



MARKET RESEARCH BRIEF

# Market Demand for Master of Science in Management Programs

Analysis of Market Demand for Fifth-Year Master of Science in Management Programs in North Carolina and South Carolina

# COE Forum

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# 1) Research Methodology

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**Project Challenge** Leadership at the University of North Carolina- Charlotte approached the Forum as they considered launching a new fifth-year master's. Through a combination of qualitative interviews with administrators of competitor programs and quantitative data analytics, the Forum sought to assess the market viability of Master of Science in Management program.

EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics data to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

## Methodology and Definitions

**Methodology:** Unless stated otherwise, this report includes data from online job postings from February 2015 to January 2016.

**Definitions:** "Local area" and "local data" will refer to the Charlotte-Gastonia-Rock Hill, North Carolina and Columbia, South Carolina Metropolitan Statistical Areas (MSAs). The "regional area" or "regional data" will refer to the state of North Carolina.

Annual growth in job postings is measured in the change between January 2011 and December 2015 by six-month halves (i.e., 2012 H2 is July 2012 to December 2012). 2012 H2-2013 H1 represents year one and 2013 H2-2014 H1 represents year two, which gives the most recent two complete years of data.

The forum employed the following filters to assess job postings data:

- Graduate or professional degree (specified)
- Skills conferred through a 'Business Administration and Management (general)' program of study
- Skills in the following topics:
  - 'Business'
  - 'Finance'
  - 'Marketing'

**EAB's Partner for Real-Time Labor Market Data**

This report includes data made available through EAB's partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass's proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings "unspecified" for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at [bdenious@burning-glass.com](mailto:bdenious@burning-glass.com) or 301-525-6596.

## Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries ([eab.com](http://eab.com))
- Bureau of Labor Statistics (<http://bls.gov>)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- Charlotte Chamber of Commerce (<http://charlottechamber.com/>)

## Profiled Institutions

The Forum interviewed program directors or profiled programs via secondary research at the following institutions:

### A Guide to Institutions Profiled in this Brief<sup>1</sup>

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
<b>Boston University</b>	North	18,000 / 32,000	Research Universities (very high research activity)
<b>Elon University</b>	South	5,500 / 6,500	Master's Colleges and Universities (smaller programs)
<b>George Mason University</b>	South	22,500 / 34,000	Research Universities (high research activity)
<b>Rochester Institute of Technology</b>	North	13,500 / 16,500	Master's Colleges and Universities (larger programs)
<b>University of Florida</b>	South	33,000 / 49,500	Research Universities (very high research activity)
<b>University of Notre Dame</b>	Midwest	8,500 / 12,000	Research Universities (very high research activity)
<b>University of Virginia</b>	South	16,500 / 24,000	Research Universities (very high research activity)
<b>Wake Forest University</b>	South	5,000 / 8,000	Research Universities (high research activity)

1) National Center for Education Statistics.

## 2) Executive Overview

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### Key Observations

**Demand for master’s-level management professionals increased drastically between H1 2014 and H2 2015.** Job posting data indicates that the demand for master’s-level management professionals increased by 50 percent regionally, 70 percent locally between H2 2014 and H2 2015. The city of Charlotte, North Carolina, and the associated metropolitan statistical area contain employers with the highest demand for management professionals. Top employers include consulting firms Accenture and Deloitte, as well as software publisher, Oracle.

**Design a ten month program with international study requirements to differentiate from regional competitor programs.** The majority of profiled programs offer a full-time, ten month program schedule with summer start dates. Summer start dates give students a break from academics and the ability to recommence coursework on a schedule that mimics an undergraduate schedule. Regional competitor programs follow the ten month schedule but do not offer coursework in global commerce. To stand out from competitors, consider the inclusion of a global residency requirement to help students develop an international business perspective.

**Provide students with networking opportunities to assist in soft-skill development and professional connections for post-graduate employment.** Contacts note that networking opportunities allow students to develop soft-skills in interpersonal communication and professional etiquette. These networking opportunities enable students to build business contacts with potential employers and to enhance post-graduate employability. Consider the inclusion of coursework or workshops that invite regional employers to interact with management students to enhance their program experience.

**Program marketing materials should emphasize the benefits of the MS in Management for graduating seniors from undergraduate liberal arts programs without prior employment experience.** Profiled programs’ marketing materials include the word ‘pre-employment’ to signal that business students and MBA prospects need not apply. Contacts indicate that marketing outreach aims to communicate that the program will help students develop business skill-sets, make professional contacts, and increase employability. Recruitment efforts should target senior year students to encourage them to include the management program in their postgraduate planning.

# 3) Employer Demand Analysis

## Demand over Time

### Employers Demonstrated Rapid Growth in Demand for Master’s-Level Management Professionals across the Past Two Years

Regional job postings increased by 66 percent between H1 2014 and H2 2015 and local job postings increased by over 100 percent in the same timeframe. Job postings data demonstrates growth in employer demand for master’s-level management professionals regionally and locally with 12,276 job postings available regionally in H2 2015 and 5,601 job postings available locally. Local data also suggests that 44 percent of postings request professionals with three to five years of professional experience. A 2015 report by the Charlotte Chamber of Commerce indicates that 291 of the Fortune 500 firms operate offices in the Charlotte-Gastonia-Rock Hill MSA.<sup>2</sup> The presence of these companies may indicate that demand for management professionals will continue to grow.

