

MBA
APPLICATION
AND ENROLMENT
REPORT 2018





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Contents

Introduction	05
1. Executive summary	06
2. Methodology and interpreting the findings	08
3. Profile of participating Business Schools	10
4. Applications and enrolments based on where the school has its headquarters	13
5. Applications and enrolments according to where programmes are taught	17
6. Diversity in applications and enrolments	20
7. Graduations	25





Introduction

Andrew Main Wilson, CEO, AMBA

I am very pleased to share AMBA's *Application and Enrolment Report 2018*.

Each year, the findings from this study provide the latest narrative of the MBA market and AMBA's influence within it. Its rich data, encapsulating intake metrics from AMBA-accredited Business Schools, offer a picture of the state of the MBA at a time of great uncertainty for the global economy. But what the results from this study demonstrate, is the continued excellence in Business Schools to innovate and deliver programmes which serve our ever-more demanding world. As such, this report captures the evolving role and delivery of MBAs throughout the globe, including diversity and regional variances.

Outlined in this report are findings from the 2017 calendar year, as reported by AMBA-accredited programmes, and incorporating data from almost all AMBA-accredited Business Schools of the time. I am also delighted to say that this year represents AMBA's largest synthesis of applications and enrolments, aggregating and analysing data from 230 Schools, and reflecting the continued growth of AMBA's network of world-class MBA programmes.

We hope you find this report interesting and that it allows you to benchmark the position of your MBA programme against relevant indicators.



Will Dawes, Research and Insight Manager, AMBA

AMBA asks each of its accredited Schools to provide information about the number of applications and enrolments from their MBA programme from the previous year. These findings act as a barometer for AMBA and its stakeholders in terms of understanding the marketplace for leading MBA programmes across the globe. This year's research encompasses data from 751 AMBA-accredited programmes, based across 52 countries that were run in the calendar year of 2017. But it is the number of applications and enrolments from AMBA Business Schools – 118,378 applications and 43,280 enrolments, respectively – which demonstrates the sheer volume of individuals seeking to enrich their careers and lives through a top-quality business education programme.

Where possible, we have also utilised longer-term data trends to outline how our network has evolved over time, the challenges Schools have faced, and how they have been able to evolve and continue to ensure not only that quality management education is widely taught, but also that they act as a force for good.

We hope that these findings provide an insightful pool of knowledge to our Business School community, and the business management sector more broadly, and that they enhance understanding of MBA demand and delivery today.

I would like to thank all the Business Schools who have contributed to this valuable study. As ever, their input is hugely important to the study's success, and we greatly appreciate their effort in completing the response templates.

1. Executive summary

- Overall, 118,378 applications and 43,280 enrolments were analysed from 230 AMBA-accredited Business Schools, making this study the largest of its kind since 2011 (a year in which marginally more applications and enrolments were recorded).
- Almost three fifths (57%) of programmes across the globe were conducted part time, while more than a fifth (22%) were conducted full time. A further 21% were conducted in a modular format. There was an increase in the share of modular programmes (+4 percentage points vs. 2016) and a decrease in the proportion of full-time programmes (-4 percentage points vs. 2016).
- The classroom remains the most dominant method of delivery with more than four in five (82%) programmes conducted in a physical building. Blended delivery appears to have become an increasingly more available delivery method, given its proportion has increased by six percentage points (to 16%, compared with 10% in 2016).
- In 2017, there was growth in both applications (+2%) and enrolments (+1%) compared with 2016 among the 84 Schools which have participated in the study since 2011. This growth should be seen against a backdrop of a small decline between 2011 and 2016.
- The number of programmes offered by AMBA-accredited Business Schools has increased on average, which is likely to have an impact on average application and enrolment numbers. When looking at all AMBA-accredited Schools, the number of applications per programme fell by 11% (from 175 to 156) and the average number of enrolments per programme fell by 7% (from 61 to 57). When looking at these same indicators at a School level, rather than in terms of individual programmes, there was a very small decrease in the average number of applications (from 518 to 515, or -1%). However, the average number of enrolments per School increased by 2% (from 185 to 188).
- The highest average number of applications per programme was in China and Hong Kong, both at a School (1,230) and programme (430) level. This was also followed by applications in North America and the Caribbean (1,112 per School and 309 per programme). India had the next highest average per programme (247 applications), but Latin America had marginally more applications per School (406 vs. 401 in India). This reflects the greater range of different programmes available in Latin America. In India, fewer programmes yield roughly the same number of applications as the entire roster of programmes available at Schools in Latin America.
- The regional composition of enrolments broadly mirrors applications. It is notable that while applications have decreased in Europe (-10% at a School level) the average number of enrolments have increased at a School level (+11%).
- Across the globe, just over a third (36%) of applicants come from outside the country in which the institution is based. Meanwhile, almost one in three (28%) of enrolments were international (up slightly, from 27% in 2016). The highest proportion of international applications was for UK programmes (79%), followed by other European Schools, excluding the UK (53% - markedly down from 66% in 2016) and programmes in North America and the Caribbean (47%).
- In 2017, almost two fifths of all applicants and enrolments were women (38% and 36%, respectively). This represents a sizeable increase compared with 2013's figures, when the female share of enrolments was 32% and the female share of applications was 33%.
- In total, 35,002 individuals graduated from AMBA-accredited programmes in 2017 (compared with 34,675 in 2016). The largest graduation volumes were seen in Europe (31% of all graduations), China and Hong Kong (23%) and the UK (15%).



2. Methodology and interpreting the findings

METHODOLOGY

- In April 2018, data sheets were sent to 249 Business Schools which, in 2017, held AMBA accreditation status. The data sheets asked Schools to provide application and enrolment figures on any AMBA-accredited MBA programme delivered by the Business School in 2017. In total, 230 AMBA-accredited Business Schools returned their data, representing a response rate of 92%.
- The data sheets requested information for each AMBA-accredited programme delivered by the Business School. It asked for the number of individuals who had applied to enrol on an AMBA-accredited programme as well as the number who had gone on to enrol on the programme. Due to the different start and end dates of programmes across Schools, data was collected for the whole calendar year of 2017 (1 January – 31 December) in order to ensure valid comparisons.
- The data sheet collected supplementary information on application and enrolment by gender, and whether the applicant was domestically or internationally based. It also collected data on the method and mode of programme delivery. It should be noted that not all Schools provided complete data (e.g. gender figures) which can occasionally have an impact on some metrics.

TECHNICAL NOTES

- Data is based on each separate MBA (Master of Business Administration) programme cohort which began in 2017. Throughout the report, the term 'programme' is referred to describe any of these AMBA-accredited qualifications. Meanwhile, the 'graduate' figures are based on the number of individuals who completed a programme in 2017.
- Once a data sheet was submitted, sense checks were conducted in order to verify the data. Where data was found to be inconsistent, Business Schools were asked to confirm whether the data provided was correct and explain any

inconsistencies identified. An example of this was where the number of programme enrolments exceeded the number of applications received. Valid instances, in which this might have been the case, included where multiple cohorts were established at different times throughout the year and where applications had been deferred between two calendar years.

- In a small number of instances, the data was edited to ensure consistency and checks were conducted with Schools from which initial data did not intuitively make sense.
- In some instances, charts do not sum to 100% due to rounding of individual figures.

DATA ANALYSIS

- Data has been broken down into regions which reflect the geographic spread of AMBA-accredited Business Schools and the composition of the local MBA market. For example, Business Schools in India as well as those in China and Hong Kong are treated as separate regions, within this report, due to their distinct and separate applicant markets, and the relatively high volume of AMBA-accredited Business Schools in these regions.
- The regional groupings within the report are: Africa; Asia and the Middle East (excluding India and China); China and Hong Kong; Europe (excluding the UK); India; Latin America; North America and the Caribbean; Oceania; and the UK. When referring to these regions in this report, we are including AMBA-accredited Business Schools which are based in these regions, rather than all Business Schools or other higher education institutions. Separate analysis included within this report is also conducted according to the region in which programmes are taught.
- The findings are intended to provide a snapshot of enrolments and applications in 2017, and where possible, to compare this with how AMBA-accredited Schools have previously fared.



It is important to note that levels of applications and enrolments are not a pure reflection of the success or failure of Business Schools in a region. Rather, we believe that the figures reflect a range of factors, including those relating to local economies, sociodemographic factors, wider attitudes to MBAs, as well as the quality of MBAs on offer, the delivery methods offered and the ways in which they are marketed.

- Regional data is generally grouped according to the country within which the Business School offering a programme is based. However, we have also included some supplementary analysis of applications and enrolments according to where programmes are taught. We recognise that MBAs are now taught in countries and regions that differ to a Business School's home country and it is important to capture this geographic variation.
- Where possible, longer-term trends in data have been included to provide a historical picture of applications and enrolments over time. Due to the evolving nature of AMBA-

accredited Business Schools, these were confined to two forms of trend analysis:

- The first considers trends over time, looking at findings from all AMBA-accredited Business Schools at each given year. This analysis has some limitations in that it only provides insight into the pattern of applications and enrolments for AMBA-accredited Business Schools at each year. As such, findings may partly reflect changes in the profile of AMBA-accredited Business Schools, rather than changes in the pattern of applications and enrolments across Business Schools more widely.
- The second analysis looks at 84 Business Schools that have been AMBA-accredited since 2011, in order to assess changes on a like-for-like basis. These 84 Schools are those which have submitted data in every year that this research has been conducted. This analysis reflects these Business Schools only, and does not factor in how the current profile of AMBA-accredited Business Schools has evolved.

