

# **MBA.COM REGISTRANTS SURVEY 2003**

## **REPORT BY U.S. SUBGROUPS**

**BY  
GRADUATE MANAGEMENT ADMISSION COUNCIL®  
(GMAC®)**

**MBA.COM REGISTRANTS SURVEY 2003  
REPORT BY U.S. SUBGROUPS**

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## **MBA.COM REGISTRANTS SURVEY 2003 REPORT BY U.S. SUBGROUPS**

### **Key Findings**

The analysis by U.S. subgroups found few surprises, but did help us gain deeper insights into the behavior of U.S. subgroups when it comes to pursuing graduate management education. One of the key findings is the importance financing is to underrepresented minorities in their decision to pursue graduate management education.

Native American Indians and Asian, black/African, and Hispanic Americans were significantly more likely than whites to indicate that entering a graduate management program would possibly “require me to take on large financial debts.” Black/African Americans (71%) and Hispanic Americans (68%) were significantly more likely to report having debt from previous college loans than whites (45%) and Asian Americans (44%).

Asian Americans (73%), black/African Americans (76%), and Hispanic Americans (79%) were significantly more likely to plan to finance their education through loans than whites (63%). Black/African Americans were significantly more likely than other U.S. subgroups to indicate grants, fellowships, scholarships, or government benefits would be their one main source of financing (70% compared to 38% of Native American Indians, 42% of whites, 51% of Asian Americans, and 59% of Hispanic Americans) and significantly more likely to rely on it as their one main source of financing.

Whites and Native American Indians were significantly more likely to indicate employer reimbursement as their one main source. Asian and black/African Americans were significantly more likely not to know how much their employer would reimburse their educational expenses.

An inability to obtain expected grants may lead to a decision not to pursue graduate management education. The intended reliance on grants by black/African Americans is especially noteworthy because this is the most uncertain source for financing a graduate management education. From past survey research on MBA graduates (Global MBA® Graduate Survey 2003) it was found that the amount of financial aid extended was significantly more important to black/African Americans and Hispanic Americans in deciding what school to attend.

Also notable is that the groups most likely to have debt (women and underrepresented minorities) are also heavily relying on loans to finance further education. When considering whether graduate management education be a good return of investment (enough to take on even more debt) they may decide not to pursue graduate management education.

Another interesting finding is the “over-achiever” type behavior of Asian American, more than any other U.S. subgroup they apply to more schools, are more likely to take the GMAT more than once, are more likely to study for the GMAT farther in advance and for longer periods, are more likely to feel it will be very difficult to be admitted into their school of choice, more likely to cite multiple academic-related potential barriers to admission, and more likely to use any and all available sources of information. See report for full details.

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## REPORT BY U.S. SUBGROUPS

### Demographic Profile

Native American Indians were significantly older than other U.S. subgroups. Asian Americans were significantly more likely to be 25 to 28 years old. Asian Americans were significantly more likely to be working in the finance/accounting industry; Native American Indians, black/African Americans, and Hispanic Americans were significantly more likely to be working in the nonprofit/government industry.

Native American Indians, black/African Americans, and Hispanic Americans were significantly more likely than Asian Americans and whites to have a household income of \$25,000 up to \$75,000. Native American Indians, Asian American, and whites were significantly more likely than black/African Americans and Hispanic Americans to have a household income of \$75,000 or more.

Hispanic American were significantly less likely to have a household size of one; Asian Americans and black/African Americans were significantly less likely to have a household size of two; whites were significantly less likely to have a household size of three or more.

Black/African Americans were significantly more likely to have studied business/management/economics in undergraduate school compared to Asian Americans; Asian Americans were significantly more likely to have majored in engineering/computer science; Hispanic Americans were significantly more likely to have majored in social sciences/law; whites were significantly more likely have majored in humanities compared to the other U.S. subgroups.

Asian Americans were significantly more likely to plan to pursue a MBA or Masters of Science degree in a full-time program, on-campus. Whites and Native American Indians were significantly more likely to plan to be part-time students. Black/African Americans were significantly more likely to be female.

		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
		n = 41	n = 309	n = 555	n = 2,968	n = 306
Age (collapsed)	24 and under	10%	29%	24%	27%	23%
	25-28	22%	36%	24%	27%	26%
	29-32	24%	19%	18%	15%	23%
	33 and over	44%	16%	35%	31%	28%
Industry Groups (Respondents working full-time)	Consulting	6%	9%	8%	7%	5%
	Energy/utilities	0%	0%	2%	2%	2%
	Finance, accounting	21%	29%	21%	21%	24%
	Healthcare/pharmaceutical	9%	8%	7%	9%	9%
	High technology	18%	16%	16%	15%	15%
	Manufacturing	6%	9%	7%	9%	6%
	Non profit or government	21%	16%	21%	16%	20%
	Products and services	18%	13%	20%	21%	18%
Household Income (collapsed)	Under \$25,000	5%	12%	16%	14%	13%
	\$25,000, but under \$75,000	58%	49%	57%	48%	61%
	\$75,000 or more	38%	39%	27%	37%	26%

# MBA.COM REGISTRANTS SURVEY 2003

## REPORT BY U.S. SUBGROUPS

		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/ African American	White	Hispanic
Household size (collapsed)	1	33%	39%	37%	35%	29%
	2	28%	23%	23%	33%	28%
	3 or more	40%	38%	40%	32%	42%
Undergraduate/ first degree major (collapsed)	Business/Management/Economics	51%	46%	56%	51%	52%
	Fine Arts	0%	1%	1%	2%	1%
	Engineering/Computer Science	14%	24%	15%	13%	16%
	Humanities	11%	7%	7%	11%	5%
	Science/Mathematics	9%	11%	5%	7%	3%
	Social Sciences/Law	9%	10%	11%	11%	17%
	Other	6%	2%	5%	5%	5%
Type of degree pursued	MBA or Masters in Science	71%	80%	71%	74%	73%
	Masters of Accountancy	7%	1%	5%	5%	4%
	Masters in Health Care Administration	0%	0%	2%	1%	0%
	Doctorate in Business	0%	1%	4%	2%	4%
	Joint Degree	7%	5%	11%	6%	9%
	Other Degree	11%	6%	5%	8%	6%
	Undecided	4%	4%	3%	4%	4%
How degree will be pursued	On-Campus	70%	79%	62%	63%	66%
	Distance	4%	1%	3%	2%	1%
	Online	4%	1%	2%	3%	2%
	Some combination of the above	19%	15%	26%	23%	24%
	Undecided	4%	5%	7%	8%	8%
Type of student	Full-time student	30%	55%	54%	40%	44%
	Part-time student	41%	25%	30%	36%	30%
	Executive MBA student	15%	6%	5%	9%	6%
	Undecided	15%	14%	11%	15%	19%
Gender	Male	44%	48%	32%	51%	46%
	Female	56%	52%	68%	49%	54%

### Stage in Progress toward a Degree

#### *Application Stage*

Respondents were asked what stage they were at in the application process. Whites were significantly more likely than other U.S. subgroups to have applied to a graduate business school. The other U.S. subgroups, excluding whites, were significantly more likely to not have applied, but were planning to. Asian Americans, whites, and Hispanic Americans were significantly more likely than Native American Indians and blacks/African Americans to be unsure if they would apply.

