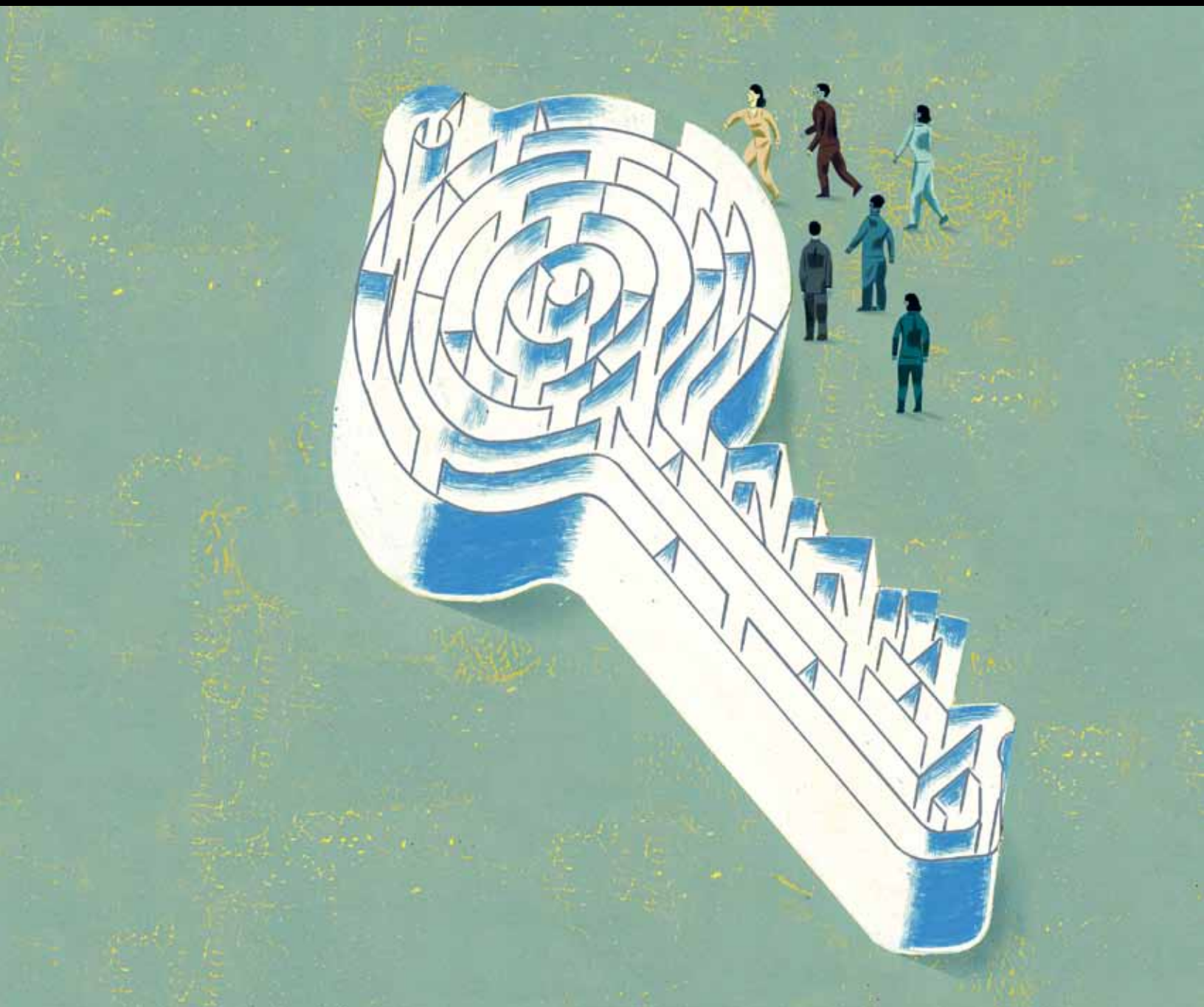
2012

GRADUATE MANAGEMENT ADMISSION COUNCIL

mba.com Prospective Students Survey

SURVEY REPORT



ABOUT THIS STUDY

The **mba.com Prospective Students Survey** is a product of the Graduate Management Admission Council® (GMAC®), a global nonprofit education organization of leading graduate business schools and the owner of the Graduate Management Admission Test® (GMAT®). The GMAT exam is an important part of the admissions process for more than 5,400 graduate management programs around the world. GMAC is dedicated to creating access to and disseminating information about graduate management education; these schools and others rely on the Council as the premier provider of reliable data about the graduate management education industry.

ACCOMPANYING DATA

GMAC offers a series of interactive online reports with comprehensive data to accompany this 2012 summary of the mba.com Prospective Students Survey findings. The interactive data reports, available to all graduate business schools that use the GMAT exam in their admissions process, allow viewers to examine survey responses via a broad range of demographic criteria such as age, gender, citizenship, school location, program type, world region, and more. Schools that use the GMAT exam as part of their admissions process can download the interactive data reports at **gmac.com/gmacresearchlibrary** (login required).

The icon at left appears throughout this report to indicate opportunities where readers may want to consult the interactive report for more in-depth or customized data.

Technical Note: Our interactive reports require a minimum of Adobe® Flash Player 10.0 to run on your computer. You can obtain a free copy of the latest Adobe Flash Player from the following website: **http://www.adobe.com/support/flashplayer/downloads.html**.

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INTRODUCTION

Registration on mba.com—the portal to the Graduate Management Admission Test® (GMAT®) exam and information source for prospective business school students—provides one measure of the demand and the quality of demand for graduate management education. A record number of individuals registered for the GMAT exam during the 2011 calendar year. Those who took the GMAT exam in testing year 2011 averaged the highest scores on record in the last 10 years.[1] Together, these indicators point to increasing demand by better-prepared prospects[2] for graduate business schools overall.

This 2012 mba.com Prospective Students Survey Report explores the motivations, behaviors, program choices, and intended career outcomes of individuals who expressed a desire to further their education in a graduate business program. More than 16,000 prospective business school students who registered on mba.com shared their opinions, preferences, and experiences as they navigated through that process over the course of 2011. This report provides a portrait of these individuals in their endeavors to assess, prepare, and apply to graduate business school.

Data for 2011 is compared to earlier data from more than 40,000 prospective business school students who have responded to our prospective student surveys over the previous two years. As the largest source of information of its kind, our data can help schools and students in numerous ways, including tracking changes in the marketplace, developing knowledge of their intended applicants, and positioning the school's brand in alignment with prospective student interests and concerns.

Registration on mba.com is a purposeful action taken in the pursuit of a graduate management education; thus, these survey respondents offer valuable insights to schools. Prospective students choosing a graduate school go through a deliberative process of selection[3]—an extended process involving complex behavior.[4] The knowledge that choice of school is not a reflex action, but rather a serious inquiry into plausible alternatives, points to the value of this study of prospective student behaviors. Participant comments from the study suggest that the mba.com Prospective Students Survey has also assisted some individuals along their journey to business school.

[1] GMAC (2012). GMAT test volume. Available at gmac.com/profile.

[2] In 2011, a majority of graduate management programs reported an applicant base that was of equal or higher caliber than the previous year. See GMAC (2011) *Application Trends Survey*. Available at gmac.com/surveys.

[3] Chapman, G. B., & Niedermayer, L. Y. (2001). What counts as a decision? Predictors of perceived decision making. *Psychonomic Bulletin and Review*, 8(3), 615–621.

[4] Nicholls J., Harris, J., Morgan, E., Clarke, K., and Sims, D. (February 1995). Marketing higher education: The MBA experience. *International Journal of Educational Management*, 9(2), 31–38.

Key Findings

- **Prospective Student Timelines Vary by Program Type.** Approximately 22 to 27 months elapse from the time prospective students decide to pursue a graduate management degree to the day they submit an application, depending on the intended program type. Arriving at the decision to pursue a graduate management degree, however, can range from 16 to 52 months, on average, further differentiating candidate timelines by program type.
- **Interest in MBA Is Strong and Steady, Master's (Non-MBA) on the Rise.** The majority of today's prospective student respondents were *only* interested in pursuing an MBA degree (55%), a figure that has remained steady since 2009. Even so, 28 percent of prospects simultaneously consider both MBA and master's (non-MBA) programs, and 18 percent of prospects consider *only* master's (non-MBA) programs, up 5 percent from 2009. Demand for master's programs is greatest among the youngest cohort of prospects, where more than 50 percent of applicants to management, accounting, and finance programs are younger than 24 years of age.
- **Preferred Study Destination Linked to Four Criteria.** New analysis shows that reputation of a country's education system, attractiveness of the location, better preparation for a career, and improved chances at an international career are the top reasons for why students prefer to study in a specific country. The United States remains the most popular global study destination, but only 35 percent of interest comes from nondomestic[5] talent. Conversely, countries like the United Kingdom, Singapore, and Australia attract more than 80 percent of interest from nondomestic prospective students. These patterns echo recent GMAT score-sending trends.
- **Future Career Possibilities Are Leading Motivations.** Today's prospects, like their peers in the past, are pursuing graduate management education motivated by the increased job opportunities; salary potential; chance to develop their knowledge, skills, and abilities; and accelerated career path it offers. Beyond these career-related aspects, which were selected by more than 60 percent of respondents in each instance, more than half (54%) of prospects are driven to pursue a graduate management degree by a sense of personal satisfaction or achievement.
- **Financial Mix Changes Influence School Selection Process.** The most common reservation to pursuing a graduate business degree has consistently been the belief that it requires more money than prospects have available. In 2011, nearly half (49%) of all prospective students cited such a reservation, a slight decline from 53 percent in 2009. Still, when deciding which program to apply to, there is a noticeable increase in the cost of attendance as a factor in the school selection process. The financial mix of prospective students illustrates this change in 2011 from prior years, as current prospects indicate on average a *greater* financial reliance on personal savings or earnings and support from parents, and *reduced* financial reliance on loans or grants, fellowships, and scholarships.
- **Key Communication Channels for Schools Impact Student Interest.** When choosing a program of interest, three of the top five resources that prospective students consult are within the school's control—the website, admissions professionals, and brochures/publications. New data on what candidates look for when visiting school websites suggest that in addition to application requirements and admissions criteria, information on rankings and job placement statistics are also sought after. Overall, a school's website is consulted more often than 19 other sources of information examined, and is *more influential* when compared with various well-known ranking publications.

[5] Nondomestic refers to prospective students living outside the country or region where they intend to study.

The amount of time prospective students spent in the *precontemplation* stage was five to six months longer in 2011 than previous years, even though they perceived current economic conditions to be improving.

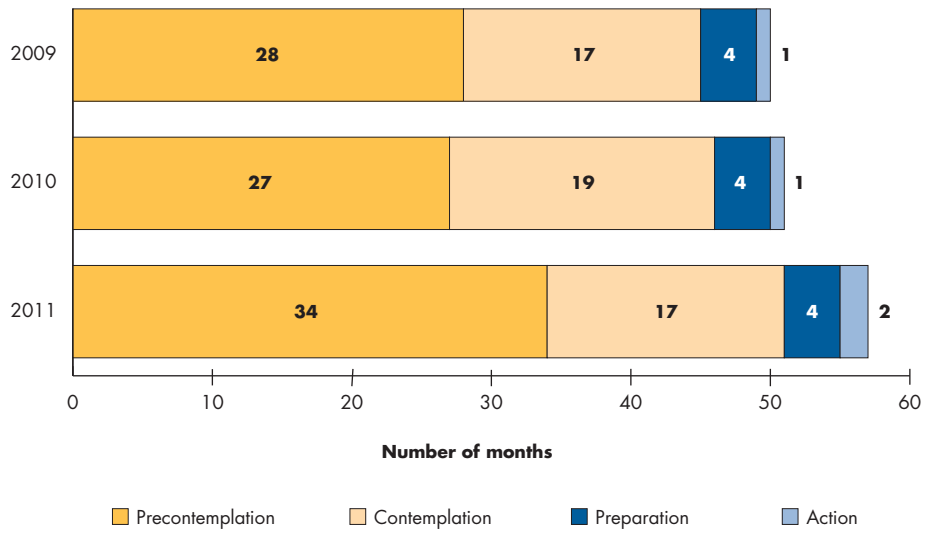
Student Timelines

Globally, about five years elapse from the time undergraduate students complete their first university degree and the day they submit an application to graduate business school. Prospective students tend to take their time to act upon their decision to pursue a graduate management education, which is in keeping with the considerable investment in time, money, and effort required for such an endeavor. Figure 1 shows the average timeline for prospective students progressing through the decision-making stages.[6]

The *precontemplation stage*, in Figure 1, represents the amount of time before individuals consider graduate business school as a possible option in their lives. Once the decision to pursue a degree is made, the individual enters the *contemplation stage*, where completion of an undergraduate degree program is often followed by time spent in the workforce, especially for those seeking an MBA. This stage ends with registration on mba.com as *preparation* begins. This includes assembling information, completing documents, and sitting for the GMAT exam. The final phase of the timeline involves *submitting applications* to the programs of choice. The *contemplation* and *preparation* stages are of most interest to schools, as prospective students are actively evaluating programs during these phases. By the time students sit for the GMAT exam, many have substantially narrowed their school and program choices.

Timelines often are affected by perceptions of the economy, as well as other factors, such as the type of program considered. Perceptions of a weak economy tend to lengthen the amount

Figure 1.
Business School Timeline, by Survey Year



[6]The business school timeline is divided into four stages. Precontemplation is the number of months between first degree and first consideration of business school. Contemplation is the number of months between first consideration and mba.com registration. Preparation includes the time between mba.com registration and sitting for the GMAT exam. Action is the time between taking the GMAT exam and submission of an application to a graduate business school.

of time prospective students spend in the precontemplation stage—determining whether or not to make the investment in higher education (Table 1). Student perceptions of the economy have improved slightly in survey results over the past three years. In 2009, one in five (20%) prospective students believed the economy to be stable or strong compared with 38 percent in 2011. Ironically, the amount of time prospective students spent in the precontemplation stage was five to six months longer in 2011 than previous years even though they perceived current economic conditions to be improving. This may be explained by a holdover of individuals who were waiting for better times to make the financial investment in advanced education, thereby lengthening the precontemplation stage. Yet, economic perceptions tended not to affect other stages of the timeline. About two years typically elapse between a student's decision to pursue a graduate management education and submission of an application to a program.

