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Council[®]

Creating Access to Graduate Business Education[®]

**MBA.COM REGISTRANTS SURVEY
COMPREHENSIVE DATA REPORT
OCTOBER 2005**

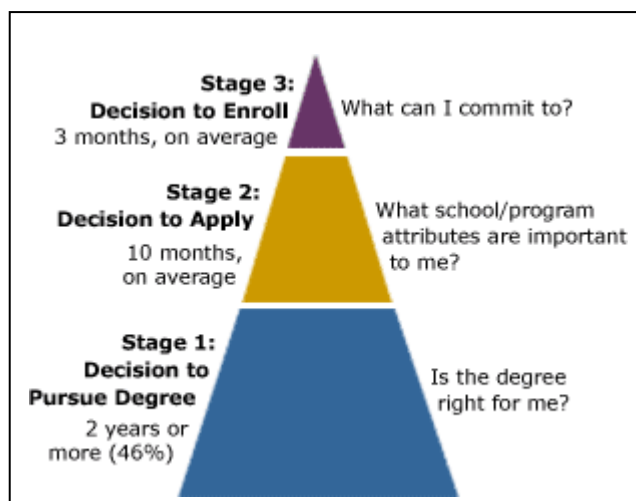
Introduction

Each year about a quarter of a million people register to take the Graduate Management Admission Test® (GMAT®), but only about 100,000 people earn graduate degrees in business and management education. Because very little is known about the decisions that lead some people to seek graduate management education and others to choose alternative educational and career paths, the Graduate Management Admission Council® is conducting a worldwide study of registrants to our Web site for prospective business students, www.mba.com.

The research objectives of this study are to—

- Develop a profile of who prospective applicants are;
- Determine what factors cause them to apply and/or decide not to apply;
- Determine the elapsed time between the point when they begin thinking about pursuing a graduate business degree to the point when they apply to business school; and
- Define the characteristics of the schools prospective students apply to and attend.

The first GMAC® mba.com Registrants Survey in 2003 delineated a basic framework for understanding the process prospective students undertake in their pursuit of an MBA degree. The data showed there are three stages of decision-making a prospective student must navigate in order to reach the outcome—enrollment in a graduate business program. The three stages are summarized as follows: Stage 1 is the decision to pursue the MBA degree; Stage 2 is the decision to apply to graduate business school; and Stage 3 is the decision to enroll in a graduate business program.



The current survey aims to elaborate on this framework for understanding the business school pipeline. The report begins by detailing the stages and timeline prospective students travel during the pipeline. Subsequent sections of the report explore in detail the three stages of progression through the business school pipeline in the following order: Stage 1—the decision to pursue the degree; Stage 2—the decision to apply; and Stage 3—the decision to enroll. The final section of the report provides a description of the survey methodology and demographic characteristics of the sample.

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B-School Pipeline

This section of the report describes the status of respondents in the business school pipeline who registered on mba.com—the GMAC[®] Internet portal for prospective students and the GMAT[®] exam—between September 1, 2004 and August 31, 2005. Key dates in the business school pipeline, such as taking the GMAT[®] exam and submitting an application, are examined to generate a timeline of events.

B-School Pipeline Status

Overall, 18% of respondents enrolled in a graduate business program and 4% have been admitted to a program but have not yet enrolled. Additionally, 20% of respondents are currently applying to business school and 45% are planning to begin the application process. About one in eight (12%) are still deciding whether to pursue an MBA degree and 1% have decided not to pursue the MBA.

B-School Pipeline Status	
Status	(n = 5,305)
Student in a graduate business program	18%
Admitted to a b-school, but not yet enrolled	4%
Applying to b-school	20%
Planning to apply to b-school	45%
Deciding whether to apply to b-school	12%
Do not plan to attend b-school	1%
Total	100%

A significantly greater proportion of women (21%) compared with men (17%) have enrolled in a graduate business program. However, 47% of men compared to 40% of women are still planning to apply and 14% of women compared to 11% of men are in the process of deciding whether to pursue the MBA—statistically significant differences.

B-School Pipeline Status, by Gender*		
Status	Male	Female
	(n = 3,404)	(n = 1,901)
Student in a graduate business program	17%	21%
Admitted to a b-school, but not yet enrolled	4%	5%
Applying to b-school	20%	19%
Planning to apply to b-school	47%	40%
Deciding whether to apply to b-school	11%	14%
Do not plan to attend b-school	1%	1%
Total	100%	100%
*X ² = 39.176; df = 5; p ≤ 0.05		

A quarter (25%) of respondents 33 years and older have enrolled in an MBA program, which is significantly higher than the percentage age 25 to 28 (15%). Additionally, respondents 33 and

older (6%) are twice as likely as those 24 and younger (3%) to have been admitted to a program but not enrolled. A significantly greater proportion of the respondents 24 and younger (50%) compared with those 33 and older (33%) are planning to apply to a graduate business school in the future. Additionally, respondents 33 and older (15%) are the most likely to still be deciding whether to pursue an MBA degree.

B-School Pipeline Status, by Age				
Status	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,704)	(n = 1,673)	(n = 924)	(n = 992)
Student in a graduate business program	18%	15%	17%	25%
Admitted to a b-school, but not yet enrolled	3%	4%	5%	6%
Applying to b-school	18%	22%	21%	19%
Planning to apply to b-school	50%	47%	45%	33%
Deciding whether to apply to b-school	11%	12%	12%	15%
Do not plan to attend b-school	1%	1%	1%	2%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold in the contingency table significantly affect the overall X² statistic of the table

Respondents from the United States (29%), Canada (25%), and Europe (24%) are the most likely to be enrolled in a graduate business program. Asians and Africans are the least likely to be enrolled, but Africans (7%) are more likely than Asians (3%) to have been accepted into a program. Significantly more Africans (29%) compared to Europeans (11%) are in the process of applying to a b-school. More Asians (56%) compared with respondents from the U.S. and Canada are still planning to apply. Although respondents from the U.S. and Europeans are the most likely to be enrolled, they are also more likely than Asians and Africans to still be considering whether an MBA is right for them. Respondents from the U.S. and Canadians are the most likely to have decided not to attend a graduate business school.

B-School Pipeline Status, by World Region						
Status	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 2,137)	(n = 470)	(n = 1,494)	(n = 167)	(n = 252)	(n = 692)
Student in a graduate business program	11%	11%	29%	25%	16%	24%
Admitted to a b-school, but not yet enrolled	3%	7%	5%	4%	5%	5%
Applying to b-school	20%	29%	22%	17%	16%	11%
Planning to apply to b-school	56%	45%	29%	35%	52%	43%
Deciding whether to apply to b-school	10%	7%	14%	16%	12%	17%
Do not plan to attend b-school	1%	<1%	2%	2%	1%	1%
Total	100%	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold in the contingency table significantly affect the overall X² statistic of the table

Among U.S. citizens, whites (34%) are significantly more likely than Hispanics (19%) and Asian Americans (13%) to be enrolled in a graduate business program one year after registering on

www.mba.com. Asian Americans (43%) and African Americans (41%) are significantly more likely compared with whites (23%) to still be planning to apply to a b-school.

B-School Pipeline Status, by U.S. Subgroups				
Status	Asian Americans	African Americans	White	Hispanic
	(n = 148)	(n = 199)	(n = 907)	(n = 101)
Student in a graduate business program	13%	23%	34%	19%
Admitted to a b-school, but not yet enrolled	1%	5%	5%	3%
Applying to b-school	26%	20%	20%	30%
Planning to apply to b-school	43%	41%	23%	34%
Deciding whether to apply to b-school	16%	10%	15%	14%
Do not plan to attend b-school	1%	2%	2%	1%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold in the contingency table significantly affect the overall X² statistic of the table

Undergraduate business majors (24%) are significantly more likely than science majors (14%) to be enrolled in a program. However, science majors (48%) are more likely than respondents who majored in the humanities (35%) to still be planning to apply. Additionally, humanity majors (18%) are more likely than business majors (10%) to be deciding whether the MBA is right for them, and humanity majors (3%) are the most likely to have decided not to attend a graduate business school.

B-School Pipeline Status, by Undergraduate Major				
Status	Science	Business	Humanities	Social Science
	(n = 1,820)	(n = 1,884)	(n = 312)	(n = 723)
Student in a graduate business program	14%	24%	23%	20%
Admitted to a b-school, but not yet enrolled	4%	4%	4%	4%
Applying to b-school	21%	19%	18%	21%
Planning to apply to b-school	48%	42%	35%	39%
Deciding whether to apply to b-school	12%	10%	18%	14%
Do not plan to attend b-school	1%	1%	3%	2%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold in the contingency table significantly affect the overall X² statistic of the table

B-School Pipeline Timeline

There are distinct events prospective students attend to in the b-school pipeline, including the first consideration of a graduate management education, graduation from an undergraduate (first-degree) program, submitting a completed application, sitting for the GMAT[®] exam, and enrollment in a b-school.

Respondents Currently Enrolled in a Graduate Business Program

The following analysis includes respondents who are enrolled in a graduate business program and who provided valid dates for each of the events along the b-school timeline.

Overall, among respondents enrolled in a graduate business program, an average of 62 months—a little more than five years—pass between completing an undergraduate (first university) degree and enrolling in a graduate business program. There are slightly more than three years (39.9 months), on average, between undergraduate completion and the first consideration of an MBA. However, 23% of respondents currently enrolled in a graduate business program first considered an MBA while still in undergraduate school. Nearly one and a half years (16.4 months) pass between first consideration and submission of an application to a graduate business school. Less than one month passes between submission of the first application and sitting for the GMAT[®] exam. Yet, 2% of enrolled respondents sat for the GMAT[®] exam before submitting their first application. Finally, less than half a year (5.4 months) pass between the GMAT[®] exam and enrollment in a graduate business program.

Overall, there is no difference by gender in the average length of time between undergraduate school and enrollment in an MBA program. However, men (18 months) generally take longer than women (14 months) between the time they first consider the degree and submission of their first application.

Not surprisingly, the older the respondents are the more time elapses between completing an undergraduate degree and enrolling in an MBA program. Respondents 24 and younger, on average, have considered pursuing the MBA while in undergraduate school, whereas older respondents allow more time to pass before they first consider pursuing the MBA. Furthermore, respondents 33 and older (21 months) take more time between when they first considered the MBA to submitting an application compared with respondents 24 and younger (13 months).

Asian respondents (8 months) take more time compared with U.S. citizens (5 months) between sitting for the GMAT[®] exam and enrolling in a graduate business program. There are no other statistically significant differences by world region—primarily due to relatively small sample sizes.

There are no other statistically significant differences by U.S. subgroups—most likely due to relatively small sample sizes.

Overall, less time elapses between the completion of an undergraduate degree and enrollment in a graduate business program among respondents that majored in business as an undergraduate compared with those who majored in science or the humanities. This appears to be primarily caused by the less time that elapses between completion of an undergraduate degree and the first consideration of the MBA—science and humanities majors (4 ³/₄ years) on average take more than twice as long compared with business majors (2 years), who may have pre-planned their future education.

Not surprisingly, more time elapses between the undergraduate degree and enrollment in an MBA program among respondents enrolled in an EMBA program, followed by part-time students, and full-time one-year and two-year students. However, full-time two-year students (8 months), on average, allow more time to pass between the GMAT[®] exam and enrollment compared with part-time students (5 months).

B-School Pipeline Timeline Among Current Students [‡] , by Various Characteristics						
Characteristic	Statistic	Time Between Events (Number of Months)				
		Undergraduate Degree	1 st Considered MBA	Submitted 1 st Application	Sat for GMAT [®]	Enrolled in MBA Program
Overall	Mean number of months	39.9	16.4	0.6	5.4	n = 613
	Standard Error	2.7	1.0	0.5	0.3	
Gender*	Male	41.4	18.3	0.5	5.6	n = 355
	Female	37.9	13.8	0.8	5.2	n = 258
Age*	24 and younger	-4.4	12.8	0.1	5.7	n = 191
	25 to 28	24.2	15.1	0.7	4.6	n = 173
	29 to 32	49.9	18.5	1.5	5.1	n = 107
	33 and older	112.3	21.4	0.5	6.4	n = 139
World Region*	Asia	40.8	12.2	-0.5	7.6	n = 117
	Africa	54.1	18.7	-1.4	10.5	n = 17
	United States	38.4	18.3	0.9	4.9	n = 324
	Canada	69.1	6.6	0.7	3.7	n = 31
	Latin America	26.8	18.1	0.9	5.1	n = 17
	Europe	36.3	18.1	1.4	5.1	n = 102
Undergraduate Major*	Science	57.4	17.6	-0.4	6.7	n = 175
	Business	24.8	16.4	1.1	4.8	n = 282
	Humanities	57.4	12.0	1.4	3.6	n = 56
	Social Science	42.5	16.9	0.6	6.0	n = 100
Program Type*	Full-time 2-year	28.5	13.5	-0.2	7.0	n = 239
	Full-time 1-year	30.0	14.0	1.1	5.1	n = 109
	Part-time	49.6	20.2	1.3	3.9	n = 179
	Executive	77.8	21.9	-0.1	4.7	n = 56
	Online/distance	38.9	16.5	2.3	4.0	n = 30

‡ includes respondents who are currently enrolled and provided valid dates for each of the events along the b-school timeline.
*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Respondents Applying to a Graduate Business Program

The following analysis includes respondents who are currently applying to a b-school program and provided valid dates for each of the events along the b-school timeline.

Respondents who have completed an undergraduate program plan to take 73 months from the time of their graduation to their enrollment in a graduate business program on average. This is nearly a full year longer than the time it took the respondents who are currently enrolled—a statistically significant difference.

Men (11 months) take significantly longer compared with women (8 months) between the time they sat for the GMAT exam and their planned enrollment. However, there is no statistically significant difference in the overall time it takes from completion of an undergraduate degree to the planned enrollment date by gender.

Again, not surprisingly, the older the respondents are, the more time elapses between completing an undergraduate degree and the planned enrollment date in an MBA program. Respondents 24 and younger, on average, first considered an MBA three months after graduation, whereas respondents 25 to 28 years old take almost two years, those 29 to 32 take about four years, and respondents 33 and older take about eight years. Furthermore, respondents 33 and older (25 months) take more time between when they first considered the MBA to submitting an application compared with respondents 24 and younger (13 months). Respondents who are 25 to 28 generally submit their first application within the first month after sitting for the GMAT[®] exam, whereas respondents 33 and older wait nearly half a year.

Overall, there is no significant difference in the total amount of time between an undergraduate degree and planned enrollment by world region. However, Asian respondents (14 months) spend less time compared with U.S. respondents (26 months) between the time they first consider the degree and the submission of their first application. African respondents (7 months) wait a significantly longer amount of time compared with Asians and U.S. citizens between submission of their first application and taking the GMAT[®] exam.

There are no other statistically significant differences by U.S. subgroups—most likely due to relatively small sample sizes.

Graduates with business majors planned to enroll in a graduate business programs about five years after completing their undergraduate degree, whereas science majors average about seven years—a statistically significant difference. As with those already enrolled, this difference appears to be primarily caused by the amount of time that elapses between completion of an undergraduate degree and the first consideration of the MBA—science majors (4 ³/₄ years) on average take more than twice as long compared with business majors (nearly two years).

B-School Pipeline Timeline Among Respondents Who Are Applying to Graduate Business School‡, by Various Characteristics						
Characteristic	Statistic	Time Between Events (Number of Months)				Planned Enrollment in MBA Program
		Undergraduate Degree	1 st Considered MBA	Submitted 1 st Application	Sat for GMAT®	
Overall	Mean number of months	41.1	19.3	2.5	10.1	<i>n</i> = 409
	Standard Error	3.2	1.4	0.5	0.6	
Gender*	Male	43.0	19.4	2.7	10.9	<i>n</i> = 282
	Female	36.9	19.0	1.9	8.3	<i>n</i> = 127
Age*	24 and younger	3.1	13.1	2.3	8.6	<i>n</i> = 97
	25 to 28	23.6	19.0	0.8	11.0	<i>n</i> = 135
	29 to 32	49.8	20.7	2.1	10.3	<i>n</i> = 84
	33 and older	98.3	24.9	5.5	10.1	<i>n</i> = 93
World Region*	Asia	46.7	14.1	2.3	9.7	<i>n</i> = 148
	Africa	41.2	13.5	7.0	8.0	<i>n</i> = 60
	United States	34.4	25.7	1.5	11.1	<i>n</i> = 137
	Canada	35.0	21.9	-0.1	10.7	<i>n</i> = 13
	Latin America	49.8	20.4	0.9	13.4	<i>n</i> = 19
	Europe	37.6	24.3	0.8	9.6	<i>n</i> = 28
Undergraduate Major*	Science	57.4	16.0	1.8	11.7	<i>n</i> = 157
	Business	22.1	22.3	3.7	8.6	<i>n</i> = 157
	Humanities	54.1	14.2	1.5	9.7	<i>n</i> = 19
	Social Science	43.5	21.3	1.6	10.2	<i>n</i> = 76

‡ includes respondents who are currently applying to a b-school program and provided valid dates for each of the events along the b-school timeline.
*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

The Decision to Pursue an MBA (Stage 1)

This section of the report presents the decision-making at Stage 1 of the process toward enrollment in a graduate business program—the decision to pursue the MBA degree. Motivations to pursue the degree and the possible reservations of respondents are examined in this section. Additionally, the sources of influence in a respondent’s decision-making process are explored.

Motivation to Pursue a Graduate Management Degree

Respondents are presented a series of statements that relate possible reasons why they plan to pursue a graduate management education. For each statement, the respondent is asked to rate on a scale whether the statement is very true to me (7) to the statement is not at all true to me (1).

The top three motivating factors respondents state as reasons for pursuing a graduate management education are to provide the opportunity for more challenging and interesting work, for personal satisfaction and achievement, and to remain marketable. Additionally, respondents indicate that a graduate management education will allow them to improve long-term income and financial stability, that it has been a part of their planned career development, and it will allow them to obtain the professional credentials needed for advancement.

Motivation to Pursue a Graduate Management Education							
My reason for pursuing graduate management education is because it will...	(n = 5,253)						
	7 Very true	6	5	4	3	2	1 Not at all true
provide me an opportunity for more challenging/ interesting work in the future	63%	24%	8%	3%	1%	1%	1%
give me a sense of personal satisfaction and achievement	58%	22%	11%	5%	2%	1%	1%
allow me to remain marketable (competitive)	55%	25%	11%	5%	2%	1%	2%
improve my long term income and financial stability	55%	23%	12%	5%	2%	1%	1%
be a part of my planned career development	54%	24%	11%	7%	2%	1%	1%
allow me to obtain the professional credentials I need for advancement	53%	24%	12%	6%	2%	2%	2%
allow me to expand my international employment opportunities	46%	18%	11%	9%	5%	4%	7%
provide me the right connections to get a good job in the future	42%	24%	16%	9%	3%	3%	3%
help me develop the skills necessary to do my job	42%	23%	15%	9%	4%	3%	3%
allow me to transition from my current career path to a new one	39%	19%	13%	9%	5%	5%	9%
help me to develop the confidence I need to succeed	37%	19%	17%	11%	5%	5%	6%
help me achieve my goal of starting my own business	31%	14%	13%	13%	8%	8%	13%
allow me to change occupational area	30%	19%	16%	12%	7%	6%	11%
help me get the respect I deserve at work	24%	16%	17%	14%	8%	7%	13%

Respondents in the application phase of the b-school pipeline are more likely to indicate that the following statement are very true compared with those who are enrolled/admitted or those who are still deciding. My reason for pursuing graduate management education is because it will...

- Provide the opportunity for more challenging/interesting work;
- Give me a sense of personal satisfaction/achievement;
- Be a part of my planned career development;
- Provide me the right connections to get a good job in the future;
- Allow me to expand my international employment opportunities;
- Help me to develop the confidence to succeed; and
- Help me to achieve the goal of starting my own business.

Respondents who are still deciding whether to apply to a graduate business program are less likely than other respondents to state that the following statements are very true. My reason for pursuing graduate management education is because it will...