### Number of Job Postings for Master’s-level Management Professionals<sup>3</sup>

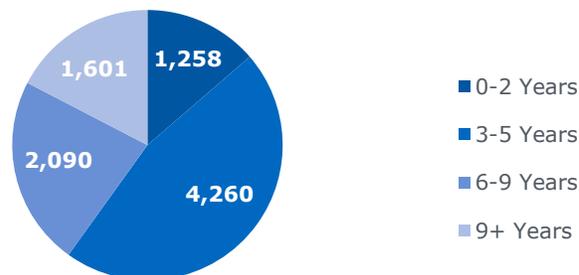
Regional and Local Data, January 2011-December 2015<sup>4</sup>



### Years of Experience Requested of Master’s-Level Management Professionals<sup>5</sup>

Local Data, February 2015-January 2016

n= 11,662 job postings, 1,859 unspecified



2) Charlotte Chamber of Commerce, [Charlotte in Detail](#)

3) Data collected for H2 2013 and after is not directly comparable to data collected before H2 2013 due to improvements in Burning Glass Labor/Insight’s web spidering technology.

4) Burning Glass Labor/InsightTM.

5) Burning Glass Labor/InsightTM.

## Top Employers and Industries

## Accenture, Deloitte, and Oracle Lead Local and Regional Employer Demand for Master's-Level Management Professionals

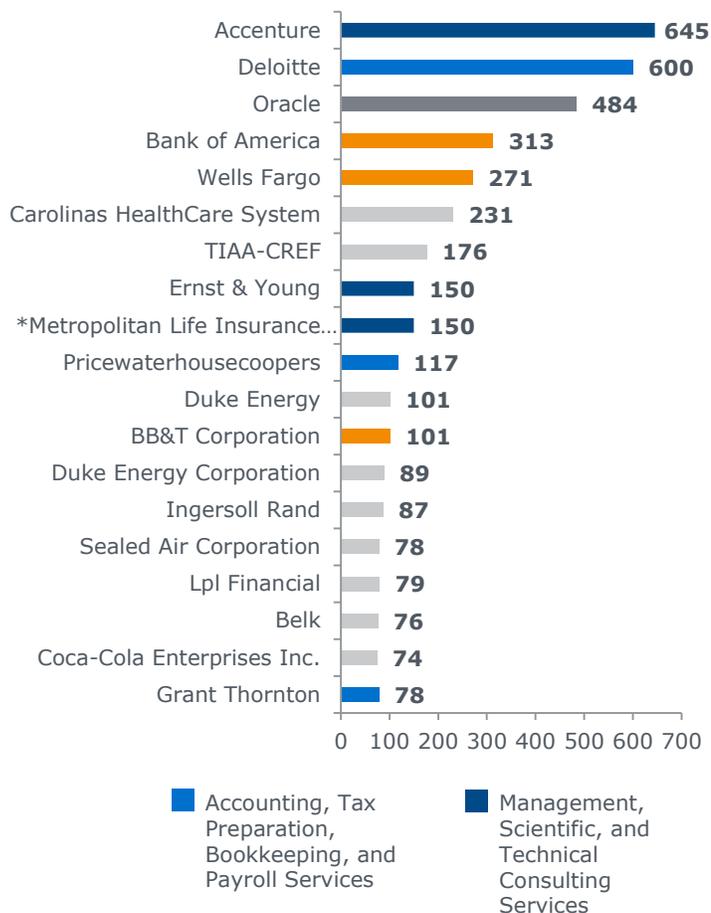
The Bureau of Labor Statistics (BLS) notes that the United States' reputation as an international financial center will likely contribute to employment growth in the financial industry.<sup>6</sup> Top industries in the local and regional area include 'Accounting, Tax Preparation, Bookkeeping, and Payroll Services,' 'Management, Scientific, and Technical Consulting Services,' 'Depository Credit Intermediation,' and 'Software Publishers.'<sup>7</sup>

Job postings data indicates that Accenture posts six percent of local job opportunities and three percent of regional opportunities. Deloitte posts five percent of local opportunities and just under three percent of regional job opportunities. Software publisher, Oracle, supplies four percent of both local and regional job postings for master's-level management professionals.