Timelines vary considerably depending on the type of graduate management program to which prospective students apply. The greatest variation occurs in the precontemplation stage, which can range from a low of 16 months for individuals considering a Master of Accounting degree to a high of 52 months for executive MBA prospects. Figure 2 presents the average timeline of prospective students by the types of programs to which they applied.

Table 1.
Economic Perceptions and the Business School Timeline

	Stable/Strong Economy		Weak Economy	
Survey Year	Percentage Perceiving Stable/Strong Economy	Months in Precontemplation	Percentage Perceiving Weak Economy	Months in Precontemplation
2009	20%	21	80%	30
2010	37%	20	63%	31
2011	38%	30	62%	37

Figure 2.
Business School Timeline, by Program Type

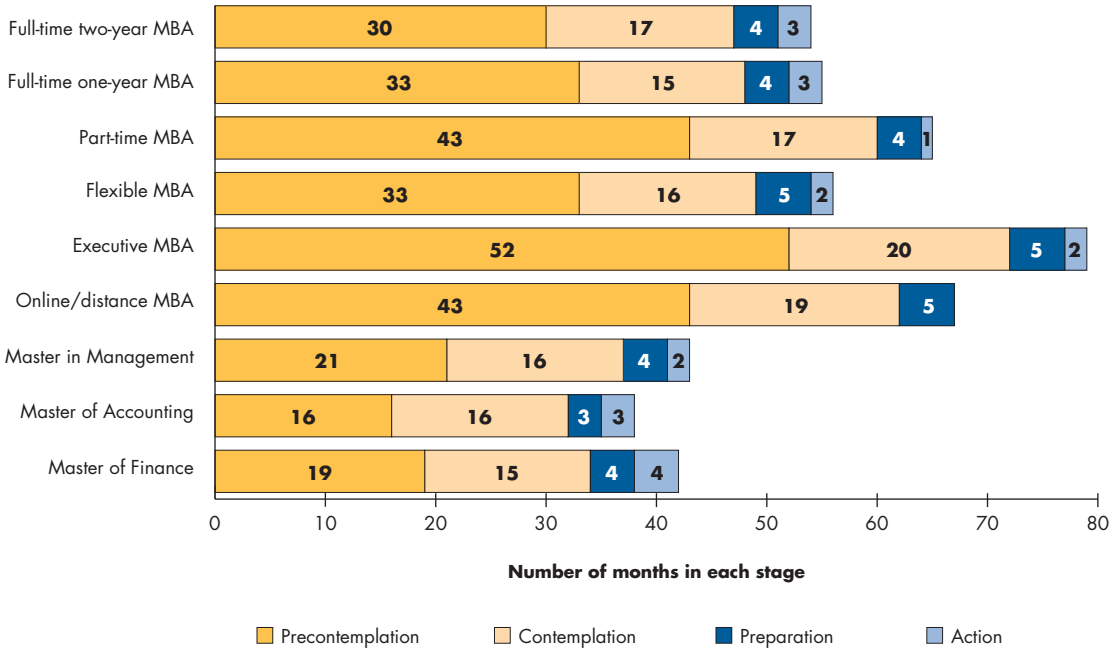


Figure 3.
Expected Enrollment Times, by GMAT Exam Status

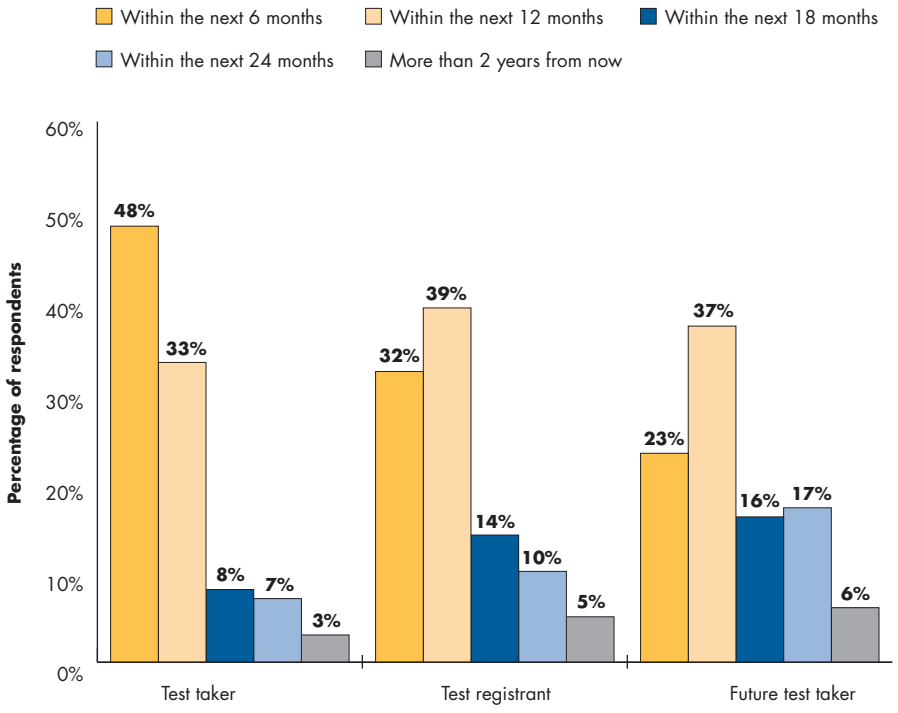
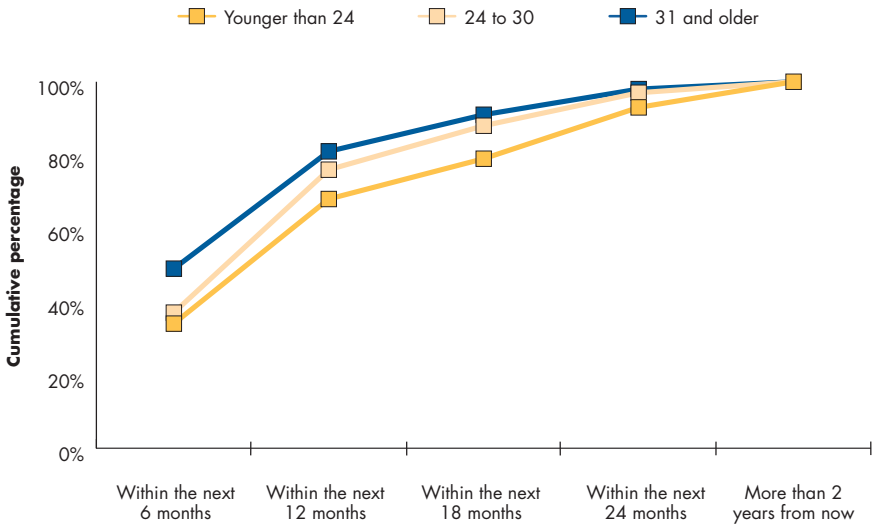


Figure 4.
Graduate Business Education Demand Curve, by Age (Cumulative Percentage)



Demand for Business Programs

More than a quarter of a million GMAT exams—258,192—were delivered to interested and motivated prospective students during the 2011 testing year.[7] That marked the third-highest level ever, with only a slight dip since the peak in testing year 2009 when 265,613 tests were administered worldwide. On average, test-takers sent nearly three score reports to business programs with the goal of obtaining a coveted seat in a school of their choice. Nearly half of the prospective students surveyed who took the GMAT exam (48%) hoped to be enrolled in a program within six months, and another third (33%) planned to enroll within a year (Figure 3). Those who had yet to sit for the exam had longer lead times,[8] underscoring the extended decision-making process among some prospective students. Expected enrollment dates also varied by age and the types of programs considered.

Demand to enroll in a graduate business program within the next six months is most common among prospective students who have completed their first university degree (77 percent of respondents) and those who are employed (73 percent of respondents).[9] Figure 4 shows the demand curve by age, which correlates with the prospective student's completion of a first degree and employment status.[10] Nearly half (49%) of respondents aged 31 and older had plans to enroll in a program within the next six months compared with younger respondents who were less likely to do so. At the 12-month time frame, the two youngest groups diverge slightly. The 24- to 30-year-old group starts to catch up with their older peers. Three-quarters (76%) of prospective students ages 24 to 30 and 81 percent of those aged 31 and older had plans to enroll in a graduate business program within a year. The youngest age group had a longer time horizon compared with their older counterparts. In fact, about one fifth (21%) of the under-24 cohort planned to wait at least 18 months to enroll in a program.

[7] GMAC (2011). *Profile of Graduate Management Admission Test® Candidates.* Available at gmac.com/profile.
[8] $\chi^2 = 961.35$, df = 8, $p \leq .05$.
[9] First degree ($\chi^2 = 224.80$, df = 4, $p \leq .05$); employment status ($\chi^2 = 53.19$, df = 4, $p \leq .05$).
[10] Age — first degree ($r = -.43$, N = 14,410, $p \leq .05$); age—employment status ($r = -.30$, N = 14,397, $p \leq .05$).

The type of program considered also reveals patterns in the demand for graduate business education. Nearly half of those interested in part-time MBA (44%) and online MBA (47%) programs have the shortest time horizon—within six months. Prospective students considering full-time two-year MBA, full-time one-year MBA programs, and Master of Accounting programs have the longest time horizons—about one-third of these students plan to wait more than a year to enroll in a program. Table 2 shows the time horizon to enrollment by the types of programs considered.

Program Types Considered

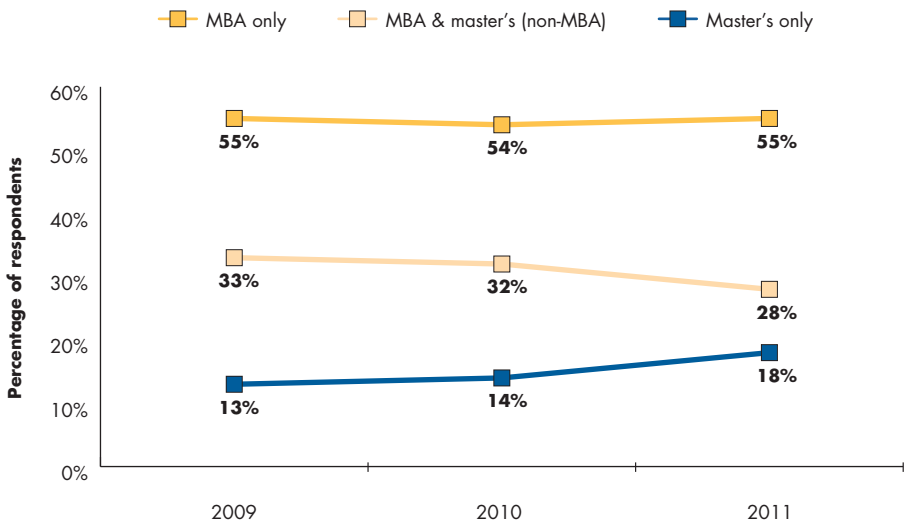
When asked to indicate what type of graduate management program they were considering, respondents were allowed to select multiple program types, which enabled analysis of program overlap. Their responses facilitated analysis on two levels—the first examined general program categories—master's (non-MBA) programs and MBA programs—and the second examined specific program types.

At a broad level, interest in graduate business programs has shifted slightly since 2009 among mba.com registrants (Figure 5). Prospective student interest in master's (non-MBA) business programs has increased over the past few years, while the percentage of prospects who simultaneously consider both MBA and business master's programs declined slightly. The percentage of students who consider only MBA programs remained steady. Yet, the overall rate of interest in MBA programs has weakened slightly when combining the segment of individuals who only consider MBAs with those who consider both MBA and master's (non-MBA) programs.

Table 2.
Graduate Business Education Demand, by Program Considered

Program Considered	Percentage Planning to Enroll		
	Within 6 Months	Within a Year	More Than a Year
Full-time two-year MBA	29%	37%	33%
Full-time one-year MBA	32%	36%	32%
Part-time MBA	44%	30%	26%
Flexible MBA	37%	32%	31%
Executive MBA	36%	35%	29%
Online/distance MBA	47%	30%	23%
Master in Management	34%	37%	29%
Master of Finance	39%	36%	24%
Master of Accounting	31%	37%	32%

Figure 5.
Interest in Business Programs, by Survey Year*



*Data collected in each year respectively.

For a more detailed look at program types that prospective students considered by demographic characteristics of citizenship, gender, age, and undergraduate major, download the *2012 mba.com Prospective Students Survey Comprehensive Data Report* at **gmac.com/interactiveresearch**.

In 2011, interest in MBA and non-MBA master's programs also varied considerably based on respondent demographics.

Gender [11]

- Women (23%) were nearly twice as likely as men (13%) to have considered only master's programs.
- Men (61%) were much more likely than women (47%) to have considered only MBA programs.