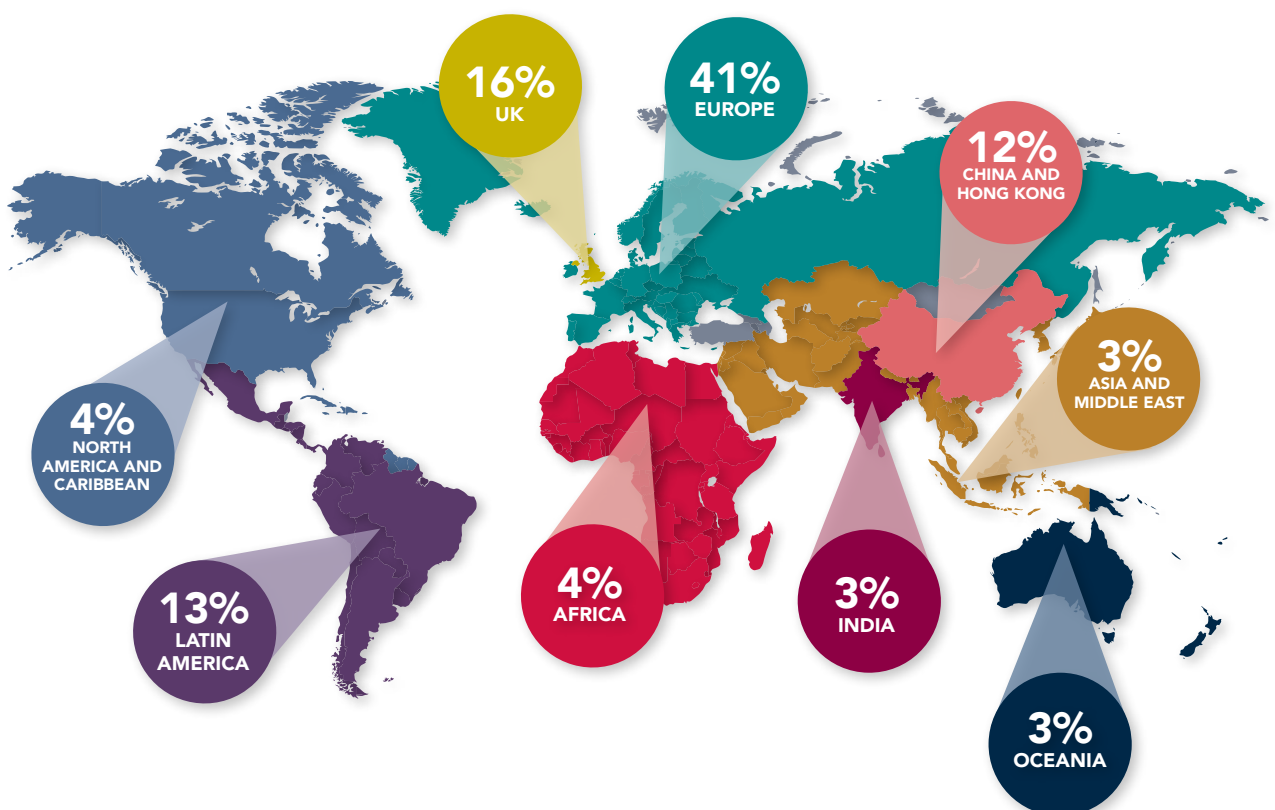
3. Profile of participating Business Schools

This section outlines the profile of AMBA-accredited Business Schools that participated in this research. It covers Business Schools' location, mode and method of programme delivery. In total, the study covered 230 AMBA-accredited Business Schools and 751 AMBA-accredited programmes that were run in the calendar year of 2017. This encompasses 118,378 applications and 43,280 enrolments globally.

REGIONAL PROFILE

Figure 1 outlines the proportion of participating Business Schools in each region. This is where each Business School is headquartered. The figures reflect the regional composition of AMBA-accredited Business Schools and provide context when analysing data related to the volumes of applications and enrolments within each region. The composition of participating Schools in 2017 generally mirrors that seen in 2016, and provides some confidence in making comparisons across years. It should be noted that regions where there are fewer Schools, such as India and Asia and the Middle East, are more susceptible to the impact caused by any change in the participation of an individual School with higher application and enrolment figures.

FIGURE 1: REGIONAL COMPOSITION OF PARTICIPANT BUSINESS SCHOOLS



FORMAT AND MODE OF PROGRAMME DELIVERY

Almost three fifths (57%) of programmes across the globe were conducted part time. Approximately a fifth (22%) were conducted full time and another fifth were delivered in a modular format (21%). While the proportion of part-time programmes was in line with 2016, there was an increase in the share of modular programmes (up four percentage points, from 17%) and a decrease in the proportion of full-time programmes (down four percentage points, from 26%).

These results suggest that Schools are increasingly offering programmes in which students can study more flexibly. For instance, in a modular setting, programmes are delivered in intensive segments, allowing students to continue working while taking short breaks to work exclusively on their MBAs. Meanwhile, full-time programmes, the most traditional mode of MBA delivery, is becoming less prevalent.

Modular programmes were most commonly available from Business Schools based in Africa (35%), Asia and the Middle East (31%) and the UK (31%). Meanwhile, full-time programmes were still relatively dominant in India (62%) and North America and the Caribbean (47%). Part-time programmes were most prevalent in Latin America (71%) and Oceania (67%).

Figure 3 outlines the proportion of enrolments that have been taught in each region using each method and as a proportion of total enrolments (rather than number of programmes). This differs from previous analysis in that it specifically looks at where a programme was taught, as opposed to where the Business School is based. We have done this in order to access the teaching methods that are physically delivered in each region. It also provides a perspective of scale in terms of how programmes are delivered throughout the AMBA

FIGURE 2: FORMATS OF PROGRAMME DELIVERY ACCORDING TO WHERE BUSINESS SCHOOL IS BASED (%)

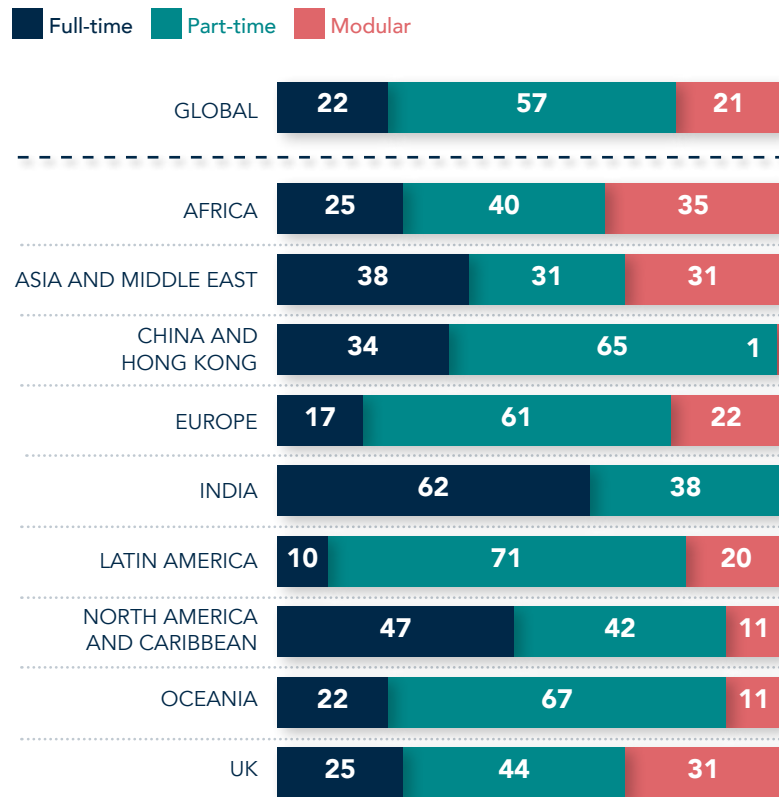
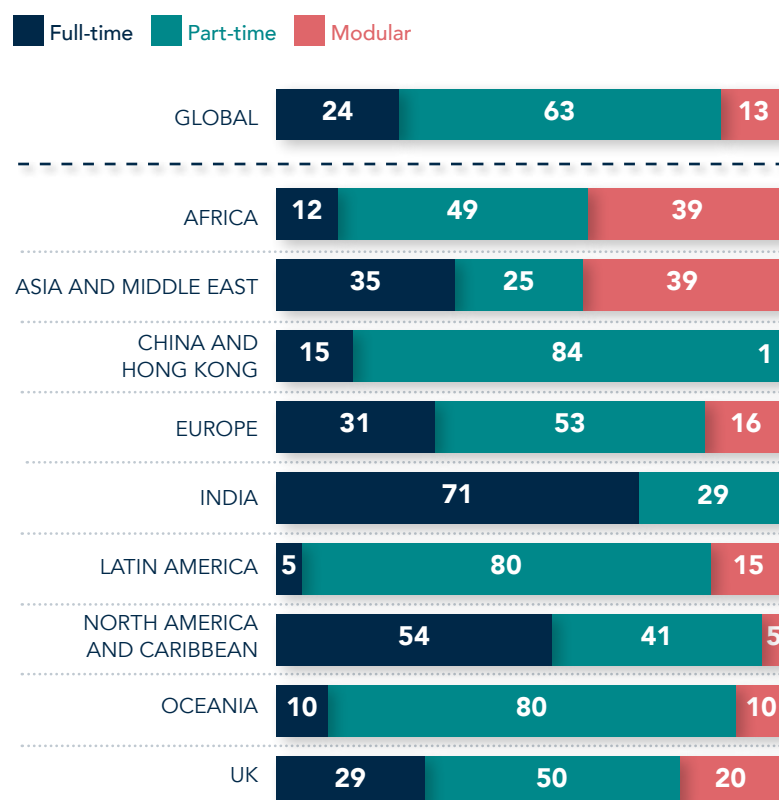


FIGURE 3: FORMATS OF PROGRAMME DELIVERY ACCORDING TO WHERE PROGRAMME IS TAUGHT (% OF TOTAL ENROLMENTS)



network. When analysing results according to where programmes are taught, we see that the share of part-time (63%) and full-time (24%) enrolments are higher, and the share of modular enrolments (13%) lower than the overall proportion of programmes using this method. This suggests that modular programmes tend to have smaller cohort sizes than part-time and full-time programmes.

Classroom-based teaching remains the most prevalent method of delivery with more than four in five (82%) programmes conducted in a physical building. A small proportion of programmes were delivered exclusively online (3%) and 16% were offered in settings 'blended' between classroom and online methods. Blended delivery appears to have become more available, given its proportion has increased by six percentage points (from 10% in 2016). Conversely, the proportion of programmes delivered in the classroom has decreased by five percentage points. As with the increase in modular programmes, this indicates that Schools are increasingly providing programmes which lend themselves to flexible learning, where students can study in both physical and digital settings, and at times which allow them to continue working. Blended programmes make up almost a third of programmes offered by Schools in the UK (31%).

There are some differences when looking at the breakdown of delivery methods according to where programmes are taught. For example, among taught programmes in Asia and the Middle East, there was a much higher proportion of blended programmes (37% vs. 6% that are run by Business Schools with head quarters in Asia and the Middle East).

There are also differences in the prevalence of delivery method. Notably, classroom learning is higher than when looking at the share of programmes. Almost nine in 10 enrolments (87%) are taught in the classroom while blended (11%) and online (2%) modes are slightly lower.