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## REPORT BY U.S. SUBGROUPS

STAGE IN APPLICATION PROCESS, BY U.S. SUBGROUPS					
Applied to any graduate business schools?	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 41	<i>n</i> = 309	<i>n</i> = 555	<i>n</i> = 2,968	<i>n</i> = 306
Yes	44%	39%	39%	<b>47%</b>	34%
No, not yet, but I plan to	<b>49%</b>	<b>48%</b>	<b>52%</b>	38%	<b>51%</b>
No, not yet, and I am not sure if I will	7%	11%	7%	12%	12%
No, I have decided not to apply to graduate business school	0%	3%	2%	3%	3%
Total <sup>1</sup>	100%	100%	100%	100%	100%

### ***When Respondents Began Considering Graduate Business School***

Respondents were asked how long they had been considering graduate business school. Compared with all other U.S. subgroups, blacks/African Americans were significantly more likely to have been considering attending graduate business school for two years or longer, and Native American Indians were significantly more likely to have been considering attending school for less than a year.

WHEN RESPONDENTS FIRST CONSIDERED ATTENDING GRADUATE BUSINESS SCHOOL, BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 38	<i>n</i> = 266	<i>n</i> = 505	<i>n</i> = 2,519	<i>n</i> = 261
Less than a year ago	<b>32%</b>	23%	22%	26%	28%
One year, but less than two years ago	29%	31%	26%	31%	31%
Two years or longer	39%	46%	<b>52%</b>	42%	42%
Total	100%	100%	100%	100%	100%

### ***Application Behavior***

Respondents who had applied to graduate business school were asked how many schools they had applied to and how many more they planned to apply to. Asian Americans were significantly more likely to have applied to more business schools than blacks/African Americans, Hispanic Americans, and whites.

Blacks/African Americans had applied to significantly more schools than whites. Blacks/African Americans and Hispanic Americans planned to apply to significantly more additional schools than whites. The total average number of actual and planned applications was 3.4 for Asian American respondents, 3.1 for Hispanic Americans, 3.0 for blacks/African Americans, 2.5 for Native American Indians, and 2.3 for whites.

<sup>1</sup> Percentages do not always add to 100% due to rounding.

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## REPORT BY U.S. SUBGROUPS

NUMBER OF APPLICATIONS, BY U.S. SUBGROUPS				
Major U.S. Subgroup		Actual	Planned	Total
	Valid <i>n</i>	Mean	Mean	Mean
Native American Indian <sup>2</sup>	<i>n</i> = 18	1.6	0.9	2.5
Asian American	<i>n</i> = 119	2.4	1.0	3.4
Black/African American	<i>n</i> = 219	1.9	1.1	3.0
White	<i>n</i> = 1,394	1.6	0.7	2.3
Hispanic	<i>n</i> = 104	1.9	1.2	3.1

### *Acceptance Rate among Applicants*

Respondents who had applied to graduate business school were asked if they had received any acceptances. Native American Indians were significantly more likely than all other U.S. subgroups to have received at least one or two or more acceptances and significantly less likely to have received no acceptances.

Asian Americans and blacks/African Americans were significantly more likely than Native American Indians, whites, and Hispanic Americans to not have received any acceptances. Asian Americans and blacks/African Americans were significantly more likely than whites and Hispanic Americans to have received two or more acceptances. Whites and Hispanic Americans were significantly more likely than Asians and blacks/African Americans to have received at least one acceptance.

The total average acceptance rate for U.S. subgroups was 86% for Native American Indians, 72% for whites, 67% for Hispanic Americans, 56% for blacks/African Americans, and 54% for Asian Americans.

NUMBER OF ACCEPTANCES, BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian <sup>3</sup>	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 18	<i>n</i> = 119	<i>n</i> = 219	<i>n</i> = 1,394	<i>n</i> = 104
None so far	6%	28%	32%	21%	19%
1	67%	50%	48%	63%	63%
2 or more	28%	22%	20%	16%	17%
Total	100%	100%	100%	100%	100%
<b>Mean Percent Acceptance</b>	<b>86%</b>	<b>54%</b>	<b>56%</b>	<b>72%</b>	<b>67%</b>

<sup>2</sup> Note that while there are differences in the number of applications between Native American Indian and other U.S. subgroups, the sample size is too small to make statistical inferences.

<sup>3</sup> Note that while there are differences in the number of acceptances between Native American Indian and other U.S. subgroups, the sample size is too small to make statistical inferences.

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## REPORT BY U.S. SUBGROUPS

### Possible Reasons for Entering a Graduate Management Program

Respondents were asked to indicate the truth or falsehood of each of 17 possible reasons for deciding to enter a graduate management program—in their particular case. They rated the reasons on a 7-point scale, with +3 being true and -3 being false.

Compared with Asian, black/African, and Hispanic Americans, whites found the following possible reasons for deciding to enter a graduate management program less true for them:

- increases my short-term earning power
- prepares me to get a good job in the business world
- allows me to change from my current occupational area to a specific new one
- provides the right connections for getting a good job in the short- or long-term
- would be an exciting challenge

Blacks/African Americans were significantly more likely than whites to indicate the following as possible reasons for entering a graduate management program: it would prepare me to start or manage my own business, provide the specific skills I need to do my job and get ahead, and provide the professional credentials I need for advancement.

Asian American respondents were significantly more likely than other U.S. subgroups to indicate the following as possible reasons for entering a graduate management program: it would prepare me to seek international employment, give me a chance to gain valuable experience before reentering the job market, and be looked upon favorably by people who are important to me.

Black/African and Hispanic American respondents were significantly more likely than whites to indicate “to remain marketable (competitive)” as a possible reason. Asian and blacks/African Americans were significantly more likely than whites to indicate “to switch industries” as a possible reason.

POSSIBLE REASONS FOR ENTERING A GRADUATE MANAGEMENT PROGRAM, BY U.S. SUBGROUPS					
True (+3) or False (-3)	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 41	<i>n</i> = 304	<i>n</i> = 551	<i>n</i> = 2,939	<i>n</i> = 303
	Mean	Mean	Mean	Mean	Mean
Give me a sense of personal satisfaction and achievement	2.3	2.4	2.5	2.2	2.5
Improve my long-term income and financial stability	2.1	2.5	2.5	2.3	2.5
Allow me to remain marketable (competitive)	2.2	2.4	2.6	2.3	2.5
Provide the professional credentials I need for advancement	2.2	2.3	2.5	2.2	2.4
Develop my management knowledge and technical skills	2.1	2.3	2.4	2.1	2.2
Be an exciting challenge	1.9	2.1	2.1	1.8	2.1

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## REPORT BY U.S. SUBGROUPS

POSSIBLE REASONS FOR ENTERING A GRADUATE MANAGEMENT PROGRAM, BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 41	<i>n</i> = 304	<i>n</i> = 551	<i>n</i> = 2,939	<i>n</i> = 303
Prepare me to get a good job in the business world	1.9	2.1	2.0	1.7	2.0
Provide the right connections for getting a good job in the short- or long-term	1.6	1.9	1.9	1.5	1.8
Provide the specific skills I need to do my job and get ahead	2.0	1.8	1.9	1.6	1.8
Increase my short-term earning power	1.1	1.3	1.5	0.9	1.3
Allow me to change from my current occupational area to a specific new one	0.6	1.5	1.5	0.9	1.3
Prepare me to start or manage my own business	1.0	1.2	1.6	0.5	1.0
Allow me to switch industries	0.6	1.3	1.2	0.7	1.0
Be looked upon favorably by people who are important to me	0.8	1.4	0.8	0.9	1.0
Give me a chance to gain valuable experience before reentering the job market	0.2	1.3	0.9	0.2	0.8
Prepare me to seek international employment	-0.4	0.8	0.2	-0.4	0.5
Allow me to build on my non-business undergraduate degree	0.2	0.7	0.4	0.0	0.2

### Potential Barriers to Graduate Management Education

#### *Possible Reservations about Entering a Graduate Management Program*

Respondents were asked to indicate the truth or falsehood of a list of possible reservations they might have about attending graduate business school. They rated each possible reservation on a 7-point scale, with +3 being true and -3 being false.

