

**Graduate  
Management  
Admission  
Council™**

# **North America: Demand for Graduate Business Degrees**

**Regional Report**

**Prospective Students Survey  
2022**

**May 2022**



*Post-GME Career Aspirations: Prospective Students Survey 2022* is a product of the Graduate Management Admission Council (GMAC), a global, mission-driven association of 229 leading graduate business schools. Founded in 1953, we are actively committed to advancing the art and science of admissions by convening and representing the industry and offering best-in-class products and services for schools and students. GMAC is dedicated to creating access to and disseminating information about graduate management education that business schools and candidates need to learn, connect, and evaluate each other. School and industry leaders rely on the Council as the premier provider of reliable data about the graduate management education industry.

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## Introduction

# Over 6,500 individuals responded to the Prospective Students Survey in 2021

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The Prospective Students Survey is one of the Graduate Management Admission Council's (GMAC) keystone research programs. The global graduate management education (GME) community has relied on data from this survey to gain insights about candidates' decision-making processes when considering and applying to graduate business schools since 2009.

The findings detailed in this report are based on responses from a total of 6,596 individuals surveyed between January and December 2021, as well as responses from more than 152,000 individuals surveyed between the years 2009 and 2021.

Prospective students who responded represent those interested in various MBA and business master's program categories, including full-time MBA, professional MBA, executive MBA, master's in management and international management, and other specialized business master's programs.

Additional information on the survey methodology and analytical procedures supporting this report can be found on [page 20](#).

### Explore the Data for Yourself

An Interactive Data Research Tool accompanies the Prospective Students Survey 2022 and available exclusively to school professionals at GMAT™ score-accepting institutions. The tool empowers users to customize data searches by multiple survey response variables, such as preferred study destination, preferred program type, citizenship, residence, gender, age, and more. Access the tool with your gmac.com login at:

[gmac.com/prospectivestudents](https://gmac.com/prospectivestudents)

### Business School Participation in GMAC Research

Graduate business schools around the world are invited to take advantage of opportunities to gather data and generate insights about the business school pipeline.

Schools can sign up to participate in the GMAC Application Trends Survey and Corporate Recruiters Survey on our survey sign-up page:

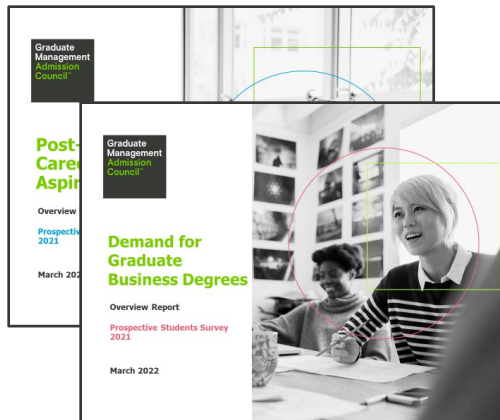
[gmac.com/surveysignup](https://gmac.com/surveysignup)

# Introduction

## More information available

This year, the rich information gleaned from the Prospective Students Survey is being released in a nine-part series for easier consumption and improved user experience.

### 2 Overview Reports



### 5 Regional Reports



### 2 Program Reports



Visit [gmac.com](https://www.gmac.com)  
to access all nine reports.



## Introduction

# Countries highlighted in Regional reports

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Each regional report showcases results from the Prospective Students Survey by candidates' country of citizenship, residence, and preferred destination of study.

### Asia & Pacific Islands

- Australia
- Greater China
- India

### Europe

- France
- Germany
- Italy

### Latin America

- Brazil
- Columbia
- Mexico

### Middle East & Africa

- Egypt
- Nigeria
- South Africa

### North America

- Canada
- United States



# Candidate Profiles by Citizenship

This section features data by candidate country of citizenship, including:

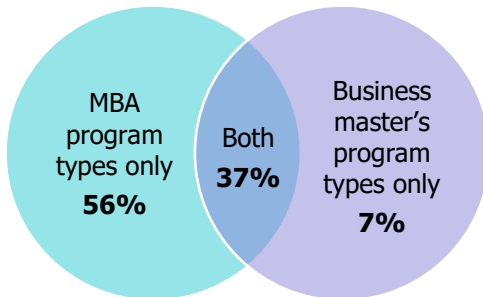
- Program considerations
- Top 10 program types considered
- Top program types preferred
- Application plans by relative location
- Application plans by program world region
- Preferred study destination by program country
- Post-GME career goals
- Post-GME industries of interest
- Post-GME job functions of interest



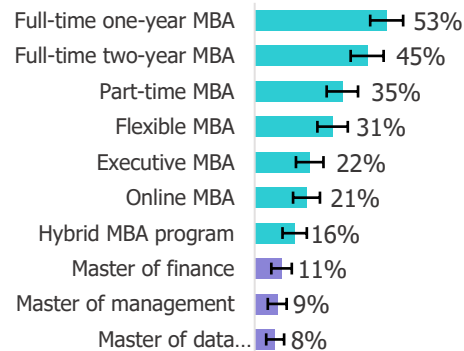
# Candidate Profiles by Citizenship

## Canada

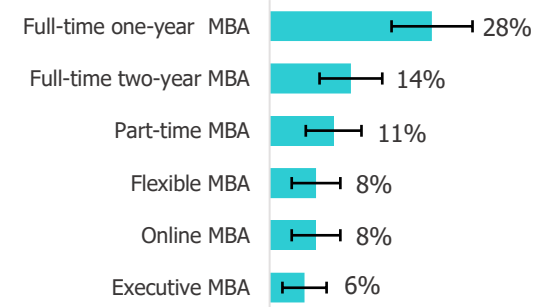
### Program Considerations



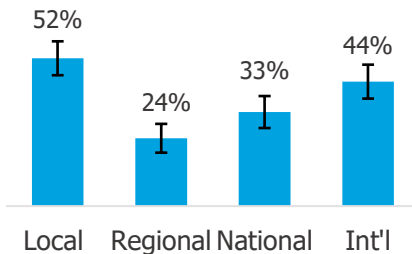
### Top 10 Program Types Considered <sup>1,2</sup>