- Improve my long term income and financial stability;
- Allow me to remain marketable (competitive); and
- Allow me to change occupational areas.

Respondents who are applying are more likely than those who are still deciding to indicate that the following statements are very true. My reason for pursuing graduate management education is because it will...

- Allow me to obtain the professional credentials I need for advancement;
- Help me develop the skills necessary to do my job; and
- Help me get the respect I deserve at work.

Additionally, respondents who are applying are more likely than those who are enrolled/admitted to feel a graduate management education will allow them to transition from their current career path to a new one.

Motivation to Pursue a Graduate Management Education, by Pipeline Status (Percent Very True to Me)			
My reason for pursuing graduate management education is because it will...	Enrolled/ Admitted	Applying/ Plan to Apply	Still Deciding
	(n = 1,188)	(n = 3,415)	(n = 650)
provide me an opportunity for more challenging/interesting work in the future*	57%	67%	50%
give me a sense of personal satisfaction and achievement*	53%	61%	47%
improve my long term income and financial stability*	56%	57%	48%
allow me to remain marketable (competitive)*	54%	57%	42%
be a part of my planned career development*	49%	59%	35%
allow me to obtain the professional credentials I need for advancement*	49%	56%	42%
provide me the right connections to get a good job in the future*	37%	46%	33%
help me develop the skills necessary to do my job*	39%	46%	28%
allow me to expand my international employment opportunities*	37%	50%	40%
help me to develop the confidence I need to succeed*	31%	40%	27%
allow me to transition from my current career path to a new one*	35%	41%	35%
allow me to change occupational area*	28%	31%	26%
help me achieve my goal of starting my own business*	25%	34%	22%
help me get the respect I deserve at work*	22%	26%	19%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

There are statistically significant differences in the rating of motivations by gender. Men are statistically more likely to feel that the following statement is very true compared with women: My reason for pursuing graduate management education is because it will “help me achieve my goal of starting my own business.”

Women are statistically more likely to feel that the following statements are very true compared with men. My reason for pursuing graduate management education is because it will...

- Provide me an opportunity for more challenging/interesting work in the future;
- Give me a sense of personal satisfaction and achievement;
- Improve my long term income and financial stability;
- Allow me to obtain the professional credentials I need for advancement;
- Allow me to remain marketable’
- Provide me the right connections to get a good job in the future; and
- Help me develop the confidence I need to succeed.

Motivation to Pursue a Graduate Management Education, by Gender (Percent Very True to Me)		
My reason for pursuing graduate management education is because it will...	Male	Female
	(n = 3,374)	(n = 1,897)
provide me an opportunity for more challenging/interesting work in the future*	60%	66%
give me a sense of personal satisfaction and achievement*	54%	63%
improve my long term income and financial stability*	52%	59%
allow me to remain marketable (competitive)*	52%	59%
be a part of my planned career development	53%	55%
allow me to obtain the professional credentials I need for advancement*	50%	56%
provide me the right connections to get a good job in the future*	40%	45%
help me develop the skills necessary to do my job	41%	44%
allow me to expand my international employment opportunities	46%	46%
help me to develop the confidence I need to succeed*	34%	40%
allow me to transition from my current career path to a new one	39%	38%
allow me to change occupational area	29%	30%
help me achieve my goal of starting my own business*	32%	28%
help me get the respect I deserve at work	23%	25%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Respondents ages 24 and younger are more likely than respondents 33 and older to feel the following statement are very true. My reason for pursuing graduate management education is because it will...

- Be a part of my planned career development;
- Provide me the right connections to get a good job in the future;
- Help me develop the skills necessary to do my job;
- Allow me to expand my international employment opportunities;
- Help me develop the confidence I need to succeed;
- Help me achieve my goal of starting my own business; and
- Help me get the respect I deserve at work.

Additionally, respondents 24 and younger are more likely than all other respondents to indicate that the education will improve long-term income and financial stability. On the other hand, respondents 24 and younger are less likely than other respondents to indicate that the education will allow the transition from one career path to a new one. Furthermore, respondents 24 and younger are less likely than those 29 to 32 to indicate that the education will allow me to change occupational areas.

Motivation to Pursue a Graduate Management Education, by Age (Percent Very True to Me)				
My reason for pursuing graduate management education is because it will...	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,688)	(n = 1,661)	(n = 915)	(n = 977)
provide me an opportunity for more challenging/interesting work in the future	63%	63%	62%	59%
give me a sense of personal satisfaction and achievement	59%	56%	55%	57%
improve my long term income and financial stability*	58%	54%	55%	51%
allow me to remain marketable (competitive)	55%	53%	55%	54%
be a part of my planned career development*	57%	54%	52%	49%
allow me to obtain the professional credentials I need for advancement	55%	51%	50%	52%
provide me the right connections to get a good job in the future*	48%	42%	39%	33%
help me develop the skills necessary to do my job*	49%	40%	39%	34%
allow me to expand my international employment opportunities*	50%	46%	47%	36%
help me to develop the confidence I need to succeed*	41%	35%	34%	31%
allow me to transition from my current career path to a new one*	32%	41%	42%	42%
allow me to change occupational area*	25%	31%	33%	31%
help me achieve my goal of starting my own business*	34%	31%	28%	24%
help me get the respect I deserve at work*	29%	24%	22%	18%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

African respondents are more likely than European respondents to indicate the following statement to be very true. My reason for pursuing graduate management education is because it will...

- Give me a sense of personal satisfaction and achievement;
- Allow me to remain marketable (competitive);
- Allow me to obtain the professional credentials I need for advancement.

Additionally, African respondents are more likely than European and U.S. respondents to indicate that the education will provide the opportunity for more challenging and interesting work.

African and Asian respondents are more likely than U.S. and European respondents to state the education has been a part of their planned career development. African and Asian respondents are more likely than U.S. and Latin American respondents to state that the education will provide the right connections to get a good job is very true. Help developing skills necessary to do job is cited by African and Asian respondents more often than by U.S. and Canadian respondents as very true. African and Asian respondents are more likely to state that the education will help achieve the goal of starting a business compared with U.S., Canadian, and European respondents. Finally, Asian and African respondents are more likely than respondents from all other world regions to state that the education will help them to develop the confidence needed to succeed and to allow them to change occupational areas.

U.S. respondents are more likely than European respondents to state that the education will improve long-term income and financial stability is very true.

Asian, African, and Latin American respondents are more likely than U.S. respondents to feel that the education will allow me to expand my international employment opportunities, which may be associated with the desirability of international employment. U.S. MBA graduates, as reported in the 2005 Global MBA[®] Graduate Survey Comprehensive Report, are the least likely to work outside their country of citizenship.

Asian respondents are more likely than U.S. and Latin American respondents to indicate that the education will allow them to transition from their current career path to a new one. Asian respondents are more likely than U.S., Canadian, and European respondents to indicate that it will help them get the respect they deserve at work.

Motivation to Pursue a Graduate Management Education, by World Region (Percent Very True to Me)						
My reason for pursuing graduate management education is because it will...	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 2,125)	(n = 468)	(n = 1,468)	(n = 163)	(n = 250)	(n = 686)
provide me an opportunity for more challenging/interesting work in the future*	64%	75%	57%	62%	66%	56%
give me a sense of personal satisfaction and achievement*	59%	66%	59%	53%	59%	45%
improve my long term income and financial stability*	53%	57%	63%	54%	50%	45%
allow me to remain marketable (competitive)*	52%	70%	57%	46%	58%	46%
be a part of my planned career development*	58%	69%	46%	47%	59%	45%
allow me to obtain the professional credentials I need for advancement*	55%	66%	53%	46%	47%	38%
provide me the right connections to get a good job in the future*	45%	51%	38%	35%	32%	37%
help me develop the skills necessary to do my job*	47%	58%	33%	28%	36%	38%
allow me to expand my international employment opportunities*	56%	66%	23%	37%	54%	48%
help me to develop the confidence I need to succeed*	44%	51%	28%	23%	27%	26%
allow me to transition from my current career path to a new one*	43%	41%	35%	36%	30%	35%
allow me to change occupational area*	32%	33%	28%	26%	25%	26%
help me achieve my goal of starting my own business*	35%	48%	23%	18%	29%	21%
help me get the respect I deserve at work*	30%	27%	20%	15%	13%	15%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

African Americans are more likely than all other U.S. subgroups to feel the following statements are very true. My reason for pursuing graduate management education is because it will...

- Provide me an opportunity for more challenging/interesting work in the future;
- Give me a sense of personal satisfaction and achievement;
- Allow me to remain marketable (competitive); and
- Allow me to obtain the professional credentials I need for advancement.

Asian Americans and African Americans are more likely than whites to state that the education is a part of their planned career development; will provide them the right connections to get a good job in the future; will allow them to transition from their current career path to a new one, will allow them to change occupational area, and will help them achieve the goal of starting their own business.

Asian Americans are more likely than all other U.S. subgroups to state that the education will help them develop the skills necessary to do their job and to help them get the respect they deserve at work. Additionally, Asian Americans are more likely than whites to feel the education will help them to develop the confidence they need to succeed.

Motivation to Pursue a Graduate Management Education, by U.S. Subgroup (Percent Very True to Me)				
My reason for pursuing graduate management education is because it will...	Asian American	African American	White	Hispanic
	(n = 147)	(n = 195)	(n = 887)	(n = 100)
provide me an opportunity for more challenging/interesting work in the future*	60%	68%	54%	63%
give me a sense of personal satisfaction and achievement*	60%	67%	55%	69%
improve my long term income and financial stability*	61%	69%	60%	69%
allow me to remain marketable (competitive)*	61%	68%	53%	63%
be a part of my planned career development*	57%	58%	40%	53%
allow me to obtain the professional credentials I need for advancement	53%	64%	50%	62%
provide me the right connections to get a good job in the future*	53%	47%	34%	43%
help me develop the skills necessary to do my job*	42%	35%	30%	42%
allow me to expand my international employment opportunities*	34%	34%	17%	38%
help me to develop the confidence I need to succeed*	39%	34%	25%	34%
allow me to transition from my current career path to a new one*	45%	48%	29%	44%
allow me to change occupational area*	36%	39%	22%	35%
help me achieve my goal of starting my own business*	35%	41%	16%	27%
help me get the respect I deserve at work*	28%	25%	18%	20%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Business majors are the most likely to state the graduate management education will give them a sense of personal satisfaction and achievement, allow them to obtain the professional credentials they need for advancement, and help them develop the skills necessary to do their job. Business majors are more likely than social science majors to indicate that the education will help develop the confidence needed to succeed.

Business majors are more likely than science majors to indicate that the following are very true. My reason for pursuing graduate management education is because it will...

- improve my long-term income and financial stability;
- allow me to remain marketable (competitive); and
- provide me the right connections to get a good job in the future.

On the other hand, science majors are more likely than business majors to state that the education will allow them to transition from their current career path to a new one and help them achieve their goal of starting their own business. Science and humanities majors are more likely than business majors to state that the education will allow them to change occupational areas.

Humanities majors are the least likely of all the undergraduate majors to indicate that the education is a part of their planned career development.

Motivation to Pursue a Graduate Management Education, by Undergraduate Major (Percent Very True to Me)				
My reason for pursuing graduate management education is because it will...	Science	Business	Humanities	Social Science
	(n = 1,808)	(n = 1,870)	(n = 303)	(n = 711)
provide me an opportunity for more challenging/interesting work in the future	61%	63%	59%	63%
give me a sense of personal satisfaction and achievement*	54%	60%	50%	54%
improve my long term income and financial stability*	50%	58%	55%	56%
allow me to remain marketable (competitive)*	47%	60%	49%	54%
be a part of my planned career development*	53%	55%	44%	49%
allow me to obtain the professional credentials I need for advancement*	50%	55%	50%	49%
provide me the right connections to get a good job in the future*	38%	43%	38%	41%
help me develop the skills necessary to do my job*	38%	44%	37%	40%
allow me to expand my international employment opportunities	45%	46%	38%	44%
help me to develop the confidence I need to succeed*	35%	38%	35%	29%
allow me to transition from my current career path to a new one*	44%	35%	43%	39%
allow me to change occupational area*	34%	26%	37%	32%
help me achieve my goal of starting my own business*	32%	27%	32%	27%
help me get the respect I deserve at work*	23%	25%	22%	20%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Achievement Goal Orientation

Achievement goal orientation¹ is a framework for understanding achievement motivation and can be examined using a 2 x 2 framework comprised of four goals: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance. The focus of this framework is to distinguish between development and demonstration of “competence-relevant behavior,” whether through task mastery or performance orientations, respectively. Additionally, mastery and performance goals can be further broken down into approach and avoidance components based on an individual’s reasoning for developing or demonstrating their skills. For example, approach orientations focus on development (i.e., mastery) or demonstration (i.e., performance) of skills to learn as much as possible (i.e., mastery) or appear more competent than others (i.e., performance). Alternatively, avoidance orientations focus on development (i.e., mastery) or demonstration (i.e., performance) of skills to avoid misunderstanding materials (i.e., mastery) or avoid looking worse than others (i.e., performance). Respondents were asked to indicate the degree of truth in 12 statements—three statements for each of the achievement goal constructs.

A factor analysis is conducted (70% of the variance explained) that provides evidence that the achievement goal constructs are valid—the number of factors and item loadings conform to what is expected. Additionally, Cronbach’s α is calculated for each of the constructs (mastery-approach $\alpha = 0.664$; mastery-avoidance $\alpha = 0.808$; performance-approach $\alpha = 0.840$; performance-avoidance $\alpha = 0.692$) to determine internal consistency—the higher the value of Cronbach’s α , the higher the internal consistency.

The following tables show the average scores for each of the achievement goal constructs—the scores range from low (3) to high (21). Statistically, there are significant differences between each of the mean scores for the achievement goal orientation constructs. Respondents rate highest for mastery-approach goals, followed by performance-approach, performance-avoidance, and mastery-avoidance goals.

Achievement Goal Orientation	
Construct	Mean (n = 5,253)
Mastery-approach	18.5
Performance-approach	16.3
Performance-avoidance	13.2
Mastery-avoidance	9.9

Respondents who are applying have a significantly higher score compared to others for mastery-approach and performance-approach goals. However, mastery-approach and performance-approach are the top two goals for each of the three groups.

¹ Elliot, A.J. and McGregor, H.A. (2001) A 2x2 Achievement Goal framework. *Journal of Personality and Social Psychology*. 80(3), pp. 501-509.

Respondents who are enrolled have higher performance-avoidance scores than respondents still deciding whether to apply to a graduate business school do.

Respondents still applying to school have significantly lower scores for mastery-avoidance than all other respondents do.

Achievement Goal Orientation, by Pipeline Status			
Construct	Enrolled/ Admitted	Applying/ Plan to Apply	Still Deciding
	(n = 1,188)	(n = 3,415)	(n = 650)
Mastery-approach*	18.2	18.7	18.2
Performance-approach*	15.8	16.5	15.5
Performance-avoidance*	13.4	13.1	12.9
Mastery-avoidance*	11.0	9.3	10.7

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Women have higher scores than men for mastery-approach, performance avoidance, and mastery-avoidance. On the other hand, men have a higher score than women for performance-approach.

Achievement Goal Orientation, by Gender		
Construct	Male	Female
	(n = 3,374)	(n = 1,879)
Mastery-approach*	18.5	18.7
Performance-approach*	16.4	15.9
Performance-avoidance*	13.0	13.5
Mastery-avoidance*	9.5	10.6

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Younger respondents have significantly higher performance-approach and mastery-avoidance scores compared with older respondents.

Respondents 24 and younger have higher performance-avoidance scores compared with older respondents.

Achievement Goal Orientation, by Age				
Construct	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,688)	(n = 1,661)	(n = 915)	(n = 977)
Mastery-approach	18.6	18.4	18.4	18.6
Performance-approach*	17.1	16.2	15.9	15.4
Performance-avoidance*	14.0	12.9	12.9	12.5
Mastery-avoidance*	10.4	9.8	9.8	9.2

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Respondents in Africa and Latin America have significantly higher scores than all other respondents for the mastery-approach goal. Additionally, Asians and Europeans have significantly higher scores than U.S. respondents for mastery-approach goals.

Asian respondents have significantly higher scores for performance-approach compared with U.S., Canadian, Latin American, and European respondents. Additionally, Africans have higher score for performance-approach compared with U.S., Canadian and European respondents.

However, Asian respondents have significantly higher scores for performance-avoidance compared with all other world regions. Additionally, Africans and U.S. respondents have higher performance-avoidance scores compared with respondents from Latin America.

Asian, Canadian, and U.S. respondents have higher mastery-avoidance scores compared with African and Latin American respondents. Additionally, European respondents have higher mastery-avoidance scores compared with African respondents.

Achievement Goal Orientation, by World Region						
Construct	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 2,125)	(n = 468)	(n = 1,468)	(n = 163)	(n = 250)	(n = 686)
Mastery-approach*	18.6	19.5	18.1	18.2	19.2	18.5
Performance-approach*	17.0	16.7	15.5	15.3	15.9	15.7
Performance-avoidance*	13.8	13.0	13.0	12.6	11.8	12.4
Mastery-avoidance*	10.0	8.0	10.4	10.7	8.9	9.8

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

African Americans and Hispanics have higher mastery-approach scores compared with whites.

Asian Americans have higher performance-avoidance scores compared with whites.

Whites and Asian Americans have higher mastery-avoidance scores compared with African Americans.

Achievement Goal Orientation, by U.S. Subgroup				
Construct	Asian American	African American	White	Hispanic
	(n = 147)	(n = 195)	(n = 887)	(n = 100)
Mastery-approach*	18.3	18.9	17.8	18.8
Performance-approach	16.0	15.8	15.3	15.5
Performance-avoidance*	14.3	13.4	12.7	13.4
Mastery-avoidance*	11.5	9.2	10.5	10.0

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Business majors have higher performance-approach scores compared with humanities and social science majors.

However, business majors have higher performance-avoidance scores compared with science and social science majors.

Science majors have lower scores compared to all other undergraduate majors for mastery-avoidance goals.

Achievement Goal Orientation, by Undergraduate Major				
Construct	Science	Business	Humanities	Social Science
	(n = 1,808)	(n = 1,870)	(n = 303)	(n = 711)
Mastery-approach	18.5	18.5	18.3	18.5
Performance-approach*	16.3	16.4	15.7	15.8
Performance-avoidance*	12.8	13.4	13.2	12.7
Mastery-avoidance*	9.2	10.2	10.7	9.9

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Reservations about Pursuing a Graduate Management Degree

Respondents are presented a series of statements that relate possible reservations they may have about pursuing a graduate management education. For each statement, the respondent was asked to rate on a scale from the statement is very true to me (7) to the statement is not at all true to me (1).

The top two barriers among respondents pertain to financial issues. Nearly a third (31%) state that the education may require more money than they have available, and 28% say it may require them to take on large financial debts. About one in ten respondents state they have reservations with their scores on the admission tests (11%) and it may require them to postpone personal plans (11%).

Reservations about Pursuing a Graduate Management Education							
Reservations	(n = 5,305)						
	7 Very true	6	5	4	3	2	1 Not at all true
It may require more money than I have available	31%	18%	13%	11%	7%	8%	12%
It may require me to take on large financial debts	28%	18%	14%	11%	8%	8%	14%
My scores on admission tests may be a barrier for me	11%	11%	12%	15%	11%	14%	25%
It may require me to postpone marriage, having a child, or other personal plans	11%	9%	10%	9%	7%	11%	43%
It would severely limit the time I have for people who are important to me	9%	12%	14%	15%	11%	14%	25%
The demands of graduate business school on my time/energy may be too great	8%	11%	13%	14%	11%	15%	27%
My undergraduate academic record may be a barrier for me	8%	10%	10%	11%	9%	14%	38%
It may require me to delay accepting attractive job opportunities	7%	10%	12%	14%	12%	14%	31%
The economy/job prospects are too uncertain	6%	8%	12%	17%	12%	17%	29%
My employment history may be a barrier for me	6%	6%	8%	10%	9%	15%	45%
I may not receive the same benefits others will	5%	7%	10%	16%	10%	17%	36%
The recommendations I need to get may be a barrier for me	5%	6%	9%	10%	10%	18%	42%
The essays I have to write may be a barrier for me	4%	7%	10%	12%	11%	18%	37%
The interviews I may have to have may be a barrier for me	4%	6%	9%	12%	11%	19%	40%
It is too intimidating	3%	5%	8%	13%	10%	17%	44%

Respondents who are still deciding whether a graduate management education is right for them are the most likely of respondents to indicate that they have reservations that the education will severely limit the time they have for people who are important to them.