### Top Employers in Demand for Master's-Level Management Professionals<sup>8</sup>

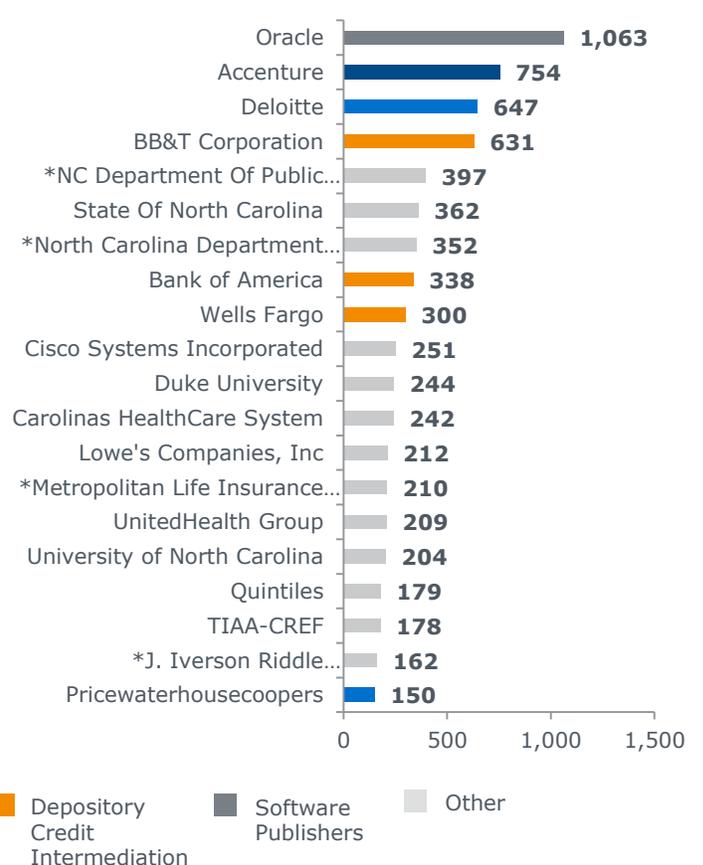
Local Data, February 2015-January 2016

n = 11,662 job postings, 2,518 unspecified postings



Regional Data, February 2015-January 2016

n = 24,361 job postings, 4,928 unspecified postings



6) Bureau of Labor Statistics, Occupational Handbook: Financial Managers

7) Burning Glass Labor/Insight Tool™

8) Burning Glass Labor/Insight Tool™

9) \*Metropolitan Life Insurance Company, NC Department of Public Safety, North Carolina Department of Justice, J. Iverson Riddle Development Center.

## Top Locations

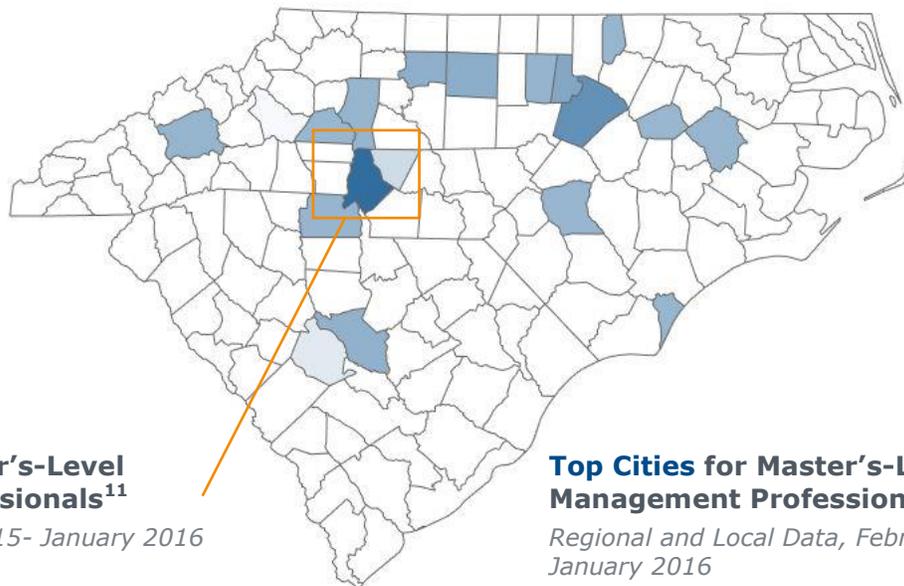
### Charlotte, North Carolina Employers Post the Highest Number of Job Opportunities for Master's-Level Management Professionals

Job postings data indicates that employers in the city and MSA of Charlotte, North Carolina post the greatest number of job openings for management professionals and represent over 35 percent of all regional and local postings. Employers in the Charlotte-Gastonia-Rock Hill MSA post almost 9,000 more jobs than employers in the Columbia, South Carolina MSA. This regional and local market demand indicates that the **University of North Carolina-Charlotte's** prospective management program would produce graduates with skills in demand in the region.

### Top Counties for Master's-Level Management Professionals<sup>10</sup>

*Regional and Local Data, February 2015- January 2016*

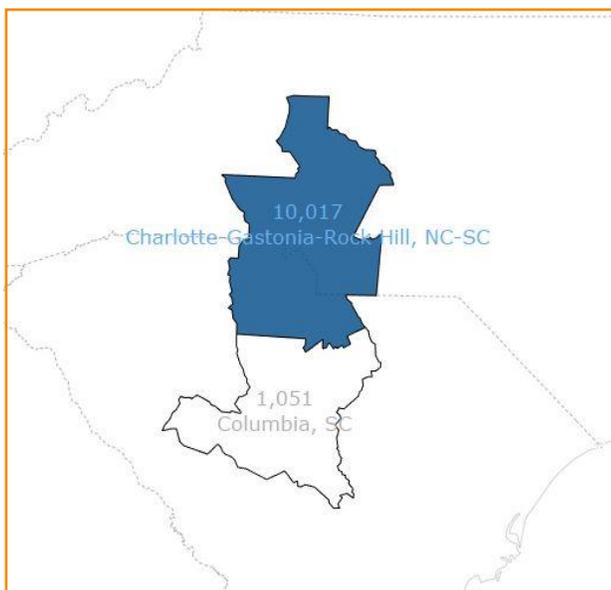
n= 25,756 job postings, 1,075 unspecified



