4.4	4.6	3.7	4.1
Size of the incoming class	4.7	4.6	4.5	4.3
Average size of classes	4.8	4.6	4.7	4.5
Quality of facilities	5.4	5.6	5.3	5.4
Quality of services	5.9	5.9	5.9	5.9

† Scale: (7) most important to (1) not at all important  
\*One-way ANOVA,  $p \leq .05$

## Curriculum Aspects

Respondents were asked to rate six components of curriculum aspects from extremely important (7) to not at all important (1).

Curriculum Aspects	
Component	Mean Rating <sup>†</sup> (n = 355)
Availability of a domestic exchange program	3.8
Availability of an international exchange program	4.6
Availability of overseas academic study tours	4.7
Specific curriculum offered	6.2
Language of instruction	5.6
Primary method of instruction	5.9
† Scale: (7) most important to (1) not at all important	

Curriculum Aspects, by Pipeline Status (Mean Rating <sup>†</sup> )				
Component	Enrolled (n = 129)	Applying (n = 56)	Planning to Apply (n = 136)	Postpone (n = 34)
Availability of a domestic exchange program*	3.1	4.1	4.3	3.9
Availability of an international exchange program*	3.8	4.9	5.2	5.2
Availability of overseas academic study tours*	4.0	5.2	5.1	5.2
Specific curriculum offered	6.0	6.4	6.2	6.2
Language of instruction*	5.3	5.9	5.9	5.4
Primary method of instruction*	5.6	5.9	6.2	6.1
† Scale: (7) most important to (1) not at all important				
*One-way ANOVA, $p \leq .05$				

Curriculum Aspects, by Gender (Mean Rating <sup>†</sup> )		
Component	Female (n = 123)	Male (n = 215)
Availability of a domestic exchange program	3.6	3.8
Availability of an international exchange program*	4.3	4.8
Availability of overseas academic study tours	4.5	4.8
Specific curriculum offered	6.2	6.2
Language of instruction	5.4	5.7
Primary method of instruction	5.8	5.9
† Scale: (7) most important to (1) not at all important		
*Independent samples t-test, $p \leq .05$ .		

Curriculum Aspects, by Age (Mean Rating <sup>†</sup> )			
Component	24 and Younger (n = 95)	25 to 30 (n = 145)	31 and Older (n = 98)
Availability of a domestic exchange program*	4.2	3.5	3.5
Availability of an international exchange program	4.8	4.4	4.6
Availability of overseas academic study tours	5.0	4.7	4.4
Specific curriculum offered	6.1	6.2	6.3
Language of instruction	5.5	5.6	5.7
Primary method of instruction	6.0	5.8	5.9
† Scale: (7) most important to (1) not at all important			
*One-way ANOVA, $p \leq .05$			

Curriculum Aspects, by World Region (Mean Rating <sup>†</sup> )				
Component	Africa/Middle East (n = 24)	Asia/Pacific Islands (n = 186)	Europe (n = 34)	Americas (n = 94)
Availability of a domestic exchange program*	—	4.2	3.7	2.7
Availability of an international exchange program*	—	5.1	4.9	3.3
Availability of overseas academic study tours*	—	5.2	4.9	3.5
Specific curriculum offered	—	6.3	6.3	6.0
Language of instruction*	—	5.9	5.1	5.3
Primary method of instruction*	—	6.2	5.6	5.4
† Scale: (7) most important to (1) not at all important				
— Data not shown because number of respondents was fewer than 25.				
*One-way ANOVA, $p \leq .05$				

Curriculum Aspects, by Country of Citizenship (Mean Rating <sup>†</sup> )			
Component	China (n = 69)	India (n = 88)	United States (n = 79)
Availability of a domestic exchange program*	4.3	4.3	2.7
Availability of an international exchange program*	4.8	5.3	3.2
Availability of overseas academic study tours*	5.1	5.2	3.5
Specific curriculum offered*	5.9	6.5	6.0
Language of instruction*	5.3	6.3	5.3
Primary method of instruction*	5.8	6.4	5.4
† Scale: (7) most important to (1) not at all important			
*One-way ANOVA, $p \leq .05$			

