

**MBA.COM REGISTRANTS FOLLOW-UP SURVEY  
COMPREHENSIVE REPORT  
NOVEMBER 2004**

**G**raduate  
.....  
**M**anagement  
.....  
**A**dmission  
.....  
**C**ouncil®

*Creating Access to Graduate Business Education™*

# mba.com Registrant Follow-Up Survey: Comprehensive Report

## November 2004

---

### INTRODUCTION

In October 2003, the Graduate Management Admission Council® (GMAC®) surveyed 10,029 registrants of the web site ([www.mba.com](http://www.mba.com)) that GMAC® created for prospective business school students. One year later GMAC® initiated a follow-up round of surveys, the current survey, to the 9,649 respondents who had plans to apply to and attend graduate business school. The primary purpose of the current survey is to follow the progress of prospective business school students in their pursuit of an MBA degree, and to understand the decision-making process when selecting graduate management schools in which to apply to and attend.

This report intends to help graduate business school professionals to—

- explore the application process from the applicants perspective;
- better understand the motivations behind the decision-making process prospective students use in determining which schools to apply to and attend;
- determine which aspects of graduate business schools and the type of information prospective students use and deem important when selecting schools to apply to and attend;
- the characteristics of the schools prospective students apply to and attend; and
- how respondents plan to assess the return on their investment in a graduate management education.

### The Survey Sample

The survey sample for this follow-up survey includes the respondents of the 2003 mba.com Registrant Survey who began the application process, are planning to apply to, or still deciding to apply to graduate management school when administered the survey in October 2003.

On September 29, 2004, a heads-up e-mail was sent to the 9,649 members of the sample to inform them of the research project. On October 4, 2004, the invitation e-mail was sent to the sample. A reminder e-mail was sent on October 20 to the sample members who had not yet completed the survey or who had only partially completed it. The questionnaire was available at the online survey site from October 4 to November 3, 2004. As an incentive for people to participate in the survey, we offered to place them in a drawing for one of four U.S. \$500 AMEX gift checks.

Of the 9,649 contacts that were initiated for the 2004 mba.com Registrant Follow-up Survey, 591 contacts were undeliverable (6%). Of the remaining contacts, 2,801 people responded- a 31% response rate.

NOTE: Statistical tests were performed on all contingency tables. A 95 percent confidence interval was used as the cut off point for significance. Bolded items represent items in the contingency table that affect the statistic of the table.

**Table of Contents**

**MOTIVATION TO PURSUE AN MBA DEGREE.....1**

**EVENT THAT PROMPTED APPLICATION TO GRADUATE BUSINESS SCHOOL ..... 1**

**SUPPORT TO PURSUE AN MBA DEGREE.....3**

**REASONS FOR PURSUING A GRADUATE MANAGEMENT DEGREE .....6**

**OUTCOMES TO BE USED IN ASSESSING THE INVESTMENT IN AN MBA.....11**

## Motivation to Pursue an MBA Degree

This chapter of the report considers the motivations of respondents to pursue an MBA degree. Events that prompted respondents to begin their application process, encouragement respondents' received from various people, the reasons why the respondent considered pursuing an MBA, and the outcomes respondents will use in assessing their investment are explored.

### Event that Prompted Application to Graduate Business School

Overall, nearly a third (32%) of respondents state there are no specific events that prompted them to begin the application process to graduate business school—they always intended to pursue an MBA.

The greatest number of respondents (13%), who provided a specific event that prompted them to apply to graduate business school, says they reached a plateau at work or kept receiving the same assignments. Nine percent of respondents realize that they lack the specific knowledge to do their job, which prompted them to seek an MBA. One in twenty (5%) of the respondents state they needed an MBA to advance in their career. Four percent of respondents state they did not get the respect at work that they deserved and 4% received an increase in work responsibilities without an increase in pay.

<b>Specific Event That Prompted Application To Graduate Business School</b>	
<b>Event</b>	<b>(n = 1,546)</b>
None of the above- no specific event prompted me	32%
I reached a plateau at work/received the same assignments	13%
I realized I lacked specific knowledge to do my job	9%
I needed an MBA to advance my career	5%
I did not get the respect at work that I deserved	4%
I received an increase in work responsibilities without an increase in pay	4%
I was laid-off or fired from my job	3%
Tired of being labeled a "techie"	3%
Company instability decreased my job security	3%
I wanted to change careers	3%
My employer sponsored/increase tuition reimbursement/supervisor encouraged me to get my MBA	3%
Wanted to continue my education/personal growth	3%
Lower work demands freed up time	2%
I was passed over for promotion	2%
I did not receive an expected salary increase	2%
I realized I could do what the outside consultant did	2%
My children left home, freeing my time	1%
I was left out of strategic meetings	1%
Company re-organization diminished the importance of my job	1%
Resources necessary to do my job were reduced	1%
I did not get along with a new supervisor and/or co-worker(s)	1%
Other	5%
<b>Total</b>	<b>100%</b>

**mba.com Registrant Follow-Up Survey: Comprehensive Report**  
**November 2004**

---

There are no differences in the types of events that prompted respondents to begin the application process by their status in the business school pipeline, whether they are enrolled, admitted, or still in the process of applying to school.

Men (4%) are significantly more likely compared with women (1%) to begin the application process to graduate business school because they are tired of being labeled a “techie.” Additionally, men (5%) say company instability decreased their job security more often than women (1%).

Respondents ages 24 and younger (3%) are significantly less likely than all other age groups (14-15%) to state they reached a plateau at work that prompted the application process. Respondents who are 33 years old and older (4%) are significantly more likely to state their employer would sponsor them or their supervisor encouraged them to attain an MBA. Additionally, respondents ages 33 and older (6%) are significantly more likely than respondents ages 25 to 28 (2%) to state company instability decreased their job security and company reorganization diminished their importance, 3% compared with less than 1%, as events that prompted them to apply to graduate business school.

Respondents from Asia (16%) and Africa (23%) are significantly more likely compared with respondents from the United States (5%) to state they lacked the knowledge to perform their job. Canadian respondents (9%) are significantly more likely than Asian respondents to have been prompted to apply to graduate business school because they have been laid off or fired. Asians (5%) are significantly more likely compared with respondents from the United States (2%) to state they are tired of being labeled a “techie.” Respondents from Latin America (3%) are the most likely to state they are left out of strategic meetings.

Among U.S. citizens, African Americans (12%) are significantly more likely than Hispanics (5%), Asian Americans (3%), and whites (2%) to state they did not get the respect at work that they deserved. Asian Americans (10%) are the most likely to state company instability decreased their job security as the prime motivator to apply to graduate business school, compared with whites (3%), Hispanics (2%), and African Americans (0%).

Respondents with science undergraduate degrees (7%) state they are tired of being labeled a “techie” more often compared with respondents with other degrees. Being left out of strategic meetings is mentioned the most by respondents with a humanities degree (3%). Respondents with social science degrees (13%) are more likely compared with respondents with business and commerce degrees (7%) to state they lacked the specific knowledge to do their job. Respondents with business and commerce degrees (9%) are less likely compared with degree holders in the humanities (20%) and the social sciences (18%) to state they reached a plateau at work.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

**Support To Pursue an MBA Degree**

The following table identifies the household composition of respondents in an effort to gauge possible support structures respondents may during their future educational pursuits. About a quarter live alone. Forty-six percent of respondents live with a spouse or significant other. Sixteen percent live with their mother and/or father, and 16% live with children under 18 for who they are financially responsible. One in ten lives with an unrelated adult and four percent live with an adult relative other than their parents.

<b>Household Composition</b>	
<b>Do You Currently Live With...</b>	<b>(n = 2,801)</b>
Spouse or significant other	46%
Children under the age of 18 for who you are financially responsible	16%
Mother and/or father	16%
Unrelated adults	10%
An adult relative other than your parents	4%
No one-I live alone	24%

Responses may add to more than 100% due to multiple selections

On average, the people that provide the most encouragement to respondents are the respondents' spouse or partner, and mentors. However, 36% of the respondents say their parents and siblings are extremely encouraging, which is a higher percent than spouse or partner (29%), and mentors (24%).

<b>People That Encouraged You To Pursue an MBA Degree</b>								
<b>People</b>	<b>Mean*</b>	<b>Response (n = 2,801)</b>						<b>Total</b>
		<b>Extremely Encouraging</b>	<b>Very Encouraging</b>	<b>Somewhat Encouraging</b>	<b>Not Very Encouraging</b>	<b>Not At All Encouraging</b>	<b>Not Applicable</b>	
Spouse/partner	4.1	29%	21%	12%	4%	2%	33%	100%
Mentors	4.1	24%	25%	10%	2%	1%	38%	100%
Parent/siblings	4.0	36%	27%	18%	5%	3%	11%	100%
Career/school advisor	3.9	17%	20%	11%	3%	2%	48%	100%
Friends	3.8	21%	38%	29%	5%	1%	6%	100%
Co-workers/peers	3.5	14%	30%	30%	10%	3%	13%	100%
Employer	3.2	13%	21%	24%	14%	8%	21%	100%

\*Scale: (5) = Extremely encouraging to (1) Not at all encouraging; Not applicable is excluded

Respondents who have postponed or decided not to apply to graduate business school give the lowest scores for the encouragement ratings of all people. The respondents who postponed/decided not to go to graduate business school and those who are still deciding or planning to go to graduate business school have significantly lower encouragement scores for parents and siblings, spouses and partners, employers, career or school advisors, and mentors. Respondents

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

who are currently enrolled have significantly higher encouragement ratings for their parents and siblings, spouse and partner, friends, employers, and career or school advisors.

<b>People That Encouraged You To Pursue an MBA Degree (Mean Score*), by Status in the B-School Pipeline</b>				
<b>People</b>	<b>Status</b>			
	<b>Enrolled</b>	<b>Admitted/ Applying</b>	<b>Still Deciding/ Planning to Apply</b>	<b>Postpone/ Decide Not to Go</b>
Parent/siblings**	<b>4.1</b>	4.0	<b>3.9</b>	<b>3.8</b>
Spouse/partner**	<b>4.2</b>	4.1	<b>3.9</b>	<b>3.8</b>
Friends**	<b>3.8</b>	3.8	3.7	3.7
Co-workers/ peers	3.5	3.4	3.4	3.4
Employer**	<b>3.3</b>	3.2	<b>3.1</b>	<b>3.0</b>
Career/school advisor**	<b>4.0</b>	3.9	<b>3.8</b>	<b>3.7</b>
Mentors**	4.2	4.3	<b>4.0</b>	<b>3.8</b>

\*Scale: (5) = Extremely encouraging to (1) Not at all encouraging; Not applicable is excluded

\*\*p ≤ 0.05

Women significantly receive more encouragement compared with men from their parents and siblings, friends, co-workers and peers, employers, and mentors.

<b>People That Encouraged You To Pursue an MBA Degree (Mean Score*), by Gender</b>		
<b>People</b>	<b>Gender</b>	
	<b>Female</b>	<b>Male</b>
Parent/siblings**	<b>4.1</b>	<b>3.9</b>
Spouse/partner	4.0	4.1
Friends**	<b>3.9</b>	<b>3.7</b>
Co-workers/ peers**	<b>3.6</b>	<b>3.4</b>
Employer**	<b>3.3</b>	<b>3.1</b>
Career/school advisor	4.0	3.9
Mentors**	<b>4.2</b>	<b>4.1</b>

\*Scale: (5) = Extremely encouraging to (1) Not at all encouraging;  
Not applicable is excluded

\*\*p ≤ 0.05

As respondents get older, the less likely they are to receive encouragement from their parents, such that the average rating of encouragement for respondents age 24 and younger is 4.3, 25 to 28 is 4.0, 29 to 32 is 3.9, and 33 and older is 3.8. Additionally, respondents ages 33 and older (3.7) are less likely to receive encouragement from their friends compared with respondents ages 24 and younger (3.8) and respondents ages 25 to 28 (3.8).

Respondents from Africa are significantly more likely to receive encouragement from their parents and siblings, friends, and mentors compared with the rest of the world regions. Respondents from the United States are more likely to receive encouragement from friends, co-workers and peers, and their employer. On the contrary, respondents from Asia are the least likely to receive encouragement from their co-workers and peers, and their employer. Additionally, respondents from Latin America and Europe are the least likely to receive encouragement from their employer.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>People That Encouraged You To Pursue an MBA Degree (Mean Score*), by Country of Citizenship</b>						
<b>People</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
Parent/siblings**	4.0	<b>4.3</b>	4.0	3.8	4.0	3.8
Spouse/partner**	3.9	<b>4.3</b>	4.1	4.1	3.9	4.0
Friends**	3.7	<b>3.9</b>	<b>3.8</b>	3.7	3.7	<b>3.6</b>
Co-workers/ peers**	<b>3.3</b>	3.5	<b>3.6</b>	3.4	3.3	<b>3.3</b>
Employer**	<b>3.0</b>	3.3	<b>3.4</b>	3.1	<b>3.0</b>	<b>3.0</b>
Career/school advisor	3.9	4.1	3.9	3.8	3.9	3.8
Mentors**	4.0	<b>4.5</b>	4.2	4.1	4.1	4.1

\*Scale: (5) = Extremely encouraging to (1) Not at all encouraging; Not applicable is excluded

\*\*p ≤ 0.05

Among U.S. citizens, African Americans (4.0) and Asian Americans (4.0) are significantly more likely compared with Hispanics (3.6) to receive encouragement from their friends. Additionally, Asian Americans (3.7) are significantly more likely compared with Hispanics (3.3) to receive encouragement from their co-workers and peers.

Respondents with undergraduate degrees in science are the least likely to receive encouragement from friends, co-workers and peers, their employer, the career or school advisor, and mentors. Respondents with humanities degrees are the most likely to receive encouragement from their friends.

<b>People That Encouraged You To Pursue an MBA Degree (Mean Score*), by Undergraduate Major</b>				
<b>People</b>	<b>Major Area of Study</b>			
	<b>Science</b>	<b>Business/ Commerce</b>	<b>Humanities</b>	<b>Social Science</b>
Parent/siblings	3.9	4.0	4.0	4.0
Spouse/partner	4.0	4.1	4.2	4.0
Friends**	<b>3.7</b>	3.8	<b>3.9</b>	3.8
Co-workers/ peers**	<b>3.3</b>	3.5	3.6	3.5
Employer**	<b>3.0</b>	3.4	3.3	3.2
Career/school advisor**	<b>3.8</b>	4.0	4.0	3.9
Mentors**	<b>4.0</b>	4.2	4.2	4.1

\*Scale: (5) = Extremely encouraging to (1) Not at all encouraging; Not applicable is excluded

\*\*p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

**Reasons for Pursuing a Graduate Management Degree**

Respondents were asked to indicate how true or false each of the following reasons was in their decision for entering a graduate management program. The top reasons were to develop my management knowledge and technical skills, allow me to remain marketable, and to improve long-term income and financial stability. Additionally, to give a sense of personal satisfaction and achievement and to provide the professional credentials needed for advancement round out the top five reasons respondents used in deciding to enter a graduate management program.

<b>Reasons for Deciding To Enter a Graduate Management Program</b>	
<b>Reason</b>	<b>(n = 2,800)</b>
Develop my management knowledge and technical skills	2.31
Allow me to remain marketable (competitive)	2.27
Improve my long term income and financial stability	2.26
Give me a sense of personal satisfaction and achievement	2.25
Provide the professional credentials I need for advancement	2.23
Be an exciting challenge	1.97
Prepare me to get a good job in the business world	1.89
Provide the specific skills I need to do my job and get ahead	1.78
Provide the right connections for getting a good job in the short- or long-term	1.66
Allow me to change from my current occupational area to a specific new one	1.10
Increase my short-term earning power	0.99
Allow me to switch industries	0.97
Prepare me to start or manage my own business	0.93
Prepare me to seek international employment	0.82
Give me a chance to gain valuable experience before re-entering the job market	0.75
Be looked upon favorably by people who are important to me	0.74
Allow me to build on my non-business undergraduate degree	0.30

Scale: (+3) True to (-3) False

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

There are slight, but statistically significant, differences in the reasons for deciding to enter a graduate management program by gender. The top three reasons given by women are to give me a sense of personal satisfaction, to allow me to remain marketable, and to develop my management knowledge and technical skills. For men, the top three reasons are to develop my management knowledge and technical skills, to improve long-term income and financial stability, and to allow me to remain marketable.

Women are significantly more likely to state that it would allow me to remain marketable, give a sense of personal satisfaction and achievement, and be an exciting challenge. Additionally, men mentioned the following reasons slightly, but significantly, more often compared with women: allow me to switch industries, prepare me to start or manage my own business, prepare me to seek international employment, and give me a change to gain valuable experience.

<b>Reasons for Deciding To Enter a Graduate Management Program, by Gender</b>		
<b>Reason</b>	<b>Gender</b>	
	<b>Female</b>	<b>Male</b>
	<b>(n = 1,154)</b>	<b>(n = 1,646)</b>
Develop my management knowledge and technical skills	2.32	2.30
Allow me to remain marketable (competitive)*	<b>2.35</b>	<b>2.22</b>
Improve my long term income and financial stability	2.24	2.27
Give me a sense of personal satisfaction and achievement*	<b>2.40</b>	<b>2.14</b>
Provide the professional credentials I need for advancement	2.27	2.20
Be an exciting challenge*	<b>2.05</b>	<b>1.92</b>
Prepare me to get a good job in the business world	1.91	1.88
Provide the specific skills I need to do my job and get ahead	1.81	1.75
Provide the right connections for getting a good job in the short- or long-term	1.66	1.67
Allow me to change from my current occupational area to a specific new one	1.05	1.13
Increase my short-term earning power	1.05	0.95
Allow me to switch industries*	<b>0.85</b>	<b>1.06</b>
Prepare me to start or manage my own business*	<b>0.82</b>	<b>1.01</b>
Prepare me to seek international employment *	<b>0.47</b>	<b>1.06</b>
Give me a chance to gain valuable experience before re-entering the job market*	<b>0.60</b>	<b>0.86</b>
Be looked upon favorably by people who are important to me	0.77	0.72
Allow me to build on my non-business undergraduate degree	0.23	0.35

Scale: (+3) True to (-3) False

\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

The top three reasons for deciding to enter a graduate management program among respondents ages 24 and younger are to prepare me to get a good job in the business world, to improve my long-term income and financial stability, and to allow me to remain marketable. Among respondents ages 25 to 28, the top three reasons are to improve my long-term income and financial stability, to develop my management knowledge and technical skills, and to give me a sense of personal satisfaction and achievement. Respondents ages 29 to 32 indicated that the development of management knowledge and technical skills, to allow me to remain marketable, and to improve my long-term income and financial stability are the top three reasons for deciding to enter a graduate management program. Among respondents ages 33 and older, the development of management knowledge and technical skills, a sense of personal satisfaction and achievement, and to remain marketable are the top three reasons for deciding to enter a graduate management program.

<b>Reasons for Deciding To Enter a Graduate Management Program, by Age</b>				
<b>Reason</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
	<b>(n = 437)</b>	<b>(n = 901)</b>	<b>(n = 591)</b>	<b>(n = 871)</b>
Develop my management knowledge and technical skills	2.28	2.32	2.35	2.29
Allow me to remain marketable (competitive)	2.34	2.26	2.29	2.24
Improve my long term income and financial stability*	2.29	<b>2.34</b>	2.25	<b>2.16</b>
Give me a sense of personal satisfaction and achievement	2.24	2.28	2.15	2.29
Provide the professional credentials I need for advancement	2.26	2.22	2.24	2.22
Be an exciting challenge*	<b>1.80</b>	<b>2.04</b>	<b>2.01</b>	1.97
Prepare me to get a good job in the business world*	<b>2.29</b>	2.03	1.92	<b>1.53</b>
Provide the specific skills I need to do my job and get ahead*	<b>1.98</b>	1.85	1.75	<b>1.61</b>
Provide the right connections for getting a good job in the short- or long-term	1.93	1.78	1.76	<b>1.35</b>
Allow me to change from my current occupational area to a specific new one *	<b>0.45</b>	1.21	1.36	1.12
Increase my short-term earning power*	<b>1.16</b>	<b>1.09</b>	0.96	<b>0.81</b>
Allow me to switch industries*	<b>0.56</b>	0.99	1.15	1.03
Prepare me to start or manage my own business*	1.08	1.05	1.02	<b>0.68</b>
Prepare me to seek international employment *	1.11	1.00	0.97	<b>0.38</b>
Give me a chance to gain valuable experience before re-entering the job market*	<b>1.17</b>	1.07	0.83	<b>0.17</b>
Be looked upon favorably by people who are important to me	1.04	0.72	0.57	0.73
Allow me to build on my non-business undergraduate degree *	<b>-0.05</b>	0.27	<b>0.48</b>	<b>0.39</b>

Scale: (+3) True to (-3) False

\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents from Africa are significantly more likely compared with citizens of the United States to indicate that they decided to enter a graduate management program to develop their management knowledge and technical skills. Respondents from Africa are the most likely to state that they decided to enter a program because it will allow them to remain marketable, be an exciting challenge, and prepare them to start or manage their own business. Respondents from Africa and the United States are significantly more likely compared with Europeans to decide to enter a program to improve their long-term income and financial stability.

<b>Reasons for Deciding To Enter a Graduate Management Program, by Country of Citizenship</b>						
<b>Reasons</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n = 437)</b>	<b>(n = 437)</b>	<b>(n = 437)</b>	<b>(n = 901)</b>	<b>(n = 591)</b>	<b>(n = 871)</b>
Develop my management knowledge and technical skills*	2.41	<b>2.69</b>	<b>2.20</b>	2.23	2.42	2.35
Allow me to remain marketable (competitive)*	2.22	<b>2.55</b>	2.30	2.25	2.50	2.02
Improve my long term income and financial stability*	2.16	<b>2.36</b>	<b>2.34</b>	2.22	2.19	<b>2.07</b>
Give me a sense of personal satisfaction and achievement	2.15	2.39	2.28	2.37	2.28	2.18
Provide the professional credentials I need for advancement*	2.29	2.49	2.22	2.18	2.24	<b>2.03</b>
Be an exciting challenge*	1.92	<b>2.40</b>	1.89	1.97	2.09	2.14
Prepare me to get a good job in the business world*	2.14	2.30	<b>1.72</b>	1.77	2.11	1.85
Provide the specific skills I need to do my job and get ahead*	1.99	2.19	<b>1.63</b>	<b>1.54</b>	2.04	1.69
Provide the right connections for getting a good job in the short- or long-term*	<b>1.83</b>	<b>1.92</b>	1.56	1.50	1.79	1.62
Allow me to change from my current occupational area to a specific new one *	1.37	1.49	<b>0.92</b>	1.29	1.10	<b>0.99</b>
Increase my short-term earning power*	0.96	1.26	1.00	0.94	1.50	<b>0.61</b>
Allow me to switch industries*	<b>1.22</b>	<b>1.34</b>	0.84	1.08	0.86	0.85
Prepare me to start or manage my own business*	1.24	<b>2.01</b>	0.66	0.86	1.41	0.71
Prepare me to seek international employment *	1.88	2.02	<b>-0.18</b>	<b>0.81</b>	1.99	1.69
Give me a chance to gain valuable experience before re-entering the job market*	1.48	<b>1.82</b>	<b>0.17</b>	0.64	1.21	1.05
Be looked upon favorably by people who are important to me*	0.78	0.82	0.91	0.95	<b>0.23</b>	<b>0.08</b>
Allow me to build on my non-business undergraduate degree *	0.64	<b>0.96</b>	0.15	0.67	<b>-0.18</b>	0.02

Scale: (+3) True to (-3) False

\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

African Americans are significantly more likely compared with whites to indicate that they decided to enter a graduate management program to develop their management knowledge and technical skills, allow them to remain marketable, and to give a sense of personal satisfaction and achievement. Hispanics are significantly more likely compared with whites to state that it would be an exciting challenge, and to prepare me to get a good job in the business world.

<b>Reasons for Deciding To Enter a Graduate Management Program, by U.S. Subgroup</b>				
<b>Reason</b>	<b>Race/Ethnicity</b>			
	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
	<b>(n = 106)</b>	<b>(n = 149)</b>	<b>(n = 938)</b>	<b>(n = 85)</b>
Develop my management knowledge and technical skills*	2.40	<b>2.38</b>	<b>2.15</b>	2.21
Allow me to remain marketable (competitive)*	2.38	<b>2.56</b>	<b>2.25</b>	2.35
Improve my long term income and financial stability	2.34	2.46	2.32	2.35
Give me a sense of personal satisfaction and achievement*	2.37	<b>2.53</b>	<b>2.21</b>	2.46
Provide the professional credentials I need for advancement	2.17	2.37	2.21	2.21
Be an exciting challenge*	2.07	2.07	<b>1.81</b>	<b>2.25</b>
Prepare me to get a good job in the business world*	1.88	1.88	<b>1.64</b>	<b>2.00</b>
Provide the specific skills I need to do my job and get ahead*	1.75	1.88	<b>1.58</b>	1.84
Provide the right connections for getting a good job in the short- or long-term*	<b>1.90</b>	1.76	<b>1.45</b>	<b>1.91</b>
Allow me to change from my current occupational area to a specific new one *	<b>1.51</b>	<b>1.35</b>	<b>0.76</b>	1.24
Increase my short-term earning power*	1.28	<b>1.38</b>	<b>0.86</b>	1.31
Allow me to switch industries*	<b>1.53</b>	1.12	<b>0.68</b>	1.15
Prepare me to start or manage my own business*	1.20	<b>1.56</b>	<b>0.41</b>	<b>0.61</b>
Prepare me to seek international employment *	0.78	0.07	<b>-0.44</b>	0.36
Give me a chance to gain valuable experience before re-entering the job market*	1.30	0.43	<b>-0.09</b>	0.64
Be looked upon favorably by people who are important to me*	<b>1.27</b>	<b>0.66</b>	0.89	1.05
Allow me to build on my non-business undergraduate degree *	<b>0.93</b>	0.39	<b>0.00</b>	0.05

Scale: (+3) True to (-3) False

\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

**Outcomes To Be Used in Assessing the Investment in an MBA**

Respondents who are currently enrolled, admitted, or currently applying to graduate management school were asked to select up to three outcomes that they will use in assessing whether the MBA degree was a good investment.

Overall, 43% of respondents will assess their degree by whether the MBA program develops their managerial knowledge and technical skills. One-third (33%) will assess their degree by whether they achieve their long-term goals, regardless of the short-term outcomes. In addition, 29% will assess their degree by whether they get the kind of new job they really want and 28% by whether they develop personally.

<b>Outcomes To Be Used in Assessing Investment</b>	
<b>Outcome</b>	<b>Percent (n = 2,117)</b>
If the MBA program develops my managerial knowledge/technical skills	43%
If I achieve my long-term goals, regardless of short-term outcomes	33%
If I get the kind of new job that I really want	29%
If I am able to develop personally	28%
If I get the salary on a new job that I want	21%
If I am able to change from my current occupational area to a new one	16%
If I am able to start my own business	15%
If I increase my professional network	15%
If I receive challenging and interesting projects or assignments	14%
If I learn something new	13%
If I am seen as a leader in my company	13%
If I am able to obtain the kind of international assignment that I want	10%
If I am able to switch industries	9%
If I gain confidence	9%
If I get a salary increase on my current job	7%
If I increase my job security	7%
If I get promoted on my current job	6%
If I receive recognition at work	3%
If I gain the respect of my boss/co-worker(s)	2%
Other	2%

Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Men are significantly more likely compared with women to consider whether the MBA program developed their managerial knowledge and technical skills as an outcome used to assess their degree. Additionally, men are significantly more likely compared with women to assess their degree by the achievement of their long-term goals, regardless of short-term outcomes, and if they are able to start their own business. Women are significantly more likely than men to consider whether they get the kind of new job they wanted, if they are able to change occupational areas, and if they learn something new as indicators to assess their degree.

<b>Outcomes To Be Used in Assessing Investment, by Gender</b>		
<b>Outcome</b>	<b>Gender</b>	
	<b>Female (n = 841)</b>	<b>Male (n = 1,276)</b>
If the MBA program develops my managerial knowledge/technical skills*	<b>40%</b>	<b>45%</b>
If I achieve my long-term goals, regardless of short-term outcomes*	<b>30%</b>	<b>34%</b>
If I get the kind of new job that I really want*	<b>32%</b>	<b>26%</b>
If I am able to develop personally	27%	29%
If I get the salary on a new job that I want	22%	20%
If I am able to change from my current occupational area to a new one*	<b>18%</b>	<b>14%</b>
If I am able to start my own business*	<b>12%</b>	<b>17%</b>
If I increase my professional network	16%	15%
If I receive challenging and interesting projects or assignments	15%	14%
If I learn something new*	<b>15%</b>	<b>12%</b>
If I am seen as a leader in my company	13%	13%
If I am able to obtain the kind of international assignment that I want*	<b>8%</b>	<b>11%</b>
If I am able to switch industries	8%	10%
If I gain confidence	11%	8%
If I get a salary increase on my current job	7%	7%
If I increase my job security	8%	6%
If I get promoted on my current job	7%	5%
If I receive recognition at work	2%	4%
If I gain the respect of my boss/co-worker(s)	2%	2%
Other	2%	2%

Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents who are ages 33 and older are significantly more likely than respondents ages 24 and younger to consider the development of their managerial knowledge and technical skills as a measure to assess their degree. Respondents ages 24 and younger are significantly more likely compared with older respondents to assess their degree by whether they get the kind of job that they really want. Respondents ages 25 to 28 are more likely compared with respondents ages 33 and older to assess their degree by whether they receive the salary on the new job they wanted. Respondents ages 24 and younger are the least likely to state a change in occupational areas or a switch in industries would be used to assess their degree.