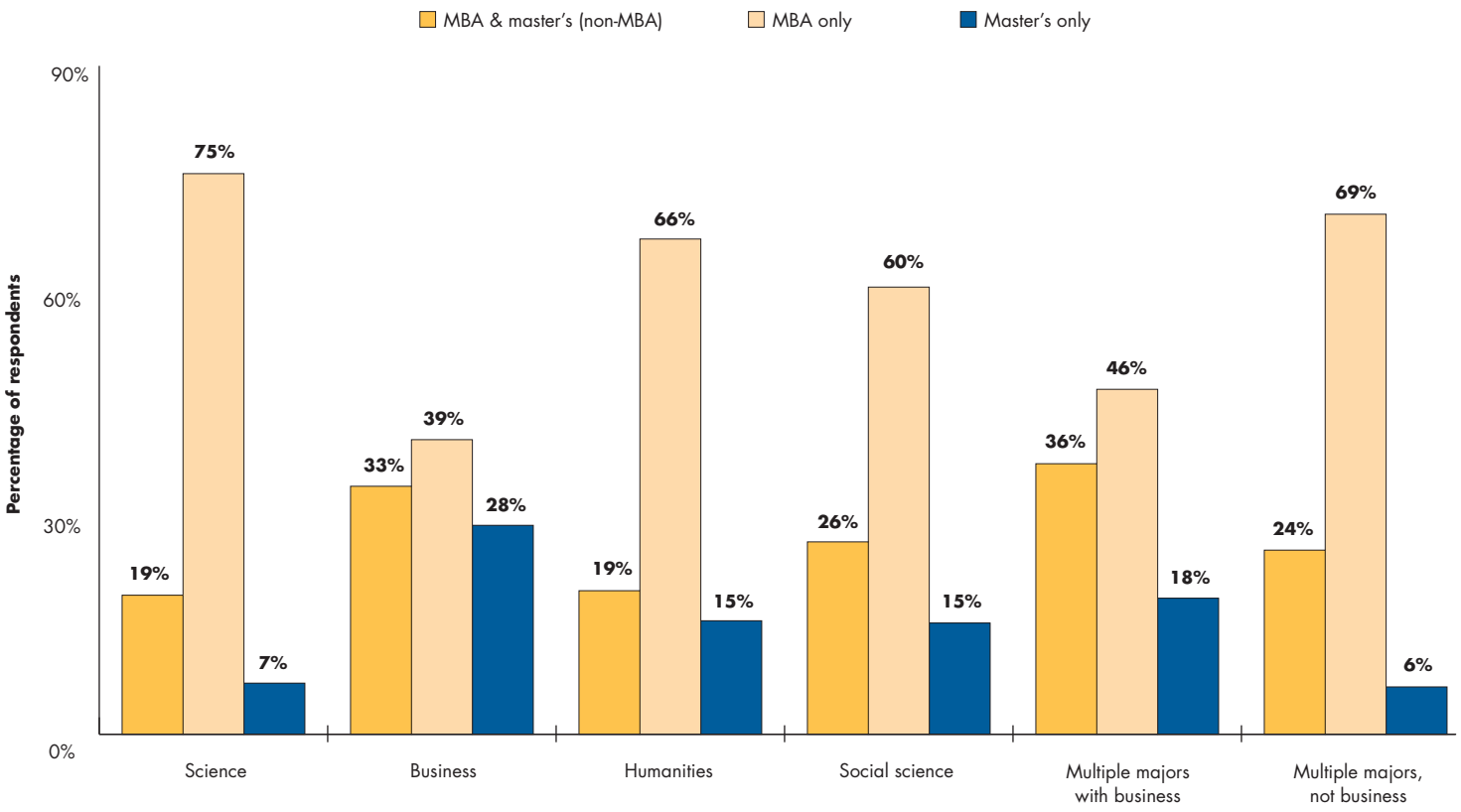
Age [12]

- Prospective students younger than 24 (31%) were much more likely than older prospective students (8% for each age group) to consider master's programs only.
- Those aged 25 or older were much more likely than the youngest group to consider only MBA programs.

Educational Background

- Nonbusiness undergraduates were much more likely than business undergraduates to consider only MBA programs.

Figure 6.
Interest in Business Programs, by Undergraduate Major

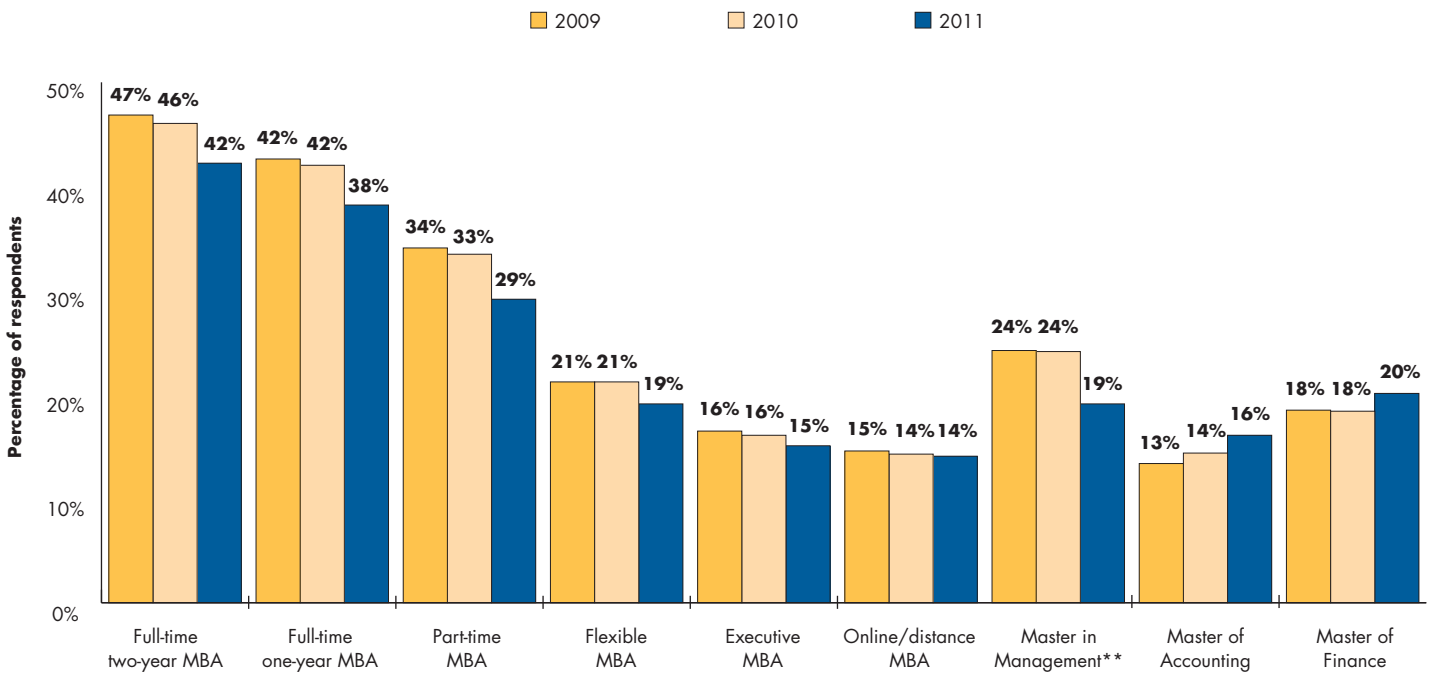


[11] $\chi^2 = 379.40$, df = 2, $p \leq .05$.
[12] $\chi^2 = 1714.26$, df = 4, $p \leq .05$.

- Undergraduate science majors were significantly more likely than all other groups to consider only MBA programs as an option for business school.[13]
- Business undergraduates were more likely than others to consider only master's (non-MBA) programs in business (Figure 6).[13] Nevertheless, individuals with business undergraduate degrees in the b-school pipeline account for the largest number of potential applicants to MBA programs—sending more than 210,000 GMAT score reports in testing year 2011. Comparatively, those with engineering degrees sent about 106,000 GMAT score reports to MBA programs in testing year 2011—the second largest group.[15]

A slight weakening in interest for MBA programs is also apparent in the specific program types that prospective students considered (Figure 7). Full-time two-year and one-year MBA and part-time MBA programs saw the largest declines. There were also slight declines in the percentage of respondents considering flexible MBA and executive MBA programs, while consideration of online/distance programs remained stable. Meanwhile, master-level programs in accounting and finance experienced increased student interest. Master in Management programs showed a slight decrease in popularity, but that decrease might be affected by the change in response items provided to survey participants.[16]

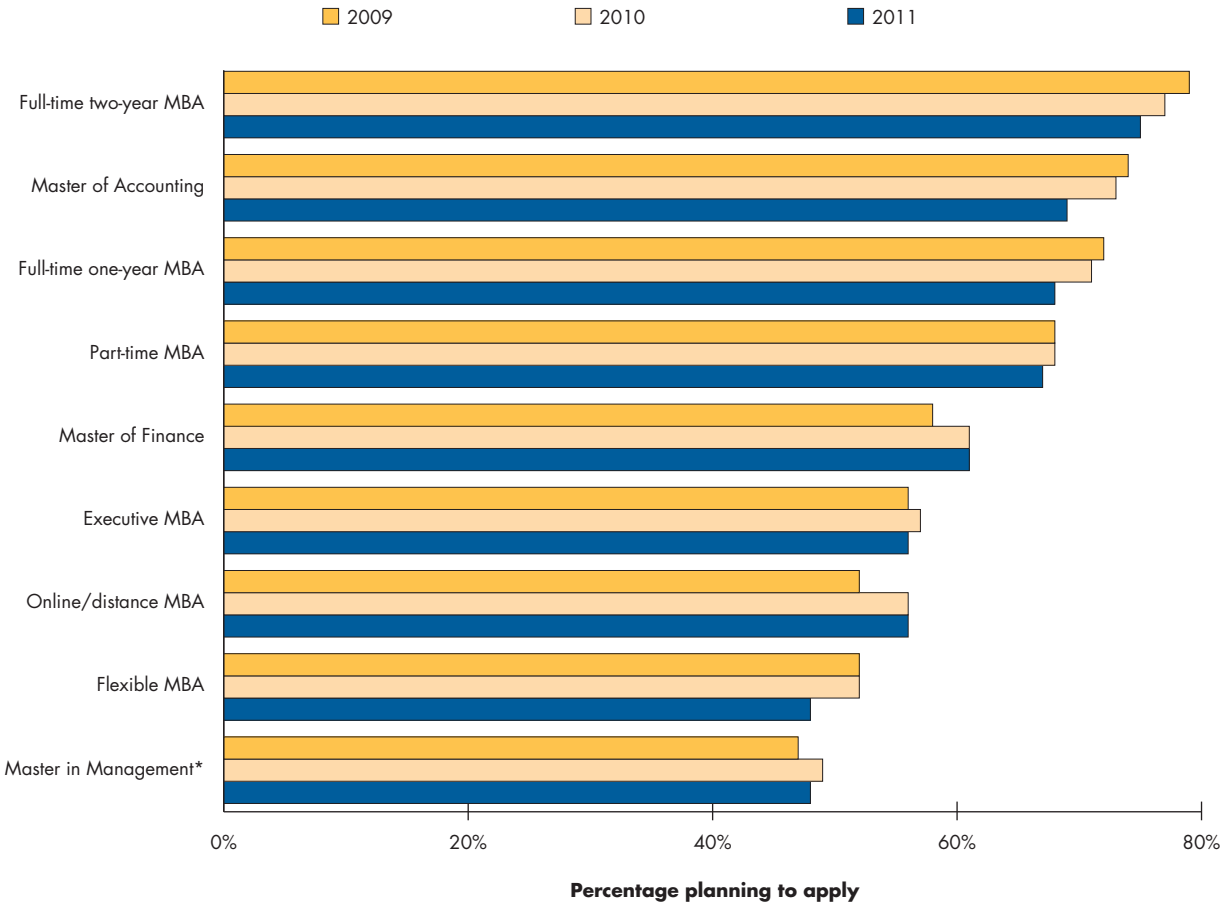
Figure 7.
Program Types Considered, by Survey Year*



*Data collected in each year respectively.
**Change in response item provided to survey participants in 2011.

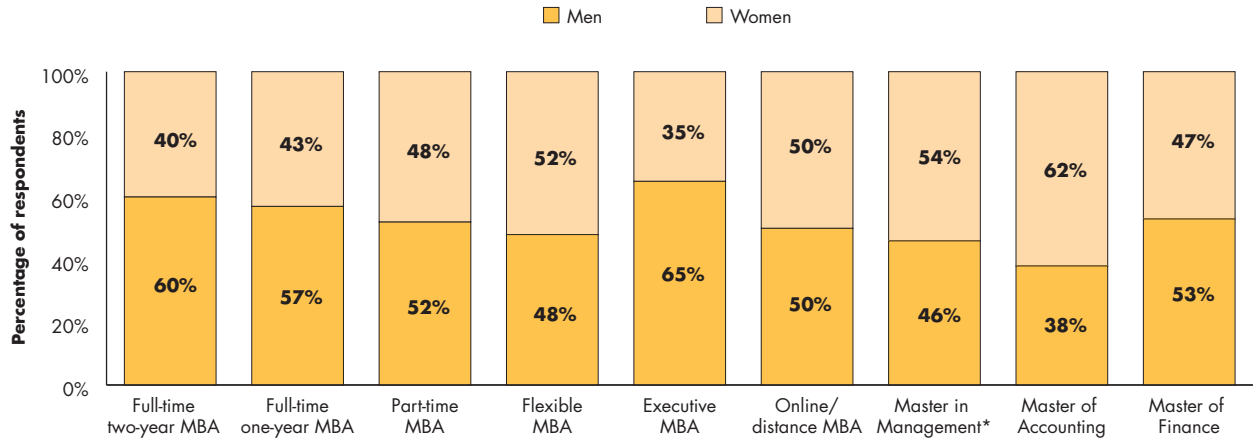
[13] $\chi^2 = 1456.32$, df = 10, $p \leq .05$.
[14] $\chi^2 = 1456.32$, df = 10, $p \leq .05$.
[15] GMAC (2011). GMAT exam testing data.
[16] Respondents selected programs from an expanded list of program types in 2011 compared with past years' surveys, which may account for the decreased interest in Master in Management programs. For example, today the program type Master in International Management can be selected, whereas it was not specified among the response options in 2009.

Figure 8.
Estimated Application Yield Rates, by Program Types and Survey Year



*Change in response item provided to survey participants in 2011.

Figure 9.
Gender Distribution for Program Types Considered



*Change in response item provided to survey participants in 2011.

Application Yield Rates

Full-time two-year MBA programs had the greatest percentage of applicant follow-through among all program types (Figure 8). Master of Accounting, full-time one-year MBA, and part-time MBA programs had the next highest application yield rates. Overall, most program types had a slight decrease in follow-through compared with the previous year. Master of Finance and online/distance MBA programs were the exception; follow-through for these programs was flat compared with the prior year.

Demographic characteristics of prospective students also played a determining role in their consideration of various program types.