Native American Indians and Asian, black/African, and Hispanic Americans were significantly more likely than whites to indicate that entering a graduate management program would possibly “require me to take on large financial debts.” Whites were significantly more likely than all other major U.S. subgroups to indicate “severely limit the time I have for people who are important to me” as a possible reservation.

Asian and Hispanic Americans were significantly more likely than other U.S. subgroups to indicate the following possible reservations about entering a graduate management program: it would be too stressful; be intimidating; require me to postpone marriage, having a child, or other personal plans; be too expensive in the short-term to be worthwhile; be too competitive; require more work experience than I have now; and require me to delay accepting attractive job opportunities.

## MBA.COM REGISTRANTS SURVEY 2003 REPORT BY U.S. SUBGROUPS

Asian Americans were significantly more likely than other U.S. subgroups to indicate the following possible reservations: it would require more time than I am willing to invest and require more energy than I am willing to invest.

POSSIBLE RESERVATIONS ABOUT ENTERING A GRADUATE MANAGEMENT PROGRAM, BY U.S. SUBGROUPS					
True (+3) or False (-3)	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 41	<i>n</i> = 304	<i>n</i> = 551	<i>n</i> = 2,939	<i>n</i> = 303
	Mean	Mean	Mean	Mean	Mean
Require me to take on large financial debts	0.0	<b>1.0</b>	<b>0.9</b>	0.6	<b>0.9</b>
Severely limit the time I have for people who are important to me	0.0	0.2	-0.1	<b>0.4</b>	0.3
Be too stressful	-0.6	<b>-0.3</b>	-0.6	-0.5	<b>-0.3</b>
Be intimidating	-0.8	<b>-0.6</b>	-1.0	-0.8	<b>-0.5</b>
Require me to postpone marriage, having a child, or other personal plans	-1.0	<b>-0.2</b>	-1.0	-0.9	<b>-0.6</b>
Require more time than I am willing to invest	-0.9	<b>-0.7</b>	-1.3	-0.9	-1.1
Be too expensive in the short term to be worthwhile	-1.0	<b>-0.5</b>	-1.0	-1.0	<b>-0.7</b>
Be too competitive	-1.0	<b>-0.4</b>	-1.0	-1.1	<b>-0.5</b>
Require more work experience than I have now	-1.4	<b>-0.6</b>	-0.8	-1.1	<b>-0.7</b>
Require me to delay accepting attractive job opportunities	-0.9	<b>-0.6</b>	-1.0	-1.1	<b>-0.8</b>
Require more energy than I am willing to invest	-0.9	<b>-0.9</b>	-1.4	-1.1	-1.2

### *Life Priorities*

Respondents rated the importance of nine aspects of life on a 5-point scale, with five indicating “extremely important” and one indicating “not at all important.” There were no significant differences in the importance of one’s own family (spouse and/or children) by U.S. subgroups. Financial security, wealth, and career and work were relatively less important to whites than to other U.S. subgroups. Relatives were less important and friends and acquaintances more important to Asian Americans than to black/African and Hispanic Americans. Free time and relaxation were relatively more important to black/African and Hispanic Americans than to Asian Americans and whites.

**MBA.COM REGISTRANTS SURVEY 2003**  
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IMPORTANCE OF ASPECTS OF LIFE, BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
		<i>n</i> = 41	<i>n</i> = 304	<i>n</i> = 551	<i>n</i> = 2,939	<i>n</i> = 303
One's own family (spouse and/or children)	<b>Extremely important</b>	<b>83%</b>	<b>76%</b>	<b>79%</b>	<b>78%</b>	<b>81%</b>
	Very important	12%	18%	14%	15%	13%
	Somewhat important	2%	4%	3%	4%	3%
	Not very/Not at all important	2%	2%	4%	3%	3%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>4.7</b>	<b>4.7</b>	<b>4.7</b>	<b>4.7</b>	<b>4.7</b>
Financial security	<b>Extremely important</b>	<b>61%</b>	<b>56%</b>	<b>63%</b>	<b>45%</b>	<b>60%</b>
	Very important	29%	37%	33%	48%	34%
	Somewhat important	7%	8%	4%	7%	5%
	Not very/Not at all important	2%	0%	0%	0%	1%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>
Relatives	<b>Extremely important</b>	<b>44%</b>	<b>38%</b>	<b>52%</b>	<b>45%</b>	<b>51%</b>
	Very important	27%	40%	36%	37%	31%
	Somewhat important	24%	17%	11%	15%	16%
	Not very/Not at all important	5%	4%	1%	3%	3%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>4.1</b>	<b>4.1</b>	<b>4.4</b>	<b>4.2</b>	<b>4.3</b>
Career and work	<b>Extremely important</b>	<b>39%</b>	<b>41%</b>	<b>32%</b>	<b>26%</b>	<b>41%</b>
	Very important	49%	51%	55%	60%	50%
	Somewhat important	10%	8%	12%	13%	9%
	Not very/Not at all important	2%	0%	0%	0%	0%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>4.2</b>	<b>4.3</b>	<b>4.2</b>	<b>4.1</b>	<b>4.3</b>
Free time and relaxation	<b>Extremely important</b>	<b>34%</b>	<b>29%</b>	<b>38%</b>	<b>26%</b>	<b>31%</b>
	Very important	44%	48%	42%	49%	47%
	Somewhat important	17%	20%	18%	22%	19%
	Not very/Not at all important	5%	4%	2%	3%	2%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>4.0</b>	<b>4.0</b>	<b>4.2</b>	<b>4.0</b>	<b>4.1</b>
Friends and acquaintances	<b>Extremely important</b>	<b>41%</b>	<b>39%</b>	<b>27%</b>	<b>34%</b>	<b>29%</b>
	Very important	29%	48%	44%	49%	45%
	Somewhat important	24%	12%	27%	16%	22%
	Not very/Not at all important	5%	1%	2%	2%	4%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>4.0</b>	<b>4.3</b>	<b>4.0</b>	<b>4.1</b>	<b>4.0</b>
Wealth	<b>Extremely important</b>	<b>15%</b>	<b>23%</b>	<b>20%</b>	<b>11%</b>	<b>18%</b>
	Very important	46%	42%	39%	34%	40%
	Somewhat important	22%	28%	36%	47%	35%
	Not very/Not at all important	17%	7%	5%	9%	6%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.6</b>	<b>3.8</b>	<b>3.7</b>	<b>3.5</b>	<b>3.7</b>

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IMPORTANCE OF ASPECTS OF LIFE, BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
		<i>n</i> = 41	<i>n</i> = 304	<i>n</i> = 551	<i>n</i> = 2,939	<i>n</i> = 303
Religion	<b>Extremely important</b>	<b>34%</b>	<b>18%</b>	<b>58%</b>	<b>21%</b>	<b>27%</b>
	Very important	17%	17%	22%	21%	26%
	Somewhat important	20%	26%	12%	25%	23%
	Not very/Not at all important	29%	38%	8%	34%	23%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.4</b>	<b>3.0</b>	<b>4.3</b>	<b>3.1</b>	<b>3.5</b>
Politics and public life	<b>Extremely important</b>	<b>10%</b>	<b>6%</b>	<b>7%</b>	<b>4%</b>	<b>7%</b>
	Very important	29%	23%	25%	22%	22%
	Somewhat important	29%	45%	48%	45%	45%
	Not very/Not at all important	32%	26%	21%	29%	25%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.1</b>	<b>3.0</b>	<b>3.2</b>	<b>3.0</b>	<b>3.1</b>

***Perceived Admission Difficulty***

Respondents who had applied to graduate business school but had not received an acceptance, and those who planned to apply or were uncertain if they would apply, were asked to indicate how difficult they felt it would be to gain admission into their school of choice. Compared with other U.S. subgroups, Asian and Hispanic Americans were significantly more likely to feel it would be very difficult to be admitted into their school of choice.

