

Market Intelligence

Diversity in Graduate Management Education 2020

Graduate
Management
Admission
Council™



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Introduction

As the key pipeline and training ground for global business leadership, graduate management education (GME) has a critical role to play in ensuring that future business leaders understand and appreciate diversity, as well as reflect the diversity of the society they will serve.

By recruiting, admitting, and enrolling diverse cohorts, GME programs enhance the educational experience of all their students by facilitating interactions with diverse ideas, perspectives, and information, and prepare students to participate in and lead diverse teams in a future business landscape that will be increasingly interconnected and global. As companies' awareness of the strong business case for diversity and inclusion in business leadership continues to expand,¹ global organizations will look to business schools with increased urgency to deliver greater numbers of business school trained talent to unlock the competitive advantage of diverse and inclusive leadership teams.

How diversity is understood can vary widely in different global contexts. In the context of this report, diversity can be defined broadly as the representation of variation in peoples' identities, backgrounds, and experiences. Beyond the traditional diversity lenses of gender and race/ethnicity, this report features analysis and

discussion of business school candidate diversity from the perspectives of nationality, academic background, and level of professional experience. This is in recognition of the value that diversity of cultures, disciplines, and lived experiences can add to business classrooms, supplying nutrients to the soil in which rich discussions and learnings can take root.

As an association of leading graduate business schools, the Graduate Management Admission Council (GMAC) recognizes the critical importance of diversity in GME and is committed to continuing to supply the industry with timely market intelligence to advise school's recruitment initiatives. In an effort to further inform those initiatives, this report curates information from across GMAC Research data touchpoints and external sources to provide business school professionals with detailed and useful analysis of the state of diversity in the GME pipeline in the context of a diverse world. Through our role as a premier provider of market intelligence for GME and as a leading convener of GME thought leaders, the Council hopes that sharing this analysis sparks ideas, aids in reflection, and assists with the development of new perspectives and best practices that help our industry make important strides toward enhancing diversity and inclusion on business school campuses.

This report curates information from across GMAC Research data touchpoints and external sources to provide business school professionals with detailed and useful analysis of the state of diversity in the GME pipeline in the context of a diverse world.

¹Hunt, V., Prince, S., Dixon-Fyle, S., and Yee, L. (2018). Delivering Through Diversity. https://www.mckinsey.com/-/media/McKinsey/Business%20Functions/Organization/Our%20Insights/Delivering%20through%20diversity/Delivering-through-diversity_full-report.ashx.



Each section of this report is structured around the following market-sizing framework:

The Addressable Market is an assessment of the total potential customer base for master's-level education. In the addressable market portion of each section of this report, the broader context of the populations of interest is analyzed and discussed, providing insights that inform our understanding of who proceeds further down the GME candidate funnel.

Globally, GMAC estimates that about 329 million people ages 18 to 44 hold at least a bachelor's degree, and about 76 million are considering earning a master's degree in any field.

The Serviceable Market is an evaluation of the population considering a GME degree program. In each section of this report, the serviceable market portion examines the representation of the populations of interest currently in the GMAT exam pipeline and provides insights into their preferences, decision making, and professional goals.

Globally, GMAC estimates that about 15 million individuals ages 18 to 44 are actively thinking about pursuing a master's degree in business.

The Served Market includes individuals who have earned a GME degree. In the served market portion of each section of this report, survey data related to the GME outcomes of the populations of interest are examined.

Globally, GMAC estimates that about 1.3 million people were conferred a master's-level degree in business in 2019.

Market-Sizing Estimates for Global GME

Addressable Market



328,760,000

people ages 18 to 44
hold at least a
bachelor's degree

75,656,000

people ages 18 to 44
are considering a master's
-level education

Serviceable Market



15,131,000

people ages 18 to 44 are actively
thinking about pursuing GME

Served Market



1,345,000

people earned a GME
degree in 2019

Key Findings

Gender

In global higher education, women's degree attainment exceeds that of men, and the gap is widening. Women's enrollments have grown despite the persistence of societal attitudes in many parts of the world that a university education is more important for men than for women, which inhibits women's pursuit of higher learning, and stunts their ability to pursue meaningful, impactful, and lucrative careers in the fields of their choosing. Global employment data reflect gender inequities, particularly in managerial and executive roles, but slow progress is being made. For example, just 6.6 percent of current Fortune 500 CEOs are women, but that is up from just 0.4 percent in 2000. Women hold 22.5 percent of board seats at Fortune 500 companies, up from 16.6 percent in 2010.

Slowly but surely, women are closing the gap in GMAT testing, as the share of global GMAT exams taken by women has steadily climbed from 40.1 percent to 47.1 percent over the past 10 testing years. Women's applications have reached or are close to parity among multiple business master's program types, but lag behind men for full-time and professional MBA programs—accounting for 39 percent and 41 percent of applications, respectively.

Compared with their male counterparts, women's journey to business school can be characterized as being more pragmatic. Female candidates tend to consider GME earlier in their educational and career journeys than men, are more likely than men to say that what triggered their pursuit of GME was a skill or credential deficiency, either for a job they want to pursue or for their current job. Across a range of potential barriers to the pursuit of GME, female candidates are more likely than male candidates to say that specific barriers may derail their journey to business school, including factors like admissions requirements, future debt burden, and confidence in their ability to be successful in the program.

Women's post-GME career goals are not dissimilar to those of men, though they tend to set different goals and have different priorities. While men and women candidates are aligned that their most frequently cited goal is to earn a bigger salary, female business school candidates are less likely than male candidates to say that their goal is to become CEO or obtain a C-suite or executive-level position. Female candidates are more likely, however, to simply say their goal is to obtain a promotion or work for a company where they can travel internationally.

Female graduates report high levels of satisfaction with their experience and outcomes. The vast majority of female graduates responding to GMAC's mba.com Longitudinal Survey rate the overall value of their GME as good to outstanding and say that their GME made their professional situation better.

Nationality

The global higher education paradigm of student mobility from east to west continues, but things are changing. International mobility in higher education in the last decade was driven mostly by China as a source of international students for high-income countries. International mobility in higher education will experience slowing growth in the coming decade, taking into account demographic trends (i.e., declines in the college-age population) as well as investment in domestic higher education, especially in key locations like China and India.

The GMAT examinee pipeline is growing more geographically diverse, and the center of gravity is shifting east. Ten years ago, in testing year 2010, about half of GMAT exams were taken by US citizens (48%) and 19 percent were taken by citizens of East and Southeast Asia. Flash forward to testing year 2019, and the proportion of exams taken by citizens of East and Southeast Asia has grown to 38 percent, and the proportion taken by US citizens has declined to 28 percent. International student mobility in GME is

in the midst of a rapid shift, as a growing number of Asia-Pacific candidates are opting to stay either in country or in region, and internationally minded candidates are sending more applications to Europe and Canada and fewer to the United States.

Program type preferences vary considerably by country, though globally the MBA continues to be the most considered program type by candidates and receives the lion's share of applications. Overall, 4 in 5 business school candidates consider an MBA program type (79%), and 2 in 3 consider either a full-time one-year or two-year MBA (65%). Candidates in different regions take different journeys to business school. For example, most candidates in Western Europe (65%), Eastern Europe (55%), the United States (54%), and East and Southeast Asia (52%) say they first considered GME before completing their undergraduate degree, whereas in locations like Australia and Pacific Islands and the Middle East, it's more common to have not considered GME until at least two years in the workplace.

In some world regions, the data illustrate how candidates' curricular interests align closely with their career goals. For example, among candidates from Africa, entrepreneurship/innovation is the most common subject for candidates to identify as a "must-have," and entrepreneurship is a career goal of nearly half of African candidates (43%), well above the global average. In several parts of the world, candidates' professional aspirations are informed by their mobility goals. Goals like "work for a company where I can travel internationally" and "work outside my country of citizenship" are goals for a third or more of candidates in Africa, Australia and Pacific Islands, Central and South Asia, East and Southeast Asia, Eastern Europe, Latin America, the Middle East, and Western Europe.

US Race/Ethnicity

The composition of the US population is undergoing a historic demographic transformation, and young people are at the leading edge. The US millennial generation—people approximately 21 to 37 years old—is already 44 percent non-white, compared with just 32 percent of the population older than millennials.

At the same time, black and Hispanic higher education attainment is on the rise—black bachelor's attainment has increased 29 percent over the last 10 years, and Hispanic bachelor's attainment has more than doubled over the same period. Black and Hispanic students that go on to attain a master's degree earn a healthy salary premium over those who do not, but these populations have less access to funding support and are more reliant on loans. Black and Hispanic professionals are underrepresented in managerial and executive-level positions. Black professionals account for 4.1 percent of chief executives in the United States, and Hispanic professionals account for 6.2 percent.

While black and Hispanic bachelor's and master's enrollments and conferrals have been on the rise, the selective GME pipeline—specifically the GMAT pipeline—has not experienced the same level of diversification, and black and Hispanic candidates continue to be underrepresented populations (URPs). In the context of an overall US candidate pipeline that's been flat to down for a number of years, these deficits in representation of non-white candidates are particularly troubling because enrollment projections suggest these populations are where future domestic business school recruitment opportunities will be most abundant.

Black and Hispanic candidates predominantly send their GMAT score reports to MBA programs. The top three largest states for black GMAT exams taken are New York, Texas, and Georgia, and the three largest states for Hispanic GMAT exams taken are Texas, California, and Florida.

URP candidates tend to consider GME later in their educational and career journeys and are more cost sensitive compared with non-URP candidates, as cost of the program is the most often cited potential barrier to the pursuit of GME among black (60%) and Hispanic (66%) candidates. URP candidates tend to rely more on grants, fellowships, scholarships, and support from parents to finance their degree than

US non-URP candidates, and URP candidates are more likely than US non-URP candidates to consider less expensive alternatives to GME, including professional certifications (37%) and/or graduate certificate programs through a university (24%).

URP candidates are chiefly planning to pursue careers in consulting, technology, and financial services. URP candidates are more interested than non-URP candidates to work in government, media/entertainment, and professional services industries, as well as marketing/advertising/brand management, human resources, and information technology/data science roles. In choosing a job, URP candidates are more likely than non-URP candidates to say it's important that it be high paying, provides job security, offers the ability to take off time for family or childcare needs, and helps society.

Undergraduate Major

Bachelor's equivalent enrollments have steadily increased globally, growing from 133 million to 152 million between 2013 and 2018—an increase of 14 percent. Popular fields of study vary in different country contexts, with business being among the top fields in many key markets. There is notable variation globally in the proportion of bachelor's earners who go on to earn a master's degree.

The GMAT examinee pipeline is growing younger. Over the past 10 testing years, the proportion of total GMAT exams taken by examinees younger than 25 has grown from 42 percent to 52 percent. In testing year 2019, 33 percent of examinees indicated that they have not yet completed their undergraduate degree. More than half of examinees who are still undergraduates are from China, and about 1 in 5 undergraduate exams are taken by US citizens.

Undergraduate examinees primarily send their GMAT score reports to business master's programs. Across world regions, the greatest proportion of undergraduate GMAT examinees are business majors, including in the world region with the highest number of undergraduate GMAT examinees—East and Southeast Asia—where 7 in 10 are business majors. A similar proportion of undergraduate examinees in the United States (72%) and Western Europe (68%) are business majors as well. In other world regions, there is more variation. In Central and South Asia, for example, less than half of undergraduate GMAT examinees are business majors (47%), and more than 1 in 3 are engineering/computer science majors (37%). Among Canadian citizens, 50 percent are business majors, followed by social science (20%), engineering/computer science (13%), and science (13%).

Most undergraduates who pursue GME say they had always planned to pursue GME at this particular point in their educational journey (63%), though business majors are more likely to say this (65%) than other majors. Compared with business majors, nonbusiness majors are more likely to say that what triggered their consideration of GME was that they wanted to apply for a job, but lacked the required skills or degree to be competitive, including 39 percent of art/humanities majors, 39 percent of social science majors, and 37 percent of science majors.

A majority of undergraduate candidates say school prestige/ranking and geographic location influence their application decision, and after candidates have applied and received their decisions, the most important factors influencing their enrollment decision are school prestige/ranking, core curriculum, geographic location, and faculty reputation.

Undergraduates' curricular interests tend to correspond with their major. For example, art/humanities majors are more likely than other majors to say marketing and communications is a “must-have,” while engineering/computer science and science majors are more likely to gravitate toward business analytics/data science. International management/business is at the top of social science majors' lists, while business majors are more likely than others to express interest in corporate finance.

Work Experience

Demand for experienced management talent varies in different economic and cultural contexts. Regions with greater economic development, employing a greater proportion of the workforce in the services sector rather than agriculture and industry, typically have a greater demand for the type of experienced managers produced by the world's leading business schools. Low unemployment has put downward pressure on demand for GME. Historical trends in application volumes show that a strong economy typically has a depressing effect on demand for GME. In times of economic expansion—like the last decade-plus following the last major global recession—the opportunity cost of pursuing a degree is higher and candidates are less likely to opt to leave the workforce and pursue a degree.

The more experience a candidate has, the more likely they are to apply to a professional MBA program type and less likely to apply to a full-time MBA program. More than 7 in 10 GMAT score reports sent by examinees with more than one year of professional experience go to MBA program types. Among examinees with 1 to 3 years' experience, most of their score reports are sent to full-time MBA programs (58.5%). As years of experience increases, fewer score reports are sent to full-time MBA programs, and more go to professional MBA program types.

Candidates with more professional experience tend to have made the decision to pursue GME later in their professional journeys. For example, 45 percent of candidates with seven or more years' experience say they first considered business school after more than five years of working. Candidates with more experience are more likely to consider cost-effective alternatives to GME, like professional certifications or MOOCs.

Experienced candidates are more likely to seek flexible program options, like online coursework and weekend or evening scheduling. Overall, the top curricular subjects experienced business school candidates say are a “must-have” in their ideal curriculum are strategy, leadership/change management, and business analytics/data science. Candidates' interest in co-curricular activities tends to decrease with more years of work experience.

Experienced professionals pursue GME to earn more money and gain more responsibility. Those with seven or more years' experience tend to be aiming to break into senior- or executive-level positions, while those with less than four years' experience tend to be focused on gaining responsibilities like managing people and projects.

Consulting services is the top industry experienced professionals are considering pursuing after their GME, including about half of candidates with less than seven years' experience. Candidates with less experience tend to express higher interest in fields like financial services and investment banking and asset management.

Gender



The Addressable Market

In global higher education, women's enrollment at both the bachelor's and master's levels exceed that of men, and the gap is widening.

The number of women enrolled in bachelor's-level programs globally increased 22 percent between 2012 and 2018, according to data from the UNESCO Institute for Statistics. In 2018, nearly 78 million women were enrolled in bachelor's degree programs, accounting for 51.7 percent of enrolled bachelor's students, up from 50.6 percent in 2012.²

The total number of women enrolled in master's programs has rebounded after a multiyear period of decline. In 2018, nearly 13 million women were enrolled

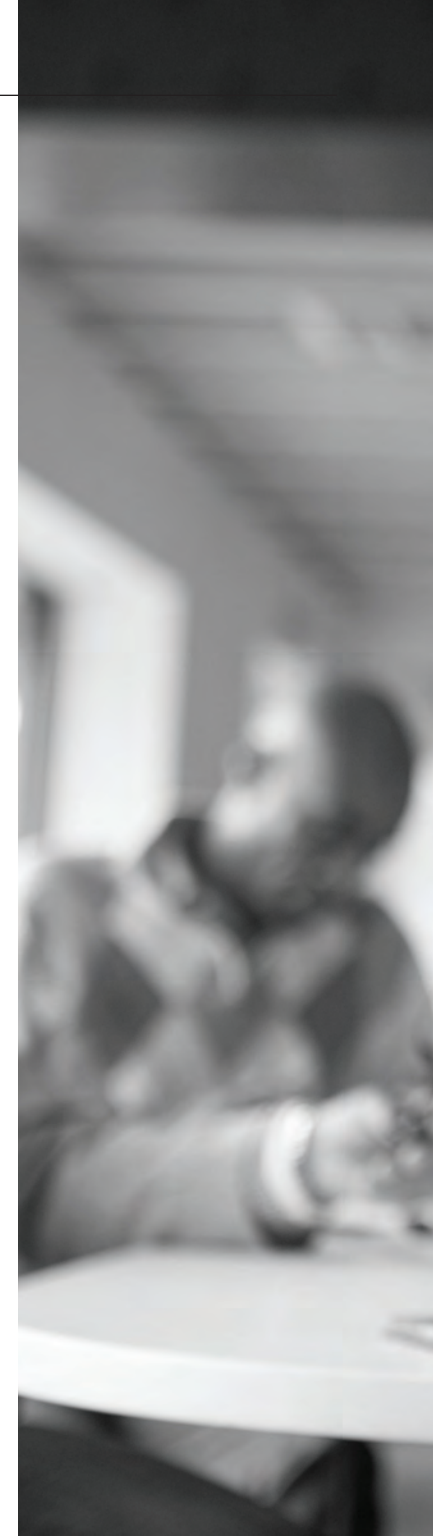
in a master's degree program, accounting for 51.7 percent of enrolled master's students, up from 50.7 percent in 2013.³

There is considerable variation in women's higher education enrollment by country. UNESCO data show that women's enrollment rates lag behind that of men in low-income countries. For example, women account for only 38.2 percent of bachelor's enrollments in countries classified by the World Bank as low income, compared with 52.9 percent in high-income countries.⁴

²UNESCO Institute for Statistics. (2019). UIS Statistics Database. Retrieved on February 3, 2020.

³Ibid.

⁴Ibid.





Women’s enrollments have grown despite the persistence of societal attitudes in many parts of the world that a university education is more important for men than for women.

Women must still, unfortunately, overcome many societal barriers in their pursuit of a tertiary education, as is evident in data collected from the World Values Survey. When asked if they agree with the statement, “A university education is more important for a boy than for a girl,” more than a quarter of both male and female respondents in several world regions concur, and these ideas exist in some magnitude the world over.⁵ The persistence of these attitudes across world regions inhibits women’s pursuit of higher learning, and stunts their ability to pursue meaningful, impactful, and lucrative careers in the fields of their choosing.

An area in which societal attitudes are even more pronounced against women is in the business world.

The World Values Survey also finds that in some world regions a majority of both men and women agree with the statement, “On the whole, men make better business executives than women do.”⁶ Notably, the data show that these attitudes about women in business leadership are more prevalent than the belief that education is more important for boys. This suggests that even when women are able to access tertiary education, discriminatory societal attitudes often prevent them from realizing the professional benefits that a man may expect from earning the same credential.

⁵Inglehart, R., Haerpfer, C., Moreno, A., Welzel, C., Kizilova, K., Diez-Medrano, J., Lagos, M., Norris, P., Ponarin, E., & Puranen, B., et al. (eds.). (2014). World Values Survey: Round Six - Country-Pooled Datafile. Madrid: JD Systems Institute. Retrieved from <http://www.worldvaluessurvey.org/WVSDocumentationWV6.jsp>.

⁶Ibid.

⁷United Nations Development Programme. (2019). *Human Development Report*. <http://hdr.undp.org/sites/default/files/hdr2019.pdf>.

⁸CATALYST. (2019). Historical List of Women CEOs of the Fortune Lists: 1972-2019. <https://www.catalyst.org/research/historical-list-of-women-ceos-of-the-fortune-lists-1972-2019/>.

⁹Deloitte. (2018). *Missing Pieces Report: The 2018 Board Diversity Census of Women and Minorities on Fortune 500 Boards*. <https://www2.deloitte.com/content/dam/Deloitte/us/Documents/center-for-board-effectiveness/us-cbe-missing-pieces-report-2018-board-diversity-census.pdf>.

¹⁰Zenger, J. and Folkman, J. (2019). Research: Women Score Higher Than Men in Most Leadership Skills. Harvard Business Review. <https://hbr.org/2019/06/research-women-score-higher-than-men-in-most-leadership-skills>.



Global employment data reflect gender inequities, particularly in managerial and executive roles.

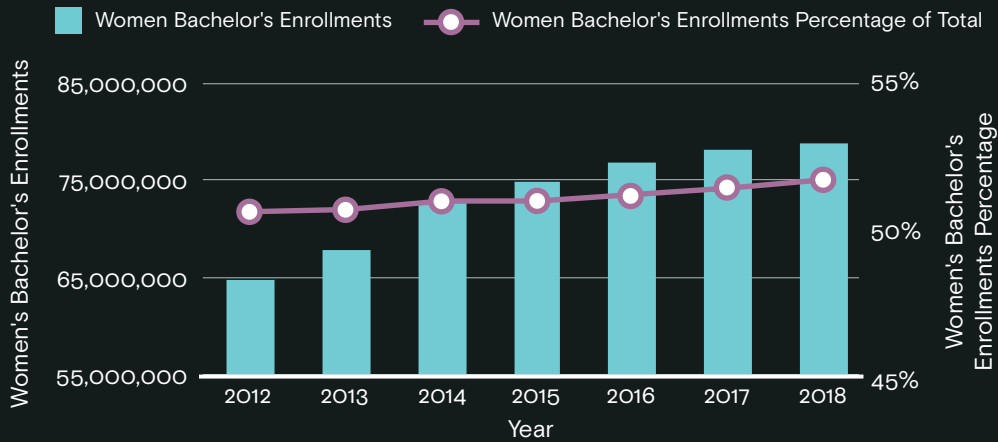
Globally, women's share of employment in senior- and middle-management positions falls behind that of men. For example, according to data from the United Nations Human Development Report, women account for 41 percent of senior- and middle-management positions in the United States, 35 percent in France, 34 percent in the United Kingdom, 32 percent in Spain, 29 percent in Germany, and 25 percent in the Netherlands.⁷

An even smaller proportion of women have ascended to the highest levels of management, but progress is being made. According to Catalyst, just 6.6 percent of current Fortune 500 CEOs are women, but that is up from just 0.4 percent in 2000.⁸ According to the Alliance for Board Diversity and Deloitte, women hold 22.5 percent of board seats at Fortune 500 companies, up from 16.6 percent in 2010.⁹

Research indicates that what's impeding women's ascension is a lack of opportunity, not a lack of capability. In fact, recently updated research shows that women score higher than men in most leadership skills. A Harvard Business Review analysis of 360-degree reviews of leaders' professional performance revealed that women were perceived to be more effective than men in 84 percent of the competencies measured and were found to be slightly more effective than men at every hierarchical level and in virtually every functional area of the organization.¹⁰

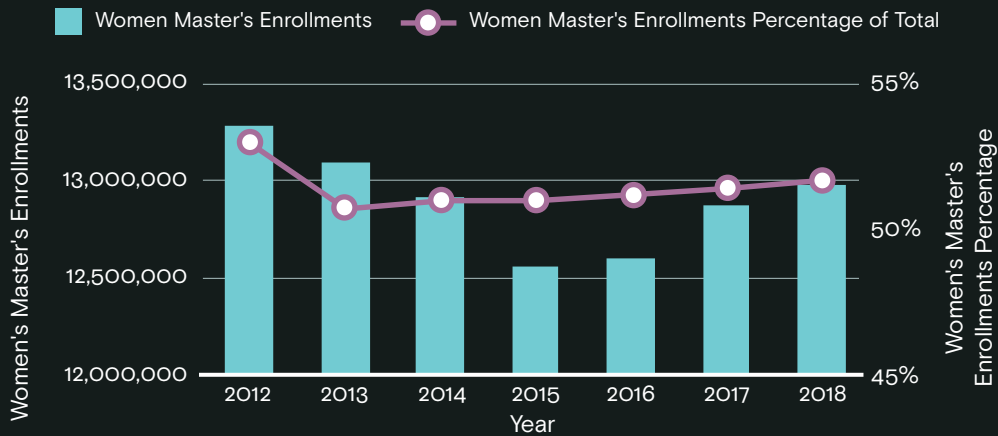
So, while on the global level women make up the majority of enrollments in tertiary education, women's representation in the labor force consistently falls short of that of men—particularly in managerial and executive roles. While slow, progress is being made, creating new opportunities for talented women to assume ever higher levels of managerial responsibility.

