



The Value of Using the *GRE*[®] General Test

Presentation Overview

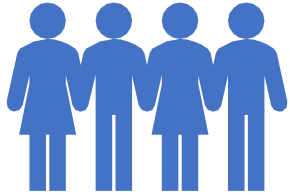
- The Value of Using *GRE*[®] Test Scores
- Review of Application Criteria: Purpose, Benefits, Drawbacks and Mitigations
- Using GRE Scores as Part of a Holistic Process
- Answers to Questions About *GRE*[®] General Test Scores: What Can We Learn from Research?
- Research and Commentary in Support of Using GRE Test Scores to Strengthen the Admissions Process
- ETS and GRE Efforts to Increase Access and Equity for Applicants
- Free Resources for Advisors and Educators
- Free Resources and Services for Students
- ETS Engagement with the Graduate Community
- About ETS and Its Commitment to Diversity



The Value of Using GRE Test Scores



The standardized testing debate



There has been a movement away from standardized testing due to increased focus on diversity in admissions and a proliferation of assertions on social media.



Concerns have been raised about:

1. Implicit bias and/or group differences
2. Belief in barriers to diversity
3. Ability to predict student success

Is the *GRE*[®] General Test biased?

- When people mention bias, they are generally referring to a phenomenon that is common among all standardized tests called “**group score differences**.” This means that, on average, members of different groups perform differently on the test. There can be group score differences among socioeconomic groups, racial/ethnic groups and gender groups, but group differences are not the same as bias..
- If, and only if, you are willing to assume that there are no ethnic group- related differences in educational and economic resources, and are willing to assume that there are no prejudices in society, could you argue that group differences on educational tests are evidence of bias.
- The American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (2014) explicitly point out that **test fairness does not require equality of outcomes**.

Source: [National Council on Measurement: Misconceptions about Group Differences in Average Test Scores](#)



Measurement nonprofit addresses misconceptions

NATIONAL
COUNCIL ON
MEASUREMENT
IN EDUCATION

Misconceptions about Group Differences in Average Test Scores

Posted: November 22, 2019

The recent request to the Regents of the University of California to stop using college admissions test scores pointed out the troubling reality that there are large score differences across racial/ethnic groups on college admissions tests. However, the letter reinforced two misconceptions about tests that need to be corrected. First, the letter claimed that differences across racial/ethnic groups in test performance signify test bias. Second, the letter claimed that the typical finding that students from high-income families obtain higher test scores, on average, than students from low-income families constitutes proof of test bias. These erroneous claims confuse correlation with causality. **Differences in socioeconomic status and quality of education exist across racial/ethnic groups in this country. Criticizing test results for reflecting these inequities is like blaming a thermometer for global warming.** For this reason, the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 2014) explicitly point out that test fairness does not require equality of outcomes. As the *Standards* state “...group differences in testing outcomes should trigger heightened scrutiny for possible sources of test bias ... However, group differences in outcomes do not in themselves indicate that a testing application is biased or unfair” (p. 54). Some examples of factors that may contribute to average score differences across racial/ethnic groups are disparities in school and community resources, teacher quality, course offerings, and access to cultural activities. The National Council on Measurement in Education is troubled by these inequities and would like to see educational assessments be part of the solution in resolving them. However, we note the disparities in test performance are caused by disparities in educational opportunities, and that group differences in college admissions tests do not equate to test bias. Rather than limiting the types of information college admissions officers can use, we encourage proper use and interpretation of *all* data associated with college readiness, and we acknowledge the importance of the information provided by college admissions test scores.

See [NCME Statements](#)



Group differences and fairness

“Annual Assessments Are Imperative to Have Accurate Information”

Joint Letter from Civil Rights, Social Justice, Disability Rights, and Education Advocates



“The use of standardized tests has helped reveal longstanding achievement gaps and racial disparities in academic opportunity and provided the evidence used by civil rights groups to advocate for change”

Publication Date: Nov. 20, 2020

Source: [LINK](#)



What are the benefits of using *GRE*[®] scores?

- ✓ Helps identify which applicants are graduate-ready
- ✓ Enables applicants from different backgrounds to be compared fairly
- ✓ Balances out more subjective information
- ✓ Levels the playing field for applicants who aren't as well resourced as their peers

See: [Four Facts about the *GRE*[®] General Test.](#)



“GRE Analytical Writing scores provide information about applicants’ ability to construct and evaluate arguments and articulate complex ideas. Programs can access applicants’ actual essay responses through ETS Data Manager. These responses are more authentic than personal statements, which are often coached and refined before submitting as part of the application.”

Steve Matson

Professor of Biology and Former Dean of the Graduate School, University of North Carolina at Chapel Hill, Past Chair of the GRE Board, and former graduate education advisor with ETS



What are the limitations of using *GRE*[®] scores?

- ✓ Test scores can't offer insight about all qualities or factors that may predict academic or career success.
- ✓ No single measure can represent a person's potential, yet many programs use GRE scores as cutoff scores, thus disadvantaging some students.
- ✓ On average, members of different groups perform differently on the test, which can be addressed through holistic review.

See: www.holisticadmissions.org/be-informed/



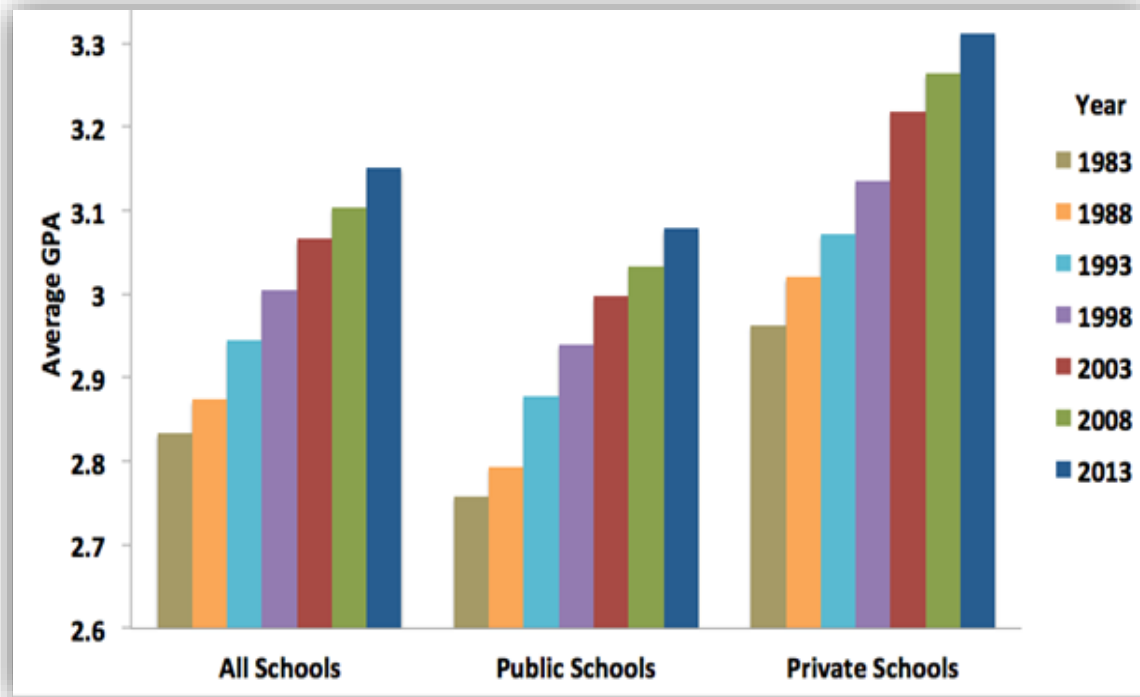
"GRE scores are complex measures that are frequently used inappropriately. It is important for review committees to obtain training to better unlock the value of GRE scores."

