La Salle University: One-Year MBA: Effective Marketing Campaign

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# Executive Summary

In 2010, La Salle University created a new one-year MBA program to address the needs of a new type of MBA student. These are students who have recently graduated from their undergraduate programs and have decided to continue their education due to the current economic situation. The program was marketed through a direct mail campaign to a list of recent college graduates. However, the marketing effort was not considered to be entirely successful by the program directors in attracting their desired target market. In addition, the number of candidates desired for the program was not met. This research project was designed to determine the optimal target market for the One-Year MBA program and the most effective way to reach them.

The research team created six main hypotheses that we felt represented the MBA program at La Salle University. The data collected was used to analyze the accuracy of these hypotheses. The hypotheses used were:

* Students respond better to electronic media versus direct mailings.
* Students find programs through search engines.
* Students choose programs based on price, location, and program outline.
* A student’s current employment status directly attributes to their desire to apply.
* A program’s website has the potential to deter students from applying.
* Those seeking a MBA program no longer fit in a typical demographical box.

The research process for this project consisted of a statistical analysis of data obtained through an electronic survey. Online data collection allowed the team to gather a larger sample of data within their time constraints and allowed respondents to answer anonymously. Once, the data was collected, it was analyzed using the SPSS software package. Various question formats, including multiple-choice, ranking, and open-ended questions.

The major research findings included:

* La Salle MBA students fit into a wide demographical box and must be considered when designing a marketing campaign.
* La Salle MBA students are generally very satisfied with their MBA program and are likely to recommend the program to others.
* The La Salle brand name is very important to students when selecting their MBA

program.

* Results concluded that La Salle University’s website is outdated and unappealing.

# Introduction

In 2010, La Salle University created a new one-year MBA program to address the needs of a new type of MBA student. These are students who have recently graduated from their undergraduate programs and have decided to continue their education due to the current economic situation. The program was marketed through a direct mail campaign to a list of recent college graduates. However, the marketing effort was not considered to be entirely successful by the program directors in attracting their desired target market. In addition, the number of candidates desired for the program was not met. This research project was designed to determine the optimal target market for the One-Year MBA program and the most effective way to reach them.

## Problem Definition

The current marketing strategy employed by La Salle was not able to obtain the level of response needed to meet optimal success for the program. The problem was evident in two ways:

* The marketing campaign was not able to achieve the level of response that was originally anticipated.
* The marketing campaign did seek an optimal target market.

It is clear that the direct mailing strategy was not as successful as La Salle had anticipated. Additionally, the first year participants that were attracted to the program were not the intended target market.

## Research Objectives

Our research attempted to prove the following hypotheses:

* Students respond better to electronic media versus direct mailings.
* Students find programs through search engines.
* Students choose programs based on price, location, and program outline.
* A student’s current employment status directly attributes to their desire to apply.
* A program’s website has the potential to deter students from applying.
* Those seeking a MBA program no longer fit in a typical demographical box.

## Project Limitations

There were a number of limitations that had an impact on the survey:

* Time constraint. The research team only had a span of around three weeks to collect all of the data.
* The number of submitted surveys. There were only 71 completed surveys. While it gave the team enough data to analyze, it would have been helpful to have additional data to include.

# Research Design

## Sampling Technique

The sample population used for this project included all one-year, full-time, and part-time MBA students at LaSalle University. This sampling technique is an example of sampling the entire population that is of interest in the study. Sampling the entire population was an appropriate technique in this situation because the population in question is fairly small and easy to reach.

There were a number of inadequacies in our sampling technique that delayed the data collection. The first was that it was difficult to reach the part-time MBA students. This is the largest population of MBA students at La Salle, therefore the most important to survey. Additionally, the population used is a relatively small population. This issue could be addressed by survey students from other local MBA programs.

## Data Collection Method

The data collection in this survey was Internet-based and collected via electronic means. Although the team originally considered using paper surveys in conjunction with the electronic surveys, in the interest of time and ease of analyzing the data, only electronic surveys were used. Respondents were emailed a link to an online survey on Qualtrics.com that requested their participation.

The Internet-based method of data collection was chosen for this survey for a number of reasons. First, it was the most efficient way to reach the entire population. Additionally, the online method ensured that all data collected would be confidential, enticing more honest responses.

In order to improve the data collection method, our group could have formulated an incentive that would have increased the likelihood of participation.

## Measurement

To collect the quantitative primary data, the team developed an online survey, which can be found in Appendix B. In order to address the research objectives specified in the research proposal, our group needed to collect three main types of data from respondents: program enrollment, program opinion, and demographic information.

In order to prove these hypotheses, current La Salle University MBA students will be polled. The information that will be collected includes:

* Demographic information of current students
* Career status of current students
* Preferred search methods for MBA programs
* Number of MBA programs applied to
* Deciding factors for MBA programs
* La Salle University website usage

## Analysis Procedures

After the data was collected using Qualtrics.com, the information was downloaded into the SPSS statistical software package to be analyzed.

Our research team chose not to close our survey, as we found it would benefit La Salle University to keep our survey open to all participants that wish to respond, in efforts to provide clear and precise information to the Business School of La Salle University.

Prior to uploading a questionnaire onto [www.qualitrics.com](http://www.qualitrics.com), a coding was applied to each question and response. The coding gave us the ability to easily understand our results. We organized the data and created charts.

# Results by Hypotheses

## Students respond better to electronic media versus direct mailings.

On which promotional method is most effective (direct mailings, electronic media, etc.), survey question two was created to determine how students first became aware of the La Salle University MBA program, in which they are currently enrolled. “Frequency” test results indicated that 48% of La Salle University’s MBA students first learned of the program by word of mouth. Followed by 29% of students indicating “other “. The “other” responses option was included to allow participants to provide an additional response by means of a text box. The “other” responses included: AACSB Accreditation, education fair, La Salle University Undergraduate, GMAT website, etc. (Figure 1.2).