Women's Bachelor's Equivalent Enrollments (ISCED 6)



Source: UNESCO Institute for Statistics. (2019). UIS Statistics Database. Retrieved on February 3, 2020.

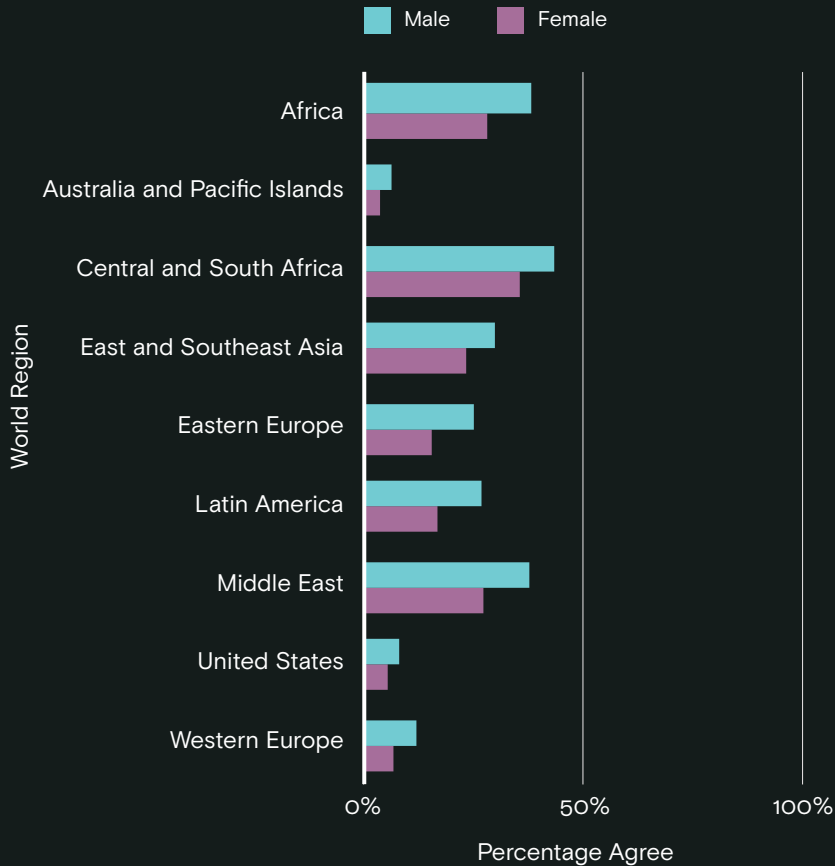
Women's Master's Equivalent Enrollments (ISCED 7)



Source: UNESCO Institute for Statistics. (2019). UIS Statistics Database. Retrieved on February 3, 2020.

A University Education Is More Important for a Boy Than for a Girl

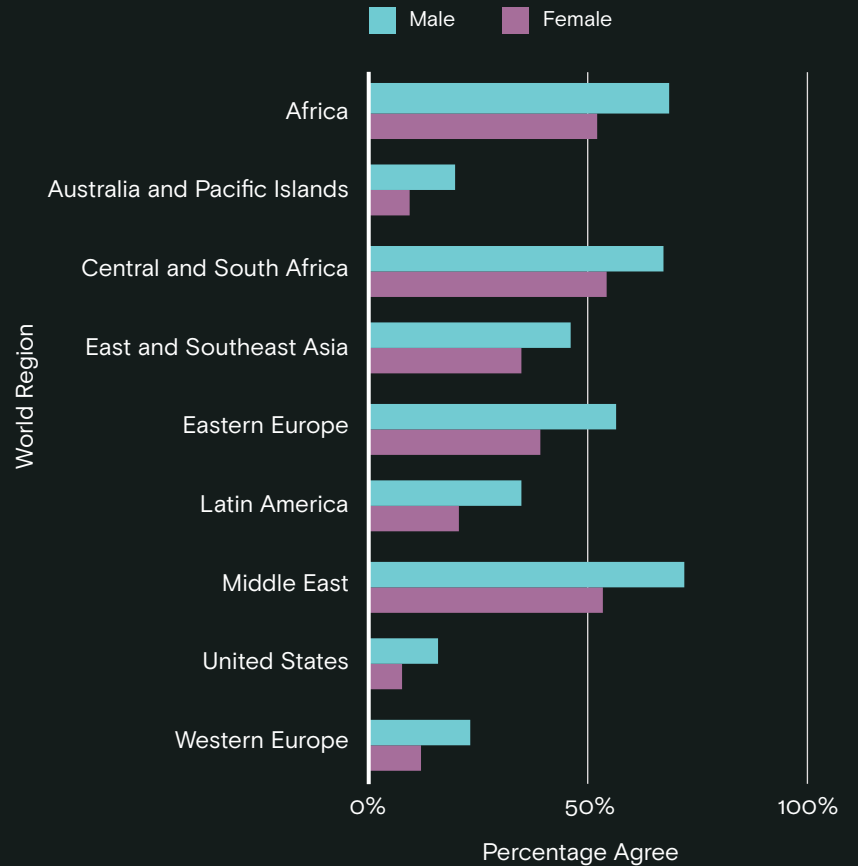
Percentage of respondents in agreement, by gender



Source: Inglehart, R., Haerpfer, C., Moreno, A., Welzel, C., Kizilova, K., Diez-Medrano, J., Lagos, M., Norris, P., Ponarin, E., & Puranen, B., et al. (eds.). (2014). World Values Survey: Round Six - Country-Pooled Datafile. Madrid: JD Systems Institute. Retrieved from <http://www.worldvaluessurvey.org/WVSDocumentationWV6.jsp>.

On the Whole, Men Make Better Business Executives Than Women Do

Percentage of respondents in agreement, by gender



Source: Inglehart, R., Haerpfer, C., Moreno, A., Welzel, C., Kizilova, K., Diez-Medrano, J., Lagos, M., Norris, P., Ponarin, E., & Puranen, B., et al. (eds.). (2014). World Values Survey: Round Six - Country-Pooled Datafile. Madrid: JD Systems Institute. Retrieved from <http://www.worldvaluessurvey.org/WVSDocumentationWV6.jsp>.



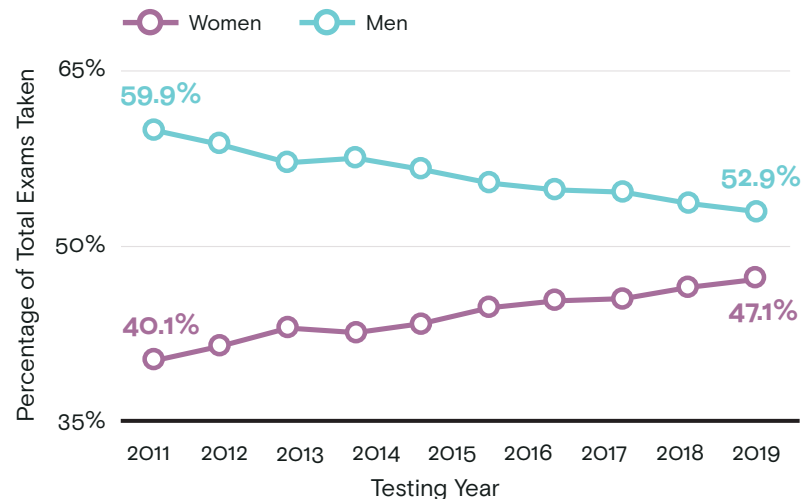
The Serviceable Market

Slowly but surely, women are closing the gap in GMAT testing.

The share of global GMAT exams taken by women has steadily climbed from 40.1 percent to 47.1 percent over the past 10 testing years.¹¹ The split in exams taken by women and men varies considerably by country. In several countries, women took the majority of GMAT exams in testing year 2019, including Mongolia (72%), China (68%), and Vietnam (63%).

The largest share of global female examinees is in the country markets of China, the United States, and India. The volume of exams taken by female citizens of these three countries accounts for about three-quarters of the global women's testing volume. The greatest growth in female testing volumes over the past 10 years has been in China, the Netherlands, Sweden, India, and Italy.¹²

Proportion of GMAT Exams Taken by Gender



Source: Graduate Management Admission Council. (2009-2019). GMAT testing data.

¹¹Graduate Management Admission Council. (2009-2019). GMAT testing data.

¹²Ibid.

¹³Ibid.

¹⁴Graduate Management Admission Council. (2019). Application Trends Survey. <https://www.gmac.com/market-intelligence-and-research/market-research/application-trends-survey>.

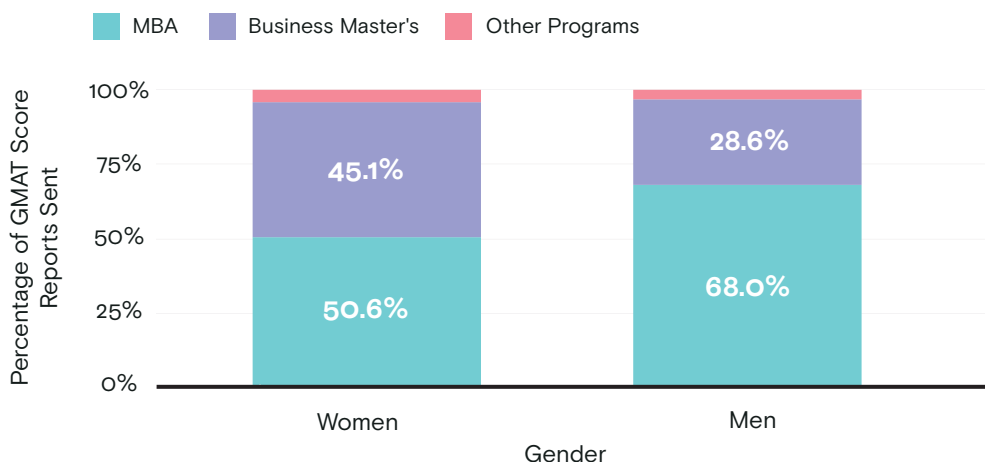
Though women most often pursue MBA programs, their interest in business master's programs exceeds that of men.

In testing year 2019, women sent 50.6 percent of their score reports to MBA programs, 45.1 percent to business master's programs, and 4.3 percent to all other program types, including PhD programs.¹³

Data from GMAC's annual Application Trends Survey show that women's applications have reached or are close to parity among multiple business master's program types—including Master of Accounting, Master in Management, and Master of Finance—but lag behind men for full-time and professional MBA programs. Among programs responding to the survey, women accounted for 39 percent of applications to full-time MBA programs and 41 percent of applications to professional MBA programs, including part-time MBA, flexible MBA, and online MBA. As a result, a majority of responding MBA programs in Europe (78%) and the United States (56%) report that they conduct special outreach to women as a part of their overall recruitment strategy.¹⁴

Last year, GMAC Research produced a research brief titled *Women and the Full-Time MBA: Continuing the Push for Progress* that presented four topics related to women's full-time MBA recruitment, each paired with discussion of GMAC market intelligence insights and views from school professional thought leaders. The brief can be accessed at www.gmac.com/researchbriefs.

GMAT Score Sending by Gender, TY 2019



Source: Graduate Management Admission Council. (2009–2019). GMAT testing data.

Top 10 Citizenship Locations for Women's GMAT Testing, TY 2019

Citizenship Location	Tests Taken by Women
China	47,630
United States	24,479
India	10,131
Taiwan, China	2,412
Canada	2,214
Germany	1,228
South Korea	1,162
France	1,000
Thailand	898
Vietnam	886

Source: Graduate Management Admission Council. (2009–2019). GMAT testing data.

Top 10 Citizenship Locations for Women's GMAT Testing Growth

Citizenship Location*	10-year CAGR
China	9.4%
Netherlands	7.2%
Sweden	4.8%
India	4.3%
Italy	4.2%
Morocco	3.9%
Argentina	3.8%
Kuwait	3.6%
Belgium	3.6%
Austria	3.5%

*Analysis limited to citizenship locations with 100 or more exams delivered in testing year 2019.

Source: Graduate Management Admission Council. (2009–2019). GMAT testing data.

Compared with their male counterparts, women’s journey to business school can be characterized as being more pragmatic.

Female candidates tend to consider GME earlier in their educational and career journeys than men. More than half (53%) report that they first considered GME while still completing their undergraduate degree or earlier. Female candidates are more likely than men to say that what triggered their pursuit of GME was a skill or credential deficiency, either for a job they want to pursue (36% of female candidates) or for their current job (23%). Women are also more likely to say that what triggered their consideration of GME was simply that it was a convenient time to go to school (29%).¹⁶

Across a range of potential barriers to the pursuit of GME, female candidates are more likely than male candidates to say that specific barriers may derail their journey to business school, including factors like admissions requirements (52% of female candidates), future debt burden (51%), and confidence in their ability to be successful in the program (35%).¹⁷ Past GMAC research has discussed possible approaches to breaking down these barriers, including connecting female candidates with current students and alumnae to enable authentic exchanges about the student experience and careers and strategies to promoting the broad spectrum of MBA career possibilities and emboldening women’s leadership aspirations.¹⁸

Relative to male candidates, female candidates tend to rely more on grants, fellowships, scholarships, and support from parents to finance their degree. On average, female candidates plan to finance 29 percent of their GME with grants, fellowships, and scholarships, compared with 25 percent for male candidates. Female candidates plan to finance 23 percent of their degree with support from parents, compared with 18 percent for male candidates.¹⁹

Women research and evaluate programs across a number of different dimensions.

In researching programs, more than 3 in 4 women examine programs’ eligibility requirements, specific schools/universities offering similar programs, program rankings, program costs, and the program’s curriculum. Compared with men, women are more likely to research program eligibility, program curriculum, program costs, and financial options. Men are more likely than women to research rankings, career outcomes, and return on investment.²⁰

A majority of female candidates say school prestige/ranking and geographic location influence their application decision, and after female candidates have applied and received their decisions, the most important factors influencing their enrollment decision are school prestige/ranking, career services, school culture, geographic location, and alumni network.²¹

¹⁵Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

¹⁶Ibid.

¹⁷Ibid.

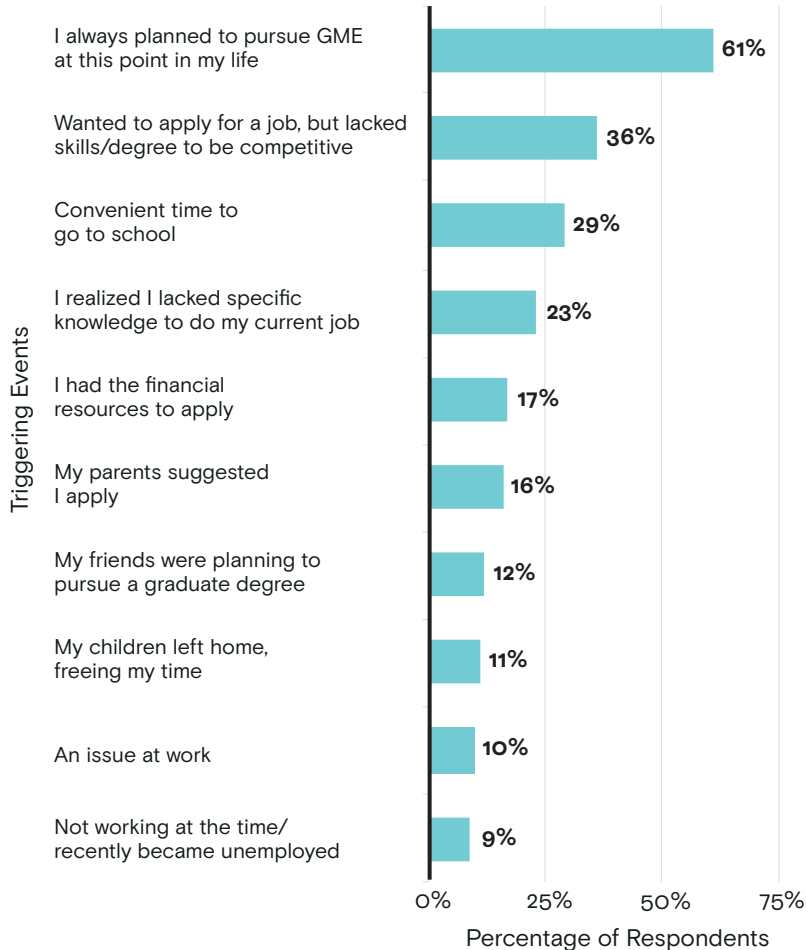
¹⁸Graduate Management Admission Council (2019). *Women and the Full-Time MBA: Continuing the Push for Progress*. <https://www.gmac.com/market-intelligence-and-research/research-library/diversity-enrollment/women-and-the-full-time-mba-continuing-the-push-for-progress>.

¹⁹Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

²⁰Ibid.

²¹Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

Triggering Events That Prompted Female Candidates to Begin Their Journey to GME



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Factors Influencing Female Candidates' Decision to Apply and Enroll

Factor	Percentage Who Say the Factor Influenced Their Application Decision	Relative Importance of Factor to Enrollment Decision*
School prestige/ranking	68%	8.7
Geographic location	56%	8.1
School culture	44%	8.2
Alumni network	38%	8.1
Quality/diversity of students	35%	7.7
Recommendation of friends/family/colleagues	34%	6.8
Career services	33%	8.3
Interaction with students/faculty/alumni	31%	7.6
Faculty reputation	30%	7.3
Core curriculum	30%	7.8
Electives/concentrations	29%	7.6
Program schedule	27%	7.2
Class size	25%	6.6
School facilities	22%	7.0
Interaction with admissions	21%	6.6
Teaching method	19%	7.0
International study options	19%	5.8
Scholarships	18%	6.2
Anticipated program cost	17%	6.9
Student services	12%	7.3
Political uncertainty	1%	3.2

*Mean response on a scale of 0 (not at all important) to 10 (extremely important)

Source: Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

Female candidates seek a rigorous, close-knit, and team-oriented business school experience.

Female candidates' ideal business school culture is one that is collaborative with a team emphasis in a small, close-knit classroom setting. They want a rigorous, academically focused, interdisciplinary education centered around case studies, with flexible curricular options.²² Most female candidates' preference is to study full time (76%) in a program that is taught primarily in person (75%) with a total duration of less than 18 months (59%). About a third prefer a broad, general focus to their program (29%),

while about half prefer either a functional (28%) or industry (20%) focus.²³

A majority of female candidates say their ideal curriculum would include strategy, business analytics/data science, leadership/change management, international management/business, and project management coursework. Notably, more female candidates than male candidates say marketing and communications, social

entrepreneurship/nonprofit, brand/product management, and human resource management are a part of their ideal curriculum.²⁴

Most female candidates plan to pursue an internship during their program (62%), and about half plan to be a part of student clubs (52%). About 2 in 5 plan to take part in a study abroad program (40%) or case competitions (38%).²⁵

Female Candidates' Ideal School Culture

Respondents indicate their school culture preferences by selecting one of four points between opposing descriptors

	<<	<	>	>>	
Competitive	7%	15%	39%	39%	Collaborative
Homogeneous student body	5%	12%	34%	49%	Heterogeneous student body
Personal	51%	38%	8%	3%	Impersonal
Large class	4%	18%	50%	27%	Small class
Research oriented	9%	28%	43%	20%	Teaching oriented
Interdisciplinary	28%	42%	23%	8%	Concentration focus
Team emphasis	38%	42%	17%	3%	Individual emphasis
Formal	8%	33%	46%	14%	Informal
More rigorous	24%	50%	22%	4%	Less rigorous
Close-knit community	58%	33%	7%	2%	Loosely connected community
Case studies	27%	49%	20%	3%	Lectures
Academic focus	14%	37%	39%	10%	Co-curricular focus
Large city	38%	39%	17%	6%	Small city/town
Flexible curriculum	27%	43%	23%	8%	Structured curriculum

Source: Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

Female Candidates' Ideal Business School Curriculum

Percentage who indicate a subject is a "must-have"



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Women's post-GME career goals are not dissimilar to those of men, though they tend to set different goals and have different priorities.

Men and women candidates share the same top three industries considered (consulting services, financial services, and technology) and job functions considered (consulting, strategy, and general management). Women are more interested than men to work in the consumer products, media and communication, and nonprofit industries, as well as marketing, advertising, and brand management roles.²⁶

While men and women candidates are aligned that their most frequently cited goal is to earn a bigger salary (41% each), female business school candidates are less likely than male candidates to say that their goal is to become CEO (30% vs. 22%) or obtain a C-suite (19% vs. 14%) or executive-level (35% vs. 32%) position. Female candidates are more likely, however, to simply say their goal is to obtain a promotion (24% vs. 21%) or work for a company where they can travel internationally (38% vs. 33%).²⁷

In choosing a job, women are more likely than men to say that it is important to have a job that they enjoy (91% of female candidates) and that helps society (59%), as well as provides job security (75%) and good benefits (77%).²⁸

²²Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

²³Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

²⁴Ibid.