Curriculum Aspects, by Undergraduate Major (Mean Rating <sup>†</sup> )				
Component	Science (n = 121)	Business (n = 149)	Humanities (n = 27)	Social Sciences (n = 41)
Availability of a domestic exchange program	4.0	3.7	3.2	3.2
Availability of an international exchange program	5.0	4.4	4.2	4.3
Availability of overseas academic study tours*	5.0	4.6	4.0	4.5
Specific curriculum offered	6.3	6.1	6.2	6.0
Language of instruction*	6.1	5.4	4.7	5.4
Primary method of instruction*	6.2	5.7	5.9	5.9
† Scale: (7) most important to (1) not at all important				
*One-way ANOVA, p ≤ .05				

## Student Class Profile

Respondents were asked to rate five components of student class profile from extremely important (7) to not at all important (1).

Student Class Profile	
Component	Mean Rating <sup>†</sup> (n = 109)
Proportion of women	4.1
Proportion of underrepresented minority students	3.8
Proportion of international students	5.2
Average age of students	4.7
Average years of work experience of students	5.5
† Scale: (7) most important to (1) not at all important	

Student Class Profile, by Pipeline Status <sup>†</sup> (Mean Rating <sup>‡</sup> )		
Component	Enrolled (n = 44)	Planning to Apply (n = 44)
Proportion of women	4.0	4.1
Proportion of underrepresented minority students	3.5	3.9
Proportion of international students	4.8	5.5
Average age of students	4.7	4.8
Average years of work experience of students	5.5	5.5
† Data not shown for applying and postpone statuses because the number of respondents was fewer than 25.		
‡ Scale: (7) most important to (1) not at all important		

<b>Student Class Profile, by Gender (Mean Rating<sup>†</sup>)</b>		
<b>Component</b>	<b>Female (n = 28)</b>	<b>Male (n = 76)</b>
Proportion of women*	4.8	3.7
Proportion of underrepresented minority students	3.8	3.7
Proportion of international students	5.0	5.3
Average age of students	4.4	4.8
Average years of work experience of students	5.5	5.4
† Scale: (7) most important to (1) not at all important *Independent samples t-test, $p \leq .05$ .		

<b>Curriculum Aspects, by Age (Mean Rating)</b>			
<b>Component</b>	<b>24 and Younger (n = 30)</b>	<b>25 to 30 (n = 49)</b>	<b>31 and Older (n = 25)</b>
Proportion of women	4.1	3.9	4.0
Proportion of underrepresented minority students	3.7	3.5	4.0
Proportion of international students	4.8	5.3	5.6
Average age of students	4.3	4.8	4.9
Average years of work experience of students	5.2	5.4	5.7
† Scale: (7) most important to (1) not at all important			

<b>Student Class Profile, by World Region<sup>†</sup> (Mean Rating<sup>‡</sup>)</b>		
<b>Component</b>	<b>Asia (n = 70)</b>	<b>Americas (n = 26)</b>
Proportion of women	3.8	4.6
Proportion of underrepresented minority students	3.4	4.2
Proportion of international students*	5.5	4.2
Average age of students	4.6	4.8
Average years of work experience of students	5.4	5.2
† Data not shown for Africa/Middle East and Europe because the number of respondents was fewer than 25. ‡ Scale: (7) most important to (1) Not at all important *Independent samples t-test, $p \leq .05$		

The data was not shown by country of citizenship because the number of respondents was fewer than 25.

<b>Student Class Profile, by Undergraduate Major<sup>†</sup> (Mean Rating<sup>‡</sup>)</b>		
<b>Component</b>	<b>Science (n = 43)</b>	<b>Business (n = 47)</b>
Proportion of women	3.6	4.1
Proportion of underrepresented minority students	3.3	3.8
Proportion of international students	5.5	5.0
Average age of students	5.0	4.3
Average years of work experience of students	5.4	5.4
† Data not shown for humanities and social sciences because the number of respondents was fewer than 25.		
‡ Scale: (7) most important to (1) not at all important		

## Methodology

This section presents the methodology behind the mba.com Registrants Survey. Sample selection and response, methods of data analysis, the demographic characteristics of the respondents are included in this section of the report.