To the research team’s dismay, the “Frequency” test resulted in only 14.7% of respondents checking the “Search Engine” option. Meaning, the research team’s hypothesis was proven incorrect. Results conclude that most students did not act upon an electronic media advertisement nor direct mailings, rather responded to word of mouth or previous personal experiences with La Salle University including, undergraduate enrollment. Direct mailings resulted in only an 8% responses rate.

The research team decided to further look at survey question two’s results by breaking down the responses to represent the separate MBA program (One-Year, Full-time and Part-time) results. Results from the One-Year La Salle University students proves the majority (41%) selected the “other” option, followed by (25%) Social Media and (25%) radio promotions (Figure 2.1).

Full-time student responses concluded that 64.7% of students first heard of La Salle University’s program by word of mouth, followed by 17 % selecting the “other” option, and thirdly, a tie between search engine and direct mailings at 11.8% (Figure 2.1).

Part-time and Saturday La Salle University MBA students followed suit with the Full-time program results. Ranking word of mouth (50%) the highest response, followed by “other” (30%) and radio promotions (10.9%) (Figure 2.1).

## How current La Salle University MBA students found their program?

**H2: Students find programs through search engines.**

The research team used survey question two to determine the accuracy of our proposed hypotheses that students would be more likely to search for an MBA program by means of search engines.

In running a “Frequency” test, results conclude that students were more likely to have found information regarding La Salle University’s MBA programs by word of mouth (48%), followed by “other” at 29%. The “other” responses option was included to allow participants to provide an additional response by means of a text box. The “other” responses included: AACSB Accreditation, education fair, La Salle University Undergraduate, GMAT website, etc. (Figure 1.2). Search engines ranked third at 14.7%, closely followed by radio promotions 12%.

Running a “Frequency” test to determine the significance between the different La Salle University MBA programs (One Year, Full-time and Part-time), One Year La Salle University students ranked search engines (25%) as their second highest means of searching for MBA program information.

Survey question 13 asked respondents what their preferred search engines is? Results concluded that about 99.5% ranked google.com as their preferred search engine (Figure 3.1).

The research team, decided to take the question even further and ask respondents (survey questions 14) what were the keywords or phrases used when searching for a MBA program. Respondents were directed to check all that apply. Results conclude that the majority of respondents (potential La Salle University MBA students) searched for MBA program information via google.com using keywords of “MBA program in Philadelphia, PA” (52%), “MBA program”(27%), “Part-time MBA Programs”(25%), and AACSB accredited MBA” (20%) (Figure 3.2).

Results conclude that it is more significant to target search engine advertisements towards the La Salle University MBA One Year program versus the Full-time or Part-time programs. It is also more beneficial to for La Salle University to focus their efforts on keyword placement for “MBA programs in Philadelphia, PA and AACSB accredited MBA.

## What program characterizes are important to MBA students?

**H3: Students choose programs based on price, location, and program outline.**

The research team ran a “Frequency” test to conclude what MBA program characteristics were most important to students. Survey question five was developed to determine the importance of certain factors to respondents. Results concluded that price and location were of the greatest importance to potential MBA students when selecting their MBA program (Figure 6.1)

Running a “Frequency” test we were able to differentiate the responses based on who choose price, location, and course offerings as their number one priority when selecting their MBA course. Results conclude that 16 respondents reported price as their number one priority in selection criteria. (Figure 6.1) 23 student participants ranked location as their number one criteria (Figure 6.1) and only 5 respondents selected course offerings as their most important factor. (Figure 6.1).

In running the “Frequency” test it was brought to the research team’s attention that brand name should have been included as an important factor in our hypothesis (Figure 6.1)

## Does a student’s employment status attribute to furthering their education?

**H4: A student’s current employment status directly attributes to their desire to apply.**

Survey question 24 asked respondents what their employment status was prior to their enrollment at La Salle University. Approximately 78% of respondents were employed full time prior to their enrollment in a La Salle University MBA program. Results conclude that only about 16.5% of students previously unemployed prior to their enrollment (Figure 4.1).The research team feels that the percentage of unemployed respondents is directly attributed to the number (12%) of respondents pursuing an MBA degree directly from their undergraduate program (Figure 4.2).

Survey question 6 asked respondents to select their main reason for pursuing an MBA degree. After running a “frequency” test, results conclude that most respondents choose to further their education for career advancement purposes.

Survey results conclude that our hypothesis is null. Most respondents were fully employed prior to pursuing an MBA degree, and most respondents choose to further education not because of disappointment in their current employment status but because they are looking to better themselves and market themselves for career advancement.

## Does a program’s website have the ability to deter students from applying?

The research team developed a number of survey questions to determine if respondents used the program website prior to apply, and if they found the website to be informative, appealing, and easily navigable. Survey question seven asked respondents if they looked at the La Salle University website prior to apply to their MBA program? 95% of respondents did in fact review La Salle University’s website prior to applying. Therefore it is of the utmost importance for La Salle to ensure their website is kept up to date and meets the needs of potential and current students.

The more important factors for the La Salle University’s Graduate Enrollment department are in answered in survey question eight through ten. Survey question eights asks respondents to rate the La Salle University website on its Navigation using a “likert scale” of Easy - Difficult. The majority of responses, 31.3% fell in the middle grounds, rating the La Salle University website an average website to navigate (figure 5.1).