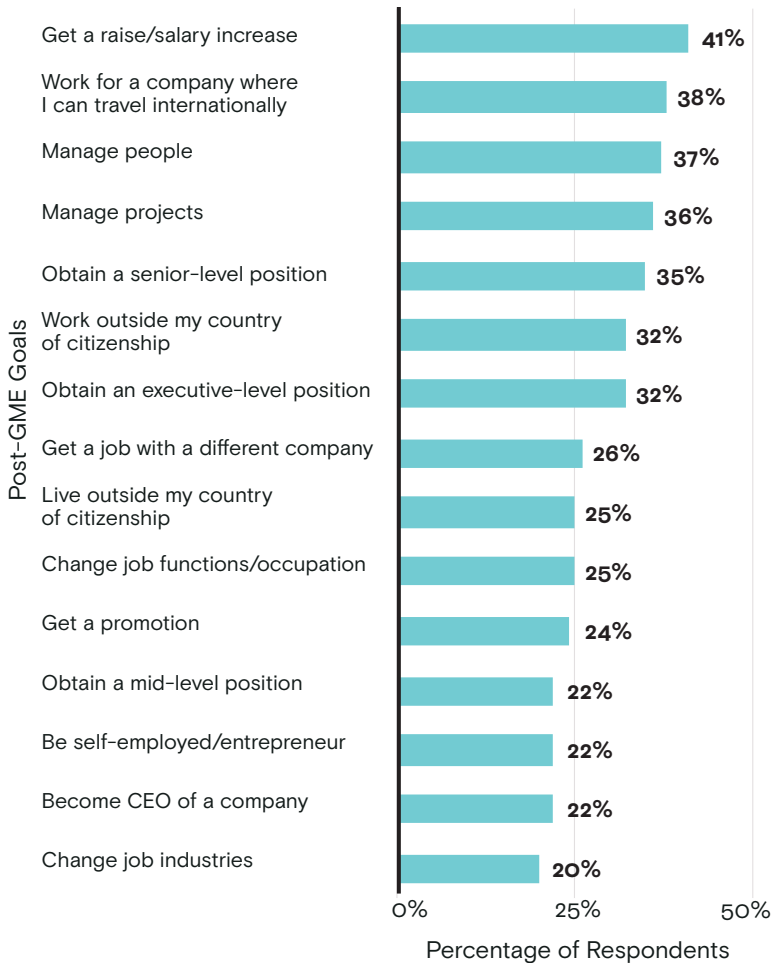
²⁵Ibid.

²⁶Ibid.

²⁷Ibid.

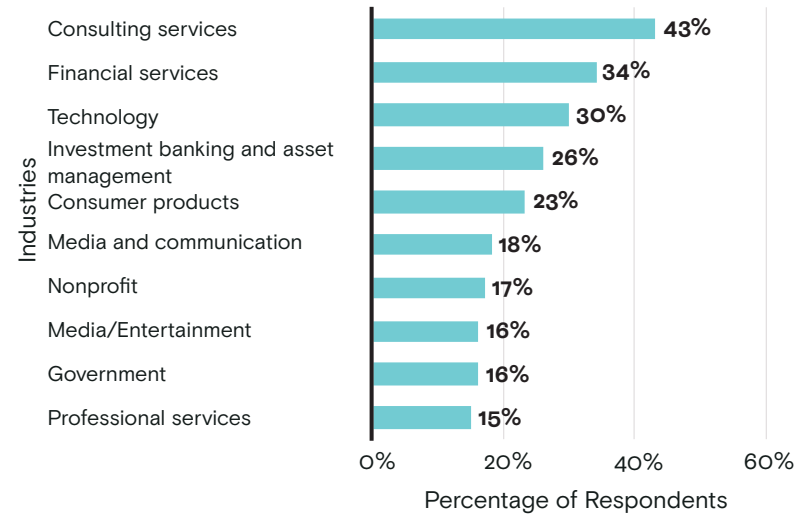
²⁸Ibid.

Female Candidates' Post-GME Career Goals



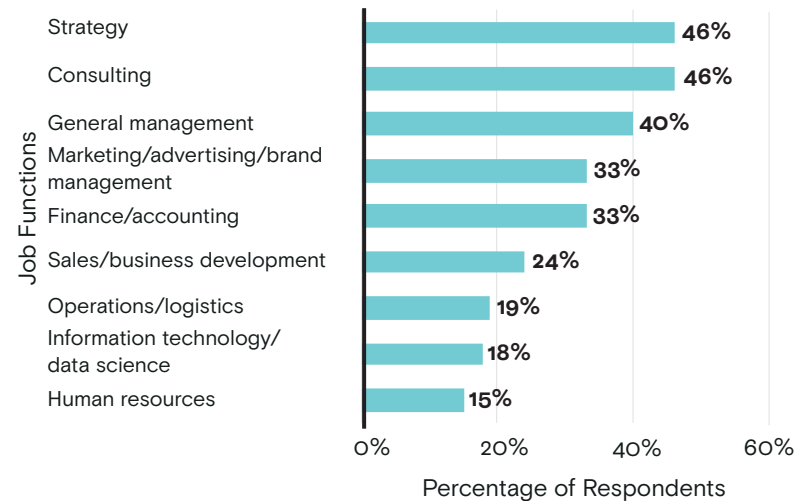
Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Female Candidates' Post-GME Industries Considered



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Female Candidates' Post-GME Job Functions Considered



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.





The Served Market

Female graduates report high levels of satisfaction with their experience and outcomes.

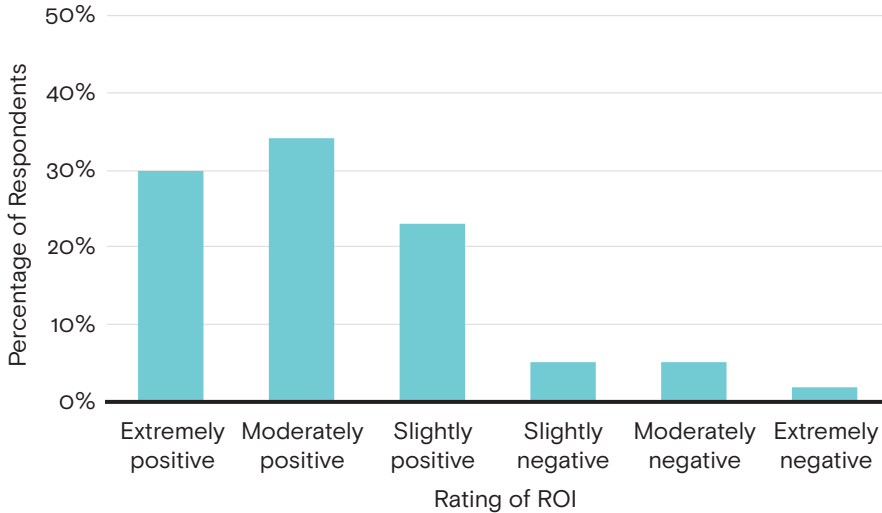
Ninety-four percent of female graduates responding to GMAC's mba.com Longitudinal Survey rate the overall value of their GME as good to outstanding. The vast majority say that their GME made their professional situation better (84%), and specifically, 73 percent agree GME prepared them for leadership positions, 71 percent agree it prepared them for their chosen career, and 66 percent agree it's offered them opportunities for quicker career advancement.²⁹

Eighty-seven percent say their return on investment is positive, and 77 percent agree it's increased their earnings power. Seventy percent agree GME developed their professional network, and most would recommend GME to others, as demonstrated by female graduates' 25 Net Promoter Score, a measure of consumer loyalty.³⁰

²⁹Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

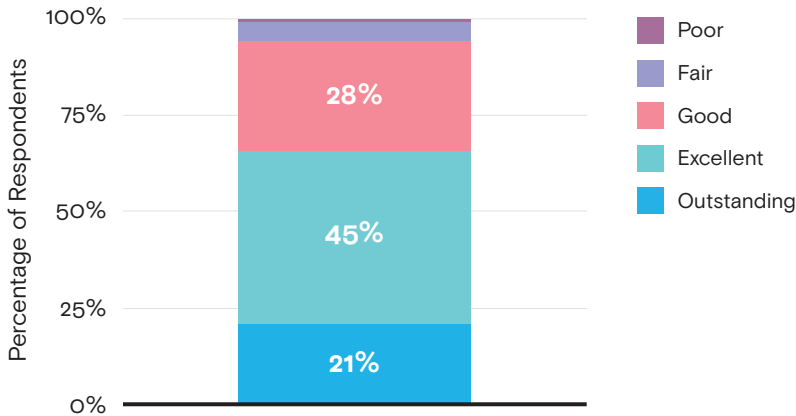
³⁰ibid.

Female Graduates' Ratings of the ROI of Their GME



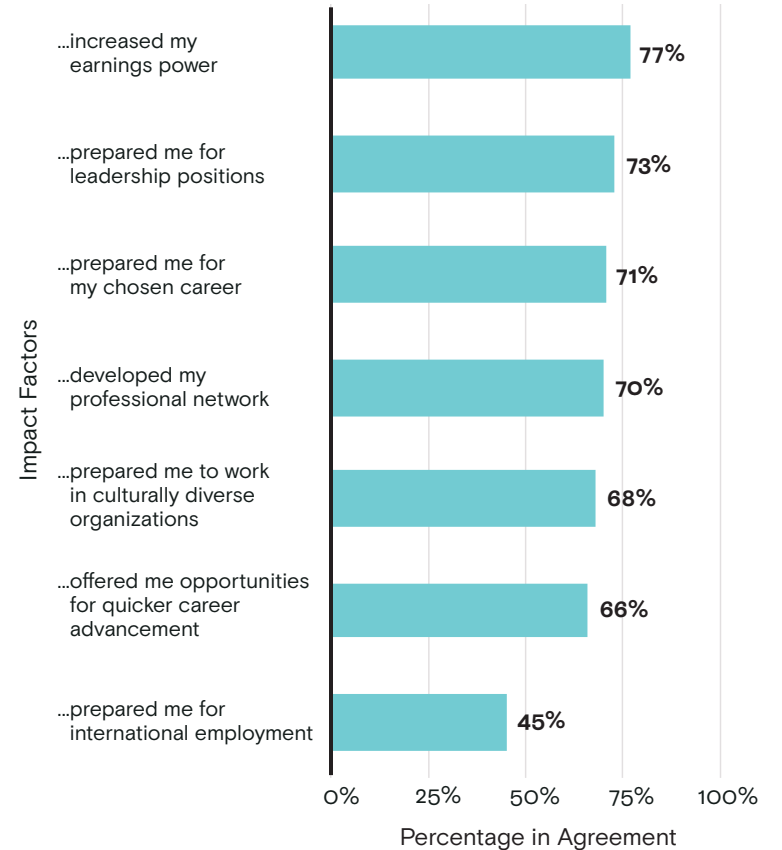
Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Female Graduates' Ratings of the Overall Value of GME



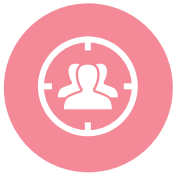
Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Female Graduates' Assessment of the Impact of Their GME My GME...



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Nationality



The Addressable Market

Access to advanced education is uneven around the world.

The Social Progress Index—a product of the Social Progress Imperative, a global nonprofit based in Washington, DC—rates countries' access to advanced education based on a number of indicators, including years of tertiary schooling, women's average years in school, the number of globally ranked universities, and the percentage of tertiary students enrolled in globally

ranked universities. By their methodology, since 2014 the world score for access to advanced education has improved. The top three countries for access to advanced education are the United Kingdom, Australia, and the United States. Among the 175 countries given a score for access to advanced education, notable GME country markets falling below the median include Pakistan, Ghana, Vietnam, and Nigeria.³¹

³¹Social Progress Imperative. (2019). 2019 Social Progress Index.

<https://www.socialprogress.org/assets/downloads/resources/2019/2019-Social-Progress-Index-executive-summary-v2.0.pdf>.





The global higher education paradigm of student mobility from east to west continues, but things are changing.

According to data from UNESCO, the top three source countries for internationally mobile tertiary education students are China (928,090 internationally mobile students), India (332,033), and Germany (122,195), and the top three destination countries for internationally mobile candidates are the United States (984,898 inbound international students), the United Kingdom (435,734), and Australia (381,202).³²

International mobility in higher education in the last decade was driven mostly by China as a source of international students for high-income countries. Analysis from the British Council predicts that international mobility in higher education will experience slowing growth in the coming decade, taking into account demographic trends (i.e., declines in the college-age population) as well as investment in domestic higher education, especially in key locations like China and India.³³ A variety of factors and recent data suggests that China is becoming a destination of international students from lower-middle and low-income countries seeking value for money. This shift presents unique opportunities and challenges for tertiary institutions to adapt and respond.³⁴

In the United States—the long-time leader in attracting international students—data from the annual Open Doors survey show that new international enrollments declined for both undergraduate and graduate students in 2018-2019 for the third straight year. A number of factors have contributed to these declines, including increased competition from competing destinations (including candidates' home countries), the rising cost of a US higher education, macroeconomic trends, and changes to foreign government scholarship programs, as well as factors related to the US political climate, including candidate perceptions of their ability to get a job in the United States after earning their degree.³⁵

³²UNESCO Institute for Statistics. (2019). *Global Education Monitoring Report: Statistical Tables*. <https://en.unesco.org/gem-report/node/6>.

³³The British Council. (2018). International student mobility to 2027: Local investment, global outcomes. <https://www.britishcouncil.org/contact/press/international-student-mobility-grow-more-slowly-2027>

³⁴Venn, W. (2020). Making Waves: Why China is a Top Destination for International Students at the Start of the 2020s. XJTLU. <https://www.xjtlu.edu.cn/en/news/2020/01/making-waves-why-china-is-a-top-destination-for-international-students-at-the-start-of-the-2020s>.

³⁵Redden, E. (2019). Inside Higher Ed. Number of Enrolled International Students Drops. <https://www.insidehighered.com/admissions/article/2019/11/18/international-enrollments-declined-undergraduate-graduate-and>.

Top 10 Countries for Access to Advanced Education and Average Years of Tertiary Schooling

Citizenship Location*	Access to Advanced Education	Average Years of Tertiary Schooling
United Kingdom	75.47	2.9
Australia	74.64	5.4
United States	72.65	4.0
Germany	69.24	3.2
Canada	67.74	3.3
Spain	67.10	4.1
France	66.93	3.1
Italy	66.73	3.0
New Zealand	64.91	4.2
Czech Republic	64.60	2.9

Source: Social Progress Imperative. (2019). 2019 Social Progress Index. <https://www.socialprogress.org/assets/downloads/resources/2019/2019-Social-Progress-Index-executive-summary-v2.0.pdf>.

Top 10 Destination Countries for Internationally Mobile Candidates

Citizenship Location	Number of Inbound International Candidates
United States	984,898
United Kingdom	435,734
Australia	381,202
Germany	258,873
France	258,380
Russia	250,658
Canada	209,979
Japan	164,338
China	157,108
Turkey	108,076

Source: UNESCO Institute for Statistics (2019). *Global Education Monitoring Report: Statistical Tables*. <https://en.unesco.org/gem-report/node/6>.



The Serviceable Market

The GMAT examinee pipeline is growing more geographically diverse, and the center of gravity is shifting east.

Ten years ago, in testing year 2010, about half of GMAT exams were taken by us citizens (48%) and 19 percent were taken by citizens of East and Southeast Asia. Flash forward to testing year 2019, and the proportion of exams taken by citizens of East and Southeast Asia has grown

to 38 percent, and the proportion taken by us citizens has declined to 28 percent. Over the same period, the proportion of exams taken by citizens of Central and South Asia grew from 11 to 15 percent, and the proportion taken by citizens of Western Europe rose slightly to 8 percent.³⁶

³⁶Graduate Management Admission Council. (2009-2019). GMAT testing data.

International student mobility in GME is in the midst of a rapid shift.

In 2019, the results of GMAC's annual Application Trends Survey showed that ongoing shifts in student mobility are continuing to take hold in the market, as a growing number of Asia-Pacific candidates are opting to stay either in country or in region, and internationally minded candidates are sending more applications to Europe and Canada and fewer to the United States.

Growth in the number of prestigious, globally recognized business school brands in Asia, as well as increased economic opportunities, are keeping more Asia-Pacific candidates in region, and candidates with international aspirations are increasingly looking to Europe and Canada, where candidates perceive their opportunities for international employment to be strongest. International candidates see the United States as less welcoming as a result of its current political climate, specifically raising concerns over their post-GME job prospects, in addition to fears of racism and discrimination.³⁷

Last year GMAC produced a white paper titled *Early Warning Signals: Winners and Losers in the Global Race for Talent*, which explains the importance of mobility to economic

development using GMAC Application Trends Survey data as an indicator of the global flow of talent. By drawing attention to this issue, GMAC hopes to encourage policymakers in different world regions to take steps to improve talent mobility, offering policy recommendations to help governments better facilitate the cross-border movement of students and workers in the modern knowledge economy.³⁸

Program type preferences vary considerably by country.

Globally, the MBA continues to be the most considered program type by candidates and receives the lion's share of applications. Overall, 4 in 5 business school candidates consider an MBA program type (79%), and 2 in 3 consider either a full-time one-year or two-year MBA (65%).³⁹ In the Application Trends Survey 2019, MBA programs made up about half of the total number of responding programs (52%) and accounted for 68 percent of applications and 64 percent of available seats.⁴⁰

There is notable region variation, however, in candidates' program type preferences. For example, more than 3 in 4 GMAT score reports sent by candidates from Japan, Canada, India, and the United States are sent to MBA program types, whereas 2 in 3 or more of score reports sent by citizens of Germany, China, Italy, and France are sent to business master's program types.⁴¹

³⁷Graduate Management Admission Council. (2019). Application Trends Survey. <https://www.gmac.com/market-intelligence-and-research/market-research/application-trends-survey>.

³⁸Graduate Management Admission Council. (2019). *Earning Warning Signals: Winners and Losers in the Global Race for Talent*. <https://www.gmac.com/market-intelligence-and-research/research-library/geographic-trends/2019-white-paper-talent-mobility-trends>.

³⁹Graduate Management Admission Council. (2018). Demand for MBA and Business Master's Programs: Insights on Candidate Decision Making – mba.com Prospective Students Survey 2019. <https://www.gmac.com/market-intelligence-and-research/market-research/mbacom-prospective-students-survey>.

⁴⁰Graduate Management Admission Council. (2019). Application Trends Survey. <https://www.gmac.com/market-intelligence-and-research/market-research/application-trends-survey>.

⁴¹Graduate Management Admission Council. (2018-2019). GMAT testing data.

Top 10 Citizenship Locations by Exams Taken, TY 2019

Citizenship Location	Tests Taken
China	70,473
United States	63,945
India	30,590
Canada	5,340
Taiwan, China	4,171
Germany	3,728
South Korea	3,067
Italy	2,745
France	2,641
Japan	2,214

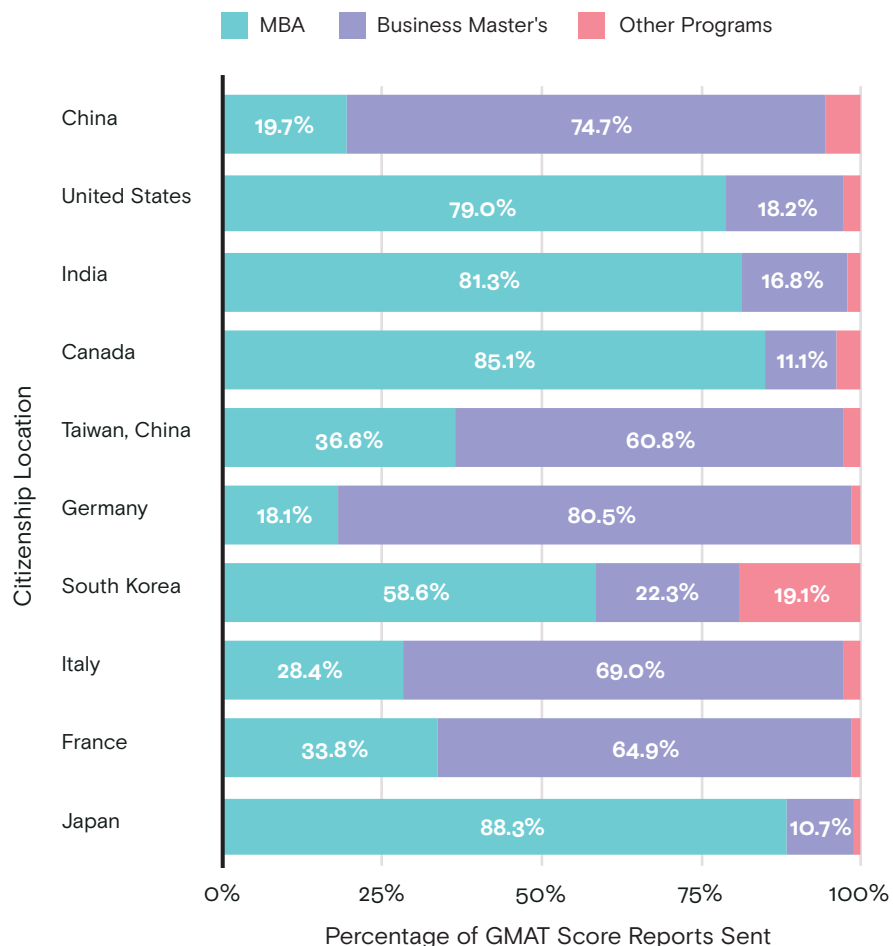
Source: Graduate Management Admission Council. (2018-2019). GMAT testing data.

Top 10 Citizenship Locations by GMAT Testing Growth

Citizenship Location	10-year CAGR
Serbia	61.3%
China	8.6%
Netherlands	5.4%
Italy	3.6%
Morocco	2.9%
Albania	2.7%
Brazil	2.3%
Chile	2.1%
Austria	1.9%
Kuwait	1.8%

*Analysis limited to citizenship locations with 100 or more exams delivered in testing year 2019
Source: Graduate Management Admission Council. (2009-2019). GMAT testing data.

GMAT Score Sending by Citizenship Location, TY 2019



Source: Graduate Management Admission Council. (2018-2019). GMAT testing data.

Candidates in different regions take different journeys to business school.

The journey to business school begins earlier for candidates in some regions compared with others. For example, most candidates in Western Europe (65%), Eastern Europe (55%), the United States (54%), and East and Southeast Asia (52%) say they first considered GME before completing their undergraduate degree, whereas in locations like Australia and Pacific Islands and the Middle East, it's more common to have not considered GME until at least two years in the workplace. A common situation that prompts candidates to consider GME is that they want to apply for a job but lack the required skills or degree to be a competitive applicant, especially in the world regions of East and Southeast Asia (45%), Australia and Pacific Islands (42%), and Canada (41%).⁴²

When asked what could derail their pursuit of GME, across regions key themes of candidate responses include cost of the program and future debt burden, in addition to concerns about meeting admissions requirements and not getting into their preferred school. Candidates from Africa, Australia and Pacific Islands, and Central and South Asia plan to pay for the largest proportion of their overall GME costs with grants, fellowships, and scholarships.⁴³

The most common alternatives to GME that candidates are considering are to get a new job or stay in their current job. More than the global average, candidates from Africa, Canada, and East and Southeast Asia are considering professional certifications and graduate certificate programs as alternatives to GME.⁴⁴

School prestige/ranking and geographic location are candidates' top decision factors globally when deciding where to apply and enroll.