### Top MSAs for Master's-Level Management Professionals<sup>11</sup>

*Local Data, February 2015- January 2016*

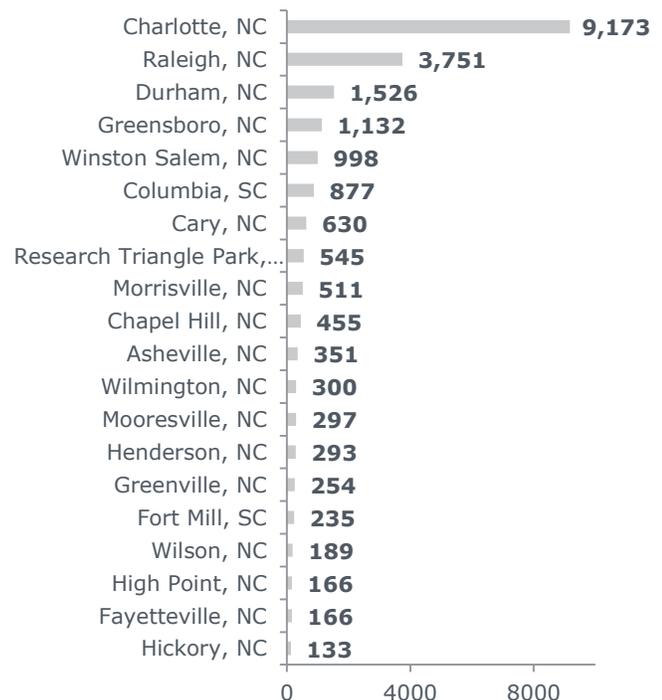
n= 11,068 job postings



### Top Cities for Master's-Level Management Professionals<sup>12</sup>

*Regional and Local Data, February 2015- January 2016*

n= 25,756 job postings, 1,075 unspecified



10) Burning Glass Labor/Insight Tool™  
 11) Burning Glass Labor/Insight Tool™  
 12) Burning Glass Labor/Insight Tool™

### 3) Program Characteristics and Development

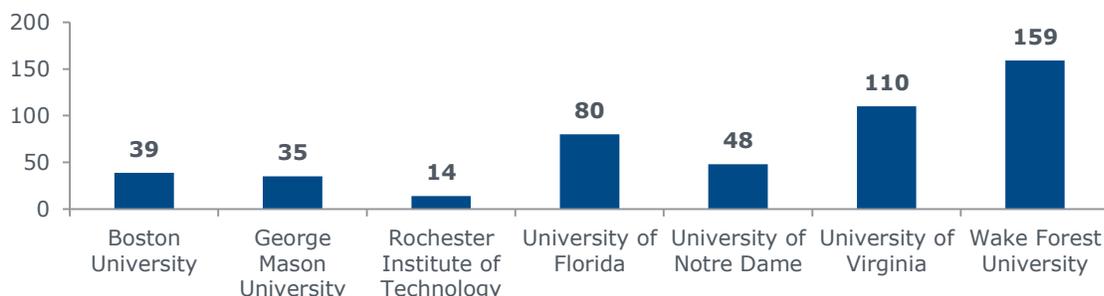
#### Trends in Enrollment

#### Current Programs Cite Plans to Expand Enrollment to Meet Growth in Student Demand

Enrollment data indicates that program class sizes vary between 35 and over 150 students in the current academic year. Administrators at the **University of Virginia** state that the program received over 350 applications for the 110 slots for the 2015-2016 program. Administrators at the University of Virginia add that the institution’s commitment to small class sizes and a team-based teaching approach renders it difficult to expand the program to meet an increase in student demand. Contacts at **George Mason University** report that the management program, which started in the fall of 2014, received enough student demand to increase the program’s capacity by seven students the following year and may continue expansion in years to come. **Boston University** administrators, whose program began in the fall of 2015, report that demand for the program exceeded original estimates; the program expected 30 students but enrolled 39.

#### Program Enrollments for Master’s-Level Programs in Management

*Enrollments reported through interviews and secondary research for the 2015-2016 program year.*



#### Master of Management Programs Enroll Students from Undergraduate Institutions across the Nation

Administrators note that most prospective students apply with a strong academic record from top research universities across the nation. The **University of Notre Dame** program description reports that students from 22 universities enrolled in the program for the 2015-2016 academic year. **Wake Forest University’s** online brochure reports that the class of 2016 contains students from 74 undergraduate institutions. Contacts at the **University of Virginia** report that an increase in program demand and interest allowed administrators to view applicants more selectively. Of the 110 students currently enrolled in the management program, only ten percent received an undergraduate degree from the University. Contacts at the **Rochester Institute of Technology** report that internal undergraduates makeup about ten percent of the master’s program.

Contacts at the **University of Florida** note that the current management program student body primarily contains internal undergraduates. However, administrators note that planned marketing strategies hope to increase program diversity and attract students from national and international undergraduate programs.

## Offer a Ten-Month Program with a Late Summer or Fall Start Date to Compete with Current Programs and Attract Recent Graduates