Survey questions nine asked respondents to rate the La Salle University website on its design using a “likert scale” of Appealing – Unappealing. Again, the majority of respondents, 23.8% of respondents ranked La Salle University’s website as neutral in design. If given more time to conduct our survey, the research team would have liked to ask for suggestions on how the La Salle University website could approve its design to appeal to a broader audience (Figure 5.2).

Survey question ten asked respondents to rate the La Salle University website on its information provided, using a “likert scale” of Helpful – Not Helpful. Most respondents rated the La Salle University website to be more towards the helpful perspective. 43% of respondents selected 2 (out of a 1-5, 1 being Helpful), concluding that La Salle University’s website was a good means of information for potential MBA students (Figure 5.3).

## What is La Salle University’s typical MBA student?

**H6: Those seeking a MBA program no longer fit in a typical demographical box.**

A “Frequency” test was run on the demographic information, below is a summary of our findings.

* Current Age = **25-29**
* Gender = **Male**
* Marital Status = **Single**
* Race = **White/Caucasian**
* Household Income = **under $20,000**
* Current Employment Status = **Employed Full Time**
* Employment Status Prior to Program = **Employed Full Time**
* Year of graduation from undergraduate program = **2000 – 2004**
* Undergraduate Major = **Business**

More detailed information is provided in Appendix C.

# Recommendations

Based on the results from the study the researchers have determined that a good majority of the study’s hypotheses were upheld in some way. Students do respond better to electronic media verses direct mailings. A program’s website could potentially deter students from applying. Also, search engines were not the primary research tool of students; they prefer to choose a program based on word of mouth. The current employment status did not matter to students as much as the potential for future professional growth. Where price and location ranked high, program outline was not a vital necessity in choosing an MBA program. And most importantly MBA students no longer fit in one set demographic box. It is the recommendation of the researchers that the decision makers at La Salle University make changes based on the results of this study.

Students do not respond as positively to direct mailings as student generations of the past. Direct mailings are expensive and time consuming. Respondents voiced that using time and money for this form of promotion is a waste of funds that could best be used elsewhere. The research team recommends a drastic decrease in direct mailings. The funds and time should instead focus on website banners and radio promotions. Students pointed out that they heard about La Salle first through word of mouth and secondly through website banners and radio promotions.

The research team further recommends that the decision makers at La Salle University revamp the university website. It is specifically recommended that the website used for the school of business be updated to be in direct competition with other business schools in the region. In current times people rely more on the use of the internet in all searches across the board. Even libraries have seen a significant decrease in use because of this fact. It thereby means that a website that appears to be old and uneventful has a direct impact of the perception of La Salle’s brand. Respondents voiced that the website was easy to maneuver but it was not appealing to the eye. The research team recommends more focus to be placed on the website since it is a blatant representative of the university’s brand.

One surprise to the research team was that search engines were not the primary source in finding universities with MBA programs. Results show that the majority of students used word of mouth in finding a place to study. It is recommended that decision makers involve current students in the programs promotions. Current students can be used in talking to interested candidates. Word of mouth should be encouraged. A simple tag line could be, “Go Ahead, tell a friend.” A good majority of people make decisions when they know someone who can vouch for a product. If it were possible to get each student to invite even one friend to consider applying, the application pool could see phenomenal results.

The research team further recommends that La Salle creates an “Endorsed by La Salle” marketing campaign. It would be similar to the way the AACSB stamp is used. The concept is to promote the school as if it only picks the best students with an increase change of future potential. The perception could be, “Surely Lisa can get the job done; she is La Salle Endorsed.” Or, “I’m sure Chad knows; He graduated from La Salle.” Since students voiced that they respond better to word of mouth this campaign could increase the likelihood that La Salle is used in people’s day to day operations.

It is important to note that while search engines were not the primary source of searching, students did respond that search engines are a secondary source of retrieving information. Because of this, the research team recommends that La Salle create a stronger presence on the internet overall and specifically through search engine word databanks. It is very well possible that the students whom normally use search engines are not in the programs because the programs were not blatantly present when they performed a search. Therefore, it is recommended that the university use options such as Google Ad-words to increase the MBA search engine presence.

Researchers hypothesized that current employment status was a primary reason for seeking a MBA. What the study proved instead that students are not focused on current status. The potential for future professional advancement ranked higher. In fact the distribution of respondent’s annual income currently ranks anywhere between below $20,000 per year to above $150,000 per year. The results showed that professional development was the number one reason why students decide to pursue a MBA. The research team recommends a focus to be placed on where you can go once you have an MBA. Branding campaigns should discuss what potential is available instead of discussing that an MBA is a good next step in life. The La Salle business programs should be marketed based on future growth opportunities.

Price and location are fared to be top reasons why respondents chose La Salle University. This means that a portion of the current strategy has been very successful. The research team hypothesized that program outline would be important to students in addition to price and location. The results however revealed that students did not find the program outline to be of importance. They did however voice that a university’s brand held weight in making their decision to attend. The research team recommends that decision makers put more time into capitalizing on what the La Salle brand means, what it stands for, and what it can do for students seeking greatness.

Lastly, it is the recommendation of the research team that the decision makers revamp the demographic pool that was previously targeted. The research showed that on all demographic scales there is no conclusive background of the students currently in the MBA programs. The gender was practically half and half. Income brackets strayed far from the mean. Educational, professional, and cultural backgrounds varied tremendously across the board. This thereby means that MBA students no longer fit in a typical cookie cutter demographic box. The obviousness of this point leads the researchers to recommend the university advertising team to go back to the drawing board. More research needs to be done to determine the direction that MBA applicants should go towards from this point forward.