Bill Andrefsky

Edward R. Meyer Distinguished Professor Emeritus and Former Graduate Dean, Washington State University, and former graduate education advisor with ETS



All Components of the Application Have Imperfections



Source: gradeinflation.com

Educational opportunities and life circumstances can have a substantial influence on all components of an application, including:

- ✓ Letters of recommendation
- ✓ Reputation of the undergraduate institution
- ✓ Personal statements
- ✓ Undergraduate GPA

Only *GRE*® Test Scores:

- ✓ Are backed by ongoing research
- ✓ Meet and exceed industry psychometric standards
- ✓ Have processes to ensure they are as free from bias as possible

See: [ETS Fairness](https://www.ets.org/fairness)



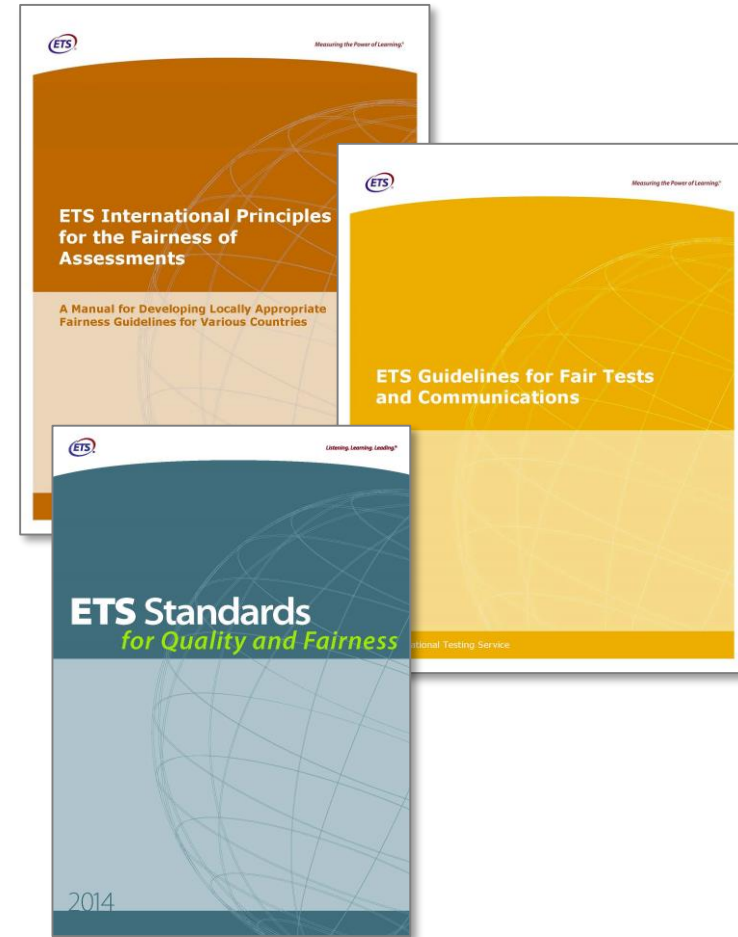
The GRE tests have processes to minimize bias

All components of the application are subject to bias, but only the GRE tests have checks and balances to ensure they are as fair and unbiased as possible:

- Training staff on the ETS Standards for Quality and Fairness, which are aligned with AERA/NCME/APA professional standards
- Forming diverse teams to review test questions
- Removing questions that seem to disadvantage any one group

Without GRE scores, students who attended lesser-known institutions are less able to demonstrate their academic capabilities.

Resources: [ETS Fairness](#) and [GRE Test Fairness and Validity](#)



Predictive validity of the *GRE*® tests

A [meta-analysis](#)* of **82,659 students** by University of Minnesota found that, **across master's and doctoral programs**, the *GRE*® General Test ...

Is a valid predictor of:

- ✓ Overall graduate GPA
- ✓ Comprehensive exam scores
- ✓ Publication counts
- ✓ Faculty ratings

Correlates positively with:

- ✓ Degree attainment
- ✓ Research productivity

Has stronger predictive validity than undergraduate GPA and letters of recommendation

Research also shows:

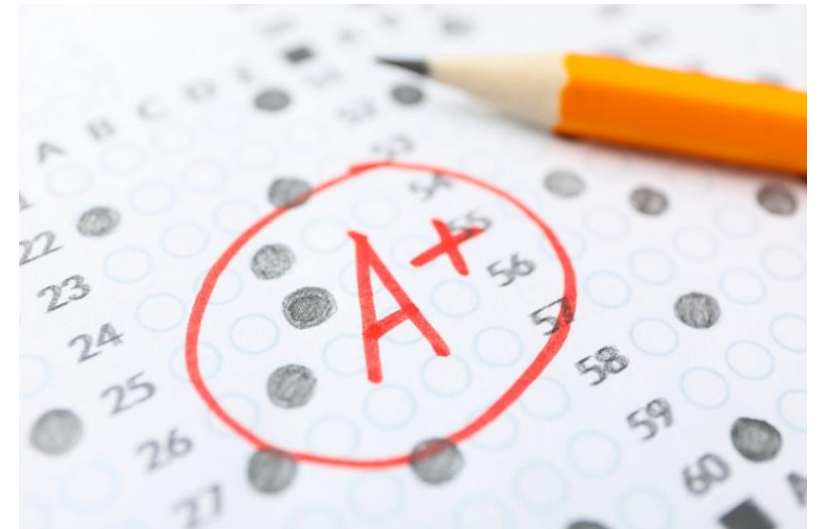
GRE Analytical Writing scores are the best or 2nd-best predictors of future GPA, across master's and doctoral programs

The value of the test in identifying students likely to struggle

* This same meta-analysis found that **GRE Subject Test** scores are better predictors of graduate school success than *GRE*® General Test scores or undergraduate GPA.

The *GRE*[®] General Test Can Identify Students Most Likely to Struggle and/or Drop Out

- Grades are ONE indicator of graduate school readiness
- You may not care if students have an A or a B average at the end of the first year
- But you might like to identify students likely to struggle so that you could provide extra services for them
- How might you select a test to identify potentially struggling students?



Source: [Klieger et al 2014](#)

What are the risks of eliminating the *GRE*® test from the admissions process?

- You are removing the only standardized, directly comparable measure of preparedness for graduate school from the admissions evaluation process.
- Applicants lose an opportunity to highlight strong scores and present themselves in the best possible light.
- Admissions committees are left completely reliant on trying to equate GPAs to compare across institutions and over time, coupled with the issue of grade inflation.

See: [Eliminating the GRE® Test in Graduate Admissions Increases Barriers for Students](#)



The slide features a dark blue background with a gradient that transitions to a lighter blue and yellow on the right side. In the top-left and bottom-left corners, there are several diagonal lines in white, light blue, and orange. The main text is centered and reads:

Review of Application Criteria: Purpose, Benefits, Drawbacks and Mitigations

Application criteria purpose, benefits, drawbacks and mitigations

Application Criteria	Purpose	Benefits	Drawbacks	Mitigation
Undergraduate Transcript & GPA	<ul style="list-style-type: none"> Specialized experience Academic ability 	<ul style="list-style-type: none"> Growth over time Challenging coursework Passion for subject Well-roundedness Cross-discipline interests 	<ul style="list-style-type: none"> Varying institutional rigor Different grading scales Pass/fail options (COVID19) Grade inflation 	<ul style="list-style-type: none"> Examine in context Read between the lines Look for evidence of challenging coursework, growth
GRE® Scores	<ul style="list-style-type: none"> Cognitive skills Grad readiness 	<ul style="list-style-type: none"> Objective benchmark Equal opportunity Research-based Fairness reviews Professional standards Board of grad deans 	<ul style="list-style-type: none"> Overweight/cut scores Tendency to combine scores Prep investments vary Group score differences 	<ul style="list-style-type: none"> Consider relevant scores Go holistic Use a rubric Avoid predictive emphasis Use alternate review processes
Personal Statement	<ul style="list-style-type: none"> Passions Personality Potential 	<ul style="list-style-type: none"> Humanizes objective, quantifiable info Unique experiences, backgrounds, POVs 	<ul style="list-style-type: none"> Especially subjective; perceptions dependent on reviewer factors Subject to explicitness of instructions 	<ul style="list-style-type: none"> Needs to provide insights on persistence and resilience Gather input on application directions Have multiple reviewers Use descriptive rubric Target info committee is seeking

Application criteria purpose, benefits, drawbacks and mitigations (continued)