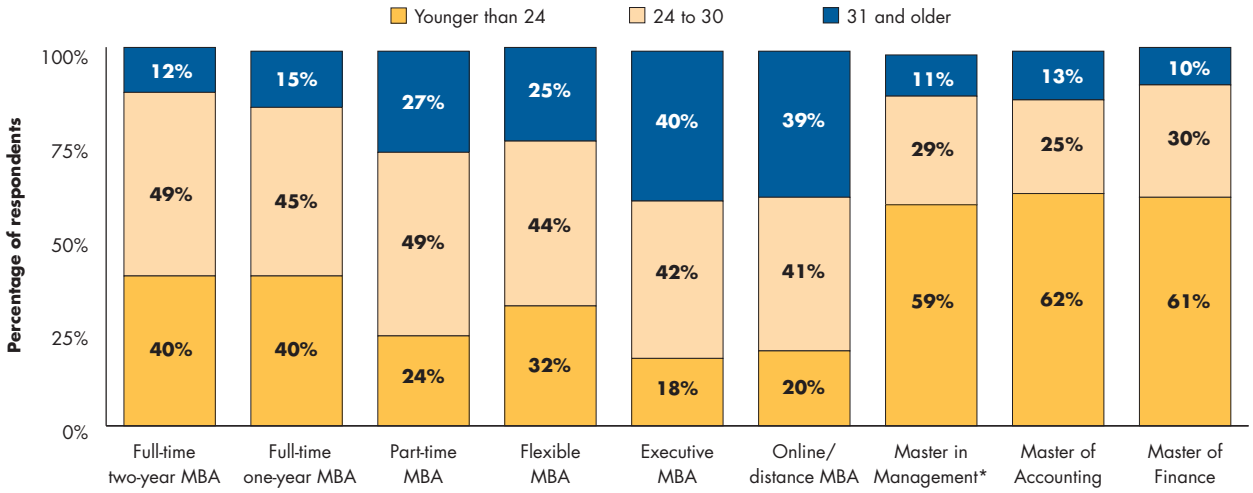
Gender

- Men made up the majority of prospective students interested in full-time two-year and one-year MBA, part-time MBA, executive MBA, and Master of Finance programs.
- Women accounted for the majority of those interested in flexible MBA programs and master's programs in management and accounting.
- There was a 50–50 gender split among those considering online/distance MBA programs (Figure 9).

Age

- Prospective students younger than 24 made up the majority of those interested in non-MBA master's programs in management, accounting, and finance.
- Full-time two-year and one-year MBA, part-time MBA, and flexible MBA programs attracted the greatest interest from the 24- to 30-year-old age group.
- Those aged 31 and older had the largest proportion of students interested in executive and online/distance MBA programs (Figure 10).

Figure 10.
Age Distribution for Program Types Considered



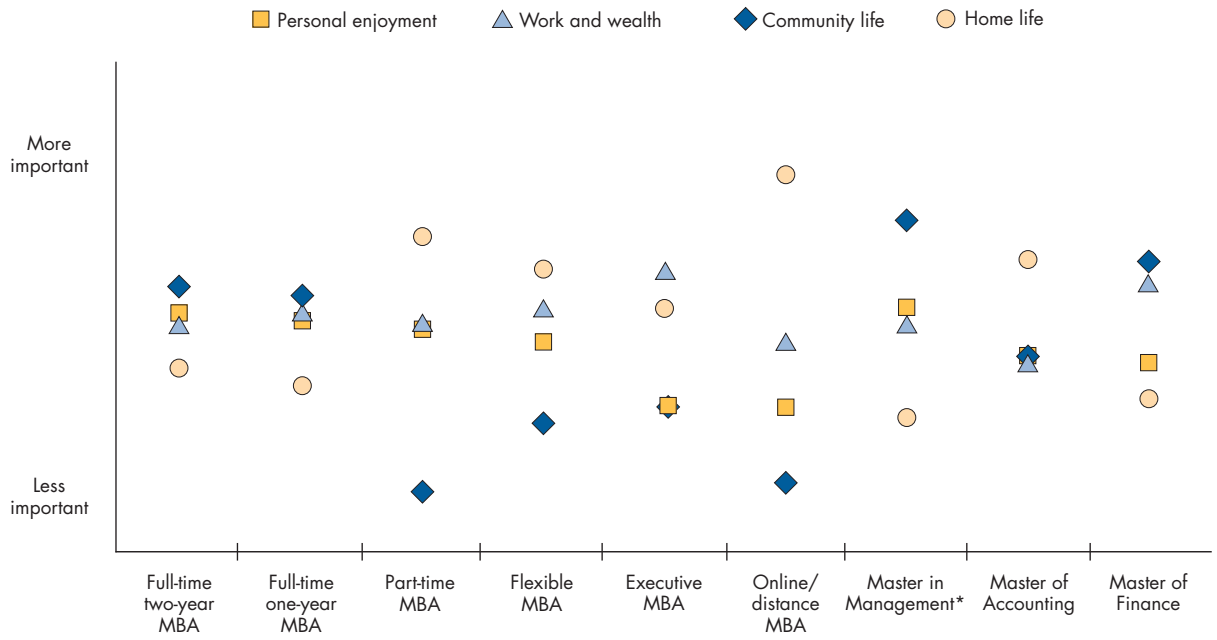
*Change in response item provided to survey participants in 2011.

The United States is still the most popular global study destination, but there has been a noticeable decline in the number of GMAT score reports sent to US programs over the past few years.

Figure 11 displays a "psychographic" profile of prospective students that illustrates how their personal and professional priorities influence their choices when considering various types of graduate management programs. Eleven life aspects were categorized[17] into four components—work life, home life, work and wealth, and community life—to aid in understanding the mindset of prospective students. The following describes the psychographic elements most important to individuals considering various program types:

- *Community life* tops the list for prospective students who consider full-time two-year MBA, full-time one-year MBA, Master in Management, and Master of Finance programs. These programs tend to be residential, which allows for increased interaction and development among the student body.
- Those interested in part-time, flexible, and online/distance MBA programs or Master of Accounting programs tended to regard their *home life* as most important. These prospects typically are older and more established in their careers and families.
- Executive MBA students, who tend to be the most experienced and most senior in the workforce, appear to prioritize *work and wealth* over each of the other psychographic components.

Figure 11.
Psychographic Profile of Prospective Students, by Program Types Considered



*Change in response item provided to survey participants in 2011.

[17] A principal component analysis (PCA) is used to summarize and simplify 11 life aspects that respondents rated in terms of importance. These items were reduced to four components, which correspond to the components extracted in prior GMAC surveys. The PCA had a multiple r of .57. The four components include: *personal enjoyment* (entertainment, free time/relaxation, travel, and friends/acquaintances); *community life* (volunteer work, community, politics/public life, and the environment); *work and wealth* (financial security, wealth, career and work); and *home life* (family/children, relatives, religion).

Study Destinations

Globally, the top 10 country study destinations that prospective students preferred are as follows: United States, United Kingdom, Canada, France, India, China, Singapore, Netherlands, Germany, and Australia. These locations represent the top preferences of 93 percent of all prospective students. Nearly all these countries were among the top 10 score-receiving destinations for GMAT test takers in testing year 2011, with the exception of Germany (#11) and Australia (#13).[18] Study destination preferences varied by the location of residence, however.

Table 3 shows the top five study destinations from 2009 to 2011 by prospective students' region of residence. Student preferences by region of residence have not changed considerably in the survey over the past few years. The United States is still the most popular global study destination, but there has been a noticeable decline in the number of GMAT score reports sent to US programs over the past few years.

For more detailed data on study destination choices of prospective students, download the *2012 mba.com Prospective Students Survey Comprehensive Data Report* at **gmac.com/interactiveresearch**.

Table 3.
Top Five Preferred Study Destinations, by Region of Residence and Survey Year (2009–2011)

Resident Location	Year	1st	2nd	3rd	4th	5th
Asia/ Pacific Islands	2009	US (58%)	China (9%)	UK (7%)	Singapore (5%)	Australia (4%)
	2010	US (58%)	China (10%)	UK (8%)	Singapore (5%)	France (4%)
	2011	US (63%)	China (7%)	UK (7%)	France (4%)	Singapore (4%)
Canada	2009	Canada (75%)	US (16%)	UK (4%)	France (2%)	Switzerland (1%)
	2010	Canada (79%)	US (13%)	UK (4%)	France (1%)	Spain (1%)
	2011	Canada (73%)	US (18%)	UK (4%)	France (2%)	Australia (1%)
Central Asia	2009	US (47%)	India (24%)	UK (12%)	Singapore (5%)	Canada (3%)
	2010	US (46%)	India (25%)	UK (13%)	Singapore (5%)	Canada (4%)
	2011	US (48%)	India (24%)	UK (10%)	Singapore (5%)	Canada (4%)
Europe	2009	US (25%)	UK (22%)	France (12%)	Germany (5%)	Switzerland (5%)
	2010	US (25%)	UK (20%)	France (12%)	Germany (7%)	Netherlands (7%)
	2011	US (28%)	UK (20%)	France (12%)	Netherlands (7%)	Germany (7%)
Latin America	2009	US (54%)	UK (11%)	Spain (6%)	France (5%)	Canada (5%)
	2010	US (53%)	UK (9%)	Canada (7%)	Spain (6%)	France (4%)
	2011	US (57%)	UK (13%)	Canada (7%)	France (6%)	Spain (4%)
Middle East/ Africa	2009	US (29%)	Israel (14%)	UK (10%)	South Africa (5%)	Lebanon (5%)
	2010	US (32%)	Israel (16%)	UK (10%)	South Africa (5%)	Turkey (4%)
	2011	US (36%)	UK (12%)	Israel (12%)	Canada (5%)	Lebanon (5%)
United States	2009	US (97%)	UK (1%)	Spain (.3%)	France (.3%)	India (.3%)
	2010	US (97%)	UK (1%)	France (.4%)	India (.2%)	Spain (.2%)
	2011	US (96%)	UK (1%)	France (.5%)	Canada (.3%)	Spain (.3%)

[18] Data from the *GMAT® Trends Tracker 2011 Report*. Available on gmac.com/interactiveresearch.

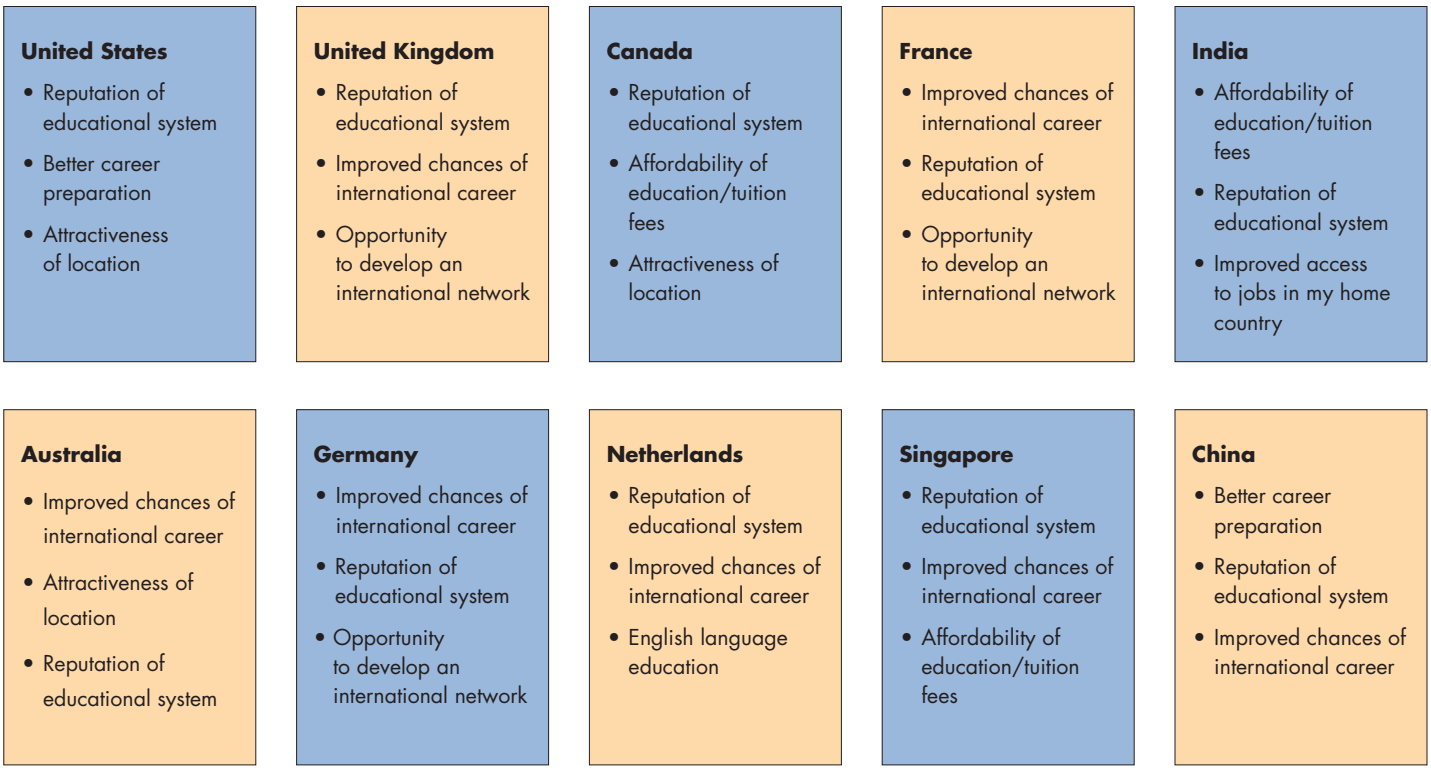
When asked about the reasons why they preferred a certain country, prospective students most often listed the reputation of a country's educational system (41%) as their primary reason. Attractiveness of the location (30%), better preparation for a career (30%), and improved chances of having an international career (27%) were other popular reasons students gave for their choice of a specific country study destination. Figure 12 presents students' top three reasons for choosing a specific country in which to study and Table 4 shows the distribution of prospective students interested in a specific country, based on the percentage of overall global interest, and the percentage of domestic vs. nondomestic respondents. The data closely align with GMAT score-sending behavior.[19]

Table 4.
Distribution of Prospective Students Preferring to Study in a Specific Country

Preferred Study Destination	Global Interest	Interest Distribution: Percentage Domestic	Interest Distribution: Percentage Nondomestic*
United States	72%	65%	35%
United Kingdom	6%	7%	93%
Canada	4%	49%	51%
France	3%	22%	78%
India	3%	96%	4%
China	2%	68%	32%
Singapore	1%	15%	85%
Netherlands	1%	18%	82%
Germany	1%	40%	60%
Australia	1%	16%	84%

*Nondomestic refers to prospective students living outside the country or region where they plan to study.