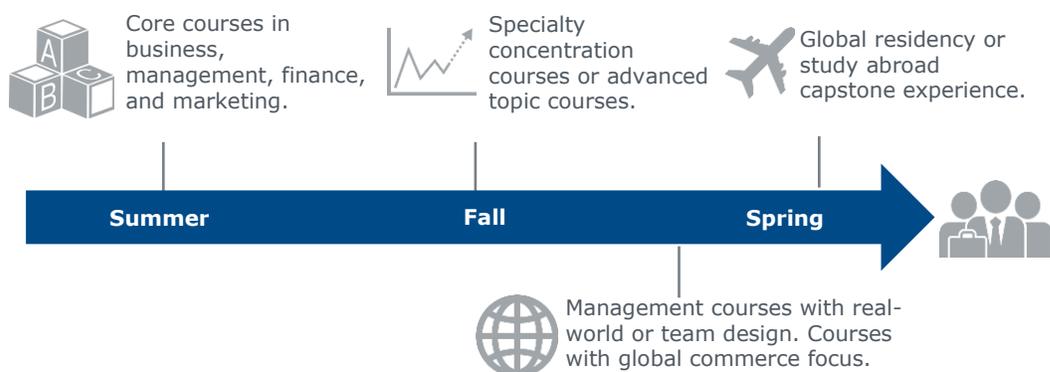
The majority of profiled programs offer a ten-month, full-time management program. **Wake Forest University**, the **University of Notre Dame**, and the **University of Virginia** offer program start dates between June and late August. Administrators at the University of Virginia indicate that a summer start date allows students to begin the program shortly after the completion of an undergraduate degree. The **University of North Carolina-Charlotte** may consider the development of a program with a late-summer start date to attract students who graduated earlier that spring or who seek a program that coincides with their previous academic schedule.

**Elon University**, **Rochester Institute of Technology**, the **Rochester Institute of Technology** and **George Mason University** design the management program with an early fall start date. Contacts at the **University of Florida** note that a fall start date may attract more international students than the summer. Administrators note that enrollment increased when a fall start date was offered because it aligns with the Chinese academic year and students were better able to complete their international studies before the start of the management program. Contacts at **Boston University** note indicate that a fall start date also results in cheaper tuition costs since students do not need to navigate specialized summer tuition rates.

## Consider International Study Requirements to Expose Students to Global Business and Offer an Experience Regional Competitors Lack

The management programs at **George Mason University** and the **University of Virginia** require students to complete a global residency experience before program completion. The University of Virginia provides intensive spring coursework to prepare students for the international experience. These courses include the study of economic and social influences on international business. The international program at George Mason University grants students meetings with business and government leaders and visits with local and multi-national businesses. The **University of Notre Dame** also offers a study abroad experience but does not require the course for graduation. The **University of North Carolina-Charlotte** may consider the development of an international experience to attract students with interest in international business careers and to offer a unique experience absent at regional institutions.

### Sample Program Design with Required International Experience<sup>13</sup>



<sup>13</sup>Sample program designed through secondary university programs as listed on institutional websites.

## Incorporate Networking Opportunities into Coursework to Assist Students in Post-Graduate Employment

The **University of Virginia** reports that 95 percent of program graduates secure employment within three months of graduation. Contacts indicate that in-class case studies expose students to real-world challenges and final projects often attract company executives curious about the solutions students propose. Administrators also note that company representatives present during introductory courses about topics in marketing, finance, and management. These in-class gatherings grant students the opportunity to network on a more personal level to company representatives and executives. **Wake Forest University** offers similar opportunities to meet with company representatives through "Action Learning Projects." These projects pair students with a business sponsor client throughout the spring semester and allow students to work closely with clients to develop professional skills.

Contacts at **George Mason University** note that program alumni often provide valuable information and networking opportunities for enrolled students. Administrators note that alumni regularly host and attend information sessions and provide students with personal connections to a variety of employers. The **University of Notre Dame** offers a "Career and Job Search Methods" course as part of the management program curriculum. This course equips students with career search, interview, and networking skills. Administrators at **Boston University** indicate that management students also gain access to the career services department of the business school to develop their resumes, interview skills, and job search techniques.

## Offer Core Courses in Business Administration and Additional Degree Tracks in Specialty Topics to Meet Employer Demand

Job postings data from the regional and local area indicate that employers seek master's-level management professionals with advanced business management skills. Employers most often seek professionals with 'business administration,' 'business process,' 'business development,' and 'business planning skills.' Additional specialized skills in top demand include 'accounting,' 'collaboration,' 'Oracle,' and 'economics.'<sup>14</sup>

In addition to core courses, contacts at the **Rochester Institute of Technology** offer specialties in "Product and Service Development," "Leadership," and Global Management and Supply Chain Management." In order to meet employer demand, the **University of North Carolina- Charlotte** may consider the development of courses that provide a broad overview of business topics alongside specialty courses in accounting, finance, economics, and sales.

**Boston University** administrators indicate that students only receive pass/fail grades to encourage them to learn from failures and to mimic workplace feedback.

## Proposed Program with Core Courses and Specialty Concentrations



### Core Business Courses

- Economic Policy and the Global Environment
- Principles of Finance
- Principles of Management
- Statistics in Business
- Accounting I
- Fundamentals of Behavior in Organizations
- Business Communications
- Financial Management
- Consulting to Management



### Corporate Finance

- Financial Reporting and Firm Analysis
- Principles of Financial Accounting
- Financial Management in a Global Environment
- Corporate Finance



### Business Analytics

- Process Analytics
- Quantitative Methods
- Spreadsheet Decision making
- Business Data Mining



### Marketing and Sales

- Marketing Management
- Marketing and Firm Performance
- Reputation Management
- Corporate Presentation and Writing

## Top Regional and Local Skills for Master's-Level Management Professionals<sup>14</sup>

*Regional and Local Data, February 2015- January 2016*

n= 25,756 job postings, 8 unspecified

- Business Administration (7,703 postings)
- Accounting (5,157)
- Business Process (4,968)
- Business Development (4,858)
- Collaboration (3,204)
- Oracle (2,837)
- Business Planning (2,783)
- Business Analysis (2,358)
- Business Management (2,118)
- Economics (2,073)
- Sales (1,996)

<sup>14</sup>Burning Glass Labor/Insight Tool™

### Ensure Marketing Materials Communicate that the Management Program Seeks Pre-Professional, Liberal Arts Students

**George Mason University** administrators note that program mailers often include an emphasis on a “fifth-year” schedule to communicate to students that the program serves as an extension of an undergraduate schedule. Administrators also indicate that program marketing focuses on the full-time, day-time format to attract pre-professional students instead of non-traditional students. Administrators at the **University of Florida** also highlight the program’s ability to diversify students’ skill sets, enhance career prospects, or assist with a career change. Contacts highlight the program’s group-project design to emphasize that the management program differs from traditional undergraduate coursework.

