MBA CAREER SERVICES & EMPLOYER ALLIANCE

STANDARDS FOR REPORTING SPECIALTY MASTERS EMPLOYMENT STATISTICS©

MBA Career Services & Employer Alliance

Setting the Standard. Connecting the Industry.

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MBA CAREER SERVICES & EMPLOYER ALLIANCE

STANDARDS FOR REPORTING SPECIALTY MASTERS
EMPLOYMENT STATISTICS©

THE PURPOSE AND USE OF STANDARDS FOR REPORTING EMPLOYMENT STATISTICS©

In 1994, MBA career services professionals from around the United States met and expressed their frustration and dissatisfaction with the lack of agreed upon and accepted reporting standards for MBA employment data. They expressed the perception that (a) many MBA employment reports were generated primarily as marketing devices to attract students and employers and to attain media-generated rankings, (b) employment reports did not reflect an accurate representation of graduates' performance in the job market, (c) salary statistics were inflated by inclusion and/or exclusion of certain populations, and (d) prospective students and employers had no valid way of comparing schools one to another. To address these concerns, the MBA Career Services & Employer Alliance (formerly MBA Career Services Council) developed the Standards for Reporting Employment Statistics© (Standards). Since the development of the Standards, it has continued to be a priority for the Board of Directors to address the need to improve the reliability, usefulness, accuracy and comparability of reported MBA employment data.

In January 2005, the MBA Career Services & Employer Alliance and the Graduate Management Admission Council® (GMAC)® announced to our membership the terms of a strategic partnership to collect and audit employment data. With this agreement, MBA CSEA took the biggest step since the Standards were finalized in 1996, to provide reliable, useful, accurate and comparable employment data on our industry. When GMAC® elected to withdraw from the employment data audit partnership in 2012, the MBA Career Services & Employer Alliance decided to continue with the program independently. In summary, the review of Agreed Upon Procedures helps MBA CSEA increase the use and knowledge of our Standards and improves interpretation by a diverse audience.

In 2015, the organization recognized the need to develop employment reporting standards for specialty master's programs which had grown in prominence and importance. Specialty master's programs may be fundamentally different from full-time MBA programs on a variety of dimensions, yet the guiding principle of providing reliable, useful and accurate employment data to objectively compare programs remained the same. A revised set of standards for specialty master's programs was developed and adopted in 2017.

STANDARDS COMMITTEE MISSION STATEMENT

The MBA Employment Standards Committee was formed to develop reporting standards appropriate for the MBA career services profession.

These Standards are to be used primarily as internal (to our industry) benchmarking indices to support our profession. The Standards will reflect the reporting categories as developed by the Committee and approved by the MBA Career Services & Employer Alliance Board of Directors.

MBA CAREER SERVICES & EMPLOYERS ALLIANCE
STANDARDS FOR REPORTING
SPECIALTY MASTER'S PROGRAMS EMPLOYMENT STATISTICS

Guidelines:

1. Specialty master's programs are defined as non-MBA, graduate degree programs that are granted by a business school or jointly granted with a business school where 50% or more of the curriculum is comprised of business courses.
2. Use these standards for reporting employment outcomes for programs that are considered <u>full-time only</u>, delivered on-site or in a hybrid format with no more than 40% of the content delivered online.
3. Report the employment outcomes for each specialty master's program separately. Do not combine or aggregate employment and salary data for multiple masters programs in one report.
4. These standards should be implemented by the 3nd year a new specialty master's program is offered, recognizing there may be meaningful limitations for smaller programs.

INSTRUCTIONS FOR TABLES 1.A & 1.B

1. ACCOUNT FOR ALL GRADUATES

1. All full-time master's program graduates should be accounted for in a spreadsheet form to satisfy the concept of full disclosure. The total *graduating class* is defined as all students graduating during the 12 months beginning July 1st and ending June 30th. This provision is especially important for those schools with multiple graduation dates.

> **Full-Time Program and Full-Time Student Status Definition**
> Schools should follow their own internal definition of what constitutes a full-time academic program. For schools that offer a program both full-time and part-time, and allow students to switch between programs, schools should use their program designation for those students at graduation to determine if they should be included in the full-time graduating class. It is important for schools to remain consistent over time in how they apply these definitions.

> *Note A.1:* Dual/joint degree students, for example MBA/Master of Business Analytics, who graduate from both programs at the same time must be accounted for as graduates in each program. Job search statuses (seeking/not seeking) and employment outcomes for these graduates should also be reported for both programs. When a dual/joint degree graduate accepts short-term employment, record that short-term employment for the specialty master's program, and record the outcome for the MBA program consistent with the MBA reporting standards.

2. Employment statistics should focus on *Full-Time* graduates within three major categories: 1) Permanent Work Authorization, 2) Non-Permanent Work Authorization, and 3) all graduates, with a footnote defining Permanent Work Authorization.

> **Example: Work Authorization Definition**
> For a school in the United States with a full-time program graduating business masters students, the footnote would read: Permanent Work Authorization is defined as U.S. Citizens and Permanent Residents. Likewise, a school in France would have a footnote reading: Permanent Work Authorization is defined as French and European Union Citizens.

3. The MBA Career Services & Employer Alliance's minimum target for "the percent of total graduates for whom your school has information" is 75 *percent*. This includes graduates for whom you have reliable employment information from any source. The equation is*: number of graduates for whom you have information / total graduates in the graduating class.*

4. Delivery methods for full-time master's programs should be identified and classified as either on-site or hybrid. Hybrid programs are those where no more than 40% of the program content is delivered online. Do not include online programs where students spend less than 40% of their time in required on-site program activities.

5. Program length in specialty master's programs vary widely. Thus, program lengths should be identified and measured using the minimum total months needed to complete all degree requirements.

6. Professional work experience prior to entering the specialty master's program should be identified and represented as an average numerical value rather than a range. Experience may be presented as a whole number with one digit past the decimal point, e.g.: 1.5 years.

7. When the Standards were developed, reviewed, and approved, there was agreement that the intention of the Standards is to measure the employment process experience of master's students. Therefore, categorize the graduating class into three major designations:

   i. *Seeking Employment* (as defined in the Instructions for Table 1.B)

   ii. *Not Seeking Employment* (as defined in the Instructions for Table 1.B) should be categorized in the following designations:

      1. *Company-Sponsored or Already Employed*

      2. *Continuing Education*

      3. *Starting a New Business as Owner/Founder*

      4. *Not Seeking for Other Reasons*

   iii. *No Recent Information* (as defined in the Instructions for Table 1.B)

8. For any individual student whose **status changes** between the above categories over the time in the program and in the six months following, it is the status *six months after graduation* that governs the status at all measurement points. Therefore, a student's status *at graduation* may change after graduation. Refer to Section B for additional information.

9. Career Services Leaders are charged with exercising professional judgment in making determinations about the usefulness of all information used in compiling an Employment

Report. Appropriate backup notes are required when making professional judgment calls.

> *Note A.2:* Please note that the Tables used in this document are merely formatting examples. Schools may display their Employment Reports in any format of their choosing, e.g., tables, graphs, spreadsheets, charts, etc.

GRADUATING CLASS PROFILE

Required Table 1.A

EMPLOYMENT STATISTICS
GRADUATING CLASS PROFILE

Prepare one final report with all data collected as of the data collection period

Class Size	Number of Graduates	Percentage of Graduates
Permanent Work Authorization		
Non-Permanent Work Authorization		
Total Graduating Class		
Percentage of Class for whom outcome information is confirmed[1]		
Program Delivery Method[2]		
Length of Program in months[3]		
Average Years of Work Experience[4]		
Optional Demographic Information[5]		

1. Percentage of entire graduating class for whom you have reliable outcome information; goal is 75%
2. On-site or hybrid programs only. Hybrid programs are those where 40-60% of time in the program is on-site. Do not include online programs where students spend less than 40% learning on-site.
3. Show the length of the program in months.
4. Average years of professional work experience after undergraduate degree, represented as a numerical value
5. Optional fields may be added to the profile table to best provide meaningful data for a program. These optional fields may include average GMAT/GRE or other appropriate test scores, average undergraduate GPA, average age, percentage of female students, and percentage of under-represented minorities. Under-represented minorities in the U.S. business school population include African American, Native American and Hispanic students.

> *Note A.3:* Conjecture is not a valid reason for including or excluding a graduate in any category. You will have *valid information* or you will have *no information*. Do not make assumptions.