PERCEIVED ADMISSION DIFFICULT, BY U.S. SUBGROUPS					
Difficulty in being admitted to business school of choice ("Uncertain" removed)	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 33	<i>n</i> = 242	<i>n</i> = 423	<i>n</i> = 2,357	<i>n</i> = 254
Very difficult	6%	<b>26%</b>	17%	14%	<b>22%</b>
Somewhat difficult	58%	<b>55%</b>	50%	47%	49%
Not very difficult	24%	15%	25%	25%	19%
Not at all difficult	12%	4%	8%	<b>15%</b>	10%
Total	100%	100%	100%	100%	100%
<b>Mean</b>	<b>2.6</b>	<b>3.0</b>	<b>2.8</b>	<b>2.6</b>	<b>2.8</b>

Respondents who thought that it would be very or somewhat difficult to be admitted to their school of choice were asked to predict the strongest potential barriers to admission. Asian Americans were significantly more likely to indicate the following as potential barriers to admission than respondents from other U.S. subgroups: undergraduate academic record, level of participation in extracurricular activities, employment history, essays for admissions, and interviews for admissions.

## MBA.COM REGISTRANTS SURVEY 2003 REPORT BY U.S. SUBGROUPS

Whites were significantly more likely to indicate their age and gender as barriers. Blacks/African Americans were significantly more likely to feel their race or ethnic background would be a barrier. Asian, black/African, and Hispanic Americans were significantly more likely than whites to feel their scores on admissions tests would be a barrier. Blacks/African Americans and Hispanic Americans were significantly more likely to indicate financial barriers. Asian American and blacks/African Americans were significantly more likely to feel the recommendations they may have to get would be a barrier.

PERCEIVED BARRIERS TO ADMISSION (AMONG THOSE PERCEIVING ADMISSION "VERY" OR "SOMEWHAT" DIFFICULT), BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian <sup>4</sup>	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 21	<i>n</i> = 196	<i>n</i> = 283	<i>n</i> = 1,432	<i>n</i> = 180
My undergraduate academic record	52%	<b>57%</b>	51%	46%	51%
My level of participation in extracurricular activities	29%	<b>33%</b>	23%	28%	28%
My employment history	14%	<b>29%</b>	24%	25%	23%
My age	24%	20%	17%	<b>23%</b>	19%
My gender	10%	3%	3%	<b>6%</b>	2%
My racial or ethnic background	5%	13%	<b>16%</b>	10%	9%
My scores on admissions tests	43%	<b>63%</b>	<b>62%</b>	56%	<b>64%</b>
My financial resources	38%	27%	<b>47%</b>	35%	<b>41%</b>
Recommendations I may have to get	0%	<b>20%</b>	<b>17%</b>	13%	10%
Essays I might have to write for admissions	33%	<b>32%</b>	15%	18%	17%
Interviews I might have to have for admissions	0%	<b>15%</b>	10%	9%	9%
Other barrier	5%	6%	4%	5%	2%
No barrier	10%	3%	1%	3%	3%

### *Perceptions of "Glass Ceiling"*

Respondents were asked to indicate how real they feel the "glass ceiling" is in six industries. Blacks/African Americans were significantly more likely than all other U.S. subgroups to consider the "glass ceiling" to be "very real" in business, law, medicine, science, and engineering. Whites were significantly less likely than other U.S. subgroups to consider the "glass ceiling" to be "very real" in business, law, medicine, science, and engineering. Black/African and Hispanic Americans were significantly more likely than whites to consider the "glass ceiling" to be "very real" in education.

<sup>4</sup> Note that while there are differences in perceived barriers between Native American Indian and other U.S. subgroups, the sample size is too small to make statistical inferences.

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**REPORT BY U.S. SUBGROUPS**

PERCEPTIONS OF "GLASS CEILING," BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
		<i>n</i> = 41	<i>n</i> = 304	<i>n</i> = 551	<i>n</i> = 2,939	<i>n</i> = 303
Business	Very real	39%	39%	50%	31%	42%
	Somewhat real	29%	41%	37%	42%	37%
	Not very real	7%	14%	9%	17%	12%
	Not at all real	24%	6%	4%	10%	9%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>2.8</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>3.1</b>
Education	Very real	5%	7%	11%	5%	10%
	Somewhat real	20%	21%	26%	16%	16%
	Not very real	24%	39%	34%	34%	30%
	Not at all real	51%	33%	29%	46%	44%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>1.8</b>	<b>2.0</b>	<b>2.2</b>	<b>1.8</b>	<b>1.9</b>
Law	Very real	37%	26%	35%	17%	28%
	Somewhat real	27%	45%	44%	44%	37%
	Not very real	20%	20%	17%	25%	25%
	Not at all real	17%	9%	5%	14%	10%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>2.8</b>	<b>2.9</b>	<b>3.1</b>	<b>2.7</b>	<b>2.8</b>
Medicine	Very real	17%	14%	23%	10%	18%
	Somewhat real	32%	32%	42%	35%	33%
	Not very real	22%	38%	25%	34%	31%
	Not at all real	29%	17%	10%	20%	18%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>2.4</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.5</b>
Science	Very real	29%	20%	32%	17%	24%
	Somewhat real	34%	41%	42%	42%	41%
	Not very real	12%	27%	20%	28%	23%
	Not at all real	24%	12%	6%	13%	12%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>2.7</b>	<b>2.7</b>	<b>3.0</b>	<b>2.6</b>	<b>2.8</b>
Engineering	Very real	34%	37%	48%	31%	39%
	Somewhat real	46%	41%	39%	45%	39%
	Not very real	7%	16%	10%	15%	14%
	Not at all real	12%	6%	3%	9%	9%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>3.1</b>
All Professions	<b>Mean</b>	<b>2.6</b>	<b>2.7</b>	<b>3.0</b>	<b>2.6</b>	<b>2.7</b>

# MBA.COM REGISTRANTS SURVEY 2003

## REPORT BY U.S. SUBGROUPS

### Financing Graduate Management Education

#### *Relative Importance of Costs Associated with Graduate Management Education*

Respondents were asked to weight the relative importance of costs associated with pursuing a graduate management degree. Compared with Asian Americans, whites considered tuition and books a relatively higher cost of education. Compared with whites, Hispanic Americans considered housing and other out-of-pocket living costs a relatively higher cost of education.