FIGURE 4: METHODS OF PROGRAMME DELIVERY ACCORDING TO WHERE BUSINESS SCHOOL IS BASED (%)

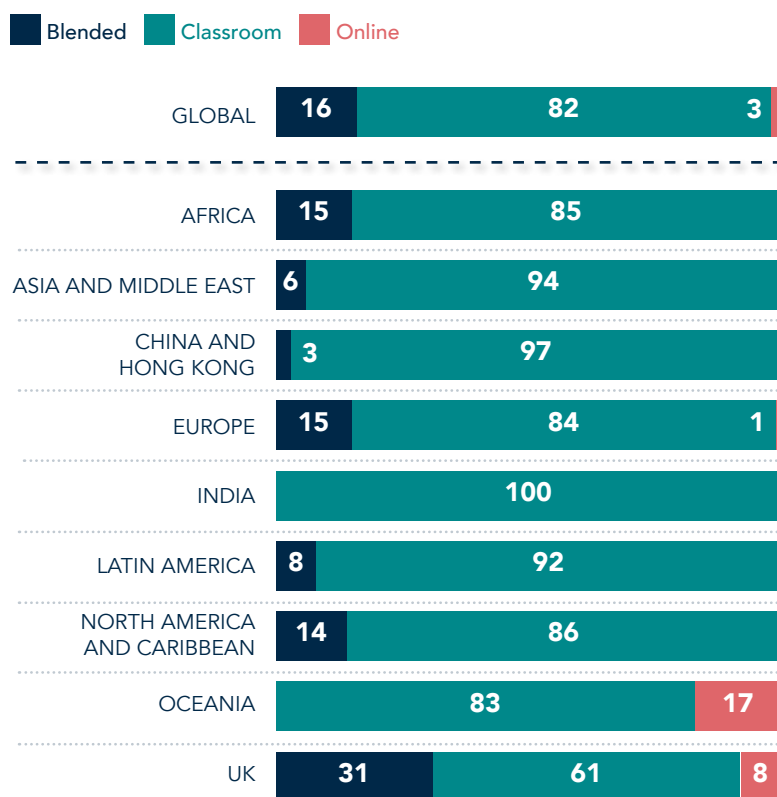
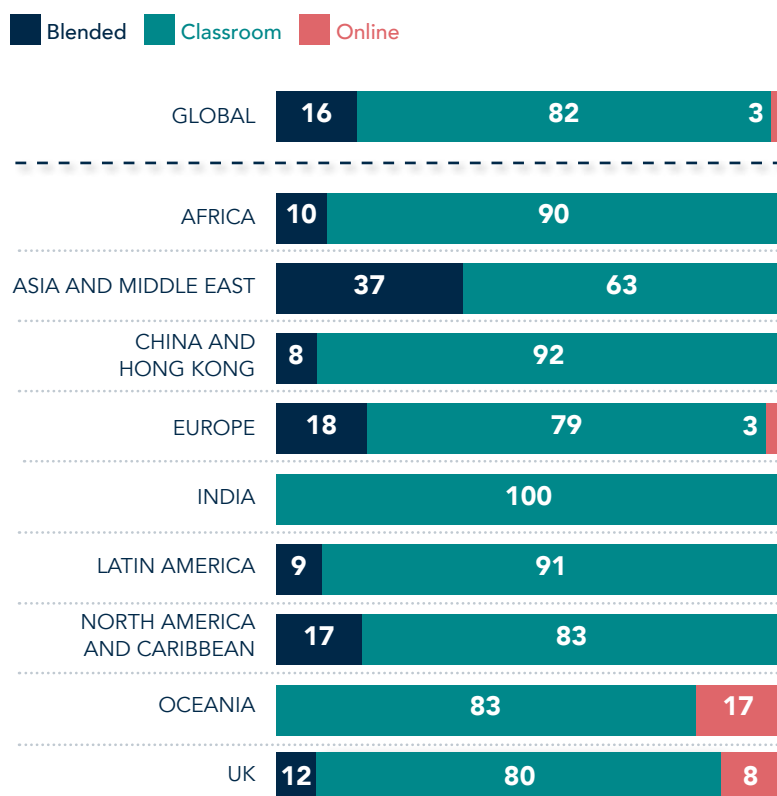


FIGURE 5: METHODS OF PROGRAMME DELIVERY ACCORDING TO WHERE PROGRAMME IS TAUGHT (%)



4. Applications and Enrolments

This section analyses the number of applications and enrolments onto AMBA-accredited programmes. It also looks at the conversion rate between applications and enrolments, the breakdown by gender, and whether students are domestic or international.

KEY APPLICATION AND ENROLMENT METRICS

Each year, this study measures average application and enrolment numbers. In 2017, there was a small decrease in the average number of applications and enrolments per programme. However, the average number of enrolments per School increased, and the average number of applications per School was broadly in line with the previous year.

The average number of applications per programme fell from 175 to 156 (-11%), and the average number of enrolments per programme fell from 61 to 57 (-7%). Equally, reflecting changes in application and enrolment numbers, there has been a decrease in offers made to students (an average of 66 per programme vs. 81 in 2016). When looking at these same indicators at a School level, rather than in terms of individual programmes, there was a very small decrease in the average number of applications (-1%, from 518 to 515). However, the average number of enrolments per School increased by 2% (from 185 to 188).

This pattern of results can be partly explained by the increase in the average number of programmes being offered. The average number of programmes across the AMBA network has increased by 14% (from

2.9 in 2016 to 3.3 programmes per School in 2017). However, the increased number of programmes does not necessarily mean that the average number of applications and enrolments at a School level would increase. In 2017, Schools therefore delivered more programmes to more enrolled students, but the average programme cohort size was slightly smaller. This might be because previous core programmes have been divided up into a greater number of smaller cohorts, or that additional new programmes are being delivered to

smaller cohort sizes. If these newer programmes are able to grow, we may see average applications and enrolments at a programme level returning to previous levels.

It should also be noted that some of these shifts will be partly attributable to movements in the largest and smallest cohort applications and enrolments. The median figures show slightly less movement year on year for applications (a median of 66 vs. 71 in 2016) and enrolments (a median of 31 vs. 33 in 2016).

FIGURE 6: AVERAGE APPLICATION AND ENROLMENT NUMBERS

		Number of applications	Number of offers made	Number of enrolled students
Average per programme	2017	156	66	57
	2016	175	81	61
Average per School	2017	515	238	188
	2016	518	239	185

AVERAGE NUMBER OF APPLICATIONS AND ENROLMENTS

Figure 7 outlines the average number of applications per Business School and programme for each region.

The pattern of applications and enrolments in each region was very similar to 2016. The highest average number of applications per programme was again in China and Hong Kong, both at a School (1,230) and programme (432) level. This was followed by North America and the Caribbean once more (1,112 per School and 309 per programme). India had the next highest average applications per programme (247), but Latin America had marginally more applications per School (406 vs. 401 in India). This reflects the greater range of different programmes available in Latin America. In India, fewer programmes yield roughly the same number of applications as the entire roster of programmes available at Schools in Latin America.

Figure 7 also outlines changes, as a percentage, in average application numbers since 2016. Here, we see more growth at a School level and more decreases at a programme level, although there is clearly regional variation.

In Oceania, average application numbers increased at both a programme and School level (a 42% and 43% increase respectively). The same is true for Asia and the Middle East (38% and 5%) and China and Hong Kong (6% and 5%). Conversely, average application numbers decreased at both a programme and School level in Latin America (-14% and -6%) and India (-44% and -19%).

The highest average number of enrolments, by a substantial margin, was in China and Hong Kong (151 enrolments per programme and 398 per School). At a School level, the next highest averages were in North America and the Caribbean

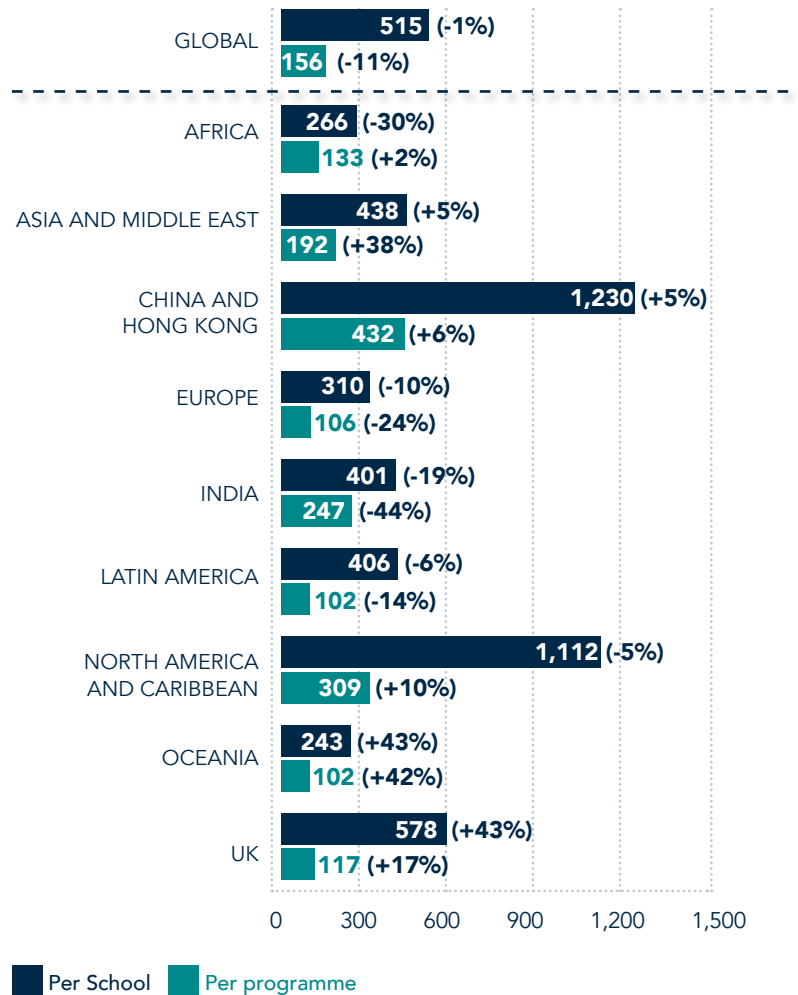
(250), and Latin America (207). At the programme level, the next highest averages were in Asia and the Middle East (75), North America and the Caribbean (69) and Africa (67).

There are also some notable differences between average enrolment numbers by School and by programme. For example, in the UK the average number of School enrolments is 161, while the average number of programme enrolments is 34. This demonstrates that, on average, UK Schools offer 4.7 programmes. In Africa, the equivalent ratio is 1.9. This ratio is partly a reflection of a higher number of overseas campuses, something that this report describes in section five. As with applications,

there has been some fluctuation in average enrolment numbers since 2016. To some extent this might be expected, given changes in the number of programmes offered and how they are delivered.

Since there was growth in the average number of programmes offered across the globe, it is most useful to view these changes at a School level if they are to act as a measure of understanding the demand and supply of MBA programmes. The greatest growth in average enrolment numbers per School was in the UK (+18%), Europe (+11%), and Oceania (+11%). Meanwhile, India experienced the greatest drop with 27% fewer enrolments than were recorded in 2016.

FIGURE 7: AVERAGE APPLICATIONS PER SCHOOL AND PROGRAMME BY REGION (WITH % CHANGE SINCE 2016)



LIKE-FOR-LIKE CHANGES IN APPLICATIONS AND ENROLMENTS IN SCHOOLS SINCE 2011

AMBA has recorded changes to average application and enrolment numbers for 84 participating Business Schools in each and every year since 2011. This sample provides arguably the most accurate measure of the performance of Schools year on year, as it compares a fixed group of Schools, and is not skewed by changes to the profile of AMBA-accredited Schools. However, given that this number now makes up less than a third of all AMBA-accredited Schools, we have included this analysis at a global level only. In 2017, these 84 Business Schools witnessed growth in both applications (+2%) and enrolments (+1%) compared with 2016. This growth should be seen against the backdrop of a small decline between 2011 and 2016 – average application and enrolment numbers are still markedly lower for these Schools than at the peak of 2011.