CATEGORIES:

Work Authorization: Establish categories that delineate your student population by their work authorization status (see above under A.2 Account for All Graduates). The key issue for Work Authorization classification is whether the student has permanent Work Authorization to work in the area where the academic program is located. For example, for a school located in the EU, if a graduate has permanent authorization to work in the EU, that graduate would be included in the "Permanent Work Authorization" category.

1. SEEKING EMPLOYMENT: This category is defined as graduates reporting seeking full-time or short-term professional level employment. This includes those graduates seeking and/or accepting a position with a start-up company.
   a. Full-time employment is defined as working 30 hours per week or more in a professional-level position and has no predetermined termination date.
   b. Short-term employment is defined as working 20 hours per week or more in a professional-level position where there is no commitment for permanent employment. The graduate must be employed for a minimum of 10 consecutive weeks. Graduates working less than 20 hours per week should not be included in this category.

> *Note A.4:* When preparing the Employment Report, career services leaders are expected to use their best professional judgment when making a determination that a graduate's job is *professional-level employment.* Title and salary level alone are not the determining factors in making a judgment call on whether a job is *professional-level.* If the graduate believes the job is professional-level and his/her job performance will be enhanced by the graduate program education, then the job is *professional-level*. When making judgment calls, career center leaders should document the reasons carefully and be consistent.

2. COMPANY-SPONSORED or ALREADY EMPLOYED: This category includes those graduates reporting not seeking employment because they were financially sponsored by an employer during the program and are intending to return to that employer, in a guaranteed position, for which they need not apply. This category also includes those graduates who were employed while a student and will continue to work for that employer, even if they were not sponsored for their education.

3. CONTINUING EDUCATION: Enrolled/will enroll in further graduate studies.

> **Example: Continuing Education:**
> Student X is enrolled as a Master of Accounting (MAC) student. Student X will complete the MAC degree requirements this year and will graduate from the MAC program. However, Student X has decided to pursue a Master of Finance degree. Therefore, upon MAC graduation this year, Student X should be classified as not seeking and continuing education.

4. STARTING NEW BUSINESS AS OWNER: Do not include graduates in this category who accept full-time or short-term jobs with a salary in a new business or a start-up; those graduates should be in the *Employed Full-Time or Employed Short-Term* category. The Standards Committee fully discussed the pros and cons of this issue and determined that persons starting their own businesses are not seeking employment in a 'typical' job-seeking mode and, therefore should be included in this separate outcomes category

> *Note A.5:* A graduate's lack of effort in the job search does not in itself make them eligible for this category. Professional judgment may be required, but if a graduate would accept a position (even if they were not actively searching) within six months after graduation, then they should be considered seeking.

5. NOT SEEKING FOR OTHER REASONS: Other reasons as defined and reported by the graduate. This includes graduates of dual-degree or joint-degree programs who are not seeking professional level employment, and includes graduates reporting postponing their job search for a specific reason, e.g., spouse is relocating, taking a long trip before commencing the job search, starting a family, and personal or family health reasons.

> *Note A.6:* For all not seeking categories, acceptable documentation includes written correspondence (either a letter or email) to or from the student confirming their status.

> **Example: Not Seeking Other – dual/joint degree graduates**
> Student X is enrolled simultaneously in a full-time MBA and full-time Master of Business Analytics program and will graduate from both programs at the same time. Student X pursues employment as a Business Analyst and lands a job in that field. While student X must be accounted for as a graduate in each degree program's graduating class totals, the accepted job offer can only be applied to one of the degree programs. For the MBA program, student X's job search status is categorized as "Not Seeking-Other."   For the Master of Business Analytics program, student X's job search status is categorized as "Seeking Employment" and is then listed as having received and accepted a full-time job offer. If student X had not received or accepted a job offer by the 6-month close, student X would be categorized as "Not Seeking–Other" for the MBA program and "Seeking Employment" for the Business Analytics program.

6. NO RECENT INFORMATION AVAILABLE: The *No Recent Information Available* category must include those graduates who *may be* seeking employment or who *may not be* seeking employment, but for whom you have no recent reliable information. If you know, *from a reliable source,* a person's status - that is, whether he was seeking a job or not seeking a job - count that student in the appropriate category. If you really have no information whatsoever, count that person in the *No Recent Information Available* category. Of course, we all have the challenge of developing processes for more thoroughly capturing the information from our graduates. The bottom line is that the Standards ask for an accounting of all graduates, including those for whom we have no employment data whatsoever.

Note A.7: To classify a graduate in the "No Recent Information Available" Category, the career services staff should have two evidences of outreach prior to graduation and three post-graduation within the data collection period. The last attempt at outreach should be within the final month of the data collection period. Refer to section B for additional information about the data collection period. Acceptable evidence of outreach includes a written log maintained by the University with contact dates, contact names, or written correspondence, (either a letter or email), requesting employment status.

Note A.8: Recent information received about a graduate is considered information gathered by graduation and up to the school's data collection deadline despite efforts outlined in Note A.6. That is, if a school has information on a students' status as of graduation or later and receives no further updates, despite efforts to obtain them, the school should consider the last known status at the last outreach attempt to be the student's final status.

Required Table 1.B

EMPLOYMENT STATISTICS
THE GRADUATING CLASS

Prepare one final report with all data collected as of the end of the data collection period

CATEGORIES	PERMANENT WORK AUTHORIZATION	NON-PERMANENT WORK AUTHORIZATION	TOTAL PROGRAM GRADUATES
SEEKING EMPLOYMENT (1)			
NOT SEEKING EMPLOYMENT			
Company-sponsored or already employed (2)			
Continuing education (3)			
Starting a new business (4)			
Not seeking for other reasons (5)			
TOTAL NOT SEEKING EMPLOYMENT			
NO RECENT INFORMATION AVAILABLE (6)			
TOTAL GRADUATES			

B. DATA COLLECTION AND TIMING

1. To ensure comparable data, MBA CSEA maintains two reporting dates for job offers and job acceptances for specialty master's programs; *at graduation* and *at six months after graduation*. Prospective students and the general public view *at graduation* as a "normal" reporting mark, and six *months after graduation* serves to give all schools equal time post-graduation to report data.

Example: Reporting Date Six Months after Graduation
Your school graduates on June 3, 2018 - therefore your reporting dates for job offers and job acceptances will be at graduation (June 3, 2018) at 6 months after graduation (December 3, 2018.)

Example: Schools with students that complete degree requirements and are eligible to work with the degree distinction well before actual graduation ceremony date
Your school has a graduation ceremony on June 15, 2018, however students in the program complete their degree requirements and are certified by the school that they may use the distinction of the degree on March 30, 2018. Graduation date as defined above would be March 30, 2018 for offer and accepted offer timing. Six months post-graduation would be September 30, 2018.

2. Schools will have a cut-off date for **data collection** of one month following their final six months after graduation reporting date for the reporting year (July 1 to June 30.) Schools should publish their program-specific Employment Reports with all data collected as of their final data collection date. This is to bring closure to the reporting year. For Standards purposes, schools are not required to track graduates beyond six months post-graduation.

Note B.2: Schools will have one month past their six months post-graduation date to collect their employment data and prepare a final Employment Report covering the 12 months ending June 30th. If your school has credible information from 100 percent of its job-seeking graduates prior to the end of the data collection period, (or if you have less than a 100 percent response and believe that you are not going to receive any additional information), you may publish your final Employment Report at an earlier date.

Note B.3: For schools preparing preliminary or interim reports, those reports should be identified clearly as *preliminary* or *interim.* These include reports made to the media and used in internal recruiting materials.

3. For any individual student whose **status changes** over time during the program and in the months following, it is the status six months after graduation that governs the status at all measurement points. That is, if a student who at graduation is planning to postpone the job search or start a business decides five and a half months after graduation to seek a job, that student's status becomes Seeking Employment for both the *at graduation* and the six *months after graduation* measurement points.

4. If a school has multiple graduation dates, all dates should be recorded so that you can accurately detail when a given student graduated.

Example: Schools with Multiple Graduation Dates – Defining Reporting Periods:
XYZ University has multiple graduation dates (May, August, and December). 400 students graduate on August 15, 2017, 100 students graduate on December 15, 2017, and 500 students graduate on May 15, 2018. The "Class of 2018", for Employment Report purposes, includes all students graduating during the 12 months ending June 30, 2018. Therefore, in this example, 1000 students graduated during the 12 months ending June 30, 2018.