Application Criteria	Purpose	Benefits	Drawbacks	Mitigation
Statement of Purpose	<ul style="list-style-type: none"> Reason for applying to program 	<ul style="list-style-type: none"> Student's experiences as prep for advanced study If applicant is a good fit Applicant's career plans 	<ul style="list-style-type: none"> Purpose not understood unless instructions are clear Disagreement with applicant's career goals Often heavily coached and edited 	<ul style="list-style-type: none"> Needs to align with program goals Provide clear instructions on content expected Have several reviewers read Use a rubric
Letters of Recommendation	<ul style="list-style-type: none"> Third-party assessment and endorsement Attributes Ability to succeed 	<ul style="list-style-type: none"> Authentic perceptions of achievements, potential Concrete examples of subjective traits 	<ul style="list-style-type: none"> Highly subjective; positive bias Prone to gender bias Courtesy vs sincerity Some are student authored Reviewer bias 	<ul style="list-style-type: none"> Pay attention to language, examples Articulate dispositions; request examples Provide a standard form with metrics Diverse group of reviewers Use a rubric with intentional instructions for recommender

Application criteria purpose, benefits, drawbacks and mitigations (continued)

Application Criteria	Purpose	Benefits	Drawbacks	Mitigation
Résumé & Research Experience	<ul style="list-style-type: none"> • Practical application of classroom concepts • Specialized experience 	<ul style="list-style-type: none"> • Skills and dispositions to contribute to the field • Proof of practical skills that can be advanced 	<ul style="list-style-type: none"> • Influenced by socioeconomic factors • Can be incomplete due to relevancy questions 	<ul style="list-style-type: none"> • Understand role and impact of privilege • Use explicit directions • Use consistent format
Interviews	<ul style="list-style-type: none"> • Fit between student's aspirations and department's offerings • Verbal and nonverbal communication skills • Interpersonal and intrapersonal skills 	<ul style="list-style-type: none"> • More insight into candidate • Can ask questions about points in application • Another piece of information to get best perspective on student 	<ul style="list-style-type: none"> • Overreliance on interviews • Influenced by conscious and unconscious biases • If unstructured, may not provide the information needed • Cultural differences might cause some students to be at a disadvantage 	<ul style="list-style-type: none"> • Standardize interview and use a rubric. • Be intentional about purpose of the interview

All other components of graduate application packages have their own weaknesses

Primary Research Literature as Reviewed by Woo et al. (in press):

- **Undergraduate GPA:** Mean ethnicity/race differences favor White applicants.
- **Personal statements:** Questionable predictive value; potential for gender bias; potential for bias in access to mentors who can help with writing them.
 - At undergraduate-level, admission essay content is more highly correlated with household income than SAT scores (Alvero et al., 2021).
- **Letters of recommendation:** Minor predictive value beyond grades & test scores; potential for gender and ethnicity/race biases.
- **Interviews:** Almost no research at graduate level; interviews in general are prone to implicit, social cognitive, and other biases; evidence for bias against overweight applicants.
- **Resumes/CVs (including prior research experience & undergraduate selectivity):** Questionable predictive value; stratification by SES and underrepresented ethnic/racial minority (URM) status at undergraduate level; “undermatch” phenomenon suggests that some members of URM groups do not attend undergraduate institutions as selective as their credentials allow.

Other research about graduate admissions

Research indicating admission lotteries not helpful

- Baker, D. J., & Bastedo, M.N. (2021) What if we leave it up to chance? Admissions lotteries and equitable access at selective colleges. *Educational Researcher*.
 - **Key Finding:** Lottery simulations show evidence that majority of outcomes, proportions of low-income and students from underrepresented race/ethnic groups drop significantly. No evidence that lotteries with minimum requirements improve admissions equity.

Research providing evidence of Undergraduate GPA inflation

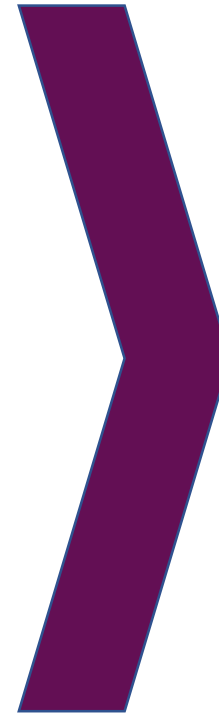
- Denning, J.T., Eide, E.R., Patterson, R.W., Mumford, K. J., & Warnick, M. (2021). Lower bars, higher college GPAs: How grade inflation is boosting college graduation rates. Retrieved from [Lower Bars, Higher College GPAs - Education Next](#)
 - **Key Finding:** Evidence of UGPA inflation and higher graduation rates (1988-2002) despite other controlling factors in a large public liberal arts college and among engineering students.

Other commentary on admissions without the *GRE*[®] General Test

- Faulkes, Z. (2019). #GRExit's unintended consequences. *Science*, 363, 356.
 - **Summary: Brief discussion of the possible negative consequences of making the submission of GRE scores optional and relying more heavily on other aspects of the application package (e.g., recommendation letters, research experience).**

Research conclusions in using the *GRE*[®] General Test

- Standardization is a critical step toward addressing validity and bias concerns. [Woo et al, 2019](#)
- Admissions committee can mitigate GRE score variances between demographic groups by implementing a data-driven approach to assess applicants in a manner that uses the GRE tests as part of the review process. [Wilson et al., 2019](#)
- All graduate programs should consider incorporating more standardization objectivity, and transparency in their admission processes. [Woo et al, 2019](#)
- A multi-tiered holistic applicant review process can increase the diversity of the applicant pool without increasing the workload of the admissions committee. [Wilson et al., 2019](#)



Only the *GRE*[®] General Test yields a standardized, objective measure of critical thinking, reasoning, and analytical skills and acts as a 'check' for more subjective information that can introduce bias. Therefore, **implementing a Holistic admissions process, inclusive of GRE scores, can help you admit a qualified and diverse graduate class.**



The slide features a blue-to-yellow gradient background. In the top-left and bottom-left corners, there are several short, parallel diagonal lines in white, light blue, green, and orange. The main text is centered in a white, sans-serif font.

Using GRE Scores As Part of a Holistic Process

What is “holistic admissions”?

At its core, holistic admissions is about considering **all information** to get the fullest picture of everything that an applicant can bring to a program.

But it's not just about **what** information is considered, but **how**. Programs that are **advanced** in their holistic admissions practice typically:

- Avoid using threshold (or cutoff) scores that are determined using only undergraduate GPA and *GRE*[®] scores, as that may prevent candidates with other desirable qualities from being considered.
- Give thought to the weighting of various components of the application — and the order in which those components are reviewed — to consider all information about an applicant in a fair and equitable way.

Information typically considered in holistic review

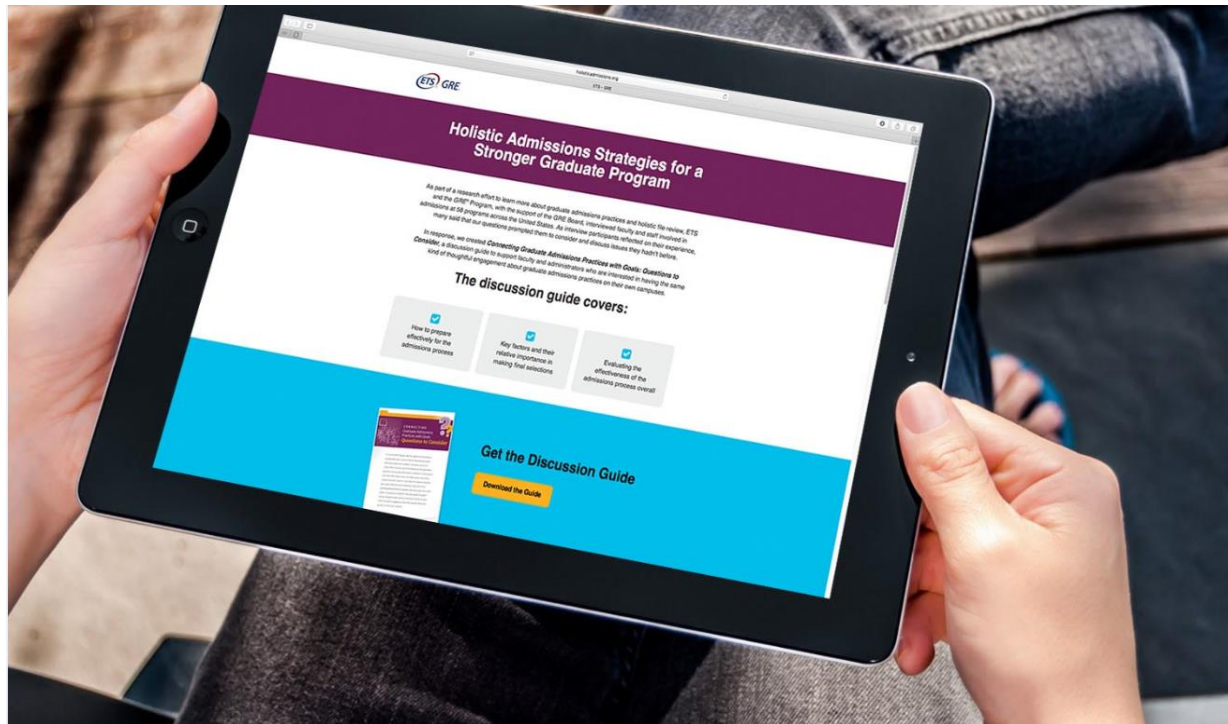
- *Undergraduate record, including grades, transcript and reputation of undergraduate program*
- *Standardized test scores that provide evidence of graduate readiness, such as GRE scores, and English-language proficiency (as needed), such as TOEFL scores*
- *Recommendations*
- *Personal statement or statement of purpose*
- *Internship and work experience*
- *Research experience*
- *Demographics, such as gender and ethnicity*