Compared with all other U.S. subgroups, Asian Americans considered opportunity costs of lost earnings a relatively higher cost of education; compared with black/African and Hispanic Americans, whites considered opportunity costs of lost earnings more important. Compared with all other U.S. subgroups, blacks/African Americans considered the cost of the GMAT® to be a relatively higher cost of education.

RELATIVE IMPORTANCE OF COSTS ASSOCIATED WITH GRADUATE MANAGEMENT EDUCATION, BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 33	<i>n</i> = 228	<i>n</i> = 430	<i>n</i> = 2,216	<i>n</i> = 240
	Mean	Mean	Mean	Mean	Mean
Tuition and books	39%	39%	42%	<b>46%</b>	42%
Housing and other out-of-pocket living costs	20%	20%	19%	17%	<b>21%</b>
Opportunity costs of lost earnings	19%	<b>25%</b>	16%	<b>20%</b>	16%
Application fees of schools	12%	9%	10%	9%	11%
Cost of the GMAT®	10%	7%	<b>13%</b>	8%	9%
Total	100%	100%	100%	100%	100%

#### *Planned Sources for Financing Graduate Management Education*

Respondents were asked to indicate the sources they would use to finance their education. Asian, black/African, and Hispanic Americans were significantly more likely to plan to finance their education through loans. Blacks/African Americans were significantly more likely than other U.S. subgroups to plan to finance their education through grants, fellowships, scholarships, or government benefits, whereas whites were significantly less likely than other U.S. subgroups to finance their education through these sources.

Asian Americans were significantly less likely than other U.S. subgroups to finance their education through employer reimbursement. Asian Americans were significantly more likely than other U.S. subgroups to finance their education through personal savings or support from their parents, whereas blacks/African Americans were significantly less likely to finance their education through these sources. Asian Americans and whites were significantly more likely than blacks/African Americans to rely on spousal earnings to finance their education.

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**REPORT BY U.S. SUBGROUPS**

<b>PLANNED SOURCES FOR FINANCING GRADUATE MANAGEMENT EDUCATION, BY U.S. SUBGROUPS</b>					
	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 38	<i>n</i> = 266	<i>n</i> = 505	<i>n</i> = 2,519	<i>n</i> = 261
Loans	61%	<b>73%</b>	<b>76%</b>	63%	<b>79%</b>
Grants, fellowships, scholarships, or government benefits (not a loan)	37%	51%	<b>70%</b>	42%	<b>59%</b>
Personal earnings	58%	52%	52%	55%	55%
Employer reimbursement or sponsorship	<b>47%</b>	35%	<b>43%</b>	<b>46%</b>	<b>43%</b>
Personal savings	34%	<b>61%</b>	33%	44%	40%
Support from parents	3%	<b>28%</b>	13%	18%	15%
Spouse's (partner's) earnings	8%	<b>14%</b>	9%	<b>15%</b>	11%
Other source	0%	1%	1%	2%	2%

Respondents who selected more than one source of funding were asked to indicate which would be their main source. Whites were significantly more likely than other U.S. subgroups to indicate that employer reimbursement would be their one main source of financing. Blacks/African Americans were significantly more likely than other U.S. subgroups to indicate that grants, fellowships, scholarships, or government benefits would be their one main source of financing. Asian Americans were significantly more likely than black/African and Hispanic Americans to indicate that personal savings and support from parents would be their one main source of financing.

<b>ONE MAIN SOURCE FOR FINANCING GRADUATE MANAGEMENT EDUCATION, BY U.S. SUBGROUPS</b>					
	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 38	<i>n</i> = 266	<i>n</i> = 505	<i>n</i> = 2,519	<i>n</i> = 261
Loans	37%	50%	46%	42%	49%
Employer reimbursement or sponsorship	26%	16%	16%	26%	20%
Grants, fellowships, scholarships, or government benefits	15%	3%	26%	8%	12%
Personal earnings	11%	9%	9%	10%	9%
Personal savings	11%	9%	1%	7%	4%
Support from parents	0%	11%	2%	6%	4%
Spouse's (partner's) earnings	0%	2%	0%	1%	2%
Total	100%	100%	100%	100%	100%

Respondents who said they did not plan to rely solely on employer reimbursement were asked how much of their total graduate education expenses they expected their employer to pay. Asian and blacks/African Americans were significantly more likely than other U.S. subgroups not to know how much their employer would reimburse their educational expenses.

## MBA.COM REGISTRANTS SURVEY 2003 REPORT BY U.S. SUBGROUPS

Hispanic Americans were significantly more likely than other U.S. subgroups to say their employer would pay for some of their educational expenses. Asian Americans were significantly more likely than blacks/African Americans to say their employer would pay about half of their expenses; blacks/African Americans were more likely than Asian Americans to say their employer would pay all of their expenses. Whites were significantly more likely than other U.S. subgroups to say their employer would pay most of their educational expenses.

AMOUNT OF EMPLOYER REIMBURSEMENT/SPONSORSHIP, BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian <sup>5</sup>	Asian American	Black/African American	White	Hispanic
		<i>n</i> = 14	<i>n</i> = 78	<i>n</i> = 194	<i>n</i> = 946	<i>n</i> = 98
How much of total graduate education expenses employer will pay	Some	21%	32%	32%	31%	<b>41%</b>
	About half	29%	<b>18%</b>	13%	15%	17%
	Most	21%	22%	21%	<b>34%</b>	21%
	All	7%	1%	<b>6%</b>	5%	4%
	Don't know	21%	<b>27%</b>	<b>27%</b>	16%	16%
	Total	100%	100%	100%	100%	100%

### *Debt Owed From College Loans*

Respondents who had completed an undergraduate or first degree program were asked to indicate how much debt they owed from previous education (undergraduate or other graduate). Asian Americans and whites were significantly less likely than other U.S. subgroups to have any debt from college loans. Blacks/African Americans were significantly more likely than other U.S. subgroups to have \$20,000 or more debt; Hispanic Americans were significantly more likely than Asian Americans and whites to have \$20,000 or more debt.

DEBT OWED FROM COLLEGE LOANS, BY U.S. SUBGROUPS					
Debt from college loans for undergraduate or other graduate degree	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 35	<i>n</i> = 282	<i>n</i> = 476	<i>n</i> = 2,566	<i>n</i> = 265
None	49%	<b>56%</b>	29%	<b>55%</b>	32%
Less than \$10,000	20%	12%	17%	14%	<b>20%</b>
\$10,000, but less than \$20,000	11%	18%	21%	17%	<b>25%</b>
\$20,000 or more	20%	13%	<b>33%</b>	15%	<b>23%</b>
Total	100%	100%	100%	100%	100%

<sup>5</sup> Note that while there are differences in amount of employer reimbursement between Native American Indian and other U.S. subgroups, the sample size is too small to make statistical inferences.

# MBA.COM REGISTRANTS SURVEY 2003

## REPORT BY U.S. SUBGROUPS

### GMAT Test-Taker Behavior

#### *GMAT Tests Taken*

Respondents were asked about their plans to take the GMAT®. Asian Americans and whites were significantly more likely to have taken the GMAT® once. Asian Americans were significantly more likely to have taken the GMAT® more than once. Compared with Asian Americans and whites, Native American Indians, blacks/African Americans and Hispanic Americans were significantly more likely to not have taken the GMAT®, but planned to do so. Native American Indians were significantly more likely than Asian Americans to not be planning to take the GMAT®.