Example: Schools with Multiple Graduation Dates – Defining Reporting Periods:
Schools with multiple graduation dates should have one combined *at graduation* percentage for offers and accepted offers that includes all the graduation dates per program. Similarly, one combined six *months after graduation* percentage should be shown, which includes the data for the six months after each graduation date.

XYZ University has ten graduates, with three graduating on August 15, 2017, three graduating on December 15, 2017, and four graduating in May 2018. All of the graduates are seeking employment. The three August 15, 2017 graduates accepted full-time jobs in September 2017 (*after graduation and before six months after graduation*). The three December 15, 2017 graduates accepted jobs in November 2017 (*by graduation*). Two of the four May 15, 2018 graduates accepted jobs in July, 2018. The other two May graduates did not accept jobs until September. You would account for graduates this way:

SAMPLE TABLE FOR AGGREGATING MULTIPLE GRADUATING CLASSES ACCEPTED OFFERS

REPORTING AN ACCEPTED OFFER					
	ACCEPTED BY GRADUATION		ACCEPTED AFTER GRADUATION AND BEFORE SIX MONTHS AFTER GRADUATION		HAVE NOT REPORTED ACCEPTING AN OFFER BY SIX MONTHS AFTER GRADUATION
	FULL-TIME	SHORT-TERM	FULL-TIME	SHORT-TERM	
2017-Aug-15	0		3 (30%)		0
2017-Dec-15	3 (30%)		0		0
2018-May-15	0		2 (20%)		2 (20%)
Combined dates to be reported in the (2018) Masters Employment Report	3 (30%)		5 (50%)		2 (20%)

Graduates should only be counted once in either full-time or short-term employment

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Example: Schools with One Graduation Date
Your school has one graduation date each year in May. Your May 2018 graduating date falls within the "12 months ending June 30, 2018," and all students graduating in May 2018 will be included in your 2018 Employment Report.

Example: Data Collection Period
Your school has its final graduation date of June 25, 2018 for the reporting year ending June 30, 2018. You will have up to seven months post-graduation to collect data for your Employment Report for 2018. This would mean your school's final reporting date post-graduation is no later than December 25, 2018, and your school would have up to January 25, 2019 to collect and finalize the data.

C. OFFERS (Table2.A)

1. Report Full-Time graduates' experiences on length of time to receive ***their first offer*** (*Table 2.A*) whether or not that is the offer they accept. Based upon all information received as of one month past your six month post-graduation date, develop a table or histogram indicating ***the number and percent of full-time graduates*** who had:

    a. Received their first offer *by graduation*
    b. Received their first offer *after graduation and by six months after graduation*, and
    c. Did not receive an offer by six months after graduation

2. The number of graduates in these three categories (C.1.a., C.1.b., and C.1.c.) must equal the number of *Total Graduates Seeking Employment* (from *Table 1.B*). Similarly, the denominator, when calculating the *percent* within each of the three categories is the *Total Graduates Seeking Employment*.

3. This information demonstrates when graduates had an *opportunity* for a job. A **job offer** is a valid offer for a specific position. The job offer to the graduate does not have to be in writing or include a salary.   It should however, be professional-level work, as noted in instruction 2 for Table 1.B. It does not include verbal speculation or suggestions involving possible or potential offers for unidentified positions. An information source may include an employer, a parent, your personal knowledge, or other reliable sources. The career office should document in an email communication or the Career Services office's tracking system the information on the offer sourced from the graduate, parent, employer or other source stated above, and should include the date of the offer or accepted offer and the date the career office received the information.

EMPLOYMENT REPORT
TIMING OF FIRST JOB OFFERS

Prepare one final report with all data collected as of the end of the data collection period

	TOTAL SEEKING EMPLOYMENT	FIRST OFFER BY GRADUATION DATE:				FIRST OFFER AFTER GRADUATION AND BY SIX MONTHS AFTER GRADUATION DATE:				HAVE NOT REPORTED RECEIVING AN OFFER BY SIX MONTHS AFTER GRADUATION	
		FULL-TIME		SHORT TERM		FULL-TIME		SHORT TERM			
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Permanent Work Authorization											
Non-Permanent Work Authorization											
Total Graduates											

The denominator for all percentage calculations is the total number of graduates seeking employment.
A graduate should only be counted once as having received either a short-term or full-time job offer during the entire reporting period.

Note C.1: The MBA CSEA Standards do not require schools to continue to track beyond one month past their six month post-graduation date.

Note C.2: For schools preparing preliminary or interim reports, those reports should be identified clearly as *preliminary* or *interim*.

Note C.3: *Graduation* means each individual student's graduation date, recognizing that some schools have multiple graduation dates.

Note C.4: Social media can be used as a source to identify the employment status of a graduate. If there is evidence that the graduate has received and or accepted full-time or short-term employment, the school must document its attempt to verify from the graduate or another credible source. Likewise if there is evidence from social media that the graduate is not seeking employment, the school must document its attempt to verify the graduate's status.

D. ACCEPTANCES (TABLE 2.B)

1. Based upon all information received as of one month past your six month post-graduation date, develop a table or histogram indicating *the number and percent of full-time graduates* who had:
   a. Accepted a job *by graduation*
   b. Accepted a job *after graduation and by six months after graduation*, and
   c. Did not accept a job by *six months after graduation*.

2. A **job acceptance** occurs when a graduate has notified an employer that he or she has accepted a valid offer for a specific position. The number of graduates in these three categories must equal the number of Total Graduates Seeking Employment (from Table 1.B). Similarly, the denominator when calculating the *percent* within each of the three categories is the *Total Graduates seeking employment*. This information demonstrates when graduates actually had a job that was acceptable to them.

> *Note D.1:* Do not report total number of offers or average number of offers. These measurements are deemed not to be reflective of the career services center's effectiveness nor individual graduates' effectiveness and satisfaction. In addition, they may be unnecessary deterrents to attracting employers to a campus.

> *Note D.2:* To account for offers that are withdrawn or rescinded, see Appendix 1.

EMPLOYMENT REPORT
TIMING OF JOB ACCEPTANCES

Prepare one final report with all data collected as of the end of the data collection period

	TOTAL SEEKING EMPLOYMENT	FIRST OFFER ACCEPTED BY GRADUATION DATE:				FIRST OFFER ACCEPTED AFTER GRADUATION AND BY SIX MONTHS AFTER GRADUATION DATE:				HAVE NOT REPORTED RECEIVING AN OFFER BY SIX MONTHS AFTER GRADUATION	
		FULL-TIME		SHORT TERM		FULL-TIME		SHORT TERM			
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Permanent Work Authorization											
Non-Permanent Work Authorization											
Total Graduates											

The denominator for all percentage calculations is the total number of graduates seeking employment.
A graduate should only be counted once as having accepted either a short-term or full-time job offer during the entire reporting period.

Note D.3: The MBA CSEA Standards do not require schools to continue to track graduates beyond the data collection period (one month past each School's six month post-graduation date).

Note D.4: For schools preparing preliminary or interim reports, those reports should be identified clearly as *preliminary* or *interim*.

Note D.5: *Graduation* means each individual student's graduation date, recognizing that some schools have multiple graduation dates.

E. PRIMARY SOURCE OF FULL-TIME JOB ACCEPTANCES (Table 3.A)

1. In keeping with the goal of meaningfully measuring the effectiveness of the services provided by career services offices and trends in the employment market, the Standards recommend two major categories for the sources of the jobs that graduates accept: *school-facilitated* activities and *graduate-facilitated* activities. In making this determination, the Standards call for identifying internships according to whether they were *school-facilitated* or *graduate-facilitated* should your master's program allow for students to do an internship

during the time they are in the program. In Table 3.A, report the number and percent of graduates indicating the primary source of the offer which they accepted in the following three categories:

a. All *school-facilitated* activities
b. All *graduate-facilitated* activities
c. No response provided by the graduate
d. Total acceptances (must equal 100 percent)

Note E.1: The summation of categories a, b and c must equal category d. (Total acceptances).

Note E.2: Table 3.A provides **examples only** and serves as a worksheet to facilitate reporting the information under the *Primary Source of Full-time Job Acceptances* category. Schools should adapt these examples as appropriate to their needs.