Contacts at the **University of Virginia** note that their marketing efforts position the program as a way to develop business skills outside of an MBA program. Administrators note that entrance into traditional MBA programs requires prerequisite business courses and employment experience. Marketing materials for the University of Virginia’s MS in Commerce program states that students do not need a business background, but can view the one-year program as a complimentary degree to an MBA program in the future.

### Conduct Outreach to Comparable Institutions Nationwide and Create Personalized Outreach for Internal Undergraduates

Contacts at the **University of Virginia** note that the program employs a “portfolio” approach for program marketing and utilize a variety of strategies to reach prospective students. Administrators utilize a targeted school approach and market the program to students at schools with comparable academic rigor through email marketing and administrator outreach. Administrators at the **University of Florida** and **George Mason University** target their current undergraduate study body through list-serve emails to liberal arts students and word-of-mouth referrals. Contacts at George Mason University also utilize parent relationships and send mailers to the homes of liberal arts students in hopes that parents will encourage their children to enroll. Contacts at the **Rochester Institute of Technology** note that current undergraduate students seek on-campus information sessions and opportunities to meet with program faculty members.

# Sample Marketing Strategy for Master of Science in Management Fifth-Year Programs<sup>15</sup>



## Fifth-Year Management Master's Degree

### Internal Outreach



Send personalized mailers to the homes of liberal arts students in an effort to inform parents about post-graduate educational opportunities that may increase employability.



Send emails and flyers to students currently on campus with information about the management program and application dates.



Include rhetoric in outreach that emphasizes the pre-employment requirement to attract students unsure of their career path. Encourage students to include the management program in their post-graduate plans.

### External Outreach



Identify universities with comparable academic rigor and send marketing materials to students in the liberal arts programs.

**http:**

Ensure program website contains useful and easy to find program information. Create online advertisements to reach students who also express interest in traditional MBA programs.



Utilize relationships with university administrators to reach potential applicants. Liberal art program faculty and career services professionals may provide more personalized program referrals.

<sup>15</sup>Marketing strategy influenced by administrator interviews.

## 5) Student Characteristics and Employment Outcomes

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### Student Characteristics

#### **The Majority of Students Enrolled at Profiled Programs Possess an Undergraduate Degree in Liberal Arts or Engineering**

Contacts at **George Mason University** note that liberal arts students who enroll in the program often use their increased knowledge of business strategies to improve employability. Administrators at the **University of Virginia** report that most students enter the program immediately upon undergraduate graduation and often possess a Grade Point Average above 3.5. Contacts at the **Rochester Institute of Technology** and **Boston University** note that many program students possess undergraduate degrees from the fields of science, engineering, technology, and mathematics. The program at the **University of Florida** allows students to take electives in any department. This flexible format grants student the ability to expand upon previous liberal arts studies and combine them with current business courses.

Most universities request that applicants earn an undergraduate GPA of 3.0 or above to be considered for program acceptance. The University of Florida reports an average GPA of 3.42 and the University of Virginia reports an average GPA between 3.1 and 3.8. However, the recent increase in demand at the University of Virginia enables administrators to become more selective.

#### **Nontraditional Students Who Completed an Accelerated Bachelor's Program also Seek One-Year Management Programs**

Contacts at the **University of Virginia** report an increase in applications from students who completed an undergraduate degree in less than four years. Administrators note that students who finish early often seek one-year management programs to create a four-year traditional university experience. Contacts at the **University of Florida** also reveal that the number of Chinese students interested in the management programs increased over the past few years. Administrators credit this increase in interested to the program's fall start date that aligns with the Chinese academic calendar. Targeted marketing to early graduates and international students may attract additional applications to the proposed program at the **University of North Carolina- Charlotte**.

### Encourage Internships and Networking Opportunities that can Directly Relate to Post-Graduate Employment

All contacts indicate that students may attend workshops or career centers to develop resumes, interview skills, and etiquette prior to the start of internships and job searches. Relationships built via internships and formal or informal networking opportunities allow students to build contacts with employers and company representatives who recruit program graduates. Contacts at the **University of Virginia** indicate the in-class presentations to corporate representatives regularly result in job interviews and offers. A capstone project required by the management program at the **Rochester Institute of Technology** allows students to create solutions for the business challenges of real-world clients. Contacts at the **University of Florida** state that students often find employment through contacts created at recruiter or alumni events on campus.

### Students Apply Liberal Arts and Business Skillsets to Careers in Marketing, Finance, and Consulting

Data reported from the management program at **Wake Forest University** indicates that 91 percent of graduates find employment within three months of graduation. The data also indicates that the class of 2015 accepted positions in marketing, general management, financial services, and consulting. Administrators at **George Mason University** note that many students mature and build confidence while enrolled in the program and easily find employment with internship providers. Contacts at the **University of Virginia** note in the [2015 Commerce Career Services Destinations Report](#) that marketing and management firms employ the highest number of program graduates.