Ultimately, the study produced a great deal of interesting results. The recommendations of the research team are not meant to guarantee a success rate. The recommendations do however provide an in depth insight on a reasonable direction to head in years to come. Therefore, the recommendations should be taken into serious account.

# Appendices

## Appendix A: Research Proposal

**Background**

La Salle University created a new one-year MBA program in 2010. The program was marketed through a direct mailing to a list of recent college graduates. This marketing effort was not considered to be successful in attracting the target market. In addition, the number of candidates desired was not met. The research project will attempt to determine the optimal target market and the most effective way to reach them.

**Problem Definition**

The current marketing strategy employed by La Salle did not reach the level of response needed to meet optimal success for the program. The problem is evident because of two key points:

* The marketing campaign was not able to achieve the level of response that was originally anticipated.
* The marketing campaign did seek an optimal target market.

It is clear that the direct mailing strategy was not as successful as La Salle had anticipated. There are various other methods of advertising that could provide a better response, which includes: website appeal, search engine marketing, banner advertisements, and e-mail outreach. The first year participants that were attracted to the program were not the intended target market. La Salle focused on recent college graduates as their primary segment. However, a very small percentage of the first year students fit this description. By understanding the students who are most interested in the program, La Salle University can propose a marketing campaign that will better target these demographics.

**Research Objectives**

Our research will attempt to prove the following hypotheses:

* Students respond better to electronic media versus direct mailings.
* Students find programs through search engines.
* Students choose programs based on price, location, and program outline.
* A student’s current employment status directly attributes to their desire to apply.
* A program’s website has the potential to deter students from applying.
* Those seeking a MBA program no longer fit in a typical demographical box.

In order to prove these hypotheses, current La Salle University MBA students will be polled. The information that will be collected includes:

* Demographic information of current students
* Career status of current students
* Preferred search methods for MBA programs
* Number of MBA programs applied to
* Deciding factors for MBA programs
* La Salle University website usage

A questionnaire will be used to determine this information. The questionnaire will be distributed to all current La Salle University MBA students. This will provide the sample and responses for the research.

Every management decision has a marketing problem. For instance, if La Salle changes their price, they will need to consider the various effects it will have on their image. Our research will lay out a series of options that La Salle could use to improve their marketing strategy for the one year MBA program. While we feel that these options will have a positive effect on the program, it is important for La Salle to consider any negative effects.

## Appendix B: Questionnaire with basic results

1. Which La Salle MBA program are you currently enrolled in?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | One Year MBA |

|  |  |
| --- | --- |
|  |  |

 | 12 | 13% |
| 2 | Full Time MBA |

|  |  |
| --- | --- |
|  |  |

 | 18 | 20% |
| 3 | Part Time MBA |

|  |  |
| --- | --- |
|  |  |

 | 62 | 67% |
|  | Total |  | 92 | 100% |

2. How did you hear about the La Salle MBA program (check all that apply)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Direct Mailings |

|  |  |
| --- | --- |
|  |  |

 | 8 | 9% |
| 2 | Email |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 3 | Radio Promotions |

|  |  |
| --- | --- |
|  |  |

 | 11 | 12% |
| 4 | Outdoor/Transit Advertisements |

|  |  |
| --- | --- |
|  |  |

 | 6 | 7% |
| 5 | Website Banners |

|  |  |
| --- | --- |
|  |  |

 | 3 | 3% |
| 6 | Search Engine |

|  |  |
| --- | --- |
|  |  |

 | 13 | 14% |
| 7 | Social Media (e.g., Facebook, Linkedin, Youtube, Twitter) |

|  |  |
| --- | --- |
|  |  |

 | 1 | 1% |
| 8 | Word of Mouth |

|  |  |
| --- | --- |
|  |  |

 | 46 | 50% |
| 9 | Other (please specify) |

|  |  |
| --- | --- |
|  |  |

 | 24 | 26% |

3. Have you heard of the La Salle University One-Year MBA program?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Yes |

|  |  |
| --- | --- |
|  |  |

 | 76 | 83% |
| 2 | No |

|  |  |
| --- | --- |
|  |  |

 | 16 | 17% |
|  | Total |  | 92 | 100% |

4. How did you first hear about the One-Year program?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Direct Mailings |

|  |  |
| --- | --- |
|  |  |

 | 7 | 10% |
| 2 | Email |

|  |  |
| --- | --- |
|  |  |

 | 2 | 3% |
| 3 | Radio Promotions |

|  |  |
| --- | --- |
|  |  |

 | 3 | 4% |
| 4 | Outdoor/Transit Advertisements |

|  |  |
| --- | --- |
|  |  |

 | 2 | 3% |
| 5 | Website Banners |

|  |  |
| --- | --- |
|  |  |

 | 13 | 18% |
| 6 | Search Engine |

|  |  |
| --- | --- |
|  |  |

 | 6 | 8% |
| 7 | Social Media (e.g., Facebook, Linkedin, Twitter, Youtube) |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 8 | Word of Mouth |

|  |  |
| --- | --- |
|  |  |

 | 20 | 28% |
| 9 | Other (please specify) |

|  |  |
| --- | --- |
|  |  |

 | 19 | 26% |
|  | Total |  | 72 | 100% |

5. Please rank the importance of the following factors when selecting an MBA program (1 being the most important).

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Answer | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Responses |
| 1 | Price | 17 | 16 | 9 | 14 | 11 | 6 | 11 | 0 | 84 |
| 2 | Location | 28 | 27 | 9 | 9 | 5 | 2 | 5 | 0 | 85 |
| 3 | Length of Program | 8 | 17 | 19 | 6 | 16 | 12 | 5 | 0 | 83 |
| 4 | Brand Name | 15 | 10 | 21 | 9 | 10 | 9 | 11 | 0 | 85 |
| 5 | Faculty | 2 | 5 | 7 | 15 | 16 | 23 | 13 | 0 | 81 |
| 6 | Course Offerings | 6 | 7 | 13 | 20 | 13 | 17 | 7 | 0 | 83 |
| 7 | Application Requirements | 7 | 6 | 10 | 10 | 10 | 11 | 27 | 0 | 81 |
| 8 | Other (please specify) | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 7 |
|  | Total | 88 | 88 | 88 | 83 | 81 | 80 | 80 | 1 | - |