Note E.3: It is recommended that Career Services offices do not publish the number of recruiters, as it is not a reflective measure of how graduates find employment.

Required Table 3.A

EMPLOYMENT REPORT
PRIMARY SOURCE OF FULL-TIME JOB ACCEPTANCES
(SCHOOL-FACILITATED AND GRADUATE-FACILITATED)

Prepare one final report with all data collected as of the data collection period

	NUMBER	PERCENT
SCHOOL-FACILITATED ACTIVITIES:		
Conversion of internship; internship obtained through school sources		
Scheduled interviews on or off campus for full time employment		
Job postings on school career systems, resume books, resume referrals by career center		
Activities supported by career center (i.e. job fairs/conferences, employer events, information meetings, school promoted job boards)		
School network/resources (i.e. faculty referrals, alumni referrals, classmates, campus speakers, treks, club events, class projects)		
TOTAL SCHOOL-FACILITATED ACTIVITIES		
GRADUATE-FACILITATED ACTIVITIES:		
Conversion of internship; internship obtained through graduate-initiated sources		
Personal contacts (i.e. previous employers, family, friends, etc.)		
Online job postings (i.e. social media/LinkedIn, Indeed, company websites)		
Other		
TOTAL GRADUATE-FACILITATED ACTIVITIES		
TOTAL		100%

F. SALARY AND COMPENSATION DATA (Tables 4.A, 4.B, 4.C, 4.D, 4.E, 4.F, 4.G, 4.H, 4.I, 4.J, 4.K, 4.L, 4.M)

1. **REQUIRED REPORTING**: BASE SALARY AND SIGNING/STARTING BONUS

   a. Salary/compensation data pertains only to full-time job *acceptances received by six months after graduation.* If you have any information about positions, including salary information, for positions accepted later than six months post-graduation, you should not use it.

   b. For Permanent Work Authorization, Non-Permanent Work Authorization, and Total Graduates, report compensation in two categories (Table 4.A provides a worksheet for this report).
      i. Base Salary
      ii. Signing/Starting Bonus

   c. Salary/compensation data should be reported for all full-time graduates accepting new full-time employment by six months post-graduation. Do not include salary information for graduates who were company- sponsored or already employed, i.e., who had not accepted a new employment offer (those graduates should have been included in the Not Seeking Employment category on Table 1.B.)

   d. Salary reports should carry a footnote indicating the percent of full-time job-accepting graduates for whom you have useable salary information. While the goal is to obtain information from 100 percent of job-accepting graduates, the MBA CSEA minimum target is 75%. The equation is: *number of full-time job-accepting graduates for whom you have useable salary information/total full-time job-accepting graduates = percent.*

   e. Compensation relates to full-time job *acceptances* by your six months after graduation (not job offers).

   f. Base salary *excludes* bonuses, commissions, and other compensation such as benefits and perquisites (e.g., car, equipment, memberships, relocation expenses, etc.). Do not equate benefits and perquisites to cash, and do not include them in a compensation report.

   g. Report the salary of those graduates accepting full-time employment with a start-up company.

   > *Note F.1*: The Standards do not *per se* allow clarification to identify the percentage of graduates within each industry/function who have accepted employment with start-ups. A school can elaborate, in a footnote, the background of its statistics.

   h. Schools may express salary in their local country currency or the currency most appropriate for their local employment market. For schools outside the U.S that wish to express their employment reports in US dollars, they may convert salary reported in €, £, or C$ to US$ on or near their own data collection cutoff date, using official currency rates published by the *Financial Times.*

   i. Schools may elect, in addition to reporting their salary tables in absolute terms, to provide or publish salary information to their prospective student populations using purchasing power parity (PPP) conversions to reflect purchasing power differences between countries. Schools should not

report regional or metropolitan area purchasing power parity differences within a single country. *Graduate salary information with country level purchasing power parity conversions should not be submitted to external publications and media outlets.* If a school elects to produce these salary tables with PPP conversions they should use the most recent conversion estimates supplied by the IMF – World Economic Outlook Database - for the current reporting year and footnote same on their report along with the published date.

j. Express salary as reported and calculated, i.e., not rounded.

k. Stock option values, tuition reimbursement, sales commissions and relocation and moving expenses are <u>excluded</u> from this compensation report. However, schools may report the number or percent of job- seeking graduates receiving stock options, sales commissions, or relocation and moving expenses.

l. Base Salary and Signing/Starting Bonus are not cumulative. Schools should not publish a "Total Compensation" or "Salary plus Signing/Starting Bonus" figure. Total Compensation does not provide an accurate representation of actual compensation since it represents the addition of base salary, plus other types of compensation. This combines one- time payments with ongoing or potentially ongoing payments. Thus, a total compensation figure does not provide a consistent, reliable salary figure. The most accurate way to depict compensation is to list each type of compensation separately—base salary and signing/starting bonus.

m. Report the median, mean, high and low salaries within the categories when there are a *minimum of three data points*, or the number of data points *is equal to or greater than one percent of Full-Time graduates seeking employment, whichever is greater*. This provides additional confidentiality for compensation reporting.

n. Schools may display this information in any manner they choose (e.g., tables, charts, etc.).

EMPLOYMENT REPORT
COMPENSATION REPORT

Include compensation information only for those graduates that ACCEPTED FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of end of the data collection period.

BASE SALARY						
	NUMBER Reporting *Base Salary* Information	**PERCENT Reporting *Base Salary*[1] Information**	**MEAN**	**MEDIAN**	**LOW**	**HIGH**
Permanent Work Authorization						
Non-Permanent Work Authorization						
TOTAL REPORTING						

(1) Divide the number of students reporting base salary by the number of students reporting accepting a position.

SIGNING/STARTING BONUS[1]						
	NUMBER Reporting *Signing/Starting Bonus* Information	**PERCENT Reporting Useable *Signing/Starting Bonus*[2] Information**	**MEAN**	**MEDIAN**	**LOW**	**HIGH**
Permanent Work Authorization						
Non-Permanent Work Authorization						
TOTAL REPORTING SIGNING/STARTING BONUS						

(1) Signing/Starting bonus reporting is optional for programs where receiving a signing/starting bonus is not the norm.
(2) Divide the number of students reporting useable signing/starting bonus information by the number of students providing base salary information.

OPTIONAL REPORTING

Given the class size and specific focus of a specialty master's program, it may not be possible to provide employment and salary information using the Employment by Professional Function and Employment by Industry tables 4C and 4D. Instead, we recommend that schools provide a list of typical job titles achieved upon graduation and a representative sample of top employers for the reporting year. These lists do not need to be comprehensive; rather they show a representative sample to provide the reader with an understanding of potential employment outcomes upon graduation.

Rationale:
- This provides the reader with a better understanding of who hires graduates from the program and the types of traditional full-time roles achieved
- It supplements the function and industry tables when data is very limited.

Optional Table 4.B

EMPLOYMENT REPORT
SAMPLE LIST OF FULL-TIME JOB TITLES & TOP EMPLOYERS

Prepare one final report with all data collected as of the data collection period.

TYPICAL JOB TITLES

TOP EMPLOYERS

2. **OPTIONAL REPORTING:** SALARY BY FUNCTION, INDUSTRY, GEOGRAPHIC REGIONS, UNDERGRADUATE MAJOR AND PROFESSIONAL EXPERIENCE

Due to the focus and smaller size of some specialty master's programs, breaking out employment and salary by function, industry, geographic regions, undergraduate major and professional experience may not be possible. Schools may present this data using these tables as appropriate.

a. Do not break out base salary information for *Permanent Work Authorization or Non-Permanent Work Authorization* under Functions, Industries, Geographic Regions, Undergraduate Major, and Professional Experience (Tables 4.C, 4.D, and 4.E). Simply report for all Full-Time graduates who accepted full-time employment by six months post-graduation in these categories.

b. *Minimum data required:* Include data on a professional function, industry, geographic region, undergraduate major, or level of experience when there are a minimum of *three* data points, or the number of data points *is equal to or greater than one percent of full-time graduates seeking employment (whichever is greater)*. Data points not meeting the "minimum of three" or "one percent or greater" requirements should be reported in the *Other* category (assuming there are a minimum of three such data points), or indicated by an N/A designation.

c. The number and corresponding percentage of full-time graduates accepting new employment in Tables 4.C through Table 4.H is the number reporting employment by function, industry, geographic region, undergraduate major or level of experience, regardless of whether the graduate has provided base salary information.