Job postings data from the local and regional area mimic administrator observations. The top three titles for regional and local master's-level management professionals include 'business analyst,' 'marketing manager,' and 'financial analyst.' Employer demand for 'business analyst' professionals represent three percent of regional job postings and four percent of local postings. In the region and local area, 'business analyst' positions represent almost 300 more postings than the next leading title. Other top titles include management positions as 'account manager,' 'risk manager,' and 'sales manager.' Professionals may also seek consultant positions as a 'sales consultant' or 'business consultant.'

## Top Titles for Master's-Level Management Professionals<sup>16</sup>

Regional Data, February 2015- January 2016

n= 24,361 specified postings, 0 unspecified



Local Data, February 2015- January 2016

n= 11,068 specified postings, 0 unspecified



## Top Occupations and Salaries

### Master's-Level Management Professionals May Seek Occupations with High Earning Potential

Job postings data suggests that a master's-level management professional may expect to earn an average salary of \$58,380 and \$123,450 per year. Local and regional employers most often seek 'marketing managers' which yields the highest average salary of all other reported occupations. Program information provided by **George Mason University** suggests that graduates of the management program may expect a starting salary between \$46,000 and \$65,000. Graduates of the **University of Virginia** program report starting salaries between \$63,450 and \$87,417.

#### Top Occupations and Salaries for Master's-Level Management Professionals<sup>17</sup>

Regional and Local Data, February 2015- January 2016

n= 25,756 specified postings, 902 unspecified

Occupation	Average Salary <sup>18</sup>	Number of Postings (Local/Regional)
Management Analyst	\$80,880	682 / 1,110
Software Developers, Applications	\$97,990	276 / 695
Computer Systems Analyst	\$82,710	503 / 898
Marketing Managers	\$123,450	760 / 1,583
Sales Managers	\$110,660	479 / 835
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	\$58,380	437 / 815
Managers, All Other	\$110,210	335 / 871
Business Intelligence Analyst	\$80,880	521 / 961
General and Operations Managers	\$117,200	350 / 694
Financial Analysts	\$78,620	218 / 561

The BLS projects these occupations to grow much faster than the national average between 2014 and 2024. Growth projections range from 14 to 21 percent.

17) Burning Glass Labor/Insight Tool™  
18) [Bureau of Labor Statistics](#)

# Appendix A: Institution Profiles

Institution	Course Design	Specialty Tracks	Cost, Start Date, Program Duration, International Experience
<p><b>Boston University</b> <i>Master of Science in Management Studies</i></p>	<p><b>Module I</b></p> <ul style="list-style-type: none"> <li>• Diagnosing Organizations</li> <li>• Customers and Markets</li> <li>• Financial Decision Making</li> <li>• Career: Strategy and Skills</li> <li>• Client Consulting Project</li> </ul> <p><b>Module II</b></p> <ul style="list-style-type: none"> <li>• Communicating in Teams</li> <li>• Leadership and Persuasion</li> <li>• Data Analysis and Business</li> <li>• Strategic Analysis</li> <li>• Data and Taking Action</li> <li>• Collaboration and Innovation Design</li> <li>• Client Consulting Project</li> </ul> <p><b>Module III</b></p> <ul style="list-style-type: none"> <li>• Implementing Organizational Change</li> <li>• Technology Strategy</li> <li>• Innovating the Customer Experience</li> <li>• Client Consulting Project</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$48,182</p> <p><b>Start Date:</b> Fall</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> None</p>
<p><b>George Mason University</b> <i>Master of Science in Management</i></p>	<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>• Financial Reporting and Firm Analysis</li> <li>• Statistical Analysis for Management</li> <li>• Fundamentals of Behavior in Organizations</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Economics of Successful Firm Management</li> <li>• Marketing and Firm Performance</li> <li>• Managing Business Operations in a Global Environment</li> </ul> <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>• Performance Evaluation through Cost Management</li> <li>• Financial Management in a Global Environment</li> <li>• Management of IT</li> </ul> <p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>• Business Strategy and Firm Leadership</li> <li>• Global Business Perspectives (Global Residency)</li> <li>• Professional Development Experience</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$32,976 in-state \$59,877 out-of-state</p> <p><b>Start Date:</b> Fall</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> Required</p>