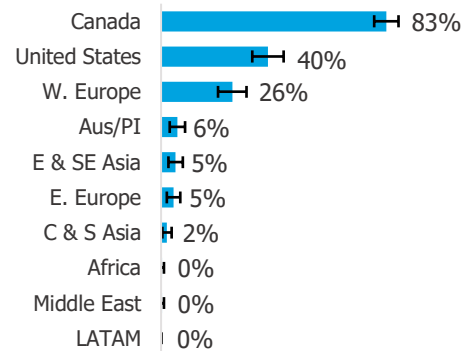
### Top Program Types Preferred <sup>1,3</sup>



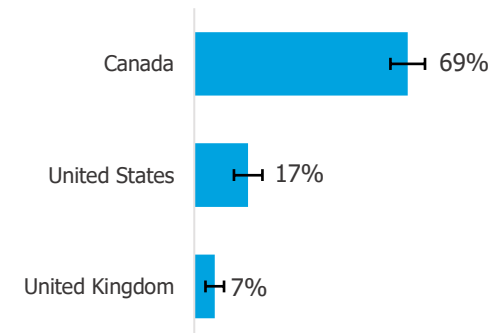
### Application Plans by Relative Location <sup>1,2</sup>



### Application Plans by Program World Region <sup>1,2</sup>



### Preferred Study Destination <sup>1,3</sup>



#### Notes:

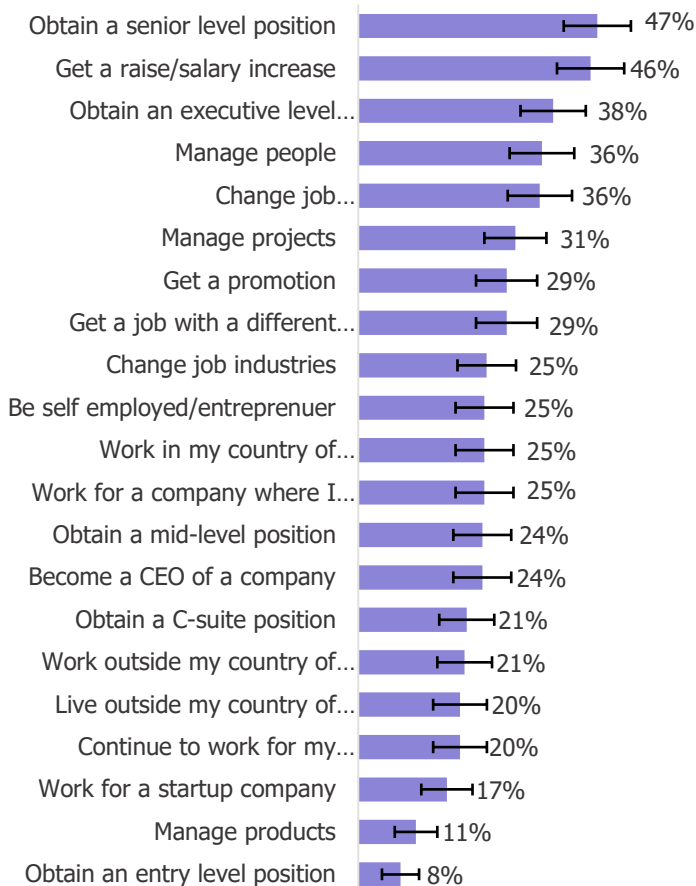
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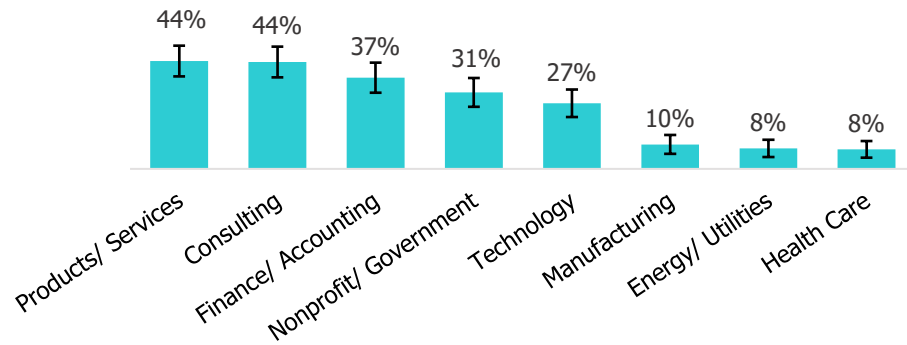
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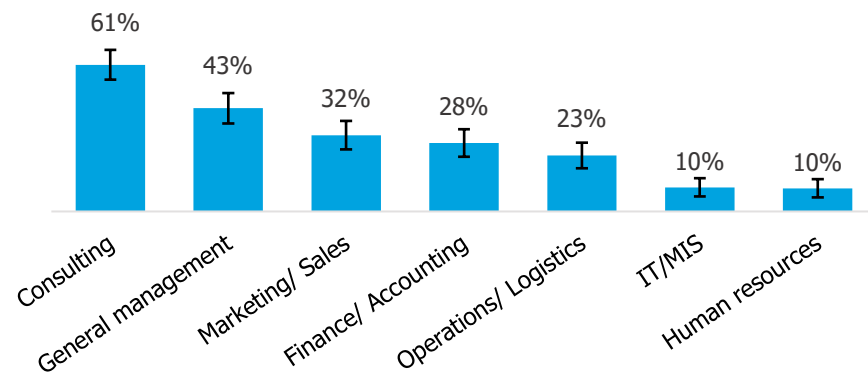
### Post-GME Career Goals