Since 2007, this study has examined the intake profile of AMBA-accredited programmes across the globe. When looking at the average number of applications and enrolments per programme and School, there appears to have been growth between 2007 and 2011. While records indicate falling numbers per School and programme after 2011, since 2013 they have plateaued and are now generally in line with levels reported in 2007 in terms of application numbers, but are lower in terms of enrolments. This suggests that over the long term, AMBA-accredited Schools have maintained demand for programmes, despite the capacity for enrolments decreasing. It may also be a reflection of the evolving supply and demand dynamics of accredited Business Schools as the network has grown. This narrative of results is outlined in figures 10 and 11 (see page 16).

FIGURE 8: AVERAGE ENROLMENTS PER SCHOOL AND PROGRAMME BY REGION (WITH % CHANGE SINCE 2016)

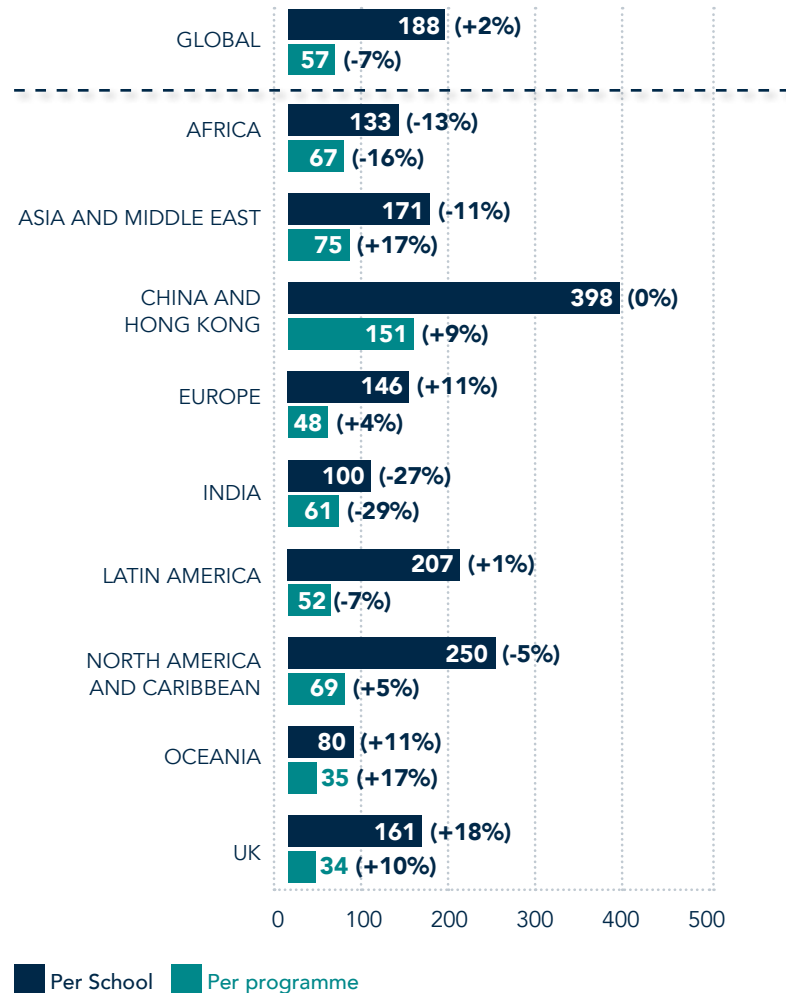


FIGURE 9: AVERAGE APPLICATIONS AND ENROLMENTS PER SCHOOL (LIKE-FOR-LIKE CHANGE AMONG 84 SCHOOLS)

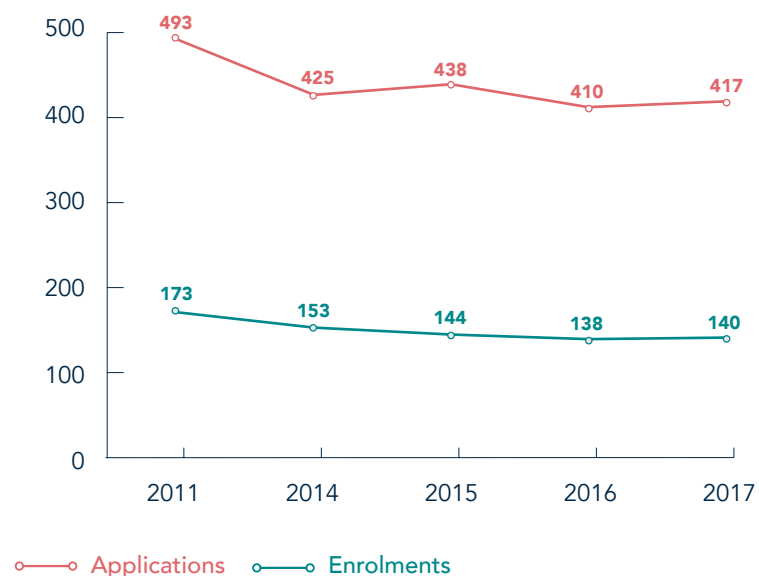
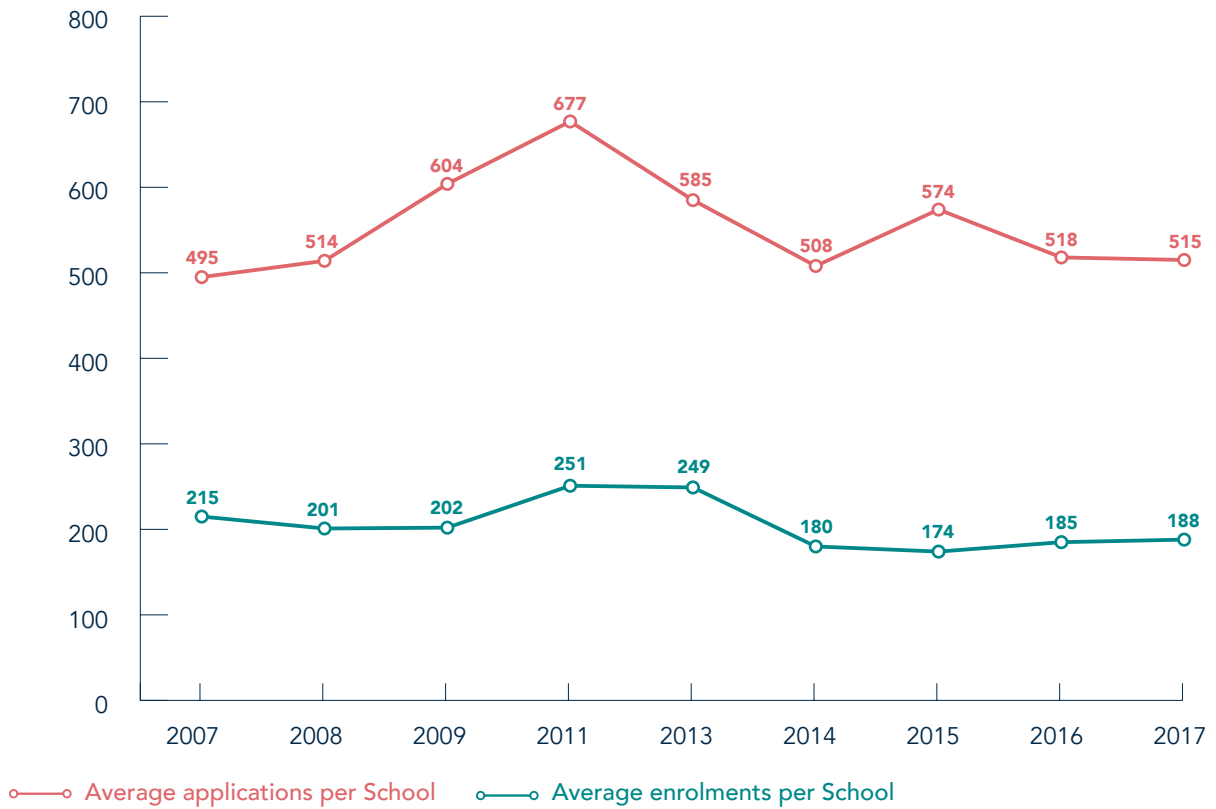
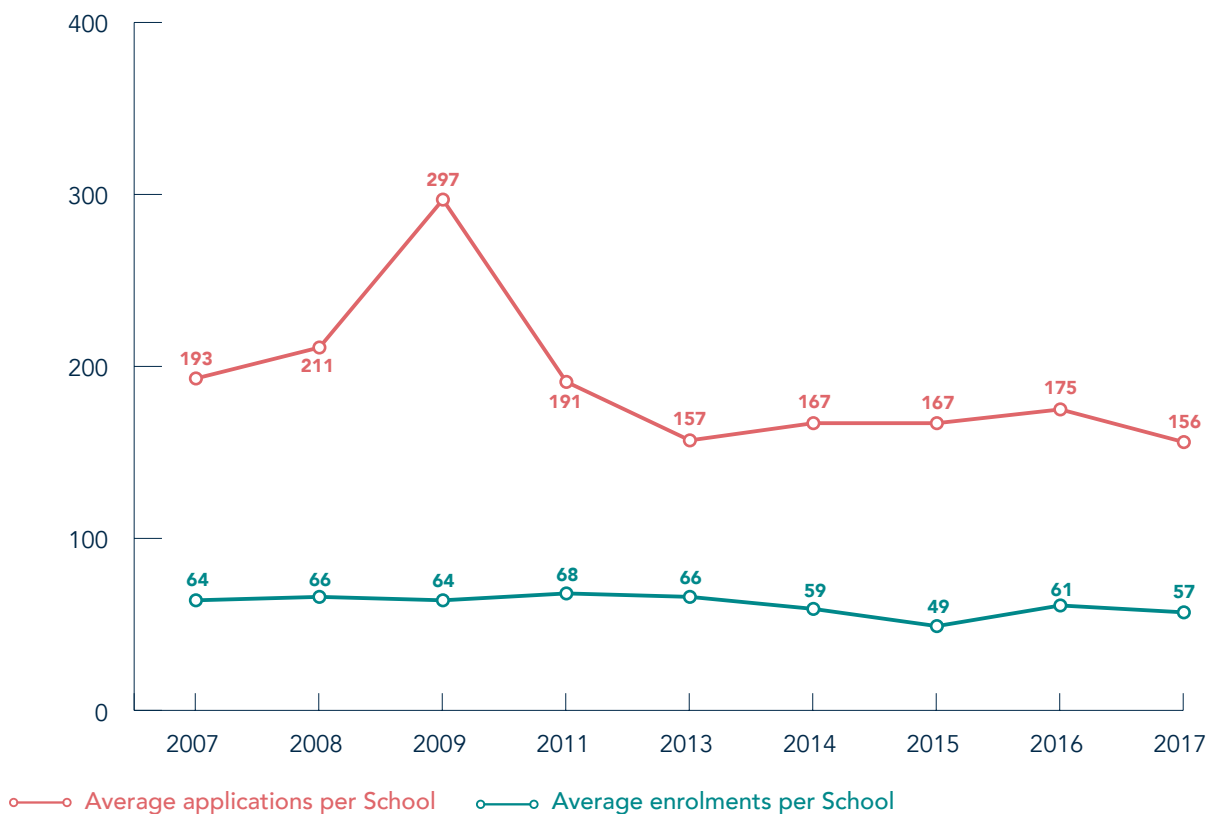


FIGURE 10: AVERAGE APPLICATIONS AND ENROLMENTS PER SCHOOL (ALL PARTICIPATING SCHOOLS)**FIGURE 11: AVERAGE APPLICATIONS AND ENROLMENTS PER PROGRAMME (ALL PARTICIPATING SCHOOLS)**

5. Applications and enrolments according to where programmes are taught

Traditionally, this study has measured application and enrolment levels according to the region in which a Business School is headquartered. But, in light of the growing number of Business Schools that have set up campuses and programmes overseas, this year we have conducted analysis based on where the majority of an MBA programme is taught for the first time.