<b>Outcomes To Be Used in Assessing Investment, by Age</b>				
<b>Outcome</b>	<b>Age</b>			
	<b>24 and Younger (n = 311)</b>	<b>25-28 (n = 706)</b>	<b>29-32 (n = 447)</b>	<b>33 and Older (n = 653)</b>
If the MBA program develops my managerial knowledge/technical skills*	<b>37%</b>	42%	45%	<b>46%</b>
If I achieve my long-term goals, regardless of short-term outcomes	33%	32%	33%	33%
If I get the kind of new job that I really want*	<b>38%</b>	29%	27%	25%
If I am able to develop personally	27%	27%	25%	32%
If I get the salary on a new job that I want*	22%	<b>25%</b>	18%	<b>17%</b>
If I am able to change from my current occupational area to a new one*	<b>8%</b>	16%	17%	18%
If I am able to start my own business	15%	16%	14%	15%
If I increase my professional network	17%	16%	16%	13%
If I receive challenging and interesting projects or assignments	16%	13%	15%	14%
If I learn something new	13%	13%	11%	14%
If I am seen as a leader in my company	14%	13%	15%	12%
If I am able to obtain the kind of international assignment that I want	10%	11%	11%	8%
If I am able to switch industries*	<b>5%</b>	10%	12%	9%
If I gain confidence	9%	8%	11%	9%
If I get a salary increase on my current job	6%	8%	8%	7%
If I increase my job security	9%	6%	5%	8%
If I get promoted on my current job	5%	6%	6%	5%
If I receive recognition at work	5%	3%	3%	3%
If I gain the respect of my boss/co-worker(s)	3%	3%	2%	2%
Other	1%	1%	1%	2%

Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents from Africa are significantly more likely compared with all other respondents to consider the development of their managerial knowledge and technical skills as an indicator to assess their degree. Respondents from the United States are significantly more likely compared with respondents from Africa to gauge the outcome of their degree by whether they get the kind of new job they really want and the salary on a new job they want. On the other hand, respondents from Africa are significantly more likely than respondents from the United States to consider whether they start their own business as an outcome to be used in assessing their degree. Europeans are the most likely to consider whether they increased their professional network as an indicator to assess their degree.

<b>Outcomes To Be Used in Assessing Investment, by Country of Citizenship</b>						
<b>Outcome</b>	<b>World Region</b>					
	<b>Asia (n = 478)</b>	<b>Africa (n = 141)</b>	<b>United States (n = 1,052)</b>	<b>Canada (n = 83)</b>	<b>Latin America (n = 128)</b>	<b>Europe (n = 234)</b>
If the MBA program develops my managerial knowledge/technical skills*	43%	<b>60%</b>	39%	54%	52%	43%
If I achieve my long-term goals, regardless of short-term outcomes	36%	30%	34%	27%	27%	28%
If I get the kind of new job that I really want*	24%	<b>13%</b>	<b>32%</b>	27%	23%	34%
If I am able to develop personally	29%	33%	26%	25%	29%	31%
If I get the salary on a new job that I want*	18%	<b>7%</b>	<b>25%</b>	13%	19%	19%
If I am able to change from my current occupational area to a new one	15%	14%	17%	23%	14%	13%
If I am able to start my own business*	20%	<b>21%</b>	<b>11%</b>	20%	19%	14%
If I increase my professional network*	14%	16%	14%	14%	13%	<b>23%</b>
If I receive challenging and interesting projects or assignments	13%	19%	13%	13%	18%	18%
If I learn something new	10%	13%	14%	13%	13%	15%
If I am seen as a leader in my company*	15%	13%	15%	13%	<b>5%</b>	<b>6%</b>
If I am able to obtain the kind of international assignment that I want*	14%	18%	<b>4%</b>	8%	17%	18%
If I am able to switch industries	10%	7%	10%	11%	6%	7%
If I gain confidence	10%	13%	10%	6%	9%	6%
If I get a salary increase on my current job	7%	4%	8%	8%	10%	4%
If I increase my job security	5%	5%	8%	7%	9%	5%
If I get promoted on my current job	4%	3%	7%	5%	4%	5%
If I receive recognition at work	5%	4%	2%	4%	3%	3%
If I gain the respect of my boss/co-worker(s)	2%	1%	2%	4%	2%	1%
Other	1%	0%	2%	4%	2%	1%

Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

African Americans are the most likely to consider whether they start their own business as an indicator to assess their degree. Asian Americans and Hispanics are significantly more likely compared with whites to assess their degree by whether they are able to switch industries.

<b>Outcomes To Be Used in Assessing Investment, by U.S. Subgroup</b>				
<b>Outcome</b>	<b>Race/Ethnicity</b>			
	<b>Asian American (n = 92)</b>	<b>African American (n = 103)</b>	<b>White (n = 724)</b>	<b>Hispanic (n = 58)</b>
If the MBA program develops my managerial knowledge/technical skills	38%	44%	40%	38%
If I achieve my long-term goals, regardless of short-term outcomes	35%	31%	35%	24%
If I get the kind of new job that I really want	33%	32%	32%	38%
If I am able to develop personally	24%	25%	27%	21%
If I get the salary on a new job that I want	22%	26%	25%	33%
If I am able to change from my current occupational area to a new one	24%	18%	16%	21%
If I am able to start my own business*	10%	<b>22%</b>	9%	12%
If I increase my professional network	15%	17%	14%	14%
If I receive challenging and interesting projects or assignments	14%	8%	13%	12%
If I learn something new	13%	15%	15%	7%
If I am seen as a leader in my company	10%	9%	16%	16%
If I am able to obtain the kind of international assignment that I want	7%	3%	4%	5%
If I am able to switch industries*	<b>20%</b>	11%	<b>8%</b>	<b>19%</b>
If I gain confidence	8%	6%	10%	9%
If I get a salary increase on my current job	10%	14%	8%	7%
If I increase my job security	5%	9%	8%	7%
If I get promoted on my current job	5%	5%	8%	0%
If I receive recognition at work	0%	1%	3%	5%
If I gain the respect of my boss/co-worker(s)	3%	1%	3%	3%
Other	0%	1%	2%	2%

Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents who are currently enrolled in an MBA program are significantly more likely to state they will assess their degree by whether they get the kind of job that they really want, get the salary on a new job that they want, and if they are able to switch industries. Respondents who are still deciding to pursue an MBA degree are significantly more likely to state they will gauge the outcome of their degree by whether they receive challenging and interesting projects.

<b>Outcomes To Be Used in Assessing Investment, by Current Status in the B-School Pipeline</b>			
<b>Outcome</b>	<b>Status</b>		
	<b>Enrolled</b>	<b>Applying/ Admitted</b>	<b>Still Deciding</b>
	<b>(n = 1,251)</b>	<b>(n = 294)</b>	<b>(n = 572)</b>
If the MBA program develops my managerial knowledge/technical skills	41%	49%	44%
If I achieve my long-term goals, regardless of short-term outcomes	32%	34%	34%
If I get the kind of new job that I really want*	<b>32%</b>	27%	<b>22%</b>
If I am able to develop personally	27%	25%	31%
If I get the salary on a new job that I want*	<b>23%</b>	<b>14%</b>	18%
If I am able to change from my current occupational area to a new one	17%	14%	14%
If I am able to start my own business*	<b>13%</b>	19%	19%
If I increase my professional network*	<b>13%</b>	19%	19%
If I receive challenging and interesting projects or assignments*	<b>12%</b>	16%	<b>19%</b>
If I learn something new*	14%	13%	<b>10%</b>
If I am seen as a leader in my company	13%	11%	15%
If I am able to obtain the kind of international assignment that I want*	<b>8%</b>	13%	12%
If I am able to switch industries*	<b>11%</b>	11%	<b>5%</b>
If I gain confidence*	11%	9%	<b>7%</b>
If I get a salary increase on my current job	7%	6%	9%
If I increase my job security	8%	5%	6%
If I get promoted on my current job	6%	4%	5%
If I receive recognition at work	3%	4%	3%
If I gain the respect of my boss/co-worker(s)	2%	2%	2%
Other	2%	1%	1%

Responses may add to more than 100% due to multiple selections

## Table of Contents

<b>THE B-SCHOOL PIPELINE.....</b>	<b>1</b>
<b>STATUS IN THE PIPELINE .....</b>	<b>1</b>
<b>PROGRESSION IN THE PIPELINE .....</b>	<b>4</b>
<b>APPLICATION BEHAVIOR.....</b>	<b>6</b>
<i>Number of Applications .....</i>	<i>6</i>
<i>Time To Complete an Application .....</i>	<i>10</i>
<i>School Choices .....</i>	<i>11</i>
<i>Waitlisted.....</i>	<i>12</i>
<i>Re-Application.....</i>	<i>13</i>
<b>RESPONDENTS WHO DECIDED TO POSTPONE GRADUATE BUSINESS SCHOOL .....</b>	<b>15</b>
<b>RESPONDENTS WHO DECIDED NOT TO ATTEND GRADUATE BUSINESS SCHOOL.....</b>	<b>16</b>

## The B-School Pipeline

This chapter of the report presents the respondents status in the graduate business school pipeline. First, the status of respondents in the business school pipeline, their progression along the pipeline, and their application behavior is discussed. Additionally, the reasons why some respondents decided to postpone or dropout of the pipeline is explored.

### Status in the Pipeline

Forty-five percent of the respondents currently are students in a graduate business program. Three percent have been admitted to but have not enrolled in a program yet. Seven percent of respondents are still in the process of applying to graduate business programs, while 20% have not yet applied but are still planning to apply to graduate business school. Eleven percent is still trying to decide whether they will apply to graduate business school. Ten percent have decided to postpone graduate business school. Only three percent have decided not to attend graduate business school.

<b>Status in the B-School Pipeline</b>	
<b>Response</b>	<b>(n = 2,801)</b>
I am a student in a graduate business program	45%
I have been admitted into a graduate business school program, but have not yet enrolled	3%
I am applying to graduate business programs	7%
I plan to apply to graduate business school, but have not yet done so	20%
I am still deciding whether to apply to a graduate business school	11%
I have decided to postpone graduate business school	10%
I have decided not to attend graduate business school	3%
Total	100%

There are no differences between the genders in the percent of respondents who are currently MBA students, who have been admitted but not enrolled yet, and those who are still applying to graduate business programs. Men are significantly more likely compared with women not to have applied yet but who are still planning to apply to graduate business school. Although a small percent, men are significantly more likely compared with women to have withdrawn from the business school pipeline.

<b>Status in the B-School Pipeline, by Gender*</b>		
<b>Response</b>	<b>Gender</b>	
	<b>Female (n = 1,154)</b>	<b>Male (n = 1,647)</b>
I am a student in a graduate business program	48%	43%
I have been admitted into a graduate business school program, but have not yet enrolled	3%	4%
I am applying to graduate business programs	6%	8%
I plan to apply to graduate business school, but have not yet done so	<b>16%</b>	<b>24%</b>
I am still deciding whether to apply to a graduate business school	12%	10%
I have decided to postpone graduate business school	10%	10%
I have decided not to attend graduate business school	<b>2%</b>	<b>3%</b>
Total	100%	100%

\*p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Half (50%) of the respondents who are 33 years old and older are currently enrolled in an MBA program, compared with slightly more than a third of respondents who are 24 years old and younger—a significant difference. Over a quarter of respondents ages 24 and younger have not yet applied but are still planning to apply to graduate business school, a significantly higher percent than respondents ages 33 and older. Fourteen percent of respondents, who are 33 and older, compared with 9% of respondents ages 25 to 28, are still deciding whether to apply to graduate business school. More respondents ages 24 and younger compared with respondents age 33 and older have decided to postpone graduate business school. Respondents 24 and younger are the most likely to have withdrawn from the business school pipeline.

<b>Status in the B-School Pipeline, by Age*</b>				
<b>Response</b>	<b>Age</b>			
	<b>24 and Younger (n =437)</b>	<b>25-28 (n =901)</b>	<b>29-32 (n =591)</b>	<b>33 and Older (n =872)</b>
I am a student in a graduate business program	<b>36%</b>	44%	45%	<b>50%</b>
I have been admitted into a graduate business school program, but have not yet enrolled	3%	4%	4%	3%
I am applying to graduate business programs	5%	8%	9%	6%
I plan to apply to graduate business school, but have not yet done so	<b>27%</b>	22%	19%	<b>16%</b>
I am still deciding whether to apply to a graduate business school	10%	<b>9%</b>	11%	<b>14%</b>
I have decided to postpone graduate business school	<b>14%</b>	11%	11%	<b>8%</b>
I have decided not to attend graduate business school	<b>5%</b>	3%	3%	4%
Total	100%	100%	100%	100%

\*p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Over half (53%) of the respondents from the United States are currently enrolled in an MBA program—a significantly higher percent than respondents from Asia or Africa. Respondents from Africa are significantly more likely to have been admitted but not yet enrolled, in addition to being the most likely to be currently applying to graduate business programs. Respondents from Asia are significantly more likely compared with respondents from the United States to have decided to postpone graduate business school. There is no significant difference in the percent that dropped out of the business school pipeline by country of citizenship.

<b>Status in the B-School Pipeline, by Country of Citizenship*</b>						
<b>Response</b>	<b>World Region</b>					
	<b>Asia</b> <i>(n = 646)</i>	<b>Africa</b> <i>(n = 170)</i>	<b>United States</b> <i>(n = 1,376)</i>	<b>Canada</b> <i>(n = 118)</i>	<b>Latin America</b> <i>(n = 159)</i>	<b>Europe</b> <i>(n = 331)</i>
I am a student in a graduate business program	<b>34%</b>	<b>28%</b>	<b>53%</b>	37%	39%	43%
I have been admitted into a graduate business school program, but have not yet enrolled	4%	<b>8%</b>	3%	3%	3%	2%
I am applying to graduate business programs	7%	<b>17%</b>	6%	9%	8%	6%
I plan to apply to graduate business school, but have not yet done so	<b>29%</b>	<b>31%</b>	<b>14%</b>	20%	<b>31%</b>	20%
I am still deciding whether to apply to a graduate business school	9%	<b>4%</b>	11%	16%	8%	<b>15%</b>
I have decided to postpone graduate business school	<b>14%</b>	11%	<b>9%</b>	9%	9%	12%
I have decided not to attend graduate business school	3%	2%	4%	5%	2%	3%
<b>Total</b>	100%	100%	100%	100%	100%	100%

\*p ≤ 0.05

Whites (58%) and Asian Americans (51%) are significantly more likely to be currently enrolled in an MBA program compared with African Americans (38%) and Hispanics (39%). Asian Americans are significantly more likely to still be applying to graduate business schools, and less likely to still be deciding whether to apply to graduate business school.

<b>Status in the B-School Pipeline, by U.S. Subgroup*</b>				
<b>Response</b>	<b>Race/Ethnicity</b>			
	<b>Asian American</b> <i>(n = 106)</i>	<b>African American</b> <i>(n = 149)</i>	<b>White</b> <i>(n = 938)</i>	<b>Hispanic</b> <i>(n = 85)</i>
I am a student in a graduate business program	51%	<b>38%</b>	58%	<b>39%</b>
I have been admitted into a graduate business school program, but have not yet enrolled	3%	3%	3%	2%
I am applying to graduate business programs	<b>13%</b>	9%	5%	7%
I plan to apply to graduate business school, but have not yet done so	20%	20%	12%	20%
I am still deciding whether to apply to a graduate business school	<b>5%</b>	15%	11%	17%
I have decided to postpone graduate business school	4%	12%	8%	12%
I have decided not to attend graduate business school	5%	4%	4%	4%
<b>Total</b>	100%	100%	100%	100%

\*p ≤ 0.05

There are no differences in the percent of respondents who are currently enrolled in graduate business school by their undergraduate area of study. However, respondents who studied the

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

humanities and the social sciences are the most likely to have withdrawn from the business school pipeline.

<b>Status in the B-School Pipeline, by Undergraduate Major*</b>				
<b>Response</b>	<b>Major Area of Study</b>			
	<b>Science</b>	<b>Business</b>	<b>Humanities</b>	<b>Social Science</b>
	<b>(n = 875)</b>	<b>(n = 1,229)</b>	<b>(n = 200)</b>	<b>(n = 497)</b>
I am a student in a graduate business program	44%	44%	50%	45%
I have been admitted into a graduate business school program, but have not yet enrolled	3%	4%	5%	2%
I am applying to graduate business programs	7%	7%	6%	<b>10%</b>
I plan to apply to graduate business school, but have not yet done so	21%	22%	<b>13%</b>	18%
I am still deciding whether to apply to a graduate business school	11%	10%	13%	12%
I have decided to postpone graduate business school	12%	11%	8%	<b>7%</b>
I have decided not to attend graduate business school	3%	<b>2%</b>	<b>7%</b>	<b>6%</b>
<b>Total</b>	100%	100%	100%	100%

\*p ≤ 0.05

### Progression in the Pipeline

Of the respondents who applied to graduate business school at the time of the October 2003 survey, slightly more than three-quarters are currently enrolled in a graduate business program. A quarter of respondents who planned to apply in October 2003 and only 7% of respondents who were not sure in October 2003 are currently enrolled in a graduate business program. Forty percent of respondents who were not sure whether they would apply to a graduate business program in October 2003 are still deciding whether to pursue an MBA. Additionally, 18% of respondents who were not sure have decided to postpone their graduate business education and 13% have withdrawn completely from the business school pipeline.

<b>Progression in the B-School Pipeline*</b>			
<b>Response in October 2004</b>	<b>Response in October 2003</b>		
	<b>Applied</b>	<b>Plan to Apply</b>	<b>Not Sure if I Will Apply</b>
	<b>(n = 1,176)</b>	<b>(n = 1,353)</b>	<b>(n = 272)</b>
I am a student in a graduate business program	<b>76%</b>	25%	7%
I have been admitted into a graduate business school program, but have not yet enrolled	4%	4%	<b>1%</b>
I am applying to graduate business programs	4%	<b>10%</b>	4%
I plan to apply to graduate business school, but have not yet done so	5%	<b>35%</b>	17%
I am still deciding whether to apply to a graduate business school	2%	12%	<b>40%</b>
I have decided to postpone graduate business school	<b>7%</b>	12%	<b>18%</b>
I have decided not to attend graduate business school	2%	2%	<b>13%</b>
<b>Total</b>	100%	100%	100%

\*p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

There are no differences by the gender of the respondent in their progression along the business school pipeline.

Among respondents who were planning to apply to graduate business school in October 2003, respondents who are 24 years old and younger (18%) are the most likely to have postponed or withdrawn from the application process.

Citizens of the United States who applied to graduate business school at the time of the October 2003 survey (83%) are most likely to have enrolled in a graduate business program. Asian (65%) and African (44%) respondents who applied to graduate business school at the time of the October 2003 survey are the least likely to currently be enrolled in an MBA program. Furthermore, citizens of the United States who were planning to apply at the time of the October 2003 survey are the most likely to currently be enrolled in an MBA program.

<b>Percent Currently Enrolled, by Status in October 2003 (Country of Citizenship)</b>		
<b>World Region</b>	<b>Response in October 2003</b>	
	<b>Applied</b>	<b>Plan to Apply</b>
Asia	<b>65%</b>	21%
Africa	<b>44%</b>	18%
United States	<b>83%</b>	<b>30%</b>
Canada	74%	15%
Latin America	71%	26%
Europe	78%	25%

\*p ≤ 0.05

Among citizens of the United States, African Americans who had already applied to graduate business schools at the time of the October 2003 survey are significantly less likely to currently be enrolled in an MBA program, 61% compared with 83% of Asian Americans, 86% of whites, and 82% of Hispanics who are currently enrolled. Additionally, African Americans who had already applied to graduate business schools in October 2003 are the most likely to have postponed or withdrawn from the business school pipeline (16%).

<b>Percent Currently Enrolled, by Status in October 2003 (U.S. Subgroup)</b>		
<b>Race/Ethnicity</b>	<b>Response in October 2003</b>	
	<b>Applied</b>	<b>Plan to Apply</b>
Asian American	83%	32%
African American	<b>61%</b>	22%
White	86%	32%
Hispanic	82%	24%

\*p ≤ 0.05

There are no differences by the undergraduate area of study of the respondent in their progression along the business school pipeline.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents who first considered graduate business school less than a year before the October 2003 survey are the least likely to be currently enrolled and the most likely to have withdrawn from the business school pipeline.

<b>Status in the B-School Pipeline, by Time of First Considering Graduate Business School*</b>			
	<b>Response in October 2003</b>		
	<b>Less Than One Year Ago (n = 665)</b>	<b>One Year, But Less Than 3 Years Ago (n = 1,212)</b>	<b>Three of More Years Ago (n = 654)</b>
<b>Response in October 2004</b>			
I am a student in a graduate business program	44%	49%	52%
I have been admitted but not yet enrolled, or I am still applying	10%	11%	12%
I am plan to apply but have not yet done so or I am still deciding whether to apply	31%	29%	26%
I have decided to postpone graduate business school	11%	9%	8%
I have decided not to attend graduate business school	4%	2%	2%
<b>Total</b>	100%	100%	100%

\*p ≤ 0.05

## Application Behavior

### Number of Applications

The average number of school respondents currently enrolled in an MBA program applied is two. Overall, slightly more than half of the respondents currently enrolled in an MBA program apply to only one graduate business school. Eighteen percent apply to two schools, 9% apply to three, 7% apply to four, and 12% apply to five or more graduate business schools.

The average numbers of schools respondents who are currently enrolled in an MBA program are admitted into is two schools. However, overall, two-thirds of respondents are admitted into only one graduate business school. About one in five are admitted into two, 8% are admitted into three, 4% are admitted into four, and 2% are admitted into five or more graduate business school.

On average, respondents who are currently enrolled in an MBA program are admitted to 85% of the school to which they applied.

<b>Number of Graduate Business Schools You ... (Enrolled Respondents)</b>		
<b>Number of Schools</b>	<b>(n = 1,250)</b>	
	<b>Applied To?</b>	<b>Were Admitted Into?</b>
One	53%	67%
Two	18%	19%
Three	9%	8%
Four	7%	4%
Five or more	12%	2%
<b>Total</b>	100%	100%
<b>Mean</b>	2.3	1.6
<b>Percent of Schools Admitted To</b>	85%	

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Respondents admitted but not enrolled in a graduate business school, in total, plan to apply to few schools than respondents who are still in the process of applying. Both groups apply, in total, to more schools than respondents who have already matriculated.

<b>Number of Graduate Business Schools You Already Applied or Plan To Apply* (Respondents Admitted and Still Applying)</b>		
<b>Number of Schools</b>	<b>Status</b>	
	<b>Admitted, but Not Enrolled (n = 95)</b>	<b>Still Applying (n = 197)</b>
One or two	<b>54%</b>	<b>23%</b>
Three or four	22%	31%
Five or more	<b>24%</b>	<b>47%</b>
Total	100%	100%
Mean	<b>3.2</b>	<b>4.6</b>

\*p ≤ 0.05

Among matriculated respondents, on average, men apply to 2.2 graduate business schools, which is significantly more than the average number of schools women (1.9) apply. Likewise, men are admitted to 1.6 schools on average, which is also significantly higher than the average number to admit women (1.5). However, women are admitted to 87% of the schools to which they apply, which is significantly higher than the percent of schools men are admitted (83%).

<b>Number of Graduate Business Schools, by Gender (Enrolled Respondents)</b>			
<b>Gender</b>	<b>Mean Number of Schools</b>		
	<b>Applied To?*</b>	<b>Were Admitted Into?*</b>	<b>Percent Admitted To*</b>
Female	1.9	1.5	87%
Male	2.2	1.6	83%

\*p ≤ 0.05

For men and women, respondents admitted but not enrolled apply to fewer schools than respondents who are still applying to graduate business school.

<b>Number of Graduate Business Schools You Already Applied or Plan To Apply, by Gender* (Respondents Admitted and Still Applying)</b>		
<b>Gender</b>	<b>Admitted, but Not Enrolled</b>	<b>Still Applying</b>
	<b>(n = 95)</b>	<b>(n = 197)</b>
Female	<b>2.6</b>	<b>4.0</b>
Male	<b>3.6</b>	<b>4.9</b>

\*p ≤ 0.05

Matriculated respondents who are ages 25 to 28 apply to significantly more graduate business schools than all other age groups. Respondents ages 33 and older are admitted to significantly less schools than respondents who are ages 25 to 28, but have the highest rate of acceptance compared with all other age groups.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Number of Graduate Business Schools, by Age (Enrolled Respondents)</b>			
<b>Age</b>	<b>Mean Number of Schools</b>		
	<b>Applied To?*</b>	<b>Were Admitted Into?*</b>	<b>Percent Admitted To*</b>
24 and younger	2.0	1.6	87%
25-28	<b>2.5</b>	<b>1.7</b>	77%
29-32	2.1	1.6	84%
33 and older	1.7	<b>1.4</b>	<b>91%</b>

\*p ≤ 0.05

Respondents 24 years old and younger are the only age group where there is not a significant difference in the number of schools to which they are applying by whether they are admitted or still applying. For all age groups, those admitted or still applying apply to more schools compared with matriculated respondents.

<b>Number of Graduate Business Schools You Already Applied or Plan To Apply, by Age* (Respondents Admitted and Still Applying)</b>		
<b>Age</b>	<b>Admitted, but Not Enrolled</b>	<b>Still Applying</b>
	<i>(n = 95)</i>	<i>(n = 197)</i>
24 and younger	3.5	4.3
25-28	<b>2.8</b>	<b>4.1</b>
29-32	<b>2.3</b>	<b>3.6</b>
33 and older	<b>2.4</b>	<b>3.2</b>

\*p ≤ 0.05

Asians who are matriculated apply to and are admitted to significantly more graduate business schools than respondents from the other world regions. However, respondents from the United States, Canada, and Europe have the highest rate of acceptance into graduate business schools.

<b>Number of Graduate Business Schools, by Country of Citizenship (Enrolled Respondents)</b>			
<b>World Region</b>	<b>Mean Number of Schools</b>		
	<b>Applied To?*</b>	<b>Were Admitted Into?*</b>	<b>Percent Admitted To*</b>
Asia	<b>2.8</b>	<b>1.8</b>	72%
Africa	2.2	1.6	83%
United States	1.9	1.5	<b>88%</b>
Canada	1.8	1.4	<b>88%</b>
Latin America	2.3	1.7	82%
Europe	1.9	1.6	<b>89%</b>

\*p ≤ 0.05

Respondents from the United States and Europe were the only world regions where respondents admitted and those still applying differ in the number of schools to which they will apply. Interestingly, respondents who were admitted do not differ in the number of schools to which they will apply when compared with matriculated respondents.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

<b>Number of Graduate Business Schools You Already Applied or Plan To Apply, by Age* (Respondents Admitted and Still Applying)</b>		
<b>World Region</b>	<b>Admitted, but Not Enrolled</b>	<b>Still Applying</b>
	<b>(n = 95)</b>	<b>(n = 197)</b>
Asia	3.3	4.3
Africa	3.2	3.9
United States	<b>2.3</b>	<b>3.4</b>
Canada	2.8	3.2
Latin America	3.0	3.9
Europe	<b>1.3</b>	<b>4.3</b>

\*p ≤ 0.05

Asian Americans apply to and are admitted into the most schools compared with all other U.S. subgroups, yet white respondents have the highest rate of acceptance than all other U.S. subgroups.

<b>Number of Graduate Business Schools, by U.S. Subgroup (Enrolled Respondents)</b>			
<b>Race/Ethnicity</b>	<b>Mean Number of Schools</b>		
	<b>Applied To?*</b>	<b>Were Admitted Into?*</b>	<b>Percent Admitted To*</b>
Asian American	<b>2.7</b>	<b>1.8</b>	73%
African American	2.3	1.6	81%
White	<b>1.7</b>	<b>1.4</b>	<b>91%</b>
Hispanic	2.1	1.6	86%

\*p ≤ 0.05

Among Asian Americans and African American, there are no differences in the number of school to which they will apply by whether they are admitted or still applying to graduate business school. Additionally, there are no differences when compared to matriculated respondents among Asian Americans and African Americans.

<b>Number of Graduate Business Schools You Already Applied or Plan To Apply, by U.S. Subgroup* (Respondents Admitted and Still Applying)</b>		
<b>Race/Ethnicity</b>	<b>Admitted, but Not Enrolled</b>	<b>Still Applying</b>
	<b>(n = 95)</b>	<b>(n = 197)</b>
Asian American	3.3	3.8
African American	3.0	3.3
White	<b>2.0</b>	<b>3.2</b>
Hispanic	<b>2.0</b>	<b>3.8</b>

\*p ≤ 0.05

Matriculated respondents with a science undergraduate degree (2.2) apply to significantly more schools than respondents with a business and commerce undergraduate degree (2.0). Respondents who have a social science undergraduate degree are accepted to the most graduate business schools (1.7). There are no differences in the percent of schools admitted to by undergraduate major.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Respondents enrolled in a full-time program apply to significantly more schools compared with respondents enrolled in other program types. Likewise, respondents enrolled in full-time programs are admitted to more schools. However, respondents enrolled in full-time programs have the lowest rate of acceptance compared with respondents enrolled in other program types.

<b>Number of Graduate Business Schools, by Program Type (Enrolled Respondents)</b>			
<b>Program Type</b>	<b>Mean Number of Schools</b>		
	<b>Applied To?*</b>	<b>Were Admitted Into?*</b>	<b>Percent Admitted To*</b>
Full-Time	3.0	1.8	76%
Part-Time	1.6	1.3	93%
Executive	1.4	1.3	95%

\*p ≤ 0.05

### **Time To Complete an Application**

Matriculated respondents were asked the length of time it took them to complete the application process to the school in which they enrolled. On average, respondents say that it takes 2 months from the time they initiated the application to the time it was completed. Forty-two percent state that it took them less than one month to complete the application. It took one month but less than two months for 27% of the enrolled respondents. Sixteen percent state that it took two months but less than three months and 15% state that it took three months or more to complete the application to the graduate business school in which they are enrolled.