### Post-GME Industries of Interest



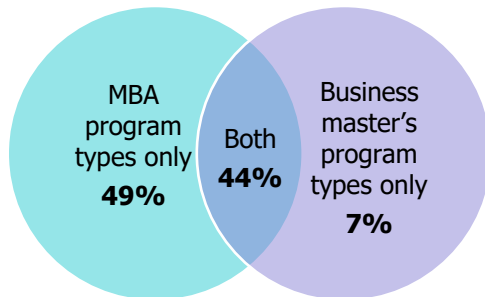
### Post-GME Job Functions of Interest



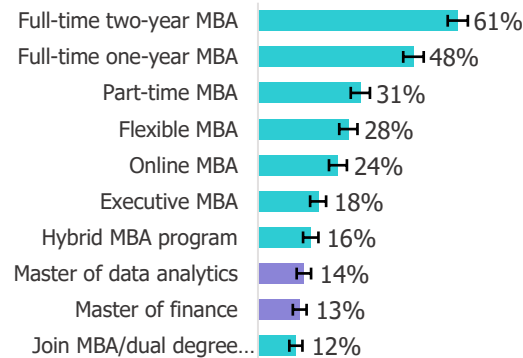
# Candidate Profiles by Citizenship

## United States

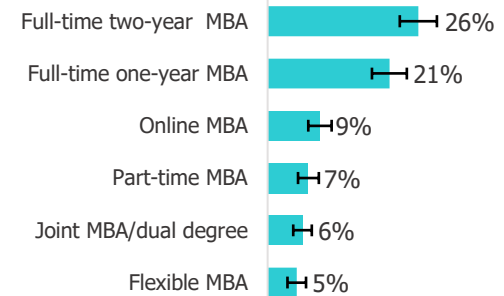
### Program Considerations



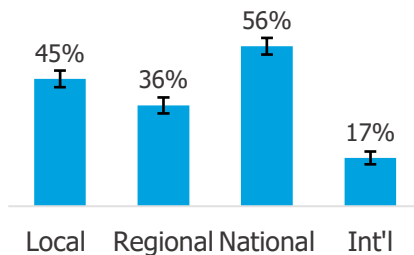
### Top 10 Program Types Considered <sup>1,2</sup>



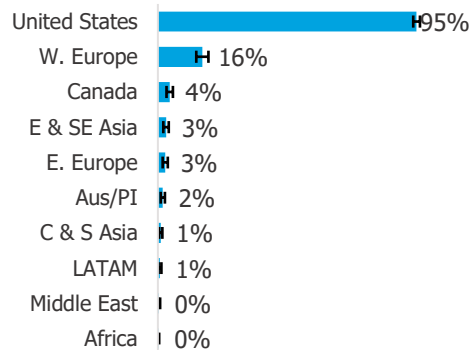
### Top Program Types Preferred <sup>1,3</sup>



### Application Plans by Relative Location <sup>1,2</sup>



### Application Plans by Program World Region <sup>1,2</sup>



### Preferred Study Destination <sup>1,3</sup>



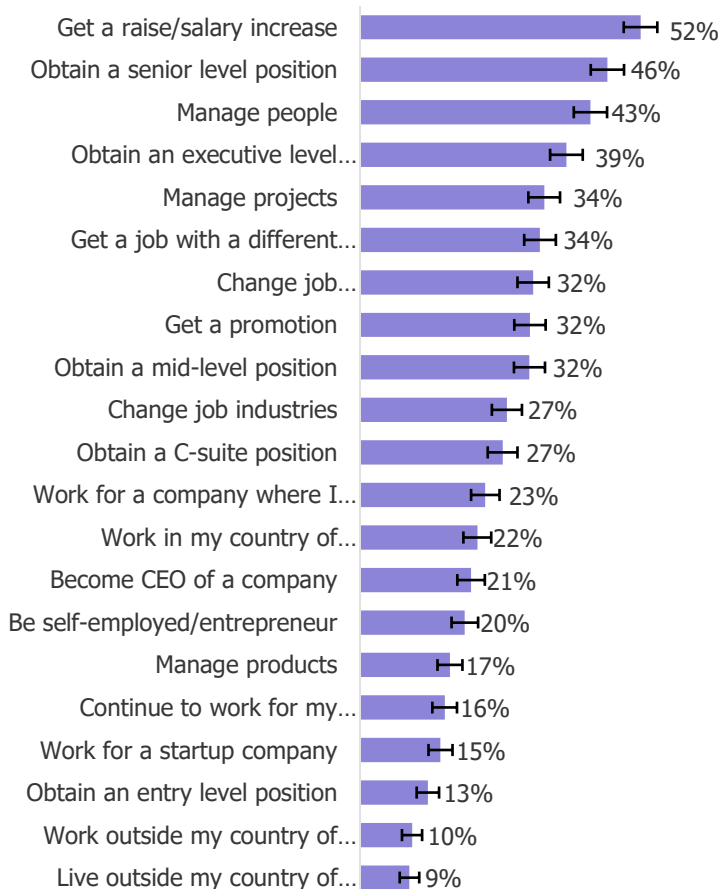
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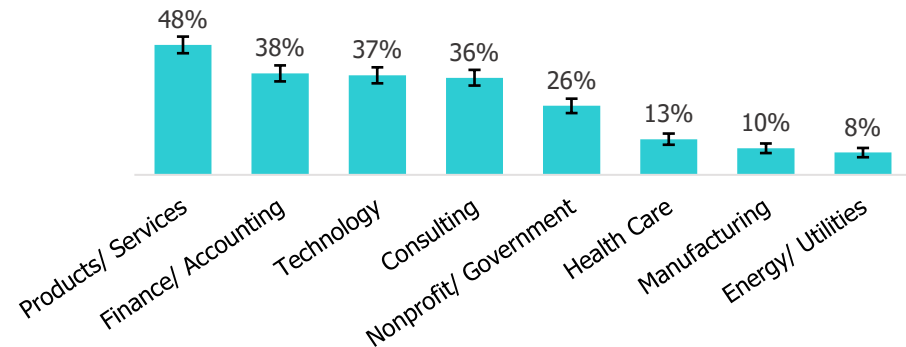
# Candidate Profiles by Citizenship