Figures 12 and 13 (see page 18) outline the raw sum of applications and enrolments for programmes taught in each region, along with regional shares of all applications and enrolments.

Proportionally, the share of programme applications for each region in which a programme is taught generally matches the share according to where an institution has its headquarters. The notable exception is the UK, where the number of applications for programmes taught in the country is

substantially lower than the number of applications to institutions based in the UK (15,459 vs. 21,404). This means that 5,945 applications for UK institutions are being made to programmes delivered outside of that region. This is reflected in the international composition of applicants to these Schools from outside the UK (79%).

A similar pattern exists when looking at enrolment numbers dependent on where programmes are taught. Other than in the UK, the proportion of those enrolling per region

broadly matches the proportion according to where the School has its headquarters. There were almost double the number of enrolments at Schools headquartered in the UK, compared to enrolments on programmes taught in the UK (14% of the global total vs. 8%). Conversely, there were more than twice as many enrolments for programmes taught in Asia and the Middle East than Schools with their headquarters there (7% vs. 3% respectively). This represents a potential trend among UK Business Schools to teach programmes in Asia and the Middle East.



FIGURE 12: SHARE OF APPLICATIONS ACCORDING TO WHERE PROGRAMMES ARE TAUGHT

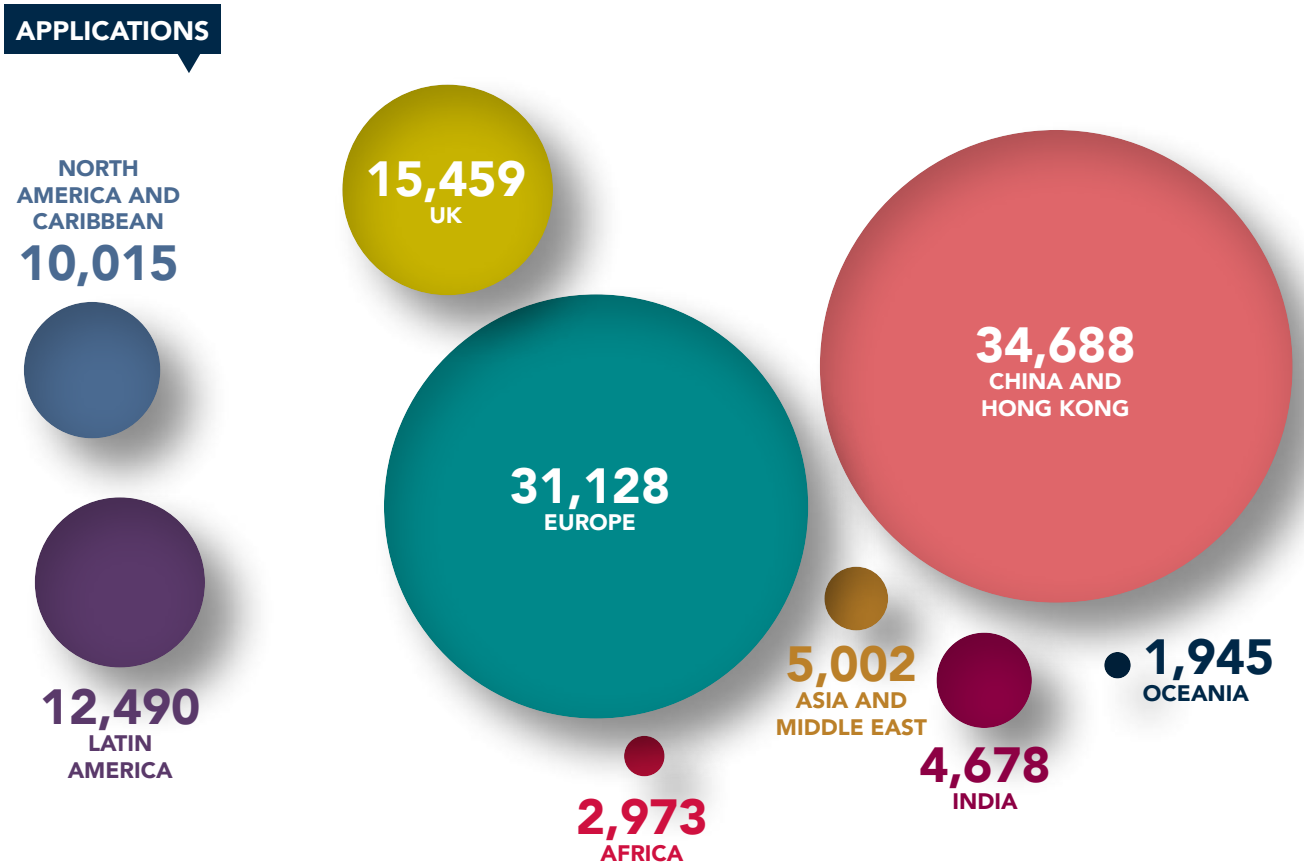


FIGURE 13: SHARE OF ENROLMENTS ACCORDING TO WHERE PROGRAMMES ARE TAUGHT

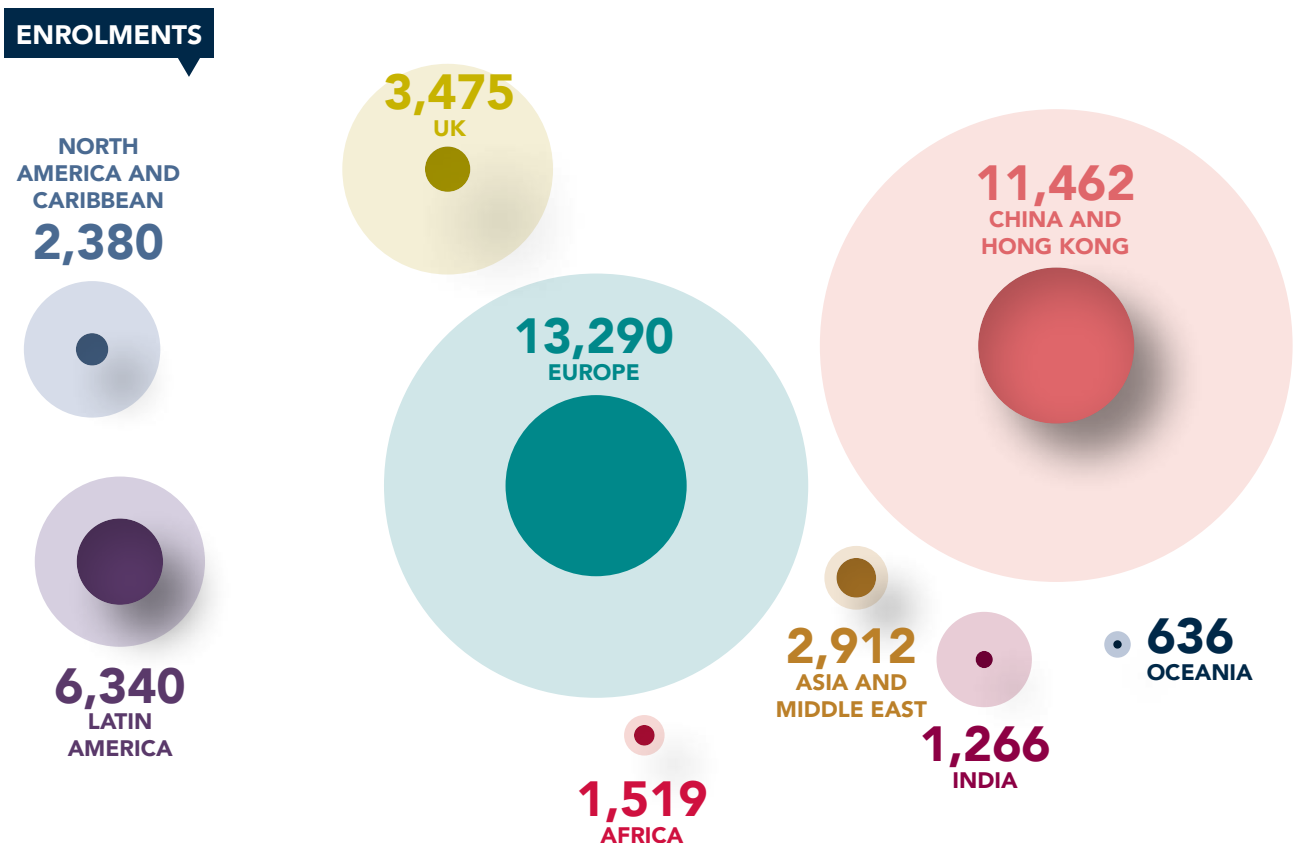
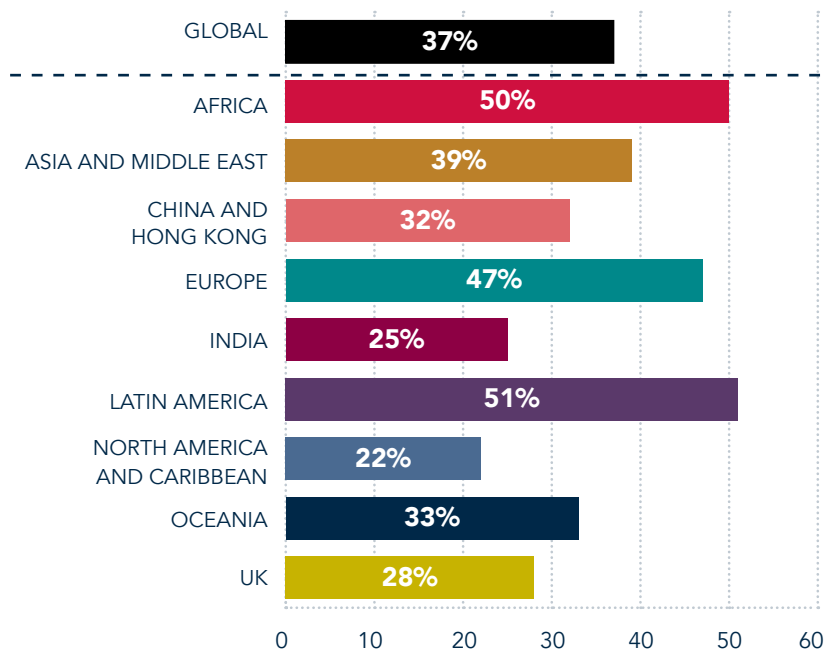


Figure 14 outlines the average proportion of individuals who enrolled onto an AMBA-accredited programme from all those who applied for programmes within each region. This is referred to as the 'conversion rate'. Overall, this conversion rate has increased slightly since 2016, from 36% to 37%. This may in part be due to the slightly lower level of applications received at a School level. As with recent years, the highest conversion rates were in Latin America (51%). The next highest were in Africa (50%) and Europe (47%). Meanwhile, conversion rates were lowest in North America and the Caribbean (22%), India (25%), and the UK (28%). While the majority of these conversion rates are broadly in line with those seen in 2016, Europe's is up 13 percentage points, from 34% in 2016.