Respondents still applying and those still deciding are more likely than respondents enrolled/admitted to have reservations about it requiring more money than they have available. Furthermore, respondents who are enrolled/admitted are the least likely of the respondents to indicate that the education will require large financial debts as a reservation they have about pursuing the degree.

Respondents who are enrolled/admitted are less likely than all other respondents to have reservations about their undergraduate record and the recommendations they need as a part of the application process.

Respondents applying have greater reservations than those who are enrolled/admitted about their admissions test scores.

Reservations about Pursuing a Graduate Management Education, by Pipeline Status (Percent Very True to Me)			
Reservations	Enrolled/ Admitted	Applying/ Plan to Apply	Still Deciding
	(n = 1,188)	(n = 3,415)	(n = 650)
The demands of graduate business school on my time/energy may be too great	9%	8%	9%
It may require me to postpone marriage, having a child, or other personal plans	10%	10%	12%
It would severely limit the time I have for people who are important to me*	11%	8%	12%
It may require more money than I have available*	20%	33%	40%
The economy/job prospects are too uncertain	6%	5%	7%
It may require me to take on large financial debts*	21%	29%	34%
I may not receive the same benefits others will	5%	5%	4%
It may require me to delay accepting attractive job opportunities	7%	6%	8%
It is too intimidating	2%	3%	3%
My undergraduate academic record may be a barrier for me*	6%	9%	9%
My employment history may be a barrier for me	5%	6%	5%
My scores on admission tests may be a barrier for me*	9%	12%	10%
The recommendations I need to get may be a barrier for me*	3%	5%	6%
The essays I have to write may be a barrier for me	4%	5%	4%
The interviews I may have to have may be a barrier for me	3%	4%	3%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Women are more concerned with the following barriers compared with men.

- The demands of graduate business school on my time and energy may be too great;
- It may require me to postpone marriage, having a child, or other personal plans;
- It would severely limit the time I have for people who are important to me;
- It may require more money than I have available;
- It may require me to take on large financial debts;
- My employment history may be a barrier;
- My scores on admission tests may be a barrier for me; and
- The essays I have to write may be a barrier.

Reservations about Pursuing a Graduate Management Education, by Gender (Percent Very True to Me)		
Reservations	Male	Female
	(n = 3,404)	(n = 1,901)
The demands of graduate business school on my time/energy may be too great*	8%	10%
It may require me to postpone marriage, having a child, or other personal plans*	10%	12%
It would severely limit the time I have for people who are important to me*	8%	11%
It may require more money than I have available*	29%	33%
The economy/job prospects are too uncertain	5%	6%
It may require me to take on large financial debts*	26%	30%
I may not receive the same benefits others will	5%	5%
It may require me to delay accepting attractive job opportunities	7%	7%
It is too intimidating	2%	3%
My undergraduate academic record may be a barrier for me	9%	8%
My employment history may be a barrier for me*	5%	7%
My scores on admission tests may be a barrier for me*	9%	15%
The recommendations I need to get may be a barrier for me*	5%	5%
The essays I have to write may be a barrier for me*	4%	6%
The interviews I may have to have may be a barrier for me	4%	4%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Respondents 25 to 28 are the least likely among the respondents to feel the demands of graduate business school on their time/energy may be too great. However, respondents 25 to 28 are more likely than respondents 33 and older to feel that it may require them to postpone personal plans.

Respondents 33 and older are the most likely of the respondents to feel that the education will severely limit the time they have for people who are important to them.

Respondents 24 and younger are more likely than respondents 33 and older to feel the education may be too intimidating. Additionally, respondents 24 and younger are more likely than all other respondents to state the following are very true.

- My undergraduate record may be a barrier;
- The recommendations I need may be a barrier;
- The essays I have to write may be a barrier; and
- The interviews I may have to have may be a barrier.

Additionally, respondents 24 and younger are more likely than those 29 and older to have concerns about their employment history.

Reservations about Pursuing a Graduate Management Education, by Age (Percent Very True to Me)				
Reservations	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,704)	(n = 1,673)	(n = 924)	(n = 992)
The demands of graduate business school on my time/energy may be too great*	9%	7%	9%	10%
It may require me to postpone marriage, having a child, or other personal plans*	10%	13%	12%	6%
It would severely limit the time I have for people who are important to me*	8%	8%	10%	13%
It may require more money than I have available	31%	32%	31%	28%
The economy/job prospects are too uncertain*	7%	5%	5%	6%
It may require me to take on large financial debts	27%	29%	27%	27%
I may not receive the same benefits others will	6%	4%	4%	5%
It may require me to delay accepting attractive job opportunities	8%	6%	6%	6%
It is too intimidating*	4%	2%	2%	1%
My undergraduate academic record may be a barrier for me*	10%	8%	9%	7%
My employment history may be a barrier for me*	9%	5%	4%	4%
My scores on admission tests may be a barrier for me	12%	10%	13%	12%
The recommendations I need to get may be a barrier for me*	6%	4%	4%	4%
The essays I have to write may be a barrier for me*	6%	4%	3%	3%
The interviews I may have to have may be a barrier for me*	5%	3%	3%	3%

*p < 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Asians are more likely than Latin American respondents to have reservations that the demands of graduate business school on their time/energy may be too great and to feel that recommendations they need to get may be a barrier. Additionally, Asians are more likely than U.S. and European respondents to feel that the education may require them to postpone personal plans. Furthermore, Asians are more likely than Europeans to feel the economy/job prospects are too uncertain and that recommendation they need to get may be a barrier.

Asians are more likely than U.S. respondents to feel that the essays they have to write may be a barrier. Additionally, Asians and Africans are more likely than U.S. respondents to feel the interviews may be a barrier.

Africans are more likely than U.S. and Canadian respondents to feel that the education may require more money than they have available. Additionally, Africans are more likely than respondents from all other world regions to feel that they may not receive the same benefits as others; it may require them to delay accepting attractive job offers, and that their employment history may be a barrier.

African and U.S. respondents are more likely than Latin American and European respondents to feel that their scores on admissions tests may be a barrier.

Reservations about Pursuing a Graduate Management Education, by World Region (Percent Very True to Me)						
Reservations	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 2,137)	(n = 470)	(n = 1,494)	(n = 167)	(n = 252)	(n = 692)
The demands of graduate business school on my time/energy may be too great*	10%	10%	7%	9%	4%	7%
It may require me to postpone marriage, having a child, or other personal plans*	13%	11%	9%	13%	13%	8%
It would severely limit the time I have for people who are important to me	8%	8%	11%	11%	9%	10%
It may require more money than I have available*	32%	45%	24%	22%	35%	32%
The economy/job prospects are too uncertain*	7%	7%	5%	5%	4%	4%
It may require me to take on large financial debts	28%	31%	28%	25%	29%	25%
I may not receive the same benefits others will*	5%	8%	4%	5%	6%	4%
It may require me to delay accepting attractive job opportunities*	7%	11%	5%	5%	6%	5%
It is too intimidating	3%	4%	3%	2%	2%	2%
My undergraduate academic record may be a barrier for me*	10%	8%	8%	11%	6%	5%
My employment history may be a barrier for me*	6%	8%	6%	7%	3%	4%
My scores on admission tests may be a barrier for me*	11%	16%	14%	10%	7%	7%
The recommendations I need to get may be a barrier for me*	6%	6%	4%	5%	1%	4%
The essays I have to write may be a barrier for me*	6%	5%	3%	4%	4%	3%
The interviews I may have to have may be a barrier for me*	5%	6%	2%	2%	2%	3%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Hispanics are more likely than all other U.S. subgroups to feel that the education may require them to postpone personal plans.

African Americans and Hispanics are more likely than whites to feel that it may require more money than they have available, it may require them to take on large financial debts, and that their scores on admission tests may be a barrier.

Hispanics are more likely than whites to indicate that it may require them to delay accepting attractive job offers.

Asian Americans and African Americans are more likely than whites to be concerned with their undergraduate records and their interviews.

Asian Americans are more likely than all other U.S. subgroups to feel that recommendations and the essays may be a barrier.

Reservations about Pursuing a Graduate Management Education, by U.S. Subgroup				
(Percent Very True to Me)				
Reservations	Asian American	African American	White	Hispanic
	(n = 148)	(n = 199)	(n = 907)	(n = 101)
The demands of graduate business school on my time/energy may be too great	6%	7%	7%	9%
It may require me to postpone marriage, having a child, or other personal plans*	7%	9%	7%	17%
It would severely limit the time I have for people who are important to me	9%	11%	10%	10%
It may require more money than I have available*	28%	34%	20%	35%
The economy/job prospects are too uncertain	6%	7%	3%	7%
It may require me to take on large financial debts*	26%	37%	23%	38%
I may not receive the same benefits others will	7%	6%	4%	4%
It may require me to delay accepting attractive job opportunities*	9%	8%	4%	12%
It is too intimidating*	5%	3%	2%	7%
My undergraduate academic record may be a barrier for me*	13%	13%	6%	11%
My employment history may be a barrier for me	9%	6%	5%	5%
My scores on admission tests may be a barrier for me*	18%	21%	10%	21%
The recommendations I need to get may be a barrier for me*	8%	6%	3%	5%
The essays I have to write may be a barrier for me*	7%	4%	2%	5%
The interviews I may have to have may be a barrier for me*	6%	4%	1%	2%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Business majors are more likely than all other undergraduate majors to indicate that the demand on their time/energy may be too great and that the essays they have to write may be a barrier.

Humanities majors are more concerned than other majors that the education may require them to take on large financial debts.

Scores on admission test are more of a barrier for humanities and social science majors than for science majors.

Reservations about Pursuing a Graduate Management Education, by Undergraduate Major (Percent Very True to Me)				
Reservations	Science	Business	Humanities	Social Science
	(n = 1,820)	(n = 1,884)	(n = 312)	(n = 723)
The demands of graduate business school on my time/energy may be too great*	7%	10%	9%	7%
It may require me to postpone marriage, having a child, or other personal plans	12%	11%	12%	10%
It would severely limit the time I have for people who are important to me	8%	9%	13%	11%
It may require more money than I have available	31%	30%	33%	30%
The economy/job prospects are too uncertain	5%	6%	7%	5%
It may require me to take on large financial debts*	27%	27%	36%	27%
I may not receive the same benefits others will	4%	6%	4%	5%
It may require me to delay accepting attractive job opportunities	7%	6%	8%	7%
It is too intimidating	2%	3%	4%	2%
My undergraduate academic record may be a barrier for me	8%	8%	11%	9%
My employment history may be a barrier for me	4%	6%	5%	6%
My scores on admission tests may be a barrier for me*	8%	12%	15%	15%
The recommendations I need to get may be a barrier for me	5%	5%	6%	4%
The essays I have to write may be a barrier for me*	3%	5%	3%	4%
The interviews I may have to have may be a barrier for me	3%	4%	4%	3%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Sources Consulted in the Decision to Pursue an MBA

To understand further the decision-making process to pursue an MBA degree, respondents selected the sources they used in deciding whether the MBA is right for them. The list contains various sources including individuals, print media, online media, and self-assessment tools. Sources most often consulted when considering whether an MBA degree is right include family/friends, MBA-related Web sites, and the GMAC[®] Web site—each of which was consulted by more than half of the respondents. Other sources consulted by prospective students are MBA-related guides/publications (48%), business magazines/newspapers (48%), school Web sites (48%), school brochures/publications (44%), and current MBA students (43%).

Sources Consulted in the Decision to Pursue an MBA	
Source	Percent (n = 5,253)
Friends/family	60%
MBA-related Web sites	55%
GMAC [®] Web site	51%
MBA-related guides/publications	48%
Business magazines/newspapers	48%
School Web sites	48%
School brochures/publications	44%
Current MBA students	43%
Job/career Web sites	38%
Business magazine/newspaper Web sites	36%
MBA Alumni	35%
Self-assessment tools	34%
Coworkers/peers	33%
Employer/supervisor	30%
Mentors	30%
School admission professionals	26%
Career/school advisor	26%
College professors	26%
Chat rooms/threaded discussions/blogs	10%
Other	3%
Responses may add to more than 100% due to multiple selections.	

Statistically, for the majority of sources, men and women consult the sources listed at the same rate during their consideration of the MBA degree. However, women are significantly more likely to consult with friends and family compared with men and are less likely to consult MBA-related Web sites, MBA-related guides/publications, MBA alumni, and chat rooms/threaded conversations/blogs. On the other hand, men are significantly more likely than women to consult business magazines/newspapers and business magazine/newspaper Web sites.

Sources Consulted in the Decision to Pursue an MBA, by Gender		
Source	Male	Female
	(n = 3,374)	(n = 1,879)
Friends/family*	57%	65%
MBA-related Web sites*	57%	52%
GMAC® Web site	52%	50%
MBA-related guides/publications*	50%	45%
Business magazines/newspapers*	52%	42%
School Web sites*	47%	50%
School brochures/publications*	42%	47%
Current MBA students*	44%	41%
Job/career Web sites	37%	38%
Business magazine/newspaper Web sites*	38%	32%
MBA Alumni*	37%	33%
Self-assessment tools	34%	33%
Coworkers/peers	32%	34%
Employer/supervisor	30%	30%
Mentors	30%	29%
School admission professionals	25%	27%
Career/school advisor	26%	27%
College professors	25%	28%
Chat rooms/threaded discussions/blogs*	11%	9%
Other	3%	3%
Responses may add to more than 100% due to multiple selections.		
*p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table..		

Respondents age 24 and younger are statistically more likely than those 33 and older to consult with their friends and family and current MBA students.

Respondents 33 and older are the least likely of all respondents to consult business magazines/newspapers, business magazine/newspaper Web sites, MBA alumni, and chat rooms/threaded discussions/blogs during their decision-making process.

The youngest respondents, those 24 and younger, are the most likely compared to all other age groups to consult job/career Web sites, self-assessment tools, school admission professionals, career/school advisors, and college professors.

Respondents age 25 to 28 are statistically more likely than those 24 and younger to consult with their coworkers and peers.

Sources Consulted in the Decision to Pursue an MBA, by Age				
Source	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,688)	(n = 1,661)	(n = 915)	(n = 977)
Friends/family*	65%	61%	57%	53%
MBA-related Web sites	56%	55%	56%	54%
GMAC® Web site	52%	51%	51%	49%
MBA-related guides/publications	47%	48%	52%	47%
Business magazines/newspapers*	51%	48%	49%	43%
School Web sites	47%	49%	47%	48%
School brochures/publications	44%	44%	43%	44%
Current MBA students*	47%	44%	42%	35%
Job/career Web sites*	41%	36%	36%	36%
Business magazine/newspaper Web sites*	36%	36%	40%	32%
MBA Alumni*	35%	37%	37%	30%
Self-assessment tools*	38%	31%	34%	31%
Coworkers/peers*	30%	36%	33%	33%
Employer/supervisor	31%	30%	28%	30%
Mentors	31%	31%	27%	28%
School admission professionals*	29%	24%	24%	24%
Career/school advisor*	37%	23%	19%	20%
College professors*	39%	22%	18%	21%
Chat rooms/threaded discussions/blogs*	11%	11%	11%	6%
Other	3%	3%	3%	4%

Responses may add to more than 100% due to multiple selections.
*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table..

U.S. respondents are statistically more likely than respondents from Latin America and Europe to consult their friends and family. U.S. respondents are more likely than African and European respondents to consult their coworkers/peers and more likely than Europeans and respondents from Latin America to consult their employer/supervisor and school admission professionals. Additionally, school Web sites are consulted more often by U.S. respondents and Canadians than by Asians.

Furthermore, U.S. respondents are more likely than Latin American respondents to consult their college professors.

Asians and Europeans are statistically more likely than U.S. respondents to consult MBA-related Web sites.

Asian respondents are statistically more likely than U.S. respondents to consult MBA-related guides/publications, business magazines/newspapers, and business magazine/newspaper Web sites. Asians are more likely than Europeans and U.S. respondents to consult MBA alumni. Asians are the least likely of the respondents to consult school brochures and publications. Asian

respondents are more likely than respondents from all other world regions, except for Canada, to consult chat rooms/threaded discussions/blogs.

African respondents are more likely than respondents from the U.S. and Latin America to consult job/career Web sites. African and Asian respondents are more likely than respondents from the U.S. and Latin America to consult self-assessment tools. African and U.S. respondents are more likely than Europeans and respondents from Latin America to consult their mentors. School advisors are more often consulted by African respondents than European and Latin American respondents.

Sources Consulted in the Decision to Pursue an MBA, by World Region						
Source	Asia (n = 2,125)	Africa (n = 468)	United States (n = 1,468)	Canada (n = 163)	Latin America (n = 250)	Europe (n = 686)
Friends/family*	62%	56%	65%	61%	45%	53%
MBA-related Web sites*	59%	53%	47%	56%	58%	61%
GMAC® Web site	53%	54%	49%	55%	44%	51%
MBA-related guides/publications*	52%	53%	42%	47%	49%	50%
Business magazines/newspapers*	56%	43%	39%	42%	50%	50%
School Web sites*	43%	46%	52%	59%	55%	50%
School brochures/publications*	40%	46%	46%	51%	48%	48%
Current MBA students*	48%	38%	42%	37%	36%	38%
Job/career Web sites*	39%	45%	34%	34%	26%	40%
Business magazine/newspaper Web sites*	42%	32%	30%	28%	36%	38%
MBA Alumni*	40%	26%	34%	31%	31%	30%
Self-assessment tools*	39%	40%	28%	27%	22%	30%
Coworkers/peers*	33%	27%	42%	33%	28%	23%
Employer/supervisor*	30%	27%	36%	33%	17%	24%
Mentors*	30%	37%	35%	28%	22%	19%
School admission professionals*	25%	25%	29%	29%	20%	21%
Career/school advisor*	31%	26%	24%	21%	20%	21%
College professors*	25%	23%	32%	19%	19%	24%
Chat rooms/threaded discussions/blogs*	16%	6%	7%	6%	6%	7%
Other	3%	5%	3%	1%	3%	2%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table..

African American respondents are more likely than all other U.S. subgroups to consult MBA-related guides/publications, job/career Web sites, self-assessment tools, and career/school advisors. On the other hand, African American respondents are the least likely of all U.S. subgroups to consult with their employer/supervisors.

Asian Americans are the most likely U.S. subgroup to consult chat rooms/threaded discussions/blogs.

Sources Consulted in the Decision to Pursue an MBA, by U.S. Subgroup				
Sources	Asian American	African American	White	Hispanic
	(n = 147)	(n = 195)	(n = 887)	(n = 100)
Friends/family	66%	59%	67%	62%
MBA-related Web sites	54%	46%	46%	50%
GMAC [®] Web site	47%	50%	48%	45%
MBA-related guides/publications*	46%	51%	39%	38%
Business magazines/newspapers*	49%	42%	37%	47%
School Web sites	46%	53%	53%	50%
School brochures/publications	51%	47%	45%	49%
Current MBA students*	52%	45%	40%	42%
Job/career Web sites*	36%	43%	31%	36%
Business magazine/newspaper Web sites	34%	33%	28%	32%
MBA Alumni	36%	39%	33%	34%
Self-assessment tools*	31%	37%	25%	26%
Coworkers/peers	38%	39%	44%	41%
Employer/supervisor*	38%	28%	38%	31%
Mentors	25%	38%	37%	31%
School admission professionals	24%	30%	29%	28%
Career/school advisor*	25%	34%	23%	22%
College professors*	29%	34%	33%	33%
Chat rooms/threaded discussions/blogs*	12%	9%	6%	6%
Other	3%	2%	3%	6%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table..