<b>Time that Elapsed from Initiating Application To Completing Application for the School in Which You Enrolled (Enrolled Respondents)</b>	
<b>Number of Months</b>	<b>(n = 1,250)</b>
Less than one month	42%
One month, but less than two months	27%
Two months, but less than three months	16%
Three months or more	15%
Total	100%
Mean number of months	2

As shown in the table on the next page, men and women, on average, do not significantly differ in the number of months to complete their application to the graduate business school in which they are enrolled.

It takes, on average, 2.5 months for respondents who are ages 25 to 28 to complete their application, which is significantly longer than the time it took for respondents of all other age groups.

Respondents from the United States complete their application in less time compared with respondents from Latin America or Europe.

Asian Americans and Hispanics take longer to complete their application compared with African Americans and whites.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Respondents with a business and commerce undergraduate degree complete their application in less time than respondents with a science undergraduate degree.

Respondents enrolled in part-time programs, on average, take the least amount of time to complete the application to the school in which they are enrolled.

<b>Time that Elapsed from Initiating Application To Completing Application for the School in Which You Enrolled, by Various Characteristics (Enrolled Respondents)</b>	
<b>Characteristic</b>	<b>Mean Number of Months</b>
<b><i>Gender</i></b>	
Female	1.9
Male	2.2
<b><i>Age*</i></b>	
24 and younger	1.7
25-28	2.1
29-32	<b>2.5</b>
33 and older	1.9
<b><i>World Region*</i></b>	
Asia	2.1
Africa	2.7
United States	<b>1.9</b>
Canada	1.8
Latin America	<b>2.8</b>
Europe	<b>2.7</b>
<b><i>U.S. Subgroup*</i></b>	
Asian American	<b>2.5</b>
African American	1.7
White	1.8
Hispanic	<b>2.6</b>
<b><i>Undergraduate Major*</i></b>	
Science	<b>2.4</b>
Business and Commerce	<b>1.8</b>
Humanities	2.1
Social Science	2.0
<b><i>Program Type</i></b>	
Full-Time	2.1
Part-Time	<b>1.8</b>
Executive	2.6

\*p ≤ 0.05

### **School Choices**

Respondents who are currently enrolled in graduate business school and applied to more than one business school were asked if they had a preferred school (i.e. first-choice, second-choice), a “safety” school (one that you felt sure you would be admitted into), and/or a “stretch” school (one that you were not sure you would meet their admissions criteria). Ninety percent of these respondents state that they had a preferred school to which they wanted admittance. Two-thirds state that they applied to a “safety” school. Close to three-fifths (57%) state that they applied to a “stretch” school.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

There are no differences in the percent of respondents who had a preferred school, a “safety” school, or a “stretch” school by their status in the business school pipeline.

<b>Of the School You Applied, Did You Have At Least One</b>			
	<b>Matriculated</b>	<b>Admitted, but Not Enrolled</b>	<b>Still Applying</b>
<b>Percent Responding Yes</b>	<b>(n = 588)</b>	<b>(n = 46)</b>	<b>(n = 69)</b>
Preferred school	90%	94%	91%
“Safety” school	67%	76%	55%
“Stretch” school	57%	63%	65%

Respondents who are ages 33 and older are significantly less likely than all other age groups to apply to a “safety” school. Respondents ages 25 to 28 are significantly more likely than the other age groups to apply to a “stretch” school.

Europeans (54%) are significantly less likely to apply to a “safety” school compared with Asians (73%), Latin Americans (82%), Africans (65%), and respondents from the United States (64%). Respondents from Latin America who are matriculated were significantly more likely than other respondents from Latin America to have applied to a “safety” school.

Among U.S. citizens, African Americans (52%) are significantly less likely to apply to a “safety” school than Asian Americans (74%), Whites (61%), and Hispanics (88%). Asian Americans who are matriculated were significantly more likely than other Asian Americans to have applied to a “safety” school.

There are no differences by gender or the type of undergraduate area of study in the percent applying to a preferred school, a “safety” school, or a “stretch” school.

Among respondents who are enrolled, there is no difference in the percent having a preferred school by program type. However, respondents enrolled in a full-time program are significantly more likely compared with respondents enrolled in other program types to have had a “safety” (70%) and “stretch” (66%) school.

### **Waitlisted**

Overall, 11% of respondents who are currently enrolled in graduate business schools were waitlisted at one or more of the graduate business school to which they applied. Respondents who are admitted but not enrolled (19%) were significantly more likely to be on a waitlist at a graduate business school.

On average, all respondents who were waitlisted were on the waitlist at one school. There are no differences in the number of schools respondents were waitlisted at according to their status in the business school pipeline.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

<b>Were You Waitlisted at Any of the Graduate Business Schools To Which You Applied?*</b>		
<b>Percent Waitlisted</b>	<b>Matriculated</b>	<b>Admitted, but Not Enrolled</b>
	<b>(n = 1,251)</b>	<b>(n = 95)</b>
Yes	<b>11%</b>	<b>19%</b>
<b>Number of Schools in Which You Were Waitlisted</b>		
One	77%	83%
Two	18%	17%
Three	6%	0%
Total	100%	
Mean number of school	1.3	1.2

\*p ≤ 0.05

Of the respondents currently enrolled in graduate business school, men (13%) were placed on a waitlist more often than women (9%), but of the respondents who were placed on a waitlist, there are no differences in the average number of schools that placed them on the waitlist by gender. There were no differences for men or women in the number of respondents waitlisted by their status in the business school pipeline.

Respondents ages 25 to 28 (17%) who are currently enrolled are significantly more likely than respondents ages 33 and older (4%) to have been placed on a waitlist. There were no differences for each of the age groups in the number of respondents waitlisted by their status in the business school pipeline.

One in five Asian Americans currently enrolled were placed on a waitlist. This percent is significantly higher than the percent of African Americans (9%), Hispanics (9%), and whites (8%) to have been placed on a waitlist. There were no differences for the U.S. subgroups in the number of respondents waitlisted by their status in the business school pipeline.

Respondents currently enrolled in a graduate business program with a business and commerce undergraduate degree (8%) are significantly less likely than respondents with science degrees (14%), humanities degrees (10%), and social science degrees (14%) to have been placed on a waitlist. There were no differences for the undergraduate degree programs in the number of respondents waitlisted by their status in the business school pipeline.

Respondents enrolled in full-time programs (18%) are significantly more likely than respondents enrolled in part-time programs (4%) and executive programs (4%) to have been waitlisted. However, among respondents who were waitlisted, there is no difference in the number of school is which they were waitlisted by program type.

### **Re-Application**

Respondents who are not admitted to at least one school to which they apply were asked whether they planned to re-apply to that school in the future. Respondents who are admitted are

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

significantly less likely to re-apply to the graduate business school to which they were not admitted compared with respondents still applying.

<b>Do You Plan to Re-Apply To the Graduate Business School(s) To Which You Were Not Admitted?*</b>		
<b>Response</b>	<b>Admitted, but Not Enrolled (n = 27)</b>	<b>Still Applying (n = 44)</b>
Yes	19%	64%
Maybe	33%	16%
No	48%	21%
Total	100%	100%

\*p ≤ 0.05

The reasons given by admitted respondents who are going to reapply to the graduate business schools include:

- “I'd like to re-apply because at that time I hadn't taken the GMAT<sup>®</sup>. Next time I will have taken it;”
- “I feel that they are the only chance I have since they will offer a full sponsorship;”
- “I love their EMBA program and feel that it most closely matches with my professional and personal life goals;”
- “Its a great school and I'd love to stretch my abilities and see if I can succeed the next time;” and
- “They want more experience; I'm getting it, giving me a better chance next round.”

The reasons given by respondents still applying who are going to reapply to the graduate business schools include:

- It is the school that I feel is the best fit or it is a highly ranked school (64%);
- All I need is better test score or more work experience (14%);
- “Employer wants me to go to one specific school. We also have an office in the same city;”
- “It is within the State of Montana's University system and I would pay in-state tuition. I cannot afford to quit my job or go out-of-state;” and
- “They have the appropriate resources that will allow me to complete this objective. i.e. Close proximity to current employer and offering part time studies.”

The reasons given by admitted respondents who are not going to reapply to the graduate business schools include:

- Have been admitted to another school to which I will attend (75%);
- “Because the main admission criterion for them was a high GMAT<sup>®</sup> score! Since English is my second language, I found the English test part of GMAT<sup>®</sup> very hard while the math part very easy;”
- “Moved out of the area;” and
- “The cost of application is too expensive, and there is too great a chance of rejection.”

## **mba.com Registrant Follow-Up Survey: Comprehensive Report November 2004**

---

The reasons given by respondents still applying who are not going to reapply to the graduate business schools include:

- “Since I applied in Canada and I was not admitted, I am thinking to apply in Europe, here the requirements and education is closer to my background and professional criteria;”
- “I didn’t meet the cutoff GMAT<sup>®</sup> criterion;”
- “I don't think it is worthwhile, considering all the efforts required to complete a good application;”
- “I guess they will reject me again;”
- “Need to finish obtaining all information;”
- “The amount of time I had to spend to meet the requirements;”
- “The professor in charge of the preliminary screening process has told me over the phone that my credentials are far below their expectations.”

### **Respondents Who Decided To Postpone Graduate Business School**

Overall, 10% of the respondents say that they decided to postpone graduate business school.

These respondents were asked to provide the reasons they have decided to postpone graduate business school. The greatest number of respondents (41%) state that graduate business school would require more money than they are willing to invest at this time. One-third of the respondents say that their employment situation has changed. Almost one in five (19%) state that graduate business school would require more time than they are willing to invest currently. Additionally, fifteen percent of the respondents state that they are postponing graduate business school due to family reasons and another 15% state their career plans changed. Fourteen percent need more time to prepare their applications.

Of the 15% of respondents who mention other reasons for postponing graduate business school, one-third state that their GMAT<sup>®</sup> score was too low and they did not get into the school of their choice. Twenty-eight percent states that they are currently in another graduate program, 21% want more work experience before attending graduate business school, and 5% are having immigration issues.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

<b>Primary Reasons for Postponing Graduate Business School</b>	
<b>Reason</b>	<b>(n = 286)</b>
It would require more <i>money</i> than I am willing to invest right now	41%
My employment situation changed	33%
It would require more <i>time</i> than I am willing to invest right now	19%
Family reasons	15%
My career plans have changed	15%
Need more time to prepare for the application process	14%
It would require more <i>energy</i> than I am willing to invest right now	11%
Not ready to make a dramatic change in my current job/life situation	11%
I am not sure enough about my future to make a commitment	11%
I would have to postpone marriage, having a child or other important personal plans	8%
Job prospects are too uncertain to make a commitment	6%
Plan to move to a new area	5%
Health reasons	1%
Other	15%

Responses may add to more than 100% due to multiple selections

Ten percent of men, compared with only 1% of women, state that job prospects are too uncertain to make a commitment, which is the only difference between the genders in the reasons why the respondent postponed graduate business school.

Respondents ages 29 to 32 (31%) are significantly more likely compared with respondents age 24 and younger (5%) to state that graduate business school would require more energy than they are currently willing to invest as a reason why they postponed graduate business school. Additionally, respondents ages 29 to 32 (22%) are the most likely to state that they are not ready to make a dramatic change in their current job or life situation. However, respondents ages 29 to 32 (3%) are less likely than respondents ages 25 to 28 (19%) to state that they are not sure enough about their future to make a commitment.

There are no differences in the reasons why respondents postponed graduate business school by world region, U.S. subgroups, or by undergraduate major area of study.

### **Respondents Who Decided Not To Attend Graduate Business School**

Half of the respondents who decided not to attend graduate business school plan to pursue a different graduate degree. Almost a third of respondents state that they do not think they need an MBA for what they plan in their life. Over a quarter (28%) states that it would require more money than they are willing to invest. Twenty-seven percent state that their career plans have changed and 15% state that their employment situation has changed. Fourteen percent of respondents who decided not to attend an MBA program state that it would require more time than they are willing to invest. About one in eight state that they did not think they would get into their school of choice.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

<b>Primary Reasons for Deciding Not To Attend Graduate Business School</b>	
<b>Reason</b>	<b>(n = 96)</b>
I plan to pursue a different graduate degree	50%
I do not think I need an MBA for what I plan in my life	31%
It would require more <i>money</i> than I am willing to invest	28%
My career plans have changed	27%
My employment situation changed	15%
It would require more <i>time</i> than I am willing to invest	14%
I do not think I will get into my school of choice	12%
Job prospects are too uncertain to make a commitment	10%
Application process is too demanding	9%
Family reasons	9%
Not ready to make a dramatic change in my current job/life situation	8%
It would require more <i>energy</i> than I am willing to invest	7%
I have had enough of the academic life	5%
I am not sure enough about my future to make a commitment	5%
Plan to move to a new area	5%
I would have to postpone marriage, having a child or other personal plans	2%
Health reasons	2%
Military obligations	0%
Other	4%

Responses may add to more than 100% due to multiple selections

Almost two-thirds (63%) of women compared with one-third of men (33%) state that they plan to pursue another graduate degree. Men (17%) are more likely to state family reasons for deciding not to attend graduate business school compared with women (4%). Additionally, men (19%) are more likely to think that they would not get into their school of choice compared with women (6%). These differences are statistically significant.

Respondents who are 33 years old and older (26%) are more likely than all other age groups to state that they decided not to attend graduate business school due to family reasons.

Eighty-three percent of Canadians who decided not to attend graduate business school state that they do not think they need an MBA for what they plan in life. This is significantly higher when comparing Canadians and all other world regions.

Among U.S. citizens, two-thirds of African Americans (67%) state that it would require more money than they are willing to invest, and is significantly higher than other U.S. subgroups. Additionally, one-third of African American (33%) plans to move. More Asian Americans (40%) are not ready to make a dramatic change in their current job or life situation than other U.S. subgroups. One-third of Hispanics (33%) state that they had enough with academic life.

There are no differences by undergraduate area of study for reasons why respondents decided not to attend graduate business school.

**Table of Contents**

**ENROLLMENT DECISION.....1**

**CHOOSING A GRADUATE BUSINESS SCHOOL.....1**

**TYPE OF PROGRAM.....2**

**PRIMARY METHOD OF COURSE DELIVERY .....9**

**LENGTH OF PROGRAM.....13**

**LOCATION OF PROGRAM .....14**

## **Enrollment Decision**

This chapter of the report presents information about respondents who have matriculated in an MBA program. When choosing a graduate business program, various factors are considered. The type of program, the primary method of course delivery, the length of the program, and the location of the program are examined in this chapter.

Overall, 45% of the respondents are currently enrolled in a graduate business program.

## **Choosing a Graduate Business School**

Three-fifths (60%) of respondents who apply to more than one school and have a preferred school currently attend their first choice school. Seventeen percent are admitted to their first choice school, but now attend a different school, and 23% are not admitted to their first choice school.

<b>Enrollment in Graduate Business School (Enrolled Respondents Who Applied To More Than One Graduate Business School, and Have a Preferred School)</b>	
<b>Response</b>	<b>(n = 381)</b>
I attend my first choice graduate business school	60%
I was admitted to my first choice, but attend a different school	17%
I was not admitted to my first choice, and now attend a different school	23%
Total	100%

Hispanics (46%) are significantly more likely to be admitted to their first choice, but now attend a different graduate business school.

Respondents with business and commerce undergraduate degrees (23%) are significantly more likely to have been admitted to their first choice, but now attend a different graduate business school.

There are no significant differences by gender, age, and world region.

Respondents who were waitlisted at one or more schools were significantly less likely compared with respondents who were not waitlisted to be attending their first choice school. Additionally they are less likely to have been admitted to their first choice school, but now attend a different school. Furthermore, respondents who were waitlisted were significantly more likely compared with respondents who were not waitlist to have not been admitted to their first choice school.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Enrollment in Graduate Business School, by Whether Respondent Was Waitlisted* (Enrolled Respondents Who Applied To More Than One Graduate Business School, and Have a Preferred School)</b>		
<b>Response</b>	<b>Waitlisted</b>	<b>Not Waitlisted</b>
	<b>(n = 86)</b>	<b>(n = 295)</b>
I attend my first choice graduate business school	47%	64%
I was admitted to my first choice, but attend a different school	9%	19%
I was not admitted to my first choice, and now attend a different school	44%	17%
<b>Total</b>	<b>100%</b>	<b>100%</b>

\*p ≤ 0.05

### **Type of Program**

Slightly more than half (51%) of the respondents are currently enrolled in a full-time MBA program, 37% are enrolled in a part-time MBA program, and 11% are enrolled in an executive MBA program.

Overall, 71% of respondents who are currently enrolled in an MBA program considered a full-time program. Three-fifths (60%) considered a part-time program and two-fifths (40%) considered an executive program.

<b>Type of Program (Enrolled Respondents)</b>		
<b>(n = 1,251)</b>		
<b>Type of Program</b>	<b>Enrolled</b>	<b>Considered (includes enrolled respondents)</b>
Full-time	51%	71%
Part-time	37%	60%
Executive	11%	40%
Other	2%	NA
<b>Total</b>	<b>100%</b>	<b>**</b>

\*\* Responses may add to more than 100% due to multiple selections

Of the enrolled respondents who considered a full-time program, 71% are currently enrolled in a full-time program, 21% are enrolled in a part-time program, and 6% are enrolled in an executive program.

Of the enrolled respondents who considered a part-time program, 61% are currently enrolled in a part-time program, 26% are enrolled in a full-time program, and 11% are enrolled in an executive program.

Of the enrolled respondents who considered an executive program, only 27% are currently enrolled in an executive program, 30% are enrolled in a full-time program, and 40% are enrolled in a part-time program.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Yield Rate, by Types of Programs Considered (Enrolled Respondents)</b>			
<b>Type of Program Enrolled</b>	<b>Programs Considered</b>		
	<b>Considered Full-Time</b>	<b>Considered Part-Time</b>	<b>Considered Executive</b>
Full-time	<b>71%</b>	26%	30%
Part-time	21%	<b>61%</b>	40%
Executive	6%	11%	<b>27%</b>
Other	2%	2%	3%
Total	100%	100%	100%

A greater percent of men (15%) are currently enrolled in an executive MBA program compared with women (6%). Additionally, 45% of men, compared with 34% of women, state that they considered an executive MBA program.

<b>Type of Program Enrolled, by Gender* (Enrolled Respondents)</b>		
<b>Type of Program Enrolled</b>	<b>Gender</b>	
	<b>Female (n = 550)</b>	<b>Male (n = 701)</b>
Full-time	52%	49%
Part-time	40%	34%
Executive	<b>6%</b>	<b>15%</b>
Other	2%	2%
Total	100%	100%
<b>Type of Programs Considered</b>		
Full-time	72%	70%
Part-time	62%	59%
Executive	<b>34%</b>	<b>45%</b>

\*p ≤ 0.05

Women have a small but statistically significant yield rate for full-time programs compared with men. Women, in addition, have a higher yield rate compared with men for part-time programs. On the other hand, men have a significantly higher yield rate compared with women for the executive MBA programs.

<b>Yield Rate, by Gender* (Enrolled Respondents)</b>		
<b>Type of Program</b>	<b>Gender</b>	
	<b>Female (n = 550)</b>	<b>Male (n = 701)</b>
Full-time	<b>73%</b>	<b>70%</b>
Part-time	<b>64%</b>	<b>58%</b>
Executive	<b>17%</b>	<b>33%</b>

\*p ≤ 0.05

Over three-quarters (78%) of respondents ages 24 and younger are enrolled in a full-time program compared with only a third (33%) of respondents ages 33 and older. Additionally, respondents ages 24 and younger are significantly less likely than respondents ages 33 and older to be enrolled in a part-time program. One in five (20%) respondents ages 33 and older are

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

enrolled in an executive MBA program, which is the highest percent among the various age groups.

Respondents ages 28 and younger are significantly more likely than respondents ages 33 and older to have considered a full-time MBA program. Nearly three-quarters (73%) of respondents ages 33 and older state they considered a part-time program compared with only 21% of respondents ages 24 and younger. Additionally, respondents ages 33 and older (61%) are significantly more likely to have considered an Executive program than respondents ages 25 to 28 (24%) and 24 and younger (20%).

<b>Type of Program, by Age* (Enrolled Respondents)</b>				
<b>Type of Program Enrolled</b>	<b>Age</b>			
	<b>24 and Younger (n = 550)</b>	<b>25-28 (n = 550)</b>	<b>29-32 (n = 550)</b>	<b>33 and Older (n = 701)</b>
Full-time	<b>78%</b>	60%	50%	<b>33%</b>
Part-time	<b>21%</b>	33%	38%	<b>44%</b>
Executive	1%	5%	11%	<b>20%</b>
Other	1%	3%	2%	3%
Total	100%	100%	100%	100%
<b>Type of Programs Considered</b>				
Full-time	<b>89%</b>	<b>80%</b>	73%	<b>55%</b>
Part-time	<b>37%</b>	54%	63%	<b>73%</b>
Executive	<b>20%</b>	<b>24%</b>	42%	<b>61%</b>

\*p ≤ 0.05

Respondents ages 24 and younger have a significantly higher yield rate compared with respondents 33 and older for full-time programs. On the contrary, respondents ages 33 and older have a significantly higher yield rate compared with respondents 24 and younger for executive programs.

<b>Yield Rate, by Age* (Enrolled Respondents)</b>				
<b>Type of Program</b>	<b>Age</b>			
	<b>24 and Younger (n = 550)</b>	<b>25-28 (n = 550)</b>	<b>29-32 (n = 550)</b>	<b>33 and Older (n = 701)</b>
Full-time	<b>87%</b>	74%	68%	<b>60%</b>
Part-time	57%	62%	60%	61%
Executive	<b>3%</b>	19%	25%	<b>34%</b>

\*p ≤ 0.05

Respondents from Asia (68%) and Latin America (69%) are significantly more likely to be enrolled in a full-time MBA program compared with respondents from the United States (44%). Almost all the respondents from Latin America (98%) state they considered a full-time program. Citizens of the United States, on the other hand, are significantly more likely compared with Asians, respondents from Latin America, and Europeans to be enrolled in a part-time program. Likewise, respondents from the United States (69%) are significantly more likely to have

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

considered a part-time program compared with Asians, respondents from Latin America, and Europeans. One-quarter (25%) of Europeans are enrolled in an executive MBA program, compared with only 5% of respondents from Asia. Similarly, respondents from Europe (54%) are significantly more likely to consider an executive program than Asians (29%).

<b>Type of Program, by Country of Citizenship* (Enrolled Respondents)</b>						
<b>Type of Program Enrolled</b>	<b>World Regions</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n = 221)</b>	<b>(n = 47)</b>	<b>(n = 735)</b>	<b>(n = 44)</b>	<b>(n = 62)</b>	<b>(n = 142)</b>
Full-time	<b>68%</b>	53%	<b>44%</b>	46%	<b>69%</b>	51%
Part-time	<b>26%</b>	34%	<b>45%</b>	41%	<b>15%</b>	<b>20%</b>
Executive	<b>5%</b>	9%	10%	11%	15%	<b>25%</b>
Other	2%	4%	2%	2%	2%	4%
Total	100%	100%	100%	100%	100%	100%
<b>Type of Programs Considered</b>						
Full-time	80%	75%	66%	77%	<b>98%</b>	66%
Part-time	<b>46%</b>	55%	<b>69%</b>	73%	<b>37%</b>	<b>47%</b>
Executive	<b>29%</b>	34%	42%	41%	29%	<b>54%</b>

\*p ≤ 0.05

Respondents from Asia have the highest yield rate for full-time programs. Respondents from Latin America and Europe have significantly higher yield rate compared to respondents from Asia for executive programs.

<b>Yield Rate, by Country of Citizenship* (Enrolled Respondents)</b>						
<b>Type of Program</b>	<b>World Regions</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n = 221)</b>	<b>(n = 47)</b>	<b>(n = 735)</b>	<b>(n = 44)</b>	<b>(n = 62)</b>	<b>(n = 142)</b>
Full-time	<b>85%</b>	71%	66%	57%	71%	77%
Part-time	56%	72%	65%	56%	39%	44%
Executive	<b>16%</b>	25%	24%	28%	<b>50%</b>	<b>46%</b>

\*p ≤ 0.05

There are no differences in the percent of respondents enrolled in the various types of programs by U.S. subgroups. However, whites (63%) are significantly less likely than Asian Americans (76%), African Americans (73%), and Hispanics (85%) to consider a full-time MBA program. Additionally, there is no difference in the yield rate by the U.S. subgroups.

Respondents with science undergraduate degrees (15%) are significantly more likely to be enrolled in an executive MBA program. There are significant differences in the percent of respondents who considered part-time programs—71% of respondents with humanities degrees, 62% with business and commerce degrees, 58% with social science degrees, and 56% with science degrees. There is no difference in the yield rate by undergraduate degree.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Respondents who are enrolled a graduate business program were asked to specify the reasons why they chose their particular program type. Overall, 41% stated that the program type they chose allow them to continue to work. Additionally, 24% chose the program due to the length of the program and 21% because of scheduling issues.

<b>Reasons Why Respondent Chose Specific Program Type (Enrolled Respondents)</b>	
<b>Reason</b>	<b>Percent</b>
Allow me to continue to work	41%
Length of program	24%
Scheduling	21%
Cost/financial reasons	16%
Networking opportunities	11%
Location	5%
Quality/reputation of program	5%
Allow me to focus more on my studies	3%
Visa requirements	2%
Only option available	<1%
Other	1%

\*\* Responses may add to more than 100% due to multiple selections

Respondents enrolled in part-time (70%) and executive (40%) programs state that the program type they choose allow them to continue to work, compared with only 6% of respondents enrolled in a full-time program. Additionally, respondents enrolled in part-time (26%) and executive (28%) state that scheduling is a reason why they chose the program, compared with 8% of full-time respondents. The length of the program was stated by 46% of full-time respondents, compared with 31% of executive program respondents and only 4% of part-time program respondents. Over a quarter of executive program respondents (27%) state that networking opportunities were a reason, compared with 16% of full-time and only 1% of part-time program respondents. Interestingly, only 12% of full-time respondents, 1% of part-time respondents and none of the executive respondents state that the quality and reputation of the program as a reason for selecting the program type.

<b>Reasons Why Respondent Chose Specific Program Type, by Program Type (Enrolled Respondents)</b>			
<b>Reason</b>	<b>Program Type</b>		
	<b>Full-Time</b>	<b>Part-Time</b>	<b>Executive</b>
Allow me to continue to work	6%	70%	40%
Length of program	46%	4%	31%
Scheduling	11%	26%	28%
Cost/financial reasons	8%	22%	15%
Networking opportunities	16%	1%	27%
Location	3%	6%	7%
Quality/reputation of program	12%	1%	0%
Allow me to focus more on my studies	8%	<1%	0%
Visa requirements	4%	<1%	0%
Only option available	0%	1%	0%
Other	1%	0%	4%

\*\* Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

There are no large differences between men and women in the reasons why they chose the particular program type. Men (42%) and women (39%) state that a reason they chose the particular program type is that it allowed them to continue to work—the highest percent for each gender. Women (23%) state that the program type they chose offered convenient scheduling compared to 19% of men. The same percent of men and women state the networking opportunities (11%) and location (5%) are reasons they chose the program.

<b>Reasons Why Respondent Chose Specific Program Type, by Gender (Enrolled Respondents)</b>		
<b>Reason</b>	<b>Gender</b>	
	<b>Female</b>	<b>Male</b>
Allow me to continue to work	39%	42%
Length of program	28%	21%
Scheduling	23%	19%
Cost/financial reasons	13%	18%
Networking opportunities	11%	11%
Location	5%	5%
Quality/reputation of program	4%	5%
Allow me to focus more on my studies	3%	4%
Visa requirements	2%	1%
Only option available	0%	1%
Other	<1%	1%

\*\* Responses may add to more than 100% due to multiple selections

Twice as many respondents ages 24 and younger (38%) than respondents ages 25 to 28 (19%) state that the length of the program as a reason for enrolling the particular program type. Respondents ages 33 and older (14%) state that networking opportunities as a reason compared with 2% of respondents ages 24 and younger. Additionally, respondents ages 33 and older (7%) state location as a reason compare with 2% of respondents ages 24 and younger.

<b>Reasons Why Respondent Chose Specific Program Type, by Age (Enrolled Respondents)</b>				
<b>Reason</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
Allow me to continue to work	30%	44%	39%	42%
Length of program	38%	19%	25%	24%
Scheduling	20%	14%	21%	25%
Cost/financial reasons	13%	19%	17%	13%
Networking opportunities	2%	9%	8%	14%
Location	2%	5%	3%	7%
Quality/reputation of program	4%	7%	6%	3%
Allow me to focus more on my studies	9%	5%	1%	1%
Visa requirements	2%	3%	0%	1%
Only option available	2%	0%	1%	0%
Other	2%	0%	1%	1%

\*\* Responses may add to more than 100% due to multiple selections

Respondents from the United States (45%) state that the program will allow them to continue to work, compared to 28% of Canadians. In line with this, respondents from the United States (24%) state scheduling as a reason compared with 14% of Canadians. Almost a fifth of the

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

respondents from Latin America (19%), Europe (18%) and Canada (17%) state that the networking opportunities were a reason for choosing the particular program, compared to only 9% of respondents from the United States.