In researching programs, more than 7 in 10 candidates globally examine programs' eligibility requirements, specific schools/universities offering similar programs, program rankings, program costs, and career outcomes.⁴⁵

Across regions, the top two factors candidates say influence their application decision are school prestige/ranking and geographic location, and after candidates have applied and received their decisions, the most important factors influencing their enrollment decision are school prestige/ranking, geographic location, school culture, alumni network, school curriculum, and career services.⁴⁶

⁴²Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁴³Ibid.

⁴⁴Ibid.

⁴⁵Ibid.

⁴⁶Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

Factors Influencing Candidates' Decision to Apply and Enroll, by Region of Citizenship

Factor	Influenced Application Decision	Importance to Enrollment Decision*	Factor	Influenced Application Decision	Importance to Enrollment Decision*
Africa			Australia and Pacific Islands		
School prestige/ranking	63%	8.7	School prestige/ranking	77%	9.0
Geographic location	48%	8.1	Geographic location	59%	8.5
School culture	40%	8.2	School culture	41%	8.6
Alumni network	38%	8.1	Alumni network	41%	8.3
Career services	37%	8.3	Quality/diversity of students	36%	8.1
Canada			Central and South Asia		
School prestige/ranking	73%	8.5	School prestige/ranking	65%	9.0
Geographic location	59%	8.2	Geographic location	50%	8.3
School culture	42%	7.6	School culture	37%	8.4
Alumni network	42%	7.7	Career services	36%	8.9
Faculty reputation	36%	7.1	Alumni network	34%	8.6
East and Southeast Asia			Eastern Europe		
School prestige/ranking	64%	8.8	School prestige/ranking	77%	9.2
Geographic location	45%	8.0	Geographic location	50%	7.7
School culture	36%	8.0	School culture	36%	7.7
Alumni network	35%	8.3	Alumni network	35%	7.7
Core curriculum	29%	7.9	Faculty reputation	34%	7.7
Mexico, Caribbean, and Latin America			Middle East		
School prestige/ranking	73%	9	School prestige/ranking	65%	8.9
Geographic location	55%	8.4	Geographic location	55%	8.5
School culture	49%	8.4	School culture	39%	7.8
Alumni network	39%	8.1	Alumni network	35%	7.7
Recommendation	38%	7.0	Recommendation	34%	7.0
United States			Western Europe		
School prestige/ranking	72%	8.6	School prestige/ranking	74%	8.9
Geographic location	59%	8.0	Geographic location	59%	7.9
School culture	48%	8.1	Faculty reputation	45%	7.9
Alumni network	46%	8.2	School culture	38%	7.5
Career services	38%	8.2	Core curriculum	36%	7.7

*Mean response on a scale of 0 (not at all important) to 10 (extremely important)

Source: Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.



Strategy and business analytics/ data science are areas of curricular interest globally.

In all 10 world regions examined, strategy appears in candidates' top three curricular subject areas that they say are a "must-have" in their ideal curriculum. Other popular curricular subjects include business analytics/data science, leadership/change management, and corporate finance.⁴⁷

Candidates from particular regions express above average interest in specific subject areas.

In some world regions, the data illustrate how candidates' curricular interests align closely with their career goals. For example, among candidates from Africa, entrepreneurship/innovation is the most common subject for candidates to identify as a "must-have," and entrepreneurship is a career goal of nearly half of African candidates (43%), well above the global average. Similarly, investment banking and asset management are industries that candidates from East and Southeast Asia and Central and South Asia consider above the global average, and curricular subjects like business analytics/data science and corporate finance are more likely to be cited as a "must-have" by these candidates.⁴⁸

⁴⁷Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.
⁴⁸Ibid.

Candidates' Ideal Business School Curriculum, by Region of Citizenship

Curricular Subject	Percentage of Respondents	Curricular Subject	Percentage of Respondents
Africa		Australia and Pacific Islands	
Entrepreneurship/innovation	63%	Strategy	63%
Int'l management/business	62%	Business analytics/data science	63%
Strategy	59%	Leadership/change management	60%
Leadership/change management	59%	Corporate finance	58%
Business analytics/data science	58%	Int'l management/business	54%
Canada		Central and South Asia	
Strategy	68%	Strategy	65%
Business analytics/data science	68%	Business analytics/data science	63%
Leadership/change management	63%	Leadership/change management	59%
Project management	56%	Int'l management/business	59%
Corporate finance	54%	Entrepreneurship/innovation	56%
East and Southeast Asia		Eastern Europe	
Business analytics/data science	66%	Strategy	69%
Strategy	58%	Business analytics/data science	61%
Int'l management/business	56%	Corporate finance	60%
Leadership/change management	52%	Int'l management/business	58%
Corporate finance	51%	Leadership/change management	56%
Mexico, Caribbean, and Latin America		Middle East	
Strategy	75%	Strategy	66%
Leadership/change management	69%	Leadership/change management	63%
Business analytics/data science	66%	Project management	56%
Entrepreneurship/innovation	66%	Business analytics/data science	54%
Int'l management/business	60%	Entrepreneurship/innovation	53%
United States		Western Europe	
Strategy	66%	Strategy	64%
Business analytics/data science	63%	Int'l management/business	57%
Leadership/change management	56%	Business analytics/data science	53%
Corporate finance	50%	Corporate finance	53%
Project management	48%	Leadership/change management	52%

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

In several parts of the world, candidates' professional aspirations are informed by their mobility goals.

Examining candidates' post-GME career goals by world region of citizenship elevates a key theme that in many parts of the world GME is a vehicle for international career aspirations. Goals like “work for a company where I can travel internationally” and “work outside my country of citizenship” are goals for a third or more of candidates in Africa, Australia and Pacific Islands, Central and South Asia, East and Southeast Asia, Eastern Europe, Latin America, the Middle East, and Western Europe.

Getting a raise or salary increase top the list of goals of candidates in the United States (57%) and Canada (52%). Candidates from these regions are more likely than other regions to plan to use GME as an opportunity to get a job with a different company or change job functions or industries.⁴⁹

Consulting is a popular career track for candidates globally.

Across world regions of citizenship, consulting services is either the first or second most common industry for candidates to consider for post-GME employment. Other common industries include financial services and technology. Globally, about half of candidates say they are considering consulting for their job function post-GME. Other common job functions of interest include strategy, finance/accounting, and general management.⁵⁰

Enjoying the work is the most important job characteristic to global candidates.

In choosing a job, about 9 in 10 global candidates say having a job you enjoy doing is either extremely important or very important. Across regions, it's common for candidates to also say having opportunities for promotions or advancement and having a high-paying job are important to their career decision.

More so than other regions, candidates in the United States say having job security (78% of us candidates) and having a job that offers good benefits (79%) are important. By a wide margin, candidates in Africa are more likely than other regions to say having a job that helps society (80%) and being able to take time off for family and childcare needs (72%) are important to their job selection.⁵¹

⁴⁹Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁵⁰Ibid.

⁵¹Ibid.

Candidates' Post-GME Career Goals, by Region of Citizenship

Goal	Percentage of Respondents	Goal	Percentage of Respondents
Africa		Australia and Pacific Islands	
Work for a company where I can travel internationally	44%	Get a raise/salary increase	43%
Be self-employed/entrepreneur	43%	Obtain a senior-level position	40%
Work outside my country of citizenship	42%	Obtain an executive-level position	40%
Manage projects	41%	Work outside my country of citizenship	35%
Become CEO of a company	36%	Live outside my country of citizenship	35%
Canada		Central and South Asia	
Get a raise/salary increase	52%	Work for a company where I can travel internationally	43%
Obtain an executive-level position	45%	Work outside my country of citizenship	41%
Manage people	45%	Obtain a senior-level position	39%
Obtain a senior-level position	43%	Obtain an executive-level position	37%
Get a job with a different company	37%	Manage projects	37%
East and Southeast Asia		Eastern Europe	
Get a raise/salary increase	39%	Work for a company where I can travel internationally	39%
Work for a company where I can travel internationally	35%	Work outside my country of citizenship	39%
Work outside my country of citizenship	34%	Manage people	39%
Obtain a senior-level position	33%	Live outside my country of citizenship	38%
Obtain an executive-level position	28%	Manage projects	36%
Mexico, Caribbean, and Latin America		Middle East	
Work outside my country of citizenship	51%	Work outside my country of citizenship	36%
Get a raise/salary increase	45%	Work for a company where I can travel internationally	34%
Live outside my country of citizenship	44%	Manage projects	34%
Manage people	43%	Manage people	33%
Obtain an executive-level position	40%	Obtain a senior-level position	33%
United States		Western Europe	
Get a raise/salary increase	57%	Work outside my country of citizenship	37%
Manage people	46%	Manage people	36%
Obtain a senior-level position	43%	Work for a company where I can travel internationally	36%
Manage projects	40%	Manage projects	33%
Obtain an executive-level position	38%	Live outside my country of citizenship	31%

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Candidates' Post-GME Industries Considered, by Region of Citizenship

Industry	Percentage of Respondents	Industry	Percentage of Respondents
Africa		Australia and Pacific Islands	
Financial services	48%	Consulting services	52%
Consulting services	45%	Financial services	36%
Investment banking and asset management	39%	Investment banking and asset management	34%
Technology	33%	Technology	29%
Government	30%	Government	19%
Canada		Central and South Asia	
Consulting services	48%	Consulting services	54%
Technology	37%	Technology	46%
Financial services	32%	Financial services	42%
Investment banking and asset management	32%	Investment banking and asset management	36%
Government	23%	Consumer products	26%
East and Southeast Asia		Eastern Europe	
Consulting services	48%	Consulting services	48%
Financial services	45%	Financial services	40%
Investment banking and asset management	36%	Investment banking and asset management	37%
Technology	32%	Technology	31%
Consumer products	21%	Consumer products	16%
Mexico, Caribbean, and Latin America		Middle East	
Consulting services	49%	Consulting services	47%
Technology	44%	Technology	39%
Financial services	35%	Financial services	29%
Investment banking and asset management	29%	Investment banking and asset management	28%
Consumer products	25%	Consumer products	17%
United States		Western Europe	
Consulting services	43%	Consulting services	47%
Technology	38%	Financial services	38%
Financial services	36%	Investment banking and asset management	36%
Investment banking and asset management	27%	Technology	34%
Consumer products	17%	Consumer products	16%

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Candidates' Post-GME Job Functions Considered, by Region of Citizenship

Job Function	Percentage of Respondents	Job Function	Percentage of Respondents
Africa		Australia and Pacific Islands	
Consulting	51%	Consulting	57%
Strategy	51%	General management	46%
General management	51%	Strategy	45%
Finance/accounting	42%	Finance/accounting	33%
Sales/business development	31%	Operations/logistics	18%
Canada		Central and South Asia	
Consulting	52%	Consulting	59%
Strategy	49%	Strategy	56%
General management	40%	General management	51%
Finance/accounting	29%	Finance/accounting	36%
Marketing/advertising/brand management	27%	Marketing/advertising/brand management	36%
East and Southeast Asia		Eastern Europe	
Consulting	52%	Consulting	52%
Strategy	47%	Strategy	52%
Finance/accounting	43%	General management	50%
General management	39%	Finance/accounting	36%
Marketing/advertising/brand management	30%	Sales/business development	29%
Mexico, Caribbean, and Latin America		Middle East	
Strategy	61%	Consulting	53%
Consulting	52%	Strategy	51%
General management	51%	General management	43%
Finance accounting	32%	Finance/accounting	30%
Sales/business development	27%	Sales/business development	30%
United States		Western Europe	
Strategy	48%	Consulting	53%
Consulting	46%	Strategy	51%
General management	36%	General management	42%
Finance/accounting	35%	Finance/accounting	37%
Operations/logistics	26%	Sales/business development	25%

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.



The Served Market

Graduates from the world over express high satisfaction with GME overall.

Globally, more than 9 in 10 business school graduates responding to GMAC's mba.com Longitudinal Survey rate the overall value of their GME as good to outstanding, with limited regional variability. The majority of graduates across regions agree that their GME prepared them for leadership positions, developed their professional network, and prepared them to work in culturally diverse organizations, among

other positive demonstrations of the impact of their GME on their careers.

Across regions, the vast majority of graduates say their return on investment has been positive, including about a third globally that say it has been extremely positive.⁵²

⁵²Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.



CLIENT TESTIMONIALS

Through Personal MBA Coach I had direct access to the founder, Scott. This was crucial and something I could not find at any other firm.

— M7 Student, Class of 2020

Simply the best. Scott got me into Stanford GSB by tailoring my application inside and out.

— Stanford Graduate

Scott and Personal MBA Coach have the insider admissions knowledge needed to navigate the MBA admissions waters.

— Wharton, Class of 2019

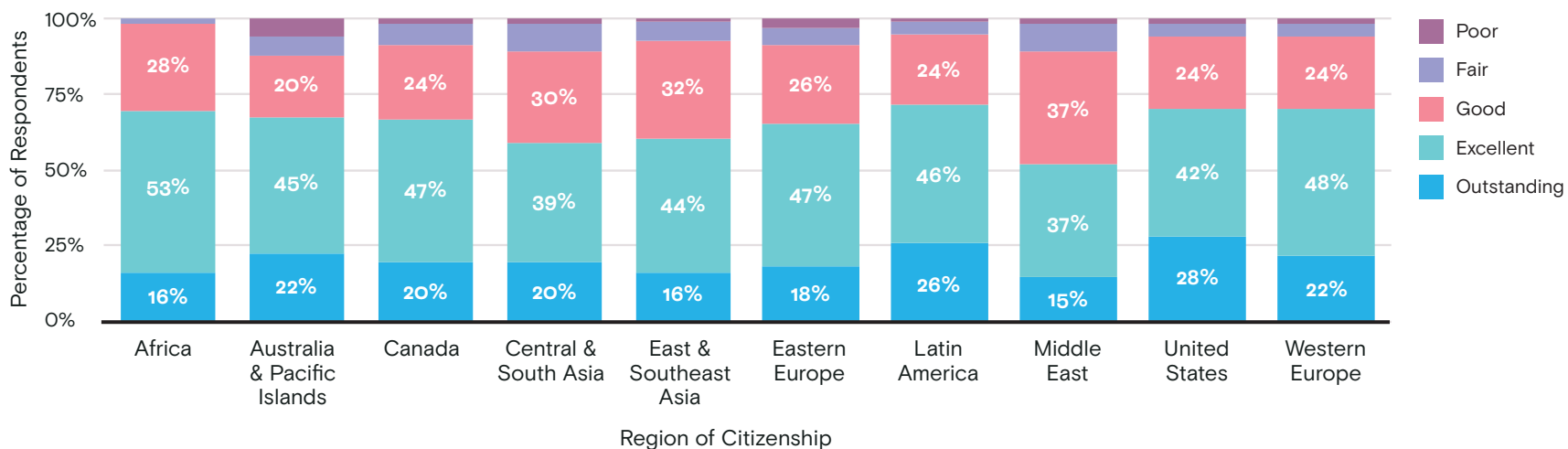
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+1 617 252 1111

Graduates' Assessment of the Impact of Their GME, by Region of Citizenship - Percentage in agreement

My GME...	Africa	Australia & Pacific Islands	Canada	Central & South Asia	East & Southeast Asia	Eastern Europe	Latin America	Middle East	United States	Western Europe
...prepared me for my chosen career	77%	59%	64%	65%	72%	65%	70%	54%	72%	66%
...prepared me for leadership positions	84%	78%	79%	72%	56%	62%	74%	58%	79%	69%
...prepared me for international employment	65%	51%	39%	55%	69%	76%	75%	52%	36%	75%
...prepared me to work in culturally diverse organizations	82%	76%	62%	69%	75%	82%	81%	60%	63%	78%
...offered me opportunities for quicker career advancement	67%	65%	68%	63%	62%	58%	68%	56%	71%	65%
...increased my earnings power	63%	61%	78%	71%	67%	76%	75%	56%	82%	71%
...developed my professional network	76%	67%	78%	75%	69%	70%	76%	66%	72%	74%

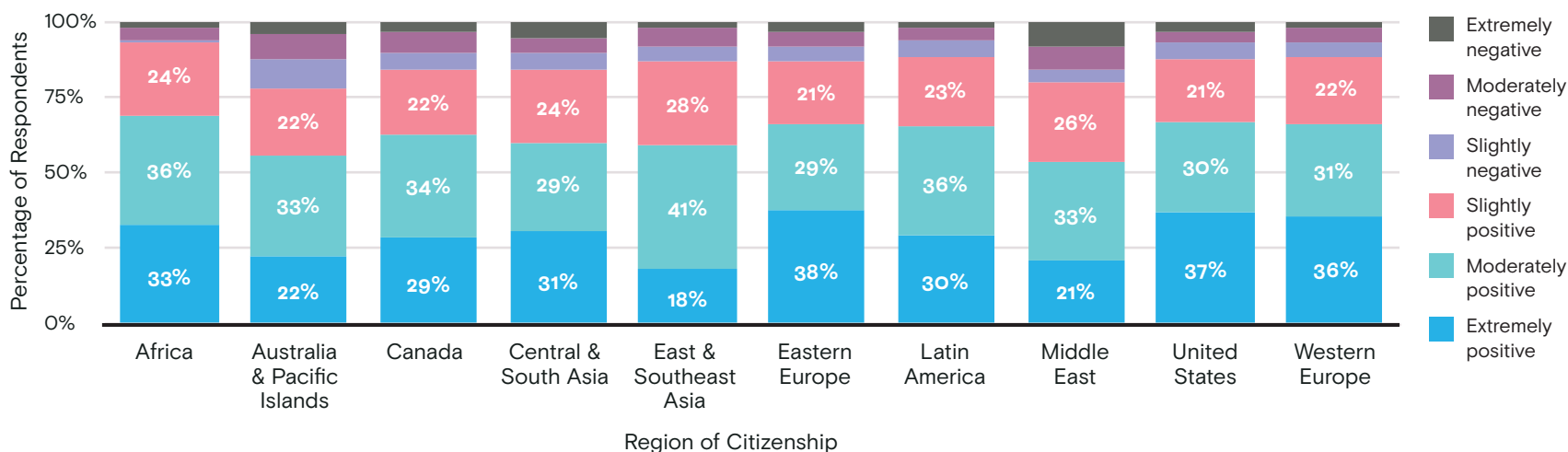
Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Rating of Overall Value of GME, by Region of Citizenship



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Graduates' Rating of the ROI of Their GME, by Region of Citizenship



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

US Race/Ethnicity



The Addressable Market

The composition of the us population is undergoing a historic demographic transformation, and young people are at the leading edge.

The us Census Bureau currently projects that most Americans will be non-white by the year 2045, and higher education is at the leading edge of this shift because of the age cohort it predominantly serves. The us millennial generation—people approximately 21 to 37 years old—is already 44 percent non-white, compared with just 32 percent of the population older than millennials. By 2027, the majority of Americans between the ages of 18 to 29 will be non-white.⁵³

⁵³Frey, W. H. (2018). The US will become 'minority white' in 2015, Census projects. The Brookings Institution. <https://www.brookings.edu/blog/the-avenue/2018/03/14/the-us-will-become-minority-white-in-2045-census-projects/>.





Black and Hispanic bachelor's and master's attainment is on the rise.

The number of bachelor's degrees earned by black students increased 29 percent between 2007-2008 and 2016-2017, accounting for 10.5 percent of the total number of bachelor's degrees earned by us citizens and permanent residents, up slightly from 10 years prior (10.0%). Master's degrees earned by black students increased 36 percent over the same period, earning 13.6 percent of the total in 2016-2017.⁵⁴

Hispanic bachelor's degree attainment has grown rapidly, more than doubling between 2007-2008 and 2016-2017. Hispanic students earned 13.5 percent of the total number of bachelor's degrees earned by us citizens and permanent residents in 2016-2017, up from 8.1 percent 10 years prior. Hispanic master's attainment has grown 82 percent over the same span of years, earning 10.2 percent of the total in 2016-2017.⁵⁵

These populations are more likely than white Americans to say a college education is important today.

According to Gallup, about half of us adults polled in 2019 say a college education is very important, down from 70 percent in 2013. Notably, black and Hispanic respondents' perceptions of the importance of college were virtually unchanged over this period, and in the 2019 study, about two-thirds of each group said college was very important, compared with 44 percent of white Americans.⁵⁶

⁵⁴GMAC Research adheres to the US Census Bureau's race/ethnicity terms and definitions.

United States Census Bureau. (2017). Race & Ethnicity. <https://www.census.gov/mso/www/training/pdf/race-ethnicity-onepager.pdf>.

⁵⁵National Center for Education Statistics. (2018). Digest of Education Statistics 2018. Tables 322.20 and 323.20. https://nces.ed.gov/programs/digest/2018menu_tables.asp.

⁵⁶Marken, S. (2019). Half in US Now Consider College Education Very Important. Gallup. <https://www.gallup.com/education/272228/half-consider-college-education-important.aspx>.

Black and Hispanic master’s holders earn a salary premium, but they often don’t have access to the same resources to help cover the costs of their education.

According to data from the us Department of Commerce, white Americans whose highest level of education is a bachelor’s degree have median annual earnings of us\$50,000, and those with a master’s degree or more earn a median of us\$61,100, making for an earning premium of 22.2 percent. While black and Hispanic graduates have lower median earnings at both education levels compared with white Americans, their earning premium is greater. Black graduates with a master’s degree or more earn 30.1 percent more than those with only a bachelor’s degree, and Hispanic graduates earn 24.6 percent more.

For these populations to achieve that benefit, however, they must take out loans more often than white Americans. For example, data from the us Department of Education’s National Postsecondary Student Aid Study show that 81.3 percent of black master’s graduates took out student loans to help finance their degree, with an average debt load of us\$51,699. For Hispanic master’s graduates, 72.9 percent took out loans with an average amount of us\$42,411. Compare this with 57.3 percent of white Americans who took out loans with an average of us\$41,506.⁵⁷

Additionally, black and Hispanic master’s students are less likely to receive institutional and employer grant aid to help fund their education. According to the same us Department of Education study, 19.1 percent of white master’s students received grant aid from their employer, compared with 11.7 percent of black students and 14.0 percent of Hispanic students. Along the same lines, 22.6 percent of white students received institutional grant aid, compared with 16.8 percent of black students and 21.3 percent of Hispanic students.⁵⁸

Black and Hispanic professionals are underrepresented in managerial and executive-level positions.