Respondents who majored in science are more likely than respondents who majored in business to consult business magazines/newspapers, current MBA students, MBA alumni, self-assessment tools, and chat rooms/threaded discussions/blogs. On the other hand, business majors are more likely than science majors to consult their college professors.

Social science majors are more likely than science majors to consult school brochures/publications.

Respondents who majored in the humanities are the most likely compared to all other undergraduate majors to consult school admission professionals.

Sources Consulted in the Decision to Pursue an MBA, by Undergraduate Major				
Source	Science	Business	Humanities	Social Science
	(n = 1,808)	(n = 1,870)	(n = 303)	(n = 711)
Friends/family	60%	59%	67%	60%
MBA-related Web sites	57%	53%	57%	55%
GMAC® Web site	52%	50%	49%	50%
MBA-related guides/publications	50%	47%	47%	48%
Business magazines/newspapers*	52%	45%	46%	48%
School Web sites*	45%	48%	53%	52%
School brochures/publications*	40%	44%	50%	49%
Current MBA students*	47%	39%	43%	45%
Job/career Web sites	37%	37%	38%	34%
Business magazine/newspaper Web sites*	38%	34%	35%	38%
MBA Alumni*	39%	33%	33%	36%
Self-assessment tools*	36%	30%	34%	33%
Coworkers/peers*	35%	33%	41%	34%
Employer/supervisor	31%	30%	33%	31%
Mentors	31%	29%	28%	31%
School admission professionals*	23%	26%	31%	24%
Career/school advisor	24%	27%	22%	23%
College professors*	19%	30%	20%	25%
Chat rooms/threaded discussions/blogs*	14%	8%	8%	9%
Other	3%	3%	3%	3%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table..

The Decision to Apply (Stage 2)

This section of the report presents the decision-making at Stage 2 of the process toward enrollment in a graduate business program—the decision to apply to a graduate management program. To begin, the GMAT[®] exam experience is examined. Next, the types of MBA programs and the number of applications are analyzed, and reasons for postponing the application are explored. Additionally, school selection criteria are investigated in this section.

GMAT[®] Experience

Overall, 43% of the respondents have already sat for the GMAT[®] exam at least once—34% took the exam once and 9% took the exam more than once. One in ten (10%) respondents has registered for the exam, but has not yet taken it and 43% have not registered for the exam, but plan to take it. Additionally, 3% of respondents do not plan to take the GMAT[®] exam.

GMAT [®] Exam Experience	
Response	Percent (<i>n</i> = 5,305)
I have registered for and taken the GMAT [®] once	34%
I have registered for and taken the GMAT [®] more than once	9%
I have registered for the GMAT [®] , but have not taken it	10%
I have not registered for nor taken the GMAT [®] , but plan to do so	43%
I do not plan to take the GMAT [®]	3%
Total	100%
Sat for the GMAT [®]	43%
Have not sat for the GMAT [®]	57%
Total	100%

More than three-quarters (77%) of respondents enrolled and 62% of those who have applied to a graduate business program have taken the GMAT[®] exam at least once, which is significantly more than respondents who plan to apply (26%) or are still deciding (18%).

Respondents who are planning to apply (13%) and those who already applied (14%) are significantly more likely than those still deciding (6%) to have registered for the exam but have not yet taken it. Additionally, respondents who are planning to apply or are still undecided are more likely than all other respondents to have plans to take the exam although they have not yet registered.

Nearly half (46%) of the respondents who decided not to attend graduate business school do not plan to take the GMAT[®] exam.

GMAT [®] Exam Experience, by Application Status*					
Response	Enrolled	Applied	Plan to Apply	Still Deciding	Do Not Plan to Apply
	(n = 969)	(n = 1,044)	(n = 2,371)	(n = 650)	(n = 52)
I have registered for and taken the GMAT [®] once	60%	46%	21%	16%	37%
I have registered for and taken the GMAT [®] more than once	17%	16%	5%	2%	2%
I have registered for the GMAT [®] , but have not taken it	3%	14%	13%	6%	4%
I have not registered for nor taken the GMAT [®] , but plan to do so	14%	22%	60%	71%	12%
I do not plan to take the GMAT [®]	7%	3%	1%	4%	46%
Total	100%	100%	100%	100%	100%
Sat for the GMAT [®]	77%	62%	26%	18%	38%
Have not sat for the GMAT [®]	23%	31%	74%	82%	62%
Total	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Overall, a statistically similar percentage of men and women have already sat for the exam. However, men (46%) are more likely than women (39%) to plan to take the exam but have yet to register. Additionally, women are slightly, but significantly, more likely than men to have decided not to sit for the exam.

GMAT [®] Exam Experience, by Gender*		
Response	Male	Female
	(n = 3,404)	(n = 1,901)
I have registered for and taken the GMAT [®] once	33%	35%
I have registered for and taken the GMAT [®] more than once	9%	10%
I have registered for the GMAT [®] , but have not taken it	10%	11%
I have not registered for nor taken the GMAT [®] , but plan to do so	46%	39%
I do not plan to take the GMAT [®]	3%	4%
Total	100%	100%
Sat for the GMAT [®]	42%	45%
Have not sat for the GMAT [®]	58%	55%
Total	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Respondents 24 and younger are significantly less likely than all other respondents to have sat for the GMAT[®] exam more than once. Additionally, respondents 28 and younger are less likely than respondents 33 and older to have decided not to take the exam.

GMAT [®] Exam Experience, by Age*				
Response	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,704)	(n = 1,673)	(n = 924)	(n = 992)
I have registered for and taken the GMAT [®] once	34%	34%	34%	33%
I have registered for and taken the GMAT [®] more than once	6%	11%	13%	9%
I have registered for the GMAT [®] , but have not taken it	11%	10%	9%	9%
I have not registered for nor taken the GMAT [®] , but plan to do so	46%	42%	41%	43%
I do not plan to take the GMAT [®]	2%	2%	4%	6%
Total	100%	100%	100%	100%
Sat for the GMAT [®]	40%	45%	47%	42%
Have not sat for the GMAT [®]	60%	55%	53%	58%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Asians and Africans are less likely than respondents from the U.S. to have already sat for the exam. Africans are less likely than all other respondents to have sat for the exam more than once. Asians are more likely than Africans, Europeans, and U.S. respondents to have registered for the exam but have not yet taken it. Asians, Africans, and Europeans are more likely than U.S. respondents to still plan to take the exam but have not yet registered. Asians are less likely than Europeans to have decided not to take the exam.

GMAT [®] Exam Experience, by World Region*						
Program Type	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 2,137)	(n = 470)	(n = 1,494)	(n = 167)	(n = 252)	(n = 692)
I have registered for and taken the GMAT [®] once	29%	20%	46%	40%	32%	31%
I have registered for and taken the GMAT [®] more than once	9%	4%	11%	10%	12%	8%
I have registered for the GMAT [®] , but have not taken it	13%	7%	8%	7%	11%	7%
I have not registered for nor taken the GMAT [®] , but plan to do so	46%	64%	31%	39%	42%	49%
I do not plan to take the GMAT [®]	2%	4%	4%	4%	3%	5%
Total	100%	100%	100%	100%	100%	100%
Sat for the GMAT [®]	38%	24%	57%	50%	44%	39%
Have not sat for the GMAT [®]	62%	76%	43%	50%	56%	61%
Total	100%	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Whites are more likely than African Americans to have taken the exam once. On the other hand, African Americans are more likely than whites to plan to take the exam but have not yet registered. Additionally, African Americans are more likely than all other U.S. subgroup to have decided not to sit for the GMAT[®] exam.

GMAT [®] Exam Experience, by U.S. Subgroup*				
Response	Asian American	African American	White	Hispanic
	(n = 148)	(n = 199)	(n = 907)	(n = 101)
I have registered for and taken the GMAT [®] once	38%	32%	52%	38%
I have registered for and taken the GMAT [®] more than once	15%	9%	11%	12%
I have registered for the GMAT [®] , but have not taken it	10%	9%	7%	7%
I have not registered for nor taken the GMAT [®] , but plan to do so	35%	44%	27%	39%
I do not plan to take the GMAT [®]	2%	7%	4%	5%
Total	100%	100%	100%	100%
Sat for the GMAT [®]	53%	41%	63%	50%
Have not sat for the GMAT [®]	47%	59%	37%	50%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Social science majors are more likely than all others to have sat for the GMAT[®] exam more than once. Science majors are the least likely of all majors to have decided not to take the exam.

GMAT [®] Exam Experience, by Undergraduate Major*				
Response	Science	Business	Humanities	Social Science
	(n = 1,820)	(n = 1,884)	(n = 312)	(n = 723)
I have registered for and taken the GMAT [®] once	35%	36%	38%	34%
I have registered for and taken the GMAT [®] more than once	9%	10%	9%	13%
I have registered for the GMAT [®] , but have not taken it	11%	9%	8%	11%
I have not registered for nor taken the GMAT [®] , but plan to do so	43%	41%	39%	37%
I do not plan to take the GMAT [®]	2%	4%	5%	5%
Total	100%	100%	100%	100%
Sat for the GMAT [®]	44%	46%	47%	48%
Have not sat for the GMAT [®]	56%	54%	53%	52%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

GMAT® Preparation

Advanced Preparation

Respondents who have sat for the GMAT® exam at least once were asked how they prepared for the exam. About one-fifth (21%) of respondents who took the GMAT® exam began preparing ten or more weeks in advance. Nearly two-thirds (64%) began preparing for the exam four or more weeks in advance. One in twenty state that they did not prepare for the exam in advance.

GMAT® Exam Preparation	
How far in advance did you begin preparing?	Percent (n = 2,288)
Did not prepare in advance	5%
Less than once week	9%
One to three weeks	23%
Four to six weeks	26%
Seven to nine weeks	17%
Ten weeks or more	21%
Total	100%

Respondents 33 and older are the most likely of the age groups to state that they did not prepare in advance of the test. Respondents 24 and younger are more likely than respondents 25 to 28 to have prepared three weeks or less. Respondents 25 to 28 are the most likely of the age groups to have prepared seven to nine weeks in advance. More than a quarter (26%) of respondents 29 to 32 began preparing ten or more weeks in advance, which is significantly higher than the percentage of those 24 and younger (17%).

GMAT® Exam Preparation, by Age				
How far in advance did you begin preparing?	24 and Younger (n = 684)	25 to 28 (n = 750)	29 to 32 (n = 430)	33 and Older (n = 420)
Did not prepare in advance	4%	5%	4%	8%
Less than once week	11%	6%	9%	9%
One to three weeks	27%	19%	21%	23%
Four to six weeks	25%	26%	25%	30%
Seven to nine weeks	15%	21%	15%	13%
Ten weeks or more	17%	23%	26%	17%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

African respondents are the least likely of the respondents to have begun preparation seven to nine weeks in advance. Asian respondents are significantly more likely than African and European respondents to have begun preparations for the exam ten or more weeks in advance.

GMAT [®] Exam Preparation, by World Region						
How far in advance did you begin preparing?	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 822)	(n = 114)	(n = 852)	(n = 84)	(n = 111)	(n = 273)
Did not prepare in advance	4%	7%	7%	1%	7%	4%
Less than once week	8%	12%	10%	7%	5%	11%
One to three weeks	20%	28%	23%	32%	21%	25%
Four to six weeks	25%	32%	26%	32%	21%	26%
Seven to nine weeks	18%	9%	15%	12%	23%	19%
Ten weeks or more	26%	11%	19%	15%	23%	16%
Total	100%	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

There are no statistically significant differences in the number of weeks of advanced preparation by gender, U.S. subgroup or undergraduate major.

Number of Hours of Preparation

Respondents who prepared for the GMAT[®] exam in advanced were asked the approximate number of hours they spent preparing for the GMAT[®] exam. On average, respondents who prepared for the GMAT[®] exam in advanced studied for 97 hours.

GMAT [®] Exam Preparation	
Number of Hours Spent Preparing for the Exam	Percent (n = 2,167)
20 hours or less	29%
21 to 50 hours	24%
51 to 100 hours	24%
101 hours or more	24%
Total	100%
Mean number of hours	97
Standard Error	3

Respondents 24 and younger are more likely than respondents 25 to 28 to have prepared for 20 hours or less. On the contrary, respondents 25 to 28 are more likely than respondents 24 and younger to have spent 51 to 100 hours preparing for the GMAT[®] exam. However, there is no statistically significant difference in the average number of hours spent preparing for the exam by age.

GMAT [®] Exam Preparation, by Age*				
Number of Hours Spent Preparing for the Exam	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 652)	(n = 712)	(n = 412)	(n = 387)
20 hours or less	34%	24%	29%	27%
21 to 50 hours	23%	22%	23%	28%
51 to 100 hours	19%	29%	21%	26%
101 hours or more	24%	25%	27%	19%
Total	100%	100%	100%	100%
Mean number of hours	98	101	98	86

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Asian respondents (137 hours) spent significantly more time preparing for the GMAT[®] exam than Africans (90 hours), U.S. respondents (60 hours), Canadians (70 hours), and Europeans (91 hours). Additionally, U.S. respondents spent significantly less time preparing for the test than Africans, Europeans, and respondents from Latin America.

GMAT [®] Exam Preparation, by World Region*						
Number of Hours Spent Preparing for the Exam	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 788)	(n = 106)	(n = 796)	(n = 83)	(n = 103)	(n = 261)
20 hours or less	24%	35%	35%	29%	20%	26%
21 to 50 hours	14%	26%	31%	28%	25%	26%
51 to 100 hours	22%	23%	23%	33%	25%	25%
101 hours or more	39%	16%	11%	11%	29%	23%
Total	100%	100%	100%	100%	100%	100%
Mean number of hours**	137	90	60	70	107	91

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.
**p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Whites spent significantly less time preparing for the GMAT[®] than all other U.S. subgroups. However, there is no statistically significant difference in the average number of hours spent preparing for the exam by U.S. subgroup.

GMAT [®] Exam Preparation, by U.S. Subgroup*				
Number of Hours Spent Preparing for the Exam	Asian American	African American	White	Hispanic
	(n = 74)	(n = 74)	(n = 530)	(n = 47)
20 hours or less	30%	32%	37%	23%
21 to 50 hours	24%	26%	33%	32%
51 to 100 hours	27%	26%	22%	23%
101 hours or more	19%	16%	8%	21%
Total	100%	100%	100%	100%
Mean number of hours**	86	77	51	81

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.
**p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Science majors are significantly the most likely of all majors to have spent 101 hours or more preparing for the exam and significantly less likely to have only spent 21 to 50 hours preparing for the exam.

GMAT [®] Exam Preparation, by Undergraduate Major*				
Number of Hours Spent Preparing for the Exam	Science	Business	Humanities	Social Science
	(n = 769)	(n = 802)	(n = 141)	(n = 327)
20 hours or less	28%	29%	28%	26%
21 to 50 hours	19%	26%	29%	25%
51 to 100 hours	25%	23%	24%	24%
101 hours or more	28%	22%	19%	25%
Total	100%	100%	100%	100%
Mean number of hours	103	94	76	102
Standard Error	5	5	9	8

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

There are no statistically significant differences in the number of hours spent preparing for the GMAT[®] exam by gender.

Preparation Materials Used

Respondents who prepared for the GMAT[®] exam were asked to indicate the sources they used when preparing for the exam. About two-thirds of respondents used the free GMAT[®] PowerPrep[®] test preparation software (69%) and test preparation books/software from other sources (66%). About half (51%) used “The Official Guide for GMAT[®] Review” published by GMAC[®] and a third (32%) used sample questions on mba.com.

GMAT [®] Exam Preparation Materials	
Source	Percent (n = 2,173)
Free GMAT [®] “PowerPrep [®] ” test preparation software	69%
Test preparation book(s) or software other than GMAC [®]	66%
“The Official Guide for GMAT [®] Review” published by GMAC [®]	51%
Sample questions at GMAC [®] mba.com Web site	32%
GMAT [®] paper tests from mba.com	29%
Sample questions available on other Web sites	22%
GMAT [®] paper tests from other Web sites	20%
Formal test preparation or coaching courses	20%
“The Official Guide for GMAT [®] Quantitative Review” published by GMAC [®]	16%
“The Official Guide for GMAT [®] Verbal Review” published by GMAC [®]	15%
Other	1%
Responses may add to more than 100% due to multiple selections.	

Women are significantly more likely than men to use the following test preparation materials: Formal test preparation or coaching courses; “The Official Guide for GMAT[®] Quantitative Review” published by GMAC[®]; and “The Official Guide for GMAT[®] Verbal Review” published by GMAC[®].

GMAT [®] Exam Preparation Materials, by Gender		
Source	Male (n = 1,352)	Female (n = 821)
Free GMAT [®] “PowerPrep [®] ” test preparation software	70%	68%
Test preparation book(s) or software other than GMAC [®]	67%	63%
“The Official Guide for GMAT [®] Review” published by GMAC [®]	50%	53%
Sample questions at GMAC [®] mba.com Web site	31%	33%
GMAT [®] paper tests from mba.com	28%	31%
Sample questions available on other Web sites	23%	21%
GMAT [®] paper tests from other Web sites	20%	19%
Formal test preparation or coaching courses*	18%	24%
“The Official Guide for GMAT [®] Quantitative Review” published by GMAC ^{®*}	14%	20%
“The Official Guide for GMAT [®] Verbal Review” published by GMAC ^{®*}	13%	19%
Other	1%	1%
Responses may add to more than 100% due to multiple selections.		
*p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table.		

Respondents 25 to 28 are the most likely of all respondents to have participated in a formal test preparation or coaching course.

GMAT [®] Exam Preparation Materials, by Age				
Source	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 655)	(n = 713)	(n = 413)	(n = 388)
Free GMAT [®] “PowerPrep [®] ” test preparation software	71%	71%	69%	64%
Test preparation book(s) or software other than GMAC [®]	65%	67%	65%	64%
“The Official Guide for GMAT [®] Review” published by GMAC ^{®*}	48%	54%	57%	45%
Sample questions at GMAC [®] mba.com Web site	31%	32%	30%	36%
GMAT [®] paper tests from mba.com	31%	29%	27%	28%
Sample questions available on other Web sites	24%	22%	21%	19%
GMAT [®] paper tests from other Web sites	21%	20%	19%	17%
Formal test preparation or coaching courses*	18%	24%	19%	18%
“The Official Guide for GMAT [®] Quantitative Review” published by GMAC [®]	19%	14%	15%	15%
“The Official Guide for GMAT [®] Verbal Review” published by GMAC [®]	18%	14%	15%	14%
Other	0%	1%	1%	1%

Responses may add to more than 100% due to multiple selections.
*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Asians are more likely than U.S. respondents to use the free GMAT[®] “PowerPrep[®]” test preparation software, “The Official Guide for GMAT[®] Review” published by GMAC[®], and GMAT[®] paper tests from other Web sites. On the other hand, U.S. respondents are more likely than Asians to use sample questions at GMAC[®] mba.com Web site.

Africans are the least likely of the world regions to use test preparation book(s) or software other than GMAC[®].

Europeans are more likely than U.S. respondents to use GMAT[®] paper tests from mba.com.

Africans and respondents from Latin America are the least likely of the world regions to use sample questions available on other Web sites.

Latin American respondents are more likely than Africans to participate in a formal test preparation/coaching course.

Asians and Europeans are more likely than Canadians and U.S. respondents to use “The Official Guide for GMAT[®] Quantitative Review” published by GMAC[®]. Additionally, Asians are more likely than Canadians and U.S. respondents to use “The Official Guide for GMAT[®] Verbal Review” published by GMAC[®].