## United States

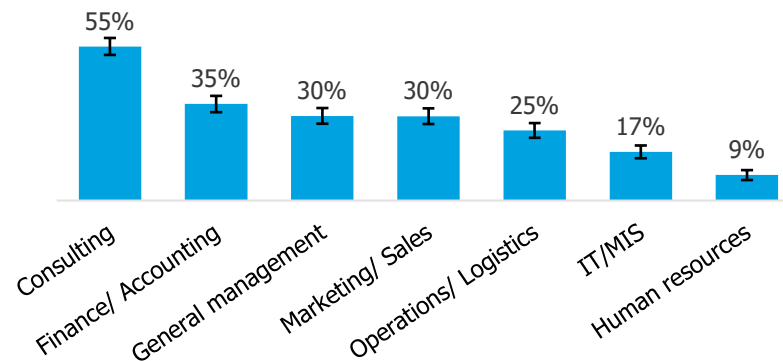
### Post-GME Career Goals



### Post-GME Industries of Interest



### Post-GME Job Functions of Interest



# Candidate Profiles by Residence

This section features data by candidate country of residence, including:

- Program considerations
- Top 10 program types considered
- Top program types preferred
- Application plans by relative location
- Application plans by program world region
- Preferred study destination by program country
- Post-GME career goals
- Post-GME industries of interest
- Post-GME job functions of interest

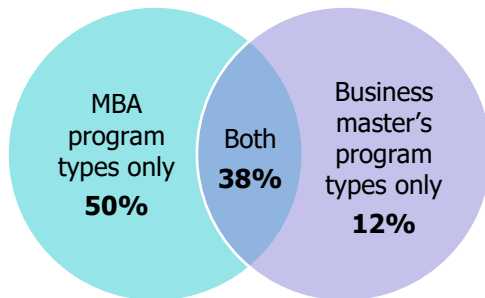




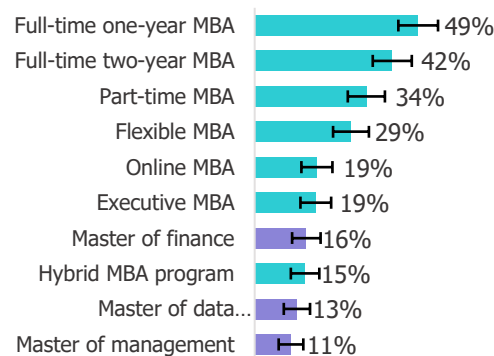
# Candidate Profiles by Residence

## Canada

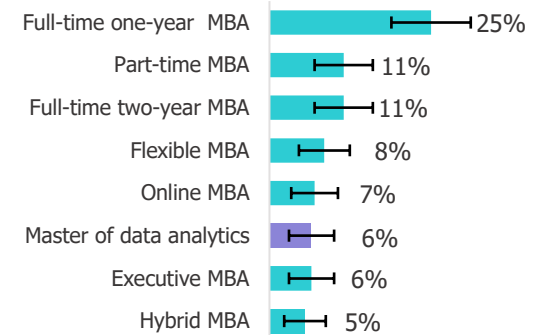
### Program Considerations



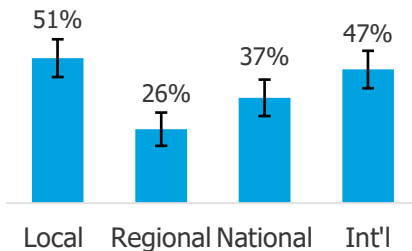
### Top 10 Program Types Considered <sup>1,2</sup>



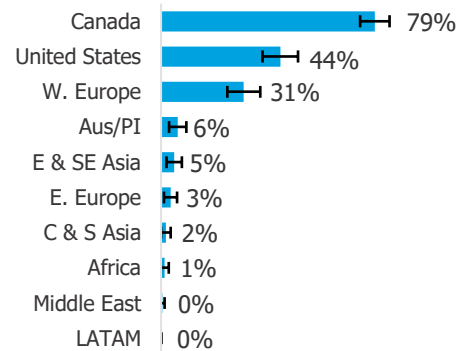
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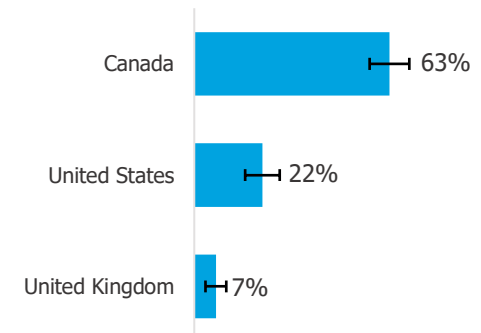
### Application Plans by Relative Location <sup>1,2</sup>