Student socioeconomic status and admissions

- Socioeconomic advantages extend to virtually all admissions measures:
 - Undergraduate institution attended
 - Undergraduate grades
 - Letters of recommendation
 - GRE scores
 - Admissions essays
- Don't let misconceptions impact your judgment
 - A recent study from the Center for Education Policy Analysis at Stanford analyzed the content of admissions essays and concluded "Results show that essays have a stronger correlation to reported household income than SAT scores"
<https://cepa.stanford.edu/sites/default/files/wp21-03-v042021.pdf>
- Make decisions based on the data you need to be informed, but understand how socioeconomic status impacts application criteria used to evaluate applicants.

HolisticAdmissions.org


ETS created this website to help institutions as they consider how to structure their admissions processes and policies to achieve their goals. It offers downloadable resources, including videos, presentations, infographics and articles.



ETS GRE Partnering in Practice

Four Facts about the GRE® General Test

A focus on the utility and importance of standardized testing in graduate admissions



Are you considering changes to your admissions process? This document pulls together useful information—including findings from the largest, most relevant studies—that show the GRE® General Test's unique value in helping programs ensure that prospective students have the critical thinking skills needed to meet program requirements.

- The GRE® General Test successfully measures an applicant's readiness for graduate-level academic work.**

As a standardized measure of an applicant's readiness for graduate-level academic work, graduate programs can use scores to fairly compare students from different backgrounds. The test assesses critical thinking, verbal and quantitative reasoning, and analytical writing skills. These are skills needed across many disciplines and are critical in helping graduate students navigate the rigors of the academy.

The test's ability to assess these skills have been documented through an extensive body of research:

 - A [study](#) that examined the GRE® scores of 23,336 students enrolled in master's and doctoral programs at 10 institutions found that the test correlated with academic performance across programs ranging from STEM to the humanities. For students in biological and biomedical programs, for example, 30 percent of the students in the lowest quartile of GRE® Quantitative Reasoning scores were in the lowest quartile of their cumulative GPAs.
 - A [study](#) by researchers at the University of Minnesota using data from 22,659 graduate students across multiple disciplines, concluded that GRE® scores are "generally valid predictors" of:
 - first-year and cumulative GPA
 - comprehensive examination scores
 - publication/citation counts
 - faculty ratings

Validity was established for both master's and doctoral programs. The study also found "consistently positive"—though not always statistically significant—correlations with degree attainment and research productivity. These are outcomes that extend beyond what the GRE® test was designed to measure.

ETS Measuring the Power of Learning®

Using a Holistic Admissions Scorecard for Fair and Consistent Application Review

Various definitions agree that, at its core, holistic admissions is a method in which reviewers consider all available information to get a more complete picture of what an applicant can bring to a program. Implemented appropriately, it can support a fair and inclusive process that helps to identify applicants that best meet program needs and representational goals.

Programs conducting holistic admissions typically:

- use evidence and information from multiple sources to gauge applicant knowledge, skills, experiences and personal attributes;
- avoid using threshold or cut scores that are determined using only measures of academic experience and cognitive skills, such as undergraduate GPA and GRE® General Test scores, as that may prevent candidates with other desirable attributes from being considered;
- give thought to the weighting of various components of the application, and the order in which those components are reviewed, to consider all information about an applicant in a fair and equitable way.

Some programs use scorecards (or rubrics) to help ensure that reviewers evaluate applicants consistently and in alignment with program goals. With such a tool, a range of points is assigned to each component of the application based on the program's goals. Components considered most important or most relevant are given the most points. And for each component, reviewers can assign a range of scores depending on whether the evidence reviewed demonstrates the skills, experience and attributes desired.

In the example below, provided for illustrative purposes, a program intentionally prioritizing applicants who have research experience.

Component	Maximum Points
Research	5
Letters of Recommendation (LORs)	3
Work experience/CV	2
Language proficiency	2
GPA	4
Personal statement	2
GRE® scores	4
Total	28

ETS GRE Partnering in Practice

Using GRE® scores successfully

Guidelines for identifying the best applicants

- Use multiple criteria, including GRE® scores, in admissions decisions.** The key is to ensure fairness and balance the limitations of any single measure of knowledge, skills or abilities.
 - Be more inclusive by avoiding the use of a cut score. GRE scores help you compare applicants, but if you use a cut score as a criterion, you could miss an applicant who would be a great asset to your program.
- Consider scores on the three GRE® General Test measures independently.** The level of verbal reasoning, quantitative reasoning and analysis of writing skills needed for success on your field may vary. Using a single score masks critical information about that individual's specific skills.
- Use percentile ranks to compare applicants who took the same admissions test.** It is not appropriate to use percentile ranks to compare applicants across different admissions tests, e.g., GRE scores with GMAT® scores or LSAT® scores. Instead, use the appropriate GRE Comparison Tools to interpret GRE scores in the context of GMAT scores or LSAT scores.
 - Get information about using GRE scores, score interpretation resources, holistic admissions and best practices, fairness and validity information, and more, visit ets.org/institutions.
- Use percentile ranks to compare applicants who took the same admissions test.** It is not appropriate to use percentile ranks to compare applicants across different admissions tests, e.g., GRE scores with GMAT® scores or LSAT® scores. Instead, use the appropriate GRE Comparison Tools to interpret GRE scores in the context of GMAT scores or LSAT scores.
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ETS Measuring the Power of Learning®

Reviewer Diligence and Responsibility in the Graduate Application Process

By JoAnn Carver

The graduate application process is born out of a necessity to make such decisions, frankly, about complex matters. These needed to be proven and well-earned that there is some merit to an admission. While the evidence submitted in an application package may review for the full picture, being open to what evidence you expect to find is a component of the application and being aware of the benefits and limitations of each source helps the process as equitable as possible working to achieve your program enrollment goal. Following are some considerations worth noting and discussing in admissions committee meetings.

Undergraduate Transcript & Grade Point Average:

- Purpose:** The undergraduate transcript and grade point average (GPA) are two inseparable data points that can serve as an indicator of specialized experience and academic ability.
- Benefits:** Transcripts can include several elements that are key to evaluating an applicant, including growth over time, period of challenging coursework, passion for particular subject matters, and foundational and cross-discipline interests.
- Drawbacks:** Comparing GPAs between applicants is a challenging exercise that can result in misleading conclusions. The most meaningful GPA can differ from applicant to applicant, as it can be skewed by grade inflation and varying institutional rigor.
- Mitigation:** While the measure is not standardized, when necessary to compare with the transcript, reviewers can still make valuable determinations. With the transcript and GPA, it's important to read between the lines and look for evidence that an applicant is seeking challenging coursework, while writing or showing significant academic growth.

“Navigating Holistic Admissions” digital guide

This robust resource provides research-based guidance, examples from programs, and **downloadable content** that can be emailed, printed and shared. The entire guide is also available as a PDF and a PowerPoint deck.