6. What is your main reason for pursuing an MBA?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Career Advancement |

|  |  |
| --- | --- |
|  |  |

 | 70 | 80% |
| 2 | Economy Status |

|  |  |
| --- | --- |
|  |  |

 | 5 | 6% |
| 3 | Unemployment |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 4 | Change in work related interests |

|  |  |
| --- | --- |
|  |  |

 | 9 | 10% |
| 5 | Other (please specify) |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
|  | Total |  | 88 | 100% |

7. Did you look at the La Salle University website before applying to the MBA program?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Yes |

|  |  |
| --- | --- |
|  |  |

 | 83 | 94% |
| 2 | No |

|  |  |
| --- | --- |
|  |  |

 | 5 | 6% |
|  | Total |  | 88 | 100% |

8. Rate the La Salle University website on its Navigation.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Responses | Mean |
| 1 | Easy:Difficult | 11 | 25 | 24 | 14 | 5 | 79 | 2.71 |

9. Rate the La Salle University website on its Design.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Responses | Mean |
| 1 | Appealing:Unappealing | 15 | 17 | 28 | 13 | 6 | 79 | 2.72 |

10. Rate the La Salle University website on its Information provided.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Responses | Mean |
| 1 | Helpful:Not Helpful | 13 | 33 | 23 | 8 | 2 | 79 | 2.41 |

11. What other schools did you apply to during your search for an MBA program (check all that apply)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Temple University |

|  |  |
| --- | --- |
|  |  |

 | 26 | 31% |
| 2 | Drexel University |

|  |  |
| --- | --- |
|  |  |

 | 14 | 17% |
| 3 | St. Joseph's University |

|  |  |
| --- | --- |
|  |  |

 | 16 | 19% |
| 4 | Villanova University |

|  |  |
| --- | --- |
|  |  |

 | 16 | 19% |
| 5 | Other (please specify) |

|  |  |
| --- | --- |
|  |  |

 | 52 | 62% |

12. What is the main reason you chose La Salle MBA program over other MBA programs (choose one)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | No previous work experience needed |

|  |  |
| --- | --- |
|  |  |

 | 3 | 4% |
| 2 | Location |

|  |  |
| --- | --- |
|  |  |

 | 27 | 32% |
| 3 | Price |

|  |  |
| --- | --- |
|  |  |

 | 4 | 5% |
| 4 | Previous affiliation with La Salle |

|  |  |
| --- | --- |
|  |  |

 | 8 | 10% |
| 5 | Acceptance criteria |

|  |  |
| --- | --- |
|  |  |

 | 18 | 21% |
| 6 | Flexible schedule |

|  |  |
| --- | --- |
|  |  |

 | 10 | 12% |
| 7 | La Salle faculty |

|  |  |
| --- | --- |
|  |  |

 | 1 | 1% |
| 8 | Other (please specify) |

|  |  |
| --- | --- |
|  |  |

 | 13 | 15% |
|  | Total |  | 84 | 100% |

13. What is your preferred search engine?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Google |

|  |  |
| --- | --- |
|  |  |

 | 80 | 95% |
| 2 | Yahoo |

|  |  |
| --- | --- |
|  |  |

 | 3 | 4% |
| 3 | Bing |

|  |  |
| --- | --- |
|  |  |

 | 1 | 1% |
| 4 | Other (please specify) |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
|  | Total |  | 84 | 100% |

14. What keywords/phrases did you use when searching for MBA programs (check all that apply)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | MBA program |

|  |  |
| --- | --- |
|  |  |

 | 21 | 25% |
| 2 | MBA program in Philadelphia |

|  |  |
| --- | --- |
|  |  |

 | 41 | 49% |
| 3 | One year MBA |

|  |  |
| --- | --- |
|  |  |

 | 4 | 5% |
| 4 | Part-time MBA programs |

|  |  |
| --- | --- |
|  |  |

 | 23 | 27% |
| 5 | Full-time MBA programs Philadelphia |

|  |  |
| --- | --- |
|  |  |

 | 7 | 8% |
| 6 | MBA programs in Pennsylvania |

|  |  |
| --- | --- |
|  |  |

 | 11 | 13% |
| 7 | AACSB accredited MBA |

|  |  |
| --- | --- |
|  |  |

 | 20 | 24% |
| 8 | Business schools in Philadelphia |

|  |  |
| --- | --- |
|  |  |

 | 12 | 14% |
| 9 | Other (please specify) |

|  |  |
| --- | --- |
|  |  |

 | 8 | 10% |

15. Rank your satisfaction with your MBA program.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Very Dissatisfied |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 2 | Dissatisfied |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 3 | Neutral |

|  |  |
| --- | --- |
|  |  |

 | 14 | 17% |
| 4 | Satisfied |

|  |  |
| --- | --- |
|  |  |

 | 51 | 61% |
| 5 | Very Satisfied |

|  |  |
| --- | --- |
|  |  |

 | 15 | 18% |
|  | Total |  | 84 | 100% |

16. How likely are you to recommend La Salle University MBA program to others?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Very Likely |