### Application Plans by Program World Region <sup>1,2</sup>



### Preferred Study Destination <sup>1,3</sup>



#### Notes:

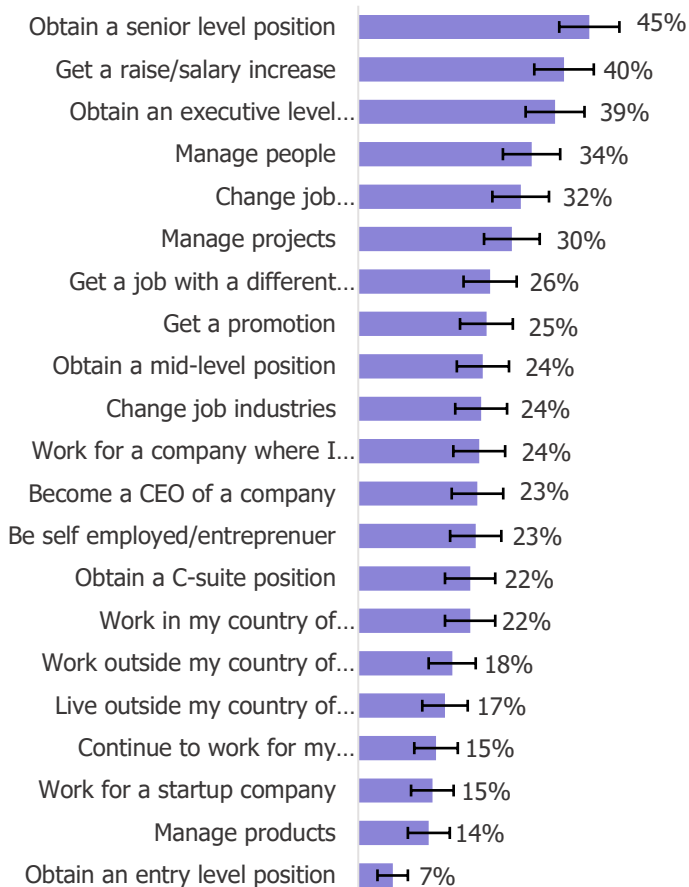
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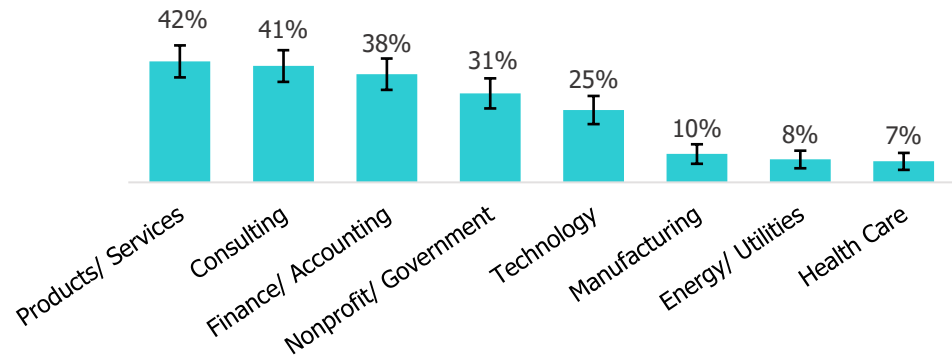
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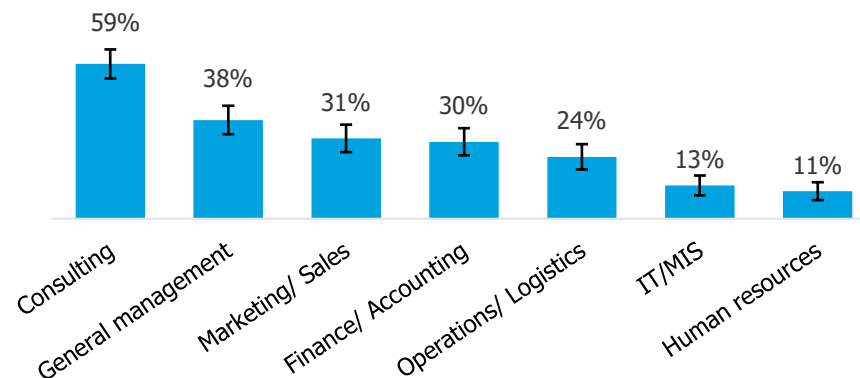
**Post-GME Career Goals**



**Post-GME Industries of Interest**



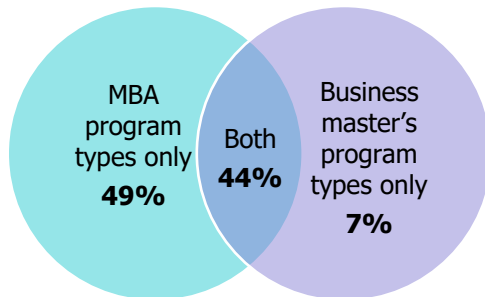
**Post-GME Job Functions of Interest**



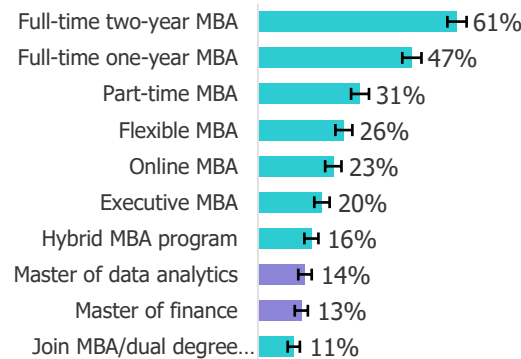
# Candidate Profiles by Residence

## United States

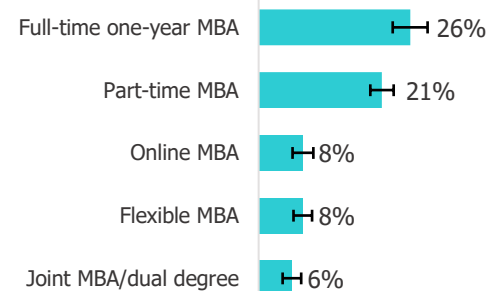
### Program Considerations



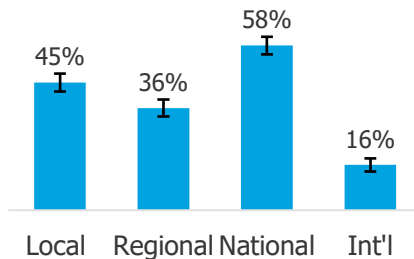
### Top 10 Program Types Considered <sup>1,2</sup>