GMAT [®] Exam Preparation Materials, by World Region						
Source	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 793)	(n = 106)	(n = 796)	(n = 83)	(n = 103)	(n = 262)
Free GMAT [®] “PowerPrep [®] ” test preparation software*	76%	64%	61%	75%	71%	75%
Test preparation book(s) or software other than GMAC [®] *	62%	54%	69%	71%	65%	71%
“The Official Guide for GMAT [®] Review” published by GMAC [®] *	67%	45%	38%	39%	46%	51%
Sample questions at GMAC [®] mba.com Web site*	26%	27%	37%	41%	24%	35%
GMAT [®] paper tests from mba.com*	31%	29%	24%	29%	33%	36%
Sample questions available on other Web sites*	24%	12%	21%	20%	13%	26%
GMAT [®] paper tests from other Web sites*	26%	14%	12%	17%	21%	24%
Formal test preparation or coaching courses*	22%	11%	18%	22%	32%	22%
“The Official Guide for GMAT [®] Quantitative Review” published by GMAC [®] *	21%	17%	10%	7%	16%	21%
“The Official Guide for GMAT [®] Verbal Review” published by GMAC [®] *	22%	12%	9%	7%	13%	19%
Other	1%	1%	1%	1%	1%	<1%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Asian Americans are the most likely U.S. subgroup to use “The Official Guide for GMAT[®] Review” published by GMAC[®].

Hispanics are the most likely U.S. subgroup to participate in a formal test preparation/coaching course.

African Americans and Hispanics are more likely than Asian Americans and whites to use “The Official Guide for GMAT[®] Quantitative Review” published by GMAC[®].

African Americans are the most likely U.S. subgroup to use “The Official Guide for GMAT[®] Verbal Review” published by GMAC[®].

GMAT [®] Exam Preparation Materials, by U.S. Subgroup				
Source	Asian American	African American	White	Hispanic
	(n = 74)	(n = 74)	(n = 530)	(n = 47)
Free GMAT [®] “PowerPrep [®] ” test preparation software	70%	61%	60%	53%
Test preparation book(s) or software other than GMAC [®]	73%	58%	70%	60%
“The Official Guide for GMAT [®] Review” published by GMAC ^{®*}	61%	39%	34%	45%
Sample questions at GMAC [®] mba.com Web site	45%	32%	36%	36%
GMAT [®] paper tests from mba.com	24%	23%	22%	23%
Sample questions available on other Web sites	23%	26%	20%	23%
GMAT [®] paper tests from other Web sites	15%	14%	11%	19%
Formal test preparation or coaching courses*	27%	23%	15%	38%
“The Official Guide for GMAT [®] Quantitative Review” published by GMAC ^{®*}	5%	16%	7%	17%
“The Official Guide for GMAT [®] Verbal Review” published by GMAC ^{®*}	5%	16%	7%	13%
Other	3%	0%	1%	0%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Respondents majoring in science are more likely than respondents of other majors to use the free GMAT[®] “PowerPrep[®]” test preparation software and test preparation book(s) or software other than those published by GMAC[®]. On the other hand, science majors are less likely than other majors to use “The Official Guide for GMAT[®] Verbal Review” published by GMAC[®].

Social science majors are more likely than science majors to have participated in a formal test preparation/coaching course.

Business majors are more likely than science majors to use “The Official Guide for GMAT[®] Quantitative Review” published by GMAC[®].

GMAT® Exam Preparation Materials, by Undergraduate Major				
Source	Science	Business	Humanities	Social Science
	(n = 769)	(n = 807)	(n = 141)	(n = 328)
Free GMAT® “PowerPrep®” test preparation software*	75%	66%	65%	63%
Test preparation book(s) or software other than GMAC®*	70%	63%	60%	67%
“The Official Guide for GMAT® Review” published by GMAC®	52%	51%	53%	50%
Sample questions at GMAC® mba.com Web site	31%	32%	33%	33%
GMAT® paper tests from mba.com	30%	28%	22%	32%
Sample questions available on other Web sites	24%	21%	24%	20%
GMAT® paper tests from other Web sites	20%	18%	18%	24%
Formal test preparation or coaching courses*	17%	21%	21%	25%
“The Official Guide for GMAT® Quantitative Review” published by GMAC®*	12%	19%	19%	15%
“The Official Guide for GMAT® Verbal Review” published by GMAC®*	13%	18%	18%	15%
Other	1%	<1%	0%	2%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Programs Considered and Number of Applications

Respondents listed the types of graduate business school programs that they considered. Among all respondents who have submitted an application or plan to submit an application, more than half (59%) considered a full-time two-year traditional MBA program. Slightly more than a third (36%) of respondents considered a full-time one-year accelerated MBA program and 29% considered a part-time MBA program. About one in six respondents (16%) considered an executive MBA (EMBA) program. Additionally, about one in eight considered an online or distance learning program.

There are statistically significant differences in the percentage of respondents considering various programs by whether the respondent had submitted an application or plan to submit an application in the future. Respondents who are still planning to submit an application are more likely than respondents who have already submitted an application to state that they considered a full-time two-year, a full-time one-year, and an EMBA program. Additionally, respondents who have submitted applications are less likely than those still planning to submit an application to have considered an online/distance-learning program.

Graduate Business Programs Considered			
Program Type	All Respondents	Respondents Who Have Submitted an Application	Respondents Who Have Not Yet Submitted an Application
	(n = 5,252)	(n = 2,232)	(n = 3,020)
Full-Time MBA Two-Year Traditional*	59%	56%	61%
Full-Time MBA One-Year Accelerated*	36%	30%	41%
Part-Time MBA	29%	29%	29%
Executive MBA*	16%	13%	18%
Online/distance learning*	13%	12%	14%
Not sure	2%	NA	4%

Responses may add to more than 100% due to multiple selections.
*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Among the program types a respondent considered, respondents who had submitted applications provided the total number of applications they submitted to each program type. Overall, respondents sent the most applications to full-time two-year traditional MBA programs compared with all other program types. Respondents sent more applications to full-time one-year accelerated programs compared to the number they sent to part-time, EMBA, and online/distance-learning programs. Additionally, part-time programs received statistically more applications than online/distance-learning programs.

Number of Application Submitted to Graduate Business Programs (Based on Respondents Who Submitted an Application and Considered the Program Type)			
Program Type	N	Mean*	Standard Error
Full-Time MBA Two-Year Traditional	1,231	3.2	0.06
Full-Time MBA One-Year Accelerated	666	2.0	0.06
Part-Time MBA	656	1.5	0.05
Executive MBA	282	1.5	0.07
Online/distance learning	260	1.4	0.05

Responses may add to more than 100% due to multiple selections.
*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Taking into account that respondents had the opportunity to select multiple types of programs they considered, the following table shows the matrix of the various types of programs considered.

One-third (34%) of respondents who considered a full-time two-year traditional programs also considered a full-time one-year accelerated program, 16% considered a part-time program, one in 10 (10%) considered an EMBA program, and 7% considered an online/distance-learning program.

Among respondents who considered a full-time one-year accelerated program, 56% also considered a full-time two-year program, 19% considered a part-time program, 17% considered an EMBA program, and one in eight (12%) considered an online/distance-learning program.

In addition to considering a part-time program, 33% considered a full-time two-year program, 24% considered a full-time one-year program, 22% considered an EMBA program, and a quarter (25%) considered an online/distance-learning program.

Nearly two-fifths (39%) of respondents who considered an EMBA program considered a full-time two-year and a full-time one-year program. Additionally, 41% considered a part-time program and 24% considered an online/distance-learning program.

Among respondents who considered an online/distance-learning program, about a third (32%) considered a full-time two-year and full-time one-year program. More than half (56%) considered a part-time program and 28% considered an EMBA program.

Various Graduate Business Programs Considered					
Program Type	Full-Time MBA Two-Year Traditional	Full-Time MBA One-Year Accelerated	Part-Time MBA	Executive MBA	Online/distance learning
	(n = 3,084)	(n = 1,889)	(n = 1,521)	(n = 813)	(n = 691)
Full-Time MBA Two-Year Traditional	100%	56%	33%	39%	32%
Full-Time MBA One-Year Accelerated	34%	100%	24%	39%	32%
Part-Time MBA	16%	19%	100%	41%	56%
Executive MBA	10%	17%	22%	100%	28%
Online/distance learning	7%	12%	25%	24%	100%

There are statistically significant differences in the percentage of respondents who considered the various types of program by gender. Men were significantly more likely than women to consider a full-time two-year program, a full-time one-year program, and an EMBA program. On the other hand, women were significantly more likely than men to consider a part-time and online/distance-learning program.

Graduate Business Programs Considered, by Gender		
Program Type	Male	Female
	(n = 3,374)	(n = 1,878)
Full-Time MBA Two-Year Traditional*	61%	55%
Full-Time MBA One-Year Accelerated*	39%	31%
Part-Time MBA*	25%	35%
Executive MBA*	17%	12%
Online/distance learning*	12%	15%
Not sure*	2%	3%

Responses may add to more than 100% due to multiple selections.
*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table..

Among respondents who considered a full-time two-year traditional program, men submitted significantly more applications than women did. Additionally, men submitted significantly more applications than women did to the full-time one-year accelerated programs.

Number of Application Submitted to Graduate Business Programs, by Gender (Based on Respondents Who Submitted an Application and Considered the Program Type)		
Program Type	Male	Female
Full-Time MBA Two-Year Traditional*	3.4	2.9
Full-Time MBA One-Year Accelerated*	2.2	1.7
Part-Time MBA	1.6	1.5
Executive MBA	1.5	1.4
Online/distance learning	1.4	1.3
Responses may add to more than 100% due to multiple selections. *p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.		

Younger respondents are more likely compared with older respondents to consider a full-time two-year traditional MBA program. Respondents ages 33 and older are the least likely compared to all other age groups to consider a full-time one-year accelerated program. Respondents ages 29 and older are significantly more likely than respondents 24 and younger to consider a part-time program. Older respondents are significantly more likely than younger respondents to consider an EMBA program. Additionally, respondents who are 33 and older are more likely than respondents 28 and younger to consider an online/distance-learning program.

Graduate Business Programs Considered, by Age				
Program Type	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,687)	(n = 1,661)	(n = 915)	(n = 977)
Full-Time MBA Two-Year Traditional*	71%	65%	52%	34%
Full-Time MBA One-Year Accelerated*	38%	38%	37%	27%
Part-Time MBA*	21%	27%	34%	41%
Executive MBA*	10%	12%	19%	28%
Online/distance learning*	8%	11%	14%	25%
Not sure	3%	2%	2%	3%
Responses may add to more than 100% due to multiple selections. *p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table				

Respondents who are 33 and older submit fewer applications than younger respondents to full-time two-year traditional programs.

Number of Application Submitted to Graduate Business Programs, by Age (Based on Respondents Who Submitted an Application and Considered the Program Type)				
Program Type	24 and Younger	25 to 28	29 to 32	33 and Older
Full-Time MBA Two-Year Traditional*	3.3	3.3	3.6	2.3
Full-Time MBA One-Year Accelerated	2.0	2.0	2.1	1.9
Part-Time MBA	1.7	1.5	1.5	1.5
Executive MBA	1.6	1.8	1.4	1.3
Online/distance learning*	1.6	1.2	1.5	1.3

Responses may add to more than 100% due to multiple selections.
*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Asian respondents are significantly more likely than respondents in all other regions, except Latin America, to consider a full-time two-year program. Asian and European respondents are more likely than U.S. respondents to consider a full-time one-year program. Canadian and U.S. respondents are more likely than Asian, European, and Latin American respondents to consider a part-time program. European respondents are more likely than Asian respondents to consider an EMBA program. Additionally, Canadian and U.S. respondents are more likely than Asian and respondents from Latin America to consider an online/distance-learning program.

Graduate Business Programs Considered, by World Region						
Program Type	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 2,125)	(n = 468)	(n = 1,468)	(n = 163)	(n = 250)	(n = 685)
Full-Time MBA Two-Year Traditional*	72%	49%	48%	45%	65%	47%
Full-Time MBA One-Year Accelerated*	43%	39%	20%	38%	42%	45%
Part-Time MBA*	16%	28%	51%	47%	20%	24%
Executive MBA*	13%	13%	16%	17%	12%	23%
Online/distance learning	8%	16%	20%	19%	6%	15%
Not sure	2%	2%	3%	2%	2%	3%

Responses may add to more than 100% due to multiple selections.
*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table

Asian respondents submitted significantly more applications than respondents from all other regions to a full-time two-year traditional program. Asian and African respondents submitted more applications than U.S. and European respondents to full-time one-year programs. Additionally, Asian respondents submitted more applications than U.S. respondents to EMBA programs.

Number of Application Submitted to Graduate Business Programs, by World Region (Based on Respondents Who Submitted an Application and Considered the Program Type)						
Program Type	Asia	Africa	United States	Canada	Latin America	Europe
Full-Time MBA Two-Year Traditional*	4.0	2.6	2.7	2.2	2.9	2.6
Full-Time MBA One-Year Accelerated*	2.5	2.5	1.4	1.6	1.8	1.7
Part-Time MBA	1.6	1.8	1.5	1.2	1.7	1.4
Executive MBA*	1.9	1.4	1.3	1.1	1.7	1.3
Online/distance learning	1.6	1.3	1.3	1.1	1.5	1.5

Responses may add to more than 100% due to multiple selections.
* $p \leq 0.05$; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Asian Americans are significantly more likely than whites to consider a full-time two-year traditional program. There are no other differences in the percentage of respondents considering the various program types by U.S. subgroup.

Graduate Business Programs Considered, by U.S. Subgroup				
Program Type	Asian American	African American	White	Hispanic
	(<i>n</i> = 147)	(<i>n</i> = 195)	(<i>n</i> = 887)	(<i>n</i> = 100)
Full-Time MBA Two-Year Traditional*	63%	55%	43%	59%
Full-Time MBA One-Year Accelerated	22%	19%	19%	20%
Part-Time MBA	46%	45%	52%	54%
Executive MBA	15%	17%	17%	8%
Online/distance learning	14%	22%	20%	17%
Not sure	3%	3%	3%	0%

Responses may add to more than 100% due to multiple selections.
* $p \leq 0.05$; Items in bold significantly affect the overall X^2 statistic of the contingency table

Asian Americans submitted significantly more applications than African Americans and whites did to full-time two-year programs. However, African Americans submitted significantly more applications than Asian Americans and whites to part-time programs. Additionally African Americans submitted more applications than whites did to EMBA programs, and Asian Americans submitted more applications than whites did to online/distance-learning programs.

Number of Application Submitted to Graduate Business Programs, by U.S. Subgroup (Based on Respondents Who Submitted an Application and Considered the Program Type)				
Program Type	Asian American	African American	White	Hispanic
Full-Time MBA Two-Year Traditional*	4.0	2.5	2.5	2.8
Full-Time MBA One-Year Accelerated	1.6	1.6	1.4	1.2
Part-Time MBA*	1.3	2.4	1.4	1.9
Executive MBA*	1.9	1.9	1.2	1.0
Online/distance learning*	1.9	1.6	1.2	1.1
Responses may add to more than 100% due to multiple selections.				
*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.				

Respondents that have pursued a science undergraduate degree are more likely than those who pursued a business degree to consider a full-time two-year program and are more likely than those who pursued a humanities or social science degree to consider a full-time one-year program. Business and humanities majors compared with science majors consider part-time programs more often. Additionally, humanities majors compared with science majors consider online/distance-learning programs more often.

Graduate Business Programs Considered, by Undergraduate Major				
Program Type	Science	Business	Humanities	Social Science
	(n = 1,808)	(n = 1,870)	(n = 303)	(n = 710)
Full-Time MBA Two-Year Traditional*	61%	55%	53%	61%
Full-Time MBA One-Year Accelerated*	41%	36%	25%	30%
Part-Time MBA*	25%	33%	36%	31%
Executive MBA	17%	15%	16%	15%
Online/distance learning*	11%	14%	17%	14%
Not sure	2%	3%	3%	2%
Responses may add to more than 100% due to multiple selections.				
*p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table				

Science majors submitted more applications than business and humanities majors to full-time two-year programs. Additionally, social science majors submitted more applications than business majors did to full-time two-year programs.

Number of Application Submitted to Graduate Business Programs, by Undergraduate Major (Based on Respondents Who Submitted an Application and Considered the Program Type)				
Program Type	Science	Business	Humanities	Social Science
Full-Time MBA Two-Year Traditional*	3.7	2.8	2.8	3.4
Full-Time MBA One-Year Accelerated	2.2	1.9	2.0	1.8
Part-Time MBA	1.6	1.5	1.4	1.5
Executive MBA	1.5	1.5	1.7	1.2
Online/distance learning	1.3	1.5	1.3	1.4
Responses may add to more than 100% due to multiple selections.				
*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.				

Reasons for Waiting to Complete an Application

Respondents who indicated they have not yet submitted an application and plan to wait to submit their application until after October 2006 or who do not know when they will submit an application were asked the reasons why they were waiting. Two-thirds (67%) of these respondents indicated that they were waiting to submit their application in order to do well on the GMAT[®] exam first—20% of these respondents have taken the GMAT[®] exam at least once before. More than half (53%) are still researching which school is right for them, and almost half (48%) are researching the types of MBA programs and accumulating savings. Additionally, 47% are still researching available grants, fellowships, and scholarship opportunities, 46% are waiting to gain more work experience, and 42% are researching loan programs.

Reasons for Waiting to Submit an Application	
I need more time to...	Percent (n = 886)
Do well on the GMAT [®] .	67%
Research which school is right for me.	53%
Research what type of MBA program is right for me.	48%
Accumulate savings.	48%
Research available grant/fellowship/scholarship opportunities.	47%
Gain more work experience.	46%
Research loan programs.	42%
Write my application essays.	40%
Gather my references/recommendations.	36%
Acquire a student visa.	21%
Determine if a graduate management education is right for me.	16%
Acquire my employer's educational assistance program benefits.	15%
Other	9%
Responses may add to more than 100% due to multiple selections.	

Respondents who are considering a full-time program are more likely than those considering an online/distance-learning program to be waiting to submit an application to do well on the GMAT[®] exam. Additionally, those considering a full-time program are more likely than those considering a part-time or EMBA program, who in turn are more likely than those considering an online/distance-learning program to be waiting to gain more work experience. Furthermore, respondents considering a full-time program are less likely than all others to be waiting to acquire their employer's education assistance program benefits.

Respondents who are considering an EMBA program are more likely than those considering a full-time program to still be determining whether a graduate management education is right for them.

Reasons for Waiting to Submit an Application, by Program Type Considered				
I need more time to...	Full-Time [‡]	Part-Time	EMBA	Online/ Distance
	(n = 704)	(n = 234)	(n = 164)	(n = 119)
Do well on the GMAT [®] .*	70%	64%	68%	57%
Research which school is right for me.	54%	59%	55%	52%
Research what type of MBA program is right for me.	49%	51%	55%	51%
Accumulate savings.	47%	52%	54%	54%
Research available grant/fellowship/scholarship opportunities.	49%	47%	52%	50%
Gain more work experience.*	50%	43%	40%	27%
Research loan programs.	43%	44%	46%	46%
Write my application essays.	41%	40%	43%	34%
Gather my references/recommendations.	38%	38%	39%	29%
Acquire a student visa.	23%	18%	23%	18%
Determine if a graduate management education is right for me.*	15%	21%	23%	17%
Acquire my employer's educational assistance program benefits.*	13%	23%	27%	23%
Other	8%	7%	10%	10%
Responses may add to more than 100% due to multiple selections.				
[‡] Full-time two-year traditional and full-time one-year accelerated collapsed.				
*p ≤ 0.05; Items in bold represent significant differences based on a test of the difference between two proportions.				

Women are less likely than men to be waiting to complete their application in order to gain more work experience and acquire a student visa.

Reasons for Waiting to Submit an Application, by Gender		
I need more time to...	Male	Female
	(n = 610)	(n = 276)
Do well on the GMAT®.	66%	70%
Research which school is right for me.	51%	57%
Research what type of MBA program is right for me.	48%	50%
Accumulate savings.	47%	49%
Research available grant/fellowship/scholarship opportunities.	46%	49%
Gain more work experience.*	50%	38%
Research loan programs.	44%	38%
Write my application essays.*	38%	45%
Gather my references/recommendations.	34%	40%
Acquire a student visa.*	24%	14%
Determine if a graduate management education is right for me.	15%	19%
Acquire my employer's educational assistance program benefits.	15%	16%
Other	10%	8%
Responses may add to more than 100% due to multiple selections.		
*p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table..		