Figure 12.
Top Reasons for Choosing a Study Destination, by Country of Choice



[19] Data from the *GMAT® Trends Tracker 2011 Report*. Available on gmac.com/interactiveresearch.

Motivations and Reservations

Registration information on mba.com—the GMAC web portal to the GMAT exam—provides a proxy for understanding motivated candidates seeking to pursue a graduate business education. Motivation has often been categorized into two conceptual orientations in the research literature—intrinsic and extrinsic.[20] *Intrinsic motivators* spur individuals to action because the activity is personally interesting, whereas *extrinsic motivators* lead to action because of the perceived outcome of performing the activity.

Motivations for Pursuing a Graduate Degree

Survey respondents chose from a list of 26 motivating factors for pursuing a graduate business education. Future career possibilities (external) and the development of knowledge, skills, and abilities (hybrid external/internal) encompassed the top 10 reasons for pursuing a graduate management education (Figure 13). Additionally, about 54 percent of respondents cited personal satisfaction and achievement (the 11th most cited reason)—internal motivation. This represents a slight decline since 2007, when 59 percent of prospective students cited personal satisfaction/achievement among their decisions for pursuing a graduate management degree.

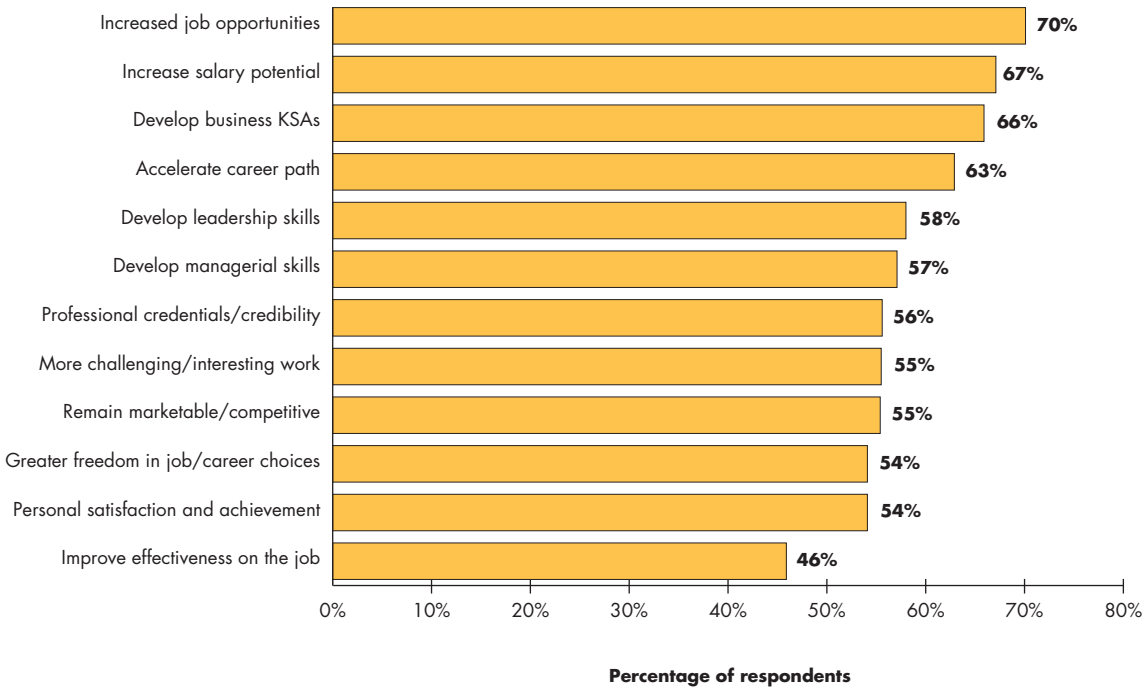
Gender

Men and women equally shared the top four motivations, as shown in Figure 13. More men, however, cited the development of leadership skills as their fifth highest motivator; while women cited the desire to remain marketable and competitive as their fifth highest motivational factor.

Age

Respondents of all ages shared the top three motivations shown in Figure 13. Prospective students aged 30 and younger were more likely than older respondents to be motivated by a desire to accelerate their career path and develop leadership skills, whereas older respondents wished to remain marketable and competitive and obtain the credentials afforded by a graduate management education.

Figure 13.
Top Motivations for Pursuing a Graduate Management Education

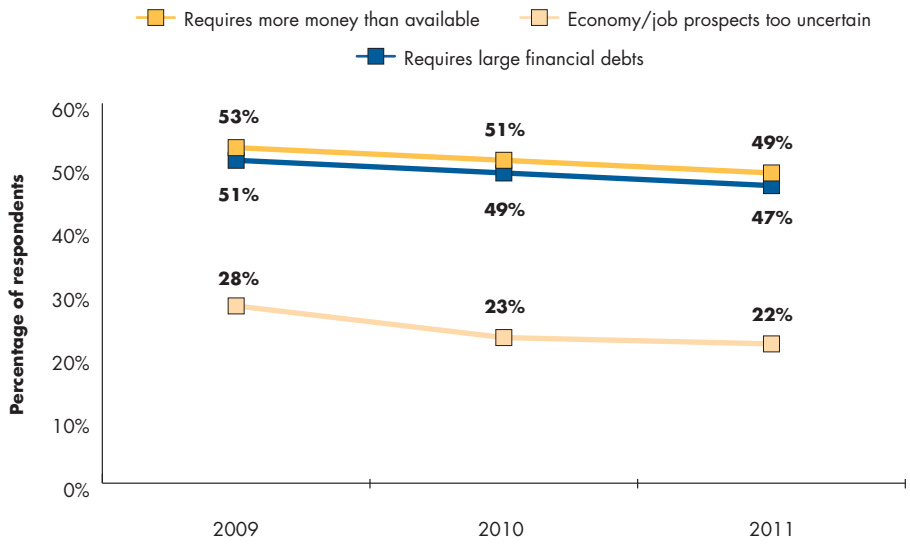


[20] Ryan, R.M. & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54–67.

Table 5.
Top Five Motivations, by Undergraduate Major

Rank	Business	Humanities	Science	Social Science
1st	Increased job opportunities	Increase salary potential	Develop business KSAs	Increased job opportunities
2nd	Increase salary potential	Increased job opportunities	Develop my managerial skills	Develop business KSAs
3rd	Accelerate career path	Develop business KSAs	Develop my leadership skills	Increase salary potential
4th	Develop business KSAs	Accelerate career path	Accelerate career path	Accelerate career path
5th	Remain marketable or competitive	Greater freedom in job/career choices	Increased job opportunities	Greater freedom in job/career choices

Figure 14.
Economic Reservations, by Survey Year*



*Data collected in each year respectively.

Undergraduate Major

Prospective students varied more widely when citing motivating factors by undergraduate degree (Table 5). Those with science backgrounds were highly motivated by a desire to develop their skill base and increase their forward momentum in their careers. Business majors saw graduate business education as a means to compete more effectively in the job market. Humanities and social science majors were similar in that they desired to expand their potential career prospects.

Reservations About Pursuing a Graduate Degree

Overall, 16 percent of prospective students reported having no reservations about pursuing a graduate business education. Among the majority that did have reservations, most cited economic concerns. Nearly half (49%) indicated that earning a graduate business degree would require more money than they have available, which continues to be the most common reservation, followed by concerns that it would require large financial debt (47%). Yet, economic reservations have lessened slightly over the past three years (Figure 14).

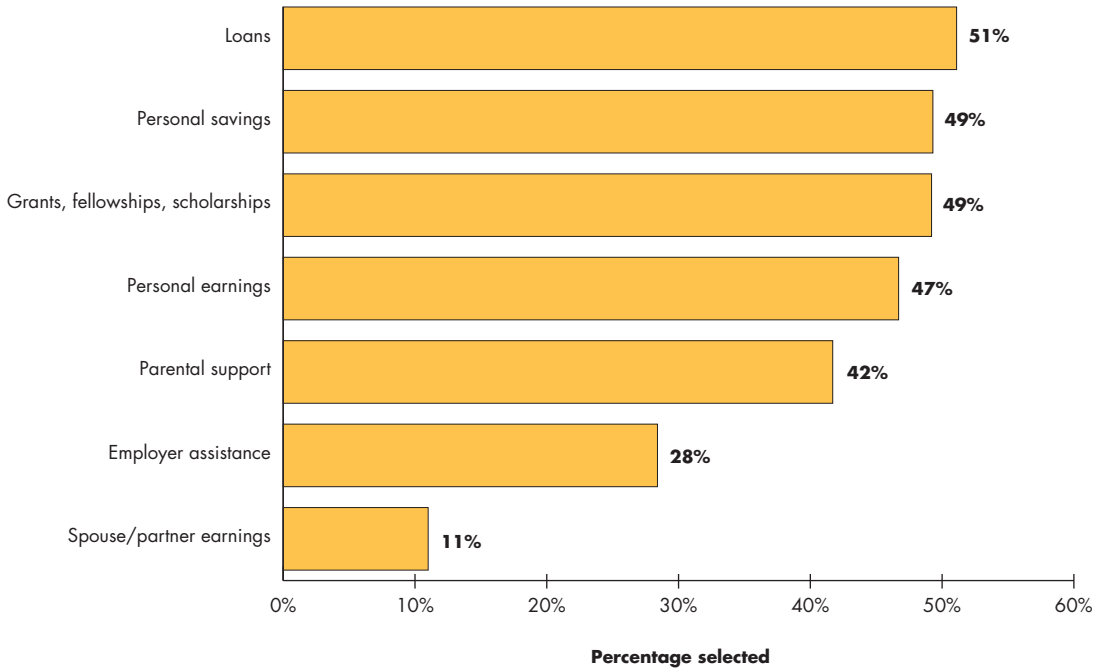
For a more detailed look at the motivations and reservations of prospective students by citizenship, gender, age, and undergraduate major, download the *2012 mba.com Prospective Students Survey Comprehensive Data Report* at **gmac.com/interactiveresearch**.

Financing Expectations

The subsiding of economic reservations suggests that finding the means to finance a graduate management education is becoming less of an issue than in recent years. For example, the percentage of prospective students who plan to use grants, fellowships, and scholarships decreased from a high of 64 percent in 2007 to 49 percent in 2011. In one year alone, from 2010 to 2011, the percentage of prospective students seeking grants and scholarships declined by nearly 17 percent—from 59 percent in 2010 to 49 percent in 2011. In yet another example, 61 percent of prospective students were planning to take out loans in 2007, compared with 51 percent in 2011. Meanwhile, the percentage with plans to use personal savings has remained relatively flat since 2003. Figure 15 shows the sources prospective students intend to use to finance their education.[21]

In one year alone, from 2010 to 2011, the percentage of prospective students seeking grants and scholarships declined by nearly 17 percent.

Figure 15.
Intended Financial Sources

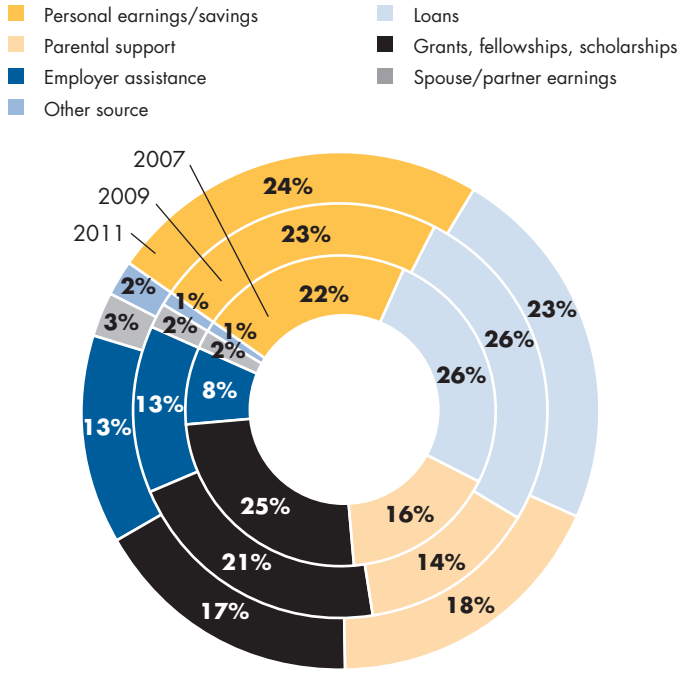


*Responses add to more than 100% because of multiple selections.

[21] Historical data can be found in the GMAC® *2011 mba.com Prospective Students Survey* available for download at gmac.com/gmacresearchlibrary.

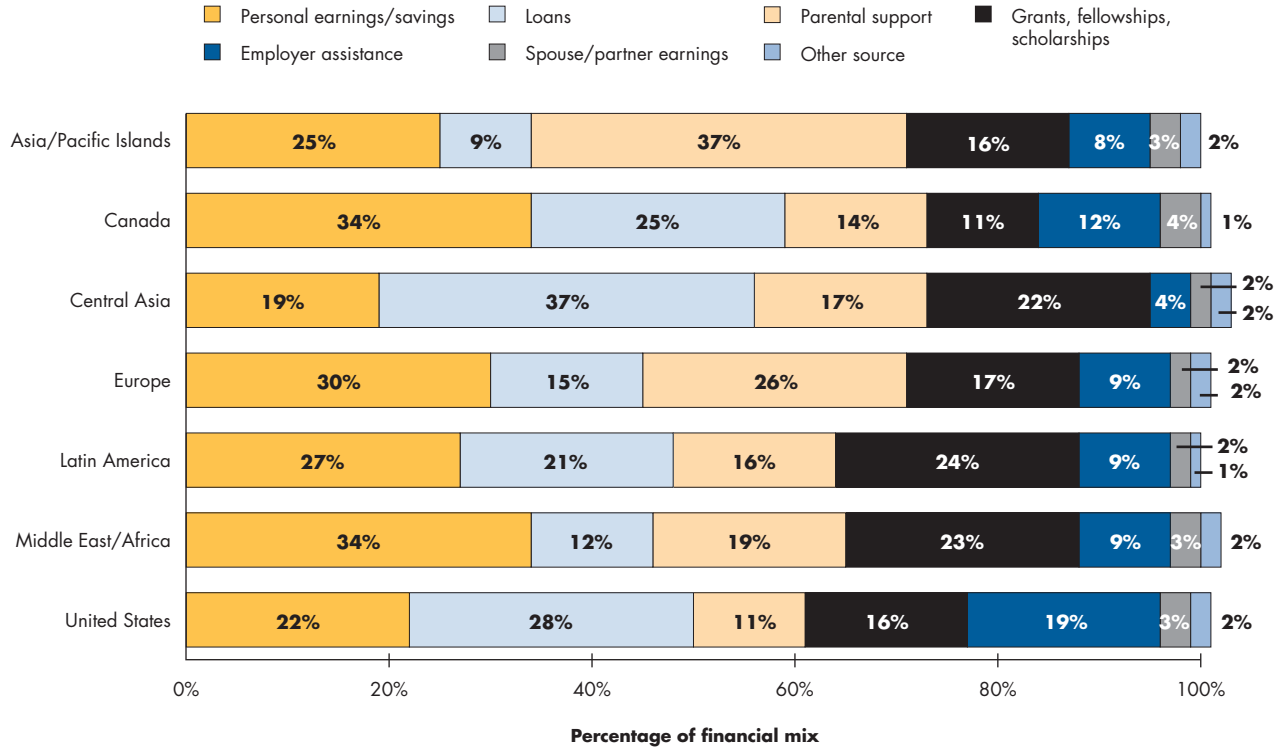
The use of grants, fellowships, scholarships, and loans has declined globally, and these sources are expected to make up less of the prospective student's total financial package (Figure 16). Increased reliance on personal earnings, savings, parental support, and employer assistance seem to be making up for these decreases. The typical financing mix differs by region of residency, however (Figure 17).