> **Example: Minimum Data Required**
> 500 full-time graduates seeking employment; one percent equals five graduates:
> * Four graduates accepted employment within one of the categories in this section. While the *minimum of three graduates* rule was met, the *one- percent or greater* rule was *not* met. Therefore, the graduates in this category could either be moved to the *Other* category, or the 0.8% of graduates who accepted jobs could be left in the appropriate category and their salary shown as N/A.
> * Fifteen graduates (three percent) accepted employment within one of the categories in this section. These fifteen graduates would be counted in that category, and their salary would be shown, since *the minimum of three graduates* and the *one- percent or greater* rules have been met.
>
> **Example: Minimum Data Required**
> 90 full-time graduates seeking employment; one percent equals one graduate:
> * Three graduates accepted employment within one of the categories in this section. The *minimum of three graduates and* the *one- percent or greater* rules have been met.
> * Two graduates accepted employment within one of the categories in this section. While *the one- percent or greater* rule has been met, the *minimum of three graduates* rule has not been met. Therefore, these two graduates (2.2% of the class) could be shown as accepting jobs in this category, and the salary for the category be shown as N/A, or these graduates and their salaries could be included in the *Other* category.

3. PROFESSIONAL FUNCTIONS (*Table 4.C*): In addition to reporting the mean, median, high and low base salaries, report the percent of full-time job-accepting graduates who have accepted full-time employment

offers within *Professional Functions* appropriate for your school. The major headings are defined in Table 4C; schools should expand upon those subsets as appropriate to their needs. See below Table 4C for examples.

a. Prepare one final report with all data collected as of the end of the data collection period.
b. Include compensation information only for those graduates ACCEPTING FULL-TIME EMPLOYMENT by the six months after graduation.

Optional Table 4.C

EMPLOYMENT REPORT
COMPENSATION BY PROFESSIONAL FUNCTIONS

Include compensation information only for those graduates that ACCEPTED FULL-TME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of the end of the data collection period.

FUNCTION*	GRADUATES ACCEPTING NEW FULL-TIME EMPLOYMENT**		GRADUATES REPORTING SALARY	MEAN BASE SALARY	MEDIAN BASE SALARY	LOW BASE SALARY	HIGH BASE SALARY
	Number	Percent	Number				
Accounting							
Business/Data Analytics							
Consulting							
Finance							
General Management							
Human Resources							
Marketing/Sales							
Information Technology							
Operations/Logistics							
Other							
Total		100%					

*Modify or expand functions into sub-functions as needed to best represent a specific program.
**Based on total number of students providing function information.

EXAMPLES OF WAYS TO EXPAND THE MINIMUM FUNCTION LIST

ACCOUNTING
- Audit/Assurance
- Tax

BUSINESS/DATA ANALYTICS
- Consulting/IT
- Finance

- Marketing
- Operations

CONSULTING
- Internal Consulting
- IT / Systems Consulting
- General Consulting

- Management Consulting
- Operations / Process Consulting

FINANCE/ACCOUNTING
- Corporate Finance
- Investment Banking
- Investment Management
- Public Finance
- Real Estate
- Private Equity
- Private Wealth Management
- Research
- Sales & Trading

GENERAL MANAGEMENT
- General Services
- Leadership Development Programs

HUMAN RESOURCES
- Generalist/HR Rotational Program
- Talent Acquisition/Recruiting
- Compensation and Benefits

OTHER
- Corporate Social Responsibility

- Organizational Development/Consulting

MARKETING/SALES
- Advertising/Public Relations
- Brand Management
- Buying/Merchandising
- Data Analysis
- Research/Consumer Insights
- Product Management
- Sales

INFORMATION TECHNOLOGY
- Business Analysis
- System Architecture & Design
- IT Management

OPERATIONS/LOGISTICS
- Logistics/Supply Chain
- Production Management
- Purchasing
- Service Operations

- Law
- Medical Professional

4. INDUSTRIES (*Table 4.C):* In addition to reporting the mean, median, high and low base salaries, report the percent of job-accepting graduates who have accepted full-time employment offers within *Industries* appropriate for your school. *Table 4.C* includes some, but not all, of those industries. The major headings are defined; schools should expand upon the subsets as appropriate to their needs.
    a. Prepare one final report with all data collected as of the school's data collection period (one month past your six month post-graduation date).
    b. Include compensation information only for those graduates ACCEPTING FULL-TIME EMPLOYMENT by six months after graduation.

> *Note G.1:* For multi-business corporations such as GE (e.g. aviation, appliances, financial services) schools may opt to classify the student's accepted job at the business unit level. For example, a graduate going into GE Capital is grouped in the Financial Services industry, while another graduate going into GE Appliances is grouped in the Manufacturing industry. Hoovers.com, a global business directory, is one useful resource for identifying an organization's primary industry classification.

EMPLOYMENT REPORT
COMPENSATION BY INDUSTRIES

Include compensation information only for those graduates that ACCEPTED FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of the data collection period.

INDUSTRY*	GRADUATES ACCEPTING NEW FULL-TIME EMPLOYMENT**		GRADUATES REPORTING SALARY	MEAN BASE SALARY	MEDIAN BASE SALARY	LOW BASE SALARY	HIGH BASE SALARY
	Number	**Percent**	**Number**				
Accounting Services							
Consulting							
Consumer Packaged Goods							
Financial Services							
Government							
Healthcare (Including Products and Services)							
Hospitality							
Manufacturing							
Media/Entertainment							
Non-Profit							
Energy							
Real Estate							
Retail							
Technology							
Transportation & Logistics Services							
Other							
TOTAL		100%					

*Modify or expand industry sectors into sub-sectors as needed to best represent a specific program.
**Based on total students providing industry information.

EXAMPLES OF WAYS TO EXPAND THE INDUSTRY LIST:

ACCOUNTING SERVICES
- Big 4
- Mid-Tier
- Regional/Local

CONSULTING

CONSUMER PACKAGED GOODS

EDUCATION

FINANCIAL SERVICES
- Asset / Investment Management
- Commercial Banking
- Hedge Funds

- Insurance
- Investment Banking
- Private Equity / Venture Capital

GOVERNMENT

HEALTHCARE
- Pharmaceuticals / Biotech
- Devices
- Health Services / Hospitals

MANUFACTURING
- Aerospace
- Automotive
- Clean Technology
- Consumer Durables
- Diversified
- Other

MEDIA / ENTERTAINMENT

NON-PROFIT

ENERGY

REAL ESTATE

RETAIL

TECHNOLOGY
- Computers / Electronic Products
- Internet Services
- Retail
- Software
- Telecommunications

TRANSPORTATION & LOGISTICS

SERVICES OTHER

5. GEOGRAPHIC REGIONS (Tables 4.E through 4.K): Each school should complete Table 4.E, the World Region Breakdown, and the table that corresponds to its home region in order to be Standards-compliant. Completing additional tables is recommended, but not required.

For Table 4.E, World Region Breakdown, enter the number of graduates who reported accepting jobs in each *Geographic Region.* Enter the number of graduates who reported salary within each region, including mean, median, low, and high salaries, provided that minimum data thresholds are met (refer to Standards section F.2.d). Percentages of graduates accepting jobs in each region are calculated on the basis of graduates whose information is known (that is, total graduates accepting jobs and providing geographic region).

For Tables 4.F through 4.K, enter the number of graduates and salaries in the same fashion. For a definition of the countries included in each sub-region, refer to the United Nations' Composition of Macro Geographical (Continental) Regions and Geographical Sub-regions, which is provided online. A listing produced in 2015, which was up to date as of 2017, appears in Appendix I. Percentages for all tables are calculated on the basis of total graduates whose information is known worldwide, so that Tables 4.F through 4.K are components of Table 4.E.
   a. Schools are encouraged to utilize subsets, if appropriate, for their population: e.g., specific countries or cities within a given geographic region. Salary data, when provided, should be provided at the country, city, or other more granular level. Salary data by sub-region is likely less meaningful because it aggregates multiple countries, so it is not part of the Standards, with the exception of North America, where it has historical precedent within the Standards.
   b. Prepare one final report with all data collected as the end of the data collection period (one month past your three month post-graduation date).
   c. Include compensation information only for those graduates accepting full-time employment and reporting geographic location by six months after graduation.