Respondents 24 and younger are more likely than all other respondents to indicate they are researching the type of MBA program and school that is right for them. Additionally, respondents 24 and younger are more likely than respondents 29 and older to be waiting to gain more work experience and are more likely than those 33 and older to be waiting on a student visa.

Respondents 33 and older are less likely than other respondents to be waiting in order to research loans.

Reasons for Waiting to Submit an Application, by Age				
	24 and Younger	25 to 28	29 to 32	33 and Older
I need more time to...	(n = 372)	(n = 279)	(n = 118)	(n = 116)
Do well on the GMAT®.	68%	71%	67%	58%
Research which school is right for me.*	62%	48%	44%	44%
Research what type of MBA program is right for me.*	56%	43%	42%	44%
Accumulate savings.	46%	51%	50%	43%
Research available grant/fellowship/scholarship opportunities.	49%	47%	42%	44%
Gain more work experience.*	65%	47%	24%	9%
Research loan programs.*	46%	43%	39%	30%
Write my application essays.	43%	37%	36%	41%
Gather my references/recommendations.*	42%	35%	29%	29%
Acquire a student visa.*	27%	19%	16%	9%
Determine if a graduate management education is right for me.	17%	15%	15%	18%
Acquire my employer's educational assistance program benefits.	17%	12%	18%	14%
Other	9%	8%	13%	8%
Responses may add to more than 100% due to multiple selections.				
*p ≤ 0.05; Items in bold represent significant differences based on a test of the difference between two proportions.				

Asians are more likely than other respondents to be waiting in order to gain more work experience.

Africans are more likely than other respondents to be researching grant, fellowship, and scholarship opportunities. However, Africans are less likely than other to be waiting to do well on the GMAT[®] exam.

Asians and Africans are more likely than Canadians and U.S. respondents to be waiting on a student visa.

Reasons for Waiting to Submit an Application, by World Region						
I need more time to...	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 449)	(n = 75)	(n = 159)	(n = 20)	(n = 42)	(n = 123)
Do well on the GMAT [®] .*	72%	53%	70%	65%	62%	59%
Research which school is right for me.	56%	53%	49%	50%	43%	50%
Research what type of MBA program is right for me.	49%	51%	45%	40%	36%	54%
Accumulate savings.	49%	53%	44%	35%	57%	44%
Research available grant/fellowship/scholarship opportunities.*	48%	64%	38%	20%	55%	46%
Gain more work experience.*	53%	32%	37%	45%	40%	42%
Research loan programs.	45%	39%	38%	20%	55%	40%
Write my application essays.	41%	41%	45%	40%	26%	33%
Gather my references/recommendations.	37%	37%	44%	35%	24%	31%
Acquire a student visa.	27%	40%	0%	0%	19%	18%
Determine if a graduate management education is right for me.	17%	13%	18%	15%	5%	18%
Acquire my employer's educational assistance program benefits.	14%	13%	18%	30%	17%	12%
Other	8%	4%	13%	25%	7%	10%
Responses may add to more than 100% due to multiple selections.						
*p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table..						

Asian Americans are more likely than all other U.S. subgroups to be waiting to gain more work experience and write their essays before applying to a graduate business program. African Americans and Hispanics are more likely than Asian Americans and whites to be researching grants, fellowships, and scholarship opportunities.

Reasons for Waiting to Submit an Application, by U.S. Subgroup				
I need more time to...	Asian American	African American	White	Hispanic
	(n = 26)	(n = 33)	(n = 686)	(n = 16)
Do well on the GMAT®.	77%	67%	69%	81%
Research which school is right for me.	46%	45%	49%	56%
Research what type of MBA program is right for me.	35%	52%	49%	44%
Accumulate savings.	50%	45%	44%	31%
Research available grant/fellowship/scholarship opportunities.*	31%	58%	31%	56%
Gain more work experience.*	62%	24%	34%	50%
Research loan programs.	35%	39%	35%	50%
Write my application essays.*	69%	30%	49%	25%
Gather my references/recommendations.	58%	33%	50%	31%
Acquire a student visa.	0%	0%	0%	0%
Determine if a graduate management education is right for me.	23%	9%	19%	19%
Acquire my employer's educational assistance program benefits.	19%	12%	24%	6%
Other	4%	21%	10%	6%
Responses may add to more than 100% due to multiple selections.				
*p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table..				

Humanities majors are more likely than all others to be determining if a graduate management education is right for them but are least likely to be waiting to accumulate savings.

Science majors are more likely than all others to be waiting in order to gain more work experience.

Reasons for Waiting to Submit an Application, by Undergraduate Major				
I need more time to...	Science	Business	Humanities	Social Science
	(n = 309)	(n = 289)	(n = 38)	(n = 98)
Do well on the GMAT®.	65%	69%	74%	68%
Research which school is right for me.	50%	53%	50%	55%
Research what type of MBA program is right for me.	49%	45%	58%	42%
Accumulate savings.*	51%	53%	55%	34%
Research available grant/fellowship/scholarship opportunities.	49%	47%	39%	40%
Gain more work experience.*	53%	40%	34%	40%
Research loan programs.	44%	40%	39%	39%
Write my application essays.	37%	41%	45%	41%
Gather my references/recommendations.	32%	37%	39%	36%
Acquire a student visa.	22%	18%	11%	15%
Determine if a graduate management education is right for me.*	17%	15%	39%	18%
Acquire my employer's educational assistance program benefits.	16%	17%	18%	17%
Other	6%	9%	5%	6%
Responses may add to more than 100% due to multiple selections.				
*p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table..				

School Selection Criteria

Respondents who were deciding to apply to a graduate business program or who have already applied were asked to indicate what criteria they take into account when selecting schools. Three-quarters (75%) of respondents indicated that they consider the quality and reputation of the school, two-thirds (66%) indicated the quality and reputation of the faculty, 64% stated the prestige or global recognition of the school, 62% stated whether it has an accredited program, and 60% indicated the school's reputation in placing graduates in job. Additionally, more than half of the respondents indicated the career options available to graduates (58%), the financial cost of the school (56%), availability of scholarships, grants, or other financial aid (55%), published rankings of the graduate management program (52%), and improved chances for international careers (51%).

School Selection Criteria	
Criteria	Percent (<i>n</i> = 5,253)
Quality/reputation of the school	75%
Quality/reputation of the faculty	66%
Prestige or global recognition of the school	64%
It is an accredited program	62%
The school's reputation in placing graduates in jobs	60%
Career options available to graduates	58%
Financial cost of school	56%
Availability of scholarships, grants or other financial aid	55%
Published rankings of its graduate management program	52%
Improved chances for an international career	51%
School offers the specific curriculum I wanted	49%
The students and faculty have diverse backgrounds and experience	49%
School offers a practice-oriented education	44%
Cost of living is affordable	43%
Reputation of alumni	43%
The school is close to employment opportunities	38%
Convenient class schedules	37%
The school is close to home or work	29%
The school provides the opportunity to learn/improve a foreign language	26%
There are people like me at this college or university	25%
The school is in an exciting city	23%
My employer will pay for my education at this school	18%
Personal experience as an undergraduate	18%
Other	4%
Responses may add to more than 100% due to multiple selections.	

Respondents who are enrolled or are in the process of deciding are more likely than respondents who are applying to schools to indicate that a school close to home or work is one of their school selection criteria.

The following criteria are cited more often by respondents who are still applying compared to respondents who are enrolled.

- School close to employment opportunities,
- School is in an exciting city,
- School offers practice-oriented education,
- Opportunity to learn/improve foreign language,
- Published ranking,
- Prestige/global recognition,
- Quality/reputation of school,
- Quality/reputation of faculty,
- Cost of living is affordable,
- Availability of scholarships,
- Reputation of alumni,
- Career options,
- Improved chances international career, and
- Reputation of placing grads.

Additionally, respondents who are still applying are more likely than those who are enrolled or still deciding to cite that diverse backgrounds and experience of students and faculty are criteria in their school selection.

On the other hand, respondents who are enrolled are more likely than those who are still applying to cite convenient class schedules.

Respondents who are enrolled are more likely than all other respondents to include the following criteria: the program is accredited and personal experience at the school. Yet, financial costs are cited less often by respondents who are enrolled compared to all other respondents.

School Selection Criteria, by B-School Pipeline Status			
Criteria	Enrolled/ Admitted	Applying/ Plan to Apply	Still Deciding
	(n = 1,188)	(n = 3,415)	(n = 650)
Quality/reputation of the school*	69%	78%	73%
Quality/reputation of the faculty*	59%	69%	62%
Prestige or global recognition of the school*	49%	70%	62%
It is an accredited program*	68%	60%	62%
The school's reputation in placing graduates in jobs*	47%	64%	58%
Career options available to graduates*	47%	62%	56%
Financial cost of school*	50%	58%	61%
Availability of scholarships, grants or other financial aid*	34%	61%	60%
Published rankings of its graduate management program*	43%	57%	48%
Improved chances for an international career**	35%	57%	46%
School offers the specific curriculum I wanted*	46%	50%	49%
The students and faculty have diverse backgrounds and experience*	42%	52%	41%
School offers a practice-oriented education*	32%	48%	44%
Cost of living is affordable*	32%	46%	44%
Reputation of alumni*	35%	47%	40%
The school is close to employment opportunities*	32%	41%	38%
Convenient class schedules*	46%	33%	39%
The school is close to home or work*	43%	23%	35%
The school provides the opportunity to learn/improve a foreign language*	19%	28%	25%
There are people like me at this college or university	26%	24%	25%
The school is in an exciting city*	18%	25%	23%
My employer will pay for my education at this school*	20%	17%	20%
Personal experience as an undergraduate*	20%	17%	16%
Other	6%	4%	5%

Responses may add to more than 100% due to multiple selections.
*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table..

Respondents who considered part-time programs are more likely than respondents who considered online/distance-learning programs, who in turn are more likely than those who considered EMBA programs, who are more likely than those who considered full-time programs to cite that whether the school is close to home or work is a school selection criterion.

Those who considered a full-time program are more likely than those who considered an EMBA or online/distance learning program, who in turn are more likely than those who considered a part-time program to indicate that whether the school is located close to employment opportunities and the availability of scholarships, grants, or other financial aid as school selection criteria. On the other hand, respondents who consider a part-time program are more likely than those who consider an EMBA or online/distance-learning program, who in turn are more likely than those who consider a full-time program to state that a school selection criterion is whether their employer will pay for their education at the school.

Respondents who considered full-time programs are more likely than all other respondents to cite that whether the school is in an exciting city, the cost of living is affordable, and career options available to graduates are selection criteria.

Respondents considering part-time and online/distance-learning programs are more likely than those who consider EMBA programs, who in turn are more likely than those who consider full-time programs to cite convenient class schedules.

Respondents who considered an online/distance-learning program compared with full-time or EMBA programs select school curriculum more often.

Those considering full-time or EMBA programs are more likely than respondents who consider part-time or online/distance-learning programs to cite a practice-oriented education, prestige/global recognition of the school, quality/reputation of the faculty, and diversity of students and faculty as school selection criteria.

Learning or improving a foreign language is selected more often by those who consider a full-time program compared with those who consider an EMBA program, who in turn are more likely to select this criteria than those who consider a part-time program.

Respondents considering full-time or EMBA programs are more likely than those considering part-time program, who in turn are more likely than those considering online/distance-learning programs to cite published rankings and the reputation of alumni.

Respondents who considered online/distance-learning programs are more likely than respondents who considered part-time programs, who in turn are more likely than those who considered EMBA programs, who are more likely than those who considered full-time programs to cite whether the program is accredited as a criterion. Additionally, respondents considering online/distance-learning programs are more likely than other respondents to cite the cost of the school.

Respondents who consider full-time programs compared with respondents who consider part-time or online/distance-learning programs cite the quality and reputation of the school more often. Additionally, respondents who consider EMBA programs cite this criterion more often than those who consider online/distance-learning programs.

Having people like me at the school is more likely to be a criterion among those who consider part-time or EMBA program than among respondents who consider full-time programs.

Respondents who consider part-time programs are more likely than those who consider full-time programs to consider their personal experience at the school.

The school's reputation at placing graduates in jobs is cited more often by those who consider full-time programs than EMBA programs, who in turn are more likely to cite this criterion than those who consider part-time or online/distance-learning programs.

Respondents who considered full-time programs are more likely than respondents who considered EMBA programs, who in turn are more likely than those who considered online/distance-learning programs, who are more likely than those who considered part-time programs to cite improved chances for an international career as a school selection criterion.

School Selection Criteria, by Program Type Considered				
Criteria	Full-Time [‡]	Part-Time	EMBA	Online/ Distance
	(n = 3,915)	(n = 1,521)	(n = 813)	(n = 691)
Quality/reputation of the school*	78%	73%	77%	70%
Quality/reputation of the faculty*	67%	63%	71%	60%
Prestige or global recognition of the school*	69%	56%	70%	55%
It is an accredited program*	60%	71%	67%	75%
The school's reputation in placing graduates in jobs*	65%	50%	57%	47%
Career options available to graduates*	63%	51%	55%	49%
Financial cost of school*	57%	57%	58%	67%
Availability of scholarships, grants or other financial aid*	61%	47%	56%	56%
Published rankings of its graduate management program*	56%	48%	53%	40%
Improved chances for an international career*	58%	35%	50%	40%
School offers the specific curriculum I wanted*	49%	51%	48%	55%
The students and faculty have diverse backgrounds and experience*	52%	43%	51%	41%
School offers a practice-oriented education*	47%	38%	47%	41%
Cost of living is affordable*	48%	34%	42%	39%
Reputation of alumni*	47%	37%	47%	32%
The school is close to employment opportunities*	40%	41%	35%	32%
Convenient class schedules*	28%	62%	50%	60%
The school is close to home or work*	20%	56%	37%	43%
The school provides the opportunity to learn/improve a foreign language*	29%	20%	23%	23%
There are people like me at this college or university*	24%	28%	28%	25%
The school is in an exciting city*	26%	19%	20%	17%
My employer will pay for my education at this school*	13%	31%	25%	26%
Personal experience as an undergraduate*	18%	21%	17%	20%
Other	4%	3%	7%	9%

Responses may add to more than 100% due to multiple selections.
[‡] Full-time two-year traditional and full-time one-year accelerated collapsed.
* $p \leq 0.05$; Items in bold represent significant differences based on a test of the difference between two proportions.

Men are more likely than women to select the following criteria when choosing schools.

- Quality/reputation of faculty,
- Prestige/global recognition of school,
- Reputation of placing graduates,
- Published rankings,
- Improved chances for international career,
- Cost of living affordable, and
- Reputation of alumni.

Women are more likely than men to select the following criteria.

- It is an accredited program,
- The school offers the curriculum I want,
- Convenient class schedules,
- Close to home/work,
- People like me at school,
- Employer will pay, and
- Personal experience.

School Selection Criteria, by Gender		
Criteria	Male	Female
	(n = 3,374)	(n = 1,879)
Quality/reputation of the school	75%	76%
Quality/reputation of the faculty*	68%	63%
Prestige or global recognition of the school*	68%	59%
It is an accredited program*	59%	68%
The school's reputation in placing graduates in jobs*	62%	56%
Career options available to graduates	58%	58%
Financial cost of school	56%	56%
Availability of scholarships, grants or other financial aid	55%	55%
Published rankings of its graduate management program*	54%	49%
Improved chances for an international career*	54%	45%
School offers the specific curriculum I wanted*	45%	56%
The students and faculty have diverse backgrounds and experience	49%	47%
School offers a practice-oriented education	45%	42%
Cost of living is affordable*	44%	39%
Reputation of alumni*	47%	36%
The school is close to employment opportunities	38%	39%
Convenient class schedules*	32%	46%
The school is close to home or work*	23%	40%
The school provides the opportunity to learn/improve a foreign language	25%	27%
There are people like me at this college or university*	24%	26%
The school is in an exciting city	23%	22%
My employer will pay for my education at this school*	16%	20%
Personal experience as an undergraduate*	15%	21%
Other	5%	4%
Responses may add to more than 100% due to multiple selections.		
*p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table.		

Respondents age 28 and younger are less likely than respondents 33 and older to cite the school is close to home or work and convenient class schedules. On the other hand, respondents 28 and younger are more likely than respondents 33 and older to cite the school's reputation in placing graduates in jobs.

Respondents 24 and younger are more likely than respondents 29 and older to consider that the school is close to employment opportunities, the school is in an exciting city, the career options available to graduates, cost of living, and availability of scholarships, grants, or other financial aid. Additionally, respondents 24 and younger are more likely than all other respondents to cite the school offers a practice-oriented education, the financial cost of the school, and personal experience as an undergraduate. Furthermore, respondents 24 and younger are more likely than respondents 33 and older to cite the opportunity to learn/improve knowledge of a foreign language and improved chances for an international career.

Published rankings are cited more often by respondents age 25 to 28 compared with respondents 33 and older.

The prestige/global recognition of the school and the reputation of alumni are cited least often by respondents 33 and older compared to all other respondents. On the other hand, respondents 33 and older are more likely compared to all other respondents to consider that it is an accredited program.

Respondents age 25 to 28 are less likely than respondents 33 and older to consider that their employer will pay for their education at this school.

Respondents 24 and younger are more likely than respondents 29 to 32 to consider that there are people like them at this college or university.

School Selection Criteria, by Age				
Criteria	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,688)	(n = 1,661)	(n = 915)	(n = 977)
Quality/reputation of the school*	77%	76%	74%	72%
Quality/reputation of the faculty	68%	65%	65%	64%
Prestige or global recognition of the school*	66%	66%	65%	58%
It is an accredited program*	61%	60%	60%	72%
The school's reputation in placing graduates in jobs*	65%	63%	57%	47%
Career options available to graduates*	65%	61%	52%	45%
Financial cost of school*	61%	56%	51%	53%
Availability of scholarships, grants or other financial aid*	64%	55%	50%	44%
Published rankings of its graduate management program*	52%	56%	54%	45%
Improved chances for an international career*	58%	51%	51%	39%
School offers the specific curriculum I wanted	49%	49%	47%	50%
The students and faculty have diverse backgrounds and experience	49%	49%	48%	47%
School offers a practice-oriented education*	49%	42%	42%	40%
Cost of living is affordable*	53%	42%	36%	31%
Reputation of alumni*	45%	44%	45%	37%
The school is close to employment opportunities*	46%	40%	33%	28%
Convenient class schedules*	33%	32%	36%	53%
The school is close to home or work*	24%	24%	30%	44%
The school provides the opportunity to learn/improve a foreign language*	33%	27%	23%	14%
There are people like me at this college or university*	27%	23%	21%	26%
The school is in an exciting city*	29%	25%	20%	13%
My employer will pay for my education at this school*	18%	15%	17%	23%
Personal experience as an undergraduate*	25%	15%	11%	14%
Other	4%	4%	5%	7%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Canadian and U.S. respondents are more likely than other respondents to cite that the school is close to home or work. U.S. respondents are more likely than Asian respondents, European respondents and respondents from Latin America to indicate the following as school selection criteria: my employer will pay for my education at this school and there are people like me at this college or university. Additionally, U.S. respondents are more likely than European respondents and respondents from Latin America to cite personal experience as an undergraduate. However, U.S. respondents are less likely than all other respondents to cite quality/reputation of the faculty as a school selection criterion.

Convenient class schedule is cited more often by African and U.S. respondents compared to Asian, European and Latin American respondents. African and U.S. respondents are more likely than Asian and European respondents to indicate accreditation of the program. Finally, African and U.S. respondents are more likely than Europeans to cite that the school offers the specific curriculum I wanted.

Asian respondents are more likely than U.S. respondents to cite the prestige or global recognition of the college or university and the school's reputation in placing graduates in jobs. Asians are more likely than Canadians, Europeans, and Latin Americans to indicate that the college or university is close to employment opportunities. Asians are more likely than Europeans and U.S. respondents to cite published rankings of the graduate management program. Asians are more likely than U.S. respondents, Latin Americans, and Europeans to consider the financial cost of school. The reputation of alumni is considered more often by Asians than by Canadians, Europeans, and U.S. respondents. Finally, Asians are more likely than Canadians, Latin Americans, and U.S. respondents to cite the career options available to graduates.