A screenshot of the digital guide's main interface. At the top, it displays the ETS GRE logo and the tagline 'Partnering in Potential'. A 'Share' button and a link to 'Holisticadmissions.org' are visible in the top right. The main heading is 'Navigating Holistic Admissions', followed by a sub-heading: 'Explore this step-by-step guide to implementing a holistic admissions process that is aligned with your program and institution goals.' Below this, the section 'Implementing more holistic admissions processes' is introduced with the text: 'Many graduate programs and institutions are embracing holistic admissions as a way to:' followed by a bulleted list: 'Select applicants likely to be successful', 'Meet their goals', and 'Consider applicants fairly'. A paragraph follows: 'To help, ETS and the GRE® Program have curated promising practices based on interviews with graduate deans and faculty involved in admissions at 58 programs across seven broad discipline areas and at the master's and doctoral levels at a variety of public and private institutions with differing goals and levels of selectivity.' Another paragraph states: 'This interactive guide shares those promising practices and other practical resources to help you develop and put into practice a holistic approach that works for you. At the end of the guide, find companion materials, including an at-a-glance document, a presentation deck and downloadable PDF of the full guide.' A 'Navigate Holistic Admissions >' button is located at the bottom right. On the right side, there is a vertical navigation menu titled 'Explore:' with five items: 'Preparing for the Admissions Process', 'Collecting Applicant Information', 'Reviewing Applicant Files', 'Selecting Applicants', and 'Evaluating the Admission Process'. At the bottom of the interface, there is a purple navigation bar with icons for home, document, collection, search, group, chart, and flag.

Resource: [Navigating Holistic Admissions Digital Guide](https://holisticadmissions.org)



“Navigating Holistic Admissions” digital guide

This robust resource provides research-based guidance, examples from programs, and **downloadable content** that can be emailed, printed and shared.

Resource: [Navigating Holistic Admissions Digital Guide](#)

At-a-Glance Infographic

The infographic is titled "Navigating Holistic Admissions At-A-Glance" and features a circular flow diagram with five steps: 1. Preparing for the Admissions Process (Set goals and guiding principles, Structure processes to achieve your goals, Consider committee composition and training, Download: Discussion Guide), 2. Collecting Applicant Information (Determine evidence needed to evaluate applicants, Ensure applicant materials requests detailed information, Collect comparable information from all applicants, Download: Benefits and Drawbacks of Application Components), 3. Evaluating the Admissions Process (Evaluate outcomes data against admissions inputs, Reflect on past students to gain insight, Understand typical reasons for dropping out, Download: Understanding and Improving Retention Rates), 4. Selecting Applicants (Balance quantitative and qualitative measures, Consider composition of the class as a whole, Use scorecard or rubric for consistency, Download: Sample Holistic Admissions Scorecard/Rubric), and 5. Reviewing Applicant Files (Adapt a holistic review process, Consider multiple criteria and explore alternate processes, Ensure applications are evaluated consistently, Download: Getting the Greatest Value Out of Test Scores). The infographic also includes the ETS GRE logo and the tagline "Partnering in Potential".

Guide PDF

The PDF cover is titled "Navigating Holistic Admissions" and features a woman reading a document. It includes the ETS GRE logo and the tagline "Partnering in Potential". The text reads: "Explore this step-by-step guide to implementing a holistic admissions process that is aligned with your program and institution goals." Below this, it says "Explore:" followed by a list of five topics: 1. Preparing for the Admissions Process, 2. Collecting Applicant Information, 3. Reviewing Applicant Files, 4. Selecting Applicants, and 5. Evaluating the Admission Process. The cover also includes a section titled "Implementing more holistic admissions processes" with a list of bullet points: "Many graduate programs and institutions are embracing holistic admissions as a way to:" followed by "Select applicants likely to be successful", "Meet their goals", and "Consider applicants fairly". It also mentions that ETS and the GRE Program have curated promising practices based on interviews with graduate deans and faculty involved in admissions at 58 programs across seven broad discipline areas and at the master's and doctoral levels at a variety of public and private institutions with differing goals and levels of selectivity. The cover concludes with: "This guide shares those promising practices and other practical resources to help you develop and put into practice a holistic approach that works for you."

PowerPoint with Talking Points

The PowerPoint slide features a woman reading a document. The title is "Navigating Holistic Admissions". It includes the ETS GRE logo and the tagline "Partnering in Potential".





Diversity resources from schools and ETS

Home Why Holistic? Implementation Using GRE® Scores **Diversity & Inclusion** Recruitment

Diversity and Inclusion

Improving diversity and inclusion is a complex issue that requires a comprehensive set of solutions. Below, find resources from both your peers in the graduate community and from ETS, including articles, research and more.









"Diverse perspectives are a catalyst for innovation. When we limit diversity in graduate education, we bind innovative scholarship and research."

Bill Andrefsky
Edward R. Meyer Distinguished Professor Emeritus and Former Graduate Dean, Washington State University

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Can Holistic Admissions Help Increase Student Diversity?

Four graduate school deans discuss the role that holistic admissions, inclusive of GRE® scores, can have in:

- ✓ Balancing strengths and weaknesses of various components of the application packet
- ✓ Being fair to applicants and achieving diversity goals
- ✓ Recognizing disparities in educational opportunities
- ✓ Mitigating reviewer bias

[Read More](#)

Learn more about [implementing a holistic admissions process](#) that is fair and inclusive.

www.holisticadmissions.org/diversity-inclusion

Resources from the Graduate Community

Tulane University: Making Campus Diversity Real — Starting in Kindergarten

Michael Cunningham, Associate Provost for Graduate Studies and Research and Professor of Psychology and Africana Studies, asserts that longstanding, uncomfortable institutional issues must be addressed with a multipronged plan of action rather than shortcut solutions.

[Read More \(PDF\)](#)

University of Maryland, Baltimore County: Getting Real About Graduate Diversity and Inclusion

Janet Rutledge, Vice Provost and Dean of the Graduate School, shares key strategies that, when supported by a sustained and concerted effort, are proven to help graduate schools increase diversity.

[Read More \(PDF\)](#)

University of Texas at Austin: Prioritizing Diversity in Graduate Education

Mark J.T. Smith, Dean of the Graduate School and Senior Vice Provost for Academic Affairs, shares his experience fostering diverse and inclusive communities at Purdue University and UT Austin.

[Read More \(PDF\)](#)

University of Illinois: Diversifying Graduate Education

Wojtek Chodzko-Zajko, Dean of the Graduate College and the Shahid and Ann Carlson Khan Endowed Professor of Applied Health Sciences, shares a 22-step plan to achieve diversity goals, from increasing access to ensuring student success.

[Read More \(PDF\)](#)

University of North Carolina at Chapel Hill: Diversity and Student Success (DSS) Program

Maria Dylkema Erb and Kathy Wood, co-directors of UNC-Chapel Hill's Diversity and Student Success program, share the philosophy behind diverse graduate student success through community building, personal and professional development, and funding assistance.


[Read More \(PDF\)](#)

Washington State University: Protect Graduate Student Success During COVID-19

Bill Andrefsky, the Edward R. Meyer distinguished professor emeritus and former graduate dean, urges graduate programs to reinforce their mentorship programs as a way to ensure student success during the pandemic.

[Read More \(PDF\)](#)

Resources from ETS



ETS's Strategies for Increasing Graduate Program Diversity e...

Frederick Engram Jr., Ed.D.
Manager, Graduate Recruitment Communications
American University

Watch on YouTube

Strategies for Increasing Graduate School Diversity

In collaboration with the Council of Graduate Schools (CGS), ETS hosted a one-day symposium featuring discussions around successful strategies that, when used together, present pathways for more holistic, inclusive practices to attract and retain graduate students from diverse social and educational backgrounds.

[Learn more](#) about key themes, download panelist presentations and view graphic recordings.



Your questions answered

- + Are the GRE tests valid and reliable?
- + Why do some people say the tests are biased?
- + How can an admissions committee mitigate GRE score variances between demographic groups?
- + Will dropping use of the tests help remove barriers for people from underrepresented groups?
- + Can dropping the tests help increase student diversity?
- + What would help increase campus diversity?
- + What exactly is holistic admissions?
- + Can using GRE scores as part of a holistic process help increase diversity?