|  |  |
| --- | --- |
|  |  |

 | 17 | 20% |
| 2 | Likely |

|  |  |
| --- | --- |
|  |  |

 | 47 | 56% |
| 3 | Neutral |

|  |  |
| --- | --- |
|  |  |

 | 6 | 7% |
| 4 | Unlikely |

|  |  |
| --- | --- |
|  |  |

 | 6 | 7% |
| 5 | Very Unlikely |

|  |  |
| --- | --- |
|  |  |

 | 8 | 10% |
|  | Total |  | 84 | 100% |

17. Provide suggestions for the future improvment of La Salle MBA program.

|  |
| --- |
| Text Response |
| Course scheduling should be reconsidered (some of our spring semester courses should have been in the fall semester). More courses reflecting todays demands (e-commerce, search engine optimization, etc.) |
| The La Salle MBA program could use better communication with students and better scheduling. |
| Non |
| Summer courses at the end of the one year program should be available at night and/or on Saturdays to allow for full time work. |
| I was offered to join the one-year program, but it was actually more classes and more time than finishing my degree in the full-time status. The one-year program needs to be looked at in more depth to see the advantages of choosing that over Full time. |
| Some courses in the program were extremely useless. I'm still wondering if MBA 811 should fit in the program. 901 courses seemed to have a adequate goal, however Professors lack on giving feedbacks and executing the syllabus. Specialization courses were the most enjoyable. |
| - Better schedule. Especially summer semester (summer classes should be evening classes) |
| Develop your Alumni base in order to utilize them for networking and placement for current students. Hire a Career Development person that solely works to place MBAs upon graduation. |
| 7 weeks courses could have less material with high quality introduction. |
| More direct focus on getting the MBA students a job. The main goal is not to get good grades, it is to get a job!!! That's where the focus should be, not on which courses are offered but what jobs are available and how to go after those jobs while attaining your MBA. |
| Seems to me there should be a much stronger connection between all current MBA students (one year, full time, part time) and a stronger connection between current MBA students and La Salle MBA degree holders that have leadership connections in the Philadelphia area. |
| -Refresher Course: too much statistics, not enough financial statement overview -Version control on documents and schedules coming from office (date or number products) -Form same groups for all classes (Drexel does this) for consistency and predictability. -Have an actual orientation that offers information of value vice the etymology of student last names: \*A campus tour \*How to get a student ID \*How to get a parking permit \*How to find course books on the bookstore website (and then rent through other websites because the bookstore is an over-priced disaster area) \*How to use Blackboard \*ResNet orientation and how to set up laptop wireless \*University history/mission \*Career Services office -Have a graduate student lounge that is not used by custodian personnel or filled with loud vending machines. Couches, working microwaves, a coffee machine and usable desks would be of use to full-time day students. -Offer the option to take one course per semester outside of the curriculum free of charge (UPenn does this). These other courses are a sunk cost to the University and not worth the effort in billing by a specific credit hour charge. -Resolve Travel Study fee issues with the Bursar to have it charged to the student's account. |
| none its perfect |
| Better business networking with Fortune 500 companies |
| We need improved facilities to engender a business environment. |
| Offer more courses during the year |
| Flexible schedule of classes (being held either in the morning/afternoon or in the afternoon/evening - avoid large time gaps between classes e.g. a morning class at 9am with the next class at 4pm). A more detailed integration of the program is needed so that students can relate between classes. Subjective grading should be discouraged as it leaves the students unsure about their performance. For example, some professors fill in comments such as "very nicely done" or a simple check mark on assignments. This strategy does not tell the students how their grades were derived and more importantly, does not tell the students where they went wrong. Professors should clearly indicate solutions, alternatives and grade determination basis on all assignments and exams. Lastly, the business world is all about connections. Like other strong business schools, La Salle should encourage career placement for its graduating students. Further, students from different programs should be introduced to each other while in school to establish these connections that can help them advance in their careers. For example, students in the full-time program may benefit from meeting students in the part-time program who already have established jobs with good companies. |
| Better website, reach more people with different forms of advertising, invest in a technology advanced building, have graduation and capstone classes outlined before the last minute. |
| Have more student advisors |
| Make internships compulsory, this will ensure that more MBA's will get job offer letters after graduation. The program is good, its the job search thats the hassle! |
| It is perfect now |
| Provide additional specialization courses each semester |
| Offering more classes during just summer I and just summer II. |
| Have more professors use Blackboard; offer more online/hybrid courses. |
| more courses offered during intersession, the two intersession i wasn't able pick anything although i really wantd to take a class |
| Would like to see more attention put into assisting current students who are trying to make a complete career change like myself. I would also like to see a stronger cooperative effort between the MBA program and Career Development center in assisting MBA students. |
| ... |
| more course availability at Bucks |
| Encourage professors to integrate more real world/current events into classes rather than teaching from textbook. Encourage conversation in classes. Provide more challenging courses and hold students to a higher standard than simply "pass." |
| Clarification on what classes students need to take. Many students are uncertain of how many classes they have left. Follow-up with students when they are halfway through the program. |
| Improve Blackboard, and My Portal. It's very poorly designed. Keep the costs consistent. expand courses taught. |
| Sometimes I find there is not enough energy in the classes. I would have expected less "lectures" and more engaging class / group work. |