EMPLOYMENT REPORT
WORLD REGION BREAKDOWN

Include compensation information only for those graduates that ACCEPTED
FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of end of the data collection period.

REGION	GRADUATES ACCEPTING NEW FULL-TIME EMPLOYMENT*		GRADUATES REPORTING SALARY	MEAN BASE SALARY	MEDIAN BASE SALARY	LOW BASE SALARY	HIGH BASE SALARY
	Number	Percent	Number				
Africa	(A)	(B)					
Asia	(C)	(D)					
Europe	(E)	(F)					
Latin America & the Caribbean	(G)	(H)					
North America	(I)	(J)					
Oceania	(K)	(L)					
Total Reporting		**100%**					

*Based on total students providing geographic information.

Note F.2: The number and percent of graduates accepting jobs in each region in Table 4.E should equal the corresponding numbers in Tables 4.F through 4.K, as notes (A) through (L) indicate.

Note F.3: Expand upon the geographic regions as appropriate to your school, within the definitions provided.

EMPLOYMENT REPORT
COMPENSATION BY REGION: AFRICA
Include compensation information only for those graduates seeking employment who ACCEPTED FULL-TIME
EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of the end of the data collection period.

AFRICAN SUB-REGIONS	GRADUATES ACCEPTING NEW EMPLOYMENT	
	Number	**Percent**
Eastern Africa		
Middle Africa		
Northern Africa		
Southern Africa		
Western Africa		
Total Africa	(A)	(B)

> *Note F.4:* The total number and percent of graduates shown accepting new employment and reporting salary for each region should equal the total number and percent of graduates shown for this region in Table 4.D. Thus, percentages on each regional table are calculated on the basis of the total students providing geographic information worldwide.

Optional Table 4.G

EMPLOYMENT REPORT
COMPENSATION BY REGION: ASIA

Include compensation information only for those graduates seeking employment who ACCEPTED FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of the end of the data collection period.

ASIAN SUB-REGIONS	GRADUATES ACCEPTING NEW EMPLOYMENT	
	Number	**Percent**
Central Asia		
Eastern Asia		
Southern Asia		
South-Eastern Asia		
Western Asia		
Total Asia	(C)	(D)

Optional Table 4.H

EMPLOYMENT REPORT
COMPENSATION BY REGION: EUROPE

Include compensation information only for those graduates seeking employment who ACCEPTED FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of the end of the data collection period.

EUROPEAN SUB-REGIONS	GRADUATES ACCEPTING NEW EMPLOYMENT	
	Number	**Percent**
Eastern Europe		
Northern Europe		
Southern Europe		
Western Europe		
Total Europe	(E)	(F)

EMPLOYMENT REPORT
COMPENSATION BY REGION: LATIN AMERICA & THE CARIBBEAN

Include compensation information only for those graduates seeking employment who ACCEPTED FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of the end of the data collection period.

LATIN AMERICAN & CARIBBEAN SUB-REGIONS	GRADUATES ACCEPTING NEW EMPLOYMENT	
	Number	**Percent**
Caribbean		
Central America		
South America		
Total Latin America & Caribbean	(G)	(H)

EMPLOYMENT REPORT
COMPENSATION BY REGION: NORTH AMERICA

Include compensation information only for those graduates that ACCEPTED FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of the end of the data collection period.

REGION	GRADUATES ACCEPTING NEW FULL-TIME EMPLOYMENT		GRADUATES REPORTING SALARY	MEAN BASE SALARY	MEDIAN BASE SALARY	LOW BASE SALARY	HIGH BASE SALARY
	Number	**Percent**	**Number**				
Bermuda							
Canada							
Greenland							
St. Pierre & Miquelon							
United States							
Mid-Atlantic							
Midwest							
Northeast							
South							
Southwest							
West							
Total North America	(I)	(J)					

Note F.4: The total number and percent of graduates shown accepting new employment and reporting salary for this region should equal the total number and percent of graduates shown for this region in Table 4.D. Thus, percentages on this table are calculated on the basis of the total students providing geographic information worldwide.

Mid-Atlantic
Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West
Virginia

Midwest
Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

Northeast
Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont

South
Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

Southwest
Arizona, Colorado, New Mexico, Oklahoma, Texas

West
Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming

Optional Table 4.K

EMPLOYMENT REPORT
COMPENSATION BY REGION: OCEANIA

Include compensation information only for those graduates seeking employment who ACCEPTED FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of the end of the data collection period.

OCEANIAN SUB-REGIONS	GRADUATES ACCEPTING NEW EMPLOYMENT	
	Number	**Percent**
Australia & New Zealand		
Melanesia		
Micronesia		
Polynesia		
Total Oceania	(K)	(L)

5. UNDERGRADUATE MAJOR, i.e., *Technical, Business and Other (Table 4.F)* In addition to reporting the mean, median, high and low base salaries, report the percent of full-time job-accepting graduates according to their *Undergraduate Major* (Technical, Business or Other).
    a. Prepare one final report with all data collected as of the end of your data collection period (one month past your six month post-graduation date).
    b. Include compensation information only for those graduates ACCEPTING FULL-TIME EMPLOYMENT by six months after graduation.

Optional Table 4.L

EMPLOYMENT REPORT
COMPENSATION BY UNDERGRADUATE MAJOR

Include compensation information only for those graduates that ACCEPTED FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION.

Prepare one final report with all data collected as of the end of the data collection period.

UNDERGRADUATE MAJOR	GRADUATES ACCEPTING NEW FULL-TIME EMPLOYMENT**		GRADUATES REPORTING SALARY	MEAN BASE SALARY	MEDIAN BASE SALARY	LOW BASE SALARY	HIGH BASE SALARY
	Number	Percent	Number				
Technical*							
Business							
Other							
Total		100%					

*Technical is generally defined as non-business majors in the science and engineering disciplines.
**Based on the total number of students undergraduate major information.

6. PROFESSIONAL EXPERIENCE (*Table 4.G*). Report *Professional Experience* within the following groups:
    a. One year or less,
    b. More than one year and up to three years,
    c. More than three years and up to five years, and
    d. More than five years.

    In addition to reporting the mean, median, high and low base salaries, report the percent of full-time, job-accepting graduates according to *Years of Professional Experience* (since earning their first degree, see example below).
    1. Prepare one final report with all data collected as of the end of the data collection period (one month past your six month post-graduation reporting date).
    2. Include compensation information only for those graduates ACCEPTING FULL-TIME EMPLOYMENT by six months after graduation.
    3. Express *Professional Experience* as the number of years of full-time, professional work experience completed since earning the first degree, through graduation with the new GRADUATE degree.

> **Example: Years of Professional Work Experience**
> Helen Smith earned her BA degree in 2013. She worked four years and nine months for Compaq and another four months for Dell during the summer of her GRADUATE program. Helen has five years and one month of professional experience.

Optional Table 4.M

EMPLOYMENT REPORT
COMPENSATION BY PROFESSIONAL EXPERIENCE

Include compensation information only for those graduates that ACCEPTED FULL-TIME EMPLOYMENT BY SIX MONTHS AFTER GRADUATION

Prepare one final report with all data collected as of the end of the data collection period.

YEARS PROFESSIONAL EXPERIENCE	GRADUATES ACCEPTING NEW FULL-TIME EMPLOYMENT*		GRADUATES REPORTING SALARY	MEAN BASE SALARY	MEDIAN BASE SALARY	LOW BASE SALARY	HIGH BASE SALARY
	Number	Percent	Number				
One year or less							
More than one year, up to three years							
More than three years, Up to five years							
More than five years							
Total		100%					

* Based on total students providing years of professional experience.

A. *GENDER, RACE, AND NATIONAL ORIGIN*

The MBA CSEA recommends that schools collect employment data pertaining to gender, race and national origin as it relates to salary, job function and industry statistics for internal tracking purposes, as appropriate to your school. This collection **should not be included as a part of a formal employment report.**

B. *FOOTNOTES AND COMPLIANCE STATEMENT*

1. REQUIRED FOOTNOTES: Footnotes are **required** indicating: (a) the percent of graduates for whom you have reliable information, (b) the percent of full-time job-accepting graduates for whom you have reliable salary information, (c) graduation dates within the reporting year, (d) interim reports and (e) salary tables that include purchase price parity multiplier.

2. OPTIONAL FOOTNOTES: Footnotes are **optional** in these areas: (a) employers' withdrawing or rescinding offers, (b) employers' deferring job start dates, and (c) graduates' reneging on accepted

offers. Adding these footnotes may help to educate our audience(s) on employment trends in our industry. See Appendix for examples.