Discover more at www.holisticadmissions.org/be-informed



Fairness resources

Video addresses how ETS reduces barriers for applicants, giving an overview of our:

- GRE® Fee Reduction Program
- Free GRE Test Prep
- Accommodations

Fairness 360 shares an overview of 19 ways that ETS lives out its commitment to fairness in six key areas

www.holisticadmissions.org/diversity-inclusion/breaking-barriers/

Home Why Holistic? Implementation Using GRE Scores Diversity & Inclusion Recruitment

A Commitment to Fairness and Equity

Expanding access to graduate education has always been our mission, because the cost and accessibility of an admissions test should not be a barrier to graduate study. Explore this page to learn about our efforts to help level the playing field for applicants and our 360-approach to fairness and equity.

↓

EXPANDING ACCESS
to graduate education has
ALWAYS been our **MISSION.**

3:03

Breaking Barriers to Graduate Education

Watch this video to learn how ETS reduces barriers for applicants by providing resources for students with financial need, disabilities and health-related needs.

[View Transcript \(PDF\)](#)


A 360 Approach to Fairness and Equity

ETS, a nonprofit, mission-driven organization, goes to great lengths to ensure that its tests are valid, fair, and administered securely, so that every test taker has an equitable opportunity to showcase their skills. Hover over each section of the wheel for an overview, or click for more information.

- ✓ GRE Board
- ✓ Fairness Standards
- ✓ Regular Audits
- ✓ Ongoing Research

Program Oversight and Improvement

- ✓ GRE Board: A Board of 18 graduate school deans guides the GRE® Program. The Board's Diversity, Equity & Inclusion committee considers fairness, access and diversity issues.
- ✓ Fairness Standards: The [ETS Standards for Quality and Fairness](#) build upon standards jointly developed by the American Educational Research Association, the National Council on Measurement in Education and the American Psychological Association.
- ✓ Regular Audits: The GRE Program is scrutinized every three years by a team of internal and external auditors to ensure adherence to the standards and to improve any weaknesses.
- ✓ Ongoing Research: The fairness and validity of the GRE test is backed by ongoing research. The technical quality of the GRE tests are verified by the GRE Program's Technical Advisory Committee, which is made up of members of the graduate community who are technical and measurement experts.



Answers to Questions About *GRE*[®] General Test Scores

What Can We Learn from Research?



Four cautions about evaluating recent studies

1

Insufficient sample sizes can lead to incorrect conclusions.

- Most of the research unfavorable toward the *GRE*[®] tests rely upon small sample sizes, leading to incorrect conclusions.
- The University of Minnesota meta-analysis referenced earlier used a sample size of more than 82,000 students. The quality of research always matters. And when analyzing the value of standardized testing, quantity matters as well.

Four cautions about evaluating recent studies (continued)

2

**Restricted range
and failure to
account for it
can skew the
results.**

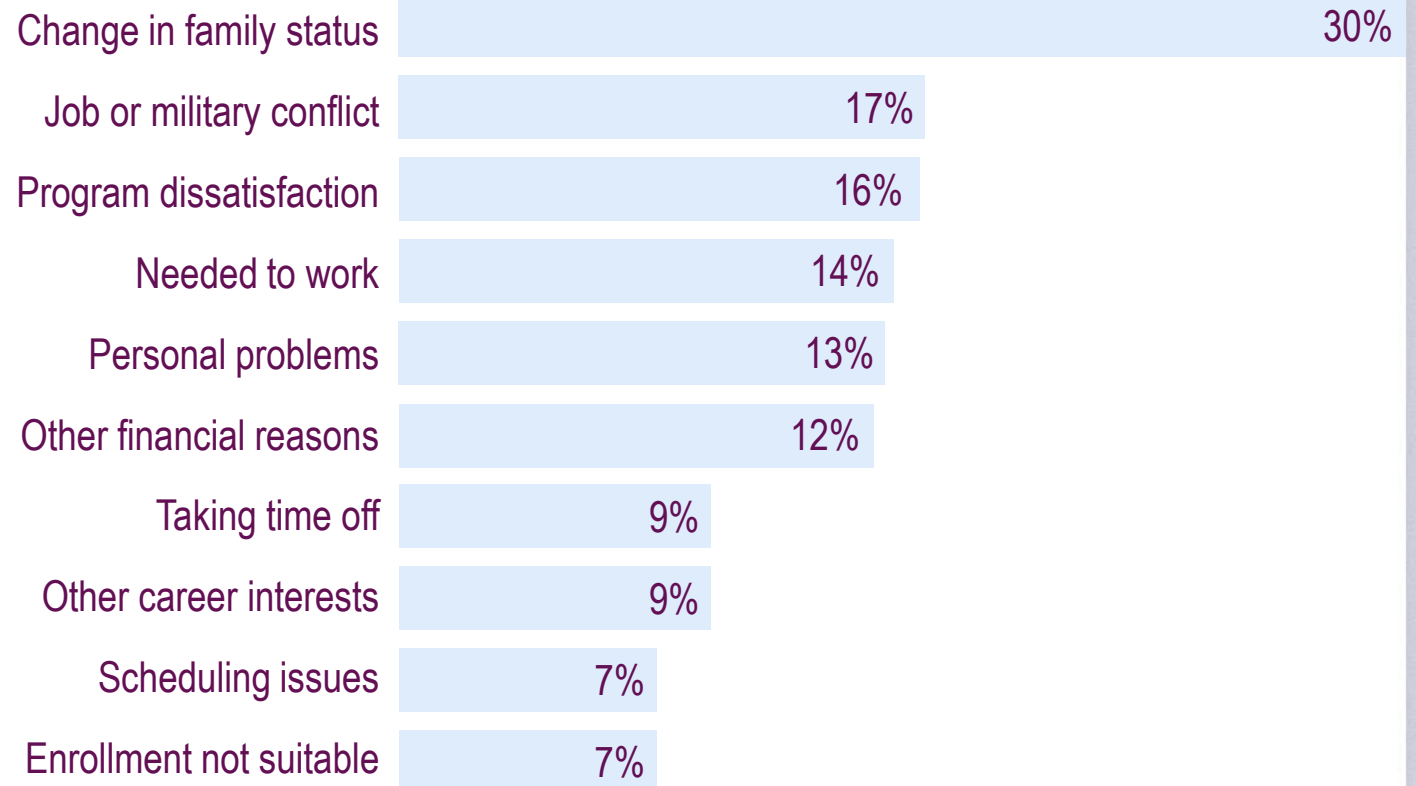
- Recently published research has based conclusions on *GRE*[®] test takers who have already gotten in, but not accounted for that range restriction in the analysis. As a result, the samples used in these studies are skewed toward individuals who scored high on the GRE test.
- Good research accounts for range restriction so that if the entire population is not available, at least that weakness has been factored into the analysis.

Four cautions about evaluating recent studies (continued)

3

Comparing test scores to outcomes they were never intended to measure can lead to incorrect conclusions.

Reasons for Leaving Graduate School



Source: [The Path Through Graduate School: A Longitudinal Examination 10 Years After Bachelor's Degree](#)



Four cautions about evaluating recent studies (continued)

4

Lacking a true “control” in the study can lead to incorrect conclusions.

- Some programs that drop the *GRE*[®] test requirement do so while they are making other changes, such as offering more financial support or beginning a mentoring program
- Making several changes at once and then drawing the conclusion that dropping the GRE test requirement is what produced an increase in program completion may not be accurate.

If not bias, why are there group differences on the *GRE*[®] General Test?

On average, group experiences of test takers from underrepresented groups (URMs) and majority test takers differ.

Areas in Which Average Experiences of African American and White Students Differ

Curriculum Rigor

High school curriculum
AP participation

Teacher preparation

Certification
Preparation in discipline

Teacher experience

Teacher absence

Teacher turnover

Class size

Summer achievement loss

Fear and Safety

Street gangs
Physical fights

Parental participation

Frequent school changing

Non-school environmental factors

Low birth weight
Lead poisoning
Hunger and nutrition

Talking and Reading

Can greater access to expensive coaching explain group differences in *GRE*[®] General Test scores?

- Evidence from SAT studies suggests that short term coaching on cognitive skills tests is not very effective.
- Research by a University of Colorado researcher, using data from a national longitudinal study (NELS:88), suggests coaching effect on the 200-800 SAT-V scale was about 6 points and 14 points for the math scale—far less the 100 point difference between African American and White students (Briggs, 2001).
- There is no coaching industry for the National Assessment of Educational Progress (NAEP) or state accountability assessments, but group differences on these tests are about the same as on the *GRE*[®] General Test.
- Nevertheless, *some* degree of test prep is probably useful, and the GRE program offers a broad array of free test prep (including practice tests, sample essays, explanations of ways to approach problems, and tutorials through the Khan Academy) See www.ets.org/gre/prepare.