According to data from the us Bureau of Labor Statistics, black workers aged 16 and older account for 12.3 percent of the workforce but hold only 7.8 percent of management occupations and 4.1 percent of chief executive positions. Hispanic workers aged 16 and older account for 17.6 percent of the workforce but hold only 10.7 percent of management occupations and 6.2 percent of chief executive positions.⁵⁹

Data from Deloitte’s census of Fortune 500 boards show that black or African Americans held 8.6 percent of Fortune 500 board seats in 2018, up slightly from 7.6 percent in 2010. Hispanic or Latino Americans held 3.8 percent of seats in 2018, up slightly from 3.0 percent in 2010.⁶⁰

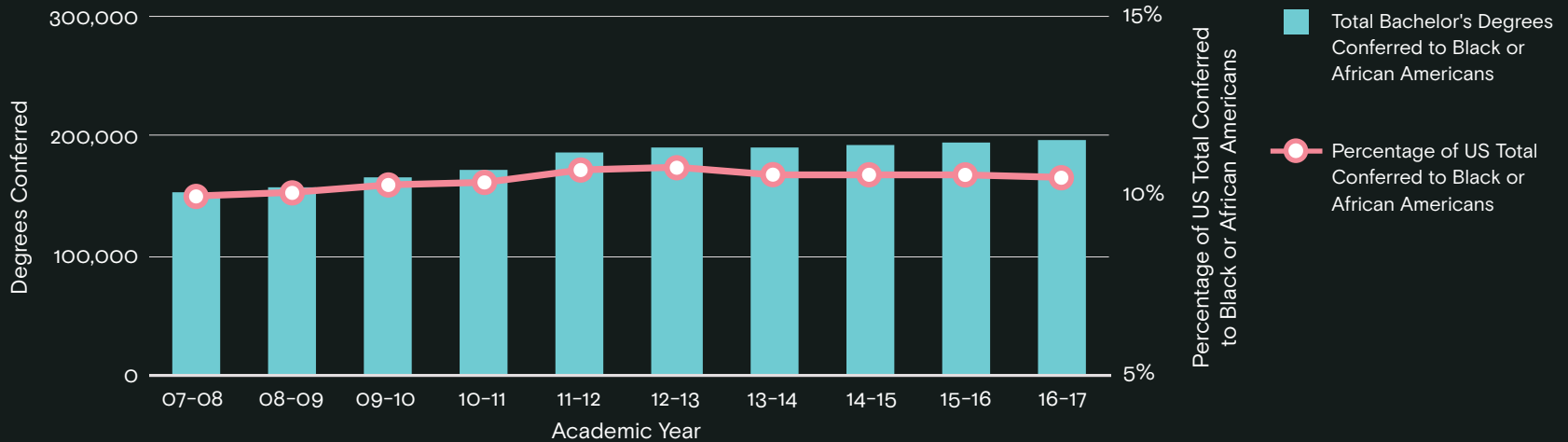
⁵⁷US Department of Education. (2018). 2015–16 National Postsecondary Student Aid Study. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018466>.

⁵⁸Ibid.

⁵⁹US Bureau of Labor Statistics. (2019). Household data: 11. Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity. <https://www.bls.gov/cps/cpsaat11.pdf>.

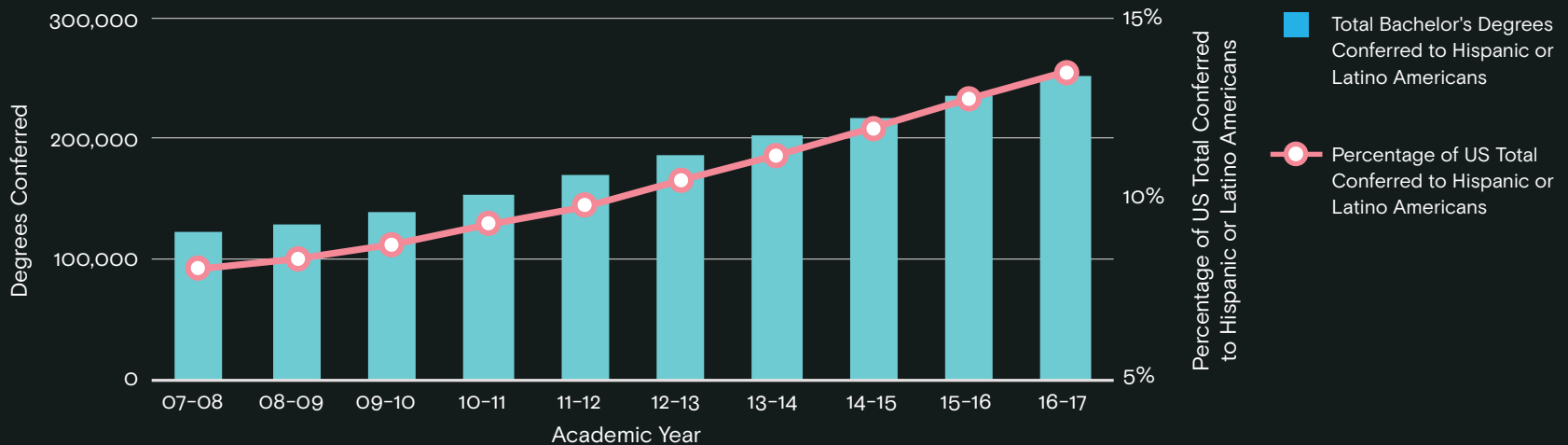
⁶⁰Deloitte. (2018). *Missing Pieces Report: The 2018 Board Diversity Census of Women and Minorities on Fortune 500 Boards*. <https://www2.deloitte.com/content/dam/Deloitte/us/Documents/center-for-board-effectiveness/us-cbe-missing-pieces-report-2018-board-diversity-census.pdf>.

Black or African American Bachelor's Attainment



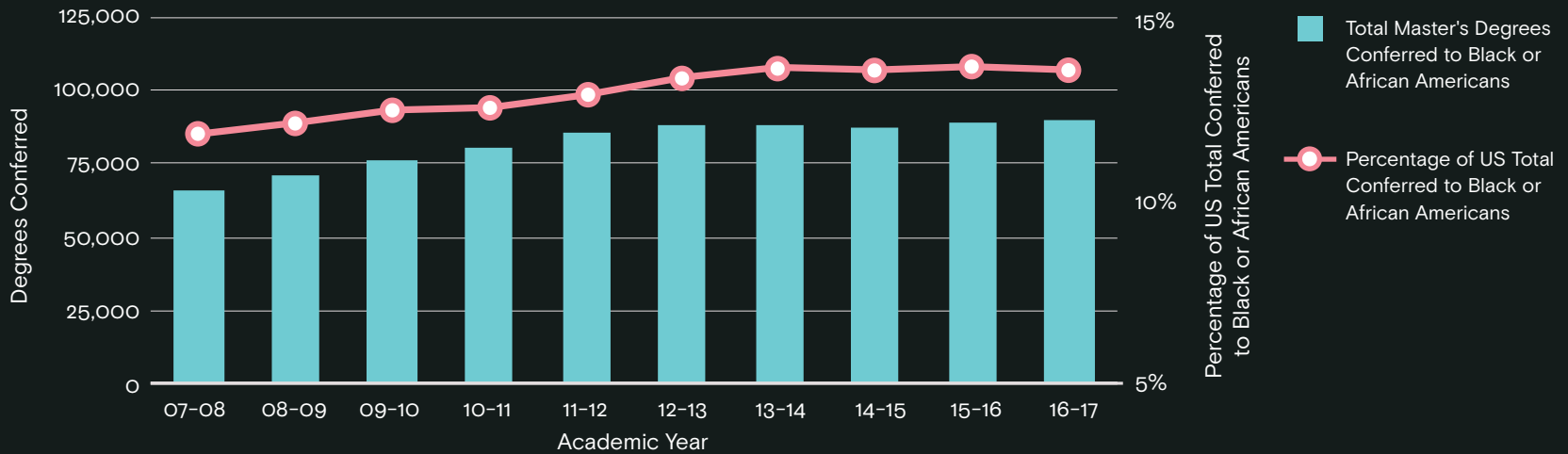
Source: National Center for Education Statistics. Digest of Education Statistics 2018. Table 322.20. https://nces.ed.gov/programs/digest/d18/tables/dt18_322.20.asp

Hispanic or Latino American Bachelor's Attainment



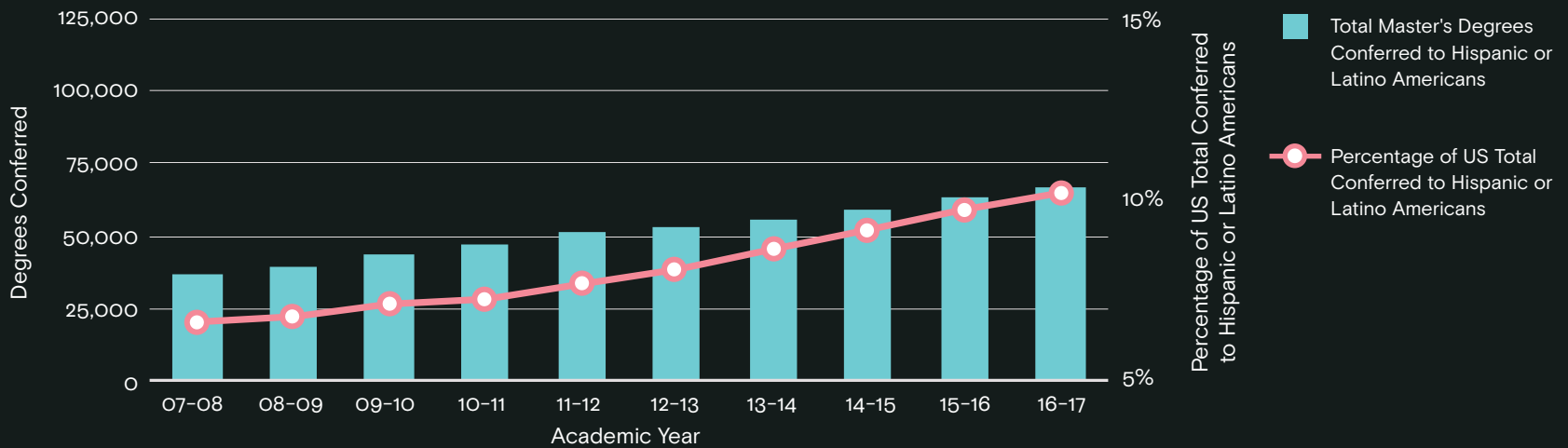
Source: National Center for Education Statistics. Digest of Education Statistics 2018. Table 322.20. https://nces.ed.gov/programs/digest/d18/tables/dt18_322.20.asp

Black or African American Master's Attainment



Source: National Center for Education Statistics. Digest of Education Statistics 2018. Table 323.20. https://nces.ed.gov/programs/digest/d18/tables/dt18_323.20.asp

Hispanic or Latino American Master's Attainment



Source: National Center for Education Statistics. Digest of Education Statistics 2018. Table 323.20. https://nces.ed.gov/programs/digest/d18/tables/dt18_323.20.asp



The Serviceable Market

Black and Hispanic candidates are underrepresented in the selective GME pipeline.

While black and Hispanic bachelor's and master's enrollments and conferrals have been on the rise, the selective GME pipeline—specifically the GMAT pipeline—has not experienced the same level of diversification, and black and Hispanic candidates continue to be underrepresented populations (URPS).⁶¹

For example, despite accounting for 13.9 percent of the US millennial generation and 10.5 percent of total US bachelor's conferrals, black examinees accounted for just 8.3 percent of US citizen GMAT exams taken in testing year 2019, flat versus 10 years ago (8.5%). Hispanic Americans are 20.8 percent of the US millennial generation and earn 13.5 percent of the bachelor's degrees but accounted for just 9.2 percent of US citizen GMAT exams taken in testing year 2019, up from 5.9 percent 10 years ago.⁶²

While the GMAT pipeline does not reflect the complete picture of entrants to selective GME programs, programs' responses to GMAC's annual Application Trends Survey indicate that these programs' total applicant pools have also made limited progress in diversifying. Each of the past five years, about 3 in 5 US GME programs that responded to the survey report flat or down application volumes from URPS. In an effort to reverse this trend and enhance the diversity of their classrooms, about a third of US full-time MBA programs (32%) and part-time MBA programs (33%) report that they conduct special outreach to URP candidates as a part of their overall recruitment strategy.⁶³

⁶¹In the context of this report, the term underrepresented populations refers to black or African American and Hispanic or Latino American US citizens.

⁶²Graduate Management Admission Council. (2009–2019). GMAT testing data.

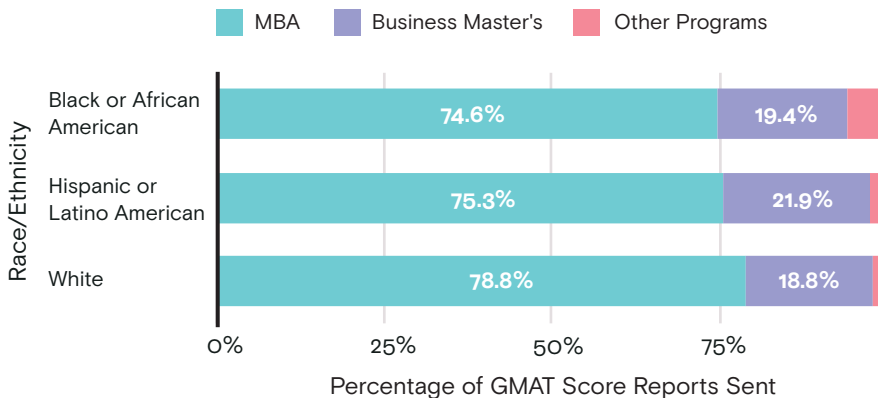
⁶³Graduate Management Admission Council. (2019). Application Trends Survey. <https://www.gmac.com/market-intelligence-and-research/market-research/application-trends-survey>.

Selective, nonprofit GME programs are losing many black candidates to for-profit institutions.

An area of GME that has excelled at attracting black students is programs at for-profit institutions, including programs at nationally known brands like the University of Phoenix, Strayer University, and Capella University. Black students in total accounted for 37 percent of for-profit GME degrees conferred in 2015–2016—a stark contrast to the nonprofit GME programs, where they accounted for 13 percent of degrees conferred.⁶⁴

A 2018 GMAC white paper titled *Unpacking the Appeal of For-Profit Graduate Business Programs to us Underrepresented Populations* explores this topic in detail, and provides selective, nonprofit schools with actionable recommendations to inform their diversification efforts.

US Citizen GMAT Score Sending by Race/Ethnicity, TY 2019



Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

Enrollment projections suggest that underrepresented populations are where future domestic business school recruitment opportunities will be most abundant.

In the context of an overall us candidate pipeline that's been flat to down for a number of years, these deficits in representation of non-white candidates are particularly troubling because enrollment projections suggest these populations are where future domestic business school recruitment opportunities will be most abundant.

The us Department of Education projects that the share of Hispanic Americans enrolled at degree-granting postsecondary institutions will grow from 18.9 percent in 2017 to 20.5 percent in 2025. Over the same period, black or African American representation among enrolled students will increase from 13.6 percent to 14.3 percent, while the representation of white enrollees will decline from 56.0 percent to 53.7 percent.⁶⁵

⁶⁴US Department of Education, Institute for Education Sciences, National Center for Education Statistics. (May 2018). Retrieved from <http://nces.ed.gov>. Excludes conferrals of nonresident aliens and race/ethnicity unknown.

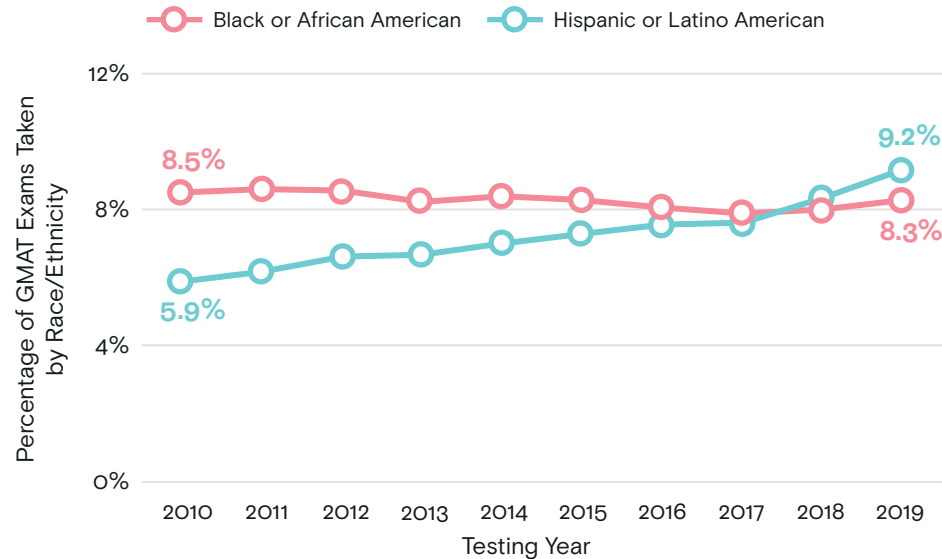
⁶⁵National Center for Education Statistics. Table 306.30: Fall enrollment of U.S. residents in degree-granting postsecondary institutions, by race/ethnicity: Selected years, 1976 through 2025. https://nces.ed.gov/programs/digest/d16/tables/dt16_306.30.asp

URP candidates predominantly send their GMAT score reports to MBA programs.

In testing year 2019, black candidates sent 74.6 percent of their score reports to MBA programs and 19.4 percent to business master's programs. The five largest states for black or African American GMAT exams taken are New York (12.2%), Texas (10.5%), Georgia (8.9%), California (7.0%), and Florida (5.7%).⁶⁶

Hispanic candidates sent 75.3 percent of their score reports to MBA programs and 21.9 percent to business master's programs. Just four states account for nearly 2 in 3 GMAT exams taken by Hispanic American candidates: Texas (19.9%), California (19.8%), Florida (12.3%), and New York (10.2%).⁶⁷

Percentage of GMAT Exams Taken by US Citizens by Race/Ethnicity



Source: Graduate Management Admission Council. (2009-2019). GMAT testing data.

⁶⁶Graduate Management Admission Council. (2018-2019). GMAT testing data.

⁶⁷Graduate Management Admission Council. (2018-2019). GMAT testing data.

⁶⁸Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁶⁹Graduate Management Admission Council. (2018). *Unpacking the Appeal of For-Profit Graduate Business Programs to US Underrepresented Populations*.

⁷⁰Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁷¹Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Top 10 US States for Black or African American GMAT Testing, TY 2019

State or Region of Residence	Percentage of Black or African American Exams Taken
New York	12.2%
Texas	10.5%
Georgia	8.9%
California	7.0%
Florida	5.7%
North Carolina	4.6%
Maryland	4.4%
Alabama	4.3%
Illinois	4.3%
New Jersey	3.2%

Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

Top 10 US States for Hispanic or Latino American GMAT Testing, TY 2019

State or Region of Residence	Percentage of Hispanic or Latino American Exams Taken
Texas	19.9%
California	19.8%
Florida	12.3%
New York	10.2%
Illinois	3.5%
New Jersey	3.0%
Georgia	2.1%
Massachusetts	2.1%
District of Columbia	2.0%
Arizona	1.9%

Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

URP candidates tend to consider GME later in their educational and career journeys and are more cost sensitive compared with non-URP candidates.

A quarter of URP candidates (25%) report that they first considered GME after more than three years in the workplace, compared with 20 percent of us non-URP candidates.⁶⁸ This speaks to a theme of past GMAC research on underrepresented populations that URP students are less likely to be exposed to the possibility or even the existence of graduate management education at a young age, and as a consequence of those who do make it into the pipeline, they are more likely to express in the survey that the timing of their first consideration of it came while already in the workforce.

The challenge of taking on exposing students to business at a young age is a tough one for business schools to tackle because its roots stem from multigenerational systemic inequities, and it's an investment with a significant amount of lead time and no guarantee of a return for any one specific program or school. A recent GMAC white paper highlights an example of a partnership between a local nonprofit and a business school to expose high school students from diverse backgrounds to business career paths and develop their business literacy and leadership skills.⁶⁹

Common triggers for black and Hispanic candidates to first consider GME are that they wanted to apply for a job but lacked the required skills or degree to be competitive (37%) or simply that it was a convenient time to go to school (35%).⁷⁰

Cost of the program is the most often cited potential barrier to the pursuit of GME among black (60%) and Hispanic (66%) candidates. The prospect of taking on debt to pursue GME, as well as their current debt level, are also more common reservations among URP candidates than non-URP candidates. URP candidates tend to rely more on grants, fellowships, scholarships, and support from parents to finance their degree than us non-URP candidates. URP candidates are more likely than us non-URP candidates to consider less expensive alternatives to GME, including professional certifications (37%) and/or graduate certificate programs through a university (24%).⁷¹

URP candidates are more likely to research and evaluate programs on the basis of cost and financial aid than non-URP candidates.

In researching programs, the most common factors for URP candidates to examine are programs' eligibility requirements, specific schools/universities offering similar programs, program costs, program rankings, and the program's curriculum. Compared with non-URP candidates, URP candidates are more likely to research program costs and financial aid options.⁷²

In deciding where to apply, for both black and Hispanic candidates, reputation/ranking and expected employment outcomes are the most important. Cost of the program is a significantly greater factor for black candidates than for non-URP and Hispanic candidates. The most important factors influencing URP candidates' enrollment decisions are school prestige/ranking and alumni network, followed by career services/career placement and school culture.⁷³

Triggering Events That Prompted Candidates to Begin Their Journey to GME, by Race/Ethnicity

Underrepresented Populations (Total)	Black or African American	Hispanic or Latino American
I always planned to pursue a graduate business education at this point (54%)	I always planned to pursue a graduate business education at this point (55%)	I always planned to pursue a graduate business education at this point (54%)
Wanted to apply for a job, but lacked required skills/degree to be competitive (37%)	Wanted to apply for a job, but lacked required skills/degree to be competitive (37%)	Convenient time to go to school (39%)
Convenient time to go to school (35%)	Convenient time to go to school (30%)	Wanted to apply for a job, but lacked required skills/degree to be competitive (37%)
I realized I lacked specific knowledge to do my current job (19%)	I realized I lacked specific knowledge to do my current job (21%)	I had the financial resources to apply (20%)
My parents suggested I apply (16%)	My parents suggested I apply (16%)	I realized I lacked specific knowledge to do my current job (19%)

Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

⁷²Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁷³Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

Factors Influencing URP Candidates' Decision to Apply and Enroll

Factor	Percentage Who Say the Factor Influenced Their Application Decision	Relative Importance of Factor to Enrollment Decision*
School prestige/ranking	64%	8.8
Geographic location	52%	8.1
Alumni network	46%	8.4
School culture	44%	8.2
Quality/diversity of student body	39%	7.7
Interaction with students/faculty/alumni	35%	7.8
Career services/career placement	32%	8.2
Recommendation of friends/family/colleagues	30%	6.3
Class size	28%	6.3
Faculty reputation	27%	7.1
Availability of electives/concentrations	27%	7.7
Interaction with admissions staff	26%	7.1
Scholarships	25%	6.8
Core curriculum	25%	7.7
School facilities	23%	6.9
Program schedule	20%	7.0
Anticipated program cost	18%	6.6
Teaching method	17%	6.8
International study options	14%	5.1
Student services	11%	7.3
Political uncertainty	1%	2.1

*Mean response on a scale of 0 (not at all important) to 10 (extremely important)

Source: Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

URP candidates seek business school experience with diverse, close-knit student body that puts an emphasis on team learning.