Global conversion rates have fluctuated between 34% and 37% since 2011, with 2017 experiencing the highest conversion rate since AMBA started recording this statistic in 2011. These findings suggest that the ratio between the supply and demand in the market has remained broadly consistent across these years.

FIGURE 14: APPLICATION TO ENROLMENT CONVERSION RATE



6. Diversity in applications and enrolments

This section explores diversity within AMBA-accredited Schools. Specifically, it looks at application and enrolment metrics by female and international participation.

THE BALANCE BETWEEN DOMESTIC AND INTERNATIONAL STUDENTS

Across the globe, just over a third (36%) of applicants were international, i.e. they come from outside the home country of

the institution to which they are applying. Meanwhile, almost one in three enrolments (28%) were international, up slightly from 27% in 2016.

The highest proportion of international applications was for UK programmes (79%), followed

by applications for Schools based in the rest of Europe (53%). However, the figure for Europe is markedly down from 66% in 2016. Schools in North America and the Caribbean also experienced a significant drop in the proportion of international applications received, from 64% in 2016 to 47% this time round.

FIGURE 15: INTERNATIONAL AND DOMESTIC APPLICATIONS AND ENROLMENTS BY REGION

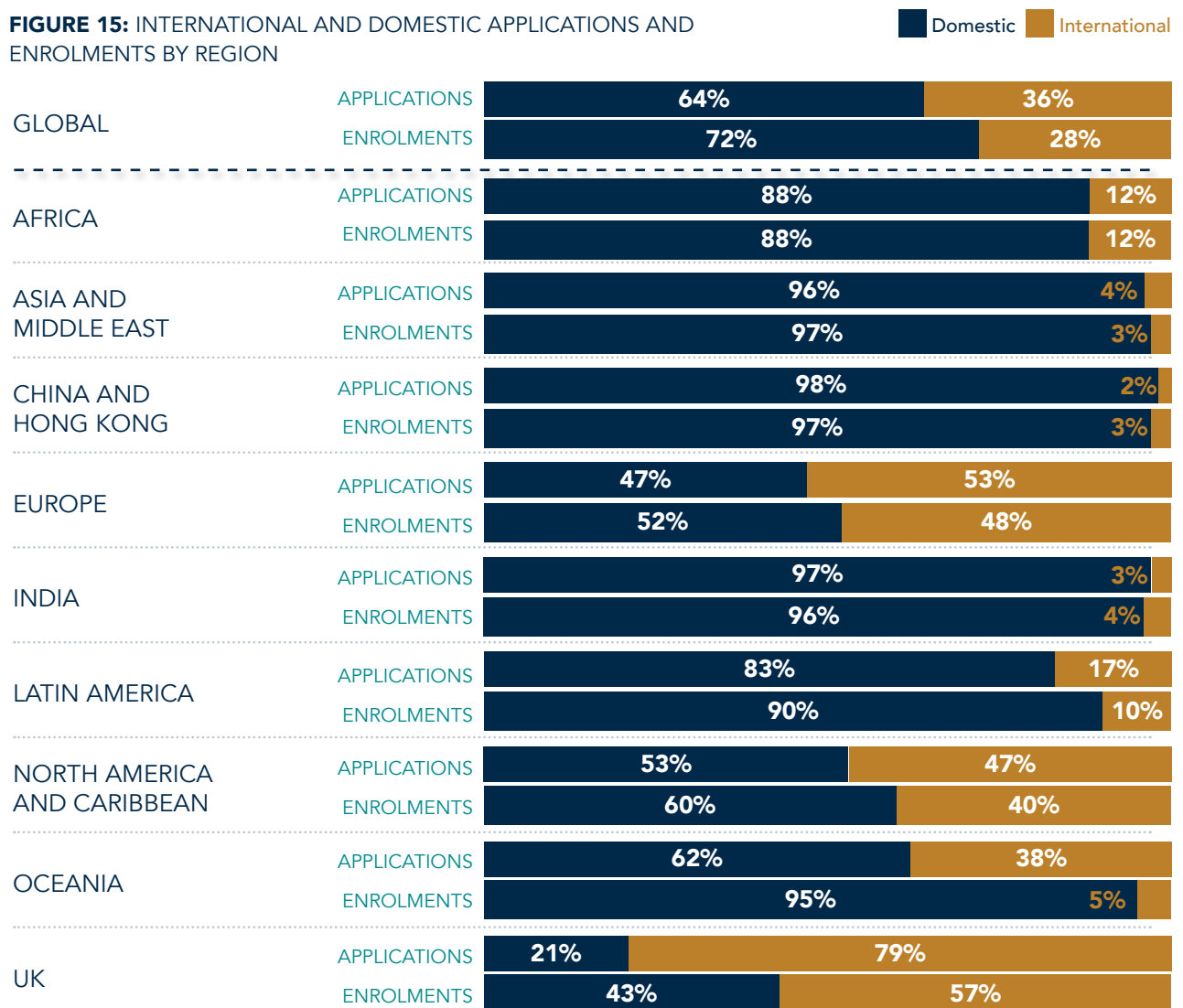
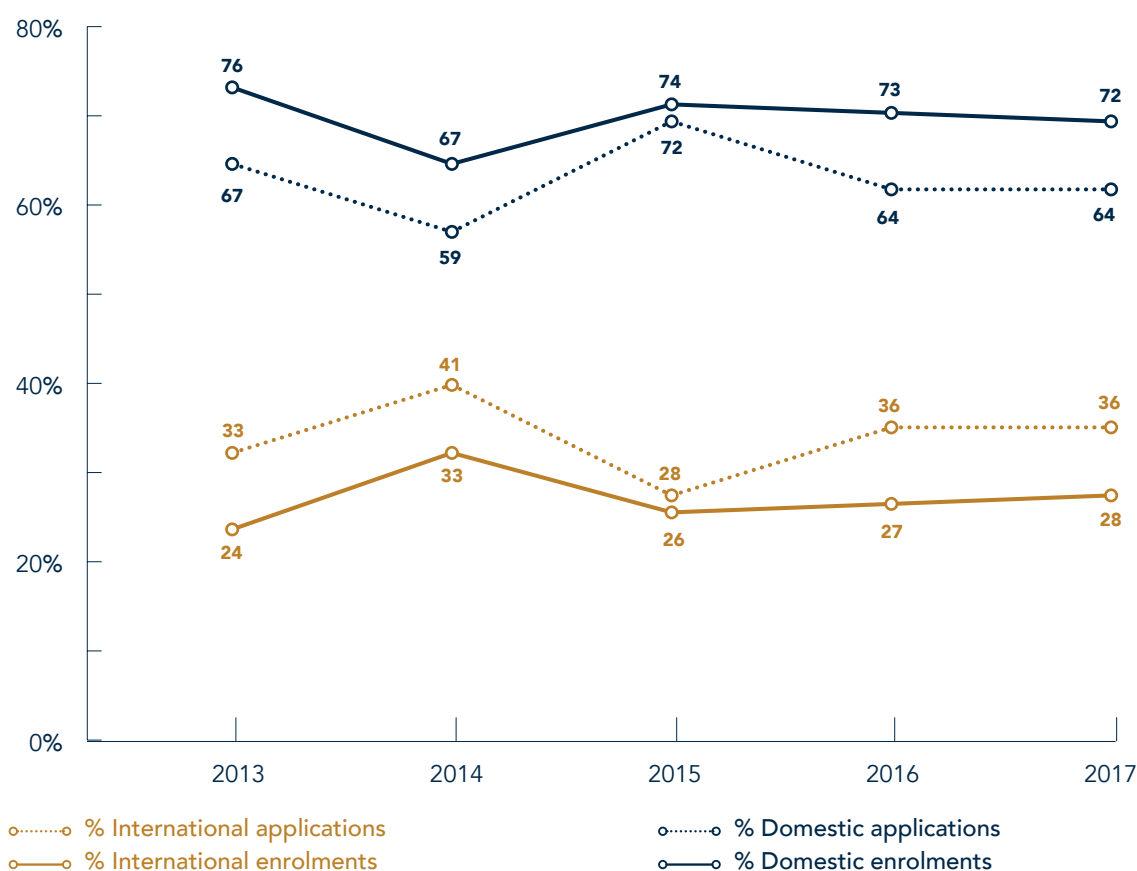


FIGURE 16: INTERNATIONAL AND DOMESTIC APPLICATIONS AND ENROLMENTS OVER TIME (%)



Meanwhile, the lowest proportions of international applicants were in China and Hong Kong (2%), India (3%), and Asia and the Middle East (4%). While still a relatively low proportion, there has been a notable increase in the proportion of international applications in Latin America (17% vs. 7% in 2016).