What does ETS do to eliminate possible bias on test questions?

- Bias/sensitivity review of test questions
 - Review by ETS staff trained in fairness reviews
 - Review by external experts, including representatives from URMs
- Review of question statistics by subgroup
 - After matching on total test scores, any question that is more difficult for a particular subgroup is reviewed and almost always dropped
- Review predictions of criterion performance for different subgroups
 - When a common prediction equation is used to predict graduate grades, differences by subgroup are very small, but with a slight tendency for members of underrepresented groups (URMs) to perform a little worse than predicted (i.e., a small prediction bias in favor of URM group members)



Why do some studies suggest that the *GRE*[®] General Test does not predict valued outcomes?

- Test critics generally acknowledge that the *GRE*[®] General Test can predict first year grades. Data from 1,753 independent samples were included in a meta-analysis, yielding 6,589 correlations for 8 different criteria and 82,659 graduate students. The results indicated that the GRE test and UGPA are generalizably valid predictors of graduate grade point average, comprehensive examination scores, publication citation counts, and faculty ratings (Kuncel et al., 2001; Kuncel et al., 2010).
- But critics often claim that the outcomes they value are program completion and/or research productivity, and that these outcomes are not well predicted by the GRE test.

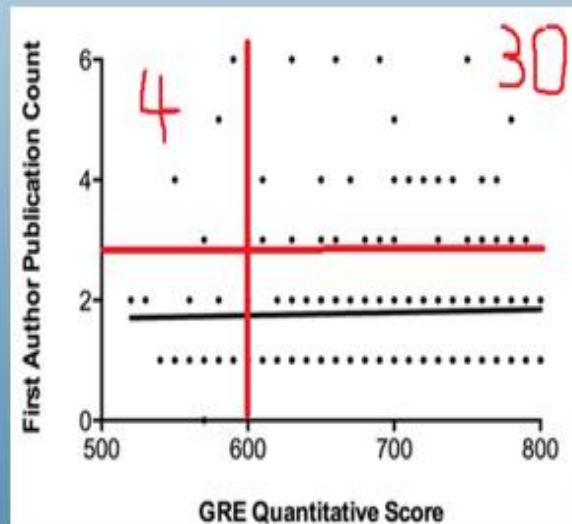
Why are program completion and research productivity hard to predict?

Critical studies are typically in very selective institutions with students who were already selected for strong cognitive skills, so correlations have little meaning, as noted in this slide from a NAGAP presentation.



The Limitations of the GRE in Predicting Success in Biomedical Graduate School
Liane Moneta-Koehler, Abigail M. Brown, Kimberly A. Petrie, Brent J. Evans, Roger Chalkley

- ▶ In this select sample GRE-Q is essentially uncorrelated with first author publication count

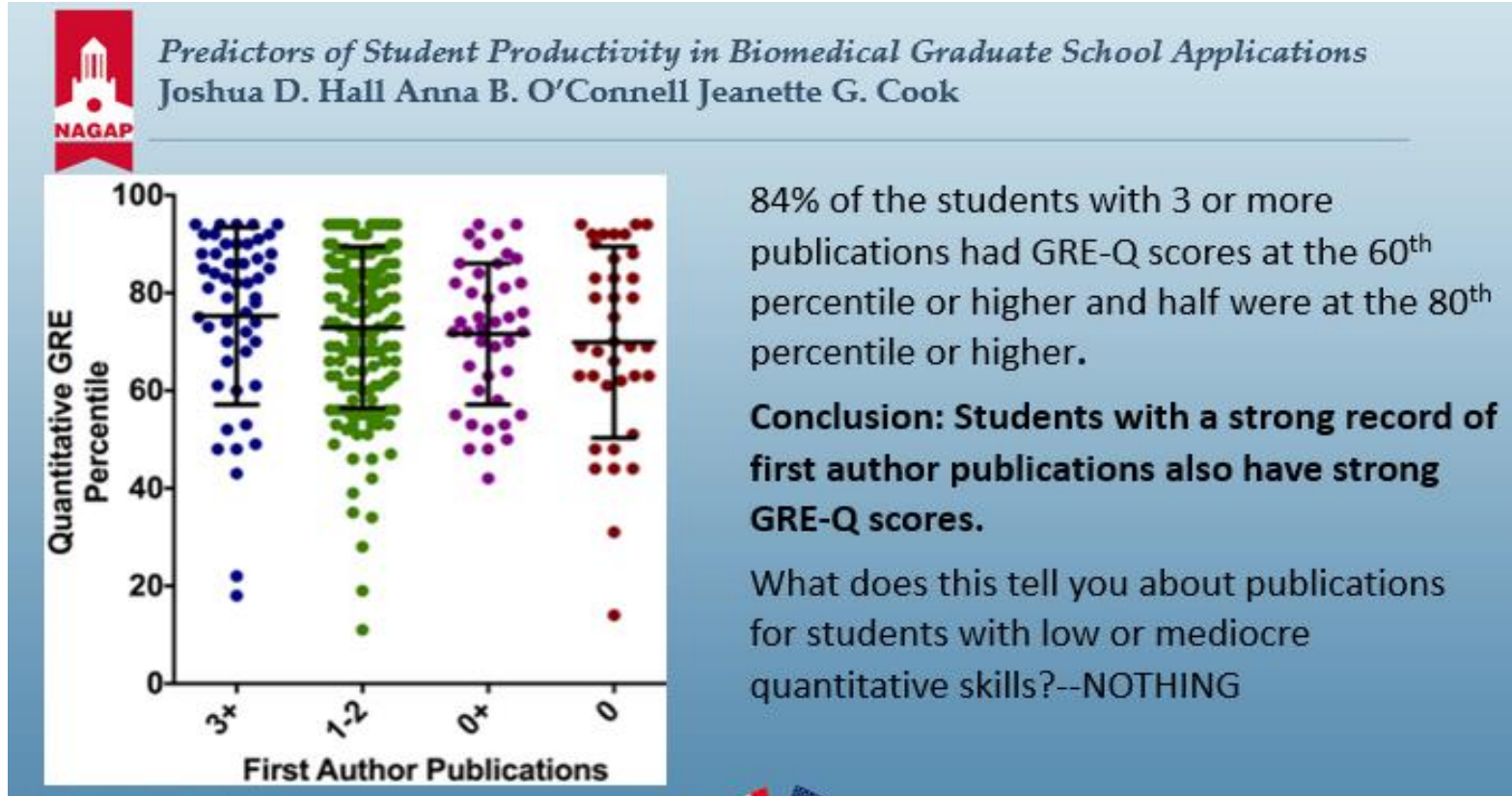


But it is equally true that 88% of the students with 3 or more first author publications had GRE-Q scores of at least 600, and half had scores of at least 700.

Conclusion: Nearly all students with 3 or more first author publications had high GRE-Q scores.

"if an applicant's GRE scores are low, he or she will have to excel in at least one of the other three application requirements to be competitive for admission"

Another study in a very selective institution showing no correlation, but high *GRE*[®] General Test scores for students with three or more publications



Despite the challenges, is there any evidence that the *GRE*[®] General Test can predict dropout/completion?

- Yes, studies now show that the *GRE*[®] General Test can predict who will complete a PhD program
 - **Admission predictors for success in a mathematics graduate program**
(<https://arxiv.org/abs/1803.00595>)
Timmy Ma, Karen Wood, Di Xu, Patrick Guidotti, Alessandra Pantano, and Natalia Komarova
 - **The Search for Economics Talent: Doctoral Completion and Research Productivity**
(<https://www.aeaweb.org/articles?id=10.1257/aer.97.2.506>)
Wayne A. Grove and Stephen Wu

Can the *GRE*[®] General Test identify students in peril of dropping out?

A study with the universities in the Florida state system indicated that the *GRE*[®] General Test can identify students in peril of dropping out because of first year GPAs suggesting academic probation. Students in the bottom GRE quartile in their departments were considerably more likely to be in academic peril.