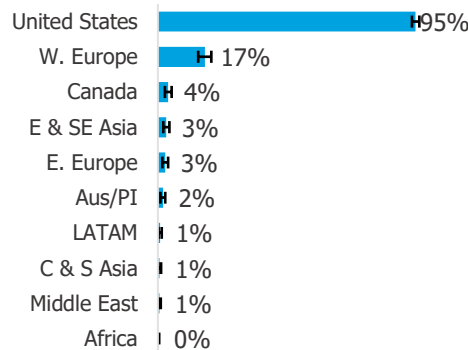
### Top Program Types Preferred <sup>1,3</sup>



### Application Plans by Relative Location <sup>1,2</sup>



### Application Plans by Program World Region <sup>1,2</sup>



### Preferred Study Destination <sup>1,3</sup>



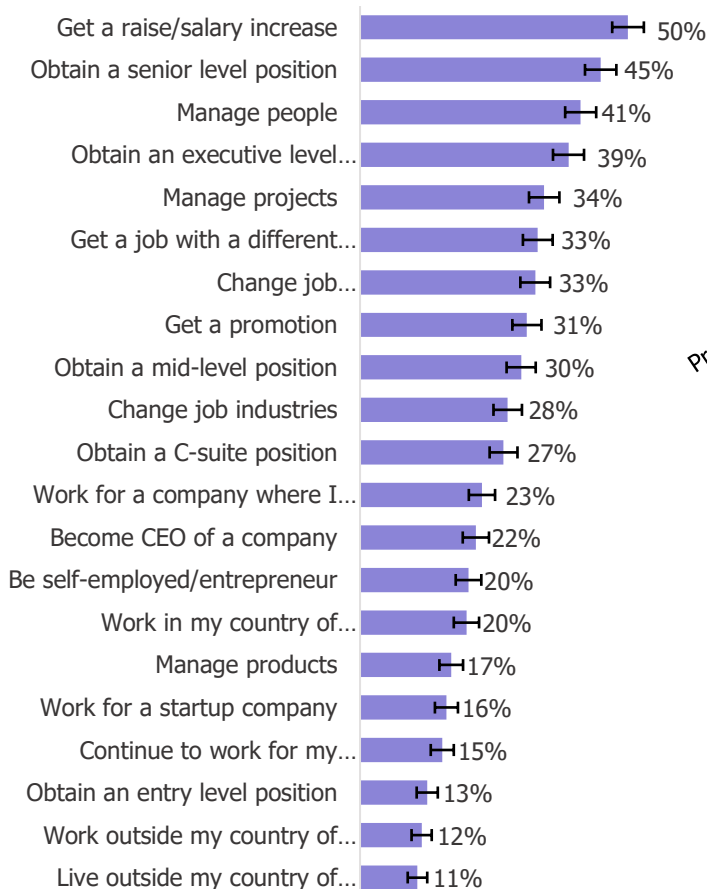
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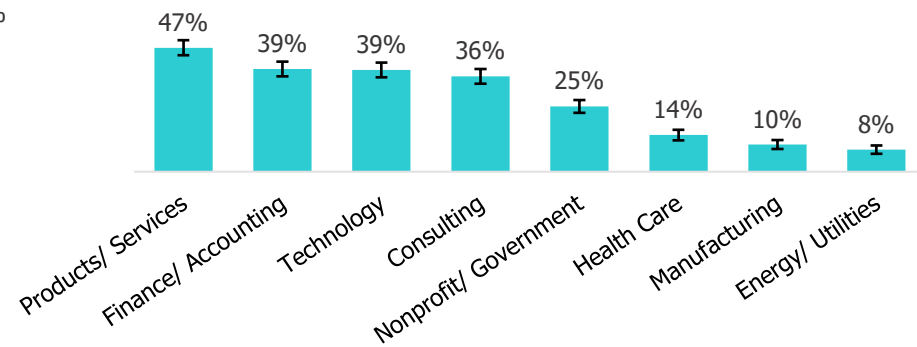
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## United States

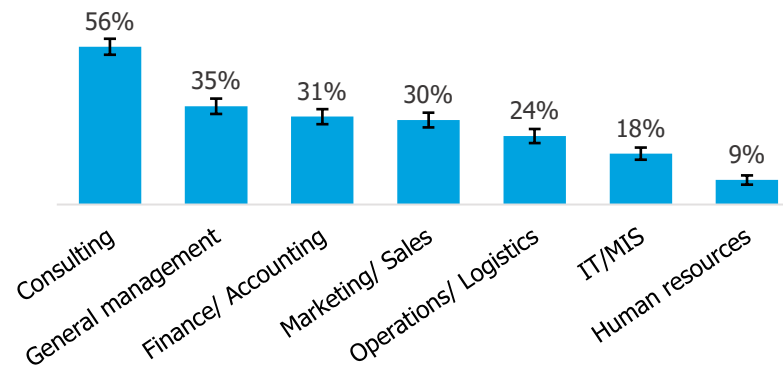
### Post-GME Career Goals



### Post-GME Industries of Interest



### Post-GME Job Functions of Interest



# Preferred Study Destination

This section features data by candidate preferred study destination country, including:

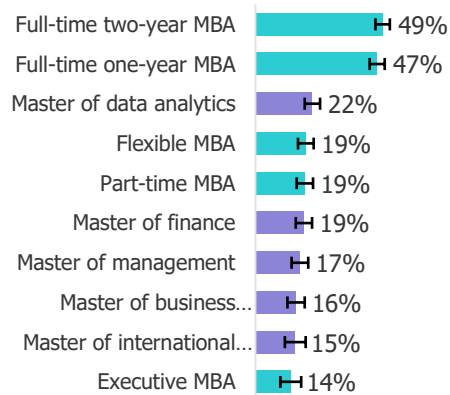
- Top 10 program types considered
- Top program types preferred
- Citizenship of candidates preferring this study destination
- Preferred program delivery by candidates preferring this study destination



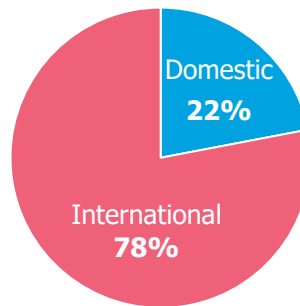
# Preferred Study Destination

## Canada

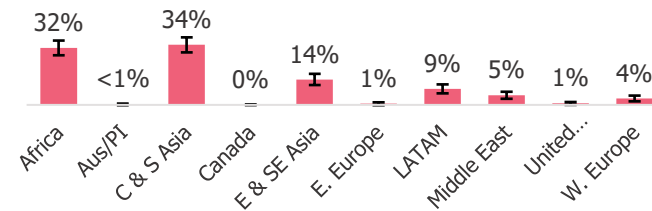
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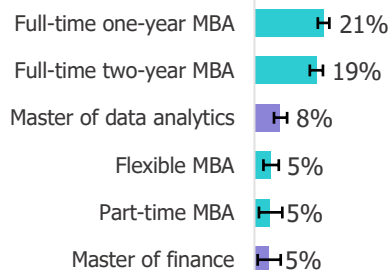
### Citizenship of Candidates Preferring This Study Destination



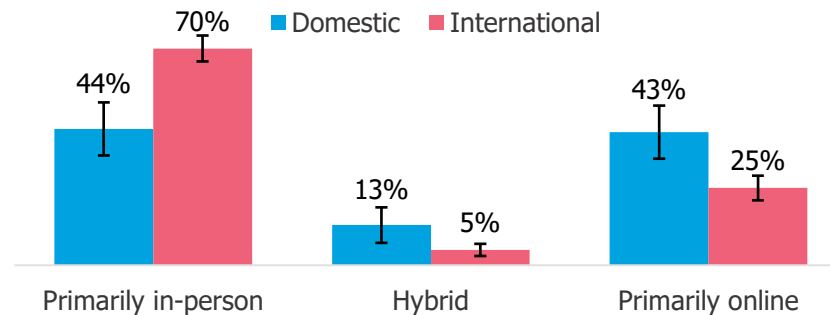
### Region of Citizenship of International Candidates <sup>1</sup>



### Top Program Types Preferred <sup>1,3</sup>



### Preferred Program Delivery by Candidates Preferring This Study Destination <sup>1</sup>



#### Notes:

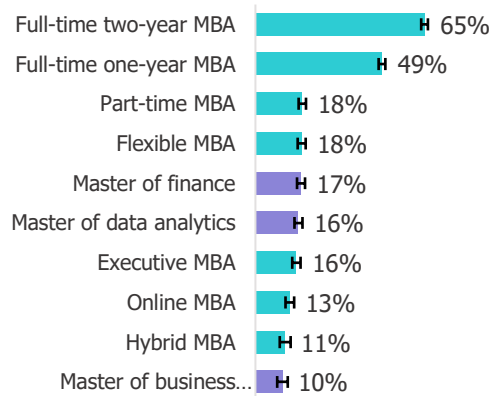
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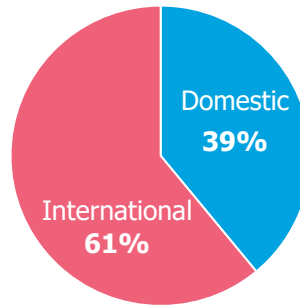
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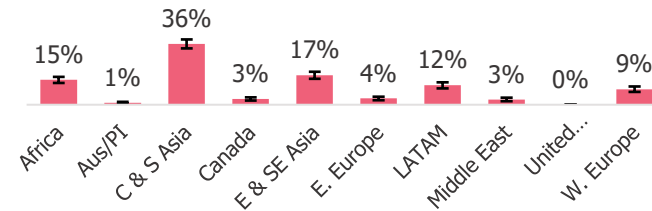
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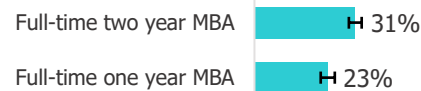
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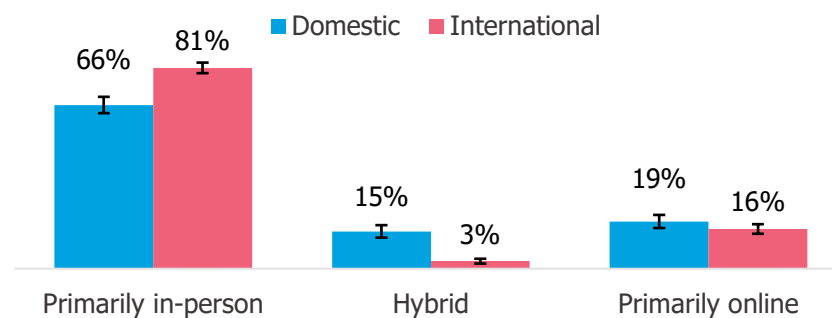
### Region of Citizenship of International Candidates <sup>1</sup>



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# Respondent Demographic Profile