Africans and Asians are more likely than Canadians, Latin American, and U.S. respondents to consider whether a school offers a practice-oriented education. Africans and Asians are more likely than all other respondents to cite the cost of living as a school selection criterion. Additionally, African and Asians are more likely than Canadians, Europeans, and U.S. respondents to consider the availability of scholarships, grants, or other financial aid and whether the students and faculty have diverse backgrounds and experience.

Asians, Latin Americans, and Europeans are more likely than Canadians and U.S. respondents to consider the opportunity to learn or improve their knowledge of a foreign language.

Asians, Africans, and Europeans are more likely than U.S. respondents and Canadians to consider the improved chances for an international career.

School Selection Criteria, by World Region						
Criteria	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 2,125)	(n = 468)	(n = 1,468)	(n = 163)	(n = 250)	(n = 686)
Quality/reputation of the school*	79%	75%	74%	74%	72%	71%
Quality/reputation of the faculty*	69%	67%	60%	62%	67%	69%
Prestige or global recognition of the school*	74%	69%	47%	55%	69%	69%
It is an accredited program*	55%	71%	77%	60%	57%	52%
The school's reputation in placing graduates in jobs*	69%	58%	50%	48%	56%	57%
Career options available to graduates*	65%	64%	50%	47%	44%	57%
Financial cost of school*	63%	60%	52%	49%	47%	50%
Availability of scholarships, grants or other financial aid*	66%	69%	40%	34%	60%	46%
Published rankings of its graduate management program*	60%	51%	45%	47%	54%	46%
Improved chances for an international career*	67%	69%	18%	31%	58%	59%
School offers the specific curriculum I wanted*	48%	61%	53%	51%	44%	38%
The students and faculty have diverse backgrounds and experience*	56%	61%	40%	36%	46%	40%
School offers a practice-oriented education*	54%	61%	27%	28%	34%	45%
Cost of living is affordable*	57%	52%	25%	33%	34%	33%
Reputation of alumni*	52%	43%	37%	33%	38%	36%
The school is close to employment opportunities*	45%	38%	36%	29%	25%	31%
Convenient class schedules*	27%	48%	57%	39%	21%	25%
The school is close to home or work*	14%	20%	60%	45%	12%	17%
The school provides the opportunity to learn/improve a foreign language*	32%	28%	10%	17%	34%	36%
There are people like me at this college or university*	22%	28%	33%	18%	18%	17%
The school is in an exciting city	22%	24%	22%	24%	23%	24%
My employer will pay for my education at this school*	13%	15%	30%	18%	8%	13%
Personal experience as an undergraduate*	16%	20%	23%	18%	9%	13%
Other	4%	6%	5%	5%	4%	3%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Hispanics and Asian Americans are more likely than African Americans and whites to consider whether the college or university is in an exciting city. Hispanics and African Americans are more likely than whites to consider whether the school offers a practice-oriented education

Asian Americans are more likely than all other U.S. subgroups to cite the prestige or global recognition of the college or university, the reputation of alumni, and the school's reputation in placing graduates in jobs. However, Asian Americans are less likely than all other U.S. subgroups to consider whether the school has convenient class schedules. Additionally, Asian Americans are more likely than whites to consider improved chances for an international career.

African Americans are more likely than other U.S. subgroups to consider whether the school offers the specific curriculum they wanted. African Americans are more likely than Asians Americans to cite accreditation of the program as a school section criterion. Additionally, African Americans are more likely than whites to consider the availability of scholarships, grants or other financial aid, and whether the students and faculty have diverse backgrounds and experience.

Asian Americans and African Americans are more likely than whites to consider the cost of living.

School Selection Criteria, by U.S. Subgroup				
Criteria	Asian American	African American	White	Hispanic
	(n = 147)	(n = 195)	(n = 887)	(n = 100)
Quality/reputation of the school	80%	77%	75%	65%
Quality/reputation of the faculty	63%	64%	59%	61%
Prestige or global recognition of the school*	61%	49%	44%	49%
It is an accredited program*	65%	89%	77%	79%
The school's reputation in placing graduates in jobs	63%	54%	46%	58%
Career options available to graduates*	60%	54%	46%	59%
Financial cost of school	54%	58%	49%	49%
Availability of scholarships, grants or other financial aid*	44%	55%	35%	47%
Published rankings of its graduate management program	51%	42%	44%	51%
Improved chances for an international career*	31%	18%	15%	25%
School offers the specific curriculum I wanted*	46%	67%	51%	52%
The students and faculty have diverse backgrounds and experience*	45%	62%	33%	46%
School offers a practice-oriented education*	31%	36%	22%	36%
Cost of living is affordable*	33%	33%	22%	23%
Reputation of alumni*	50%	37%	35%	41%
The school is close to employment opportunities	42%	38%	34%	39%
Convenient class schedules*	44%	66%	56%	53%
The school is close to home or work*	50%	62%	61%	54%
The school provides the opportunity to learn/improve a foreign language*	12%	13%	8%	14%
There are people like me at this college or university	31%	39%	32%	34%
The school is in an exciting city*	33%	20%	20%	33%
My employer will pay for my education at this school	24%	29%	31%	25%
Personal experience as an undergraduate	19%	27%	24%	22%
Other	1%	4%	6%	6%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Science majors are more likely than all other majors to consider the following school selection criteria: quality/reputation of the college or university; quality/reputation of the faculty; availability of scholarships, grants or other financial aid; the students and faculty have diverse backgrounds and experience; and the school's reputation in placing graduates in jobs. However, science majors are less likely than other majors to consider whether the college or university is close to home or work.

Social science majors are more likely than all other majors to consider whether the college or university is in an exciting city.

Business and humanities majors are more likely than science majors to consider convenient class schedules.

Science majors are more likely than business majors to consider the reputation of alumni, published rankings of the graduate management program, and the prestige or global recognition of the college or university. On the contrary, business majors are more likely than science majors to consider whether their employer will pay for their education at the school and personal experience as an undergraduate.

Cost of living is considered more often among science majors than social science majors. Additionally, science majors are more likely than humanities and social science majors to cite improved chances for an international career.

Humanities majors are more likely than all other majors to consider whether there are people like them at the college or university. Additionally, humanities majors are more likely than science major to consider whether the program is accredited.

School Selection Criteria, by Undergraduate Major				
Criteria	Science	Business	Humanities	Social Science
	(n = 1,808)	(n = 1,870)	(n = 303)	(n = 711)
Quality/reputation of the school*	78%	74%	71%	75%
Quality/reputation of the faculty*	70%	63%	62%	65%
Prestige or global recognition of the school*	70%	60%	64%	63%
It is an accredited program*	58%	64%	71%	63%
The school's reputation in placing graduates in jobs*	65%	57%	55%	56%
Career options available to graduates	58%	57%	58%	59%
Financial cost of school	57%	56%	54%	54%
Availability of scholarships, grants or other financial aid*	58%	53%	48%	51%
Published rankings of its graduate management program*	57%	50%	51%	51%
Improved chances for an international career*	57%	49%	38%	46%
School offers the specific curriculum I wanted*	46%	50%	55%	49%
The students and faculty have diverse backgrounds and experience*	52%	46%	48%	47%
School offers a practice-oriented education	44%	43%	41%	41%
Cost of living is affordable*	45%	42%	37%	36%
Reputation of alumni*	50%	39%	39%	41%
The school is close to employment opportunities*	40%	39%	33%	35%
Convenient class schedules*	30%	42%	46%	35%
The school is close to home or work*	23%	32%	40%	34%
The school provides the opportunity to learn/improve a foreign language	25%	25%	25%	23%
There are people like me at this college or university*	22%	24%	30%	26%
The school is in an exciting city*	20%	22%	25%	27%
My employer will pay for my education at this school*	16%	19%	20%	16%
Personal experience as an undergraduate*	12%	20%	17%	14%
Other	4%	4%	7%	4%

Responses may add to more than 100% due to multiple selections.
 *p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

The Decision to Enroll (Stage 3)

This section of the report presents the decision-making at Stage 3 of the process toward enrollment in a graduate business program—the decision to enroll in a graduate management program. The type of program in which respondents enrolled is explored first, and the location of the program in which respondents enrolled along with the location where respondents plan to pursue their degree is examined. Finally, the method of financing the graduate management education is analyzed.

Program Type Enrolled

Respondents currently enrolled in an MBA program at the time of the survey were asked to indicate the type of program in which they enrolled. More than half (56%) of the enrolled respondents attend a full-time program—38% attend a full-time two-year traditional MBA program, and 18% attend a full-time one-year accelerated MBA program. More than a quarter (27%) attend a part-time program, 9% attend an executive program, and 9% attend an online/distance-learning program.

Program Type Enrolled	
Enrolled	Percent
	(<i>n</i> = 969)
Full-time 2-year traditional	38%
Full-time 1-year accelerated	18%
Part-time	27%
Executive	9%
Online/distance-learning	9%
Total	100%

Yield rates are calculated for each of the various MBA program types by determining the percentage of respondents who considered a particular program and actually enrolled in that program. Full-time two-year traditional MBA programs have the highest yield rate (82%), followed by part-time programs (75%), full-time one-year accelerated programs (67%), executive programs (57%), and online/distance-learning programs (55%).

Yield Rates					
Enrolled	Program Considered				
	Full-Time 2-Year Traditional	Full-Time 1-Year Accelerated	Part- Time	Executive	Online/ Distance- Learning
	(<i>n</i> = 447)	(<i>n</i> = 263)	(<i>n</i> = 348)	(<i>n</i> = 147)	(<i>n</i> = 153)
Full-time 2-year traditional	82%	21%	9%	13%	13%
Full-time 1-year accelerated	7%	67%	3%	7%	6%
Part-time	6%	7%	75%	15%	22%
Executive	1%	2%	5%	57%	5%
Online/distance-learning	4%	3%	9%	8%	55%
Total	100%	100%	100%	100%	100%

Respondents 29 and older are less likely than respondents 24 and younger to be enrolled in a full-time two-year traditional program. On the other hand, respondents 24 and younger are the most likely to be enrolled in a full-time one-year accelerated program. Respondents 33 and older are more likely than respondents 24 and younger to be enrolled in an executive program and online/distance-learning program.

Enrolled	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 300)	(n = 256)	(n = 161)	(n = 248)
Full-time 2-year traditional	53%	41%	26%	23%
Full-time 1-year accelerated	24%	15%	19%	14%
Part-time	16%	31%	33%	32%
Executive	2%	6%	10%	19%
Online/distance-learning	5%	8%	12%	13%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Asian respondents are more likely than U.S. respondents to be attending a full-time two-year traditional program.

European respondents are more likely than U.S. respondents to be attending a full-time one-year accelerated program.

However, U.S. respondents are more likely than Asian and European respondents to be attending a part-time program.

Respondents from Latin America and Europe are more likely than Asians to be attending an executive program.

Enrolled	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 225)	(n = 52)	(n = 431)	(n = 42)	(n = 39)	(n = 165)
Full-time 2-year traditional	55%	31%	30%	36%	44%	33%
Full-time 1-year accelerated	20%	19%	11%	26%	18%	30%
Part-time	16%	29%	38%	24%	18%	15%
Executive	3%	6%	9%	5%	18%	16%
Online/distance-learning	6%	15%	11%	10%	3%	5%
Total	100%	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Business majors are the most likely of the undergraduate majors to be attending a full-time one-year accelerated program.

Humanities majors are the most likely of the undergraduate majors to be attending a part-time program.

Program Type Enrolled, by Undergraduate Major*				
Enrolled	Science	Business	Humanities	Social Science
	(n = 258)	(n = 447)	(n = 72)	(n = 141)
Full-time 2-year traditional	39%	36%	32%	44%
Full-time 1-year accelerated	16%	23%	10%	11%
Part-time	28%	26%	42%	26%
Executive	10%	7%	7%	11%
Online/distance-learning	8%	8%	10%	8%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

There are no significant differences in the types of programs enrolled by gender. Due to small cell sizes, comparison by U.S. subgroups cannot be calculated.

Program Location

Enrolled Respondents

Among the respondents who are currently enrolled in a graduate management program, one-third (33%) are attending a school that is located outside their country of citizenship.

Program Location (Enrolled Respondents)	
Is the school located...	Percent
	(n = 969)
Outside your country of citizenship	33%
Inside your country of citizenship	67%
Total	100%

Respondents 24 and younger are significantly more likely than respondents 33 and older to be attending a school outside their country of citizenship.

Program Location, by Age*				
Is the school located...	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 300)	(n = 256)	(n = 161)	(n = 248)
Outside your country of citizenship	40%	34%	36%	23%
Inside your country of citizenship	60%	66%	66%	77%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

U.S. respondents and Canadians are the least likely of all the world regions to be attending a school located outside their country of citizenship. About half (51%) of the European respondents and two-thirds (67%) of Asian respondents, African respondents, and respondents from Latin America are attending a school outside their country of citizenship.

Program Location, by World Region* (Enrolled Respondents)						
Is the school located...	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 225)	(n = 52)	(n = 431)	(n = 42)	(n = 39)	(n = 165)
Outside your country of citizenship	67%	67%	3%	10%	67%	51%
Inside your country of citizenship	33%	33%	97%	90%	33%	49%
Total	100%	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Science majors are more likely than humanities and social science majors to be attending a school outside their country of citizenship.

Program Location, by Undergraduate Major* (Enrolled Respondents)				
Is the school located...	Science	Business	Humanities	Social Science
	(n = 258)	(n = 447)	(n = 72)	(n = 141)
Outside your country of citizenship	40%	34%	18%	26%
Inside your country of citizenship	60%	66%	82%	74%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

There are no statistically significant differences in the percentage of respondents attending a school outside their country of citizenship by gender. Due to small cell sizes, comparisons by U.S. subgroups cannot be calculated.

Respondents who indicated that they are attending a school outside their country of citizenship were asked to specify where the school is located. More than half (53%) are attending a school in the United States. Nearly a third (31%) are attending a school in Europe.

Location of Program Outside Country of Citizenship (Enrolled Respondents)	
Location	Percent
	(n = 969)
United States	53%
Europe	31%
Asia	8%
Canada	7%
Africa	1%
Latin America	1%
Total	100%

Due to small cell sizes, comparison of program location by various subgroups cannot be calculated.

Respondents Not Yet Enrolled

Respondents who are not currently enrolled in a graduate business program were asked to indicate whether they plan to obtain their degree outside their country of citizenship. Additionally, these respondents were asked if they were planning to study abroad on an organized exchange/joint degree program. About three-fifths (59%) of those not yet enrolled plan to attend a school outside their country of citizenship. Additionally, slightly more than a quarter (27%) plan to attend an organized exchange/joint degree program.

Program Location (Non-enrolled Respondents)	
Planned Location	Percent
	(n = 4,284)
Outside your country of citizenship	59%
Inside your country of citizenship	29%
Not sure	12%
Total	100%
Organized Exchange/Joint Degree	
Yes	27%
No	40%
Not sure	33%
Total	100%

Men are significantly more likely than women to be planning to attend a school outside their country of citizenship. There is no significant difference in the percentage planning to attend an organized exchange/joint degree program.

Program Location, by Gender (Non-enrolled Respondents)		
Planned Location*	Male	Female
	(n = 2,808)	(n = 1,476)
Outside your country of citizenship	65%	49%
Inside your country of citizenship	22%	41%
Not sure	13%	10%
Total	100%	100%
Organized Exchange/Joint Degree		
Yes	27%	26%
No	39%	42%
Not sure	34%	32%
Total	100%	100%
*p ≤ 0.05; Items in bold significantly affect the overall X ² statistic of the contingency table.		

Respondents 24 and younger are more likely than those 33 and older to be planning to attend a school outside their country of citizenship. Additionally, respondents 24 and younger are more likely than respondents 33 and older to be planning to attend an organized exchange/joint degree program.

Program Location, by Age (Non-enrolled Respondents)				
Planned Location*	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,388)	(n = 1,405)	(n = 754)	(n = 729)
Outside your country of citizenship	63%	63%	60%	44%
Inside your country of citizenship	25%	25%	29%	44%
Not sure	12%	12%	11%	12%
Total	100%	100%	100%	100%
Organized Exchange/Joint Degree*				
Yes	30%	27%	26%	19%
No	34%	38%	42%	54%
Not sure	36%	35%	32%	27%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

U.S. and Canadian respondents are less likely than Asian, African, European, and Latin American respondents to be planning to attend a school outside their country of citizenship. Additionally, Asian and European respondents are more likely than U.S. and Canadian respondents to be planning to attend an organized exchange/joint degree program.

Program Location, by World Region (Non-enrolled Respondents)						
Planned Location*	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 1,900)	(n = 416)	(n = 1,037)	(n = 121)	(n = 211)	(n = 521)
Outside your country of citizenship	80%	82%	2%	29%	91%	71%
Inside your country of citizenship	6%	10%	90%	50%	5%	13%
Not sure	13%	8%	9%	21%	4%	16%
Total	100%	100%	100%	100%	100%	100%
Organized Exchange/Joint Degree*						
Yes	33%	29%	11%	12%	33%	33%
No	31%	37%	63%	59%	33%	28%
Not sure	36%	34%	26%	30%	35%	39%
Total	100%	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Asian Americans are the least likely of all U.S. subgroups to state that they do not plan to attend an organized exchange/joint degree program, and they are the most likely of the U.S. subgroups not to be sure about attending an organized exchange/joint degree program.

Program Location, by U.S. Subgroup (Non-enrolled Respondents)				
Planned Location	Asian American	African American	White	Hispanic
	(n = 128)	(n = 150)	(n = 576)	(n = 81)
Outside your country of citizenship	2%	0%	1%	6%
Inside your country of citizenship	86%	94%	90%	86%
Not sure	13%	6%	8%	7%
Total	100%	100%	100%	100%
Organized Exchange/Joint Degree*				
Yes	16%	11%	10%	10%
No	45%	68%	66%	60%
Not sure	38%	21%	24%	30%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Science majors are more likely than humanities and social science majors to be considering attending a school outside their country of citizenship. There is no statistically significant difference by undergraduate major in their plans to attend an organized exchange/joint degree program.

Program Location, by Undergraduate Major (Non-enrolled Respondents)				
Planned Location*	Science	Business	Humanities	Social Science
	(n = 1,550)	(n = 1,423)	(n = 231)	(n = 570)
Outside your country of citizenship	67%	58%	44%	54%
Inside your country of citizenship	19%	31%	45%	36%
Not sure	14%	10%	11%	10%
Total	100%	100%	100%	100%
Organized Exchange/Joint Degree				
Yes	25%	27%	28%	25%
No	40%	41%	37%	42%
Not sure	35%	32%	35%	33%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold significantly affect the overall X² statistic of the contingency table.

Respondents who are not currently enrolled and stated that they have plans to attend a school outside their country of citizenship were asked where they plan to attend graduate business school. More than two-thirds (69%) state they plan to attend a school in the United States. Nearly one in five (18%) plan to attend a school in Europe.

Location of Program Outside Country of Citizenship (Non-enrolled Respondents)	
Location	Percent
	(n = 2,526)
United States	69%
Europe	18%
Asia	6%
Canada	5%
Africa	1%
Latin America	<1%
Total	100%

Due to small cell sizes, comparison of program location by various subgroups cannot be calculated.

Method of Financing

Respondents were asked to allocate 100 points among a list of financial sources to estimate how they plan to finance their graduate management education. Respondents who are not yet enrolled in a graduate business program are more likely than those who are enrolled to estimate that a higher percentage of their financing will be derived from grants, fellowships, and scholarships. On the other hand, respondents who are enrolled/admitted are more likely compared to those who are not yet enrolled to indicate that higher percentages of their financing will come from personal earnings, employer reimbursement/sponsorship programs, and support from their parents.