3. COMPLIANCE STATEMENT: Include a *compliance statement* on your Employment Report if it has been developed in accordance with the standards in this document. The Compliance Statement should appear on both printed and online Employment Reports.

Example: Sample Footnote
This report conforms to the MBA Career Services & Employer Alliance Standards for Reporting Specialty Masters Employment Statistics©.

Footnote example: Graduation dates within the reporting year
The university represents that the dates that graduates completed their degree requirements and therefore were able to use the distinction of their degrees as December 15, 2017 and May 15, 2018.

Footnote example: Graduation date within the reporting year
Graduates completed their degree requirements and were conferred their degrees in two ceremonies which were December 10, 2017 and June 10, 2018.

Footnote Example: Purchase Price Parity Multiplier
The salary tables expressed including Purchasing Power Parity were calculated using the IMF- World Economic Outlook Tables.

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4. PERCENT OF GRADUATES FOR WHOM YOU HAVE USABLE INFORMATION: The MBA CSEA minimum target is 75 percent of all graduates, that is, the number in the lower right- hand corner of Table 1.B. While you may have received information from *less than 75 percent* of the total graduating class, you should nonetheless insert a footnote on the employment report clearly indicating the percent of the total class on which you *have* received information. Recognize that you may receive information from the graduate, from an employer, from a graduate's parent, or from some other credible source.

Example: Useable Information
Your school has 1000 total graduates. You receive questionnaires from 700 graduates, and you have reliable information from other sources on 180 additional graduates. Accordingly, you have information on 88 percent of the graduating class (880/1000).

---

5. PERCENT OF FULL-TIME JOB ACCEPTING GRADUATES PROVIDING USEABLE SALARY INFORMATION: The MBA CSEA minimum target is 75 percent. The equation is: *the number of job-accepting graduates for whom you have useable salary information / total full-time job-accepting graduates = percent*.

Example: Footnoting Graduates Who Submitted Salary Information

- (a): Count the number of full-time students who have reported that they accepted a full-time job by six months after graduation. The number is found in Table 2.B (TIMING OF JOB ACCEPTANCES).   This is the denominator.
- (b): Count the number of these "full-time job-accepting graduates" for whom you have useable salary information. This is the numerator. Divide the numerator by the denominator. Use this percentage in the footnote.

Example: Footnoting Graduation Dates
Graduation dates for the full-time master in X program class were December 15, 2017 and May 15, 2018.

Example 1: Useable Salary Information
If 100 graduates had accepted a full-time job by six months after graduation, and 92 of those graduates provided useable salary information, the percent of full-time job-accepting graduates for whom you have useable salary information is 92%.

Example 2: Useable Salary Information
If 100 graduates had accepted a full-time job six months after graduation, 78 of those graduates provided useable salary information, and you have useable salary information from employers for 14 other graduates, the percent of full-time job-accepting graduates for whom you have useable information is 92%.

Footnote Example:
This salary report is based upon useable salary information from 92% of the graduates who accepted a full-time job by six months after graduation.

6. INTERIM REPORTS: Schools may wish to prepare and publish any number of **interim** reports prior to the end of the data collection period (one month past your six month post-graduation date). However, schools should date those interim reports and clearly indicate that those reports are **interim** reports.

7. If your school has reliable data on 100 percent of the total graduating class or 100 percent of the graduates seeking employment before the end of your data collection period, then your school may publish your data as of that date.
.

Example: Interim Reports
This is an INTERIM REPORT. A final Employment Report, which will include all information received as of (the end of the data collection period) will be published at a later date.

Footnote Example:

This is XYZ UNIVERSITY'S FINAL Employment Report. It is based upon information from 100 percent of the graduates seeking employment.

APPENDICES

APPENDIX I – *GEOGRAPHIC REGIONS*

COMPOSITION OF MAJOR AREAS AND REGIONS
From United Nations, Department of Economic and Social Affairs, Population Division (2015). *2015 Revision of World Population Prospects* (http://esa.un.org/unpd/wpp/).

AFRICA

Eastern Africa
Burundi
Comoros
Djibouti
Eritrea
Ethiopia
Kenya
Madagascar
Malawi
Mauritius
Mayotte
Mozambique
Réunion
Rwanda
Seychelles
Somalia
South Sudan
Uganda
United Republic of Tanzania
Zambia
Zimbabwe

Middle Africa
Angola
Cameroon
Central African Republic
Chad
Congo
Democratic Republic of the Congo
Equatorial Guinea
Gabon
Sao Tome and Principe

Northern Africa
Algeria
Egypt
Libyan Arab Jamahiriya
Morocco
Sudan
Tunisia

Western Sahara

Southern Africa
Botswana
Lesotho
Namibia
South Africa
Swaziland

Western Africa
Benin
Burkina Faso
Cabo Verde
Côte d'Ivoire
Gambia
Ghana
Guinea
Guinea-Bissau
Liberia
Mali
Mauritania
Niger
Nigeria
Saint Helena
Senegal
Sierra Leone
Togo

ASIA

Eastern Asia
China
China, Hong Kong SAR
China, Macao SAR
Democratic People's Republic of Korea
Japan
Mongolia
Republic of Korea

South-Central Asia
Afghanistan
Bangladesh

Bhutan
India
Iran (Islamic Republic of)
Kazakhstan
Kyrgyzstan
Maldives
Nepal
Pakistan
Sri Lanka
Tajikistan
Turkmenistan
Uzbekistan

South-Eastern Asia
Brunei Darussalam
Cambodia
Indonesia
Lao People's Democratic Republic
Malaysia
Myanmar
Philippines
Singapore
Thailand
Timor Leste
Viet Nam

Western Asia
Armenia
Azerbaijan
Bahrain
Cyprus
Georgia
Iraq
Israel
Jordan
Kuwait
Lebanon
Oman
Qatar
Saudi Arabia
State of Palestine
Syrian Arab Republic
Turkey
United Arab Emirates
Yemen

EUROPE

Eastern Europe
Belarus
Bulgaria
Czech Republic
Hungary
Poland
Republic of Moldova
Romania
Russian Federation
Slovakia
Ukraine

Northern Europe
Åland Islands
Denmark
Estonia
Faeroe Islands
Finland
Guernsey
Iceland
Ireland
Isle of Man
Jersey
Latvia
Lithuania
Norway
Sweden
United Kingdom of Great Britain and Northern Ireland

Southern Europe
Albania
Andorra
Bosnia and Herzegovina
Croatia
Gibraltar
Greece
Holy See
Italy
Malta
Montenegro
Portugal
San Marino
Serbia
Slovenia
Spain
TFYR of Macedonia

Western Europe
Austria
Belgium
France
Germany
Liechtenstein
Luxembourg
Monaco
Netherlands
Switzerland

LATIN AMERICA and the CARIBBEAN

Caribbean
Anguilla
Antigua and Barbuda
Aruba
Bahamas
Barbados
Bonaire, Saba and Sint Eustatius
British Virgin Islands
Cayman Islands
Cuba
Curaçao
Dominica
Dominican Republic
Grenada
Guadaloupe
Haiti
Jamaica
Martinique
Montserrat
Puerto Rico
Saint Kitts and Nevis
Saint Lucia
Saint Vincent and the
Grenadines
Sint Maarten (Dutch part)
Trinidad and Tobago
Turks and Caicos Islands
United States Virgin
Islands

Central America
Belize
Costa Rica
El Salvador
Guatemala

Honduras
Mexico
Nicaragua
Panama

South America
Argentina
Bolivia (Plurinational State of)
Brazil
Chile
Colombia
Ecuador
Falkland Islands (Malvinas)
French Guiana
Guyana
Paraguay
Peru
Suriname
Uruguay
Venezuela (Bolivarian Republic of)

NORTH AMERICA

Bermuda
Canada
Greenland
Saint Pierre and Miquelon
United States of America

OCEANIA

Australia and New Zealand
Australia
New Zealand
Norfolk Island

Melanesia
Fiji
New Caledonia
Papua New Guinea
Solomon Islands
Vanuatu

Micronesia
Guam
Kiribati
Marshall Islands
Micronesia (Federated States of)

Nauru
Northern Mariana Islands
Palau

Polynesia
American Samoa
Cook Islands
French Polynesia
Niue
Pitcairn
Samoa
Tokelau
Tonga
Tuvalu
Wallis and Futuna Islands

APPENDIX II –*RESCINDED AND WITHDRAWN FULL-TIME OFFERS, START DATE DEFERRALS AND RENEGED ACCEPTANCES*

1. RESCINDED OFFER: A rescinded offer is an offer that a graduate accepts for full-time professional level employment that the employer later retracts.