| Higher admission criteria |
| Less career teachers, more adjunct with significant business/corporate/board room experience. |
| N/A |
| n/a |
| n/a |
| offer more courses geared toward CFA for finance. My work with pay for you to five credits per semester but not partial credits or 2 of 3 credit course. Therefore if more 2 credit courses were offered I could maximize the reimbursement. |
| New blood! Some profs are as old as dirt that never had any working experience. How is someone who only taught Financial management or econ their wholes professional career going to provide me with any useful, real world tips. They also don't understand the demands of working and trying to excel in their careers. |
| None |
| This is only my second Semester, but I'm looking forward to taking more classes that deal with marketing and less accounting. |
| Shorter summer semesters - instead of the 12 week summer session I and 2 week intersession summer session II, offer 2 six semesters during the summer |
| none |
| n/a |
| ? |
| Offer more classes over the summer |
| Economics Major, travel abroad programs for PT MBA. |
|  |
| please provide more online courses. |
| To this point (I'm in my second semester, about to finish my 3rd and 4th classes), I'd say that the classes are too easy. I don't know that I've learned enough/been challeneged enough. I'm worried that the MBA program is just a revenue stream for the university, not a place to aquire a quality, advanced degree. |
| Partnership between campuses for events- many of the events are held on the main campus More visibility into the offerings of the school- more interaction |
| Na |
| I would suggest offering a more diverse selection of classes each semester. |
| Recduce cost |
| More elective specialization classes. |
| - MBA 810 should be a half-semester or hybrid class, it was so little work that I wish I'd doubled up with a second class. - MBA 820 was a lot of work yet minimal value added. THe course needs to be restructured, Excel and Powerpoint are important but the other tools should be dropped and replaced with Excel pivot tables and web 2.0 or social media tools. - the capstone classes especially 902 were good but did not tie in or reference the rest of the program, 902 was a capstone in name only - tighten the admissions requirements; most students are good but there were a handful that I am embarassed to associate with - in many classes grading was too easy, I often received an A when I felt that I deserved an A- or a B - I took a few hybrid classes and they were quite good! - all classes should include rating of teammates on projects. In a few group projects one person on the team did minimal work yet received the same grade (typically an A) as everybody else. - not enough outside speakers - Bette Walters did this a few times in 901 and they were great but that's the only class where it occurred - minimal networking and interaction opportunities with other MBA students. The office does little to encourage this. Possible steps include: 1) a LinkedIn group for current LaSalle MBA students (and students would join when they start the program) 2) MBA mixers, socials, and networking events (n.b. I have seen 2 or 3 announcements for “Women’s MBA” events; that’s far too few events and also not inclusive of the entire student body, men are not invited?) 3) MBA student organization/club as this networking etc could be mostly student run. These would add value to the MBA program and by building a stronger connection the graduates would be active alumni which would help both the MBA program and LaSalle (alunni donations $$) |
| La Salle needs to improve it's student/faculty community. There needs to be more involvement, more social events, etc that focus on students/faculty, etc. |
| More classes on Monday and Tuesdays. It can be difficult with my travel schedule to attend classes Wednesday and Thursday. |
| Greater range of electives and specialization. |
| Get rid of the professors that don't really want to be there. |
| more choices of electives at each campus each semester |
| None |
| Open up the faculty lot for MBA parking on Saturdays at the main campus. |
| Offer more accounting courses at the Newtown Campus. I have to drive to the main campus in the Fall which is very inconvenient. I chose LaSalle for the Newtown location. |
| n/a |
| I strongly urge LaSalle to evaluate their professors more closely. Profs that think "real like scenarios" like lap dances and going to the casinos & race tracks is NOT the kind of reputation I think LaSalle wants to have. I'm disappointed to hear such behavior. |
| More classes offered at the Bucks campus. |
| for the part-time MBA, I would suggest that students be required to have at least 3-5 years of working experience. I would like to have been exposed to more of a variety of electives. In some cases, I would have liked to have seen a better quality of instructors. Finally, more "real world" exercises in class (i.e. business simulations). Some classes were very heavy on theory. |
| Market the MBA program more. The programs that I hear about in the area is St. Joe's, Temple and Villanova. I don't hear anything about the LaSalle MBA program. |
| offer more courses at plymouth |
| nothing comes to mind |
| Offer more information on professor background / experience prior to registering Offer more advanced level (+700) Marketing programs - brand management, product life cycle management, direct marketing, etc |
| . |
| Higher quality professors, more services offered at the satellite campuses. |
| More online services for part timers. Flexibility is key for busy professionals. |
|  |
| Offer more classes in the accerlated format. It is a good way to learn a topic that may not be sufficient for a full 15 week semester. Also provides students with a way to get done with MBA sooner if in the part time program. |
| Flexable schedule |
| Ex[anded intersession choices might be nice, for those trying to cram in as many credits as fast as possible. |
| I'm worried about getting a career after I complete my degree. I know two fulltime MBA students who are not using their MBA. |
| More classes at MetroPlex. Pain to drive into city. Parking stinks at main campus too. |
| Additional Course offerings each semester. Better teachers. |
| The program needs to become more relevant and change with current business atmosphere. Invest in more strategic partnerships with businesses and offer a more integrated approach in teaching to relate across business functional areas. Encourage professors to be innovative in their teaching styles and focus more on the strategic, decision making aspect so your program can build leaders/thinkers. |
| I am satisfied with the current program. |