Figure 16.
Typical Financial Mix, by Survey Year*



*Data collected in each year respectively.

Figure 17.
Typical Financial Mix, by Region of Residence*



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

Expected Employment Outcomes

The main motivations for pursuing a graduate business education relate primarily to career development. Prospective students have varying degrees of interest in three outcomes—career switching, entrepreneurship, and career enhancement.[22] Only 15 percent of prospective students were unsure of their future plans. This uncertainty is most often expressed by the youngest group—those younger than 24—nearly a quarter (24%) of whom were unsure of their career plans.

Career Expectations

Table 6 shows the degree of interest in various career outcomes based on the types of programs to which students were directing their applications. Prospective students applying to full-time two-year and one-year MBA and Master in Management programs were the most likely to consider entrepreneurial outcomes. Part-time MBA and online/distance MBA applicants were the most likely to be career enhancers. Career switching presented a mixed bag of responses. More than half of applicants to MBA programs, regardless of type, expected to switch careers, either by changing industry, job function, or both. Prospective students who applied to non-MBA master's programs in accounting, finance, or management were less likely to consider switching careers (fewer than half consider career switching), which is consistent with the lack of work experience of this group.

Expectations for job outcomes also varied by job level among prospective students who were employed.[23] Those in higher-level positions are significantly more likely to consider entrepreneurial activities or to continue working for their current employer. Prospective students in lower-level positions are more likely to consider industry and job function changes.

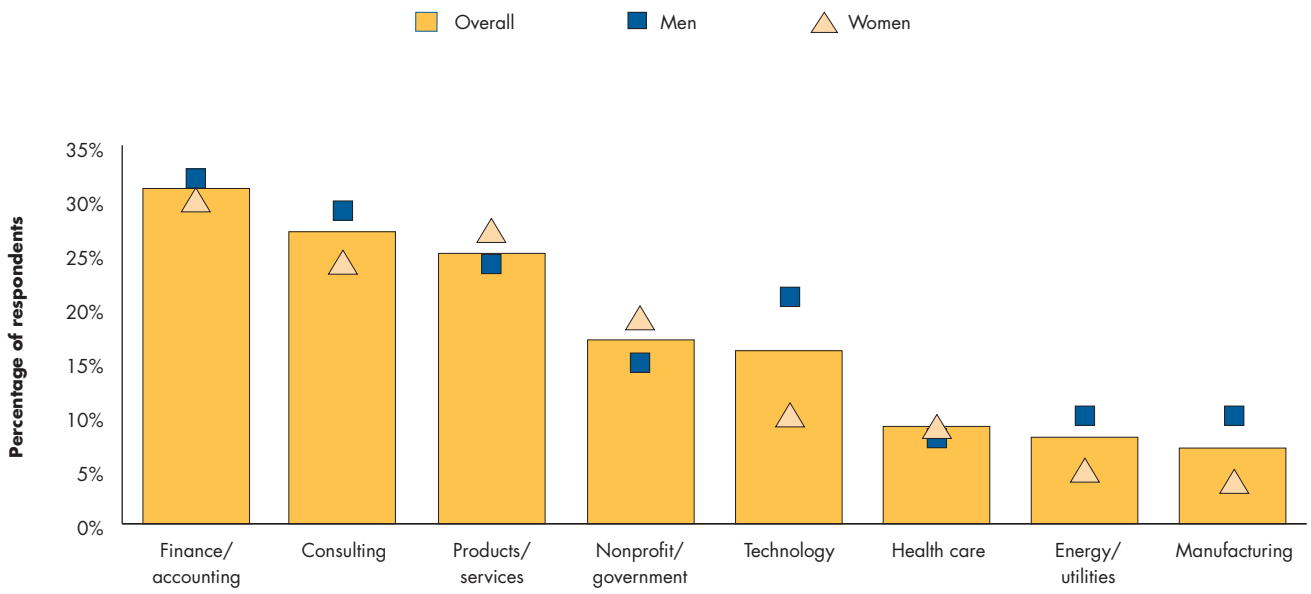
More than half of applicants to MBA programs, regardless of type, expected to switch careers, either by changing industry, job function, or both.

Table 6.
Expected Career Outcomes, by Program Type

Program Type	Self-Employed/ Entrepreneur	Career Switcher: Change Industry & Function	Career Switcher: Change Industry Only	Career Switcher: Change Function Only	Career Enhancer/ Remain With Current Employer
Full-time two-year MBA	30%	26%	13%	18%	13%
Full-time one-year MBA	29%	24%	12%	19%	13%
Part-time MBA	18%	19%	8%	29%	42%
Flexible MBA	26%	23%	10%	26%	30%
Executive MBA	25%	21%	9%	29%	33%
Online/distance MBA	18%	18%	8%	31%	45%
Master in Management	30%	17%	10%	15%	12%
Master of Accounting	16%	14%	14%	15%	14%
Master of Finance	24%	14%	10%	16%	10%

[22] Career switching is defined by those individuals who considered switching industries and/or job functions. Entrepreneurship is defined by those who consider becoming self-employed or starting a business. Career enhancement is defined by those individuals who plan to stay with their current employer.
[23] $\chi^2 = 298.58$, df = 18, $p \leq .05$.

Figure 18.
Intended Industry of Employment, by Gender*



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

Table 7.
Top 10 Intended Industries (Detailed Sectors) of Employment, by Age

Rank	Younger Than 24	24 to 30	31 and Older
1st	Investment banking/management (22%)	Consulting services (18%)	Consulting services (13%)
2nd	Banking (21%)	Management consulting (15%)	Education or educational services (12%)
3rd	Management consulting (20%)	Investment banking/management (13%)	Management consulting (11%)
4th	Consulting services (19%)	Banking (11%)	Information technology or services (10%)
5th	Accounting (19%)	Information technology or services (9%)	Investment banking/management (9%)
6th	Finance and insurance (18%)	Finance and insurance (9%)	Banking (8%)
7th	Marketing services (13%)	Marketing services (9%)	Other manufacturing (8%)
8th	Venture capital (11%)	Energy (8%)	Government (nonmilitary) (8%)
9th	Human resource services (10%)	Government (nonmilitary) (8%)	Accounting (8%)
10th	Government (nonmilitary) (10%)	Accounting (8%)	Energy (7%)

Intended Industries

The top 10 industries where prospective students intend to work after graduation have been stable over the past few years. These include, in rank order, consulting services, management consulting, investment banking, banking, accounting, finance and insurance, marketing services, information technology and services, education or educational services, and government (nonmilitary). Figure 18 displays the broad industry groupings prospective students plan to search for employment when they complete their graduate business education. Women are more likely to consider the products and services and nonprofit/government sectors compared to men. Men are more likely to consider all other industries compared with women, except for health care, where the interest is about equal.

Respondents of all ages cited finance and accounting, products and services, and consulting as their top intended industries of employment, but age played a role in the detailed sectors that some prospective students considered (Table 7). Investment banking and the banking industry were the most popular among the youngest age group (24 and under), followed closely by consulting. The most sought-after industries among 24- to 30-year-old respondents were consulting services and management consulting, followed by investment banking. Respondents aged 31 and older expressed slightly more diverse interests. They were most interested in consulting services, followed by educational services, management consulting, and information technology.

Current Industries of Employment

Overall, 73 percent of the prospective students surveyed were employed at the time they completed this survey. Anywhere from 75 percent to 90 percent of employed respondents were intent on continuing their employment in their current industry once they completed their graduate programs. Aside from their own industries, respondents most often cited consulting as the industry they would consider as an employment option. Those who were currently working in consulting cited finance and accounting as their next most considered industry. Table 8 shows the industries of interest among currently employed prospective students. Prospects working in technology, manufacturing, and the nonprofit/government sectors were more likely to consider working in other industries compared with those working in the finance and accounting, consulting, energy and utilities, and health care fields.

Table 8.
Current Industry of Employment, by Intended Industry* (Employed Respondents)

Current Industry of Employment	Intended Industry of Employment							
	C	EU	FA	HC	T	M	NG	PS
Consulting (C)	**85%**	3%	13%	3%	6%	3%	7%	11%
Energy/utilities (EU)	14%	**84%**	10%	1%	6%	3%	4%	8%
Finance/accounting (FA)	11%	3%	**90%**	2%	3%	1%	6%	7%
Health care (HC)	14%	3%	11%	**81%**	4%	1%	4%	10%
Technology (T)	21%	5%	15%	4%	**81%**	4%	6%	13%
Manufacturing (M)	17%	7%	13%	5%	10%	**79%**	6%	13%
Nonprofit/government (NG)	18%	5%	16%	4%	7%	3%	**75%**	14%
Products/services (PS)	17%	4%	16%	3%	7%	3%	8%	**77%**

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

Intended Job Functions

The top 10 job functions that prospective students consider have remained constant over the past few years. These include, in rank order: general management, strategy, business development, investments, accounting/auditing, corporate finance, banking, product management, entrepreneurial, and product management consulting. Figure 19 presents the functional groupings prospective students considered as an outcome of their graduate business education.

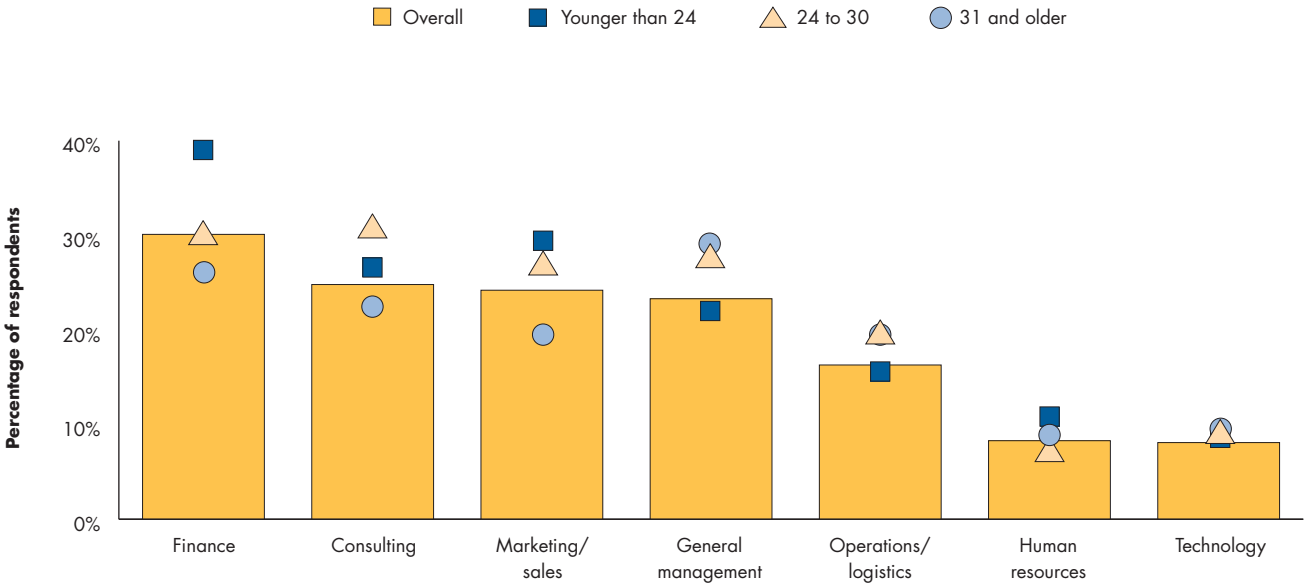
Gender

Men were more likely than women to consider the following job functions: finance, consulting, general management, operations and logistics, and technology. Women, on the other hand, were more likely to consider marketing and sales and human resources. These differences have remained relatively consistent over time.

Age

The youngest respondents (younger than 24) were much more likely than older respondents to seek jobs in the financial sector. Similarly, respondents younger than 24 were the most likely to seek marketing or sales positions. Older respondents (24 and older) were more likely than younger respondents to seek general management positions. Respondents of all ages were equally likely to pursue jobs in the technology field after graduation.

Figure 19.
Intended Job Function, by Age*



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

Current Job Functions

Similar to the industry analysis, the majority of employed respondents expected to remain in their current job function post-degree. Table 9 shows the job functions of interest among prospective students who were employed at the time of the survey. Prospective students currently working in IT/MIS and operations/logistics positions were the most likely to consider other job functions. Those working in finance and accounting were the least likely to consider other functions. The most common job functions prospective students considered outside their current position were in consulting and general management.

• • • • •

Respondents of all ages cited finance and accounting, products and services, and consulting as their top intended industries of employment.