<b>Reasons Why Respondent Chose Specific Program Type, by Country of Citizenship (Enrolled Respondents)</b>						
<b>Reason</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
Allow me to continue to work	39%	32%	45%	28%	37%	31%
Length of program	27%	32%	23%	24%	26%	24%
Scheduling	14%	5%	24%	14%	15%	21%
Cost/financial reasons	17%	23%	14%	28%	19%	14%
Networking opportunities	7%	14%	9%	17%	19%	18%
Location	2%	5%	6%	7%	4%	4%
Quality/reputation of program	4%	0%	6%	3%	0%	4%
Allow me to focus more on my studies	6%	9%	2%	3%	0%	4%
Visa requirements	4%	5%	0%	0%	7%	4%
Only option available	0%	0%	1%	0%	0%	0%
Other	1	5%	1%	0%	0%	3%

\*\* Responses may add to more than 100% due to multiple selections

Almost half of all white respondents (49%) state that they chose the program because the program allows them to continue to work compared to only 28% of African Americans and 30% of Hispanics. Asian Americans (4%) are the least likely to state that scheduling issues as a reason for choosing the program compared to 25% of African Americans, 26% of whites, and 20% of Hispanics. On the other hand, Asian Americans (29%) are the most likely to state cost and financial reasons compared to 16% of African Americans, 14% of whites and 5% of Hispanics. Additionally, 13% of African Americans state location compared to 4% of Asian Americans and 5% of whites and Hispanics. A quarter of Hispanics (25%) and 13% of Asian Americans state the quality and reputation as a reason for choosing the program compared to only 6% of African Americans and 3% of whites.

<b>Reasons Why Respondent Chose Specific Program Type, by U.S. Subgroup (Enrolled Respondents)</b>				
<b>Reason</b>	<b>Race/Ethnicity</b>			
	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
Allow me to continue to work	38%	28%	49%	30%
Length of program	21%	28%	23%	25%
Scheduling	4%	25%	26%	20%
Cost/financial reasons	29%	16%	14%	5%
Networking opportunities	8%	9%	9%	0%
Location	4%	13%	5%	5%
Quality/reputation of program	13%	6%	3%	25%
Allow me to focus more on my studies	4%	0%	2%	10%
Visa requirements	0%	0%	0%	0%
Only option available	0%	0%	1%	0%
Other	0%	0%	1%	0%

\*\* Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

**Primary Method of Course Delivery**

The vast majority (85%) of respondents are enrolled in a program where the primary method of course delivery is conducted on campus and 95% state they considered on campus programs. Six percent receive their education primarily off campus and 7% online. About one-third state they considered off campus programs (31%) and online programs (32%).

<b>Primary Course Delivery Method (Enrolled Respondents)</b>		
	<i>(n = 1,251)</i>	
<b>Primary Method</b>	<b>Enrolled</b>	<b>Considered (includes enrolled)</b>
On campus	85%	95%
Off campus	6%	31%
Online	7%	32%
Other	1%	NA
<b>Total</b>	<b>100%</b>	<b>**</b>

\*\* Responses may add to more than 100% due to multiple selections

There are no differences in the type of course delivery method by gender. However, 37% of women, compared with 27% of men state they considered online programs—a significant difference.

Respondents who are 33 years old and older are significantly more likely to be enrolled in a program that delivers course material off campus and online, but significantly less likely to receive course material on campus. This same pattern holds for the types of course delivery methods considered.

<b>Primary Course Delivery Method, by Age*</b> (Enrolled Respondents)				
	<b>Age</b>			
<b>Primary Method Enrolled</b>	<b>24 and Younger</b> <i>(n = 550)</i>	<b>25-28</b> <i>(n = 550)</i>	<b>29-32</b> <i>(n = 550)</i>	<b>33 and Older</b> <i>(n = 701)</i>
On campus	96%	90%	86%	77%
Off campus	2%	5%	7%	9%
Online	1%	4%	7%	13%
Other	1%	2%	1%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Primary Methods Considered</b>				
On campus	99%	99%	96%	90%
Off campus	18%	25%	28%	42%
Online	22%	25%	26%	45%

\*p ≤ 0.05

There are no differences in the percent of respondents receiving course material in the various methods by world region, U.S. subgroup, and undergraduate major area of study.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

However, Canadians (46%) are the most likely to consider off campus programs. U.S. citizens (36%) are significantly more likely than respondents from Latin America (18%) to consider online programs.

Asian Americans (13%) are the least likely to consider off campus programs while African Americans (46%) are the most likely to consider online programs.

Additionally, respondents with a business and commerce undergraduate degree (36%) are the most likely to consider online programs.

Respondents enrolled in full-time programs are the most likely to receive their course material at an on campus location. Respondents enrolled in part-time and executive programs are more likely compared with respondents in full-time programs to receive their course material at an off campus location and online.

<b>Primary Course Delivery Method, by Type of Program Enrolled* (Enrolled Respondents)</b>			
<b>Primary Method Enrolled</b>	<b>Program Type Enrolled</b>		
	<b>Full-Time</b>	<b>Part-Time</b>	<b>Executive</b>
	<b>(n = 632)</b>	<b>(n = 457)</b>	<b>(n = 135)</b>
On campus	<b>93%</b>	79%	78%
Off campus	1%	<b>10%</b>	<b>13%</b>
Online	5%	<b>9%</b>	<b>8%</b>
Other	1%	1%	1%
Total	100%	100%	100%

\*p ≤ 0.05

Respondents who are enrolled a graduate business program were asked to specify the reasons why they chose the particular course delivery method. Overall, 30% of respondents state they chose the course delivery method because it provides an opportunity to network. A quarter (25%) state that the location is a reason they choose the method of delivery. Additionally, 23% state that they chose the particular method because of the interaction with the faculty.

<b>Reasons for Choosing Course Delivery Method (Enrolled Respondents)</b>	
<b>Reasons</b>	<b>Percent</b>
Opportunity to network	30%
Location	25%
Interaction with faculty	23%
Scheduling	16%
Flexibility	9%
Only option	7%
Quality/reputation	6%
Learning opportunities	6%
Cost/financial reasons	3%
Campus resources	3%
Other	2%

\*\* Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Respondents enrolled in an on campus program (40%) compared with 3% of respondents enrolled in an off campus program and none of the respondents enrolled in an online program state the opportunity to network as a reason for choosing the course delivery method. Additionally, respondents enrolled in on campus programs (30%) state the interaction with faculty as a reason for choosing the method compared with 5% of off campus respondents. A majority of respondents enrolled in an off campus program (70%) state that the location is a reason they chose the method compared with 22% of respondents enrolled in on campus programs. Scheduling is stated the most by respondents enrolled in online programs (62%) compared with only 18% of respondents in off campus and 6% in on campus programs. Furthermore, respondents in online programs (47%) state flexibility as a reason compared with 8% of off campus and only 1% of on campus respondents.

<b>Reasons for Choosing Course Delivery Method, by Course Delivery Method (Enrolled Respondents)</b>			
<b>Reasons</b>	<b>Course Delivery Method</b>		
	<b>On Campus</b>	<b>Off Campus</b>	<b>Online</b>
Opportunity to network	40%	3%	0%
Location	22%	70%	9%
Interaction with faculty	30%	5%	0%
Scheduling	6%	18%	62%
Flexibility	1%	8%	47%
Only option	8%	3%	4%
Quality/reputation	8%	5%	2%
Learning opportunities	8%	0%	0%
Cost/financial reasons	2%	8%	4%
Campus resources	3%	0%	2%
Other	2%	3%	2%

\*\* Responses may add to more than 100% due to multiple selections

Slightly more than a quarter of women (26%) compared to a fifth of men (20%) state that interaction with faculty as a reason for choosing the course delivery method. Additionally, 20% of women and 13% of men chose the method for scheduling reasons.

<b>Reasons for Choosing Course Delivery Method, by Gender (Enrolled Respondents)</b>		
<b>Reasons</b>	<b>Gender</b>	
	<b>Female</b>	<b>Male</b>
Opportunity to network	28%	31%
Location	24%	27%
Interaction with faculty	26%	20%
Scheduling	20%	13%
Flexibility	9%	8%
Only option	8%	6%
Quality/reputation	5%	7%
Learning opportunities	6%	6%
Cost/financial reasons	1%	5%
Campus resources	0%	5%
Other	3%	2%

\*\* Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

About a third of respondents 33 and older (34%) state the opportunity to network as the reason for choosing the course delivery method—the reason stated most often by this age group. Among respondents 24 and younger, the reason most often stated is location. Respondents 33 and older (31%) state interaction with faculty compared with 10% of respondents ages 24 and younger, 19% ages 25 to 28, and 13% ages 29 to 32.

<b>Reasons for Choosing Course Delivery Method, by Age (Enrolled Respondents)</b>				
<b>Reasons</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
Opportunity to network	26%	29%	22%	34%
Location	39%	23%	27%	24%
Interaction with faculty	10%	19%	13%	31%
Scheduling	10%	19%	14%	16%
Flexibility	0%	2%	13%	12%
Only option	13%	8%	3%	6%
Quality/reputation	3%	6%	8%	7%
Learning opportunities	3%	5%	11%	5%
Cost/financial reasons	0%	5%	5%	2%
Campus resources	0%	2%	2%	4%
Other	7%	2%	3%	1%

\*\* Responses may add to more than 100% due to multiple selections

Half of the respondents from Canada (50%) state the opportunity to network as a reason for choosing the course delivery method compared to slightly less than a quarter (24%) of respondents from the United States. Respondents from Latin America (46%) state location as a reason for choosing the method, the highest percent among the world regions. Respondents from the United States (11%) state flexibility as a reasons compared to 8% of Europeans, 7% of Asians, and none of the respondents from Africa, Canada, or Latin America.

<b>Reasons for Choosing Course Delivery Method, by Country of Citizenship (Enrolled Respondents)</b>						
<b>Reasons</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
Opportunity to network	32%	43%	24%	50%	39%	42%
Location	15%	14%	28%	25%	46%	19%
Interaction with faculty	24%	36%	21%	44%	15%	22%
Scheduling	9%	14%	18%	13%	8%	17%
Flexibility	7%	0%	11%	0%	0%	8%
Only option	4%	7%	8%	0%	0%	8%
Quality/reputation	7%	0%	8%	0%	0%	3%
Learning opportunities	15%	7%	4%	13%	0%	3%
Cost/financial reasons	2%	0%	2%	6%	8%	8%
Campus resources	9%	0%	1%	6%	0%	0%
Other	2%	7%	2%	0%	0%	3%

\*\* Responses may add to more than 100% due to multiple selections

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Two-thirds (67%) of Asian Americans compared to less than a quarter of African Americans (23%), whites (21%), and Hispanics (22%) state the opportunity to network as a reason for choosing the course delivery method. Flexibility is a reason for 23% of African Americans and 11% of whites, but is not a reason for any of the Asian Americans and Hispanics enrolled in graduate business school.

<b>Reasons for Choosing Course Delivery Method, by U.S. Subgroup (Enrolled Respondents)</b>				
<b>Reasons</b>	<b>Race/Ethnicity</b>			
	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
Opportunity to network	67%	23%	21%	22%
Location	17%	27%	30%	22%
Interaction with faculty	33%	14%	20%	33%
Scheduling	0%	18%	20%	11%
Flexibility	0%	23%	11%	0%
Only option	0%	5%	9%	11%
Quality/reputation	0%	0%	9%	0%
Learning opportunities	0%	9%	2%	22%
Cost/financial reasons	17%	0%	1%	0%
Campus resources	0%	0%	1%	0%
Other	0%	5%	2%	0%

\*\* Responses may add to more than 100%  
due to multiple selections

### **Length of Program**

More than three-fifths (63%) of respondents who are currently enrolled in a graduate business school are enrolled in a program that will take two or more years to complete. Slightly more than a quarter (27%) are enrolled in a program that will take between one year but less than two years.

<b>Length of Program (Enrolled Respondents)</b>	
<b>Length of the Program Enrolled</b>	<b>(n = 1,251)</b>
Two years or more	63%
One year, but less than two years	27%
No specified length	8%
Other	3%
Total	100%

Women (10%) are significantly more likely compared with men (7%) to state that the program in which they enrolled had no specified length.

Respondents ages 24 and younger (44%) are significantly less likely to be enrolled in a program of two year or more, but are significantly more likely to be enrolled in a program that last between one year but less than two years (45%) compared with all other age groups.

Three-quarters (75%) of the respondents from Africa are enrolled in a program that will take two or more years, compared with slightly less than half (49%) of the European respondents who are currently enrolled in graduate business school. Europeans and respondents from Latin America

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

are significantly more likely than United States citizens to be enrolled in a program that takes one year but less than two years. Eleven percent of citizens of the United States are enrolled in a program with no specified length of time, the highest percent among the world regions.

<b>Length of Program, by Country of Citizenship* (Enrolled Respondents)</b>						
<b>Length of the Program Enrolled</b>	<b>World Region</b>					
	<b>Asia (n = 221)</b>	<b>Africa (n = 47)</b>	<b>United States (n = 735)</b>	<b>Canada (n = 44)</b>	<b>Latin America (n = 62)</b>	<b>Europe (n = 142)</b>
Two years or more	56%	<b>75%</b>	68%	50%	52%	<b>49%</b>
One year, but less than two years	34%	23%	<b>19%</b>	36%	<b>45%</b>	<b>43%</b>
No specified length	5%	2%	<b>11%</b>	7%	2%	5%
Other	4%	0%	2%	7%	2%	4%
<b>Total</b>	100%	100%	100%	100%		

\*p ≤ 0.05

There are no differences between U.S. subgroups in the length of the program in which they are enrolled.

Respondents with business and commerce degrees (57%) are the least likely to be enrolled in a program that takes two or more years and most likely to be enrolled in a program that takes one year but less than two years (32%).

### **Location of Program**

Three-quarters (75%) of all respondents who are currently enrolled in a graduate business program are enrolled in a program in their country of citizenship.

<b>Location of Program (Enrolled Respondents)</b>	
<b>Response</b>	<b>(n = 1,251)</b>
In country of citizenship	75%
Not in country of citizenship	25%
<b>Total</b>	100%

As shown in the table below:

- Men (29%) are significantly more likely compared with women (20%) to be enrolled in a program outside their country of citizenship.
- Respondents who are ages 33 and older are the least likely to be enrolled in a program outside their country of citizenship.
- Only 2% of United States citizens are in a graduate business program that is located outside of the United States.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

- There are no difference in the percent of U.S. subgroups who are enrolled in a program outside the United States.
- Respondents with a science undergraduate degree are significantly more likely than respondents with a humanities degree to be enrolled in a program that is outside their country of citizenship.

<b>Location of Program, by Various Characteristics (Enrolled Respondents)</b>	
<b>Characteristic</b>	<b>Percent Enrolled in Program Not in Country of Citizenship</b>
<b><i>Gender*</i></b>	
Female	<b>20%</b>
Male	<b>29%</b>
<b><i>Age*</i></b>	
24 and younger	29%
25-28	29%
29-32	28%
33 and older	<b>18%</b>
<b><i>World Region*</i></b>	
Asia	62%
Africa	60%
United States	<b>2%</b>
Canada	25%
Latin America	82%
Europe	49%
<b><i>Undergraduate Major*</i></b>	
Science	<b>31%</b>
Business and commerce	23%
Humanities	<b>9%</b>
Social science	27%

\*p ≤ 0.05

Respondents enrolled in full-time programs are the most likely to attend a program outside their country of citizenship. On the contrary, respondents in part-time and executive programs are more likely to be enrolled in a program in their country of citizenship.

<b>Location of Program, by Type of Program Enrolled* (Enrolled Respondents)</b>			
	<b>Program Type Enrolled</b>		
	<b>Full- Time</b>	<b>Part- Time</b>	<b>Executive</b>
<b>Primary Method Enrolled</b>	<b>(n = 632)</b>	<b>(n = 457)</b>	<b>(n = 135)</b>
In country of citizenship	60%	<b>93%</b>	<b>84%</b>
Outside country of citizenship	<b>40%</b>	7%	16%
Total	100%	100%	100%

\*p ≤ 0.05

## Table of Contents

<b>CHOOSING A GRADUATE BUSINESS SCHOOL .....</b>	<b>1</b>
<b>RANKING OF KEY ASPECTS IN CHOOSING A GRADUATE BUSINESS SCHOOL.....</b>	<b>1</b>
<b>SPECIFIC COMPONENTS OF KEY ASPECTS.....</b>	<b>5</b>
<i>Quality and Reputation of Graduate Business School.....</i>	<i>5</i>
<i>Specific Aspects about the Program .....</i>	<i>9</i>
<i>Financial Aspects.....</i>	<i>12</i>
<i>Curriculum Aspects.....</i>	<i>15</i>
<i>Career Aspects.....</i>	<i>18</i>
<i>Student Class Profile.....</i>	<i>20</i>
<b>STANDARDIZED RATING OF THE SPECIFIC COMPONENTS OF INFORMATION .....</b>	<b>22</b>
<b>CREDIBILITY OF PUBLICATIONS' RANKING OF MBA SCHOOLS.....</b>	<b>28</b>

## Choosing a Graduate Business School

This chapter of the report explores the types of information used in choosing which graduate business schools to apply to and attend. Section A shows the rankings of the general categories of information. Section B presents the rating of the specific components of information for each category. Section C displays the standardized scores for each component of information in order to evaluate the components of information across the general categories.

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

This section of the report presents respondents' rankings of various categories of information used in choosing graduate business schools. Respondents were asked to rank each category from most important (6) to least important (1). The six key aspects the respondents ranked include financial aspects, specific aspect about the program, student class profile, curriculum aspects, career aspects, and the quality/reputation of the graduate business school.

The most important aspect of information respondents' state they used in choosing a graduate business school is the quality and reputation of the graduate business school, followed by the specific aspects about the program, and the financial aspects of the program.

Over one-third of respondents (35%) rank the quality and reputation of the graduate business school first, a quarter rank it second, and 21% rank it third. Overall, 81% of respondents rank the quality and reputation of the graduate business school in their top three pieces of information they use when choosing a graduate business school. Specific aspects about the program (i.e., length, type, location) are ranked in the top three for 74% of respondents. Forty-six percent of respondents rank financial aspects in their top three.

The least important aspect of information respondents' use is the student class profile, followed by career aspects, and curriculum aspects. Only 16% of respondents rank student class profile in the top three pieces of information used when choosing a graduate business school. Career aspects are on 38% of the respondent's top three aspects used in choosing a graduate business school. Curriculum aspects are on 45% of the respondents' top three list.

<b>Ranking of Key Aspects in Choosing a Graduate Business School</b>				
<b>Key Aspect</b>	<b>Statistic</b>			
	<b>(n = 1,244)</b>			
	<b>Mean</b>	<b>Percent Ranked 1<sup>st</sup></b>	<b>Percent Ranked 2<sup>nd</sup></b>	<b>Percent Ranked 3<sup>rd</sup></b>
Quality/reputation of the graduate business school	4.7	35%	25%	21%
Specific aspects about the program	4.4	33%	24%	17%
Financial aspects	3.4	16%	17%	13%
Curriculum aspects	3.4	9%	16%	20%
Career aspects	3.1	6%	13%	19%
Student class profile	2.1	2%	5%	9%

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

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

The highest ranked category among men is the quality and reputation of the graduate business school and is significantly higher than the rank women gave for this aspect of information. On the other hand, the highest ranked category among women is for the specific aspects of the program and is significantly higher than the rank men gave for this aspect of information. There is a significant difference between men (3.2) and women (2.9) in the rank given to career aspects.

<b>Ranking of Key Aspects in Choosing a Graduate Business School, (Mean Score*), by Gender</b>		
<b>Key Aspects</b>	<b>Gender</b>	
	<b>Female</b>	<b>Male</b>
	<b>(n = 532)</b>	<b>(n = 712)</b>
Quality/reputation of the graduate business school**	<b>4.5</b>	<b>4.8</b>
Specific aspects about the program**	<b>4.6</b>	<b>4.3</b>
Financial aspects	3.5	3.3
Curriculum aspects	3.4	3.4
Career aspects**	<b>2.9</b>	<b>3.2</b>
Student class profile	2.1	2.0

\*Scale: (6) most important to (1) least important.

\*\* p ≤ 0.05

Respondents ages 24 and younger rank quality and reputation of the graduate business school significantly lower compared with respondents ages 25 to 28. Respondents 33 years old and older compared with all other age groups rank the specific aspect of the program higher. Younger respondents rank financial aspects of the program higher compared with older respondents. Additionally, the younger the respondents, the more important career aspects are, compared with older respondents. On the contrary, older respondents, compared with younger respondents, state that the student class profile is more important.

<b>Ranking of Key Aspects in Choosing a Graduate Business School, (Mean Score*), by Age</b>				
<b>Key Aspects</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
	<b>(n = 162)</b>	<b>(n = 381)</b>	<b>(n = 265)</b>	<b>(n = 436)</b>
Quality/reputation of the graduate business school**	<b>4.4</b>	<b>4.8</b>	4.7	4.7
Specific aspects about the program**	4.3	4.2	4.4	<b>4.7</b>
Financial aspects**	<b>3.7</b>	3.4	3.3	<b>3.2</b>
Curriculum aspects	3.2	3.3	3.5	3.5
Career aspects**	<b>3.5</b>	3.3	<b>3.1</b>	<b>2.7</b>
Student class profile**	<b>1.8</b>	2.0	2.0	<b>2.2</b>

\*Scale: (6) most important to (1) least important.

\*\* p ≤ 0.05

Asians and Europeans rank the quality and reputation of the graduate business school higher compared with Canadians and respondents from the United States. On the other hand, Canadians and respondents from the United States rank the specific aspects of the program higher than the rest of the world regions. Africans rank financial aspects highest among the world regions. Asians rank career aspects higher than respondents from Latin America. Europeans rank the student class profile higher than respondents from Africa.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Ranking of Key Aspects in Choosing a Graduate Business School, (Mean Score*), by Country of Citizenship</b>						
<b>Key Aspects</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n = 211)</b>	<b>(n = 67)</b>	<b>(n = 723)</b>	<b>(n = 45)</b>	<b>(n = 59)</b>	<b>(n = 139)</b>
Quality/reputation of the graduate business school**	<b>5.1</b>	4.8	<b>4.5</b>	<b>4.3</b>	4.6	<b>5.0</b>
Specific aspects about the program**	3.8	3.8	<b>4.7</b>	<b>5.0</b>	4.3	4.3
Financial aspects**	3.4	<b>4.2</b>	3.3	3.1	3.6	3.1
Curriculum aspects	3.2	3.2	3.5	3.6	3.5	3.2
Career aspects**	<b>3.5</b>	3.4	3.0	2.9	<b>2.8</b>	3.1
Student class profile**	2.0	<b>1.7</b>	2.0	2.1	2.1	<b>2.4</b>

\*Scale: (6) most important to (1) least important.

\*\* p ≤ 0.05

Among respondents from the United States, whites rank the specific aspects of the program as the most important and rank it significantly higher than the other U.S. subgroups. Asian American rank financial aspects as less important compared with the other U.S. subgroups.

<b>Ranking of Key Aspects in Choosing a Graduate Business School, (Mean Score*), by U.S. Subgroup</b>				
<b>Key Aspects</b>	<b>Race/Ethnicity</b>			
	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
	<b>(n = 162)</b>	<b>(n = 381)</b>	<b>(n = 265)</b>	<b>(n = 436)</b>
Quality/reputation of the graduate business school	4.6	4.5	4.5	4.2
Specific aspects about the program**	4.3	4.3	<b>4.8</b>	4.4
Financial aspects**	<b>2.7</b>	3.8	3.4	3.3
Curriculum aspects	3.8	3.5	3.4	3.5
Career aspects	3.3	3.1	2.9	3.1
Student class profile	2.3	1.9	2.0	2.4

\*Scale: (6) most important to (1) least important.

\*\* p ≤ 0.05

Respondents who studied business and commerce, and the humanities rank the quality and reputation of the graduate business school lower than respondents who studied science and the social sciences. However, respondents who studied business and commerce think that financial aspects are more important compared with all other respondents. Respondents who studied the humanities rank curriculum aspects higher than the other respondents do.

<b>Ranking of Key Aspects in Choosing a Graduate Business School, (Mean Score*), by Undergraduate Major</b>				
<b>Key Aspects</b>	<b>Major Area of Study</b>			
	<b>Science</b>	<b>Business/ Commerce</b>	<b>Humanities</b>	<b>Social Science</b>
	<b>(n = 377)</b>	<b>(n = 548)</b>	<b>(n = 99)</b>	<b>(n = 220)</b>
Quality/reputation of the graduate business school**	4.8	<b>4.6</b>	<b>4.4</b>	4.8
Specific aspects about the program	4.4	4.5	4.6	4.4
Financial aspects**	3.2	<b>3.5</b>	3.4	3.2
Curriculum aspects**	3.3	3.3	<b>3.7</b>	3.5
Career aspects	3.1	3.1	3.0	3.0
Student class profile	2.1	2.0	2.0	2.1

\*Scale: (6) most important to (1) least important.

\*\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report**  
**November 2004**

---

Respondents who are currently enrolled in an MBA program rank the specific aspects about the program significantly higher than respondents who are admitted or still applying to graduate business school. On the other hand, respondents who are admitted or still applying rank career aspects significantly higher than enrolled respondents do.

<b>Ranking of Key Aspects in Choosing a Graduate Business School, (Mean Score*), by Current Status in B-School Pipeline</b>		
<b>Key Aspects</b>	<b>Status</b>	
	<b>Enrolled (n = 1083)</b>	<b>Admitted/ Applying (n = 161)</b>
Quality/reputation of the graduate business school	4.7	4.8
Specific aspects about the program**	<b>4.5</b>	<b>3.8</b>
Financial aspects	3.3	3.6
Curriculum aspects	3.4	3.4
Career aspects**	<b>3.0</b>	<b>3.5</b>
Student class profile	2.0	2.0

\*Scale: (6) most important to (1) least important.

\*\* p ≤ 0.05

Although there are differences in the ordering of the top four ranked aspects of information used in choosing a graduate business school by the type of program the respondent enrolled, the categories are the same.

Respondents enrolled in a full-time program rate the specific aspects about the program significantly lower than respondents enrolled in the other programs. Full-time enrollees are more likely than part-time enrollees, who in turn are more likely than executive enrollees to rate career aspects higher. Full-time enrollees rate student class profile higher than part-time enrollees do.

<b>Ranking of Key Aspects in Choosing a Graduate Business School, (Mean Score*), by Type of Program</b>			
<b>Key Aspects</b>	<b>Type of Program Enrolled</b>		
	<b>Full-Time (n = 522)</b>	<b>Part-Time (n = 410)</b>	<b>Executive (n = 127)</b>
Quality/reputation of the graduate business school	4.6	4.6	4.7
Specific aspects about the program**	<b>4.2</b>	4.8	5.0
Financial aspects	3.4	3.4	3.1
Curriculum aspects	3.4	3.4	3.6
Career aspects**	<b>3.3</b>	<b>2.9</b>	<b>2.4</b>
Student class profile**	<b>2.1</b>	<b>1.9</b>	2.2

\*Scale: (6) most important to (1) least important.

\*\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Respondents in online programs rank the importance of the specific aspect of the program significantly higher than respondents enrolled in on campus programs. Additionally, respondents in online program rank curriculum aspects higher than respondents in off campus programs. Respondents enrolled in an on campus program rank career aspects higher than respondents in online programs.

<b>Ranking of Key Aspects in Choosing a Graduate Business School, (Mean Score*), by Course Delivery Method</b>			
<b>Key Aspects</b>	<b>Course Delivery Method Enrolled</b>		
	<b>On Campus (n = 915)</b>	<b>Off Campus (n = 71)</b>	<b>Online (n = 82)</b>
Quality/reputation of the graduate business school	4.7	4.7	4.4
Specific aspects about the program**	<b>4.5</b>	4.8	<b>5.3</b>
Financial aspects	3.3	3.4	3.3
Curriculum aspects **	3.4	<b>3.2</b>	<b>3.7</b>
Career aspects**	<b>3.1</b>	2.9	<b>2.5</b>
Student class profile	2.1	2.2	1.8

\*Scale: (6) most important to (1) least important.

\*\* p < 0.05

### Specific Components of Key Aspects

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

### Quality and Reputation of Graduate Business School

The highest ranked category of information used in choosing a graduate business school is the quality and reputation of the graduate business school, with 81 percent of the respondents ranking this category among the top three. The highest scoring component of this category is the quality of the faculty followed by local respect and reputation, and the rigor of the academic program.

<b>Key Components of Quality/Reputation of Graduate Business School</b>	
<b>Key Components</b>	<b>Mean (n = 1,006)</b>
Quality of the faculty	6.3
Local respect/reputation	6.1
Rigor of academic program	5.9
Successful alumni	5.7
Quality of current students	5.7
Published ranking of its graduate management program	5.6
Job placement reputation of the school	5.5
AACSB-accreditation	5.4
Selectivity of admissions	5.4

Scale: (7) extremely important to (1) not at all important

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Men rank the overall category, quality and reputation of the graduate business school, slightly, but statistically significant, higher than women do. Although men and women both rate the quality of the faculty as the highest component of quality and reputation of the graduate business school, women rate this component slightly, but statistically significant, higher compared with men. Additionally, women rate the AACSB accreditation as more important than men do.

<b>Key Components of Quality/Reputation of Graduate Business School (Mean Score*), by Gender</b>		
<b>Key Components</b>	<b>Gender</b>	
	<b>Female (n =412)</b>	<b>Male (n =594)</b>
Quality of the faculty**	<b>6.4</b>	<b>6.2</b>
Local respect/reputation	6.1	6.1
Rigor of academic program	6.0	5.8
Successful alumni	5.7	5.6
Quality of current students	5.8	5.7
Published ranking of its graduate management program	5.6	5.6
Job placement reputation of the school	5.5	5.5
AACSB-accreditation**	<b>5.7</b>	<b>5.2</b>
Selectivity of admissions	5.4	5.3

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

The top three components of the category quality and reputation of the graduate business school is the same for all age groups.

Information about current students and alumni is less important to respondents ages 33 and older compared with younger respondents. Job placement reputation of the school is also less important to respondents ages 33 and older compared with the younger respondents. Respondents who are ages 29 to 32 rate the published ranking of its graduate management program as more important compared with respondents 33 years old and older. Respondents ages 24 and younger feel that the AACSB accreditation is more important than respondents ages 29 to 32. The selectivity of admissions is more important to respondents who are 25 to 28 years old compared with respondents 33 years old and older.