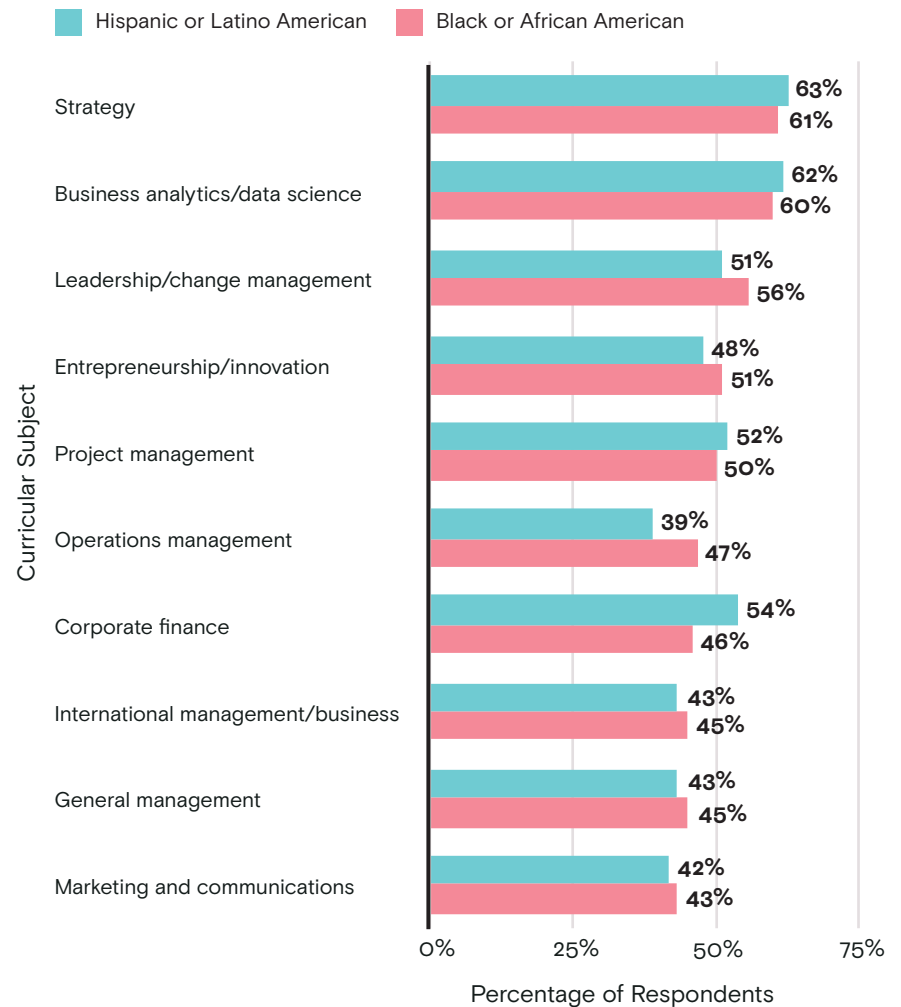
URP candidates' ideal business school culture is one that is collaborative with a team emphasis in a small, close-knit classroom setting. They want a rigorous, academically focused, interdisciplinary education centered around case studies, with flexible curricular options.⁷⁴

Most URP candidates' preference is to study full time (64%) in a program that is taught primarily in person (65%). About a quarter prefer a broad, general focus to their program (27%), while about half prefer either a functional (27%) or industry (23%) focus.⁷⁵

A majority of URP candidates say their ideal curriculum would include strategy, business analytics/data science, leadership/change management, corporate finance, and project management. Notably more URP candidates than non-URP candidates say social entrepreneurship/nonprofit, international management/business, entrepreneurship/innovation, brand/product management, and human resource management are a part of their ideal curriculum.⁷⁶

Most URP candidates plan to pursue an internship during their program (56%), and about half plan to participate in student clubs (49%). A greater share of URP candidates than non-URP candidates plan to work either full- or part-time while enrolled—especially black candidates. Overall, about half of black candidates plan to work either full- (47%) or part-time (50%) while enrolled.⁷⁷

URP Candidates' Ideal Business School Curriculum



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁷⁴Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

⁷⁵Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁷⁶Ibid.

⁷⁷Ibid.



URP Candidates' Ideal School Culture

Respondents indicate their school culture preferences by selecting one of four points between opposing descriptors

	<<	<	>	>>	
Competitive	8%	15%	41%	37%	Collaborative
Homogeneous student body	5%	8%	31%	56%	Heterogeneous student body
Personal	62%	33%	5%	1%	Impersonal
Large class	5%	2%	53%	21%	Small class
Research oriented	5%	27%	47%	22%	Teaching oriented
Interdisciplinary	25%	38%	26%	10%	Concentration focus
Team emphasis	38%	40%	17%	5%	Individual emphasis
Formal	8%	29%	45%	18%	Informal
More rigorous	24%	54%	20%	2%	Less rigorous
Close-knit community	55%	36%	7%	2%	Loosely connected community
Case studies	25%	47%	23%	5%	Lectures
Academic focus	17%	38%	37%	8%	Co-curricular focus
Large city	38%	38%	18%	6%	Small city/town
Flexible curriculum	28%	41%	24%	7%	Structured curriculum

Source: Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

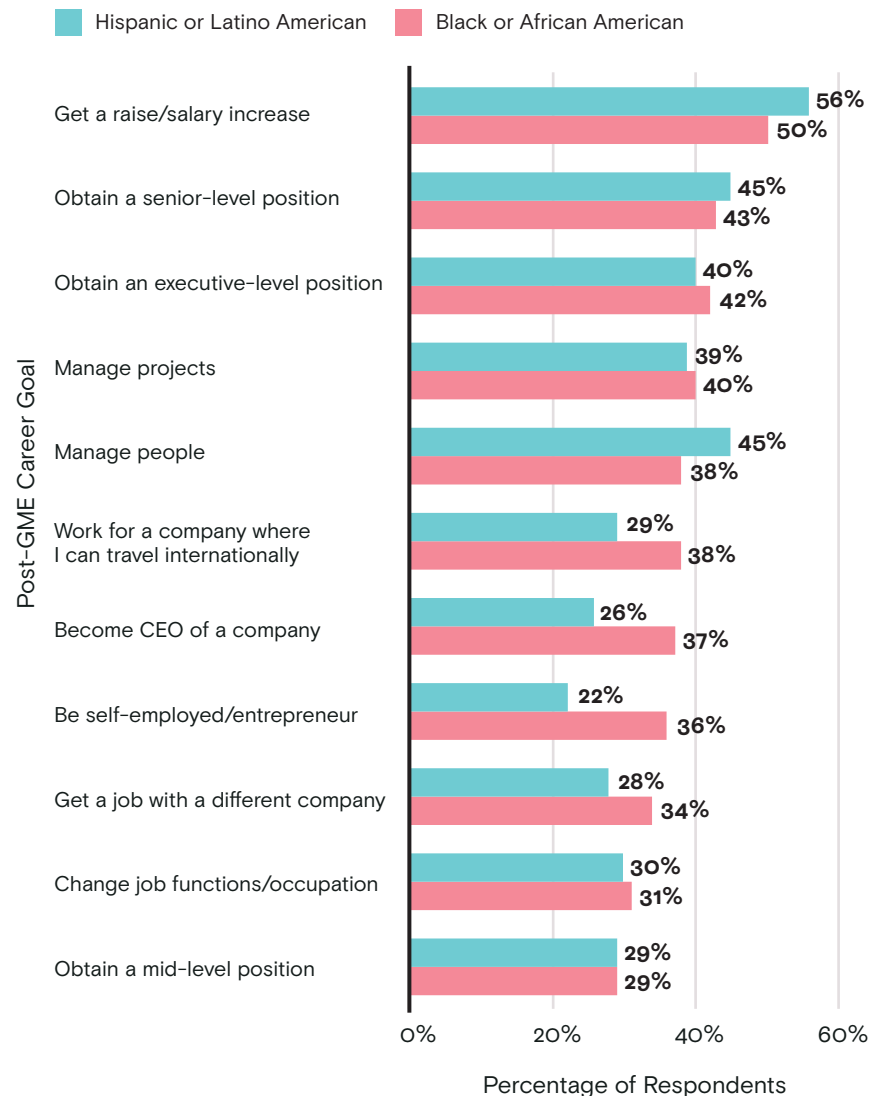
URP candidates are chiefly planning to pursue careers in consulting, technology, and financial services.

URP candidates and non-URP candidates share the same top three industries considered (consulting services, technology, and financial services) and top four job functions considered (strategy, consulting, general management, and finance/accounting). URP candidates are more interested than non-URP candidates to work in government, media/entertainment, and professional services industries, as well as marketing/advertising/brand management, human resources, and information technology/data science roles.⁷⁸

URP candidates' top post-GME goal is to earn a bigger salary (53% of URP candidates), though not to the same degree as non-URP candidates (58%). Their next top goals are to obtain a senior-level (45%) or executive-level (42%) position, followed by managing people (41%) and projects (39%). URP candidates are notably more likely than non-URP candidates to say becoming CEO (31%) and being an entrepreneur (29%) are career goals.⁷⁹

In choosing a job, URP candidates are more likely than non-URP candidates to say it's important that it be high paying, provides job security, offers the ability to take off time for family or childcare needs, and helps society.⁸⁰

URP Candidates' Post-GME Career Goals



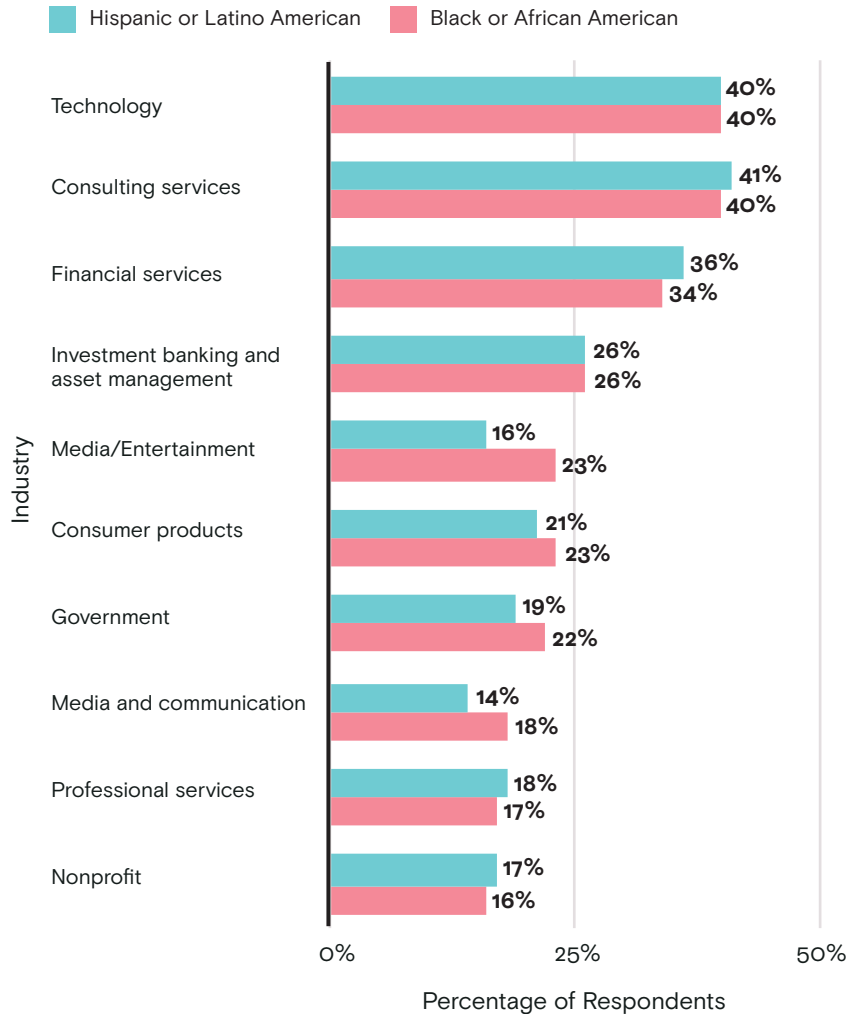
Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁷⁸Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁷⁹Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁸⁰Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

URP Candidates' Post-GME Industries Considered



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

URP Candidates' Post-GME Job Functions Considered



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.



The Served Market

URP graduates report high levels of satisfaction with their experience and outcomes.

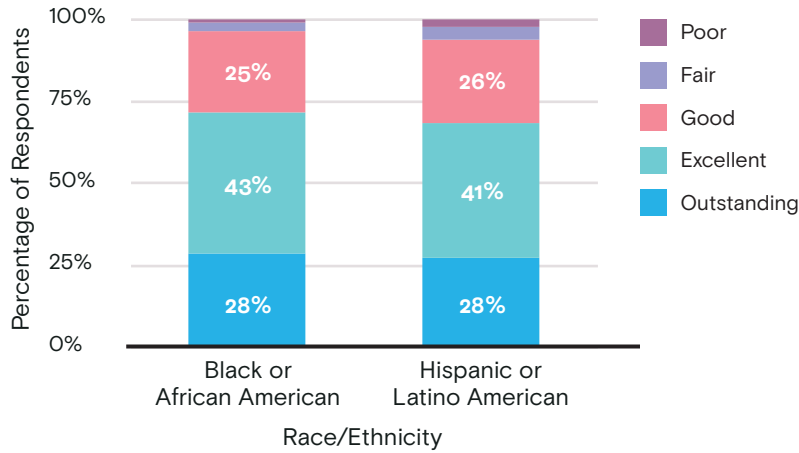
Ninety-five percent of URP graduates who participated in GMAC's mba.com Longitudinal Survey rate the overall value of their GME as good to outstanding. The vast majority say that their GME made their professional situation better (84%), and specifically, 80 percent agree GME prepared them for leadership positions, 73 percent agree it prepared them for their chosen career, and 66 percent agree it's offered them opportunities for quicker career advancement.⁸¹

Eighty-three percent say their return on investment is positive and 79 percent agree it's increased their earnings power. Seventy-three percent agree GME developed their professional network, and most would recommend GME to others, as evident in URP graduates' 35 Net Promoter Score, a measure of consumer loyalty.⁸²

⁸¹Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

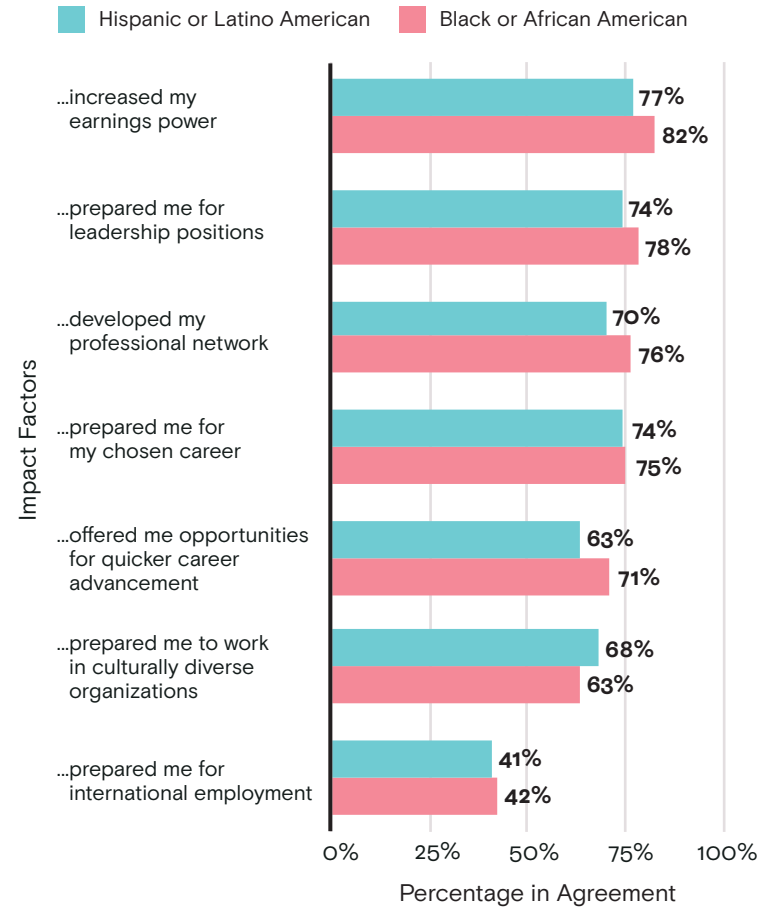
⁸²Ibid.

Rating of Overall Value of GME, by Race/Ethnicity



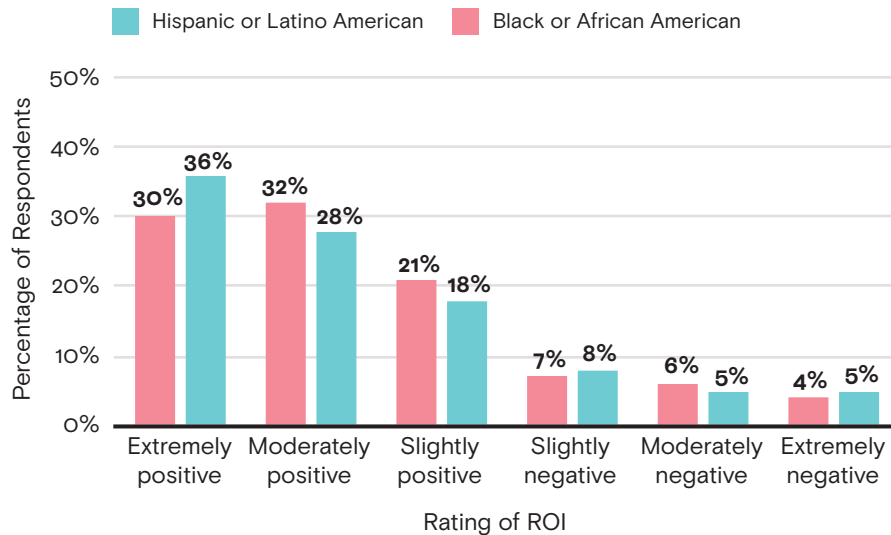
Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

URP Graduates' Assessment of the Impact of Their GME My GME...



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Female Graduates' Ratings of the ROI of Their GME



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Experience

Undergraduate Major



The Addressable Market

Bachelor's enrollments have steadily increased globally.

According to data from the UNESCO Institute of Statistics, bachelor's equivalent enrollments have steadily increased globally, growing from 133 million to 152 million between 2013 and 2018—an increase of 14 percent.⁸³

Popular fields of study vary in different country contexts, with business being among the top fields in many key markets. In the United States, for example, the most common field of study is health/welfare, followed by business and art/humanities. In India, social science, business, and natural science/math comprise the top three, and in Hong Kong, SAR, China, business is the top field, followed by engineering/manufacturing and art/humanities.⁸⁴

⁸³UNESCO Institute for Statistics. (2019). UIS Statistics Database. Retrieved on February 3, 2020.

⁸⁴Ibid



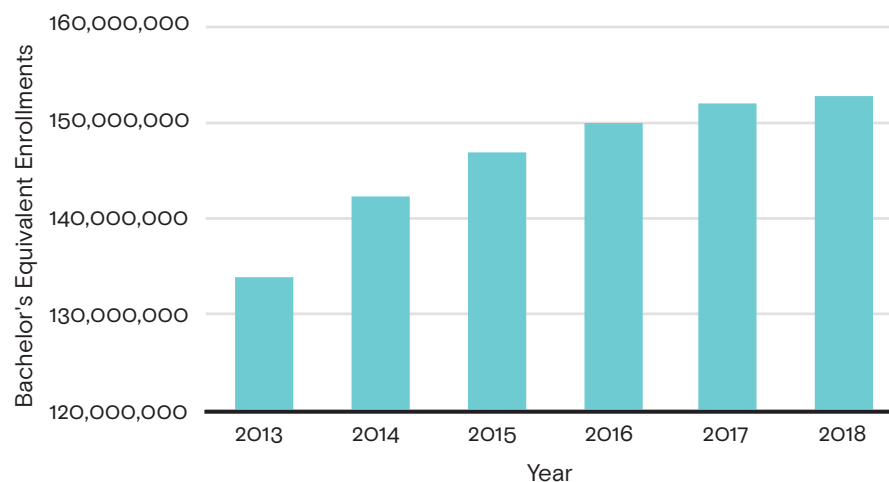


The largest population of bachelor's degree earners is in India, but a greater proportion of bachelor's earners go on to earn a master's degree in other country markets.

UNESCO data indicate that more than 50.6 million people in India hold a bachelor's degree, more than any other country in the world, followed by the United States (41.7 million), China (19.4 million), Brazil (14.8 million), and Indonesia (10.4 million).

There is notable variation globally in the proportion of bachelor's earners who go on to earn a master's degree. For example, UNESCO data show that more than 90 percent of bachelor's earners in Peru, Austria, Georgia, Czech Republic, and Poland go on to earn a master's degree, and fewer than 10 percent do so in several sizable country markets, including Indonesia, Argentina, Brazil, the Philippines, and Nigeria. Among the top three countries by number of bachelor's degree holders, 30 percent of Indian bachelor's earners go on to get a master's, 40 percent in the United States, and 11 percent in China.⁸⁵

Bachelor's Equivalent Enrollments (ISCED 6)



Source: UNESCO Institute for Statistics. (2019). UIS Statistics Database. Retrieved on February 3, 2020.

⁸⁵UNESCO Institute for Statistics. (2019). UIS Statistics Database. Retrieved on February 3, 2020.

Rank Order of Field of Study, by Location

United States	United Kingdom	Hong Kong, SAR China	India	Republic of Korea	Philippines	Germany	South Africa	Canada
Health/Welfare	Business	Business	Social Science	Engineer/Manufacturing	Business	Business	Business	Business
Business	Health/Welfare	Engineer/Manufacturing	Business	Art/Humanities	Education	Engineer/Manufacturing	Education	Social Science
Art/Humanities	Art/Humanities	Art/Humanities	Natural Science/Math	Business	Engineer/Manufacturing	Art/Humanities	Social Science	Health/Welfare
Social Science	Natural Science/Math	Health/Welfare	Engineer/Manufacturing	Health/Welfare	IT/Comm tech	Natural Science/Math	Engineer/Manufacturing	Art/Humanities
Engineer/Manufacturing	Social Science	Social Science	Art/Humanities	Services	Services	Education	Natural Science/Math	Engineer/Manufacturing

Source: UNESCO Institute for Statistics. (2019). UIS Statistics Database. Retrieved on February 3, 2020.