The bottom line: A FIRST OFFER is an offer when it is received and the timing does not change, even if the offer is later rescinded. An ACCEPTANCE can only be made to a valid offer. If an employer rescinds an offer, it is no longer valid and the timing of a graduate's acceptance of a subsequent offer should be reported.

Example 1: Employers Rescinding Offers

Assume a student was offered a job on February 1, 2018. Graduation is May 15, 2018. This would be reported as an offer received before graduation.

Assume further that the student "accepts" this offer on April 30, 2018. The employer then rescinds the offer on May 10, 2018.   The graduate finds and accepts another job on June 1, 2018.

For MBA CSEA Employment Report purposes, the graduate's first offer would still fall in the Before Graduation category ,and his acceptance (of the second job) would fall in the After Graduation and By Six Months Following Graduation category. It is important to note that MBA CSEA Employment Reports are compiled with all information on hand by one month after the six months post-graduation reporting date.

If you had prepared an INTERIM report on May 1, 2018, you SHOULD have included the *first* offer and *first* acceptance in the *Before Graduation* category. But INTERIM reports become finalized with later, more complete information.

The Standards require that schools footnote instances of employers rescinding accepted offers in the school's final report. Footnote examples can be found below.

Example 2: Employers Rescinding Offers

Premises: (1) 100 Full-Time job-seeking students; (2) 80 students have offers before graduation and all 80 students have accepted those offers; (3) Graduation is May 15, 2018; (4) An *Interim Report* is prepared May 1, 2018 and a *Final Report* is prepared one month after the six month post-graduation reporting date. (5) Employers rescind five graduates' offers on May 10, 2018; (6) these five graduates, and the remaining 20 graduates, receive offers and accept these offers on June 1, 2018, that is, *after graduation and before six months after graduation*. (7) For these examples, we will use numbers only and omit percentages.

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2. WITHDRAWN OFFERS: A withdrawn offer is defined as a Full-Time professional level employment offer made to a graduate that is later withdrawn *before* the graduate accepts the offer.

The bottom line: A FIRST OFFER is an offer when it is received and the timing does not change, even if the offer is later withdrawn.

Example 1: Offer Withdrawal
Assume a student was offered a job on February 1, 2018. Graduation is May 15, 2018.
This would be reported as an offer received *Before Graduation.* The employer then withdraws the offer on May 10, 2018. The graduate finds and accepts another job on June 1, 2018.

For *MBA CSEA Employment Report* purposes, the graduate's first offer would still fall in the *Before Graduation* category, and his acceptance (of the second job) would fall in the *After Graduation and By Six Months Following Graduation* category. It is important to note that MBA CSEA Employment Reports are compiled with all information on hand by one month after the six month post-graduation date.

If you had prepared an INTERIM report on May 1, 2018, you SHOULD have included this *first* offer in the *Before Graduation* category.

The Reporting Standards require that schools footnote instances of employers withdrawing offers in the school's final report. Footnote examples can be found on page 39.

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3. START DATE DEFERRALS BY EMPLOYERS: Include in a footnote the number and percent of graduates impacted by employer-deferred full-time employment starting dates about which you have knowledge from any reliable source. You are encouraged to make appropriate back-up notes to support your data. This applies to deferrals of accepted jobs and not to offers that have not been accepted. The equation is the number of job seeking graduates with full-time offers that have employer-deferred employment starting dates / the number of master's graduates accepting employment = percent.

Example: Offer Deferrals
Two graduates inform you that their new employers have notified them that their employment starting dates have been deferred for as much as six months. Another three employers inform you of three additional graduates whose starting date has been deferred (for a total of 5 deferrals). There are 100 master's graduates who accepted employment.

Footnote Example:
Employers deferred 5 graduates' employment starting dates. This impacted 5 percent of master's graduates who had accepted employment.

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4. RENEGED ACCEPTANCES: A reneged acceptance is an acceptance of a full-time job offer that a graduate at a later date chooses not to honor. You may include in a footnote the number and percent of graduates who renege on their acceptance of a full-time job about which you have knowledge from any reliable source. The equation is the *number of job seeking graduates reneging on an accepted full-time job offer / total masters graduates accepting full-time employment = percent*.

> **Example: Reneged Offers**
> Three employers inform you that five of your graduates reneged on a full-time job offer, which they previously accepted. There are 60 master's graduates who accepted employment. Therefore, 5% of the graduates reneged on offers they had accepted.

APPENDIX III–*STANDARDS HISTORY*

HISTORY OF THE STANDARDS FOR REPORTING SPECIALTY MASTERS EMPLOYMENT STATISTICS

In July 1994, the MBA Employment Statistics Standards Committee was formed at the MBA Career Services & Employer Alliance's (formerly MBA Career Services Council) inaugural meeting in San Diego, California. In 1996, V.1 of the Standards for Reporting MBA Employment Statistics was approved by the board and put into practice.

In 2013 the organization noted a trend in increased enrollment of specialty master's programs at business schools worldwide. A survey was conducted among MBA CSEA members to confirm the trend and identify what, if any, employment data was being collected from the graduates. Based on the results of this survey, in 2014 the Board of Directors discussed the need to explore the creation of standards for specialty master's programs, with the overarching goal to provide context for applicants when selecting programs that match their educational and career goals (and not to establish an MBA style rankings competition based on employment rates and base salaries).

In June 2015, a session was held at the MBA CSEA Global Conference in Dallas, TX to discuss current data collection processes being used by schools and gather feedback from the membership. In March 2016, a task force was convened to develop a draft of the Standards. The task force consisted of: Tom Kozicki (chair), Paul Merage School of Business, University of California, Irvine; Emily Anderson, Owen School of Business, Vanderbilt University, Tracy Handler, NYU Stern, Sue Kline, MIT Sloan, Mark Peterson, Iowa State College of Business.

In April 2016, a more extensive survey was conducted among MBA CSEA members to gather data on the variety of specialty master's programs offered and career services provided to those students. Some of the challenges driving the development of specialty master's standards that were uncovered through the survey and several follow-up discussions included:
- Specialty masters programs are broad and diverse. There were 58 different programs identified in the survey, with more expected in subsequent years. Even programs with the same names can vary significantly in size, time to degree completion, average years of work experience, and intended career outcomes.
- Many schools report large numbers of international and/or entry-level candidates in these programs. Time to employment varies greatly among these populations, with many of them taking alternative employment opportunities including short-term and contract positions.
- Many schools have not yet invested in resources to support the career needs of specialty master's program graduates in the same way they have for MBA graduates.

- Some specialty masters programs are very specialized and small (with less than 20 students) making it difficult to report employment in a meaningful way using the standard function, industry, geography, undergraduate major and years of work experience tables.

In May 2016, a draft set of Standards was written, using the original Standards as a basis, and adjusting for insights gathered from the members. In June 2016, a session was held at the MBA CSEA Global Conference in Atlanta, GA to present the draft standard and solicit feedback. A working group was formed to test the standards and provide additional insight. The working group consisted of: Wendy Clay, Simon School of Business, University of Rochester; Stephen Glomb, Carlson School of Management, University of Minnesota, Mitchell Kam, Weatherhead School of Management, Case Western University; Shari Kern, Olin Business School, Washington University St. Louis; Patrick Perrella, Daniels College of Business, University of Denver; Sondi Pripstein, Tepper School of Business, Carnegie Mellon; Andy Rabitoy, Foster School of Business, University of Washington; Leonard Williams, Freeman School of Business, Tulane University.

In October 2016, a webinar was held with the working group to review the draft and make revisions. In December, 2016, testing was completed by the working group. In early spring 2017, the draft was revised based on feedback from the working group, the Standards Committee and the Board of Directors.

In April 2017, a draft of the standards was approved by the Standards Committee to be distributed to the members for comment. Member comments were collected via an online survey. The task force reviewed feedback from the membership and made additional revisions. In June 2017, a draft of the standards was approved by the Standards Committee and then finalized by the Board of Directors.

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