<b>Key Components of Quality/Reputation of Graduate Business School (Mean Score*), by Age</b>				
<b>Key Components</b>	<b>Age</b>			
	<b>24 and Younger (n =115)</b>	<b>25-28 (n =319)</b>	<b>29-32 (n =218)</b>	<b>33 and Older (n =354)</b>
Quality of the faculty	6.4	6.2	6.3	6.3
Local respect/reputation	6.1	6.0	6.1	6.1
Rigor of academic program	5.9	5.9	6.0	5.8
Successful alumni**	5.7	5.8	5.7	<b>5.5</b>
Quality of current students**	5.8	5.8	5.8	<b>5.6</b>
Published ranking of its graduate management program**	5.5	5.7	<b>5.8</b>	<b>5.4</b>
Job placement reputation of the school**	6.0	5.8	5.6	<b>5.0</b>
AACSB-accreditation**	<b>5.7</b>	5.3	<b>5.1</b>	5.4
Selectivity of admissions**	5.4	<b>5.6</b>	5.4	<b>5.1</b>

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Although the respondents from the United States rate quality of the faculty as the most important component among this category of information, they rate it significantly lower than the rest of the world regions. Additionally respondents from the United States rate the importance of published rankings and the selectivity of admissions lower than the rest of the world regions. Canadians rate local respect and reputation of the graduate business school significantly more important than respondents from the United States. Respondents from Africa rate the rigor of the academic program significantly more important than the rest of the world regions. Africans rate the quality of the current students as more important than respondents from the United States. Both Asians and Africans rate the job placement reputation of the school significantly more important than respondents from the United States.

<b>Key Components of Quality/Reputation of Graduate Business School (Mean Score*), by Country of Citizenship</b>						
<b>Key Components</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n=190)</b>	<b>(n=55)</b>	<b>(n=557)</b>	<b>(n=34)</b>	<b>(n=47)</b>	<b>(n=123)</b>
Quality of the faculty**	6.4	6.6	<b>6.2</b>	6.4	6.4	6.4
Local respect/reputation**	6.2	6.4	<b>6.0</b>	<b>6.5</b>	6.3	6.1
Rigor of academic program**	5.8	<b>6.4</b>	5.8	6.1	5.7	6.0
Successful alumni	5.6	6.0	5.6	5.9	5.6	5.8
Quality of current students**	5.9	<b>6.1</b>	<b>5.6</b>	5.8	5.8	5.8
Published ranking of its graduate management program**	5.9	6.1	<b>5.4</b>	5.5	5.6	5.8
Job placement reputation of the school**	<b>5.9</b>	<b>6.0</b>	<b>5.3</b>	5.3	5.9	5.6
AACSB-accreditation**	5.2	<b>6.2</b>	5.5	5.0	4.8	5.0
Selectivity of admissions**	5.6	5.8	<b>5.2</b>	5.7	5.6	5.6

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Among respondents from the United States, Asian Americans rate the published ranking as significantly more important than all the other U.S. subgroups. White respondents rate job placement reputation significantly less important than the rest of the U.S. subgroups.

<b>Key Components of Quality/Reputation of Graduate Business School*, by U.S. Subgroup</b>				
<b>Key Components</b>	<b>Race/Ethnicity</b>			
	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
	<b>(n=32)</b>	<b>(n=26)</b>	<b>(n=245)</b>	<b>(n=18)</b>
Quality of the faculty	6.3	6.4	6.2	6.3
Local respect/reputation	6.1	5.8	6.0	6.0
Rigor of academic program	6.2	6.1	5.8	5.9
Successful alumni	5.9	5.8	5.5	5.7
Quality of current students	5.9	5.7	5.5	6.2
Published ranking of its graduate management program**	<b>6.1</b>	5.2	5.2	5.8
Job placement reputation of the school**	5.7	5.8	<b>5.1</b>	6.0
AACSB-accreditation	5.3	6.1	5.5	5.0
Selectivity of admissions**	<b>5.8</b>	5.2	<b>5.0</b>	5.6

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents enrolled in a full-time program rate the quality of the current student and the job placement reputation of the school higher compared with other enrolled respondents.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents in a part-time program rate the AACSB-accreditation higher than other enrolled respondents. Selectivity of admissions is more important to full-time students compared with part-time students.

<b>Key Components of Quality/Reputation of Graduate Business School, (Mean Score*), by Type of Program</b>			
<b>Key Components</b>	<b>Type of Program Enrolled</b>		
	<b>Full-Time (n = 413)</b>	<b>Part-Time (n = 335)</b>	<b>Executive (n = 106)</b>
Quality of the faculty	6.3	6.3	6.2
Local respect/reputation	6.0	6.2	6.1
Rigor of academic program	5.9	5.8	5.8
Successful alumni	5.8	5.5	5.5
Quality of current students**	<b>5.9</b>	5.6	5.5
Published ranking of its graduate management program	5.6	5.5	5.3
Job placement reputation of the school**	<b>5.8</b>	5.2	4.8
AACSB-accreditation**	5.2	<b>5.6</b>	4.8
Selectivity of admissions**	<b>5.5</b>	<b>5.2</b>	5.3

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents enrolled in on campus programs rate the quality of the current students, the job placement reputation of the school and the selectivity of admissions significantly higher compared with respondents in off campus and online programs. Additionally, respondents in on campus programs rate the published ranking of the schools graduate management programs higher than respondents on off campus programs.

<b>Key Components of Quality/Reputation of Graduate Business School, (Mean Score*), by Course Delivery Method</b>			
<b>Key Components</b>	<b>Course Delivery Method</b>		
	<b>On Campus (n = 743)</b>	<b>Off Campus (n = 60)</b>	<b>Online (n = 62)</b>
Quality of the faculty	6.3	6.2	6.3
Local respect/reputation	6.1	6.0	6.0
Rigor of academic program	5.9	5.6	5.9
Successful alumni**	<b>5.7</b>	5.3	<b>5.1</b>
Quality of current students**	<b>5.8</b>	5.3	5.1
Published ranking of its graduate management program**	<b>5.6</b>	<b>5.0</b>	5.4
Job placement reputation of the school**	<b>5.6</b>	4.8	4.5
AACSB-accreditation	5.2	5.7	5.5
Selectivity of admissions**	<b>5.5</b>	4.9	4.7

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

**Specific Aspects about the Program**

The second highest ranked category of information used in choosing a graduate business school is the specific aspects about the program, with 74 percent of the respondents ranking this category among the top three. The type of program offered is the highest rated component of this category followed by program completion time, and the quality of services.

<b>Key Components of Specific Aspects about the Program</b>	
<b>Key Components</b>	<b>Mean (n = 918)</b>
Program type offered (full-time, part-time, executive)	6.3
Program completion time (total length of program)	5.9
Quality of services	5.9
Convenient class schedules	5.7
Course type offered (on-campus, off-campus, online)	5.6
Quality of facilities (classroom, computer labs, etc)	5.3
Proximity to work or home	5.2
Average size of classes	4.6
Size of the incoming MBA class	4.0
Attractiveness of campus	3.9

Scale: (7) extremely important to (1) not at all important

Women rate quality of service as more important than program completion time, and rate both components higher when compared with men. Additionally, women rate convenient class schedule, proximity to work or home, and average class size as more important compared with men.

<b>Key Components of Specific Aspects about the Program (Mean Score*), by Gender</b>		
<b>Key Components</b>	<b>Gender</b>	
	<b>Female (n =415)</b>	<b>Male (n =503)</b>
Program type offered (full-time, part-time, executive)	6.4	6.3
Program completion time (total length of program)**	<b>6.0</b>	<b>5.7</b>
Quality of services**	<b>6.1</b>	<b>5.7</b>
Convenient class schedules**	<b>5.9</b>	<b>5.6</b>
Course type offered (on-campus, off-campus, online)	5.8	5.5
Quality of facilities (classroom, computer labs, etc)	5.2	5.3
Proximity to work or home**	<b>5.3</b>	<b>5.1</b>
Average size of classes**	<b>4.8</b>	<b>4.4</b>
Size of the incoming MBA class	4.0	4.0
Attractiveness of campus	3.8	4.0

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents who are 24 years old and younger rate program type offered as less important compared with the older respondents. Respondents who are 33 years old and older rate convenient class schedules as significantly more important compared with younger respondents. Course type offered is rated higher among respondents who are 33 years old and older compared with respondents who are between the ages of 25 and 28. Older respondents rate the attractiveness of the campus lower than younger respondents do.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Key Components of Specific Aspects about the Program (Mean Score*), by Age</b>				
<b>Key Components</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
	<b>(n=115)</b>	<b>(n=261)</b>	<b>(n=183)</b>	<b>(n=359)</b>
Program type offered (full-time, part-time, executive)	<b>6.0</b>	6.2	6.4	6.4
Program completion time (total length of program)	6.0	5.8	5.9	5.8
Quality of services	6.0	5.9	5.9	5.7
Convenient class schedules**	5.5	5.6	5.5	<b>6.0</b>
Course type offered (on-campus, off-campus, online)**	5.6	<b>5.4</b>	5.6	<b>5.8</b>
Quality of facilities (classroom, computer labs, etc)	5.5	5.3	5.1	5.3
Proximity to work or home	5.1	5.1	5.0	5.4
Average size of classes	4.8	4.7	4.7	4.4
Size of the incoming MBA class	3.8	4.2	4.2	3.8
Attractiveness of campus**	<b>4.5</b>	4.2	<b>3.9</b>	<b>3.4</b>

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents from Africa rate the quality of services as more important than the rest of the world regions. Convenient class schedules and proximity to work or home is rated higher among respondents from the United States compared with the rest of the world regions. Respondents from the United States consider the size of the incoming MBA class and the attractiveness of the campus as significantly less important than the rest of the world regions.

<b>Key Components of Specific Aspects about the Program (Mean Score*), by Country of Citizenship</b>						
<b>Key Components</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n=120)</b>	<b>(n=38)</b>	<b>(n=577)</b>	<b>(n=39)</b>	<b>(n=45)</b>	<b>(n=98)</b>
Program type offered (full-time, part-time, executive)	6.2	6.5	6.3	6.3	6.2	6.4
Program completion time (total length of program)	5.7	6.3	5.9	6.0	6.0	5.8
Quality of services**	6.0	<b>6.5</b>	5.8	5.8	5.6	5.8
Convenient class schedules**	5.0	5.7	<b>6.0</b>	5.4	4.9	5.4
Course type offered (on-campus, off-campus, online)	5.6	6.3	5.6	5.9	5.5	5.6
Quality of facilities (classroom, computer labs, etc)	5.5	6.0	5.2	5.0	5.2	5.2
Proximity to work or home**	4.4	4.6	<b>5.6</b>	5.4	3.8	4.6
Average size of classes	4.7	4.9	4.6	4.8	4.6	4.4
Size of the incoming MBA class**	4.7	4.4	<b>3.7</b>	4.1	4.4	4.3
Attractiveness of campus**	4.6	4.7	<b>3.6</b>	3.8	4.5	3.9

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Among respondents from the United States, African Americans (6.2) consider the proximity to work or home as significantly more important than Asian Americans (5.0).

Respondents enrolled in part-time and executive programs consider the program type offered, convenient class schedules, and proximity to home as more important than respondents enrolled in full-time programs. Quality of services, average size of classes, and the attractiveness of the

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

campus is more important to respondents enrolled in a full-time program. Course type offered is more important to respondents in executive programs. Additionally, respondents in part-time programs feel that the size of the incoming class is less important compared with other enrolled respondents.

<b>Key Components of Specific Aspects about the Program, (Mean Score*), by Type of Program</b>			
<b>Key Components</b>	<b>Type of Program Enrolled</b>		
	<b>Full-Time (n = 356)</b>	<b>Part-Time (n = 338)</b>	<b>Executive (n = 112)</b>
Program type offered (full-time, part-time, executive)**	<b>6.1</b>	6.5	6.6
Program completion time (total length of program)	5.9	5.8	6.0
Quality of services**	<b>6.0</b>	5.8	5.6
Convenient class schedules**	<b>5.0</b>	6.4	6.2
Course type offered (on-campus, off-campus, online)**	5.6	5.5	<b>6.1</b>
Quality of facilities (classroom, computer labs, etc)**	<b>5.4</b>	<b>5.1</b>	5.2
Proximity to work or home**	<b>4.5</b>	5.9	5.4
Average size of classes**	<b>4.9</b>	4.5	4.5
Size of the incoming MBA class**	4.3	<b>3.5</b>	4.2
Attractiveness of campus**	<b>4.3</b>	3.6	3.4

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Convenient class schedules and course type offered was rated significantly lower by respondents enrolled in on campus programs compared with other programs. Respondents in off campus programs rated the proximity to work or home significantly higher than respondents in on campus programs. Not surprisingly, respondents enrolled in online programs rate the quality of the facilities, the average size of classes, and the size of the incoming class lower than respondent in other programs. Finally, the attractiveness of the campus was rated the highest by on campus programs, then by off campus programs, and not surprisingly, online programs rated it the lowest.

<b>Key Components of Specific Aspects about the Program, (Mean Score*), by Course Delivery Method</b>			
<b>Key Components</b>	<b>Course Delivery Method</b>		
	<b>On Campus (n = 356)</b>	<b>Off Campus (n = 338)</b>	<b>Online (n = 112)</b>
Program type offered (full-time, part-time, executive)	6.3	6.5	6.4
Program completion time (total length of program)	5.9	6.0	6.0
Quality of services	5.8	5.9	6.0
Convenient class schedules**	<b>5.6</b>	6.4	6.6
Course type offered (on-campus, off-campus, online)**	<b>5.4</b>	6.4	6.7
Quality of facilities (classroom, computer labs, etc)**	5.4	5.3	<b>4.2</b>
Proximity to work or home	<b>5.2</b>	<b>5.8</b>	5.1
Average size of classes**	4.7	4.6	<b>3.8</b>
Size of the incoming MBA class**	4.1	4.0	<b>2.7</b>
Attractiveness of campus**	<b>4.0</b>	<b>3.4</b>	<b>2.5</b>

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

**Financial Aspects**

The third highest ranked category of information used in choosing a graduate business school is the specific aspects about the program, with 46 percent of the respondents rank this category among the top three. Total tuition and required fees is the highest rated component of this category followed by available scholarships, and opportunity costs of lost earnings.

<b>Key Components of Financial Aspects</b>	
<b>Key Components</b>	<b>Mean (n = 577)</b>
Total tuition and required fees for full length of program	6.2
Available scholarships	4.6
Opportunity costs of lost earnings	4.2
Housing and other out of pocket living costs	3.9
Availability of research, teaching, or other assistantships	3.9
Availability of loans for domestic students	3.8
Application fees of school	3.7
Availability of loans for non-native students	2.8

Scale: (7) extremely important to (1) not at all important

Men and women rate total tuition as the most important component of financial aspects. Men rate opportunity costs of lost earnings, housing and other out of pocket expenses, and availability of loans for non-native students higher compared with women.

<b>Key Components of Financial Aspects (Mean Score*), by Gender</b>		
<b>Key Components</b>	<b>Gender</b>	
	<b>Female (n =268)</b>	<b>Male (n =309)</b>
Total tuition and required fees for full length of program	6.2	6.2
Available scholarships	4.6	4.5
Opportunity costs of lost earnings**	<b>4.0</b>	<b>4.5</b>
Housing and other out of pocket living costs**	<b>3.6</b>	<b>4.2</b>
Availability of research, teaching, or other assistantships	3.8	4.1
Availability of loans for domestic students	4.0	3.6
Application fees of school	3.8	3.6
Availability of loans for non-native students**	<b>2.4</b>	<b>3.1</b>

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents who are 24 years old and younger rate available scholarships and housing and other out of pocket expenses as more important than respondents who are 33 years old and older. Additionally, respondents who are 24 years old and younger rate the availability of research, teaching, or other assistantships higher than all other age groups.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Key Components of Financial Aspects (Mean Score*), by Age</b>				
<b>Key Components</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
	<b>(n =88)</b>	<b>(n =185)</b>	<b>(n =122)</b>	<b>(n =182)</b>
Total tuition and required fees for full length of program	6.4	6.2	6.0	6.1
Available scholarships**	<b>5.5</b>	4.8	4.7	<b>3.8</b>
Opportunity costs of lost earnings	4.2	4.3	4.2	4.2
Housing and other out of pocket living costs**	<b>4.7</b>	4.2	4.1	<b>3.2</b>
Availability of research, teaching, or other assistantships**	<b>5.2</b>	4.1	3.7	3.4
Availability of loans for domestic students	4.1	3.8	3.8	3.6
Application fees of school	3.9	3.5	3.8	3.6
Availability of loans for non-native students	2.8	3.0	2.9	2.4

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Although respondents from all the world regions rate total tuition and required fees as the most important among financial aspects, Africans rate this component significantly higher than Asians. Respondents from Asia, Africa, and Latin America rate the availability of scholarships as more important than the other regions. Africans consider opportunity costs of lost earnings as more important than the rest of the world regions. Additionally, Africans rate the availability of research, teaching, or other assistantships as more important compared with respondents from the United States and Canada. Respondents from the United States rate housing and other out of pocket living costs lower than the other regions of the world. Considering that respondents from the United States and Canada are the least likely to enroll in or apply to graduate business schools outside their country of citizenship, it is not surprising that they rate the availability of loans for non-native students significantly lower than respondents from other regions.

<b>Key Components of Financial Aspects (Mean Score*), by Country of Citizenship</b>						
<b>Key Components</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n =105)</b>	<b>(n =45)</b>	<b>(n =329)</b>	<b>(n =16)</b>	<b>(n =29)</b>	<b>(n =53)</b>
Total tuition and required fees for full length of program**	<b>5.9</b>	<b>6.7</b>	6.2	5.8	6.6	6.1
Available scholarships**	<b>5.5</b>	<b>6.0</b>	4.0	3.4	<b>5.2</b>	4.9
Opportunity costs of lost earnings**	4.7	<b>5.1</b>	4.0	3.4	4.8	3.8
Housing and other out of pocket living costs**	4.8	5.1	<b>3.3</b>	4.8	5.2	4.3
Availability of research, teaching, or other assistantships**	4.8	<b>6.2</b>	<b>3.3</b>	<b>3.1</b>	4.6	4.4
Availability of loans for domestic students**	3.2	3.0	<b>4.3</b>	3.7	2.7	2.9
Application fees of school	3.5	4.2	3.6	3.6	3.8	4.0
Availability of loans for non-native students**	4.3	4.8	<b>1.6</b>	<b>2.5</b>	5.0	3.9

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

African Americans and Hispanics consider the availability of scholarships significantly more important than whites. Asian Americans rate housing and other out of pocket living costs as more important than whites. The availability of research, teaching, or other assistantships is rated

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

higher among African Americans than among whites. Hispanics rate the availability of loans for non-native students significantly more important compared with whites.

<b>Key Components of Financial Aspects (Mean Score*), by U.S. Subgroup</b>				
<b>Key Components</b>	<b>Race/Ethnicity</b>			
	<b>Asian American (n=15)</b>	<b>African American (n=30)</b>	<b>White (n=253)</b>	<b>Hispanic (n=14)</b>
Total tuition and required fees for full length of program	6.4	6.3	6.2	6.1
Available scholarships**	4.4	<b>5.2</b>	<b>3.7</b>	<b>5.5</b>
Opportunity costs of lost earnings	4.2	4.3	4.0	5.2
Housing and other out of pocket living costs**	<b>4.7</b>	3.8	<b>3.0</b>	4.5
Availability of research, teaching, or other assistantships**	3.7	<b>4.3</b>	<b>3.1</b>	3.3
Availability of loans for domestic students	4.1	4.6	4.2	5.3
Application fees of school	3.7	3.9	3.5	4.4
Availability of loans for non-native students**	2.0	2.1	<b>1.4</b>	<b>3.1</b>

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents enrolled in full-time programs feel that the availability of scholarships, housing and other out of pocket expenses, and the availability of research, teaching and other assistantships are more important compared with respondents enrolled in part-time and executive programs. Additionally, respondents in full-time programs rate the availability of loans for non-native students higher compared with respondents in part-time programs.

<b>Key Components of Financial Aspects(Mean Score*), by Type of Program</b>			
<b>Key Components</b>	<b>Type of Program Enrolled</b>		
	<b>Full-Time (n = 244)</b>	<b>Part-Time (n = 193)</b>	<b>Executive (n = 49)</b>
Total tuition and required fees for full length of program	6.1	6.2	6.1
Available scholarships**	<b>5.1</b>	3.7	3.5
Opportunity costs of lost earnings	4.2	4.2	4.5
Housing and other out of pocket living costs**	<b>4.6</b>	3.1	2.9
Availability of research, teaching, or other assistantships**	<b>4.6</b>	3.0	2.7
Availability of loans for domestic students	3.8	3.8	3.6
Application fees of school	3.6	3.7	3.5
Availability of loans for non-native students**	<b>3.0</b>	<b>2.0</b>	2.7

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents enrolled in on campus programs rate the availability of scholarships, housing and other out of pocket costs, and the availability of research, teaching, or other assistantships significantly higher than respondents enrolled in online programs. Additionally, respondents in online programs rate the opportunity cost of lost earning significantly lower compared with other enrolled respondents.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Key Components of Financial Aspects(Mean Score*), by Course Delivery Method</b>			
<b>Key Components</b>	<b>Course Delivery Method</b>		
	<b>On Campus</b>	<b>Off Campus</b>	<b>Online</b>
	<b>(n = 422)</b>	<b>(n = 27)</b>	<b>(n = 37)</b>
Total tuition and required fees for full length of program	6.2	6.0	6.2
Available scholarships**	<b>4.5</b>	3.6	<b>3.2</b>
Opportunity costs of lost earnings**	4.2	5.1	<b>3.3</b>
Housing and other out of pocket living costs**	<b>4.0</b>	3.2	<b>2.4</b>
Availability of research, teaching, or other assistantships**	<b>3.9</b>	3.2	<b>3.0</b>
Availability of loans for domestic students	3.8	3.5	4.0
Application fees of school	3.5	4.1	4.1
Availability of loans for non-native students	2.7	2.4	1.8

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

### Curriculum Aspects

The fourth highest ranked category of information used in choosing a graduate business school is curriculum, with 45 percent of the respondents ranking this category among the top three. Specific curriculum offered is the highest rated component of this category followed by primary method of instruction, and language of instruction.

<b>Key Components of Curriculum</b>	
<b>Key Components</b>	<b>Mean</b>
	<b>(n = 565)</b>
Specific curriculum offered	6.1
Primary method of instruction (e.g. case methods)	5.4
Language of instruction	4.8
Availability of overseas academic study tours	3.5
Availability of an international exchange program	3.3
Availability of a domestic exchange program	2.7

Scale: (7) extremely important to (1) not at all important

Women consider the specific curriculum more important than men do, while men rate the language of instruction as more important than women do.

<b>Key Components of Curriculum (Mean Score*), by Gender</b>		
<b>Key Components</b>	<b>Female</b>	<b>Male</b>
	<b>(n = 239)</b>	<b>(n = 326)</b>
Specific curriculum offered**	<b>6.2</b>	<b>5.9</b>
Primary method of instruction (e.g. case methods)	5.5	5.4
Language of instruction**	<b>4.6</b>	<b>5.0</b>
Availability of overseas academic study tours	3.4	3.6
Availability of an international exchange program	3.2	3.4
Availability of a domestic exchange program	2.7	2.8

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents who are 33 years old and older are significantly less likely to rate the availability of overseas academic study tours as important. Additionally, respondents who are ages 33 and older are less likely to rate the availability of an international exchange program and a domestic exchange program as important compared with younger respondents.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Key Components of Curriculum (Mean Score*), by Age</b>				
<b>Key Components</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
	<b>(n =65)</b>	<b>(n =160)</b>	<b>(n =128)</b>	<b>(n =212)</b>
Specific curriculum offered	6.2	6.1	6.0	6.1
Primary method of instruction	5.3	5.5	5.5	5.3
Language of instruction	4.7	5.0	4.9	4.6
Availability of overseas academic study tours**	3.6	3.9	3.8	<b>3.0</b>
Availability of an international exchange program**	<b>3.8</b>	3.7	3.7	<b>3.6</b>
Availability of a domestic exchange program**	<b>3.2</b>	<b>3.1</b>	2.8	<b>2.3</b>

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents from the United States rate all components of curriculum significantly lower than the rest of the world, except for the specific curriculum offered where there are no differences by world region.

<b>Key Components of Curriculum *, by Country of Citizenship</b>						
<b>Key Components</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n =86)</b>	<b>(n =24)</b>	<b>(n = 346)</b>	<b>(n =25)</b>	<b>(n =28)</b>	<b>(n =56)</b>
Specific curriculum offered	6.2	6.1	6.0	6.5	6.4	5.9
Primary method of instruction	5.8	6.0	<b>5.1</b>	5.6	5.8	5.9
Language of instruction**	5.4	5.9	<b>4.3</b>	5.2	5.9	5.6
Availability of overseas academic study tours**	4.5	4.3	<b>3.0</b>	3.4	4.4	4.3
Availability of an international exchange program**	4.4	4.7	<b>2.6</b>	3.7	5.1	4.4
Availability of a domestic exchange program**	3.6	3.5	<b>2.3</b>	2.9	3.4	3.4

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

There are no differences in the top three components of curriculum by U.S. subgroup. Asian Americans and Hispanics rate the availability of overseas academic study tours and the availability of an international exchange program significantly higher than whites. Additionally, Hispanics rate the availability of domestic exchange programs higher than whites.

<b>Key Components of Curriculum (Mean Score*), by U.S. Subgroup</b>				
<b>Key Components</b>	<b>Race/Ethnicity</b>			
	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
	<b>(n =32)</b>	<b>(n =26)</b>	<b>(n =245)</b>	<b>(n =18)</b>
Specific curriculum offered	5.7	6.2	6.1	5.7
Primary method of instruction	4.9	5.8	5.1	5.4
Language of instruction	4.0	5.5	4.2	4.7
Availability of overseas academic study tours**	<b>4.2</b>	3.2	<b>2.7</b>	<b>4.0</b>
Availability of an international exchange program**	<b>3.9</b>	3.1	<b>2.3</b>	<b>3.7</b>
Availability of a domestic exchange program**	2.8	2.4	<b>2.1</b>	<b>3.2</b>

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Respondents in full-time programs rate the specific curriculum offered and the primary method of instruction more important compared with respondents in part-time programs. The availability of overseas academic study tours is less important to part-time enrollees compared with other enrolled respondents. Full-time enrollees rate the availability of an international exchange program higher than other enrolled respondents do.

<b>Key Components of Curriculum (Mean Score*), by Type of Program</b>			
<b>Key Components</b>	<b>Type of Program Enrolled</b>		
	<b>Full-Time</b>	<b>Part-Time</b>	<b>Executive</b>
	<b>(n = 240)</b>	<b>(n = 184)</b>	<b>(n = 66)</b>
Specific curriculum offered**	<b>6.2</b>	<b>5.8</b>	5.9
Primary method of instruction **	<b>5.5</b>	<b>5.2</b>	5.3
Language of instruction	4.7	4.6	5.2
Availability of overseas academic study tours**	3.7	<b>3.0</b>	3.8
Availability of an international exchange program**	<b>3.6</b>	2.9	2.9
Availability of a domestic exchange program	2.8	2.5	2.5

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents enrolled in an on campus program rate the availability of overseas academic study tours, international exchange program, and domestic exchange programs higher compared with respondents in online programs.

<b>Key Components of Curriculum (Mean Score*), by Course Delivery Method</b>			
<b>Key Components</b>	<b>Course Delivery Method</b>		
	<b>On Campus</b>	<b>Off Campus</b>	<b>Online</b>
	<b>(n = 422)</b>	<b>(n = 29)</b>	<b>(n = 42)</b>
Specific curriculum offered	6.0	5.7	6.3
Primary method of instruction (e.g. case methods)	5.3	5.0	5.7
Language of instruction	4.7	5.3	4.3
Availability of overseas academic study tours**	<b>3.6</b>	3.1	<b>2.0</b>
Availability of an international exchange program**	<b>3.4</b>	2.8	<b>1.9</b>
Availability of a domestic exchange program**	<b>2.7</b>	2.6	<b>1.8</b>

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents who rated “specific curriculum offered” with a seven or six on the seven-point scale were asked what specific curriculum they were seeking. The largest percent of respondents state they were seeking finance and accounting focus, which is also the largest percent among respondents in full-time and part-time programs. About a third (32%) of respondents in executive programs state that a general/well-rounded program is what they are seeking. Among the respondents not yet enrolled, they largest percent chose an international focus.

<b>Specific Curriculum Offered</b>					
<b>Response</b>	<b>Overall (n = 409)</b>	<b>Full-Time (n = 180)</b>	<b>Part-Time (n = 122)</b>	<b>Executive (n = 44)</b>	<b>Not Enrolled (n = 56)</b>
Finance/accounting focus	22%	25%	21%	23%	13%
A general/well-rounded program	11%	7%	11%	32%	7%
International focus	11%	13%	8%	9%	18%
General management focus	11%	14%	8%	7%	14%
Other specialty	11%	15%	10%	5%	11%
MIS/technology/telecommunication focus	9%	6%	11%	14%	7%
Marketing/sales focus	8%	9%	7%	0%	14%
Entrepreneurship focus	7%	9%	7%	2%	2%
Program combines theory and application of principles	3%	2%	2%	2%	5%
Health care management focus	3%	4%	2%	2%	2%
Dual program offered	3%	3%	2%	0%	5%
Human resource focus	2%	0%	3%	0%	7%
Other	11%	7%	13%	18%	9%

Responses may add to more than 100% due to multiple selections

### Career Aspects

The fifth highest ranked category of information used in choosing a graduate business school is the career aspects, with 38 percent of the respondents ranking this category among the top three. The percent of the graduating class receiving job offers is the highest rated component of this category followed by quality of career services, and starting annual base salary and other compensation of graduates.