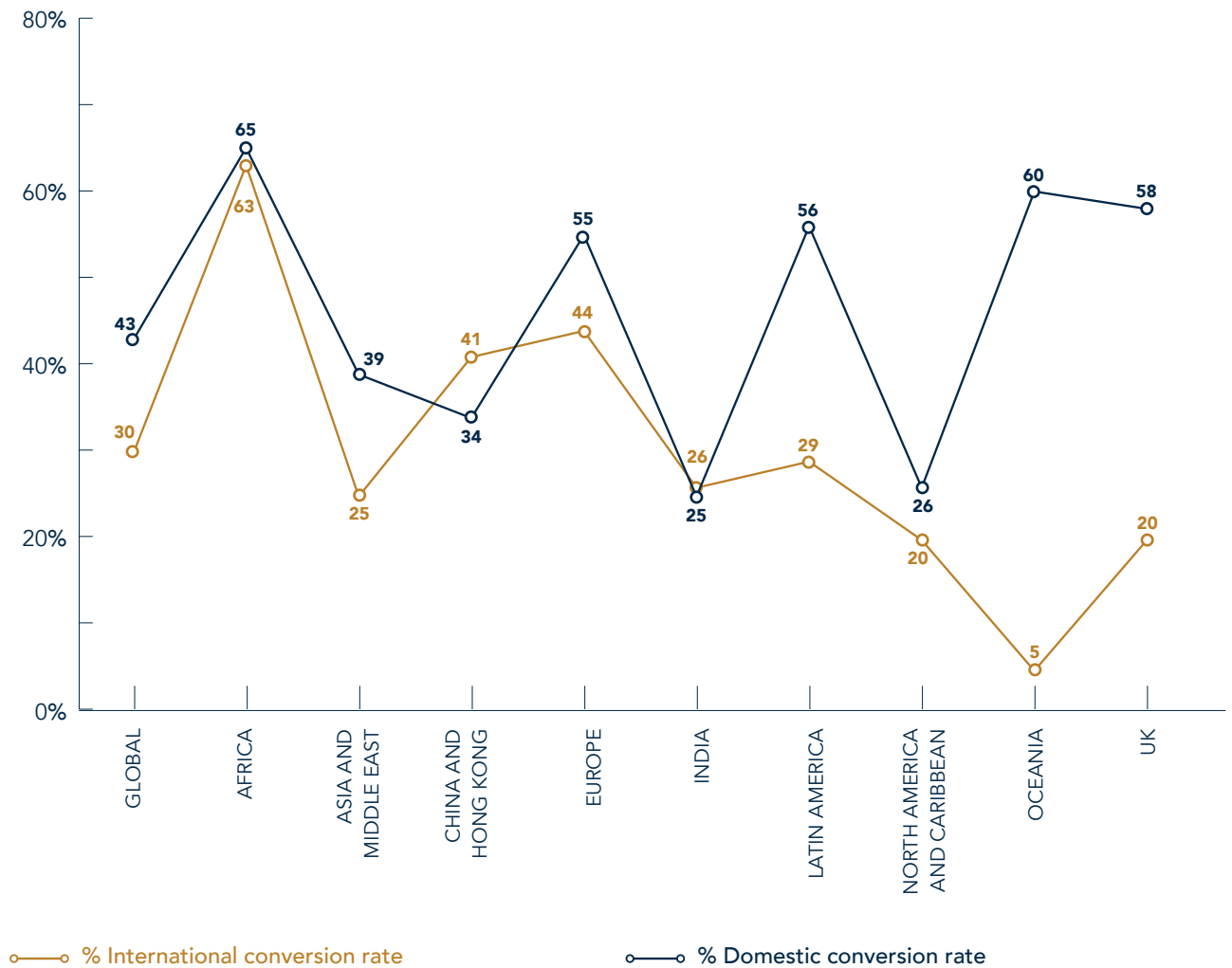
International enrolment proportions reflect international application

proportions in most regions, although there are some notable differences.

In Oceania and the UK, levels of international enrolment were far smaller than the level of international applications received (by 33 and 22 percentage points, respectively). However, it should be noted that UK Schools still have the highest proportion of international enrolment levels at 57%. The next

highest levels were seen in the rest of Europe (48%) and North America and the Caribbean (40%).

Over the past five years, there has been some variation in the proportion of applications and enrolments from domestic and overseas students (see figure 16). These variations are likely to be linked to geopolitical factors, the prosperity of different economies as well as immigration legislation.

FIGURE 17: INTERNATIONAL AND DOMESTIC CONVERSION RATES BY REGION

INTERNATIONAL AND DOMESTIC CONVERSION RATES

The conversion rates for international and domestic applicants vary markedly. On average, the domestic conversion rate is 43% whereas the international conversion rate is 30%. The domestic conversion rate is higher than the international conversion rate in every region of the world, although the gaps differ. In Africa, the domestic conversion rate is just two percentage points higher than the international conversion rate. Meanwhile, in Oceania, the domestic conversion rate is 55 percentage points higher

than the international conversion rate. These differences are likely to be due to a range of factors, such as the balance between domestic and international economic performance, the quality of applications and the appeal of studying in different regions.

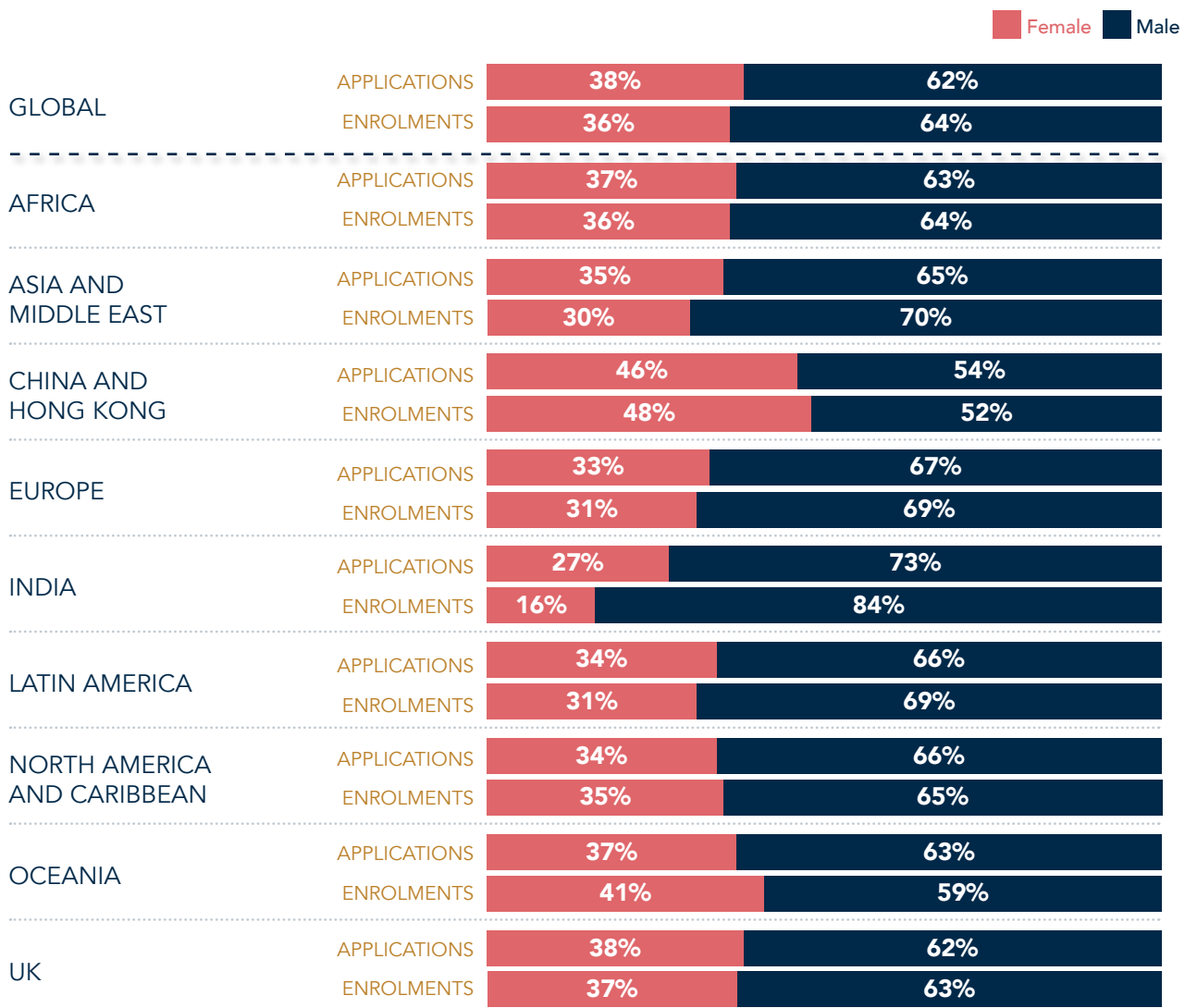
APPLICATIONS AND ENROLMENTS BY GENDER

Figure 18 outlines the proportion of men and women who apply and enrol onto MBA programmes. Given the importance of promoting gender equality at all levels of business, it is vital for MBA programmes to lead by example

and progress towards a gender balance. In 2017, prospective female students represented almost two fifths (38%) of all applicants and 36% of those enrolling. In both cases, this represents an increase of a single percentage point on last year, when 37% of applicants and 35% of those enrolling were female.

Female MBA enrolment proportions may have increased across almost every region (except Asia and the Middle East, and North America and the Caribbean), but women are still underrepresented across the globe. This is most prevalent in India, where 16% of those enrolling were

FIGURE 18: PROPORTION OF APPLICATION AND ENROLMENTS BY GENDER



women. MBA programmes in China and Hong Kong are the closest to achieving a gender balance – women represented 46% of those applying and 48% of those enrolling in 2017.

Globally, the conversion rate for applications to enrolment (see figure 19 overleaf) was two percentage points higher for men than women (39% vs. 37%). While the male conversion rate is up by three percentage points on 2016, the female conversion rate is up by four percentage points, closing the gap between them slightly.

The largest gap between male and female conversion rates was in India

(33% conversion for men vs. 17% for women), followed by Asia and the Middle East (42% conversion for men vs. 34% for women). Elsewhere in the world, the gap between the male and female conversion rate is much narrower.

TRENDS IN APPLICATIONS AND ENROLMENTS BY GENDER

It is also worth exploring longer-term trends in application and enrolment levels by gender.

Overall, the proportion of women who applied and enrolled onto AMBA-accredited programmes

has increased over time. In 2013, prospective female students numbered a third (33%) of all applicants. In 2017, nearly two fifths (38%) of those applying were women.

Similarly, there has been a slight increase in the proportion of female students enrolling (32% of those enrolling in 2013 were women, compared with 36% in 2017).

The global conversion rate for prospective female students has typically mirrored that of prospective male students over time. As we have seen, there is now only a slight difference in the conversion rate between genders.