STAGE IN GMAT PROCESS, BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 41	<i>n</i> = 309	<i>n</i> = 555	<i>n</i> = 2,968	<i>n</i> = 306
I have registered for and taken the GMAT® once	29%	<b>41%</b>	26%	<b>45%</b>	31%
I have registered for and taken the GMAT® more than once	2%	<b>20%</b>	13%	9%	9%
I have not registered for nor taken the GMAT®, but plan to	<b>49%</b>	31%	<b>49%</b>	36%	<b>48%</b>
I have registered for, but have not taken the GMAT®	7%	5%	5%	5%	6%
Do not plan to take the GMAT®	<b>12%</b>	3%	7%	6%	5%
Total	100%	100%	100%	100%	100%

#### *Reasons for Taking the GMAT*

Respondents who had taken the GMAT® were asked their reasons for doing so. Blacks/African Americans were significantly more likely to indicate that the GMAT® was required for admission to the school they wanted to attend; whites and Hispanic Americans were significantly more likely to indicate it was required by the program in which they were currently enrolled.

Asian Americans were significantly more likely than other U.S. subgroups to want to see if they had high enough scores to be accepted by their first choice school. Hispanic Americans were significantly less likely to be uncertain of their plans and thought the GMAT® would help in their decision making.

# MBA.COM REGISTRANTS SURVEY 2003

## REPORT BY U.S. SUBGROUPS

MAIN REASON TOOK THE GMAT, BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian <sup>6</sup>	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 13	<i>n</i> = 188	<i>n</i> = 213	<i>n</i> = 1,602	<i>n</i> = 123
GMAT <sup>®</sup> required for admission to school want to attend	54%	56%	<b>62%</b>	53%	54%
GMAT <sup>®</sup> required by program in which currently enrolled	31%	23%	23%	<b>31%</b>	<b>33%</b>
Wanted to see if had scores to be accepted by first choice	15%	<b>12%</b>	8%	7%	8%
Uncertain plans, thought GMAT <sup>®</sup> would help decide	0%	<b>7%</b>	<b>5%</b>	<b>6%</b>	2%
Other	0%	2%	1%	2%	3%
Total	100%	100%	100%	100%	100%

### *Test Preparation Behavior*

Respondents who had taken the GMAT<sup>®</sup> were asked to indicate how far in advance they had prepared and the length of time they had prepared. Whites were significantly more likely than other U.S. subgroups to have prepared less than four weeks before taking the GMAT<sup>®</sup>. Hispanic Americans were significantly more likely than other U.S. subgroups to prepare four to six weeks prior to taking the GMAT<sup>®</sup>. Asian and blacks/African Americans were significantly more likely to prepare more than six weeks prior to taking the GMAT<sup>®</sup>.

ADVANCE PREPARATION FOR THE GMAT, BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian <sup>7</sup>	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 11	<i>n</i> = 179	<i>n</i> = 201	<i>n</i> = 1,494	<i>n</i> = 113
3 weeks or less	36%	25%	26%	<b>34%</b>	22%
4 to 6 weeks	36%	32%	31%	33%	<b>39%</b>
More than 6 weeks	27%	<b>43%</b>	<b>42%</b>	33%	39%
Total	100%	100%	100%	100%	100%

Whites were significantly more likely to spend less than 24 hours studying for the GMAT<sup>®</sup>. Asian Americans were significantly more likely to spend more than 24 hours studying for the GMAT<sup>®</sup>.

<sup>6</sup> Note that while there are differences in reasons for taking the GMAT<sup>®</sup> between Native American Indian and other U.S. subgroups, the sample size is too small to make statistical inferences.

<sup>7</sup> Note that while there are differences in advance preparation for the GMAT<sup>®</sup> between Native American Indian and other U.S. subgroups, the sample size is too small to make statistical inferences.

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## REPORT BY U.S. SUBGROUPS

NUMBER OF HOURS OF GMAT PREPARATION, BY U.S. SUBGROUPS					
Number of hours spent preparing for the GMAT <sup>®</sup>	Major U.S. Subgroup				
	Native American Indian <sup>8</sup>	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 11	<i>n</i> = 179	<i>n</i> = 201	<i>n</i> = 1,494	<i>n</i> = 113
Less than 24 hours	45%	30%	42%	<b>54%</b>	47%
24 hours or more	55%	<b>70%</b>	58%	46%	53%
Total	100%	100%	100%	100%	100%

### ***Test Materials Used***

Respondents who had taken the GMAT<sup>®</sup> were asked to indicate the types of test preparation they used. Asian Americans were significantly more likely than other U.S. subgroups to use non-GMAC<sup>®</sup> test preparation book(s) or software and the *Official Guide for GMAT<sup>®</sup> Review, 10<sup>th</sup> Edition*, published by GMAC<sup>®</sup>. Whites were significantly more likely to use POWERPREP<sup>®</sup> software provided by GMAC<sup>®</sup> than blacks/African Americans. Whites and Hispanic Americans were significantly more likely than blacks/African Americans to review sample questions at mba.com. Hispanic Americans were significantly more likely to review sample questions available on other Web sites. Asian and Hispanic Americans were significantly more likely to attend formal test preparation or coaching courses. Whites were significantly less likely to review GMAT<sup>®</sup> paper tests from non-GMAC<sup>®</sup> Web sites.

HOW PREPARED FOR THE GMAT, BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian <sup>9</sup>	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 11	<i>n</i> = 179	<i>n</i> = 201	<i>n</i> = 1,494	<i>n</i> = 113
Used test-preparation book(s) or software not from GMAC <sup>®</sup>	55%	<b>75%</b>	70%	70%	66%
Used POWERPREP <sup>®</sup> software	73%	62%	58%	<b>68%</b>	65%
Used <i>Official Guide for GMAT<sup>®</sup> Review, 10<sup>th</sup> Ed.</i> , published by GMAC <sup>®</sup>	55%	<b>49%</b>	42%	35%	40%
Reviewed sample questions on GMAC <sup>®</sup> mba.com Web site	27%	31%	27%	<b>33%</b>	<b>32%</b>
Reviewed sample questions available on other Web sites	27%	27%	24%	22%	<b>31%</b>
Attended formal test preparation or coaching courses	27%	<b>33%</b>	25%	18%	<b>31%</b>
Reviewed paper GMAT <sup>®</sup> tests from other Web sites	9%	<b>16%</b>	<b>17%</b>	11%	<b>18%</b>
Reviewed GMAT <sup>®</sup> Paper Tests sold on mba.com	27%	18%	17%	16%	17%
Used Essay Insight <sup>®</sup> essay preparation product from mba.com	0%	9%	11%	10%	12%

<sup>8</sup> Note that while there are differences in advance preparation for the GMAT<sup>®</sup> between Native American Indian and other U.S. subgroups, the sample size is too small to make statistical inferences.

<sup>9</sup> Note that while there are differences test preparation materials used between Native American Indian and other U.S. subgroups, the sample size is too small to make statistical inferences.

## MBA.COM REGISTRANTS SURVEY 2003 REPORT BY U.S. SUBGROUPS

### *Other Tests Taken*

Respondents were asked to indicate any other standardized tests they had taken. Native American Indians and whites were significantly more likely to not have taken any of the tests listed, most notably, the Graduate Record Examination (GRE).