18. What is your current age? (U.S. Census)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | 20 to 24 |

|  |  |
| --- | --- |
|  |  |

 | 15 | 18% |
| 2 | 25 to 29 |

|  |  |
| --- | --- |
|  |  |

 | 38 | 45% |
| 3 | 30 to 34 |

|  |  |
| --- | --- |
|  |  |

 | 16 | 19% |
| 4 | 35 and over |

|  |  |
| --- | --- |
|  |  |

 | 15 | 18% |
|  | Total |  | 84 | 100% |

19. What is your gender?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Male |

|  |  |
| --- | --- |
|  |  |

 | 47 | 56% |
| 2 | Female |

|  |  |
| --- | --- |
|  |  |

 | 37 | 44% |
|  | Total |  | 84 | 100% |

20. Please indicate your marital status:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Single |

|  |  |
| --- | --- |
|  |  |

 | 47 | 56% |
| 2 | Married |

|  |  |
| --- | --- |
|  |  |

 | 36 | 43% |
| 3 | Separated |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 4 | Divorced |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 5 | Widowed |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 6 | Never Married |

|  |  |
| --- | --- |
|  |  |

 | 1 | 1% |
|  | Total |  | 84 | 100% |

21. What is your race?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | White/Caucasian |

|  |  |
| --- | --- |
|  |  |

 | 69 | 82% |
| 2 | African American |

|  |  |
| --- | --- |
|  |  |

 | 7 | 8% |
| 3 | Hispanic |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 4 | Asian |

|  |  |
| --- | --- |
|  |  |

 | 5 | 6% |
| 5 | Native American |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 6 | Pacific Islander |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 7 | Other |

|  |  |
| --- | --- |
|  |  |

 | 1 | 1% |
|  | Total |  | 84 | 100% |

22. 6. What is your combined annual household income?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | under $20,000 |

|  |  |
| --- | --- |
|  |  |

 | 10 | 12% |
| 2 | 20,000-29,999 |

|  |  |
| --- | --- |
|  |  |

 | 4 | 5% |
| 3 | 30,000-39,999 |

|  |  |
| --- | --- |
|  |  |

 | 3 | 4% |
| 4 | 40,000-49,999 |

|  |  |
| --- | --- |
|  |  |

 | 7 | 8% |
| 5 | 50,000-59,999 |

|  |  |
| --- | --- |
|  |  |

 | 5 | 6% |
| 6 | 60,000-69,999 |

|  |  |
| --- | --- |
|  |  |

 | 9 | 11% |
| 7 | 70,000-79,999 |

|  |  |
| --- | --- |
|  |  |

 | 6 | 7% |
| 8 | 80,000-89,999 |

|  |  |
| --- | --- |
|  |  |

 | 5 | 6% |
| 9 | 90,000-99,999 |

|  |  |
| --- | --- |
|  |  |

 | 6 | 7% |
| 10 | 100,000-109,999 |

|  |  |
| --- | --- |
|  |  |

 | 8 | 10% |
| 11 | 110,000-119,999 |

|  |  |
| --- | --- |
|  |  |

 | 3 | 4% |
| 12 | 120,000-129,999 |

|  |  |
| --- | --- |
|  |  |

 | 5 | 6% |
| 13 | 130,000-139,999 |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 14 | 140,000-149,999 |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 15 | 150,000+ |

|  |  |
| --- | --- |
|  |  |

 | 9 | 11% |
|  | Total |  | 84 | 100% |

23. What is your current employment status?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Employed full time |

|  |  |
| --- | --- |
|  |  |

 | 59 | 70% |
| 2 | Employed part time |

|  |  |
| --- | --- |
|  |  |

 | 6 | 7% |
| 3 | Unemployed |

|  |  |
| --- | --- |
|  |  |

 | 16 | 19% |
| 4 | Intern |

|  |  |
| --- | --- |
|  |  |

 | 3 | 4% |
|  | Total |  | 84 | 100% |

24. Before you started your MBA program, what was your employment status?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Employed full time |

|  |  |
| --- | --- |
|  |  |

 | 68 | 81% |
| 2 | Employed part time |

|  |  |
| --- | --- |
|  |  |

 | 3 | 4% |
| 3 | Unemployed |

|  |  |
| --- | --- |
|  |  |

 | 13 | 15% |
|  | Total |  | 84 | 100% |

25. Year of graduation from undergraduate program?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Before 1995 |

|  |  |
| --- | --- |
|  |  |

 | 10 | 12% |
| 2 | 1995 - 1999 |

|  |  |
| --- | --- |
|  |  |

 | 5 | 6% |
| 3 | 2000 - 2004 |

|  |  |
| --- | --- |
|  |  |

 | 21 | 25% |
| 4 | 2005 - 2009 |

|  |  |
| --- | --- |
|  |  |

 | 39 | 46% |
| 5 | Recent Graduate (2010) |

|  |  |
| --- | --- |
|  |  |

 | 9 | 11% |
|  | Total |  | 84 | 100% |

26. What was your undergraduate major?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Business |

|  |  |
| --- | --- |
|  |  |

 | 26 | 31% |
| 2 | Marketing |

|  |  |
| --- | --- |
|  |  |

 | 7 | 8% |
| 3 | Finance |

|  |  |
| --- | --- |
|  |  |

 | 8 | 10% |
| 4 | Accounting |

|  |  |
| --- | --- |
|  |  |

 | 7 | 8% |
| 5 | Human Resources |

|  |  |
| --- | --- |
|  |  |

 | 1 | 1% |
| 6 | Other (please specify) |

|  |  |
| --- | --- |
|  |  |

 | 35 | 42% |
|  | Total |  | 84 | 100% |

## Appendix C: Tables of our results



















|  |  |
| --- | --- |
| **Figure 6.1** | **Please Rank the important of the following factors when selecting an MBA program**  |
|   |   |   | # of times ranked # 1 | % |
| Price |  |  |  | 16 | 22.5% |
| Location |   |   |   | 23 | 32.4% |
| Course Offering |  |  |  | 5 | 7.0% |
| Brand name |   |   |   | 15 | 21.1% |

## Appendix D: Demographic Charts



