Top 10 Citizenship Populations With at Least a Bachelor's Degree (ISCED 6) and Percentage Who Complete a Master's Degree (ISCED 7)

Citizenship Location	Number of Bachelor's Degree Holders	Percentage Who Complete a Master's Degree
India	50,667,836	30%
United States	41,726,220	40%
China	19,383,013	11%
Brazil	14,837,517	6%
Indonesia	10,369,914	7%
Mexico	8,464,406	10%
United Kingdom	7,657,734	38%
Japan	7,472,795	22%
Iran	7,169,638	26%
Philippines	7,134,498	2%
Pakistan	6,888,055	26%

Source: UNESCO Institute for Statistics. (2019). UIS Statistics Database. Retrieved on February 3, 2020.



The Serviceable Market

The GMAT examinee pipeline is growing younger.

Over the past 10 testing years, the proportion of total GMAT exams taken by examinees younger than 25 has grown from 42 percent to 52 percent. In testing year 2019, 33 percent of examinees indicated that they have not yet completed their undergraduate degree.⁸⁶

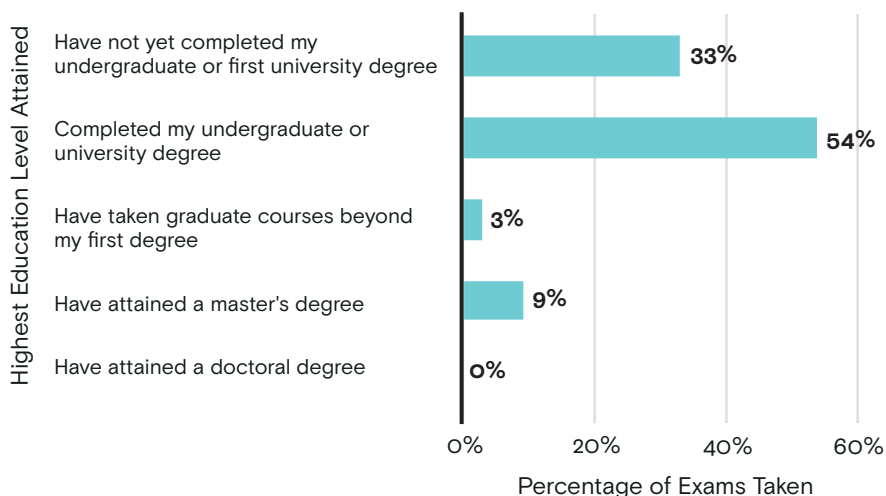
⁸⁶Graduate Management Admission Council. (2009-2019). GMAT testing data.

More than half of examinees who are still undergraduates are from China.

A total of 40,426 GMAT exams were taken by Chinese citizens who had not yet completed their undergraduate degree at the time in testing year 2019, accounting for more than half of global GMAT exams taken by undergraduates (58.2%).

About 1 in 5 undergraduate exams are taken by us citizens (21.9%). These examinees are spread around the country, with about 1 in 10 in the states of California and New York, respectively, and smaller proportions in Texas (7.1%), Florida (6.3%), Ohio (4.3%), and Illinois (4.3%).⁸⁷

Highest Education Level Attained by GMAT Examinees



Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

⁸⁷Graduate Management Admission Council. (2018–2019). GMAT testing data.

Top 10 Citizenship Locations for Undergraduate GMAT Testing, TY 2019

Citizenship Location	GMAT Exams Taken by Undergraduates	Percentage
China	40,426	58.2%
United States	15,201	21.9%
India	2,801	4.0%
Italy	1,431	2.1%
Germany	1,234	1.8%
Taiwan, China	1,072	1.5%
France	915	1.3%
Canada	717	1.0%
Russia	491	0.7%
Netherlands	422	0.6%

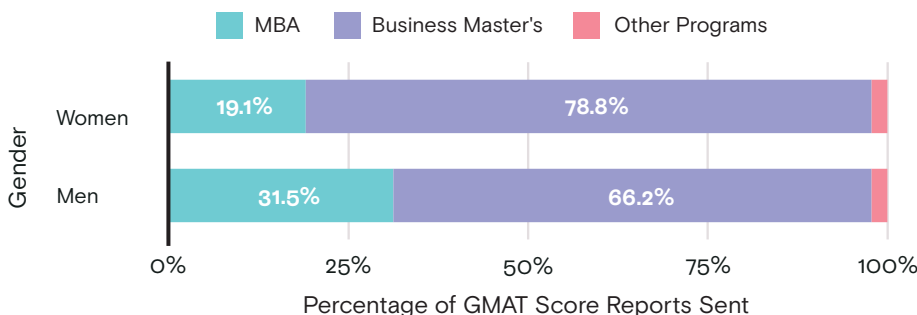
Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

Top 10 US States for Undergraduate GMAT Testing, TY 2019

Citizenship Location	GMAT Exams Taken by Undergraduates	Percentage
California	1,586	10.4%
New York	1,568	10.3%
Texas	1,081	7.1%
Florida	964	6.3%
Ohio	655	4.3%
Illinois	655	4.3%
Massachusetts	565	3.7%
Pennsylvania	560	3.7%
New Jersey	533	3.5%
Alabama	499	3.3%

Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

Undergraduate GMAT Score Sending by Gender, TY 2019



Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

Undergraduate Major Among Undergraduate Examinees, by Citizenship Location

Citizenship Location	Engineering/Computer Science					
	Business	Engineering/Computer Science	Art/Humanities	Science	Social Science	Other
Africa	68%	13%	0%	6%	11%	2%
Australia & Pacific Islands	68%	8%	0%	3%	21%	0%
Canada	50%	13%	2%	13%	20%	3%
Central & South Asia	47%	37%	1%	3%	10%	2%
East & Southeast Asia	70%	2%	6%	4%	17%	2%
Eastern Europe	59%	2%	1%	4%	32%	1%
Latin America	57%	21%	1%	3%	17%	2%
Middle East	51%	26%	1%	2%	19%	2%
United States	72%	7%	2%	4%	11%	4%
Western Europe	67%	4%	1%	2%	23%	1%

Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

⁸⁸Graduate Management Admission Council. (2009–2019). GMAT testing data.

⁸⁹Ibid

Undergraduate examinees primarily send their GMAT score reports to business master's programs.

The majority of GMAT score reports sent by current undergraduates are sent to business master's programs. Nearly 4 in 5 score reports sent by female undergraduates go to business master's programs (78.8%), as are 2 in 3 sent by male undergraduates (66.2%). This is to be expected, as business master's programs primarily target pre-experience candidates, many of whom enter the program right after completing their bachelor's degree.⁸⁸

Undergraduate GMAT examinees are mostly business majors, but there's notable regional variation.

Across world regions, the greatest proportion of undergraduate GMAT examinees are business majors, including in the world region with the highest number of undergraduate GMAT examinees—East and Southeast Asia—where 7 in 10 are business majors. A similar proportion of undergraduate examinees in the United States (72%) and Western Europe (68%) are business majors as well.

In other world regions, there is more variation. In Central and South Asia, for example, less than half of undergraduate GMAT examinees are business majors (47%), and more than 1 in 3 are engineering/computer science majors (37%). Among Canadian citizens, 50 percent are business majors, followed by social science (20%), engineering/computer science (13%), and science (13%).⁸⁹

Lacking the skills or degree for a desired job is a common trigger for nonbusiness major undergraduates to pursue GME.

Most undergraduates who pursue GME say they had always planned to pursue GME at this particular point in their educational journey (63%), though business majors are more likely to say this (65%) than other majors. Compared with business majors, nonbusiness majors are more likely to say that what triggered their consideration of GME was that they wanted to apply for a job, but lacked the required skills or degree to be competitive, including 39 percent of art/humanities majors, 39 percent of social science majors, and 37 percent of science majors.⁹⁰

Undergraduates indicate that a number of different barriers may prevent their pursuit of GME, including the cost (60%), not getting into their preferred school (58%), admissions requirements (54%), and future debt burden (46%). The most commonly considered alternative to pursuing GME among undergraduates is to obtain a new job (44%).⁹¹

On average, undergraduate candidates plan to cover 24 percent of the costs of their GME with grants, fellowships, and scholarships. Compared with other majors, art/humanities, science, and engineering/computer science majors plan to cover a greater proportion of their costs by these means, whereas business majors tend to rely more heavily on spouse/partner earnings.⁹²

Across majors, school prestige/ranking is the top factor impacting undergraduates' application and enrollment decisions.

In researching programs, more than 3 in 4 undergraduates examine programs' eligibility requirements, specific schools/universities offering similar programs, program rankings, program costs, and career outcomes. A notably higher proportion of business majors say they research the curriculum (77%) than other majors.⁹³

A majority of undergraduate candidates say school prestige/ranking and geographic location influence their application decision, and after candidates have applied and received their decisions, the most important factors influencing their enrollment decision are school prestige/ranking, core curriculum, geographic location, and faculty reputation.⁹⁴

⁹⁰Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁹¹Ibid.

⁹²Ibid.

⁹³Ibid.

⁹⁴Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

Factors Influencing Candidates' Decision to Apply and Enroll, by Undergraduate Major

Factor	Influenced Application Decision	Importance to Enrollment Decision*	Factor	Influenced Application Decision	Importance to Enrollment Decision*
Undergraduate (Overall)			Business		
School prestige/ranking	67%	8.8	School prestige/ranking	67%	8.7
Geographic location	52%	7.8	Geographic location	53%	7.7
Faculty reputation	39%	7.8	Core curriculum	39%	8.1
Core curriculum	38%	8.0	Faculty reputation	39%	7.8
School culture	37%	7.6	School culture	38%	7.6
Engineering/Computer Science			Art/Humanities		
School prestige/ranking	62%	9.3	School prestige/ranking	59%	8.5
Geographic location	54%	8.3	Geographic location	38%	7.8
Alumni network	43%	8.6	Core curriculum	35%	8.2
Faculty reputation	37%	8.1	Faculty reputation	31%	7.5
Core curriculum	33%	7.6	Program schedule	31%	8.2
Science			Social Science		
School prestige/ranking	73%	8.7	School prestige/ranking	70%	8.9
Geographic location	56%	8.0	Geographic location	51%	7.9
Alumni network	48%	8.0	Faculty reputation	41%	7.9
Faculty reputation	47%	8.0	Core curriculum	38%	8.1
School culture	43%	8.0	Alumni network	38%	7.9

*Mean response on a scale of 0 (not at all important) to 10 (extremely important)

Source: Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

⁹⁵Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁹⁶Ibid.

⁹⁷Ibid.

Undergraduates' curricular interests tend to correspond with their major.

Across majors, the subject areas undergraduates are the most likely to say are a “must-have” in their ideal curriculum are business analytics/data science (56%), strategy (53%), and corporate finance (50%).

By undergraduate major, candidates seem to gravitate toward subjects that are related to their prior studies. For example, art/humanities majors are more likely than other majors to say marketing and communications is a “must-have,” while engineering/computer science and science majors are more likely to gravitate toward business analytics/data science. International management/business is at the top of social science majors' lists, while business majors are more likely than others to express interest in corporate finance.⁹⁵

Overall, undergraduates' ideal business school culture is one that is close knit and team oriented, with a rigorous (but flexible) curriculum centered around case studies in a formal classroom with small class sizes. Most want to study full time (85%) in a program that is taught primarily in person (78%) with a total duration of less than 18 months (59%). Undergraduates are about evenly split in their preference for a curricular approach that is broad (25%), has a functional focus (28%), or an industry focus (24%).⁹⁶

Most undergraduates plan to pursue an internship opportunity during their program (70%), and about half plan to be a part of student clubs (49%). Forty-four percent want to take advantage of study abroad opportunities, and 1 in 3 are interested in case competitions (33%).⁹⁷

Undergraduate Candidates' Ideal School Culture

Respondents indicate their school culture preferences by selecting one of four points between opposing descriptors

	<<	<	>	>>	
Competitive	12%	25%	40%	22%	Collaborative
Homogeneous student body	6%	17%	38%	39%	Heterogeneous student body
Personal	42%	45%	11%	2%	Impersonal
Large class	3%	17%	49%	31%	Small class
Research oriented	9%	25%	44%	22%	Teaching oriented
Interdisciplinary	19%	39%	31%	10%	Concentration focus
Team emphasis	30%	42%	22%	6%	Individual emphasis
Formal	14%	39%	37%	10%	Informal
More rigorous	27%	48%	20%	4%	Less rigorous
Close-knit community	43%	43%	12%	2%	Loosely connected community
Case studies	27%	44%	23%	5%	Lectures
Academic focus	17%	35%	37%	11%	Co-curricular focus
Large city	44%	37%	15%	4%	Small city/town
Flexible curriculum	29%	41%	22%	7%	Structured curriculum

Candidates' Ideal Business School Curriculum, by Undergraduate Major

Curricular Subject	Percentage of Respondents	Curricular Subject	Percentage of Respondents
Undergraduates (Overall)		Business	
Business analytics/data science	56%	Business analytics/data science	55%
Strategy	53%	Corporate finance	53%
Corporate finance	50%	Strategy	52%
International management/business	49%	International management/business	48%
Leadership/change management	46%	Economics	46%
Engineering/Computer Science		Art/Humanities	
Strategy	61%	Business analytics/data science	55%
Business analytics/data science	60%	International management/business	55%
Project management	51%	Strategy	54%
Leadership/change management	50%	Leadership/change management	52%
Entrepreneurship/innovation	47%	Marketing and communications	49%
Science		Social Science	
Business analytics/data science	62%	International management/business	55%
Risk management/insurance	52%	Strategy	54%
Corporate finance	49%	Business analytics/data science	48%
Leadership/change management	48%	Leadership/change management	48%
Economics	48%	Project management	47%

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Undergraduates' career goals balance personal enjoyment, career growth opportunities, and helping society.

Overall, undergraduates are most often considering pursuing careers in the financial services, consulting services, and investment banking and asset management industries. Engineering/computer science majors are more likely than others to be interested in working in technology, while consulting services tops the list of industries for art/humanities and social science majors.⁹⁸

Similar to their curricular interests, undergraduates' industries and job roles of consideration track with their educational backgrounds. For example, about a quarter of science majors are interested in the pharmaceuticals industry, more than any other major, while art/humanities majors gravitate toward the media and communication industry and marketing/advertising/brand management roles, and social science majors consider government work more than any other major.⁹⁹

Undergraduates have a diverse range of professional goals for after GME, most commonly to work for a company where they can travel internationally and obtain an executive-level position (32%), in addition to gaining management experience over both people and projects. Traveling internationally is a particularly common goal among art/humanities majors (48%).¹⁰⁰

In choosing a job, more than 4 in 5 undergraduates say it's very important to have a job they enjoy and where there are opportunities for promotions or advancement. More so than other majors, art/humanities, science, and social science majors say having a job that helps society is very important, whereas business majors are more likely to say it's important a job be high paying and offers good benefits.¹⁰¹

⁹⁸Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

⁹⁹Ibid.

¹⁰⁰Ibid.

¹⁰¹Ibid.



Candidates' Post-GME Career Goals, by Undergraduate Major

Goal	Percentage of Respondents	Goal	Percentage of Respondents
Undergraduates (Overall)		Business	
Work for a company where I can travel internationally	35%	Work for a company where I can travel internationally	34%
Obtain an executive-level position	32%	Obtain an executive-level position	30%
Get a raise/salary increase	31%	Get a raise/salary increase	30%
Manage people	31%	Manage people	29%
Manage projects	31%	Obtain a senior-level position	29%
Engineering/Computer Science		Art/Humanities	
Obtain an executive-level position	36%	Work for a company where I can travel internationally	48%
Manage people	36%	Manage projects	41%
Manage projects	36%	Work outside my country of citizenship	41%
Work for a company where I can travel internationally	34%	Manage people	39%
Obtain a senior-level position	34%	Get a raise/salary increase	37%
Science		Social Science	
Obtain a senior-level position	35%	Manage people	44%
Manage projects	34%	Manage projects	39%
Obtain an executive-level position	34%	Work outside my country of citizenship	38%
Work for a company where I can travel internationally	33%	Work for a company where I can travel internationally	37%
Get a raise/salary increase	32%	Become CEO of a company	37%

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Candidates' Post-GME Industries Considered, by Undergraduate Major

Industry	Percentage of Respondents	Industry	Percentage of Respondents
Undergraduates (Overall)		Business	
Financial services	48%	Financial services	53%
Consulting services	42%	Investment banking and asset management	43%
Investment banking and asset management	40%	Consulting services	41%
Technology	30%	Technology	26%
Consumer products	17%	Consumer products	16%
Engineering/Computer Science		Art/Humanities	
Technology	51%	Consulting services	48%
Consulting services	45%	Investment banking and asset management	35%
Financial services	38%	Technology	34%
Investment banking and asset management	33%	Media and communication	34%
Manufacturing	20%	Financial services	31%
Science		Social Science	
Financial services	51%	Consulting services	45%
Investment banking and asset management	42%	Investment banking and asset management	39%
Consulting services	36%	Financial services	34%
Technology	36%	Technology	29%
Pharma/BioT/Health care products	24%	Government	27%

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Candidates' Post-GME Job Functions Considered, by Undergraduate Major

Job Function	Percentage of Respondents	Job Function	Percentage of Respondents
Undergraduates (Overall)		Business	
Finance/accounting	49%	Finance/accounting	55%
Consulting	47%	Consulting	46%
Strategy	40%	Strategy	37%
General management	37%	General management	34%
Marketing/advertising/brand management	27%	Marketing/advertising/brand management	26%
Engineering/Computer Science		Art/Humanities	
Consulting	53%	Marketing/advertising/brand management	49%
Strategy	48%	Consulting	48%
General management	40%	General management	44%
Finance/accounting	38%	Strategy	41%
Information technology/data science	37%	Sales/business development	34%
Science		Social Science	
Finance/accounting	50%	Consulting	50%
Consulting	44%	Strategy	45%
Strategy	43%	General management	44%
General management	42%	Finance/accounting	34%
Information technology/data science	34%	Marketing/advertising/brand management	31%

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.



The Served Market

Across majors, GME graduates found personal, professional, and financial business rewards through their business school experience.

More than 9 in 10 business school graduates who participated in GMAC's mba.com Longitudinal Survey rate the value of their GME as good to outstanding, regardless of undergraduate major. The vast majority say that their GME prepared them for leadership positions, prepared them for their chosen career, and increased their earnings power.

More so than other majors, art/humanities majors agree that their GME offered them opportunities for quicker career

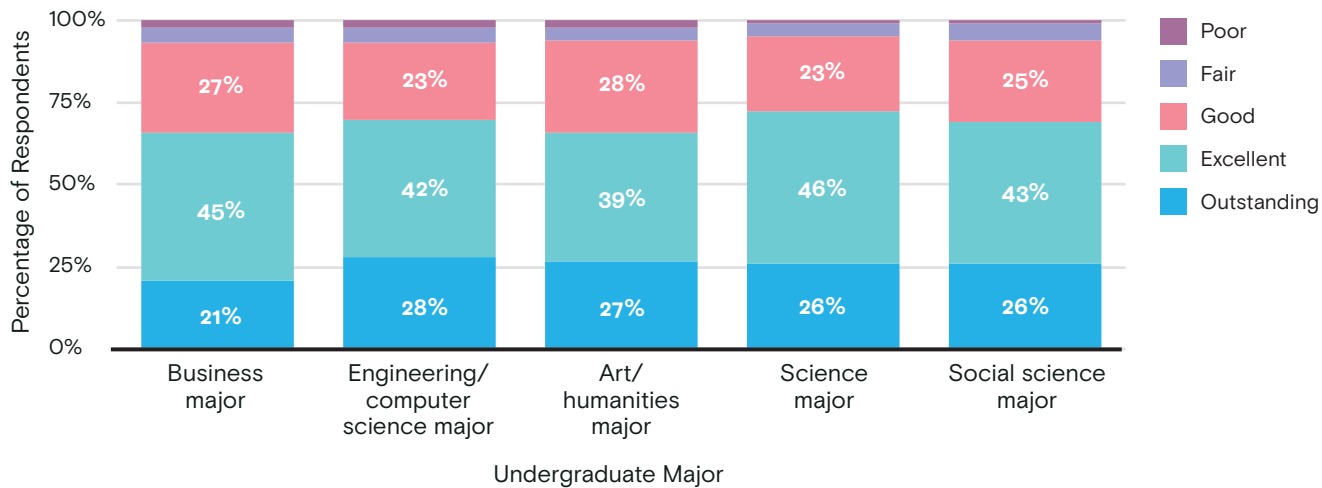
advancement, and engineering/computer science majors are more likely than other majors to agree that their GME prepared them for international employment.

Across majors, nearly 9 in 10 say their return on investment has been positive, including more than a third that say it has been extremely positive.¹⁰²

¹⁰²Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.



Rating of Overall Value of GME, by Undergraduate Major



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

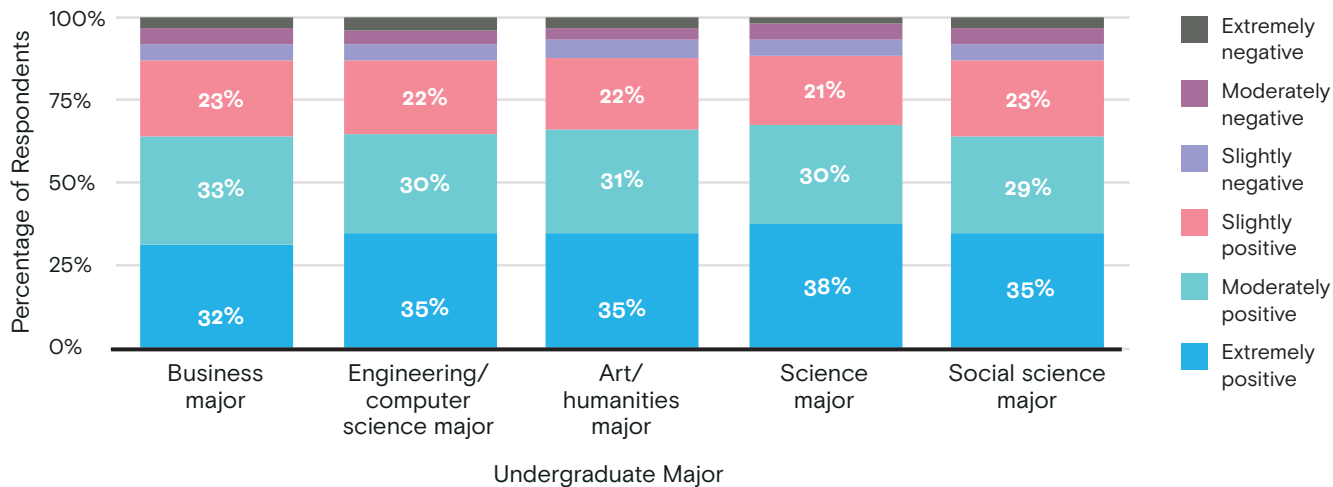
Graduates' Assessment of the Impact of Their GME, by Undergraduate Major

Percentage in agreement

My GME...	Business major	Engineering/ computer science major	Art/humanities major	Science major	Social science major
...prepared me for my chosen career	70%	67%	72%	71%	70%
...prepared me for leadership positions	71%	77%	80%	81%	75%
...prepared me for international employment	52%	56%	46%	48%	48%
...prepared me to work in culturally diverse organizations	69%	71%	68%	71%	67%
...offered me opportunities for quicker career advancement	67%	66%	73%	69%	70%
...increased my earnings power	75%	74%	79%	78%	77%
...developed my professional network	70%	77%	74%	76%	76%

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Graduates' Rating of the ROI of Their GME, by Undergraduate Major



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Experience

Work Experience



The Addressable Market

Demand for experienced management talent varies in different economic and cultural contexts.