<b>Key Components of Career Aspects</b>	
<b>Key Components</b>	<b>Mean (n = 472)</b>
Percent of graduating class receiving job offers	5.9
Quality career services	5.9
Starting annual base salary/other compensation of graduates	5.8
Post-MBA industry and/or job function of alumni	5.5
Access to alumni network	5.4
Types of organizations post-MBA(business, technical, medical)	5.2
Percent of graduating class seeking employment	5.0
Geographic locations of post-MBA jobs	4.9

Scale: (7) extremely important to (1) not at all important

There are no differences in the rating of the individual components of career aspects by gender.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents ages 33 and older consider the percent of graduating class receiving job offers and starting annual base salary significantly less important than younger respondents. Respondents 24 years old and younger rate the percent of the graduating class seeking employment significantly higher than respondents who are 33 years old and older.

<b>Key Components of Career (Mean Score*), by Age</b>				
<b>Key Components</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
	<b>(n =80)</b>	<b>(n =163)</b>	<b>(n =107)</b>	<b>(n =122)</b>
Percent of graduating class receiving job offers**	6.0	6.0	6.1	<b>5.6</b>
Quality career services	6.0	5.9	6.0	5.6
Starting annual base salary/other compensation of graduates**	6.0	5.8	6.0	<b>5.5</b>
Post-MBA industry and/or job function of alumni	5.3	5.5	5.7	5.4
Access to alumni network	5.3	5.5	5.6	5.3
Types of organizations post-MBA(business, technical, medical)	5.4	5.3	5.2	5.1
Percent of graduating class seeking employment**	<b>5.4</b>	4.9	5.2	<b>4.6</b>
Geographic locations of post-MBA jobs	4.8	5.0	5.1	4.8

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents from Asia rate the percent of the graduating class receiving job offers significantly higher compared with respondents from the United States. Europeans and respondents from the United States rate the importance of quality of career services lower than the rest of the regions of the world. Additionally, Europeans rate starting annual base salary and post-MBA industry or job function of alumni lower than the rest of the world. Respondents from Africa rate the types of organization post-MBA higher compared with respondents from the United States. Europeans, Canadians, and respondents from the United States rate the percent of graduating class seeking employment as less important than the rest of the regions of the world.

<b>Key Components of Career (Mean Score*), by Country of Citizenship</b>						
<b>Key Components</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n =104)</b>	<b>(n =31)</b>	<b>(n = 254)</b>	<b>(n =13)</b>	<b>(n =18)</b>	<b>(n =52)</b>
Percent of graduating class receiving job offers**	<b>6.3</b>	6.2	<b>5.7</b>	6.0	6.3	6.0
Quality career services**	6.2	6.5	<b>5.7</b>	6.1	6.1	<b>5.7</b>
Starting annual base salary/other compensation of graduates**	6.0	6.3	5.7	5.8	6.3	<b>5.4</b>
Post-MBA industry and/or job function of alumni**	5.7	5.9	5.4	6.2	6.2	<b>5.1</b>
Access to alumni network	5.6	5.9	5.3	5.5	6.0	5.3
Types of organizations post-MBA(business, technical, medical)**	5.6	<b>6.0</b>	<b>5.0</b>	5.5	5.2	5.0
Percent of graduating class seeking employment**	5.3	5.6	<b>4.8</b>	<b>4.8</b>	5.7	<b>4.8</b>
Geographic locations of post-MBA jobs	4.8	5.2	5.1	5.3	4.9	4.6

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

There are no differences by US subgroup in the rating of components of career aspects.

Respondents enrolled in full-time programs rate the percent of the graduating class receiving job offers and the starting annual base salary and other compensation higher than other enrolled respondents. Additionally, respondents enrolled in full-time program rate the following higher than respondents enrolled in part-time program: quality career services, post-MBA industry or job function of alumni, access to alumni networks, and the percent of the graduating class seeking employment.

<b>Key Components of Career (Mean Score*), by Type of Program</b>			
<b>Key Components</b>	<b>Type of Program Enrolled</b>		
	<b>Full-Time (n = 221)</b>	<b>Part-Time (n = 132)</b>	<b>Executive (n = 22)</b>
Percent of graduating class receiving job offers**	<b>6.2</b>	5.3	5.1
Quality career services**	<b>6.0</b>	<b>5.4</b>	5.6
Starting annual base salary/other compensation of graduates**	<b>5.9</b>	5.5	5.2
Post-MBA industry and/or job function of alumni**	<b>5.6</b>	<b>5.1</b>	5.2
Access to alumni network**	<b>5.6</b>	<b>4.9</b>	5.6
Types of organizations post-MBA(business, technical, medical)	5.3	4.9	5.1
Percent of graduating class seeking employment**	<b>5.1</b>	<b>4.6</b>	4.4
Geographic locations of post-MBA jobs	5.0	5.1	4.2

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents in on campus programs rate quality career services, starting annual base salary, and post-MBA industry and/or job function higher than respondents in online programs. Additionally, respondents in on campus programs rate access to an alumni network higher than respondents in other programs.

<b>Key Components of Career (Mean Score*), by Course Delivery Method</b>			
<b>Key Components</b>	<b>Course Delivery Method</b>		
	<b>On Campus (n = 337)</b>	<b>Off Campus (n = 24)</b>	<b>Online (n = 18)</b>
Percent of graduating class receiving job offers	5.9	5.4	5.2
Quality career services**	<b>5.9</b>	5.3	<b>4.7</b>
Starting annual base salary/other compensation of graduates**	<b>5.8</b>	5.8	<b>4.9</b>
Post-MBA industry and/or job function of alumni**	<b>5.5</b>	4.8	<b>4.3</b>
Access to alumni network**	<b>5.5</b>	4.5	4.1
Types of organizations post-MBA(business, technical, medical)	5.2	5.1	4.5
Percent of graduating class seeking employment	5.0	4.8	4.5
Geographic locations of post-MBA jobs	5.0	5.1	4.6

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

## Student Class Profile

The lowest ranked category of information used in choosing a graduate business school is student class profile, with only 16 percent of the respondents ranking this category among the top three. The average years of work experience of students is the highest rated component of this category, followed by average age of students, and the proportion of international students.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

<b>Key Components of Student Class Profile</b>	
<b>Key Components</b>	<b>Mean (n = 194)</b>
Average years of work experience of students	5.3
Average age of students	4.7
Proportion of international students	4.6
Proportion of women	4.1
Proportion of underrepresented minority students	3.6

Scale: (7) extremely important to (1) not at all important

Although the most important component for both men and women, men rate average years of work experience of students higher than women. In addition, men rate the proportion of international students as more important than women. On the other hand, women rate the proportion of women and the proportion of underrepresented minority students as more important than men.

<b>Key Components of Student Class Profile (Mean Score*), by Gender</b>		
<b>Key Components</b>	<b>Gender</b>	
	<b>Female (n =90)</b>	<b>Male (n =104)</b>
Average years of work experience of students**	<b>5.1</b>	<b>5.4</b>
Average age of students	4.7	4.7
Proportion of international students**	<b>4.2</b>	<b>5.0</b>
Proportion of women**	<b>4.7</b>	<b>3.6</b>
Proportion of underrepresented minority students**	<b>3.9</b>	<b>3.3</b>

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Respondents who are 24 years old and younger rate the average years of work experience significantly less important than older respondents.

Respondents from the United States consider the proportion of international students less important than Asians, Europeans, and respondents from Latin America.

African Americans (6.3) rate the proportion of underrepresented minority students significantly higher than whites (3.3).

Respondents enrolled in executive programs rate the average years of work experience of the students higher than respondents enrolled in other program types. The proportion of the class that are international students is more important among respondents in full-time programs than part-time programs.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

<b>Key Components of Student Class Profile (Mean Score*), by Type of Program</b>			
<b>Key Components</b>	<b>Type of Program Enrolled</b>		
	<b>Full-Time</b>	<b>Part-Time</b>	<b>Executive</b>
	<b>(n = 92)</b>	<b>(n = 48)</b>	<b>(n = 26)</b>
Average years of work experience of students**	5.1	5.2	<b>6.2</b>
Average age of students	4.6	4.7	5.5
Proportion of international students**	<b>4.9</b>	<b>3.9</b>	4.4
Proportion of women	4.3	4.0	3.5
Proportion of underrepresented minority students	3.8	3.8	2.9

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

Due to small sample sizes, the only significant difference in the key components of student class profile is for the proportion of international students where on campus respondents rated it higher than online respondents.

<b>Key Components of Student Class Profile (Mean Score*), by Course Delivery Method</b>			
<b>Key Components</b>	<b>Course Delivery Method</b>		
	<b>On Campus</b>	<b>Off Campus</b>	<b>Online</b>
	<b>(n = 144)</b>	<b>(n = 14)</b>	<b>(n = 9)</b>
Average years of work experience of students	5.3	5.7	5.4
Average age of students	4.8	4.2	4.8
Proportion of international students**	<b>4.8</b>	3.9	<b>2.4</b>
Proportion of women	4.2	3.4	4.1
Proportion of underrepresented minority students	3.7	2.8	3.1

\*Scale: (7) extremely important to (1) not at all important

\*\* p ≤ 0.05

### **Standardized Rating of the Specific Components of Information**

This section of the report combines the two previous sections to create a standardized rating for each component of information in order to compare information across the different categories used in choosing graduate business schools. The following procedures were used in calculating the standardized score of each component of information for each respondent:

1. The top ranked aspect of information (Section VI.A) is given a score of three, the next highest rank is given a score of two, and the third highest rank is given a score of one;
2. The rating of each component of information (Section VI.B) is recoded where (6) is extremely important and (0) is not at all important;
3. Next, for each respondent, the rank score (from step 1) is multiplied by the recoded rating (from step 2) to generate a respondent level standardized score for each component of information;
4. Next, the respondent level score is multiplied by the corresponding percentage of respondents similarly ranking each category (Section VI.A), which weights the

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

components of information by the number of respondents, thus standardizing the components across respondents;

5. For example, if a respondent ranked the quality/reputation as number one and rated the quality of the faculty as six, then the calculation would be 3 multiplied by 5 equaling 15. The product of the calculation is multiplied by the percent of respondents ranking the category the same as the respondent—in this case 35%. The standardized score for this hypothetical respondent is 15 multiplied by 0.35 equaling 5.25; and
6. Finally, means are computed for all standardized ratings.

The following analysis presents the top ten specific components of information that are used in choosing graduate business schools. Appendix B contains the full list of the standardized ratings of specific components of information.

Overall, the highest rated component of information respondents used in choosing graduate business schools is the quality of the faculty followed by local respect and reputation of the graduate business school and the program type offered. In the top ten components of information, three are from the specific aspects of the program category and seven are from the quality and reputation of the graduate business school category.

<b>Top Ten Standardized Rating of Specific Components of Key Aspects</b>		
<b>Specific Component</b>	<b>Statistic</b>	
	<b>Rank</b>	<b>Standardized Score</b>
Quality of the faculty	1	4.24
Local respect/reputation	2	4.12
Program type offered	3	4.01
Rigor of academic program	4	3.97
Quality of current students	5	3.89
Published ranking of its graduate management program	6	3.87
Successful alumni	7	3.86
Job placement reputation of the school	8	3.78
Program completion time	9	3.75
Selectivity of admissions	10	3.67

Although there are no statistical differences in the standardized components scores between the genders, there are differences in the associated rank of items deemed important in the selection of graduate business schools. The top three items women deem important are program type offered, quality of faculty and program completion time. In comparison, men choose quality of faculty, local respect and reputation, and rigor of academic program. In the top three, women choose two from specific aspects of the program and one from quality and reputation of the program. Men, on the other hand, choose all three from quality and reputation of the program. Some of the large differences in rankings between genders include program type offered (women 1; men 8), published ranking of its graduate management program (women 11; men 4), job placement reputation of the school (women 13; men 7), and quality of services (women 4; men 13).

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Top Standardized Rating of Specific Components of Key Aspects, by Gender</b>			
<b>Specific Component</b>	<b>Overall Rank</b>	<b>Standardized Score (Rank)</b>	
		<b>Female</b>	<b>Male</b>
Quality of the faculty	1	4.15 (2)	4.30 (1)
Local respect/ reputation	2	4.00 (5)	4.19 (2)
Program type offered	3	4.27 (1)	3.80 (8)
Rigor of academic program	4	3.87 (7)	4.04 (3)
Quality of current students	5	3.78 (9)	3.96 (5)
Published ranking of its graduate management program	6	3.72 (11)	3.97 (4)
Successful alumni	7	3.74 (10)	3.94 (6)
Job placement reputation of the school	8	3.64 (13)	3.87 (7)
Program completion time	9	4.07 (3)	3.49 (10)
Selectivity of admissions	10	3.55 (15)	3.76 (9)
Convenient class schedule	11	3.99 (6)	3.41 (12)
Quality of services	12	4.01 (4)	3.39 (13)
Course type offered	13	3.83 (8)	3.34 (14)

Respondents who are 33 years old and older rank job placement reputation of the school significantly lower than younger respondents, which is the only significant difference in the top components of information between the various age groups. Overall, all age groups choose the quality of the faculty as the number one item used in choosing a graduate management school. Although not statistically significant, convenient class schedules is ranked fifth among respondents ages 33 and older, compared with all other respondents who did not rank this item in their top ten.

<b>Top Standardized Rating of Specific Components of Key Aspects, by Age</b>					
<b>Specific Component</b>	<b>Overall Rank</b>	<b>Standardized Score (Rank)</b>			
		<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
Quality of the faculty	1	4.23 (1)	4.20 (1)	4.32 (1)	4.23 (1)
Local respect/reputation	2	4.09 (2)	4.06 (2)	4.20 (3)	4.12 (2)
Program type offered	3	3.82 (7)	3.84 (8)	4.20 (2)	4.10 (3)
Rigor of academic program	4	3.88 (4)	3.97 (5)	4.12 (4)	3.91 (4)
Quality of current students	5	3.84 (6)	3.98 (3)	4.02 (6)	3.73 (8)
Published ranking of its graduate management program	6	3.75 (9)	3.93 (6)	4.03 (5)	3.75 (7)
Successful alumni	7	3.85 (5)	3.92 (7)	4.00 (7)	3.72 (9)
Job placement reputation of the school*	8	4.00 (3)	3.97 (4)	3.98 (8)	<b>3.40 (15)</b>
Program completion time	9	3.82 (8)	3.65 (10)	3.84 (9)	3.76 (6)
Selectivity of admissions	10	3.64 (12)	3.81 (9)	3.78 (11)	3.50 (14)
Convenient class schedules	11	3.42 (13)	3.50 (12)	3.67 (13)	3.88 (5)
Quality of services	12	3.69 (10)	3.62 (11)	3.82 (10)	3.63 (11)
Course type offered	13	3.39 (14)	3.35 (14)	3.69 (12)	3.71 (10)

\*  $p \leq 0.05$

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Asians rank quality of the faculty, local respect and reputation, quality of current students, published ranking of graduate management program, and job placement reputation of the school significantly higher than respondents from the United States. On the other hand, respondents from the United States and Canada rank program type offered, program completion time, convenient class schedules, and quality of services significantly higher compared with Asians. Asians and Europeans rank selectivity of admissions higher compared with respondents from the United States.

<b>Top Standardized Rating of Specific Components of Key Aspects, by Country of Citizenship</b>							
<b>Specific Component</b>	<b>Overall Rank</b>	<b>Standardized Score (Rank)</b>					
		<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
Quality of the faculty*	1	<b>4.77 (1)</b>	4.28 (1)	<b>4.00 (3)</b>	3.87 (7)	4.17 (1)	4.61 (1)
Local respect/reputation*	2	<b>4.67 (2)</b>	4.16 (3)	<b>3.86 (6)</b>	3.84 (8)	4.10 (2)	4.47 (2)
Program type offered*	3	<b>3.20 (10)</b>	3.31 (10)	<b>4.25 (1)</b>	<b>4.59 (1)</b>	3.74 (7)	3.79 (9)
Rigor of academic program*	4	4.32 (6)	4.28 (2)	3.77 (8)	3.72 (9)	3.75 (6)	4.34 (3)
Quality of current students*	5	<b>4.41 (5)</b>	4.02 (6)	<b>3.65 (11)</b>	3.50 (13)	3.83 (4)	4.23 (5)
Published ranking of graduate management program*	6	<b>4.44 (3)</b>	4.07 (5)	<b>3.61 (12)</b>	3.35 (15)	3.81 (5)	4.22 (6)
Successful alumni*	7	4.24 (7)	3.91 (8)	3.67 (10)	3.67 (11)	3.69 (9)	4.23 (4)
Job placement reputation of the school*	8	<b>4.44 (4)</b>	3.89 (9)	<b>3.48 (13)</b>	3.28 (16)	3.89 (3)	4.12 (7)
Program completion time*	9	<b>2.93 (12)</b>	3.23 (11)	<b>3.96 (4)</b>	<b>4.48 (2)</b>	3.64 (10)	3.54 (11)
Selectivity of admissions*	10	<b>4.14 (8)</b>	3.94 (7)	<b>3.41 (16)</b>	3.44 (14)	3.69 (8)	<b>4.10 (8)</b>
Convenient class schedules*	11	2.60 (15)	2.87 (15)	<b>4.08 (2)</b>	<b>4.00 (6)</b>	2.86 (16)	3.16 (14)
Quality of services*	12	<b>3.01 (11)</b>	3.20 (12)	<b>3.89 (5)</b>	4.08 (4)	3.31 (12)	3.37 (12)
Course type offered*	13	<b>2.89 (13)</b>	3.10 (13)	<b>3.75 (9)</b>	<b>4.29 (3)</b>	3.32 (11)	3.27 (13)
AACSB-accreditation*	14	3.81 (9)	4.12 (4)	3.42 (15)	2.93 (18)	2.98 (14)	3.65 (10)
Proximity to work or home*	15	2.34 (17)	2.56 (16)	<b>3.84 (7)</b>	<b>4.05 (5)</b>	2.31 (20)	2.67 (16)
Quality of facilities*	16	<b>2.73 (14)</b>	3.07 (14)	<b>3.42 (14)</b>	3.68 (10)	3.18 (13)	2.97 (15)

\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Although there are no statistical differences in the standardized components scores between the U.S. subgroups, there are differences in the associated rank of items deemed important in the selection of graduate business schools. First, quality of the faculty is ranked number one among all respondents but does not reach the number one spot for any of the U.S. subgroups. The number one component of information for Asian Americans is rigor of the academic program, for African Americans proximity to work or home, for whites program type offered, and for Hispanics convenient class schedules. The top three components among Asian Americans are in the quality and reputation category, whereas the top three components for all other U.S. subgroups are in the specific aspects of the program category.

<b>Top Standardized Rating of Specific Components of Key Aspects, by U.S. Subgroup</b>					
<b>Specific Component</b>	<b>Standardized Score (Rank)</b>				
	<b>Overall Rank</b>	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
Quality of the faculty	1	4.49 (2)	3.88 (5)	3.94 (4)	3.70 (7)
Local respect/reputation	2	4.42 (3)	3.50 (10)	3.83 (7)	3.45 (12)
Program type offered (full-time, part-time, executive)	3	4.04 (10)	3.97 (2)	4.34 (1)	4.41 (2)
Rigor of academic program	4	4.51 (1)	3.64 (8)	3.69 (9)	3.53 (11)
Quality of current students	5	4.29 (6)	3.30 (16)	3.54 (11)	3.61 (9)
Published ranking of its graduate management program	6	4.41 (4)	3.30 (15)	3.48 (12)	3.41 (14)
Successful alumni	7	4.32 (5)	3.49 (12)	3.57 (10)	3.43 (13)
Job placement reputation of the school	8	4.21 (7)	3.50 (11)	3.32 (15)	3.55 (10)
Program completion time (total length of program)	9	4.04 (9)	3.96 (3)	3.98 (3)	4.19 (6)
Selectivity of admissions	10	4.18 (8)	3.31 (14)	3.27 (16)	3.29 (15)
Convenient class schedules	11	3.82 (13)	3.91 (4)	4.12 (2)	4.69 (1)
Quality of services	12	3.94 (11)	3.81 (6)	3.93 (5)	4.31 (3)
Course type offered (on-campus, off-campus, online)	13	3.83 (12)	3.79 (7)	3.78 (8)	4.23 (5)
AACSB-accreditation	14	3.75 (14)	3.52 (9)	3.40 (14)	2.85 (17)
Proximity to work or home	15	3.31 (17)	4.00 (1)	3.90 (6)	4.27 (4)
Quality of facilities (classroom, computer labs, etc)	16	3.43 (15)	3.48 (13)	3.46 (13)	3.65 (8)

\*  $p \leq 0.05$

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Whether currently enrolled or still in the process of applying to graduate business school, the quality of the faculty ranks number one. For respondents currently enrolled, the program type offered is ranked second, compared with a rank of ten for respondents still in the process of applying, which is significantly different. Number two for those still in the process is local respect and reputation, which is number three for those currently enrolled. Rigor of academic program is ranked number three for those still in the process compared with fourth for those currently enrolled.

<b>Top Standardized Rating of Specific Components of Key Aspects, by Status in B-School Pipeline</b>			
<b>Specific Component</b>	<b>Overall Rank</b>	<b>Standardized Score (Rank)</b>	
		<b>Currently Enrolled</b>	<b>Still Applying/ Admitted</b>
Quality of the faculty	1	4.19 (1)	4.60 (1)
Local respect/reputation	2	4.08 (3)	4.37 (2)
Program type offered (full-time, part-time, executive)*	3	<b>4.08 (2)</b>	<b>3.36 (10)</b>
Rigor of academic program	4	3.92 (4)	4.31 (3)
Quality of current students	5	3.85 (5)	4.15 (5)
Published ranking of its graduate management program*	6	<b>3.81 (8)</b>	<b>4.26 (4)</b>
Successful alumni	7	3.82 (6)	4.14 (7)
Job placement reputation of the school	8	3.72 (10)	4.14 (6)
Program completion time (total length of program)*	9	<b>3.81 (7)</b>	<b>3.24 (12)</b>
Selectivity of admissions	10	3.64 (12)	3.93 (9)
Convenient class schedules*	11	<b>3.74 (9)</b>	<b>3.06 (13)</b>
AACSB-accreditation*	14	<b>3.44 (15)</b>	<b>4.07 (8)</b>

\*  $p \leq 0.05$

The three most important components of information full-time students used in choosing a graduate business school are quality of the faculty, local respect and reputation, and quality of current students. The top three among part-time and executive students are program type offered, convenient class schedule, and quality of the faculty.

<b>Top Standardized Rating of Specific Components of Key Aspects, by Type of Program Enrolled</b>				
<b>Specific Component</b>	<b>Overall Rank</b>	<b>Standardized Score (Rank)</b>		
		<b>Full-Time</b>	<b>Part-Time</b>	<b>Executive</b>
Quality of the faculty	1	4.30 (1)	4.07 (3)	4.20 (3)
Local respect/reputation	2	4.10 (2)	4.06 (4)	4.12 (6)
Program type offered *	3	<b>3.71 (9)</b>	4.35 (1)	4.51 (1)
Rigor of academic program	4	4.01 (5)	3.78 (8)	4.05 (7)
Quality of current students*	5	<b>4.07 (3)</b>	<b>3.64 (11)</b>	3.78 (9)
Published ranking of its graduate management program	6	3.94 (7)	3.68 (10)	3.73 (11)
Successful alumni	7	4.00 (6)	3.63 (12)	3.73 (12)
Job placement reputation of the school*	8	<b>4.05 (4)</b>	3.45 (14)	3.41 (15)
Program completion time (total length of program)	9	3.66 (10)	3.83 (6)	4.19 (4)
Selectivity of admissions	10	3.80 (8)	3.43 (15)	3.68 (13)
Convenient class schedules*	11	<b>3.05 (15)</b>	4.27 (2)	4.30 (2)
Quality of services	12	3.61 (11)	3.79 (7)	3.80 (8)
Course type offered (on-campus, off-campus, online)	13	3.37 (13)	3.71 (9)	4.15 (5)
Proximity to work or home*	15	<b>2.88 (17)</b>	4.01 (5)	3.75 (10)

\*  $p \leq 0.05$

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

The top three components of information important to respondents enrolled in on campus programs are the quality of the faculty, the local respect and reputation, and the program type offered. For off campus programs, the top three are program type offered, convenient class schedule, and course type offered. Among online respondents, the top three are course type offered, convenient class schedules, and program type offered.

<b>Top Standardized Rating of Specific Components of Key Aspects, by Course Delivery Method</b>				
<b>Specific Component</b>	<b>Overall Rank</b>	<b>Standardized Score (Rank)</b>		
		<b>On Campus</b>	<b>Off Campus</b>	<b>Online</b>
Quality of the faculty	1	4.27 (1)	3.81 (6)	3.72 (7)
Local respect/reputation	2	4.16 (2)	3.76 (8)	3.60 (8)
Program type offered	3	4.01 (3)	4.26 (1)	4.52 (3)
Rigor of academic program	4	4.00 (4)	3.53 (9)	3.46 (10)
Quality of current students*	5	<b>3.96 (5)</b>	3.40 (13)	<b>3.03 (13)</b>
Published ranking of its graduate management program*	6	<b>3.90 (7)</b>	3.30 (14)	3.31 (11)
Successful alumni*	7	<b>3.91 (6)</b>	3.42 (12)	<b>3.16 (12)</b>
Job placement reputation of the school*	8	<b>3.86 (8)</b>	3.07 (16)	2.77 (16)
Program completion time	9	3.75 (10)	3.95 (4)	4.22 (4)
Selectivity of admissions*	10	<b>3.76 (9)</b>	3.10 (15)	<b>2.90 (14)</b>
Convenient class schedules*	11	<b>3.59 (12)</b>	4.22 (2)	<b>4.58 (2)</b>
Quality of services	12	3.65 (11)	3.86 (5)	4.20 (5)
Course type offered*	13	<b>3.43 (14)</b>	4.17 (3)	4.73 (1)
AACSB-accreditation	14	3.43 (13)	3.53 (10)	3.52 (9)
Proximity to work or home	15	3.38 (15)	3.80 (7)	3.78 (6)

\*  $p \leq 0.05$

### Credibility of Publications' Ranking of MBA Schools

Respondents were asked to rate the credibility of each of the listed publications' rankings of MBA schools. Overall, the *Wall Street Journal*, *Business Week*, and the *Financial Times* have the highest ratings among the publications. The *Wall Street Journal*, however, has 18% of the respondents rating it as extremely credible compared with 16% for *Business Week*, and 13% for the *Financial Times*. The next most credible publications are *U.S. News and World Report* followed by *Forbes Inc.*

<b>Perceived Credibility of Publications' Ranking of MBA Schools</b>								
<b>Publication</b>	<b>Mean*</b>	<b>Response</b>						<b>Total</b>
		<b>Extremely Credible</b>	<b>Very Credible</b>	<b>Somewhat Credible</b>	<b>Not Very Credible</b>	<b>Not At All Credible</b>	<b>Don't Know</b>	
Wall Street Journal	3.9	18%	36%	16%	3%	1%	26%	100%
Business Week	3.9	16%	40%	19%	2%	0%	22%	100%
Financial Times	3.9	13%	29%	18%	1%	0%	38%	100%
U.S. News and World Report	3.8	13%	28%	21%	3%	1%	35%	100%
Forbes Inc.	3.7	10%	29%	21%	3%	1%	37%	100%
Economic Intelligence Unit: Which MBA?	3.6	4%	11%	11%	2%	1%	70%	100%
Canadian Business Magazine	3.1	1%	6%	10%	3%	2%	78%	100%
Asia Inc.	3.0	1%	5%	10%	4%	2%	79%	100%

\*Scale: (5) = Extremely credible to (1) Not at all credible; Don't know is excluded from the mean score

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

The following table compares the respondents' ratings of each publication with the rating for all other publications. Both *Business Week* and the *Wall Street Journal* are significantly more credible among the respondents than all other publications, except when compared with each other, where there is no significant difference. The *Financial Times* is significantly more credible than all other publications except for the *Wall Street Journal* and *Business Week*.

<b>Comparison of Perceived Credibility of Publications (paired t-test) (Respondents Who Were Aware of Each Publication in the Comparison)</b>								
<b>Publication</b>	<b>Compared to...</b>							
	<b>U.S. News and World Report</b>	<b>Business Week</b>	<b>Financial Times</b>	<b>Wall Street Journal</b>	<b>Canadian Business Magazine</b>	<b>Asia Inc.</b>	<b>Economic Intelligence Unit: Which MBA?</b>	<b>Forbes Inc.</b>
U.S. News and World Report		✗	✗	✗	✓	✓	✓	✓
Business Week	✓		✓	nd	✓	✓	✓	✓
Financial Times	✓	✗		✗	✓	✓	✓	✓
Wall Street Journal	✓	nd	✓		✓	✓	✓	✓
Canadian Business Magazine	✗	✗	✗	✗		✓	✗	✗
Asia Inc.	✗	✗	✗	✗	✗		✗	✗
Economic Intelligence Unit: Which MBA?	✗	✗	✗	✗	✓	✓		✗
Forbes Inc.	✗	✗	✗	✗	✓	✓	✓	

✓ indicates publication in the row is significantly more credible than the publication in the column

✗ indicates publication in the row is significantly less credible than the publication in the column

n.d. indicate no significant difference in the credibility of the publications

Women rate *U.S. News and World Report*, the *Wall Street Journal*, and *Forbes Inc.* as being more credible compared with the rating from men.