## Sample Selection and Response

### Survey Sample

The sample for this follow-up survey includes the respondents of the 2007 mba.com Registrant Survey who had begun the application process for graduate management school, along with respondents who were planning or deciding whether to apply when administered the survey in October 2007.

On October 1, 2008, an email invitation was sent to the sample members, and a reminder email was sent on October 15 to those who had not yet responded to, or who had only partially completed, the survey. The questionnaire was available at the online survey site from October 1 to October 30, 2008. As an incentive for people to participate in the survey, GMAC offered to place respondents' names in a drawing for one of four US\$500 AMEX gift checks.

### Response Rates

Of the 4,827 contacts initiated for the 2008 mba.com Registrant Follow-up Survey, 158 were undeliverable, and 1,005 people responded—a 22% adjusted response rate.

Response Rate	
Sample frame	4,239
Undeliverable emails	158
Number of respondents	1,005
Adjusted response rate	22%

## Characteristics of the Respondents

Comparison of the 2008 respondent base with the 2007 respondent base revealed no significant variations in the demographic characteristics of the survey respondents. The following were the demographic characteristics of respondents to the 2008 mba.com Registrants Follow-Up Survey.

Gender	
Gender	966
Female	34%
Male	66%
Total	100%

<b>Age</b>	
Age	966
24 and younger	32%
25 to 30	44%
31 and older	24%
Total	100%
Median Age	26

<b>World Region</b>	
Region	965
Africa/Middle East	9%
Asia	60%
Europe	8%
Americas	23%
Total	100%

<b>Sub-Regions</b>	
Sub-Region	965
Africa	7%
Middle East	3%
China	22%
Other Asia and Pacific Islands	6%
India	30%
Other central Asia	2%
Western Europe	4%
Eastern Europe	5%
United States	18%
Canada	2%
Latin America	3%
Total	100%

<b>Undergraduate Major</b>	
Major	966
Science	39%
Business	44%
Humanities	6%
Social sciences	11%
Total	100%

## Online Questionnaire Administration

Administering the questionnaire online offered several advantages over a paper-and-pencil format. First, responses automatically went into a database that was available for analysis at all times, allowing survey progress to be monitored and eliminating the time and cost associated with data entry. Second, the site was programmed to ensure that respondents accurately completed each question before they could move on to the next one, which eliminated the typical problems associated with non-response to an item. Third, skip patterns allowed respondents to move through the questionnaire quickly and appropriately. Respondents never saw questions that did not pertain to them. For instance, non-US citizens did not see questions on race/ethnicity.

## Data Analysis

Two weeks before the completion of data collection, a preliminary analysis of the data was conducted. Frequency distributions were examined for both topical and classification questions. Based on this examination, response categories for some questions were collapsed 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. In the final analysis, most topical questions were cross-tabulated with the following classification items: gender, race/ethnicity (for US citizens), and citizenship. A Chi-square analysis was used to evaluate the statistical significance in cross-classification tables ( $p < .05$ ). (A relationship between a topical item and a classification item was considered statistically significant only when it could have been produced by chance less than 5% of the time.) T-tests, analysis of variance, and nonparametric tests were used whenever appropriate. Percentages in charts and tables might not always add exactly to 100% due to rounding.



## **Contact Information**

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

## **Authorship**

The following individuals made significant contributions to the concept and design or analysis and interpretation of data and the drafting/revising of the manuscript for intellectual content:

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## **Acknowledgements**

Lawrence Rudner, Vice President, Research and Development, GMAC, review of manuscript; Rachel Edgington, Director, Market Research and Analysis, GMAC, review of manuscript; Veronica Sinz, Research Publications Manager, GMAC, writing and editorial services; Kevin Harris, writing and editorial services.

GMAC would like to thank the 1,005 mba.com registrants who completed the questionnaire. Without you, this report would not have been possible.

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