Citizenship Region <sup>1</sup>	Overall	Gender			Age				
		Male	Female	Non-binary	22 and younger	23 to 24	25 to 30	31 to 39	40 and older
<b>Global</b>	<b>6,596</b>	<b>3,826</b>	<b>2,696</b>	<b>74</b>	<b>1,778</b>	<b>1,128</b>	<b>2,089</b>	<b>1,156</b>	<b>444</b>
Africa	787	487	293	7	77	83	278	250	99
Australia & Pacific Islands	46	30	13	<5	<5	<5	21	8	11
Canada	250	135	110	5	36	30	89	45	50
Central & South Asia	1,749	1,076	657	16	634	369	503	197	46
East & Southeast Asia	944	420	517	7	258	147	318	183	37
Eastern Europe	209	104	97	8	73	30	50	39	17
Latin America	388	255	129	<5	32	62	185	85	24
Middle East	185	118	67	<5	18	20	69	56	22
United States	1,075	618	440	17	223	178	378	192	104
Western Europe	963	583	373	7	423	207	198	101	34

Note:

1. Cells with less than 5 respondents were suppressed.

# Methodology

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## Population & Sampling Methods

In 2021, the Graduate Management Admission Council™ (GMAC™) surveyed all individuals who registered on mba.com—the GMAC website for prospective graduate business students — about their demand for GME. In November and December 2021, prospective students who attended events hosted by The MBA Tour, visited the BusinessBecause website, or registered for the NMAT by GMAC exam in India were also invited to participate in the survey to expand the representation of survey respondents across all regions of the world. In total, over 6,500 prospective students from 153 countries in all 10 populated world regions completed the survey.

## Analysis

Descriptive analyses were conducted on survey responses to examine prospective student career goals. Analyses were conducted on all respondents and by respondents' age, gender, and region of citizenship.

## Reporting

When reporting results for 2021, a 95% confidence interval is provided for each data point reported to show the estimated range of the value of interest for all GME prospective students (instead of for survey respondents only). Readers can use these confidence intervals to assess the magnitude of differences between questions or groups defined by gender, age, and citizenship region. When comparing results on different survey questions (e.g., the percentage interested in consulting vs the percentage interested in general management) or results on the same question by group (e.g., the percentage interested in consulting by gender), compare the associated 95% confidence intervals to see if there is a significant difference in the population of prospective students for GME. If the associated confidence intervals overlap, there is no difference between the questions or groups under comparison in the population. If the associated confidence intervals do not overlap, there is a statistically significant difference between two questions or groups under comparison.

# Country-World Region Assignment

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All geographic regions mentioned in this report use the following country-region classifications:

**Africa:** Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, French Southern Territories, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast (Cote D'Ivoire), Kenya, Lesotho, Liberia, Libyan Arab, Jamahiriya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte, Morocco, Mozambique, Namibia, Niger, Nigeria, Republic of Congo, Reunion, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Svalbard and Jan Mayen, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, Zimbabwe

**Australia and Pacific Islands:** American Samoa, Australia, Christmas Island, Cocos (Keeling) Islands, Cook Islands, Fiji, French Polynesia, Guam, Heard Island and McDonald Islands, Kiribati, Marshall Islands, Micronesia, Nauru, New Caledonia, New Zealand, Niue, Norfolk Island, Northern Mariana Islands, Palau, Papua New Guinea, Pitcairn, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Wallis and Futuna Islands

## Canada

**Central & South Asia:** Afghanistan, Bangladesh, Bhutan, British Indian Ocean Territory, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan

**East & Southeast Asia:** Brunei Darussalam, Cambodia, China, East Timor, Hong Kong, SAR China, Indonesia, Japan, Korea, North, Korea, South, Lao Peoples, Democratic Republic, Macao, SAR China, Malaysia, Maldives, Mongolia, Myanmar, Philippines, Singapore, Sri Lanka, Taiwan, China, Thailand, Viet Nam

**Eastern Europe:** Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Republic of Kosovo, Romania, Russian, Federation, Serbia, Serbia and Montenegro, Slovakia, Slovenia, Ukraine

**Latin America:** Anguilla, Antigua and Barbuda, Argentina, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia, Bonaire, Saint Eustatius and Saba, Brazil, Cayman Islands, Chile, Colombia, Costa Rica, Cuba, Curacao, Dominica, Dominican Republic, Ecuador, El Salvador, Falkland Islands, French Guiana, Grenada, Guadeloupe, Guatemala, Guyana, Haiti, Honduras, Jamaica, Martinique, Mexico, Montserrat, Netherlands Antilles, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Sint Maarten, South Georgia-Sandwich Islands, St. Helena, St. Martin, St. Vincent and Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay, US Minor Outlying Islands, Venezuela, Virgin Islands, British, Virgin Islands, US

**Middle East:** Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian, Territory, Qatar, Saudi Arabia, Syrian Arab Republic, Turkey, United Arab Emirates, Yemen

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**Western Europe:** Aland Islands, Andorra, Austria, Belgium, Bouvet Island, Cyprus, Denmark, Faroe Islands, Finland, France, Germany, Gibraltar, Greece, Greenland, Guernsey, Iceland, Ireland, Isle of Man, Italy, Jersey, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, Norway, Portugal, San Marino, Spain, Sweden, Switzerland, United Kingdom, Vatican City State

# Contributors & Contact Information

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## Contributors

The following individuals made significant contributions to the publication of this report:

**Alexandria Williams**, Associate Manager of Survey Research, survey management, data analysis, manuscript design & drafting; **Kun Yuan**, Director of Research & Data Science, manuscript design & review; **Devina Caruthers**, Research Manager, questionnaire design, survey management; **Tacoma Williams**, Associate Manager of Research Operations, sample development; **Matt Hazenbush**, Director of Research Analysis & Communications, original manuscript design.

## Contact Information

For questions or comments regarding the data or analysis presented in this report, please contact the GMAC Research & Data Science Department at [research@gmac.com](mailto:research@gmac.com).



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