<b>Perceived Credibility of Publications' Ranking of MBA Schools (Mean Score*), by Gender</b>		
<b>Publication</b>	<b>Gender</b>	
	<b>Female</b>	<b>Male</b>
U.S. News and World Report**	<b>3.9</b>	<b>3.7</b>
Business Week	3.9	3.9
Financial Times	3.9	3.8
Wall Street Journal**	<b>4.0</b>	<b>3.9</b>
Canadian Business Magazine	3.2	3.1
Asia Inc.	3.0	3.0
Economic Intelligence Unit: Which MBA?	3.5	3.6
Forbes Inc.**	<b>3.8</b>	<b>3.6</b>

\*Scale: (5) = Extremely credible to (1) Not at all credible; Don't know is excluded

\*\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents 24 years old and younger rate *U.S. News and World Report*, the *Wall Street Journal*, and *Asia Inc.* as being more credible than older respondents.

<b>Perceived Credibility of Publications' Ranking of MBA Schools (Mean Score*), by Age</b>				
<b>Publication</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
U.S. News and World Report**	<b>3.9</b>	3.8	3.7	3.7
Business Week**	3.9	3.9	4.0	<b>3.8</b>
Financial Times	3.8	3.8	3.9	3.9
Wall Street Journal**	<b>4.0</b>	3.9	3.9	3.9
Canadian Business Magazine	3.2	3.0	3.1	3.2
Asia Inc.**	<b>3.3</b>	3.0	3.0	<b>2.9</b>
Economic Intelligence Unit: Which MBA?	3.6	3.5	3.6	3.5
Forbes Inc.	3.8	3.7	3.7	3.7

\*Scale: (5) = Extremely credible to (1) Not at all credible; Don't know is excluded

\*\* p ≤ 0.05

Canadians and Europeans rate *U.S. News and World Report* as less credible than respondents in the rest of the world regions. Canadians rate *Business Week* lower than the rest of the world regions. Respondents from the United States rate the *Financial Times* and *Economic Intelligence Unit: Which MBA?* lower than the rest of the world regions. Canadians rate *Canadian Business Magazine* higher than respondents from the United States. Asians rate *Asia Inc.* higher than the rest of the world regions.

<b>Perceived Credibility of Publications' Ranking of MBA Schools (Mean Score*), by Country of Citizenship</b>						
<b>Publication</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
U.S. News and World Report**	3.7	3.9	3.9	<b>3.3</b>	3.6	<b>3.4</b>
Business Week**	4.0	4.0	3.9	<b>3.7</b>	4.0	3.8
Financial Times**	3.9	4.1	<b>3.7</b>	3.9	4.0	4.1
Wall Street Journal**	3.9	4.0	4.0	3.7	3.8	3.8
Canadian Business Magazine**	3.3	3.7	<b>2.7</b>	<b>3.8</b>	3.2	2.9
Asia Inc.**	<b>3.4</b>	3.1	2.6	2.9	2.7	2.7
Economic Intelligence Unit: Which MBA?***	3.7	3.8	<b>3.3</b>	3.6	3.7	3.6
Forbes Inc.**	3.7	3.6	3.8	3.6	3.8	3.6

\*Scale: (5) = Extremely credible to (1) Not at all credible; Don't know is excluded

\*\* p ≤ 0.05

Among U.S. respondents, there are no differences between the U.S. subgroups in the credibility ratings of the various publications.

**Table of Contents**

**APPENDIX A: DEMOGRAPHIC PROFILE OF RESPONDENTS.....1**

**OVERALL CHARACTERISTICS OF THE RESPONDENTS ..... 1**

**COMPARISON OF DEMOGRAPHIC CHARACTERISTICS .....3**

*Gender* .....3

*Age* .....5

*Citizenship* .....6

*U.S. Subgroups* .....8

**APPENDIX B: LIST OF MAJOR AREAS OF STUDY .....11**

**APPENDIX C: COMPLETE LISTS OF STANDARDIZED RATINGS .....12**

## Appendix A: Demographic Profile of Respondents

This chapter of the report presents the demographic characteristics of the survey respondents. The analysis of these characteristics acquaints the reader to the respondents of the mba.com Registrant Follow-Up Survey. Section A presents the overall demographic characteristics of the respondents. Section B compares the demographic characteristics of respondents by various characteristics.

### Overall Characteristics of the Respondents

Overall, 41% of the respondents to the 2004 mba.com Registrant Follow-Up Survey are women and 59% are men.

<b>Gender of the Respondent</b>	
<b>Gender</b>	<b>(<i>n</i> = 2,801)</b>
Female	41%
Male	59%
Total	100%

The average respondent is 31 years old—a year older than the average age in the 2003 mba.com Registrant Survey (30 years old).

<b>Age of the Respondent</b>	
<b>Age</b>	<b>(<i>n</i> = 2,801)</b>
24 and younger	16%
25-28	32%
29-32	21%
33 and older	31%
Total	100%
Mean age	31

Almost half of the respondents are citizens of the United States. Slightly less than a quarter of the respondents are Asian. About one in eight is European. Both Africans and Latin Americans each represent 6% of the respondents. Canadians represent 4% of the respondents. These percentages are similar to the distribution in the 2003 mba.com Registrant Survey.

<b>Country of Citizenship</b>	
<b>World Region</b>	<b>(<i>n</i> = 2,801)</b>
United States	49%
Asia	23%
Europe	12%
Africa	6%
Latin America	6%
Canada	4%
Other	<1%
Total	100%

Among the respondents who are citizens of the United States, 68% are white, 11% are African American, 8% are Asian American, and 6% are Hispanic. Of the 7% of respondents grouped in

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

the “other” category, 52% preferred not to state their race or ethnicity, one-third state multi-racial, 11% are Native Americans, and four respondents mention “other”, including “American,” “Iranian,” “Persian,” and “Arab.”

<b>U.S. Subgroup</b>	
<b>Race/Ethnicity</b>	<b>(n = 1,376)</b>
White	68%
African American	11%
Asian American	8%
Hispanic	6%
Other	7%
Total	100%

Forty-four percent of the respondents have a business and commerce undergraduate degree. Nearly one-third have a science degree. Eighteen percent have a social science degree and 7% have an undergraduate degree in the humanities. Appendix A contains a list of all undergraduate majors categorized by major area of study.

<b>Undergraduate Major</b>	
<b>Major Area of Study</b>	<b>(n = 2,801)</b>
Business and Commerce	44%
Science	31%
Social Sciences	18%
Humanities	7%
Total	100%

Respondents were asked the number of years they have worked since obtaining their undergraduate degree. Three percent of the respondents have not completed their undergraduate degree yet and 4% have not worked since completing their undergraduate degree. Slightly more than a quarter of respondents (26%) have worked for less than three years. Almost one-third of respondents (31%) have worked three years but less than six years. About one in five (19%) have worked six years but less than ten years. Eighteen percent worked for ten or more years since attaining their undergraduate degree.

<b>Number of Years of Full Time Employment Since First Degree</b>	
<b>Number of Years</b>	<b>(n = 2,801)</b>
Have not completed undergraduate degree yet	3%
None	4%
Less than one year	7%
One year, but less than three years	19%
Three years, but less than six years	31%
Six years, but less than ten years	19%
Ten years or more	18%
Total	100%

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

**Comparison of Demographic Characteristics**

**Gender**

Women respondents are slightly, but statistically significant, younger than the men who responded. One in five women compared with about one in eight men is 24 years old or younger. Additionally, 34% of the men compared with 27% of the women are 33 years old and older.

<b>Age of Respondent, by Gender*</b>		
<b>Age</b>	<b>Gender</b>	
	<b>Female</b>	<b>Male</b>
	<b>(n = 1,154)</b>	<b>(n = 1,647)</b>
24 and younger	<b>20%</b>	<b>13%</b>
25-28	35%	30%
29-32	19%	23%
33 and older	<b>27%</b>	<b>34%</b>
Total	100%	100%
Mean age	<b>30</b>	<b>31</b>

\*p ≤ 0.05

Men are twice as likely compared with women to have studied science for their undergraduate degree program. Women are almost three times as likely to have studied the humanities. Half of women compared with 39% of men studied business and commerce. One in five women studied the social science compared with 16% of men.

<b>Undergraduate Major, by Gender*</b>		
<b>Major Area of Study</b>	<b>Gender</b>	
	<b>Female</b>	<b>Male</b>
	<b>(n = 1,154)</b>	<b>(n = 1,647)</b>
Science	<b>19%</b>	<b>40%</b>
Business and Commerce	<b>50%</b>	<b>39%</b>
Humanities	<b>11%</b>	<b>4%</b>
Social Sciences	<b>20%</b>	<b>16%</b>
Total	100%	100%

\*p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Considering the age difference between men and women, it is not surprising that men compared with women are significantly more likely to have worked for six or more years,

<b>Number of Years of Full Time Employment Since First Degree, by Gender*</b>		
	<b>Gender</b>	
	<b>Female (n =1,154 )</b>	<b>Male (n = 1,647)</b>
<b>Number of Years</b>		
Have not completed undergraduate degree yet	3%	3%
None	<b>6%</b>	<b>3%</b>
Less than one year	8%	6%
One year, but less than three years	<b>22%</b>	<b>16%</b>
Three years, but less than six years	30%	31%
Six years, but less than ten years	<b>16%</b>	<b>21%</b>
Ten years or more	<b>15%</b>	<b>20%</b>
Total	100%	100%

\*p ≤ 0.05

Nearly half of the men who responded are living with their spouse or significant other, which is significantly higher than the percent of women living with a spouse or significant other. Men are significantly more likely to be living with children under the age of 18 for who they are financially responsible. Overall, 5% of women compared with 2% of men are single parents—a significant difference. Additionally, women are significantly more likely compared with men to be living alone.

<b>Household Composition, by Gender*</b>		
	<b>Gender</b>	
	<b>Female (n =1,154 )</b>	<b>Male (n = 1,647)</b>
<b>Do You Currently Live With...</b>		
Spouse or significant other	<b>41%</b>	<b>49%</b>
Children under the age of 18 for who you are financially responsible	<b>13%</b>	<b>18%</b>
Mother and/or father	16%	16%
Unrelated adults	11%	10%
An adult relative other than your parents	5%	4%
No one-I live alone	<b>26%</b>	<b>22%</b>

Responses may add to more than 100% due to multiple selections

\*p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

**Age**

There are no differences in the percent of respondents who studied the humanities or social sciences by age. However, younger respondents are significantly more likely compared with older respondents to have studied business and commerce in their undergraduate program. Older respondents, on the other hand, are significantly more likely to have studied science.

<b>Undergraduate Major, by U.S. Subgroup*</b>				
<b>Major Area of Study</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
	<b>(n = 437)</b>	<b>(n = 901)</b>	<b>(n = 591)</b>	<b>(n = 872)</b>
Science	<b>22%</b>	<b>28%</b>	<b>37%</b>	<b>36%</b>
Business and Commerce	<b>57%</b>	48%	<b>35%</b>	<b>39%</b>
Humanities	5%	7%	7%	8%
Social Sciences	16%	18%	21%	16%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*p ≤ 0.05

As one might expect, the older the respondent, the more years of work experience they have since receiving their undergraduate degree.

<b>Number of Years of Full Time Employment Since First Degree, by U.S. Subgroup*</b>				
<b>Number of Years</b>	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
	<b>(n = 437)</b>	<b>(n = 901)</b>	<b>(n = 591)</b>	<b>(n = 872)</b>
Have not completed undergraduate degree yet	<b>10%</b>	1%	1%	2%
None	<b>17%</b>	3%	1%	1%
Less than one year	<b>27%</b>	5%	1%	3%
One year, but less than three years	<b>40%</b>	25%	9%	8%
Three years, but less than six years	6%	<b>59%</b>	35%	10%
Six years, but less than ten years	<1%	6%	<b>48%</b>	21%
Ten years or more	0%	0%	4%	<b>55%</b>
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*p ≤ 0.05

The older the respondent, the more likely the respondent is living with a spouse or significant other. Additionally, respondents who are 33 years old and older are more likely to be living with children under the age of 18 for who they are financially responsible. Younger respondents are significantly more likely compared with older respondents to be living with their mother and/or father. Respondents who are 24 years old and younger are significantly more likely to be living with an unrelated adult.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Respondents who are 33 years old and older (6%) are significantly more likely compared with younger respondents to be a single parent.

<b>Household Composition, by U.S. Subgroup*</b>				
	<b>Age</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
<b>Do You Currently Live With...</b>	<b>(n = 437)</b>	<b>(n = 901)</b>	<b>(n = 591)</b>	<b>(n = 872)</b>
Spouse or significant other	17%	34%	54%	67%
Children under the age of 18 for who you are financially responsible	2%	4%	16%	35%
Mother and/or father	31%	21%	12%	6%
Unrelated adults	22%	14%	8%	2%
An adult relative other than your parents	5%	6%	3%	3%
No one-I live alone	25%	28%	24%	19%

Responses may add to more than 100% due to multiple selections

\*p ≤ 0.05

### Citizenship

Among the world regions, respondents from the United States are the most likely to be women—53% of respondents from the United States are women. Respondents from Asia and Africa are the least likely to be women, only 29% and 15%, respectively, are women.

<b>Gender by Country of Citizenship*</b>						
<b>Gender</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n = 646)</b>	<b>(n = 170)</b>	<b>(n = 1,376)</b>	<b>(n = 118)</b>	<b>(n = 159)</b>	<b>(n = 331)</b>
Female	29%	15%	53%	32%	33%	37%
Male	71%	85%	47%	68%	67%	63%
Total	100%	100%	100%	100%	100%	100%

\*p ≤ 0.05

Respondents from the United States and Canada are the oldest among the world regions. Asians are the youngest of the respondents.

<b>Age, by Country of Citizenship*</b>						
<b>Age</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n = 646)</b>	<b>(n = 170)</b>	<b>(n = 1,376)</b>	<b>(n = 118)</b>	<b>(n = 159)</b>	<b>(n = 331)</b>
24 and younger	23%	6%	15%	10%	8%	17%
25-28	37%	29%	31%	30%	42%	27%
29-32	20%	30%	18%	18%	28%	27%
33 and older	20%	35%	37%	42%	23%	29%
Total	100%	100%	100%	100%	100%	100%
Mean age	29	31	32	33	30	30

\*p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

The only significant differences in type of undergraduate areas of study are between Asians and citizens of the United States. Respondents from Asia are significantly more likely to have studied science, while respondents from the United States are significantly more likely to have studied business and commerce. Additionally, respondents from Asia are the least likely to have studied the social sciences in their undergraduate education (or first university).

<b>Undergraduate Major, by Country of Citizenship*</b>						
<b>Major Area of Study</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n = 646)</b>	<b>(n = 170)</b>	<b>(n = 1,376)</b>	<b>(n = 118)</b>	<b>(n = 159)</b>	<b>(n = 331)</b>
Science	47%	32%	22%	30%	37%	34%
Business and Commerce	36%	42%	48%	42%	48%	43%
Humanities	4%	2%	11%	9%	1%	4%
Social Sciences	13%	24%	19%	20%	15%	19%
Total	100%	100%	100%	100%	100%	100%

\*p ≤ 0.05

Understandably, respondents from the United States and Canada are significantly more likely to have worked ten or more years since completing their undergraduate degree, considering they are the oldest among the respondents. However, respondents from Canada are significantly more likely to have not completed their undergraduate degree compared with the rest of the world regions.

<b>Number of Years of Full Time Employment Since First Degree, by Country of Citizenship*</b>						
<b>Number of Years</b>	<b>World Region</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
	<b>(n = 646)</b>	<b>(n = 170)</b>	<b>(n = 1,376)</b>	<b>(n = 118)</b>	<b>(n = 159)</b>	<b>(n = 331)</b>
Have not completed undergraduate degree yet	4%	4%	2%	7%	1%	4%
None	5%	0%	5%	3%	1%	5%
Less than one year	9%	5%	6%	5%	5%	9%
One year, but less than three years	18%	22%	19%	17%	21%	17%
Three years, but less than six years	31%	34%	29%	28%	42%	31%
Six years, but less than ten years	19%	18%	18%	16%	25%	20%
Ten years or more	14%	17%	22%	25%	6%	15%
Total	100%	100%	100%	100%	100%	100%

\*p ≤ 0.05

Considering the respondents from the United States and Canada are the oldest, and that the older the respondent the more likely that respondent is living with a spouse or significant other, it goes to say that these respondents are significantly more likely to be living with a spouse or significant other. In addition, respondents from Asia and Latin America are the youngest and are significantly more likely to be living with their mother and/or father. Respondents from Africa are the most likely to be living alone, while respondents from the United States are the most likely to be living with an unrelated adult.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

Although there are no significant differences in the percent of single parents by world region, 5% of Africans, 3% of Canadians, 3% of respondents from the United States, and 2% of Europeans, Asians, and respondents from Latin America are single parents.

<b>Household Composition, by Country of Citizenship*</b>						
<b>Do You Currently Live With...</b>	<b>World Region</b>					
	<b>Asia (n = 646)</b>	<b>Africa (n = 170)</b>	<b>United States (n = 1,376)</b>	<b>Canada (n = 118)</b>	<b>Latin America (n = 159)</b>	<b>Europe (n = 331)</b>
Spouse or significant other	<b>35%</b>	<b>35%</b>	<b>52%</b>	<b>52%</b>	42%	48%
Children under the age of 18 for who you are financially responsible	<b>12%</b>	19%	18%	18%	<b>11%</b>	17%
Mother and/or father	<b>31%</b>	14%	<b>9%</b>	20%	<b>28%</b>	<b>11%</b>
Unrelated adults	10%	<b>5%</b>	<b>12%</b>	9%	8%	9%
An adult relative other than your parents	5%	<b>9%</b>	<b>3%</b>	3%	<b>8%</b>	<b>3%</b>
No one-I live alone	22%	<b>35%</b>	24%	17%	19%	26%

Responses may add to more than 100% due to multiple selections

\*p ≤ 0.05

### U.S. Subgroups

Three-quarters of African Americans are women—the greatest proportion among the U.S. subgroups.

<b>Gender, by U.S. Subgroup*</b>				
<b>Gender</b>	<b>Race/Ethnicity</b>			
	<b>Asian American (n = 106)</b>	<b>African American (n = 149)</b>	<b>White (n = 938)</b>	<b>Hispanic (n = 85)</b>
	Female	44%	<b>75%</b>	51%
Male	56%	<b>25%</b>	49%	42%
Total	100%	100%	100%	100%

\*p ≤ 0.05

Asian Americans are the youngest of the U.S. subgroups.

<b>Age, by U.S. Subgroup*</b>				
<b>Age</b>	<b>Race/Ethnicity</b>			
	<b>Asian American (n = 106)</b>	<b>African American (n = 149)</b>	<b>White (n = 938)</b>	<b>Hispanic (n = 85)</b>
	24 and younger	14%	14%	15%
25-28	37%	24%	32%	28%
29-32	<b>27%</b>	23%	<b>15%</b>	<b>29%</b>
33 and older	<b>22%</b>	39%	38%	33%
Total	100%	100%	100%	100%
Mean age	<b>29</b>	32	32	32

\*p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

The only differences in undergraduate areas of study are between Asian Americans and all other U.S. subgroups. Asian Americans are more likely to have studied science and the social sciences, but are less likely to have studied business and commerce.

<b>Undergraduate Major, by U.S. Subgroup*</b>				
<b>Major Area of Study</b>	<b>Race/Ethnicity</b>			
	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
	<b>(n = 106)</b>	<b>(n = 149)</b>	<b>(n = 938)</b>	<b>(n = 85)</b>
Science	<b>36%</b>	25%	21%	18%
Business and Commerce	<b>29%</b>	50%	51%	47%
Humanities	5%	8%	12%	8%
Social Sciences	<b>30%</b>	17%	17%	27%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*p ≤ 0.05

Since Asian American are considerably younger than the other U.S. subgroups, it is not surprising that they are the least likely to have been employed for ten or more years. However, Asian Americans are the most likely to have been employed for six years but less than ten years. African American respondents are the most likely not to have completed their undergraduate degree.

<b>Number of Years of Full Time Employment Since First Degree, by U.S. Subgroup*</b>				
<b>Number of Years</b>	<b>Race/Ethnicity</b>			
	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
	<b>(n = 106)</b>	<b>(n = 149)</b>	<b>(n = 938)</b>	<b>(n = 85)</b>
Have not completed undergraduate degree yet	1%	<b>5%</b>	2%	2%
None	2%	7%	5%	4%
Less than one year	2%	4%	6%	8%
One year, but less than three years	19%	15%	20%	19%
Three years, but less than six years	38%	26%	28%	32%
Six years, but less than ten years	<b>28%</b>	21%	16%	22%
Ten years or more	<b>10%</b>	22%	23%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*p ≤ 0.05

Two out five African Americans are living alone—significantly the highest percent among U.S. subgroups. White respondents are more likely compared with African Americans to be living with a spouse or significant other. Asian Americans are the most likely to be living with their mother and/or father.

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

---

Eight percent of Hispanics and 6% of African Americans are single parents—a significantly higher percent than Asian Americans (3%) and whites (2%).

<b>Household Composition, by U.S. Subgroup*</b>				
<b>Do You Currently Live With...</b>	<b>Race/Ethnicity</b>			
	<b>Asian American (n = 106)</b>	<b>African American (n = 149)</b>	<b>White (n = 938)</b>	<b>Hispanic (n = 85)</b>
Spouse or significant other	42%	<b>33%</b>	<b>57%</b>	47%
Children under the age of 18 for who you are financially responsible	12%	16%	18%	25%
Mother and/or father	<b>18%</b>	10%	7%	11%
Unrelated adults	17%	11%	12%	7%
An adult relative other than your parents	6%	5%	2%	5%
No one-I live alone	21%	<b>40%</b>	21%	26%

Responses may add to more than 100% due to multiple selections

\*p ≤ 0.05

**Appendix B: List of Major Areas of Study**

**Science**

- Agriculture
- Architecture
- Biological Sciences
- Chemistry
- Computer Science
- Engineering
- Mathematics
- Medicine/Nursing
- Physics
- Statistics
- Other Engineering/Computer Science
- Other Science/Mathematics

**Business and Commerce**

- Accounting
- Actuarial Science
- Business Education
- Finance
- Hotel Administration
- Industrial Relations
- International Business
- Management
- Management Information Systems Technology
- Marketing
- Operations Management/Production
- Other Business/Management

**Humanities**

- Art History
- Communications
- English
- Fine Arts
- Journalism
- Languages
- Philosophy
- Other Fine Arts
- Other Humanities

**Social Science**

- Anthropology
- Economics
- Education
- Government
- History
- Law
- Political Science
- Psychology
- Sociology
- Other Social Science/Law

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

**Appendix C: Complete Lists of Standardized Ratings**

<b>Standardized Rating of Specific Components of Key Aspects</b>		
<b>Specific Component</b>	<b>Statistic</b>	
	<b>Rank</b>	<b>Standardized Score</b>
Quality of the faculty	1	4.24
Local respect/reputation	2	4.12
Program type offered	3	4.01
Rigor of academic program	4	3.97
Quality of current students	5	3.89
Published ranking of its graduate management program	6	3.87
Successful alumni	7	3.86
Job placement reputation of the school	8	3.78
Program completion time	9	3.75
Selectivity of admissions	10	3.67
Convenient class schedules	11	3.67
Quality of services	12	3.67
Course type offered	13	3.56
AACSB-accreditation	14	3.52
Proximity to work or home	15	3.40
Quality of facilities	16	3.27
Average size of classes	17	2.90
Size of the incoming MBA class	18	2.46
Attractiveness of campus	19	2.38
Total tuition and required fees for full length of program	20	2.04
Available scholarships	21	1.54
Opportunity costs of lost earnings	22	1.41
Primary method of instruction	23	1.39
Specific curriculum offered	24	1.35
Housing and other out of pocket living costs	25	1.33
Availability of research, teaching, or other assistantships	26	1.32
Percent of graduating class receiving job offers	27	1.26
Quality career services	28	1.26
Starting annual base salary/other compensation of graduates	29	1.24
Availability of loans for domestic students	30	1.24
Language of instruction	31	1.23
Application fees of school	32	1.21
Post-MBA industry and/or job function of alumni	33	1.17
Access to alumni network	34	1.16
Types of organizations post-MBA	35	1.12
Percent of graduating class seeking employment	36	1.07
Geographic locations of post-MBA jobs	37	1.05
Availability of loans for non-native students	38	0.93
Availability of overseas academic study tours	39	0.90
Availability of an international exchange program	40	0.86
Availability of a domestic exchange program	41	0.71
Average years of work experience of students	42	0.47
Average age of students	43	0.42
Proportion of international students	44	0.42
Proportion of women	45	0.37
Proportion of underrepresented minority students	46	0.32

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Standardized Rating of Specific Components of Key Aspects, by Gender</b>		
<b>Specific Component</b>	<b>Standardized Score (Rank)</b>	
	<b>Female</b>	<b>Male</b>
Quality of the faculty	4.15 (2)	4.30 (1)
Local respect/reputation	4.00 (5)	4.19 (2)
Program type offered*	<b>4.27 (1)</b>	<b>3.80 (8)</b>
Rigor of academic program	3.87 (7)	4.04 (3)
Quality of current students	3.78 (9)	3.96 (5)
Published ranking of its graduate management program	3.72 (11)	3.97 (4)
Successful alumni	3.74 (10)	3.94 (6)
Job placement reputation of the school	3.64 (13)	3.87 (7)
Program completion time*	<b>4.07 (3)</b>	<b>3.49 (10)</b>
Selectivity of admissions	3.55 (15)	3.76 (9)
Convenient class schedules*	<b>3.99 (6)</b>	<b>3.41 (12)</b>
Quality of services*	<b>4.01 (4)</b>	<b>3.39 (13)</b>
Course type offered*	<b>3.83 (8)</b>	<b>3.34 (14)</b>
AACSB-accreditation	3.61 (14)	3.46 (11)
Proximity to work or home*	<b>3.67 (12)</b>	<b>3.18 (15)</b>
Quality of facilities*	<b>3.41 (16)</b>	<b>3.15 (16)</b>
Average size of classes*	<b>3.21 (17)</b>	<b>2.64 (17)</b>
Size of the incoming MBA class*	<b>2.62 (18)</b>	<b>2.33 (19)</b>
Attractiveness of campus	2.44 (19)	2.33 (18)
Total tuition and required fees for full length of program	2.01 (20)	2.06 (20)
Available scholarships	1.52 (21)	1.55 (21)
Opportunity costs of lost earnings	1.33 (24)	1.48 (22)
Primary method of instruction	1.41 (22)	1.38 (24)
Specific curriculum offered	1.39 (23)	1.31 (26)
Housing and other out of pocket living costs*	<b>1.22 (31)</b>	<b>1.43 (23)</b>
Availability of research, teaching, or other assistantships	1.26 (26)	1.37 (25)
Percent of graduating class receiving job offers	1.25 (28)	1.26 (28)
Quality career services	1.26 (27)	1.26 (29)
Starting annual base salary/other compensation of graduates	1.23 (29)	1.24 (30)
Availability of loans for domestic students	1.28 (25)	1.20 (31)
Language of instruction*	<b>1.15 (32)</b>	<b>1.28 (27)</b>
Application fees of school	1.23 (30)	1.19 (33)
Post-MBA industry and/or job function of alumni	1.13 (34)	1.19 (32)
Access to alumni network	1.14 (33)	1.17 (34)
Types of organizations post-MBA	1.11 (35)	1.12 (35)
Percent of graduating class seeking employment	1.05 (36)	1.08 (36)
Geographic locations of post-MBA jobs	1.02 (37)	1.07 (37)
Availability of loans for non-native students*	<b>0.82 (40)</b>	<b>1.03 (38)</b>
Availability of overseas academic study tours	0.88 (38)	0.91 (39)
Availability of an international exchange program	0.82 (39)	0.88 (40)
Availability of a domestic exchange program	0.69 (41)	0.72 (41)
Average years of work experience of students	0.46 (42)	0.49 (42)
Average age of students	0.42 (43)	0.42 (44)
Proportion of international students*	<b>0.38 (45)</b>	<b>0.45 (43)</b>
Proportion of women*	<b>0.42 (44)</b>	<b>0.33 (45)</b>
Proportion of underrepresented minority students*	<b>0.35 (46)</b>	<b>0.29 (46)</b>