OTHER GRADUATE/PROFESSIONAL TESTS, BY U.S. SUBGROUPS					
	Major U.S. Subgroup				
	Native American Indian	Asian American	Black/African American	White	Hispanic
	<i>n</i> = 41	<i>n</i> = 309	<i>n</i> = 555	<i>n</i> = 2,968	<i>n</i> = 306
Graduate Record Examination (GRE)	15%	23%	23%	17%	23%
Law School Admission (LSAT)	20%	17%	22%	15%	20%
Medical College Admission Test (MCAT)	0%	5%	2%	1%	1%
Other standardized test	7%	6%	8%	5%	6%
None of the above tests	66%	59%	55%	66%	57%

### **Sources of Information**

Respondents were asked to indicate on a five-point scale how valuable various online, printed, personal, and school sources of information had been in informing them about graduate management education and graduate business schools. Five corresponds to “extremely valuable” and one corresponds to “not at all valuable”. Respondents could also select “not applicable” if they did not use the source listed, thus making it possible to determine the reach of the sources.

#### *Online Sources*

There were no significant differences in the reach of mba.com and school Web sites by U.S. subgroups. All other online sources reached significantly more Asian Americans than whites.

Asian American, black/African American, and Hispanic American respondents rate chat rooms/threaded discussions on business magazine/newspaper Web sites, mba.com, and job/career Web sites as more valuable sources of information than whites did.

Asian Americans and blacks/African Americans rate business magazine/newspaper Web sites and chat rooms/threaded discussions on school Web sites as more valuable sources of information than whites did.

Black/African American and Hispanic American respondents rate MBA-related Web sites and school Web sites as more valuable sources of information than whites did.

**MBA.COM REGISTRANTS SURVEY 2003**  
**REPORT BY U.S. SUBGROUPS**

VALUE OF ONLINE SOURCES, BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
Business magazine/ newspaper Web sites	<b>Reach</b>	<b>83%</b>	<b>90%</b>	<b>81%</b>	<b>77%</b>	<b>84%</b>
	Extremely valuable	26%	26%	25%	19%	27%
	Very valuable	21%	36%	37%	29%	29%
	Somewhat valuable	41%	31%	31%	39%	35%
	Not very/Not at all valuable	12%	6%	8%	12%	8%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.6</b>	<b>3.8</b>	<b>3.8</b>	<b>3.5</b>	<b>3.7</b>
Chat rooms/ threaded discussions on business magazine/ newspaper Web sites	<b>Reach</b>	<b>41%</b>	<b>57%</b>	<b>42%</b>	<b>37%</b>	<b>48%</b>
	Extremely valuable	18%	9%	9%	3%	7%
	Very valuable	12%	13%	14%	8%	11%
	Somewhat valuable	24%	37%	28%	23%	29%
	Not very/Not at all valuable	47%	40%	49%	66%	53%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>2.8</b>	<b>2.7</b>	<b>2.6</b>	<b>2.1</b>	<b>2.5</b>
Chat rooms/ threaded discussions on school Web sites	<b>Reach</b>	<b>37%</b>	<b>53%</b>	<b>36%</b>	<b>34%</b>	<b>43%</b>
	Extremely valuable	20%	9%	8%	3%	5%
	Very valuable	0%	14%	13%	7%	12%
	Somewhat valuable	20%	33%	27%	21%	24%
	Not very/Not at all valuable	60%	43%	53%	69%	60%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>2.5</b>	<b>2.7</b>	<b>2.5</b>	<b>2.1</b>	<b>2.3</b>
GMAC's Web site (www.mba.com)	<b>Reach</b>	<b>78%</b>	<b>90%</b>	<b>92%</b>	<b>89%</b>	<b>90%</b>
	Extremely valuable	25%	19%	25%	15%	27%
	Very valuable	25%	35%	39%	35%	35%
	Somewhat valuable	38%	36%	30%	40%	29%
	Not very/Not at all valuable	13%	10%	6%	10%	9%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.6</b>	<b>3.6</b>	<b>3.8</b>	<b>3.5</b>	<b>3.8</b>
Job/career Web sites	<b>Reach</b>	<b>73%</b>	<b>79%</b>	<b>75%</b>	<b>68%</b>	<b>73%</b>
	Extremely valuable	20%	12%	16%	8%	15%
	Very valuable	37%	37%	34%	28%	30%
	Somewhat valuable	27%	28%	33%	41%	35%
	Not very/Not at all valuable	17%	23%	17%	24%	21%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.5</b>	<b>3.3</b>	<b>3.4</b>	<b>3.1</b>	<b>3.3</b>
MBA-related Web sites	<b>Reach</b>	<b>73%</b>	<b>83%</b>	<b>81%</b>	<b>73%</b>	<b>81%</b>
	Extremely valuable	43%	18%	28%	13%	26%
	Very valuable	20%	40%	40%	36%	36%
	Somewhat valuable	30%	28%	26%	38%	31%
	Not very/Not at all valuable	7%	13%	7%	13%	8%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>4.0</b>	<b>3.6</b>	<b>3.9</b>	<b>3.4</b>	<b>3.8</b>

# MBA.COM REGISTRANTS SURVEY 2003

## REPORT BY U.S. SUBGROUPS

VALUE OF ONLINE SOURCES, BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
School Web sites	<b>Reach</b>	<b>88%</b>	<b>92%</b>	<b>89%</b>	<b>91%</b>	<b>91%</b>
	Extremely valuable	50%	35%	41%	32%	42%
	Very valuable	17%	36%	37%	38%	35%
	Somewhat valuable	28%	24%	17%	24%	17%
	Not very/Not at all valuable	6%	5%	5%	6%	6%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>4.1</b>	<b>4.0</b>	<b>4.1</b>	<b>3.9</b>	<b>4.1</b>

### *Print Sources*

All printed sources reached whites significantly less than all other U.S. subgroups. Whites rate all printed sources as less valuable sources of information than all other U.S. subgroups did. Blacks/African Americans rate MBA-related guides or publications as a more valuable source of information than Hispanic Americans did.

VALUE OF PRINTED SOURCES, BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
Business magazines and newspapers	<b>Reach</b>	<b>78%</b>	<b>85%</b>	<b>77%</b>	<b>70%</b>	<b>79%</b>
	Extremely valuable	25%	25%	24%	16%	27%
	Very valuable	28%	39%	37%	30%	28%
	Somewhat valuable	28%	28%	31%	40%	36%
	Not very/Not at all valuable	19%	7%	9%	14%	9%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.5</b>	<b>3.8</b>	<b>3.7</b>	<b>3.4</b>	<b>3.7</b>
MBA-related guides or publications	<b>Reach</b>	<b>73%</b>	<b>82%</b>	<b>78%</b>	<b>69%</b>	<b>81%</b>
	Extremely valuable	27%	28%	27%	17%	25%
	Very valuable	33%	39%	42%	33%	34%
	Somewhat valuable	20%	24%	24%	38%	31%
	Not very/Not at all valuable	20%	9%	7%	12%	10%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.6</b>	<b>3.8</b>	<b>3.9</b>	<b>3.5</b>	<b>3.7</b>
School brochures/ publications	<b>Reach</b>	<b>80%</b>	<b>91%</b>	<b>89%</b>	<b>85%</b>	<b>92%</b>
	Extremely valuable	36%	27%	34%	20%	32%
	Very valuable	30%	36%	38%	36%	35%
	Somewhat valuable	15%	30%	24%	36%	24%
	Not very/Not at all valuable	18%	6%	4%	9%	9%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.8</b>	<b>3.8</b>	<b>4.0</b>	<b>3.6</b>	<b>3.9</b>

# MBA.COM REGISTRANTS SURVEY 2003

## REPORT BY U.S. SUBGROUPS

### *Personal Sources*

Mentors or individuals in professional organizations, current student or alumni, and MBA program personnel were sought out by whites significantly less than other U.S. subgroups. Hispanic Americans sought out school or career counselors significantly more than other U.S. subgroups. Native American Indian and Asian Americans sought out current or former employer/supervisor significantly more than other U.S. subgroups.