Method of Financing Graduate Management Education (Average Percent of Education Financed by Each Source)		
Financial Source	Enrolled/ Admitted	Not Enrolled
	(n = 1,188)	(n = 4,065)
Grants, fellowships, scholarships*	15%	26%
Loans	27%	28%
Personal earnings*	13%	11%
Spouse's (partner's) earnings	2%	2%
Personal savings	11%	12%
Employer reimbursement/sponsorship*	17%	9%
Support from parents*	13%	11%
Other	2%	1%
Total	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Enrolled/Admitted Respondents

Respondents enrolled in a full-time two-year traditional program are more likely than those enrolled in all other programs to finance a larger part of their education with grants, fellowships, and scholarship. Additionally, respondents enrolled in a full-time one-year accelerated program are more likely than those enrolled in a part-time or executive program to finance a larger part of their education with grants, fellowships, and scholarships.

Respondents enrolled in a part-time program are more likely than those enrolled in the two types of full-time programs to finance a larger part of their education with personal earnings. Additionally, respondents in online/distance-learning programs are more likely than those enrolled in full-time two-year traditional programs to finance a larger part of their education with personal earnings.

Personal savings finance more of the education among respondents enrolled in a full-time one-year accelerated program compared with those enrolled in a full-time two-year traditional program.

Part-time, executive, and online/distance-learning students are more likely than those enrolled in the full-time program types to finance a larger part of their education using employer reimbursement/sponsorship programs.

Respondents enrolled in the full-time programs are more likely than those in the other program types to finance a larger part of their education with support from their parents.

Method of Financing Graduate Management Education, by Program Type (Average Percent of Education Financed by Each Source: Enrolled/Admitted Respondents)					
Financial Source	Full-Time Two-Year Traditional (n = 365)	Full-Time One-Year Accelerated (n = 176)	Part-Time (n = 260)	Executive (n = 84)	Online/ Distance- Learning (n = 84)
Grants, fellowships, scholarships*	22%	14%	5%	4%	9%
Loans	27%	26%	24%	35%	31%
Personal earnings*	10%	12%	18%	11%	19%
Spouse's (partner's) earnings	3%	2%	2%	2%	1%
Personal savings	10%	16%	10%	11%	11%
Employer reimbursement/ sponsorship*	6%	7%	34%	31%	23%
Support from parents*	20%	22%	6%	5%	4%
Other	3%	1%	1%	1%	1%
Total	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Women finance a greater proportion of their education than men using loans and their spouse's (partner's) earnings. On the other hand, men finance a greater proportion of their education than women using their personal savings.

Method of Financing Graduate Management Education, by Gender (Average Percent of Education Financed by Each Source: Enrolled/Admitted Respondents)		
Financial Source	Male	Female
	(n = 566)	(n = 403)
Grants, fellowships, scholarships	13%	13%
Loans*	25%	30%
Personal earnings	14%	13%
Spouse's (partner's) earnings*	2%	4%
Personal savings*	13%	9%
Employer reimbursement/sponsorship	17%	17%
Support from parents	15%	13%
Other	2%	2%
Total	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Respondents 24 and younger finance a larger part of their education than respondents 33 and older using grants, fellowships, and scholarships.

Older respondents, respondents 29 and older, finance a larger part of their education than respondents 24 and younger with personal savings.

Employer reimbursement/sponsorship programs make up a greater share of the financing among respondents 33 and older than respondents 25 to 28, who in turn finance a larger part of their education with these programs than respondents 24 and younger. Additionally, respondents 29 to 32 finance a greater proportion of their education than respondents 24 and younger using employer reimbursement/sponsorship programs.

Support from parents make up a greater share of the financing among respondents 24 and younger than respondents 25 to 28, who in turn finance a larger part of their education with parent support than respondents 29 and older do.

Method of Financing Graduate Management Education, by Age (Average Percent of Education Financed by Each Source: Enrolled/Admitted Respondents)				
Financial Source	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 300)	(n = 256)	(n = 161)	(n = 248)
Grants, fellowships, scholarships*	18%	13%	12%	9%
Loans*	22%	28%	29%	30%
Personal earnings	12%	13%	15%	15%
Spouse's (partner's) earnings	2%	3%	2%	3%
Personal savings*	8%	11%	15%	14%
Employer reimbursement/sponsorship*	9%	17%	18%	27%
Support from parents*	27%	14%	7%	3%
Other	2%	2%	1%	1%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Compared to U.S. respondents, Asians finance a larger part of their education with grants, fellowships, and scholarships.

U.S. respondents finance a larger part of their education with loans compared with Asians, Africans and Europeans. Additionally, U.S. respondents finance a greater proportion using employer reimbursement/sponsorship programs than respondents from all other world regions.

Europeans finance a greater part of their education with personal earning compared with U.S. respondents.

Asians and Africans finance a greater part of their education with their spouse's (partner's) earnings than respondents from the U.S. do.

U.S. respondents finance a smaller proportion of their education with personal savings compared with respondents from all other world regions.

Asians and Europeans finance a greater part of their education with support from their parents compared with Africans, Canadians, and U.S. respondents.

Method of Financing Graduate Management Education, by World Region (Average Percent of Education Financed by Each Source: Enrolled/Admitted Respondents)						
Financial Source	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 225)	(n = 52)	(n = 431)	(n = 42)	(n = 39)	(n = 165)
Grants, fellowships, scholarships*	18%	15%	11%	13%	19%	11%
Loans*	16%	18%	38%	26%	22%	17%
Personal earnings*	14%	20%	11%	11%	15%	18%
Spouse's (partner's) earnings*	5%	7%	1%	3%	<1%	1%
Personal savings*	11%	17%	6%	27%	22%	18%
Employer reimbursement/ sponsorship*	7%	11%	28%	10%	8%	11%
Support from parents*	26%	10%	5%	9%	13%	23%
Other	3%	3%	2%	<1%	1%	1%
Total	100%	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Asian Americans finance a greater proportion of their education using personal earnings and savings compared with African Americans.

Method of Financing Graduate Management Education, by U.S. Subgroup (Average Percent of Education Financed by Each Source: Enrolled/Admitted Respondents)				
Financial Source	Asian American	African American	White	Hispanic
	(n = 19)	(n = 45)	(n = 311)	(n = 19)
Grants, fellowships, scholarships	7%	13%	11%	11%
Loans	27%	51%	36%	32%
Personal earnings*	21%	6%	11%	16%
Spouse's (partner's) earnings	1%	<1%	1%	<1%
Personal savings*	14%	3%	6%	5%
Employer reimbursement/sponsorship	22%	25%	29%	27%
Support from parents	4%	<1%	5%	9%
Other	4%	2%	2%	<1%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Humanities majors finance a greater proportion of their education using their spouse's (partner's) earnings than all other majors.

Science majors finance a greater share of their education using their personal savings compared with business majors.

Method of Financing Graduate Management Education, by Undergraduate Major (Average Percent of Education Financed by Each Source: Enrolled/Admitted Respondents)				
Financial Source	Science	Business	Humanities	Social Science
	(n = 258)	(n = 447)	(n = 72)	(n = 141)
Grants, fellowships, scholarships	14%	13%	8%	13%
Loans	23%	28%	31%	28%
Personal earnings	15%	13%	13%	14%
Spouse's (partner's) earnings*	2%	2%	7%	2%
Personal savings*	15%	9%	12%	12%
Employer reimbursement/sponsorship	16%	18%	16%	17%
Support from parents	13%	15%	13%	13%
Other	2%	2%	<1%	1%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Respondents Still Applying

Men plan to finance more of their education than women using loans and personal savings. On the other hand, women plan to finance more of the education than men using their spouse's (partner's) earnings, employer reimbursement/sponsorship programs, and support from their parents.

Proposed Method of Financing Graduate Management Education, by Gender (Average Percent of Education Financed by Each Source: Respondents Still Applying)		
Proposed Financial Source	Male	Female
	(n = 2,808)	(n = 1,476)
Grants, fellowships, scholarships	25%	27%
Loans*	29%	25%
Personal earnings	11%	11%
Spouse's (partner's) earnings*	1%	4%
Personal savings*	13%	9%
Employer reimbursement/sponsorship*	9%	11%
Support from parents*	10%	12%
Other	1%	1%
Total	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Younger respondents plan to finance a greater percentage of their education than older respondents using grants, fellowships, and scholarships, and with support from their parents.

Respondents age 25 to 32 plan to finance more of their education than respondents 24 and younger using loans.

Respondents 33 and older plan to finance a greater part of their education than younger respondents using their personal earnings and employer reimbursement/sponsorship programs. Additionally, respondents 29 to 32 plan to finance more of their education than younger respondents using employer reimbursement/sponsorship programs.

Respondents 25 and older plan to finance more of their education than respondents 24 and younger using their personal savings.

Proposed Method of Financing Graduate Management Education, by Age (Average Percent of Education Financed by Each Source: Respondents Still Applying)				
Proposed Financial Source	24 and Younger	25 to 28	29 to 32	33 and Older
	(n = 1,388)	(n = 1,405)	(n = 754)	(n = 729)
Grants, fellowships, scholarships*	28%	26%	23%	22%
Loans*	25%	30%	30%	27%
Personal earnings*	10%	10%	12%	15%
Spouse's (partner's) earnings*	1%	2%	2%	2%
Personal savings*	8%	12%	15%	14%
Employer reimbursement/sponsorship*	7%	8%	11%	16%
Support from parents*	19%	10%	6%	2%
Other	1%	1%	2%	1%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Asian, African, Latin American, and European respondents plan to finance a greater proportion of their education than Canadian and U.S. respondent using grants, fellowships, and scholarships.

U.S. respondents plan to finance a greater proportion of their education than all other world regions using loans. On the other hand, Africans plan to finance their education with a lesser percentage than all other world regions in the form of loans.

Africans, U.S. respondents, and Canadians plan to finance more of their education than Asians with personal earnings. Additionally, Canadians plan to finance more of their education than Latin American and European respondents using personal earnings.

Canadians plan to finance more of their education with their spouse's (partner's) earning compared with U.S. and Latin American respondents.

U.S. respondents plan to finance less of their education with personal savings compared to the other world regions.

U.S. and Canadian respondents plan to finance more of their education using employer reimbursement/sponsorship programs compared with the other world regions.

Asians are planning to finance more of their education with parental support compared with African, U.S., and Latin American respondents. Additionally, African and European respondents plan to finance more of their education with parental support compared with U.S. respondents.

Proposed Method of Financing Graduate Management Education, by World Region (Average Percent of Education Financed by Each Source: Respondents Still Applying)						
Proposed Financial Source	Asia	Africa	United States	Canada	Latin America	Europe
	(n = 1,900)	(n = 416)	(n = 1,037)	(n = 121)	(n = 211)	(n = 521)
Grants, fellowships, scholarships*	28%	34%	16%	11%	32%	27%
Loans*	29%	13%	37%	25%	27%	22%
Personal earnings*	10%	13%	13%	17%	10%	12%
Spouse's (partner's) earnings*	2%	3%	2%	4%	1%	2%
Personal savings*	12%	14%	8%	16%	15%	16%
Employer reimbursement/sponsorship*	5%	8%	19%	16%	7%	9%
Support from parents*	14%	10%	6%	9%	7%	11%
Other	1%	3%	1%	2%	1%	1%
Total	100%	100%	100%	100%	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

African Americans and Hispanics plan to finance more of their education than whites and Asian Americans using grants, fellowships, and scholarships.

Asian Americans plan to finance more of their education with personal savings compared with African Americans and Hispanics.

Whites plan to finance more of their education than Hispanics using employer reimbursement/sponsorship programs.

Proposed Method of Financing Graduate Management Education, by U.S. Subgroup (Average Percent of Education Financed by Each Source: Respondents Still Applying)				
Proposed Financial Source	Asian American	African American	White	Hispanic
	(n = 128)	(n = 150)	(n = 576)	(n = 81)
Grants, fellowships, scholarships*	16%	26%	12%	22%
Loans	35%	36%	37%	42%
Personal earnings	15%	10%	12%	14%
Spouse's (partner's) earnings	1%	1%	2%	3%
Personal savings*	12%	6%	8%	4%
Employer reimbursement/sponsorship*	13%	17%	21%	10%
Support from parents*	7%	3%	7%	5%
Other	1%	1%	1%	1%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

Science majors plan to finance more of their education than business majors using grants, fellowships, scholarships, and loans.

On the other hand, business majors plan to finance more of their education than science and social science majors using employer reimbursement/sponsorship programs and support from their parents.

Additionally, humanities majors plan to finance more of their education with help from their spouse's (partner's) earnings compared with science majors.

Proposed Method of Financing Graduate Management Education, by Undergraduate Major (Average Percent of Education Financed by Each Source: Respondents Still Applying)				
Proposed Financial Source	Science	Business	Humanities	Social Science
	(n = 1,550)	(n = 1,423)	(n = 231)	(n = 570)
Grants, fellowships, scholarships*	27%	23%	26%	25%
Loans*	30%	26%	28%	28%
Personal earnings	11%	12%	11%	11%
Spouse's (partner's) earnings*	2%	2%	3%	2%
Personal savings	13%	12%	12%	13%
Employer reimbursement/sponsorship*	9%	11%	10%	8%
Support from parents*	8%	12%	9%	10%
Other*	1%	1%	1%	2%
Total	100%	100%	100%	100%

*p ≤ 0.05; Items in bold represent significant differences based on Bonferroni comparison in an ANOVA.

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 frame for the survey consists of registrants of the website, www.mba.com, sponsored by the Graduate Management Admission Council[®], who had expressed a willingness to participate in GMAC[®] research. The universe of registrants who explicitly opted in to participate in surveys and GMAC[®] research from September 1, 2004 to August 31, 2005 were included in the sample frame. There were 29,962 registrants who opted in to participate in surveys and GMAC[®] research during the period. This represents 10.5% of all registrants (284,405) on mba.com during the selected period.

Potential respondents received a heads-up e-mail on September 28, 2005 informing them of the upcoming research project. Of the 29,962 sample members, 2,756 (9.2%) had invalid e-mail addresses. On October 5, 2005, the 27,206 sample members received an e-mail asking them to participate in the survey—including in this e-mail was a link to the online questionnaire. Invitees were offered the opportunity to participate in a drawing for one of four prizes of \$500 as an incentive to participate. Respondents who had not yet completed the survey or who had only partially completed the survey were sent a reminder e-mail on October 19. The questionnaire was available at the online survey site from October 5, 2005 to November 2, 2005. A total of 5,404 people completed the survey. This is a response rate of 20%.

Response Rates

Response Rate	
Sample Frame	29,962
Valid e-mail addresses	27,206
Number of respondents	5,404
Response rate	20%

Data Analysis

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

In the final analysis, most topical questions are cross-tabulated with the following classification items: type of MBA program (full-time, part-time, or executive), gender, school size (number of graduates from MBA program), age, school location, citizenship, race/ethnicity (for U.S. citizens), and major U.S. subgroup. For topical questions scaled at nominal and ordinal levels, chi-square analysis is used to evaluate statistical significance in cross-classification tables ($p < .05$). That is, a relationship between a topical item and a classification item is considered statistically significant only when it could have been produced by chance less than 5% of the time. Whenever an interval level of measurement could be assumed, means are computed and analysis of variance is used to assess significance (also with $p < .05$). Post hoc Bonferroni tests are used in conjunction with analysis-of-variance for comparisons involving more than two subgroups (classification items or time). And exact tests are used in conjunction with chi-square analyses whenever chi-square assumptions could not be met. Statistically significant differences may or may not have managerial significance because this depends on the situation in which they are being applied.

Percentages in charts and tables may not always add exactly to 100% due to rounding.

Note on Statistical Significance

As discussed above, tests of statistical significance are used throughout the report to evaluate whether a difference in an average or a percentage is likely to have resulted purely from chance (the sampling process) or whether it indicates a real difference in the given population.

A difference that is statistically significant may or may not be managerially significant—it is open for consideration. Because the sample sizes in many comparisons are large, the reader may find that some comparisons reach statistical significance before they reach managerial significance. Occasionally in the report, a difference is referred to as “marginally” significant. This means it comes close to the 5% criterion for significance but does not quite make the cut.

The purpose of identifying some results as marginally significant is to ensure that potentially useful findings are not lost because of an overly stringent application of a statistical criterion. In addition, sometimes findings are discussed when sample sizes are small solely because of a consistency in the responses, even when differences are not statistically significant.

Statistical significance depends on two factors: sample sizes and variability of responses within the groups being compared (subgroups or time periods). Because these factors may differ in different comparisons, the same absolute difference in a value or percentage may be significant in one case, but not in another. In samples that are large, a small percentage difference may be statistically significant; in a smaller sample, even a seemingly great percentage difference may not be statistically significant.

Demographic Characteristics of the Sample

About two-thirds (64%) of the respondents are male and one-third (36%) are female.

Gender of the Respondents	
Gender	(n = 5,305)
Male	64%
Female	36%
Total	100%

A third (32%) of the respondents are 24 and younger or 25 to 28 years old. Additionally, 18% are 29 to 32 and 19% are 33 years old and older.

Age of the Respondents	
Age	(n = 5,293)
24 and younger	32%
25 to 28	32%
29 to 32	18%
33 and older	19%
Total	100%

Two-fifths (41%) of the respondents are from Asia, 29% are from the United States, and 13% are from Europe. Additionally, 9% are from Africa, 5% from Latin America, and 3% from Canada.

Citizenship of the Respondents	
World Region	(n = 5,212)
Asia	41%
Africa	9%
United States	29%
Canada	3%
Latin America	5%
Europe	13%
Total	100%

Among the U.S. respondents, two-thirds (67%) are white, 15% are African American, 11% are Asian American, and 8% are Hispanic.

U.S. Subgroup of the Respondents	
U.S. Subgroup	(n = 1,355)
Asian American	11%
African American	15%
White	67%
Hispanic	8%
Total	100%

The majority of the respondents (89%) have already graduated from their undergraduate (first university) program.

Graduate of Undergraduate (first University)	
Response	(n = 5,305)
Yes	89%
No	11%
Total	100%

Among the respondents that completed their undergraduate degree, 40% majored in business, 38% in science, 15% in the social sciences, and 7% in the humanities.

Undergraduate Major of the Respondents	
Major	(n = 4,739)
Science	38%
Business	40%
Humanities	7%
Social science	15%
Total	100%

More than two-thirds (69%) of the respondents had an undergraduate GPA of 3.0 or greater and 27% had a GPA between 2.0 and 2.9. Additionally, 5% had a GPA below 2.0.

Undergraduate GPA of the Respondents	
GPA	(n = 4,739)
0.0-0.9	1%
1.0-1.9	4%
2.0-2.9	27%
3.0-3.9	60%
4.0	9%
Total	100%

Respondents who completed their undergraduate degree were asked to indicate the number of years they worked full-time since completing their first degree program. Overall, 6% had not worked full-time, 11% had worked for less than one year, and 12% had worked for one year, but less than two years. Additionally, 15% worked two years but less than three, 12% worked three years but less than four, 17% worked four years but less than six, and 16% worked six years but less than 10. About one-in-ten (11%) have worked for 10 or more years.

Three-quarters (75%) of the respondents are currently working full-time, 9% are working part-time, and 16% are not currently working.

Employment of the Respondents	
Number of Years Working Full-Time Since Completing Undergraduate Degree	(n = 4,739)
Never worked	6%
Less than one year	11%
One year, but less than two years	12%
Two years, but less than three years	15%
Three years, but less than four years	12%
Four years, but less than six years	17%
Six years, but less than 10 years	16%
10 years or more	11%
Total	100%
Are you Currently Working	(n = 5,006)
Yes, full-time	75%
Yes, part-time	9%
No	16%
Total	100%

Among the respondents who are currently working, 27% are in the product/services industry, 19% are in technology, 15% are in finance/accounting, 13% are in consulting, and 12% are in nonprofit/government. Additionally, 5% of the respondents are in manufacturing, 5% are in healthcare/pharmaceuticals, and 3% are in the energy/utility industry.

Current Industry of Employment of the Respondents	
Industry	(n = 4,190)
Products/services	27%
Technology	19%
Finance/accounting	15%
Consulting	13%
Nonprofit/government	12%
Manufacturing	5%
Healthcare/Pharmaceuticals	5%
Energy/utilities	3%
Other	2%
Total	100%

Contact Information

For questions or additional information regarding the study, please contact the GMAC[®] Research and Development department at research@gmac.com.

Authorship

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

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