• • • • •

Table 9.
Current Job Function, by Intended Job Function (Employed Respondents)

	Intended Job Function						
Current Job Function	**MS**	**OL**	**C**	**GM**	**FA**	**HR**	**IT/MIS**
Marketing/sales (MS)	**82%**	6%	18%	15%	11%	4%	2%
Operations/logistics (OL)	16%	**71%**	26%	29%	15%	4%	4%
Consulting (C)	13%	8%	**87%**	19%	15%	3%	3%
General management (GM)	11%	9%	18%	**82%**	13%	6%	2%
Finance/accounting (FA)	5%	4%	13%	9%	**90%**	2%	1%
Human resources (HR)	11%	5%	13%	13%	13%	**74%**	2%
IT/MIS	15%	13%	30%	26%	17%	6%	**62%**

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

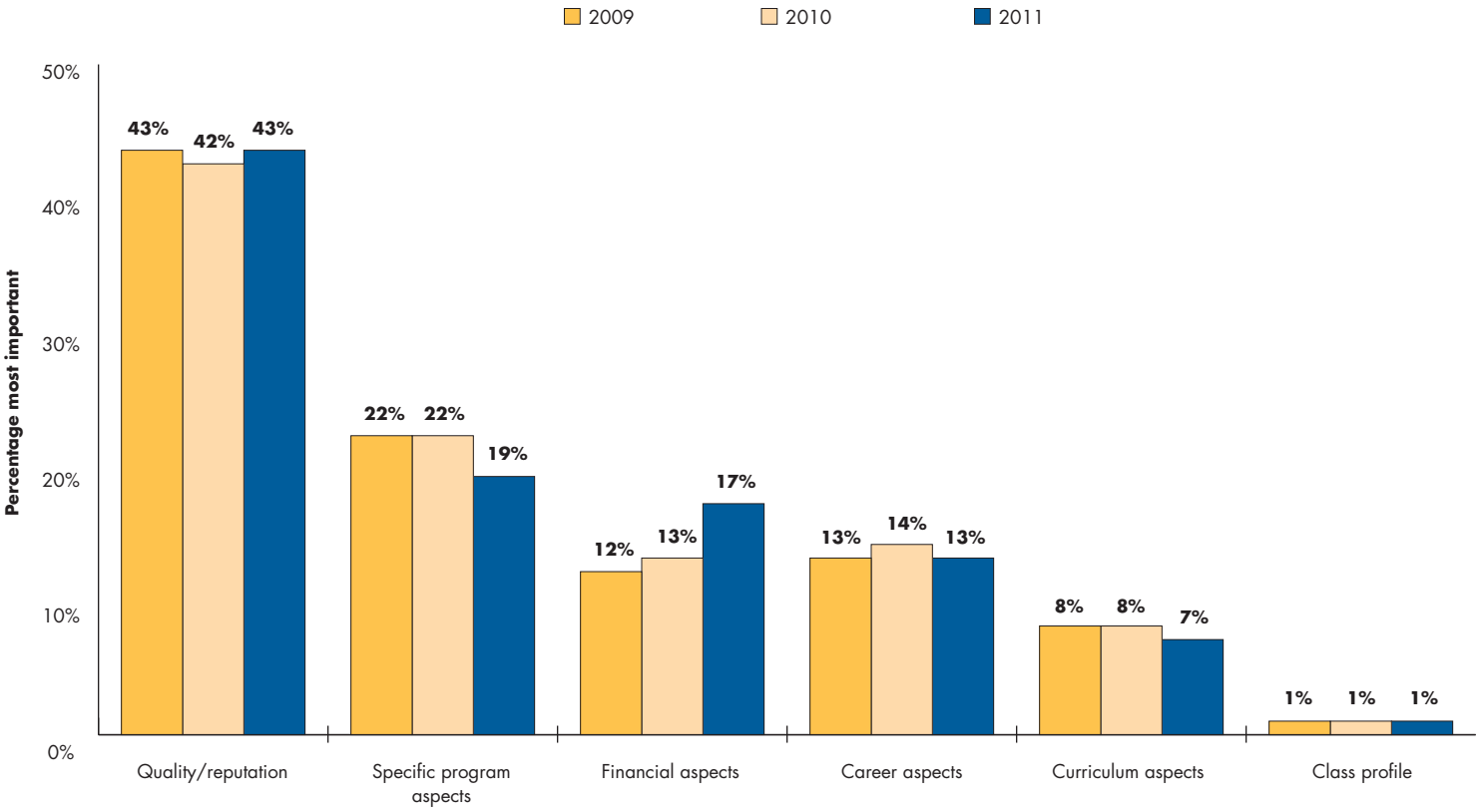
Opportunity costs and local respect and recognition of the school or program were cited more often in 2011 compared with the past two years.

School Selection Criteria

Prospective students are motivated to pursue graduate business education, in general, to improve their future career potential. Quality and school reputation, specific program aspects (academics, faculty, etc.), and financial considerations were most important, on average, to prospective students when selecting a program or school. Career aspects of the program (e.g., job placement reputation, percentage of class receiving job offers) were also high on their list of important school selection criteria (fourth out of six criteria).

Most noticeable in the school selection process was the increased emphasis on financial aspects (costs of attendance) when deciding where to apply (Figure 20). While economic reservations were becoming less important overall as a deterrent to pursuing an education (see Figure 4), in 2011 financial considerations were becoming increasingly more important when selecting a school to attend. The majority of prospective students who considered financial aspects of paying for school important to their decision were also those who had economic reservations about pursuing the degree.

Figure 20.
School Selection Factors Considered Most Important, by Survey Year* (Percentage of Respondents)



*Data collected in each year respectively.

When asked to rank-order 45 specific school selection criteria, survey respondents, overall, ranked the following as their top 10 to consider when determining which school or program to attend: quality of the faculty, program accreditation, local respect/recognition, job placement reputation, published rankings, rigor of academic program, quality of students, successful alumni, selectivity of admissions, and program type offered.

The differences in these selection criteria between survey years were minimal. Opportunity costs and local respect and recognition of the school or program were cited more often in 2011 compared with the past two years. Table 10 shows notable differences in school selection criteria compared to the top overall criteria, depending upon the program type to which prospective students applied.

For a more detailed look at school selection criteria by gender, age, world region and more, download the *2012 mba.com Prospective Students Survey Comprehensive Data Report* at **gmac.com/interactiveresearch**.

Table 10.
School Selection Criteria Unique to Program Applicant, Compared to Overall

Program Type	Criteria Unique to Program Applicant
Full-time two-year MBA Full-time one-year MBA Master in Management Master of Finance	Percentage of class receiving job offers
Part-time MBA	Convenient class schedules
Flexible MBA	Total tuition
Online/distance MBA	Course type offered Program completion time Convenient class schedules Quality of services
Master of Accounting	Total tuition Program completion time
Executive MBA	No differences compared with overall list

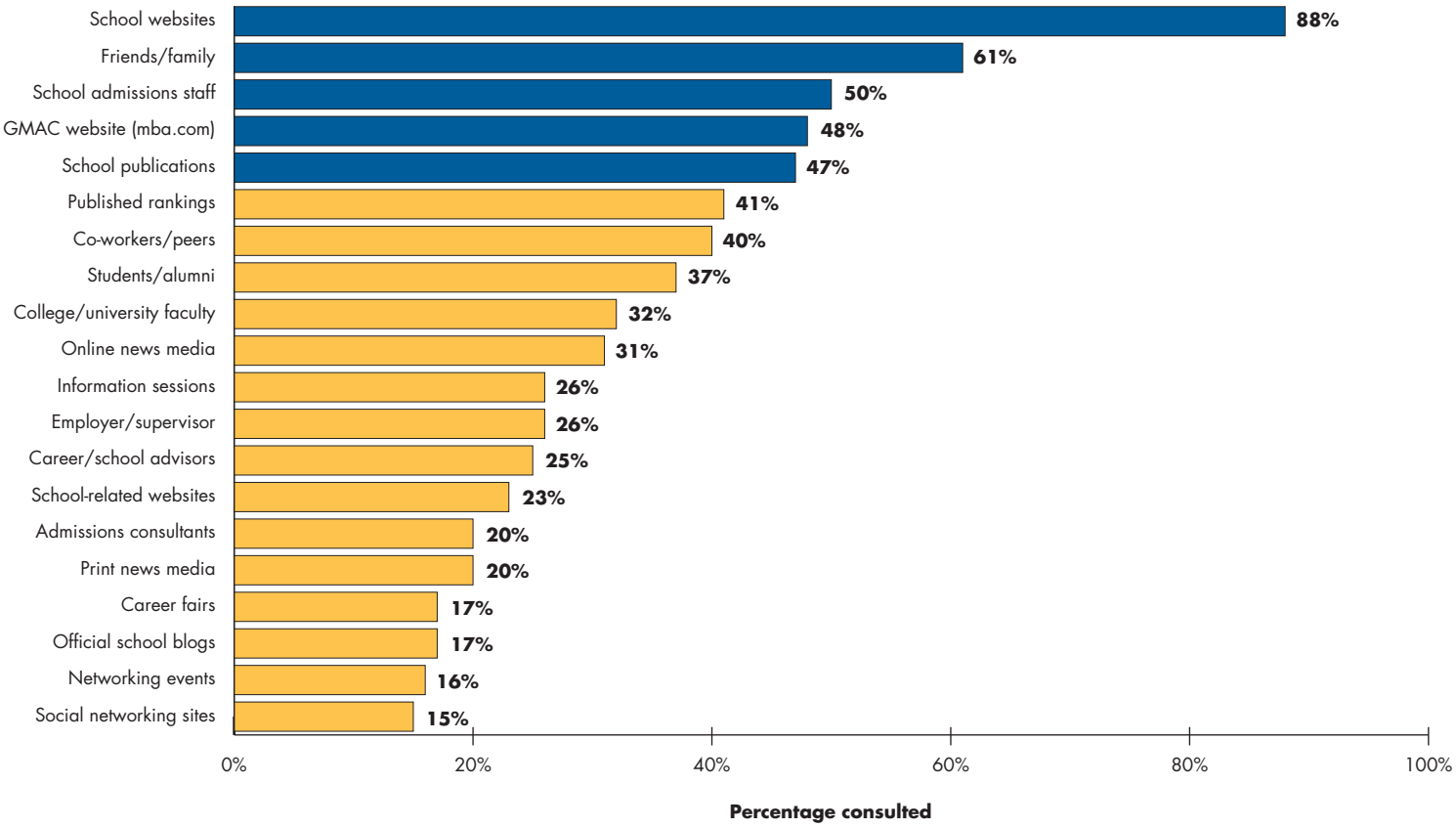
Three of the top five resources prospective students consult are within the schools' control—their website, school admissions professionals, and brochures/publications.

Information Sources

Approximately one year typically elapses between the time prospective students first consider pursuing graduate management education and the time they begin in earnest to select the programs they would most like to attend. Prospective students spend this time reviewing various source materials and speaking with people about their future education plans. The time frame for this planning or preparation stage varies little among prospective students, no matter what type of program they may be applying to.

Figure 21 shows the top 20 resources students consult when choosing a program of interest. Three of the top five resources prospective students consult are within the schools' control—their website, school admissions professionals, and brochures/publications. The GMAC website, mba.com, and specifically the MBA Pathfinder® Data Warehouse hosted on the site, provide

Figure 21.
Information Sources Consulted

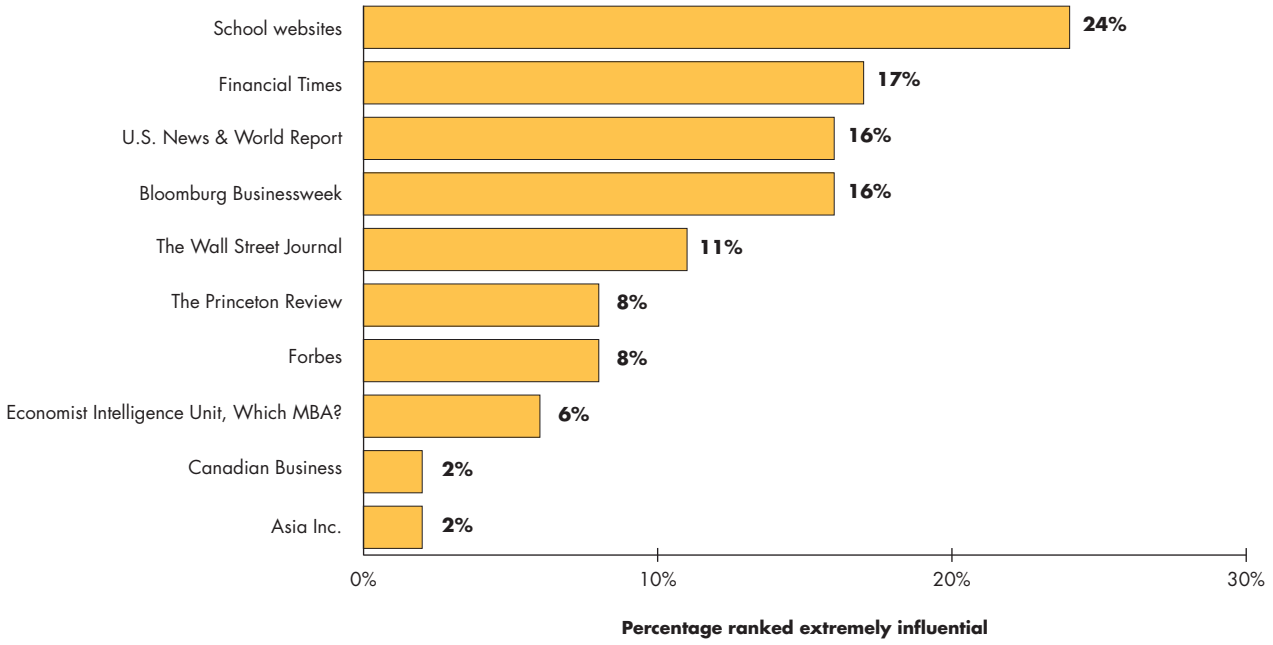


schools with another vehicle for getting their information to prospective students and was the fourth most frequently consulted information resource among prospective students. Family and friends—word-of-mouth—rounded out the top five information sources that students rely on when making their application decisions.