<p><b>Elon University</b> <i>Master of Science in Management</i></p>	<p><b>Foundation Courses</b></p> <ul style="list-style-type: none"> <li>Principles of Finance</li> <li>Principles of Financial Accounting</li> </ul> <p><b>Business Core Courses</b></p> <ul style="list-style-type: none"> <li>Economic Policy and the Global Environment</li> <li>Accounting for managerial Decisions</li> <li>Marketing Management</li> <li>Financial Management</li> <li>Marketing Management</li> <li>Management and Organizational Behavior</li> <li>Advanced Operations and Supply Chain</li> <li>Project Management</li> </ul>	<p><b>Organizational Analytics</b></p> <ul style="list-style-type: none"> <li>Analytics I: Quantitative Methods</li> <li>Analytics II: Spreadsheet Decision Making</li> <li>Analytics III: Business Data Mining</li> <li>Analytics IV: RA/SAS Programming</li> <li>Topics in Applied Management: Analytics Practicum</li> </ul> <p><b>Corporate Communications</b></p> <ul style="list-style-type: none"> <li>Organizational Communications</li> <li>Reputation Management</li> <li>Corporate Presentation and Writing</li> <li>Global and Intercultural Communications</li> <li>Corporate Communications Capstone</li> </ul>	<p><b>Cost:</b> \$28,000-\$33,000</p> <p><b>Start Date:</b> Fall</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> None</p>
<p><b>Rochester Institute of Technology</b> <i>Master of Science in Management</i></p>	<p><b>Core Courses</b></p> <ul style="list-style-type: none"> <li>Management of Innovation in Products and Services</li> <li>Organizations Behavior and Leadership</li> <li>Negotiations</li> <li>Corporate Social Responsibility and Business Ethics</li> </ul>	<p><b>Global Management and Supply Chain Management</b></p> <ul style="list-style-type: none"> <li>Operations and Supply Chain Management</li> <li>Global Business Opportunities and Threat</li> <li>Global Issues and Strategies</li> <li>Global Management</li> <li>Supply Chain Management</li> </ul> <p><b>Product and Service Development</b></p> <ul style="list-style-type: none"> <li>Entrepreneurship and New Venture Creation</li> <li>Advanced Topics in Technology Management</li> <li>Electives</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>Managing Organizational Change</li> <li>Behavioral Skills for Managers</li> <li>Electives</li> </ul>	<p><b>Cost:</b> \$40,158</p> <p><b>Start Date:</b> Fall</p> <p><b>Program Duration:</b> 12 months</p> <p><b>International Experience:</b> N/A</p>

<p><b>University of Florida</b> <i>Master of Science in Management</i></p>	<p><b>Core Courses</b></p> <ul style="list-style-type: none"> <li>• Financial Accounting</li> <li>• Managerial Accounting</li> <li>• Managers and Legal Environment</li> <li>• Managerial Economics</li> <li>• Asset Value Risk Return</li> <li>• Professional Writing</li> <li>• Professional Communication</li> <li>• Organizational Behavior</li> <li>• Production and Ops Management</li> <li>• Global Strategic Management</li> <li>• Marketing Management</li> <li>• Managerial Statistics</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$16,983 in-state \$40,174 out-of-state</p> <p><b>Start Date:</b> Spring, Summer, and Fall</p> <p><b>Program Duration:</b> 12 months</p> <p><b>International Experience:</b> Optional</p>
<p><b>University of Notre Dame</b> <i>Master of Science in Management</i></p>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Quantitative Business Analysis</li> <li>• Principles of Management</li> <li>• Statistics in Business</li> <li>• Accounting I</li> <li>• Career and Job Search Methods</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• Accounting II</li> <li>• Finance Principles</li> <li>• Economic Analysis</li> <li>• Management Writing</li> <li>• Management Speaking</li> <li>• Your Background and Its Unique Value to Business</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Marketing Management</li> <li>• Strategic Decision Making</li> <li>• Process Analytics</li> <li>• Corporate Finance</li> <li>• Business Ethics Capstone</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$74,485</p> <p><b>Start Date:</b> Summer</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> Optional</p>

<p><b>University of Virginia</b> <i>Master of Science in Commerce</i></p>	<p><b>Integrated Core Experience</b></p> <ul style="list-style-type: none"> <li>• Consulting to Management</li> <li>• Global Strategy and Systems</li> <li>• Financial Management</li> <li>• Strategic Cost Management</li> <li>• Financial Accounting</li> <li>• Marketing and Quantitative Analysis</li> <li>• Organizational Behavior</li> <li>• Business Communications</li> </ul> <p><b>Global Immersion Experience</b></p> <ul style="list-style-type: none"> <li>• Foundations in Global Commerce</li> </ul>	<p><b>Business Analytics</b></p> <ul style="list-style-type: none"> <li>• Introduction to Business Analytics</li> <li>• Customer Analytics</li> <li>• Web Analytics for E-Commerce</li> <li>• Advanced Quantitative Analysis</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• Financial Management</li> <li>• Corporate Valuation and Financing</li> <li>• Information Management for Financial Services</li> <li>• Investment Banking</li> <li>• Asset Management</li> </ul> <p><b>Marketing and Management</b></p> <ul style="list-style-type: none"> <li>• Brand Management and Integrated Marketing Communication Strategy</li> <li>• Project Management</li> <li>• Social Media Marketing Metrics and Strategy</li> <li>• Consumer Behavior Research and Pricing Strategy</li> <li>• Creating Value in B2B Markets</li> </ul>	<p><b>Cost:</b> \$41,810 in-state \$47,376 out-of-state</p> <p><b>Start Date:</b> Summer</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> Required</p>
<p><b>Wake Forest University</b> <i>Master of Arts in Management</i></p>	<ul style="list-style-type: none"> <li>• Introduction to Business</li> <li>• Personal Branding and Career Management</li> <li>• LEAD I</li> <li>• Business Analytics</li> <li>• Accounting</li> <li>• Managerial Economics</li> <li>• Marketing Management</li> <li>• Financial Management</li> <li>• Information Technology Management</li> <li>• LEAD II</li> <li>• Legal Environment of Business</li> <li>• Business Strategy and Planning</li> <li>• Macroeconomics</li> <li>• Operations Management</li> <li>• Electives</li> <li>• Business Simulation Capstone</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$45,460</p> <p><b>Start Date:</b> Summer</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> None</p>