\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Standardized Rating of Specific Components of Key Aspects, by Age</b>				
<b>Specific Component</b>	<b>Standardized Score (Rank)</b>			
	<b>24 and Younger</b>	<b>25-28</b>	<b>29-32</b>	<b>33 and Older</b>
Quality of the faculty	4.23 (1)	4.20 (1)	4.32 (1)	4.23 (1)
Local respect/reputation	4.09 (2)	4.06 (2)	4.20 (3)	4.12 (2)
Program type offered	3.82 (7)	3.84 (8)	4.20 (2)	4.10 (3)
Rigor of academic program	3.88 (4)	3.97 (5)	4.12 (4)	3.91 (4)
Quality of current students	3.84 (6)	3.98 (3)	4.02 (6)	3.73 (8)
Published ranking of its graduate management program	3.75 (9)	3.93 (6)	4.03 (5)	3.75 (7)
Successful alumni	3.85 (5)	3.92 (7)	4.00 (7)	3.72 (9)
Job placement reputation of the school*	4.00 (3)	3.97 (4)	3.98 (8)	<b>3.40 (15)</b>
Program completion time	3.82 (8)	3.65 (10)	3.84 (9)	3.76 (6)
Selectivity of admissions	3.64 (12)	3.81 (9)	3.78 (11)	3.50 (14)
Convenient class schedules	3.42 (13)	3.50 (12)	3.67 (13)	3.88 (5)
Quality of services	3.69 (10)	3.62 (11)	3.82 (10)	3.63 (11)
Course type offered	3.39 (14)	3.35 (14)	3.69 (12)	3.71 (10)
AACSB-accreditation	3.65 (11)	3.42 (13)	3.48 (14)	3.60 (12)
Proximity to work or home	3.22 (16)	3.27 (15)	3.43 (15)	3.55 (13)
Quality of facilities	3.33 (15)	3.18 (16)	3.32 (16)	3.29 (16)
Average size of classes	2.89 (17)	2.90 (17)	3.10 (17)	2.79 (17)
Size of the incoming MBA class	2.28 (19)	2.51 (19)	2.70 (18)	2.35 (18)
Attractiveness of campus*	2.63 (18)	2.52 (18)	2.45 (19)	2.15 (19)
Total tuition and required fees for full length of program	2.18 (20)	2.11 (20)	1.95 (20)	1.95 (20)
Available scholarships*	<b>1.88 (21)</b>	<b>1.65 (21)</b>	1.55 (21)	<b>1.24 (24)</b>
Opportunity costs of lost earnings	1.40 (24)	1.45 (22)	1.37 (24)	1.39 (21)
Primary method of instruction	1.36 (26)	1.41 (24)	1.41 (22)	1.37 (22)
Specific curriculum offered	1.37 (25)	1.33 (26)	1.33 (25)	1.35 (23)
Housing and other out of pocket living costs*	<b>1.61 (23)</b>	<b>1.44 (23)</b>	1.37 (23)	<b>1.06 (35)</b>
Availability of research, teaching, or other assistantships*	<b>1.81 (22)</b>	1.39 (25)	1.19 (33)	<b>1.09 (34)</b>
Percent of graduating class receiving job offers	1.26 (30)	1.27 (29)	1.31 (26)	1.20 (26)
Quality career services	1.26 (29)	1.27 (30)	1.30 (28)	1.21 (25)
Starting annual base salary/other compensation of graduates	1.26 (31)	1.23 (31)	1.30 (27)	1.18 (27)
Availability of loans for domestic students	1.34 (27)	1.33 (27)	1.18 (34)	1.13 (31)
Language of instruction	1.21 (32)	1.29 (28)	1.26 (30)	1.17 (29)
Application fees of school	1.33 (28)	1.21 (32)	1.26 (29)	1.11 (32)
Post-MBA industry and/or job function of alumni	1.11 (35)	1.17 (34)	1.22 (31)	1.17 (28)
Access to alumni network	1.11 (36)	1.17 (33)	1.21 (32)	1.13 (30)
Types of organizations post-MBA	1.13 (34)	1.12 (35)	1.13 (35)	1.10 (33)
Percent of graduating class seeking employment	1.14 (33)	1.05 (37)	1.12 (36)	0.99 (37)
Geographic locations of post-MBA jobs	1.02 (37)	1.06 (36)	1.10 (37)	1.02 (36)
Availability of loans for non-native students	1.00 (38)	1.02 (38)	0.95 (39)	0.79 (38)
Availability of overseas academic study tours*	0.92 (40)	0.99 (39)	0.98 (38)	<b>0.78 (39)</b>
Availability of an international exchange program*	0.98 (39)	0.95 (40)	0.92 (40)	<b>0.71 (40)</b>
Availability of a domestic exchange program*	0.83 (41)	0.79 (41)	0.73 (41)	<b>0.59 (41)</b>
Average years of work experience of students*	<b>0.35 (44)</b>	0.48 (42)	0.51 (42)	0.49 (42)
Average age of students	0.38 (42)	0.42 (44)	0.47 (43)	0.41 (43)
Proportion of international students	0.38 (43)	0.46 (43)	0.45 (44)	0.39 (44)
Proportion of women	0.31 (45)	0.40 (45)	0.40 (45)	0.35 (45)
Proportion of underrepresented minority students	0.26 (46)	0.33 (46)	0.34 (46)	0.32 (46)

\*  $p \leq 0.05$

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Standardized Rating of Specific Components of Key Aspects, by Country of Citizenship</b>						
<b>Specific Components</b>	<b>Standardized Score (Rank)</b>					
	<b>Asia</b>	<b>Africa</b>	<b>United States</b>	<b>Canada</b>	<b>Latin America</b>	<b>Europe</b>
Quality of the faculty*	<b>4.77 (1)</b>	4.28 (1)	<b>4.00 (3)</b>	3.87 (7)	4.17 (1)	4.61 (1)
Local respect/reputation*	<b>4.67 (2)</b>	4.16 (3)	<b>3.86 (6)</b>	3.84 (8)	4.10 (2)	4.47 (2)
Program type offered*	<b>3.20 (10)</b>	3.31 (10)	<b>4.25 (1)</b>	<b>4.59 (1)</b>	3.74 (7)	3.79 (9)
Rigor of academic program*	4.32 (6)	4.28 (2)	3.77 (8)	3.72 (9)	3.75 (6)	4.34 (3)
Quality of current students*	<b>4.41 (5)</b>	4.02 (6)	<b>3.65 (11)</b>	3.50 (13)	3.83 (4)	4.23 (5)
Published ranking of graduate management program*	<b>4.44 (3)</b>	4.07 (5)	<b>3.61 (12)</b>	3.35 (15)	3.81 (5)	4.22 (6)
Successful alumni*	4.24 (7)	3.91 (8)	3.67 (10)	3.67 (11)	3.69 (9)	4.23 (4)
Job placement reputation of the school*	<b>4.44 (4)</b>	3.89 (9)	<b>3.48 (13)</b>	3.28 (16)	3.89 (3)	4.12 (7)
Program completion time*	<b>2.93 (12)</b>	3.23 (11)	<b>3.96 (4)</b>	<b>4.48 (2)</b>	3.64 (10)	3.54 (11)
Selectivity of admissions*	<b>4.14 (8)</b>	3.94 (7)	<b>3.41 (16)</b>	3.44 (14)	3.69 (8)	<b>4.10 (8)</b>
Convenient class schedules*	2.60 (15)	2.87 (15)	<b>4.08 (2)</b>	<b>4.00 (6)</b>	2.86 (16)	3.16 (14)
Quality of services*	<b>3.01 (11)</b>	3.20 (12)	<b>3.89 (5)</b>	4.08 (4)	3.31 (12)	3.37 (12)
Course type offered*	<b>2.89 (13)</b>	3.10 (13)	<b>3.75 (9)</b>	<b>4.29 (3)</b>	3.32 (11)	3.27 (13)
AACSB-accreditation*	3.81 (9)	4.12 (4)	3.42 (15)	2.93 (18)	2.98 (14)	3.65 (10)
Proximity to work or home*	2.34 (17)	2.56 (16)	<b>3.84 (7)</b>	<b>4.05 (5)</b>	2.31 (20)	2.67 (16)
Quality of facilities*	<b>2.73 (14)</b>	3.07 (14)	<b>3.42 (14)</b>	3.68 (10)	3.18 (13)	2.97 (15)
Average size of classes*	<b>2.40 (16)</b>	2.54 (17)	3.05 (17)	<b>3.62 (12)</b>	2.87 (15)	2.50 (17)
Size of the incoming MBA class	2.31 (18)	2.06 (22)	2.45 (18)	3.03 (17)	2.73 (17)	2.50 (18)
Attractiveness of campus	2.23 (19)	2.39 (19)	2.39 (19)	2.80 (19)	2.62 (18)	2.22 (19)
Total tuition/required fees for full length of program*	1.94 (20)	2.40 (18)	1.99 (20)	1.90 (20)	2.37 (19)	2.08 (20)
Available scholarships*	1.82 (21)	2.22 (21)	<b>1.30 (25)</b>	<b>1.16 (34)</b>	1.99 (21)	1.72 (21)
Opportunity costs of lost earnings*	1.51 (24)	<b>1.83 (23)</b>	<b>1.31 (24)</b>	1.15 (35)	1.81 (23)	1.30 (29)
Primary method of instruction*	1.50 (25)	1.60 (26)	1.33 (23)	1.44 (22)	1.42 (28)	1.47 (24)
Specific curriculum offered	1.40 (27)	1.42 (29)	1.34 (22)	1.39 (25)	1.34 (31)	1.23 (31)
Housing and other out of pocket living costs*	1.57 (23)	1.76 (25)	<b>1.11 (32)</b>	1.64 (21)	1.81 (24)	1.51 (23)
Availability of research, teaching, or other assistantships*	1.57 (22)	<b>2.23 (20)</b>	<b>1.05 (36)</b>	<b>1.02 (37)</b>	1.72 (25)	1.56 (22)
Percent of graduating class receiving job offers*	1.33 (29)	1.30 (32)	1.20 (28)	1.36 (26)	1.35 (29)	1.32 (28)
Quality career services	1.31 (30)	1.34 (30)	1.22 (27)	1.40 (24)	1.31 (34)	1.26 (30)
Starting annual base salary/other compensation	1.27 (31)	1.31 (31)	1.22 (26)	1.32 (27)	1.34 (30)	1.18 (32)
Availability of loans for domestic students*	1.00 (40)	1.09 (39)	<b>1.39 (21)</b>	1.27 (29)	1.04 (40)	0.96 (40)
Language of instruction*	1.40 (28)	1.56 (27)	<b>1.11 (33)</b>	1.27 (28)	1.52 (26)	1.40 (25)
Application fees of school	1.14 (37)	1.55 (28)	1.15 (29)	1.16 (33)	1.42 (27)	1.32 (27)
Post-MBA industry and/or job function of alumni*	1.20 (32)	1.24 (34)	1.14 (30)	1.40 (23)	1.32 (32)	1.12 (34)
Access to alumni network	1.19 (33)	1.22 (36)	1.12 (31)	1.26 (30)	1.27 (35)	1.17 (33)
Types of organizations post-MBA	1.19 (34)	1.24 (35)	1.07 (34)	1.25 (31)	1.10 (37)	1.12 (35)
Percent of graduating class seeking employment	1.13 (38)	1.17 (37)	1.01 (37)	1.07 (36)	1.23 (36)	1.07 (37)
Geographic locations of post-MBA jobs	1.00 (39)	1.08 (40)	1.07 (35)	1.21 (32)	1.06 (39)	1.00 (39)
Availability of loans for non-native students*	1.42 (26)	1.77 (24)	<b>0.51 (41)</b>	<b>0.88 (39)</b>	1.86 (22)	1.38 (26)
Availability of overseas academic study tours*	1.19 (35)	1.16 (38)	<b>0.78 (38)</b>	0.83 (40)	1.08 (38)	1.06 (38)
Availability of an international exchange program*	1.15 (36)	1.25 (33)	<b>0.68 (39)</b>	0.89 (38)	1.31 (33)	1.10 (36)
Availability of a domestic exchange program*	0.95 (41)	0.96 (41)	<b>0.59 (40)</b>	0.71 (41)	0.84 (41)	0.84 (41)
Average years of work experience of students	0.49 (42)	0.53 (43)	0.46 (42)	0.51 (42)	0.50 (43)	0.47 (43)
Average age of students	0.44 (44)	0.47 (44)	0.42 (43)	0.37 (44)	0.46 (44)	0.41 (44)
Proportion of international students*	<b>0.49 (43)</b>	0.55 (42)	<b>0.36 (45)</b>	0.41 (43)	<b>0.55 (42)</b>	0.48 (42)
Proportion of women	0.34 (45)	0.36 (46)	0.38 (44)	0.35 (45)	0.44 (46)	0.35 (45)
Proportion of underrepresented minority students	0.30 (46)	0.38 (45)	0.32 (46)	0.34 (46)	0.44 (45)	0.30 (46)

\* p < 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Standardized Rating of Specific Components of Key Aspects, by U.S. Subgroups</b>				
<b>Specific Component</b>	<b>Standardized Score (Rank)</b>			
	<b>Asian American</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>
Quality of the faculty	4.49 (2)	3.88 (5)	3.94 (4)	3.70 (7)
Local respect/reputation	4.42 (3)	3.50 (10)	3.83 (7)	3.45 (12)
Program type offered	4.04 (10)	3.97 (2)	4.34 (1)	4.41 (2)
Rigor of academic program	4.51 (1)	3.64 (8)	3.69 (9)	3.53 (11)
Quality of current students	4.29 (6)	3.30 (16)	3.54 (11)	3.61 (9)
Published ranking of its graduate management program	4.41 (4)	3.30 (15)	3.48 (12)	3.41 (14)
Successful alumni	4.32 (5)	3.49 (12)	3.57 (10)	3.43 (13)
Job placement reputation of the school	4.21 (7)	3.50 (11)	3.32 (15)	3.55 (10)
Program completion time	4.04 (9)	3.96 (3)	3.98 (3)	4.19 (6)
Selectivity of admissions	4.18 (8)	3.31 (14)	3.27 (16)	3.29 (15)
Convenient class schedules	3.82 (13)	3.91 (4)	4.12 (2)	4.69 (1)
Quality of services	3.94 (11)	3.81 (6)	3.93 (5)	4.31 (3)
Course type offered	3.83 (12)	3.79 (7)	3.78 (8)	4.23 (5)
AACSB-accreditation	3.75 (14)	3.52 (9)	3.40 (14)	2.85 (17)
Proximity to work or home	3.31 (17)	4.00 (1)	3.90 (6)	4.27 (4)
Quality of facilities	3.43 (15)	3.48 (13)	3.46 (13)	3.65 (8)
Average size of classes	3.35 (16)	3.04 (17)	3.08 (17)	2.90 (16)
Size of the incoming MBA class	2.68 (18)	2.26 (19)	2.48 (18)	2.46 (19)
Attractiveness of campus	2.63 (19)	2.49 (18)	2.38 (19)	2.66 (18)
Total tuition and required fees for full length of program	2.14 (20)	2.14 (20)	1.96 (20)	2.15 (20)
Available scholarships*	1.51 (22)	1.87 (21)	<b>1.18 (26)</b>	1.93 (21)
Opportunity costs of lost earnings	1.41 (24)	1.46 (25)	1.27 (24)	1.87 (22)
Primary method of instruction	1.27 (26)	1.42 (26)	1.33 (23)	1.56 (25)
Specific curriculum offered	1.22 (31)	1.25 (34)	1.38 (21)	1.51 (26)
Housing and other out of pocket living costs*	1.53 (21)	1.51 (24)	<b>1.01 (35)</b>	1.61 (24)
Availability of research, teaching, or other assistantships*	1.24 (29)	1.64 (23)	0.98 (36)	0.99 (39)
Percent of graduating class receiving job offers	1.23 (30)	1.28 (32)	1.17 (27)	1.23 (31)
Quality career services	1.27 (25)	1.41 (27)	1.17 (28)	1.28 (30)
Starting annual base salary/other compensation of graduates	1.26 (28)	1.31 (29)	1.19 (25)	1.32 (28)
Availability of loans for domestic students	1.42 (23)	1.67 (22)	1.33 (22)	1.68 (23)
Language of instruction	1.04 (38)	1.35 (28)	1.08 (32)	1.31 (29)
Application fees of school	1.26 (27)	1.30 (30)	1.09 (31)	1.44 (27)
Post-MBA industry and/or job function of alumni	1.18 (33)	1.29 (31)	1.11 (30)	1.22 (33)
Access to alumni network	1.16 (34)	1.28 (33)	1.11 (29)	0.96 (40)
Types of organizations post-MBA	1.15 (35)	1.24 (35)	1.04 (33)	1.19 (35)
Percent of graduating class seeking employment	1.11 (36)	1.10 (36)	0.98 (37)	1.09 (37)
Geographic locations of post-MBA jobs	1.21 (32)	1.07 (37)	1.03 (34)	1.22 (32)
Availability of loans for non-native students*	0.74 (41)	0.73 (40)	<b>0.45 (42)</b>	<b>0.99 (38)</b>
Availability of overseas academic study tours*	<b>1.08 (37)</b>	0.80 (38)	<b>0.69 (38)</b>	<b>1.20 (34)</b>
Availability of an international exchange program*	<b>0.98 (39)</b>	0.77 (39)	<b>0.59 (39)</b>	<b>1.11 (36)</b>
Availability of a domestic exchange program	0.74 (40)	0.58 (41)	0.55 (40)	0.93 (41)
Average years of work experience of students	0.48 (42)	0.42 (44)	0.46 (41)	0.44 (42)
Average age of students	0.43 (44)	0.37 (45)	0.43 (43)	0.41 (43)
Proportion of international students	0.45 (43)	0.32 (46)	0.34 (45)	0.33 (46)
Proportion of women	0.30 (46)	0.49 (43)	0.37 (44)	0.38 (45)
Proportion of underrepresented minority students	0.30 (45)	0.52 (42)	0.29 (46)	0.41 (44)

\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Standardized Rating of Specific Components of Key Aspects, by Status in the B-School Pipeline</b>		
<b>Specific Component</b>	<b>Standardized Score (Rank)</b>	
	<b>Currently Enrolled</b>	<b>Still Applying/Admitted</b>
Quality of the faculty	4.19 (1)	4.60 (1)
Local respect/reputation	4.08 (3)	4.37 (2)
Program type offered*	<b>4.08 (2)</b>	<b>3.36 (10)</b>
Rigor of academic program	3.92 (4)	4.31 (3)
Quality of current students	3.85 (5)	4.15 (5)
Published ranking of its graduate management program*	<b>3.81 (8)</b>	<b>4.26 (4)</b>
Successful alumni	3.82 (6)	4.14 (7)
Job placement reputation of the school	3.72 (10)	4.14 (6)
Program completion time*	<b>3.81 (7)</b>	<b>3.24 (12)</b>
Selectivity of admissions	3.64 (12)	3.93 (9)
Convenient class schedules*	<b>3.74 (9)</b>	<b>3.06 (13)</b>
Quality of services*	<b>3.72 (11)</b>	<b>3.24 (11)</b>
Course type offered*	<b>3.62 (13)</b>	<b>3.01 (14)</b>
AACSB-accreditation*	<b>3.44 (15)</b>	<b>4.07 (8)</b>
Proximity to work or home*	<b>3.46 (14)</b>	<b>2.86 (16)</b>
Quality of facilities	3.31 (16)	2.90 (15)
Average size of classes*	<b>2.95 (17)</b>	<b>2.44 (17)</b>
Size of the incoming MBA class	2.48 (18)	2.27 (19)
Attractiveness of campus	2.38 (19)	2.38 (18)
Total tuition and required fees for full length of program	2.02 (20)	2.14 (20)
Available scholarships*	<b>1.47 (21)</b>	<b>1.97 (21)</b>
Opportunity costs of lost earnings	1.38 (22)	1.59 (24)
Primary method of instruction*	<b>1.36 (23)</b>	<b>1.60 (23)</b>
Specific curriculum offered*	<b>1.31 (24)</b>	<b>1.58 (25)</b>
Housing and other out of pocket living costs	1.30 (25)	1.51 (26)
Availability of research, teaching, or other assistantships*	<b>1.25 (27)</b>	<b>1.73 (22)</b>
Percent of graduating class receiving job offers	1.25 (26)	1.29 (31)
Quality career services*	<b>1.24 (29)</b>	<b>1.34 (30)</b>
Starting annual base salary/other compensation of graduates	1.23 (30)	1.26 (32)
Availability of loans for domestic students	1.24 (28)	1.21 (33)
Language of instruction*	<b>1.19 (31)</b>	<b>1.50 (27)</b>
Application fees of school	1.18 (32)	1.36 (28)
Post-MBA industry and/or job function of alumni	1.16 (33)	1.20 (35)
Access to alumni network	1.16 (34)	1.18 (36)
Types of organizations post-MBA	1.10 (35)	1.20 (34)
Percent of graduating class seeking employment	1.05 (37)	1.12 (38)
Geographic locations of post-MBA jobs	1.06 (36)	1.00 (40)
Availability of loans for non-native students*	<b>0.86 (39)</b>	<b>1.35 (29)</b>
Availability of overseas academic study tours*	<b>0.87 (38)</b>	<b>1.11 (39)</b>
Availability of an international exchange program*	<b>0.82 (40)</b>	<b>1.14 (37)</b>
Availability of a domestic exchange program*	<b>0.67 (41)</b>	<b>0.96 (41)</b>
Average years of work experience of students	0.48 (42)	0.43 (43)
Average age of students	0.43 (43)	0.37 (45)
Proportion of international students	0.41 (44)	0.45 (42)
Proportion of women	0.37 (45)	0.37 (44)
Proportion of underrepresented minority students	0.32 (46)	0.30 (46)

\* p ≤ 0.05

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Standardized Rating of Specific Components of Key Aspects, by Program Type</b>			
<b>Specific Component</b>	<b>Standardized Score (Rank)</b>		
	<b>Full-Time</b>	<b>Part-Time</b>	<b>Executive</b>
Quality of the faculty	4.30 (1)	4.07 (3)	4.20 (3)
Local respect/reputation	4.10 (2)	4.06 (4)	4.12 (6)
Program type offered*	<b>3.71 (9)</b>	4.35 (1)	4.51 (1)
Rigor of academic program	4.01 (5)	3.78 (8)	4.05 (7)
Quality of current students*	<b>4.07 (3)</b>	<b>3.64 (11)</b>	3.78 (9)
Published ranking of its graduate management program	3.94 (7)	3.68 (10)	3.73 (11)
Successful alumni	4.00 (6)	3.63 (12)	3.73 (12)
Job placement reputation of the school*	<b>4.05 (4)</b>	3.45 (14)	3.41 (15)
Program completion time	3.66 (10)	3.83 (6)	4.19 (4)
Selectivity of admissions	3.80 (8)	3.43 (15)	3.68 (13)
Convenient class schedules*	<b>3.05 (15)</b>	4.27 (2)	4.30 (2)
Quality of services	3.61 (11)	3.79 (7)	3.80 (8)
Course type offered	3.37 (13)	3.71 (9)	4.15 (5)
AACSB-accreditation	3.45 (12)	3.53 (13)	3.10 (17)
Proximity to work or home*	<b>2.88 (17)</b>	4.01 (5)	3.75 (10)
Quality of facilities	3.23 (14)	3.33 (16)	3.51 (14)
Average size of classes	2.97 (16)	2.87 (17)	3.12 (16)
Size of the incoming MBA class*	2.58 (18)	<b>2.26 (19)</b>	<b>2.83 (18)</b>
Attractiveness of campus	2.47 (19)	2.36 (18)	2.24 (19)
Total tuition and required fees for full length of program	2.04 (20)	2.06 (20)	1.86 (20)
Available scholarships	1.75 (21)	1.24 (25)	1.09 (32)
Opportunity costs of lost earnings	1.38 (25)	1.41 (21)	1.34 (23)
Primary method of instruction	1.39 (24)	1.32 (22)	1.38 (21)
Specific curriculum offered	1.32 (27)	1.27 (24)	1.35 (22)
Housing and other out of pocket living costs*	<b>1.59 (22)</b>	1.04 (34)	0.92 (36)
Availability of research, teaching, or other assistantships*	<b>1.58 (23)</b>	0.98 (36)	0.79 (39)
Percent of graduating class receiving job offers*	<b>1.34 (26)</b>	1.13 (30)	1.11 (30)
Quality career services*	<b>1.30 (28)</b>	<b>1.14 (29)</b>	1.22 (26)
Starting annual base salary/other compensation of graduates	1.27 (29)	1.18 (27)	1.12 (28)
Availability of loans for domestic students	1.25 (30)	1.29 (23)	1.10 (31)
Language of instruction	1.17 (34)	1.17 (28)	1.32 (24)
Application fees of school	1.19 (33)	1.23 (26)	1.01 (33)
Post-MBA industry and/or job function of alumni*	1.21 (31)	1.09 (31)	1.13 (27)
Access to alumni network*	<b>1.21 (32)</b>	<b>1.05 (33)</b>	1.24 (25)
Types of organizations post-MBA	1.14 (35)	1.04 (35)	1.11 (29)
Percent of graduating class seeking employment*	<b>1.11 (36)</b>	<b>0.98 (37)</b>	0.95 (35)
Geographic locations of post-MBA jobs	1.06 (37)	1.09 (32)	0.90 (37)
Availability of loans for non-native students*	<b>1.06 (38)</b>	<b>0.65 (40)</b>	0.82 (38)
Availability of overseas academic study tours*	0.94 (39)	<b>0.76 (38)</b>	0.96 (34)
Availability of an international exchange program*	<b>0.91 (40)</b>	<b>0.72 (39)</b>	0.74 (40)
Availability of a domestic exchange program	0.71 (41)	0.64 (41)	0.63 (41)
Average years of work experience of students*	0.45 (42)	0.47 (42)	<b>0.57 (42)</b>
Average age of students*	<b>0.41 (44)</b>	0.42 (43)	<b>0.51 (43)</b>
Proportion of international students*	<b>0.44 (43)</b>	<b>0.36 (45)</b>	0.40 (44)
Proportion of women	0.39 (45)	0.36 (44)	0.31 (45)
Proportion of underrepresented minority students	0.34 (46)	0.34 (46)	0.26 (46)

\*  $p \leq 0.05$

**mba.com Registrant Follow-Up Survey: Comprehensive Report  
November 2004**

<b>Standardized Rating of Specific Components of Key Aspects, by Course Delivery Method</b>			
<b>Specific Component</b>	<b>Standardized Score (Rank)</b>		
	<b>On Campus</b>	<b>Off Campus</b>	<b>Online</b>
Quality of the faculty	4.27 (1)	3.81 (6)	3.72 (7)
Local respect/reputation	4.16 (2)	3.76 (8)	3.60 (8)
Program type offered	4.01 (3)	4.26 (1)	4.52 (3)
Rigor of academic program	4.00 (4)	3.53 (9)	3.46 (10)
Quality of current students*	<b>3.96 (5)</b>	3.40 (13)	<b>3.03 (13)</b>
Published ranking of its graduate management program*	<b>3.90 (7)</b>	3.30 (14)	3.31 (11)
Successful alumni*	<b>3.91 (6)</b>	3.42 (12)	<b>3.16 (12)</b>
Job placement reputation of the school*	<b>3.86 (8)</b>	3.07 (16)	2.77 (16)
Program completion time	3.75 (10)	3.95 (4)	4.22 (4)
Selectivity of admissions*	<b>3.76 (9)</b>	3.10 (15)	<b>2.90 (14)</b>
Convenient class schedules*	<b>3.59 (12)</b>	4.22 (2)	<b>4.58 (2)</b>
Quality of services	3.65 (11)	3.86 (5)	4.20 (5)
Course type offered*	<b>3.43 (14)</b>	4.17 (3)	4.73 (1)
AACSB-accreditation	3.43 (13)	3.53 (10)	3.52 (9)
Proximity to work or home	3.38 (15)	3.80 (7)	3.78 (6)
Quality of facilities*	<b>3.36 (16)</b>	3.44 (11)	<b>2.77 (15)</b>
Average size of classes	2.98 (17)	2.94 (17)	2.64 (17)
Size of the incoming MBA class*	<b>2.56 (18)</b>	2.51 (18)	<b>1.80 (18)</b>
Attractiveness of campus*	<b>2.48 (19)</b>	2.11 (19)	<b>1.64 (20)</b>
Total tuition and required fees for full length of program	2.04 (20)	2.10 (20)	1.70 (19)
Available scholarships*	<b>1.53 (21)</b>	1.32 (24)	<b>0.85 (35)</b>
Opportunity costs of lost earnings*	<b>1.39 (22)</b>	<b>1.88 (21)</b>	<b>0.93 (32)</b>
Primary method of instruction	1.36 (24)	1.28 (26)	1.50 (21)
Specific curriculum offered	1.30 (25)	1.28 (27)	1.48 (22)
Housing and other out of pocket living costs*	<b>1.37 (23)</b>	1.11 (32)	<b>0.62 (37)</b>
Availability of research, teaching, or other assistantships*	<b>1.29 (26)</b>	1.12 (31)	<b>0.84 (36)</b>
Percent of graduating class receiving job offers	1.27 (27)	1.16 (29)	1.08 (24)
Quality career services*	<b>1.27 (28)</b>	1.14 (30)	<b>0.97 (28)</b>
Starting annual base salary/other compensation of graduates*	<b>1.25 (29)</b>	1.24 (28)	<b>1.01 (27)</b>
Availability of loans for domestic students	1.25 (30)	1.28 (25)	1.15 (23)
Language of instruction	1.18 (33)	1.39 (23)	1.07 (25)
Application fees of school	1.16 (34)	1.49 (22)	1.06 (26)
Post-MBA industry and/or job function of alumni*	<b>1.19 (31)</b>	1.04 (35)	<b>0.91 (33)</b>
Access to alumni network*	<b>1.19 (32)</b>	0.99 (37)	<b>0.86 (34)</b>
Types of organizations post-MBA	1.12 (35)	1.09 (33)	0.94 (30)
Percent of graduating class seeking employment	1.07 (37)	1.03 (36)	0.94 (31)
Geographic locations of post-MBA jobs	1.07 (36)	1.08 (34)	0.95 (29)
Availability of loans for non-native students*	<b>0.91 (39)</b>	0.82 (38)	<b>0.51 (39)</b>
Availability of overseas academic study tours*	<b>0.91 (38)</b>	0.81 (39)	<b>0.52 (38)</b>
Availability of an international exchange program*	<b>0.86 (40)</b>	0.71 (40)	<b>0.49 (41)</b>
Availability of a domestic exchange program*	<b>0.70 (41)</b>	0.66 (41)	<b>0.47 (42)</b>
Average years of work experience of students	0.48 (42)	0.52 (42)	0.50 (40)
Average age of students	0.44 (43)	0.38 (43)	0.44 (43)
Proportion of international students*	<b>0.43 (44)</b>	0.35 (44)	<b>0.23 (46)</b>
Proportion of women	0.38 (45)	0.30 (45)	0.38 (44)
Proportion of underrepresented minority students	0.34 (46)	0.24 (46)	0.29 (45)

\*  $p \leq 0.05$



Creating Access to Graduate Business Education<sup>SM</sup> is a service mark of the Graduate Management Admission Council<sup>®</sup>. Global MBA<sup>®</sup> Graduate Survey, GMAT<sup>®</sup>, GMAC<sup>®</sup>, and Graduate Management Admission Council<sup>®</sup> are registered trademarks of the Graduate Management Admission Council<sup>®</sup> GMAC<sup>®</sup>. All rights reserved.

---