Two out of five survey respondents (41%) reported that they consulted the published school rankings when choosing a program. In addition, nearly one-third (31%) of these individuals generally considered the published rankings extremely influential. School websites, however, were considered about 50 percent more influential than the most highly regarded school ranking publication specified, namely *The Financial Times*®. Figure 22 shows the percentage of prospective students who considered school websites and various ranking publications as extremely influential in their decision to apply to a particular school or program.

When asked to rank which sources of school information they deemed most influential in their decision-making overall, respondents ranked several sources equal to or higher than school websites (24%), namely: word-of-mouth resources, including current students and alumni (28%), friends and family (24%), and college professors (24%). They also rated employers (23%) nearly as influential as school websites.

Figure 22.
Influence of a School's Website Compared With Ranking Publications



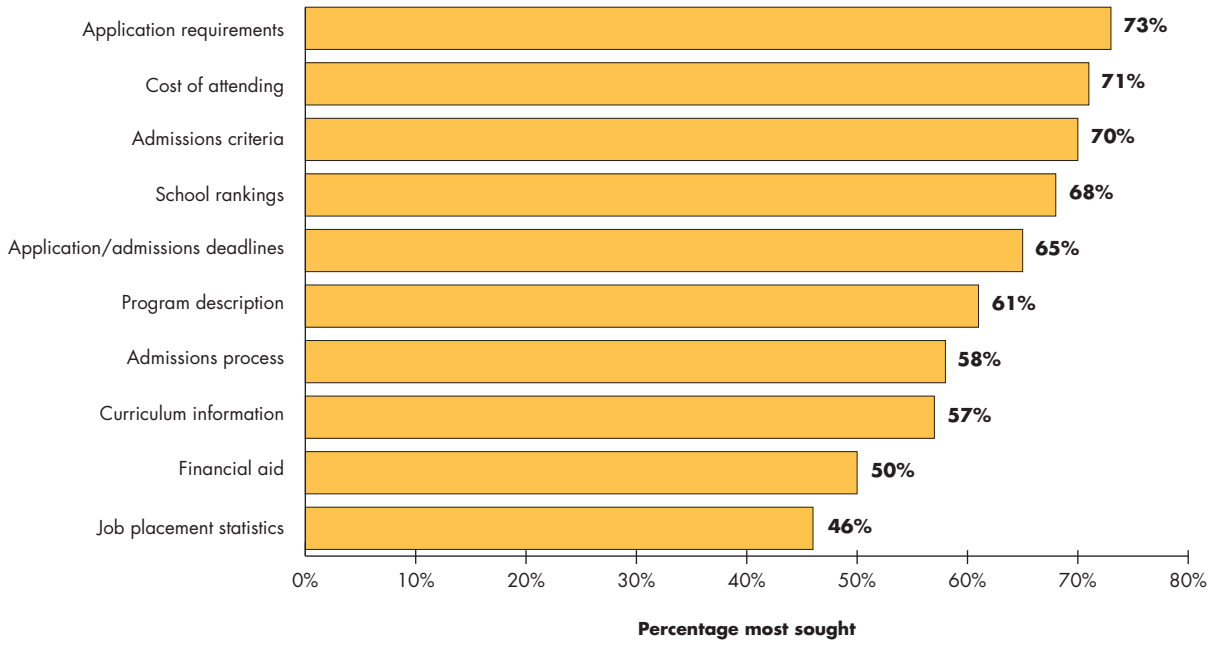
School websites were considered about 50 percent more influential than the most highly regarded school ranking publication specified, namely *The Financial Times.*

School Websites

New to this survey is a question asking prospective students about the type of information they seek when exploring a business school's website. Not surprisingly, application requirements and admissions criteria were some of the most common types of information prospective students sought on a school's website (Figure 23). Items related to respondents' school selection criteria such as school rankings and job placement statistics, also ranked on students' lists of the top 10 items they searched for on school websites.

The web search categories that prospective students[24] explored on school

Figure 23.
Top Ten Types of Information Sought on School Websites



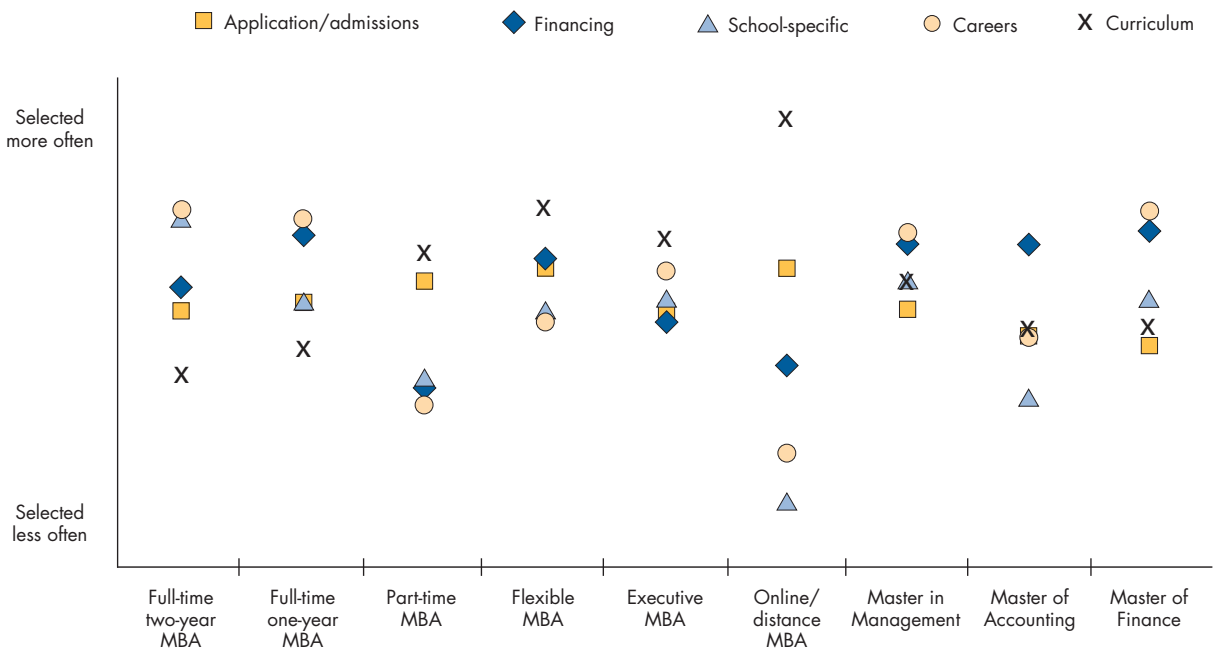
[24] The PCA had a multiple r of .42. The five categories include: application/admissions (e.g., dates, deadlines, requirements, criteria); financing (e.g., cost, financial aid, scholarships, assistantships, loans); school specific (e.g., event listings, student activities, campus visits); careers (e.g., job placement statistics, internship placement statistics); and curriculum (e.g., accreditation, syllabi, graduation requirements).

websites differed depending on the program type to which they were applying (Figure 24). Individuals who applied to full-time two-year MBA, full-time one-year MBA, Master in Management, and Master of Finance programs were most likely to search for career-related information.

Part-time, flexible, executive, and online/distance MBA applicants most often sought information about the curriculum. Those applying to Master of Accounting programs most often sought information about financing their education.

For a more detailed look at students' use of school websites by gender, age, world region and more, download the *2012 mba.com Prospective Students Survey Comprehensive Data Report* at **gmac.com/interactiveresearch**.

Figure 24.
Categories of Information Sought on School Website, by Targeted Program Type



CONCLUDING NOTE

Schools, like most businesses, pursue market advantage through differentiation, whether based on quality, service, value, convenience, accessibility, financing, or a combination of factors. Coupled with the knowledge of prospective student expectations, choices, and time frames, schools can better target their unique messages to the most receptive audiences. This report, along with the comprehensive interactive data report that accompanies it, is designed to aid schools in that process.

Explore Interactive Data Report

The data presented in this report was contributed by thousands of individuals who participated in the Graduate Management Admission Council's ongoing research studies about prospective business school students. To accompany this summary report of the data, and provide a more in-depth examination of survey responses, the Council has prepared an interactive online tool—the *2012 mba.com Prospective Students Survey Comprehensive Data Report*. This report is available as a free service to schools that use GMAT scores for admission to one or more programs. The Interactive Data Report allows users to examine the survey responses by various demographic characteristics, such as gender, age, and undergraduate academic major, to name a few. The report also provides breakdowns by the prospective students' global region of residency and citizenship.

To explore current interactive report releases from GMAC, please visit our website at **gmac.com/interactiveresearch** or log in to the GMAC Research Library at **gmac.com/gmacresearchlibrary** to see past reports. Please contact us at **research@gmac.com** if you have any questions.

The data for this report came from responses provided by individuals who registered on mba.com—the GMAC website for prospective graduate business and management students. Each month, starting in January 2009, a random sample of individuals who registered on the website three months earlier was invited to participate in this ongoing research study. This report includes data collected during the 2009, 2010, and 2011 calendar years from individuals who registered on mba.com between October 2008 and September 2011. Overall, more than 56,000 individuals have participated in this survey effort, including 22,111 individuals who responded to the online questionnaire in 2009, 17,666 in 2010, and 16,358 in 2011.

For our analysis, we applied a post-stratification weighted design to the data collected to align subgroup distributions of respondents with a known population—GMAT exam registrants. The weights calibrate the respondent data to the known population based on citizenship. First, respondent data is analyzed in terms of citizenship. This analysis is used to calculate post-stratification weights. The weighting design reapportions the respondent base to replicate the distribution of GMAT exam registrants by citizenship. The use of post-stratification weights mathematically corrects for biases in the respondent base, which adjusts the respondent data to conform more closely to the population parameters.

Respondent Characteristics

Table 11 presents a demographic breakdown of respondents to the 2011 survey, by citizenship.

Table 11.
Demographic Profile (Number of Respondents), 2011 Survey Year

		Gender		Age		
Citizenship	**Overall***	**Men**	**Women**	**Younger Than 24**	**24 to 30**	**31 and Older**
Global total	16,358	8,087	7,041	6,007	5,714	2,621
Asia/Pacific Islands	3,693	1,370	2,048	2,095	833	257
Canada	504	256	205	136	182	131
Central Asia	2,139	1,513	446	704	907	205
Europe	2,025	1,076	788	835	628	340
Latin America	529	312	183	104	276	105
Middle East/Africa	1,151	664	356	209	529	251
United States	6,317	2,896	3,015	1,924	2,359	1,332

*Respondent counts by gender and age may not equal the overall count due to missing data.

More than 56,000 individuals participated in this mba.com Prospective Students Survey effort between January 2009 and December 2011.

For questions or comments regarding the study findings, methodology, or data, please contact the GMAC Research and Development Department at **research@gmac.com**.

Authorship

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

Gregg Schoenfeld, Director, Management Education Research, Research and Development, Graduate Management Admission Council (GMAC).

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

Stay on top of the latest trends in graduate business education with our ever-expanding online research database. Here is a sample of the resources you will find along with our annual survey series at

gmac.com/research

- **The Profile of Graduate Management Admission Test® Candidates**—Gauge the size and characteristics of your school's potential applicant pool with this annual summary of demographic data about GMAT examinees over the last five testing years. Search tables for testing volumes and mean GMAT Total scores by gender, age group, intended degree, undergraduate major, citizenship, location, and world region.

- **The GMAT® Trends Tracker**—Dig deeper with this new online companion to the annual Profile report. This tool offers nearly all the data included in the document version of the Profile with the added benefit of chart depictions, user-selected data views, download options to save data for reference or analysis, and a faster view of GMAT testing trends.

- **Geographic Trend Reports for GMAT® Examinees**—Map out smart recruiting visits with data on where students want to study. These annual reports merge score-sending patterns from GMAT examinees with their biographical data, such as citizenship and location of residence, submitted with the exam to determine preferences and changes by group.

- **GMAC Interactive Research**—Sort through detailed data collected through our annual surveys with the ease of user-friendly graphical displays to work with deep information streams in ways not possible with print reports. Drill down to relevant data, customize your searches by program type and geographic location, and quickly visualize trends in the B-school pipeline with just a click of your mouse.

- **GMAC® Data-To-Go**—Find quick facts and topic-specific analysis from our large-scale research studies in compact presentations and data briefs. Analysis varies from overall highlights to key findings by group and regional outlooks. Share findings of interest with colleagues and use pertinent material in your own meetings.

- **The Research Report Series**—Learn about the latest research on GMAT validity, management education program specifics, alumni concerns, minority and diversity issues, high-stakes testing innovations and more in white papers authored by GMAC staff and Management Education Research Institute (MERInstitute) awardees.

- **The GMAC® Research Library**—Peruse our comprehensive online archive for copies of all research publications, survey reports, data reports, and analyses publicly released by GMAC, all in downloadable formats. The library contains many publications no longer accessible through our primary research pages on gmac.com.

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The **mba.com Prospective Students Survey** is one in a series of five annual surveys produced by the Graduate Management Admission Council® that explore relevant issues in graduate management education. Survey reports provide an overview of data in addition to offering context for and discussing implications of the research. They frequently are used to help drive strategic decision-making processes in graduate business schools. All survey reports are available online at gmac.com/surveys. Print copies are free upon request from the GMAC® Research and Development Department at research@gmac.com.

Other GMAC® surveys include—

Alumni Perspectives Survey

What happens to MBAs after they graduate and begin to evaluate the value of their degrees? Launched in 2001, this survey follows MBA graduates long term to understand their career progression, their expectations, their attitudes about work, their assessment of their education, and general market trends.

Application Trends Survey

How does a school's application volume compare with that of other schools? Since its debut in 1999, this annual two-part survey compares current and previous year application data for business school programs worldwide, highlighting trends by program type and world region.

Global Management Education Graduate Survey

What value do business school students place on their education as they prepare to graduate? Premiering in 2000, this survey is conducted every February to provide a comprehensive picture of soon-to-be graduates: who they are, how they chose their schools, how satisfied they are with their education, and where they are headed after they graduate.

Corporate Recruiters Survey

Who hires MBAs and why? What are the hiring plans in various industries? How do companies decide where to recruit? Launched in 2001–2002, this annual survey helps schools better understand the job market, clarify employer expectations, and benchmark their career services practices. Employers use the survey results to benchmark the MBA recruitment activities of their companies.

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