The nature of work and management has considerable variation in different economic and cultural contexts. Regions with greater economic development, employing a greater proportion of the workforce in the services sector rather than agriculture and industry, typically have a greater demand for the type of experienced managers produced by the world's leading business schools. For example, according to data from the International Labour Organization, 79.4 percent of employment in North America and 73.8 percent of employment in the Euro Area is in the services sector, an indicator of a mature economy with high existing demand for management talent. Regions in the midst of shifting their economies toward the services industry will likely experience growing demand for managerial talent. Regions like East Asia and Pacific (47.8% employment in services), South Asia (33.1%), and Sub-Saharan Africa (34.2%) are opportunity zones for unmet managerial demand.¹⁰³

It's notable too that attitudes about work and careers vary around the world. As a part of the World Values Survey, respondents are asked to rank order various aspects of their life by importance. Among six life aspects—family, friends, leisure, politics, religion, and work—work ranked between places two and four across world regions, with family placing first across the board. For example, in East and Southeast Asia, work ranked second, followed by leisure, religion, friends, and politics. In the United States, family is followed by friends and leisure, then work comes in fourth, followed by religion and politics. Because in life one must prioritize what's important to make decisions, these rankings can be illustrative of how people in different regions may prioritize career advancement relative to their lives' other competing priorities.¹⁰⁴

¹⁰³International Labour Organization. (2019). ILOSTAT database. Retrieved on February 3, 2020 from <https://ilostat.ilo.org/>.

¹⁰⁴Inglehart, R., Haerpfer, C., Moreno, A., Welzel, C., Kizilova, K., Diez-Medrano, J., Lagos, M., Norris, P., Ponarin, E. & Puranen, B., et al. (eds.). (2014). World Values Survey: Round Six - Country-Pooled Datafile. Madrid: JD Systems Institute. Retrieved from <http://www.worldvaluessurvey.org/WVSDocumentationWV6.jsp>.





Low unemployment has put downward pressure on demand for GME.

According to data from the International Labour Organization, 2019 had the lowest global unemployment rate in a decade at 4.9 percent.¹⁰⁵ Historical trends in application volumes show that a strong economy typically has a depressing effect on demand for GME. In times of economic expansion—like the last decade—plus following the last major global recession—the opportunity cost of pursuing a degree is higher and candidates are less likely to opt to leave the workforce and pursue a degree.

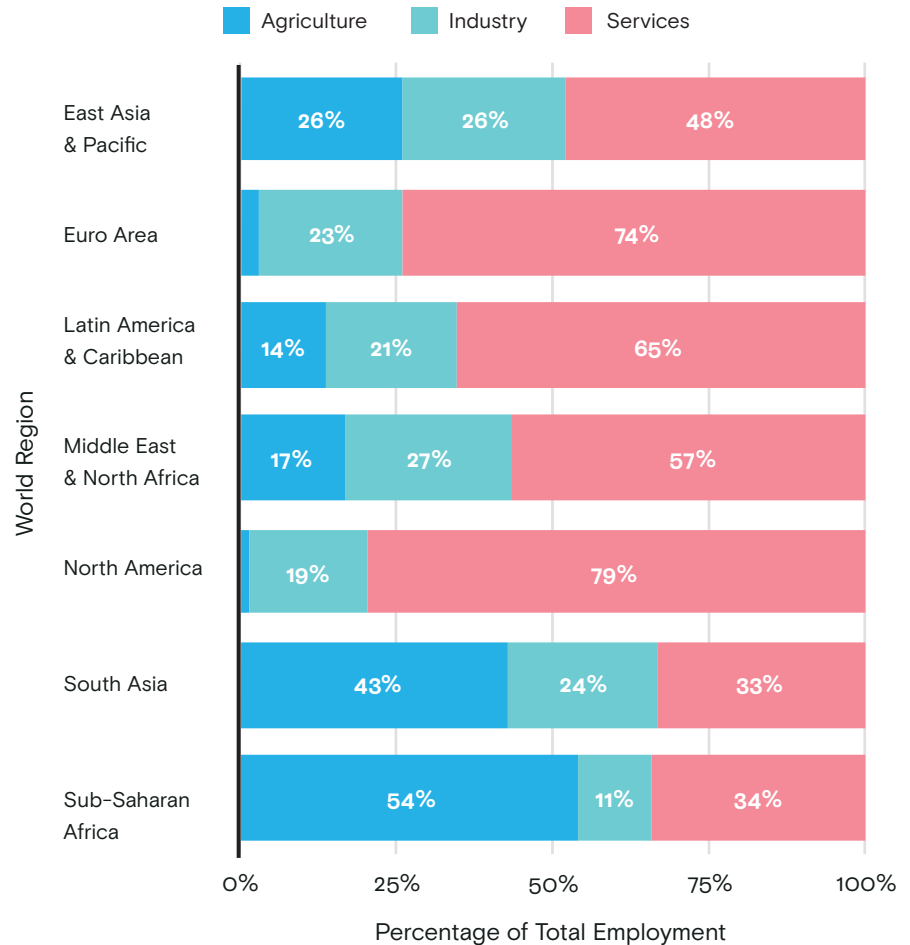
Percentage of Workforce That Are Managers, World's Top 10 Economies

Citizenship Location	Percentage of Workforce That Are Managers
United States	10.7%
China	3.6%
Japan	2.1%
Germany	4.6%
United Kingdom	11.3%
India	8.6%
France	7.3%
Italy	3.8%
Brazil	4.8%
Canada	7.8%

Source: International Labour Organization (2019). ILOSTAT database. Retrieved on February 3, 2020 from <https://ilostat.ilo.org/>.

¹⁰⁵International Labour Organization. (2019). ILOSTAT database. Retrieved on February 3, 2020. <https://ilostat.ilo.org/>.

Sector of Employment, by World Region



Source: International Labour Organization (2019). ILOSTAT database. Retrieved on February 3, 2020 from <https://ilostat.ilo.org/>.



The Serviceable Market

The more experience a candidate has, the more likely they are to apply to a professional MBA program type and less likely to apply to a full-time MBA program.

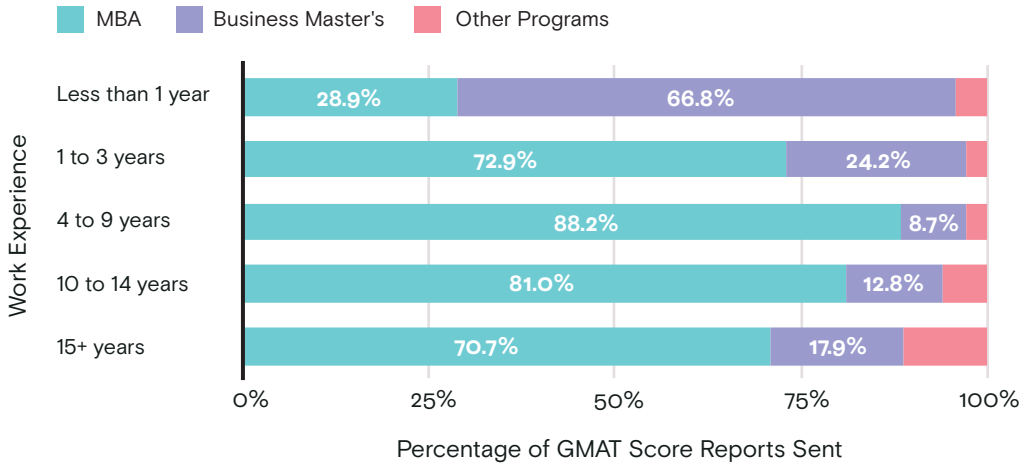
More than 7 in 10 GMAT score reports sent by examinees with more than one year of professional experience go to MBA program types. Among examinees with 1 to 3 years' experience, most of their score reports are sent to full-time MBA programs (58.5%). As years of experience increases, fewer score reports are sent to full-time MBA programs, and more go to professional MBA program types. For example, among examinees with 10 to 14 years' experience, 46.7 percent are sent to full-time MBA programs, 13.8 percent to part-time MBA programs, and 7.6 percent to executive MBA programs.¹⁰⁶

Data from GMAC's annual Application Trends Survey show that candidates with more than three years but less than six years' experience make up about a third of applications to full-time two-year and full-time one-year MBA programs. Applicants with six or more years' experience make up about 24 percent of applicants to two-year programs and 34 percent of applicants to one-year programs. Candidates with six or more years' experience make up 52 percent of applicants to online MBA programs, and 72 percent of applicants to executive MBA programs.¹⁰⁷

¹⁰⁶Graduate Management Admission Council. (2018-2019). GMAT testing data.

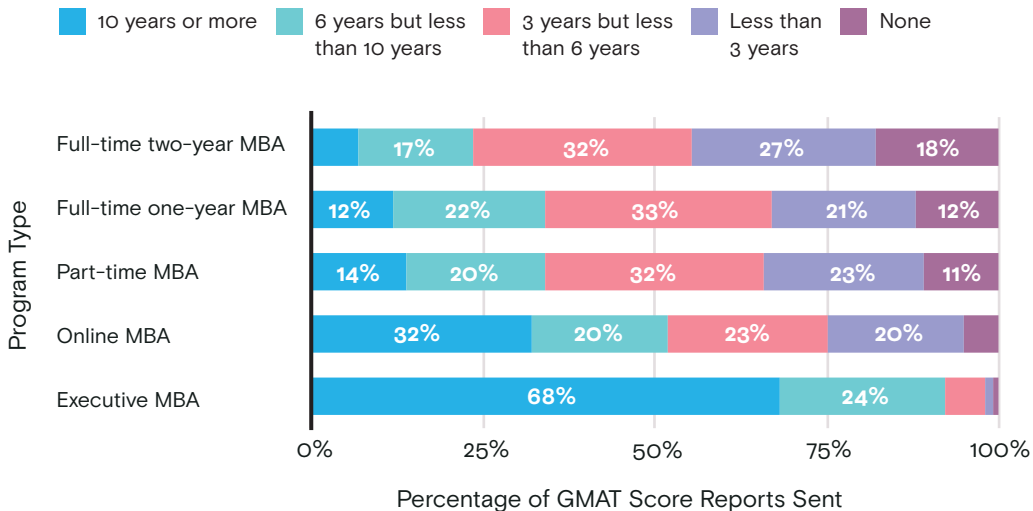
¹⁰⁷Graduate Management Admission Council. (2019). Application Trends Survey. <https://www.gmac.com/market-intelligence-and-research/market-research/application-trends-survey>.

GMAT Score Sending by Work Experience, TY 2019



Source: Graduate Management Admission Council. (2018–2019). GMAT testing data.

Work Profile of Applicants, by Program Type



Source: Graduate Management Admission Council. (2019). Application Trends Survey.

Candidates with more experience are more likely to consider cost-effective alternatives to GME, like professional certifications or MOOCs.

Candidates with more professional experience tend to have made the decision to pursue GME later in their professional journeys. For example, 45 percent of candidates with seven or more years' experience say they first considered business school after more than five years of working, and just 20 percent say they first considered business school prior to earning their bachelor's degree. Conversely, nearly half of candidates with less than four years' experience first considered business school while an undergraduate or earlier (48%).¹⁰⁸

Regardless of experience level, the most common potential barriers experienced professionals face to pursuing GME include the cost of the program and the future debt burden. On average, more experienced candidates plan to cover more of the cost of their degree with their own personal earnings, whereas less experienced candidates plan to cover more of the cost with their spouse's earnings. Candidates with more experience are more likely to consider less costly alternatives to GME, like a professional certification (35% of candidates with seven or more years' experience) or MOOC (24%), while less experienced candidates are more likely to simply look for a new job.¹⁰⁹

¹⁰⁸Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

¹⁰⁹Ibid.

Regardless of experience level, school prestige/ranking and geographic location top candidates' list of application and enrollment decision factors.

Across experience levels, a majority of candidates say school prestige/ranking and geographic location influence their application decision. Candidates with more experience are more likely to say program schedule influences their application and enrollment decisions.¹⁰⁰

Factors Influencing Candidates' Decision to Apply and Enroll, by Years of Work Experience

Factor	Influenced Application Decision	Importance to Enrollment Decision*	Factor	Influenced Application Decision	Importance to Enrollment Decision*
Less Than 1 Year			1 to 3 Years		
School prestige/ranking	68%	8.9	School prestige/ranking	70%	8.8
Geographic location	51%	7.9	Geographic location	56%	8.2
Core curriculum	37%	8.0	School culture	45%	8.1
Faculty reputation	36%	7.7	Alumni network	40%	8.2
School culture	35%	7.6	Career services	36%	8.4
4 to 9 Years			10 to 14 Years		
School prestige/ranking	71%	8.8	School prestige/ranking	67%	8.5
Geographic location	58%	8.4	Geographic location	58%	8.0
School culture	45%	8.4	Alumni network	37%	8.0
Alumni network	43%	8.4	Program schedule	37%	7.9
Career services	36%	8.4	School culture	35%	7.6
15 Years or More					
School prestige/ranking	63%	8.3			
Geographic location	55%	7.2			
Program schedule	46%	8.1			
Interaction with admissions	38%	6.7			
School culture	36%	7.3			

*Mean response on a scale of 0 (not at all important) to 10 (extremely important)

Source: Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

¹⁰⁰Graduate Management Admission Council. (2019). B-School Conversion Factor Survey.

Experienced candidates are more likely to seek flexible program options, like online coursework and weekend or evening scheduling.

A majority of candidates at each experience level prefer to study full time, but those with seven or more years' experience are more likely to be interested in part time (22%) and flexible (15%) options, as well as programs that are primarily online (10%) and programs scheduled in the evening (28%) or on weekends (30%).¹¹¹

Overall, the top curricular subjects experienced business school candidates say are a “must-have” in their ideal curriculum are strategy, leadership/change management, and business analytics/data science.¹¹²

Candidates' interest in co-curricular activities tends to decrease with more years of work experience. For example, 2 in 3 candidates with less than four years' experience plan to pursue an internship opportunity (67%), compared with 61 percent of candidates with four years' experience but less than seven years, and 41 percent of candidates with seven years or more of experience. Along the same lines, 55 percent of those with less than four years' experience are interested in student clubs, compared with 37 percent of those with seven years or more experience.¹¹³

Candidates' Ideal Business School Curriculum, by Years of Work Experience

Curricular Subject	Percentage of Respondents	Curricular Subject	Percentage of Respondents
Less Than 4 Years		4 Years but Less Than 7 Years	
Strategy	65%	Strategy	74%
Business analytics/data science	64%	Leadership/change management	64%
Leadership/change management	57%	Business analytics/data science	63%
International management/business	52%	Entrepreneurship/innovation	54%
Project management	52%	General management	54%
7 Years or More			
Strategy	71%		
Leadership/change management	68%		
Business analytics/data science	64%		
General management	55%		
Project management	55%		

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

¹¹¹Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

¹¹²Ibid.

¹¹³Ibid.

Experienced professionals pursue GME to earn more money and gain more responsibility.

Across experience levels, the top goal of experienced professionals pursuing GME is to get a raise or salary increase, especially those with four years' experience but less than seven years (52%). Those with seven or more years' experience tend to be aiming to break into senior- or executive-level positions, while those with less than four years' experience tend to be focused on gaining responsibilities like managing people and projects.

Consulting services is the top industry experienced professionals are considering pursuing after their GME, including about half of candidates with less than seven years' experience. Candidates with less experience tend to express higher interest in fields like financial services and investment banking and asset management. While these industries are still of interest to candidates with more than seven years' experience, they tend to also be open minded to less lucrative fields as well, such as the public and nonprofit sectors.¹⁴

Candidates' Post-GME Career Goals, by Years of Work Experience

Goal	Percentage of Respondents	Goal	Percentage of Respondents
Less Than 4 Years		4 Years but Less Than 7 Years	
Get a raise/salary increase	45%	Get a raise/salary increase	52%
Manage people	39%	Manage people	48%
Manage projects	39%	Obtain a senior-level position	45%
Obtain a senior-level position	37%	Manage projects	39%
Work for a company where I can travel internationally	36%	Obtain an executive-level position	38%
7 Years or More			
Get a raise/salary increase	42%		
Obtain a senior-level position	42%		
Obtain an executive-level position	41%		
Manage people	39%		
Manage projects	35%		

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

¹⁴Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Candidates' Post-GME Industries Considered, by Work Experience

Industry	Percentage of Respondents	Industry	Percentage of Respondents
Less Than 4 Years		4 Years but Less Than 7 Years	
Consulting services	51%	Consulting services	51%
Financial services	40%	Technology	43%
Technology	39%	Financial services	36%
Investment banking and asset management	33%	Investment banking and asset management	29%
Consumer products	21%	Consumer products	22%
7 Years or More			
Consulting services	45%		
Technology	41%		
Financial services	29%		
Investment banking and asset management	24%		
Government	20%		

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Candidates' Post-GME Job Functions Considered, by Work Experience

Job Function	Percentage of Respondents	Job Function	Percentage of Respondents
Less Than 4 Years		4 Years but Less Than 7 Years	
Consulting	55%	Strategy	59%
Strategy	52%	Consulting	56%
General management	42%	General management	48%
Finance/accounting	37%	Finance/accounting	31%
Marketing/advertising/brand management	29%	Marketing/advertising/brand management	26%
7 Years or More			
Strategy	58%		
General management	52%		
Consulting	48%		
Operations/logistics	28%		
Sales/business development	25%		

Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.



The Served Market

Graduates' rating of the ROI of their GME improves the longer they've been working since graduating.

While the vast majority of alumni across graduation years rate the ROI of their GME as positive, those who graduated in 2013 or earlier are more likely to rate their ROI as extremely positive (38%) than those who graduated in 2014-2016 (35%) or 2017-2019 (29%). Related to this, 75 percent of graduates from 2013 or earlier say their financial situation is better as a result of GME, compared with 72 percent of 2014-2016 graduates and 60 percent of 2017-2019 graduates. These graduates have been working for more years at their post-GME salary level and have had more time to recoup their GME investment cost.

Regardless of graduation year, more than 9 in 10 graduates rate the overall value of their GME as good to outstanding. More than 7 in 10 agree that their GME prepared them for leadership positions, increased their earnings power, and developed their professional network. Recent graduates were more likely than less recent graduates to agree that their GME developed their network, prepared them to work in culturally diverse organizations, and prepared them for international employment, whereas less recent graduates were more likely than recent graduates to agree that their GME increased their earnings power.¹¹⁵

¹¹⁵Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

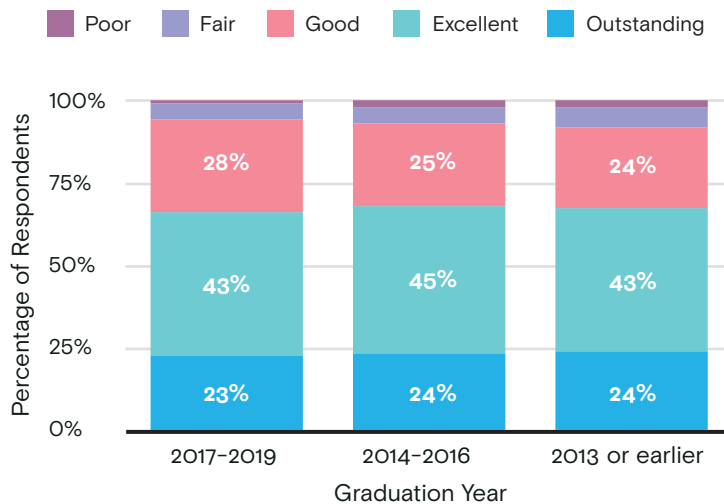
Graduates' Assessment of the Impact of Their GME, by Undergraduate Major

Percentage in agreement

My GME...	2017-2019	2014-2016	2013 or earlier
...prepared me for my chosen career	70%	71%	68%
...prepared me for leadership positions	75%	75%	73%
...prepared me for international employment	53%	51%	46%
...prepared me to work in culturally diverse organizations	70%	69%	66%
...offered me opportunities for quicker career advancement	67%	68%	67%
...increased my earnings power	74%	78%	78%
...developed my professional network	76%	71%	70%

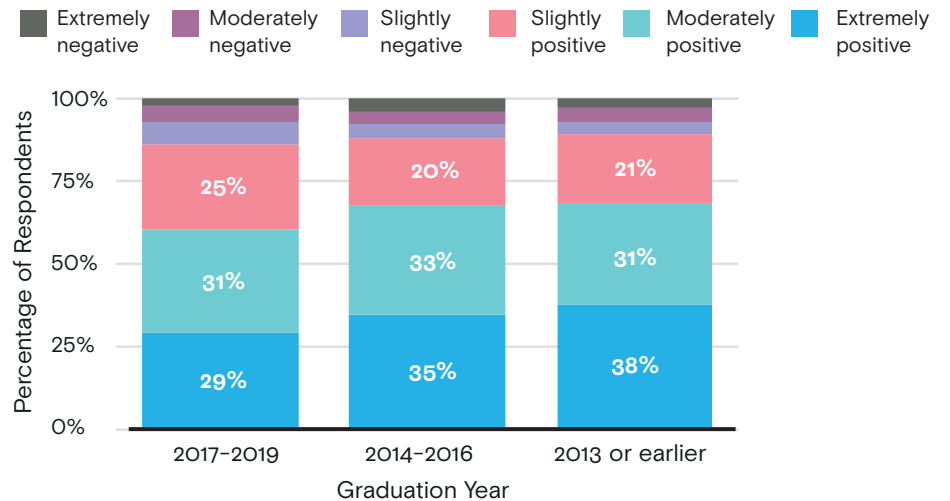
Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Rating of Overall Value of GME, by Graduation Year



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

Graduates' Rating of the ROI of Their GME, by Graduation Year



Source: Graduate Management Admission Council. (2019). mba.com Longitudinal Survey.

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