Blacks/African Americans rated mentors or individuals in professional organizations, school or career counselors, and MBA program personnel as more valuable sources of information than other U.S. subgroups did. Asian Americans and blacks/African Americans rated current students or alumni as more valuable sources of information than whites or Hispanic Americans did.

VALUE OF PERSONAL SOURCES, BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
Current or former employer/supervisor	<b>Reach</b>	<b>80%</b>	<b>78%</b>	<b>70%</b>	<b>73%</b>	<b>74%</b>
	Extremely valuable	21%	19%	17%	15%	17%
	Very valuable	36%	27%	26%	26%	24%
	Somewhat valuable	24%	28%	25%	32%	28%
	Not very/Not at all valuable	18%	26%	32%	27%	31%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.5</b>	<b>3.3</b>	<b>3.1</b>	<b>3.2</b>	<b>3.1</b>
Friends/family	<b>Reach</b>	<b>85%</b>	<b>89%</b>	<b>87%</b>	<b>86%</b>	<b>87%</b>
	Extremely valuable	14%	23%	22%	16%	25%
	Very valuable	37%	34%	31%	32%	31%
	Somewhat valuable	37%	30%	32%	34%	27%
	Not very/Not at all valuable	11%	13%	15%	18%	18%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.5</b>	<b>3.6</b>	<b>3.5</b>	<b>3.4</b>	<b>3.6</b>
Mentors or individuals in professional organizations	<b>Reach</b>	<b>78%</b>	<b>76%</b>	<b>78%</b>	<b>72%</b>	<b>79%</b>
	Extremely valuable	28%	24%	27%	19%	27%
	Very valuable	34%	35%	40%	36%	38%
	Somewhat valuable	25%	27%	22%	30%	16%
	Not very/Not at all valuable	13%	14%	11%	15%	18%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.7</b>	<b>3.6</b>	<b>3.8</b>	<b>3.5</b>	<b>3.7</b>
Peers/colleagues	<b>Reach</b>	<b>78%</b>	<b>89%</b>	<b>86%</b>	<b>84%</b>	<b>84%</b>
	Extremely valuable	13%	20%	18%	13%	18%
	Very valuable	44%	36%	40%	36%	36%
	Somewhat valuable	25%	32%	28%	36%	26%
	Not very/Not at all valuable	19%	12%	15%	15%	20%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.3</b>	<b>3.6</b>	<b>3.6</b>	<b>3.4</b>	<b>3.5</b>

# MBA.COM REGISTRANTS SURVEY 2003

## REPORT BY U.S. SUBGROUPS

VALUE OF PERSONAL SOURCES, BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
School/ career counselor	<b>Reach</b>	<b>63%</b>	<b>59%</b>	<b>61%</b>	<b>55%</b>	<b>68%</b>
	Extremely valuable	15%	14%	17%	11%	17%
	Very valuable	19%	23%	29%	21%	20%
	Somewhat valuable	27%	32%	30%	30%	26%
	Not very/Not at all valuable	38%	32%	24%	38%	37%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>2.9</b>	<b>3.0</b>	<b>3.3</b>	<b>2.9</b>	<b>3.0</b>
Current student or alumni	<b>Reach</b>	<b>68%</b>	<b>75%</b>	<b>72%</b>	<b>63%</b>	<b>72%</b>
	Extremely valuable	25%	23%	21%	16%	20%
	Very valuable	29%	35%	39%	31%	36%
	Somewhat valuable	21%	28%	25%	31%	20%
	Not very/Not at all valuable	25%	14%	15%	22%	24%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.4</b>	<b>3.6</b>	<b>3.6</b>	<b>3.3</b>	<b>3.4</b>
MBA program personnel	<b>Reach</b>	<b>71%</b>	<b>74%</b>	<b>72%</b>	<b>66%</b>	<b>74%</b>
	Extremely valuable	28%	20%	26%	16%	27%
	Very valuable	21%	29%	32%	32%	30%
	Somewhat valuable	34%	34%	31%	34%	24%
	Not very/Not at all valuable	17%	16%	11%	18%	19%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.4</b>	<b>3.5</b>	<b>3.7</b>	<b>3.4</b>	<b>3.5</b>

### *School Sources*

All school sources reached Asian Americans significantly more than they reached other U.S. subgroups. All school sources reached Native American Indian, black/African American, and Hispanic American respondents significantly more than they reached whites.

Whites rated campus visits, receptions/open houses, and information sessions as less valuable sources of information than did other U.S. subgroups. Blacks/African Americans rated MBA forums/fairs as a more valuable source of information than other U.S. subgroups did.

# MBA.COM REGISTRANTS SURVEY 2003

## REPORT BY U.S. SUBGROUPS

VALUE OF EVENTS, BY U.S. SUBGROUPS						
		Major U.S. Subgroup				
		Native American Indian	Asian American	Black/African American	White	Hispanic
Campus visits	<b>Reach</b>	<b>54%</b>	<b>59%</b>	<b>47%</b>	<b>45%</b>	<b>52%</b>
	Extremely valuable	14%	27%	30%	23%	39%
	Very valuable	45%	39%	35%	29%	26%
	Somewhat valuable	9%	23%	19%	29%	22%
	Not very/Not at all valuable	32%	11%	15%	19%	13%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.3</b>	<b>3.8</b>	<b>3.8</b>	<b>3.5</b>	<b>3.9</b>
Receptions/ Open houses	<b>Reach</b>	<b>37%</b>	<b>63%</b>	<b>53%</b>	<b>39%</b>	<b>51%</b>
	Extremely valuable	7%	22%	25%	16%	29%
	Very valuable	27%	35%	41%	30%	33%
	Somewhat valuable	40%	34%	22%	33%	23%
	Not very/Not at all valuable	27%	9%	12%	21%	15%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>2.9</b>	<b>3.7</b>	<b>3.8</b>	<b>3.3</b>	<b>3.7</b>
MBA Forums/ Fairs	<b>Reach</b>	<b>46%</b>	<b>59%</b>	<b>47%</b>	<b>32%</b>	<b>52%</b>
	Extremely valuable	16%	25%	28%	12%	27%
	Very valuable	21%	34%	37%	29%	29%
	Somewhat valuable	26%	28%	26%	33%	23%
	Not very/Not at all valuable	37%	13%	9%	26%	20%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>2.9</b>	<b>3.6</b>	<b>3.8</b>	<b>3.2</b>	<b>3.5</b>
Information sessions	<b>Reach</b>	<b>54%</b>	<b>72%</b>	<b>57%</b>	<b>45%</b>	<b>59%</b>
	Extremely valuable	18%	26%	29%	20%	33%
	Very valuable	36%	44%	42%	34%	36%
	Somewhat valuable	27%	23%	23%	31%	21%
	Not very/Not at all valuable	18%	7%	6%	15%	10%
	Total	100%	100%	100%	100%	100%
	<b>Mean</b>	<b>3.4</b>	<b>3.9</b>	<b>3.9</b>	<b>3.5</b>	<b>3.9</b>

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