FIGURE 19: PROPORTION OF MALE AND FEMALE APPLICATIONS AND ENROLMENTS OVER TIME (%)

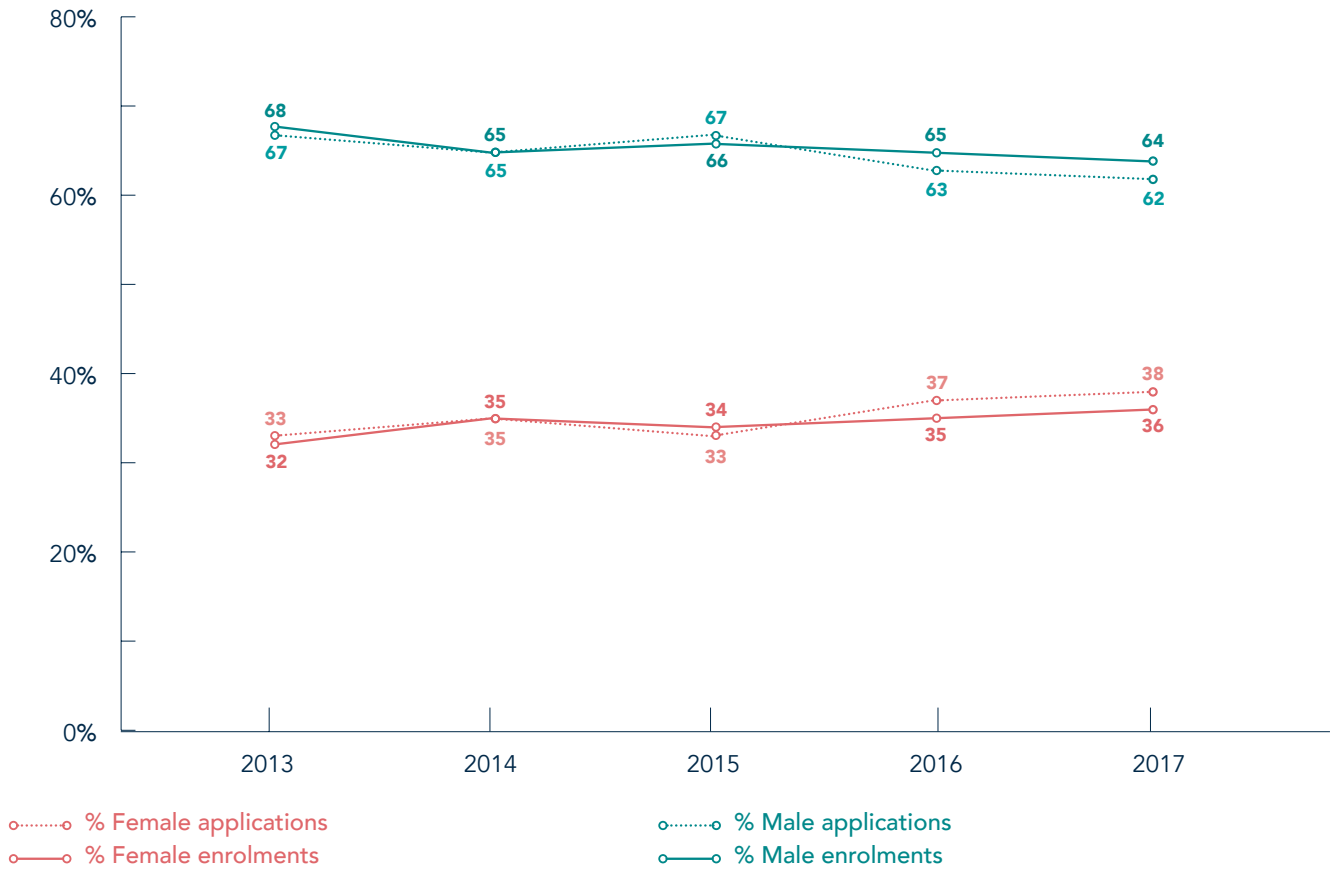
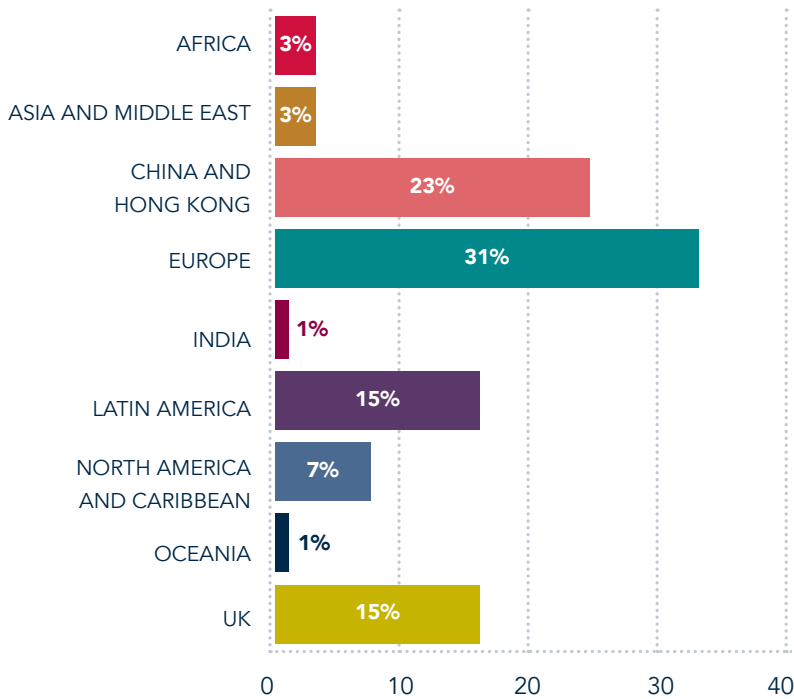


FIGURE 20: MALE AND FEMALE STUDENT CONVERSION RATES BY REGION



7. Graduations

FIGURE 21: GRADUATIONS BY REGION (% PROPORTION OF TOTAL)



In total, 35,002 students graduated from AMBA-accredited programmes in 2017 (compared with 34,675 in 2016). The regional split of graduations across the globe is outlined in Figure 21, with Schools in Europe (31%), China and Hong Kong (23%) and the UK (15%) overseeing the largest volume of graduates overall. Globally, there was an average of 42 graduations per programme and 152 graduations per School. The regions with the highest average number of graduations per School were China and Hong Kong (294), and Latin America (173). China and Hong Kong also had the highest average number of graduations at a programme level (88). North America had the second highest average here, at 67. Oceania and the UK had the lowest number of graduations per programme (23 and 24, respectively).

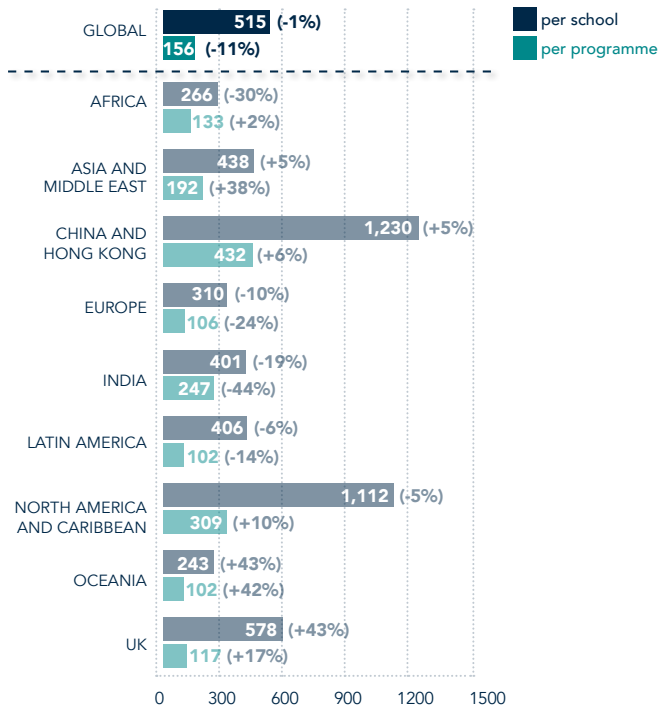


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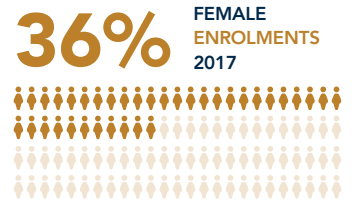
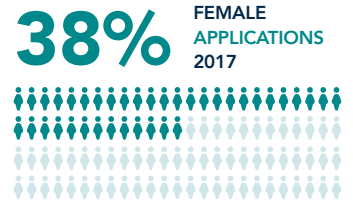
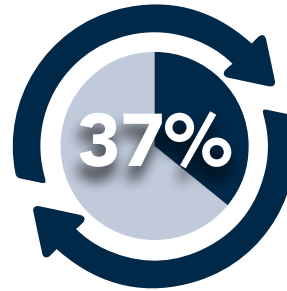
Overall Summary

REGIONAL AVERAGE APPLICATIONS PER SCHOOL AND PROGRAMME (WITH % CHANGE SINCE 2016)

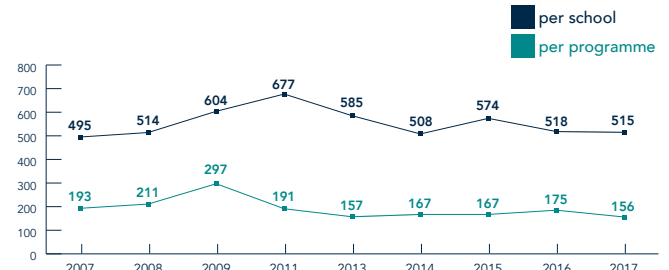


APPLICATIONS & ENROLMENTS

2017 CONVERSION RATE



GLOBAL AVERAGE APPLICATIONS PER PROGRAMME AND SCHOOL OVER TIME



36%

INTERNATIONAL APPLICATIONS 2017



152

AVERAGE NUMBER OF GRADUATIONS



28%

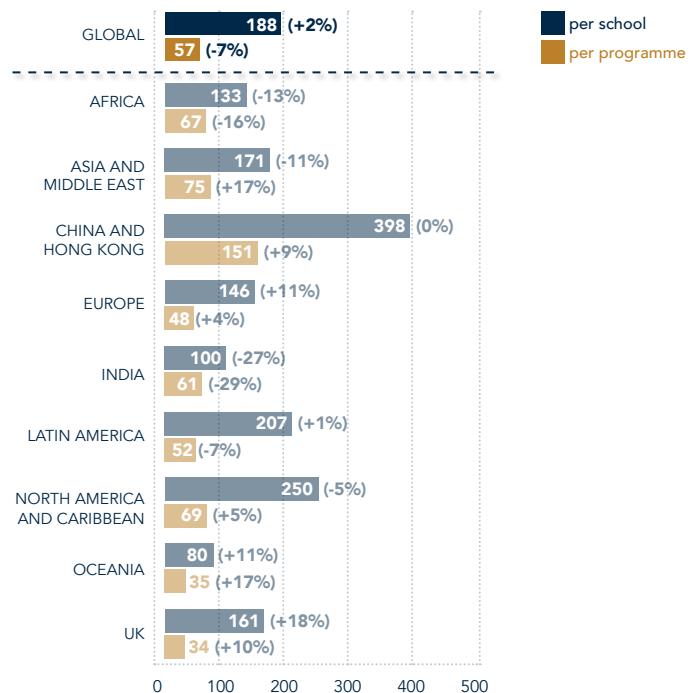
INTERNATIONAL ENROLMENTS 2017



TOTAL NUMBER OF APPLICATIONS

118,378

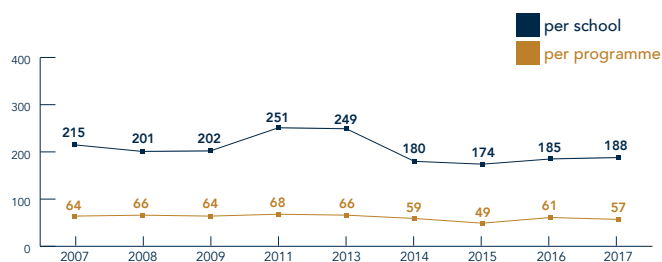
REGIONAL AVERAGE ENROLMENTS PER SCHOOL AND PROGRAMME (WITH % CHANGE SINCE 2016)



TOTAL NUMBER OF ENROLMENTS

43,280

GLOBAL AVERAGE ENROLMENTS PER PROGRAMME AND SCHOOL OVER TIME





ASSOCIATION
OF
AMBA^S

BE IN BRILLIANT COMPANY