GRE Quartile Comparisons: Master's Seekers

GRE measure	Program areas								
	Overall	Education	Engineering	English lang. & lit./letters	Biological & biomed. sci.	Math. & stats.	Psychology	Health prof. & clin. sci.	
K (total # of universities contributing data)	10	10	7	9	9	8	9	10	
N (total # of students contributing data)	21,127	4,649	1,481	552	445	230	461	3,772	
Probability of grade of C+ or lower									
Verbal	Low quartile	25%	17%	33%	12%	22%	45%	12%	30%
	High quartile	16%	12%	30%	6%	13%	31%	6%	17%
Quantitative	Low quartile	25%	17%	36%	10%	30%	49%	11%	28%
	High quartile	17%	14%	25%	4%	8%	31%	6%	19%
Analytical Writing	Low quartile	26%	18%	40%	11%	29%	47%	17%	30%
	High quartile	16%	11%	25%	4%	20%	38%	5%	18%

Klieger, D. M., Cline, F. A., Holtzman, S. L., Minsky, J. L., Lorenz, F. (2014). *New perspectives on the validity of the GRE General Test for predicting graduate school grades*. ETS-RR-14-26. <https://doi.org/10.1002/ets2.12026>



The *GRE*[®] General Test can also predict long-term academic career success

- Longitudinal study of first- and second-year STEM graduate students begun in 1992
 - Many of these participants became professors
- Over *25 years later* (2019), and despite the very restricted range of GRE scores, participants' GRE-Q and GRE-V scores were found to be associated with several criteria indicative of academic career success
 - Number of peer-reviewed publications
 - *h*-index
 - Total amount of grant funding

Bernstein, B. O., Lubinski, D., & Benbow, C. P. (2019). Psychological constellations assessed at age 13 predict distinct forms of eminence 35 years later. *Psychological Science*, 30, 444-454. (Online supplement, p. 10)





Research and Commentary in Support of Using GRE Test Scores to Strengthen the Admissions Process

The *GRE*[®] General Test predicts success

- Krueger, A. B., & Wu, S. (2000). Forecasting job placements of economics graduate students. *The Journal of Economic Education*, 31, 81-94.
 - **Key finding: GRE scores predict quality of initial job placement.**
- Kuncel, N. R., Hezlett, S. A., & Ones, D. S. (2001). A comprehensive meta-analysis of the predictive validity of the graduate record examinations: implications for graduate student selection and performance. *Psychological Bulletin*, 127, 162-181.
 - **Key finding: GRE scores are associated with important graduate school outcomes, including graduate GPA, comprehensive exam scores, faculty ratings, and publication citation count. Findings are for an aggregate of master's and doctoral programs.**
- Burton, N. & Wang, M-m. (2005). Predicting long-term success in graduate school: A collaborative validity study. *ETS Research Report Series*. Retrieved from <https://documents.pub/document/predicting-long-term-success-in-graduate-school-a-in-graduate-school-a-collaborative.html>
 - **Key Finding: Meta-analysis found GRE General Test and undergraduate GPA predictive of graduate GPA and faculty ratings on three student characteristics: mastery of the discipline, professional productivity, communication skill.**



The *GRE*[®] General Test predicts success (continued)

- Grove, W. A., & Wu, S. (2007). The search for economics talent: Doctoral completion and research productivity. *American Economic Review*, 97, 506-511.
 - **Key finding: GRE scores predict degree completion.**
- Shiyko, M. P., & Pappas, E. (2009). Validation of pre-admission requirements in a doctor of physical therapy program with **a large representation of minority students**. *Journal of Physical Therapy Education*, 23, 29-36.
 - **Key finding: GRE scores predict graduate GPA.**
- Kuncel, N. R., Wee, S., Serafin, L., & Hezlett, S. A. (2010). The validity of the Graduate Record Examination for master's and doctoral programs: A meta-analytic investigation. *Educational and Psychological Measurement*, 70, 340-352.
 - **Key finding: GRE scores are associated with graduate GPA and faculty ratings. Findings are disaggregated by master's and doctoral level.**

The *GRE*[®] General Test predicts success (continued)

- Klieger, D. M., Cline, F. A., Holtzman, S. L., Minsky, J. L., & Lorenz, F. (2014). *New perspectives on the validity of the GRE General Test for predicting graduate school grades* (GRE Research Report No. GRE-14-03). Princeton, NJ: Educational Testing Service.
 - **Key finding: GRE scores predict graduate GPA and are associated with being in academic jeopardy in various academic programs.**
- Schwager, I. T., Hülshager, U. R., Bridgeman, B., & Lang, J. W. (2015). Graduate student selection: Graduate record examination, socioeconomic status, and undergraduate grade point average as predictors of study success in a western European university. *International Journal of Selection and Assessment*, 23, 71–79.
 - **Key finding: GRE scores predict graduate GPA.**
- Ma, T., Wood, K. E., Xu, D., Guidotti, P., Pantano, A., & Komarova, N. L. (2018). *Admission predictors for success in a mathematics graduate program*. Retrieved from <https://arxiv.org/pdf/1803.00595.pdf>
 - **Key finding: GRE scores predict degree completion.**

The *GRE*[®] General Test predicts success (continued)

- Zimmermann, J., von Davier, A. A., Buhmann, J.M., & Heinemann, H. R. (2018). Validity of GRE general test scores and TOEFL scores for graduate admission to a technical university in Western Europe. *European Journal of Engineering Education*, 43, 144–165.
 - **Key finding: GRE scores predict graduate GPA.**
- Bernstein, B. O., Lubinski, D., & Benbow, C. P. (2019). Psychological constellations assessed at age 13 predict distinct forms of eminence 35 years later. *Psychological Science*, 30, 444-454.
 - **Key finding: GRE scores predict occupational success criteria, such as number of articles published, *h*-index, and amount of grant funding approximately 30 years after the test is taken.**
- Bridgeman, B., Yan, D., & Cline, F. (2021) *Can the GRE General Test predict more than just first year graduate GPA?* (Revise & resubmit at *PLOS One*)
 - **Key finding: GRE scores predict doctoral degree completion and writing proficiency demonstrated via in-course samples from graduate program classes.**

The *GRE*[®] General Test & diversity

- Cahn, P. S. (2015). Do health professions graduate programs increase diversity by not requiring the graduate record examination for admission? *Journal of Allied Health*, 44, 51-56.
 - **Key finding:** Nearly half (44%) of administrative and admissions personnel from 30 test-optional programs believed they were “not successful” in enrolling diverse classes of students.
- Wilson, M. A., Odem, M. A., Walters, T., DePass, A. L., & Bean, A. J. (2019). A model for holistic review in graduate admissions that decouples the GRE from race, ethnicity, and gender. *CBE—Life Sciences Education*, 18. Retrieved from <https://www.lifescied.org/doi/full/10.1187/cbe.18-06-0103>
 - **Key finding:** Elimination of GRE-based cut scores (but not the test itself), along with implementation of holistic review practices that better take into account nonacademic parts of application packages, increases the number of underrepresented applicants reviewed by admission committee members. The model can be implemented without significantly increasing faculty burden.

The *GRE*[®] General Test & diversity (continued)

- Kell, H.J., Roohr, K.C., & Cline, F. (2021) *The relationship between demographic background and test score submission to GRE-optional graduate programs: It's complicated.* (Under review at *PLOS One*.)
 - **Key finding:** GRE-optional policies do not guarantee more diverse applicant pools or enrolled bodies in terms of ethnic minorities or women. Underrepresented groups' tendencies to submit GRE scores vary according to program discipline and degree awarded (master's vs. doctoral); in some cases, members of underrepresented groups are more likely to submit scores.
- Cho-Baker, S., & Kell, H. J. (2021). *Who submits scores when the GRE is optional?* (Accepted by ETS technical review.)
 - **Key finding:** Graduate program applicants from small, less-selective, private, proportionally high African-American/Black student institutions were *more* likely to submit GRE scores than attendees of medium size, moderately selective, proportionally high white student institutions and large, selective, public institutions

The *GRE*[®] General Test & diversity (continued)

- Woo, S.E., LeBreton, J., Keith, M., & Tay, L. (in press). Bias, fairness, and validity in graduate admissions: A psychometric perspective. *Perspectives on Psychological Science*. Retrieved at [PsyArXiv Preprints | Bias, Fairness, and Validity in Graduate Admissions: A Psychometric Perspective](#)
 - **Key finding:** Comprehensive review of graduate admissions practices, including the value of the GRE and the deficiencies and biases of other application components (e.g., interviews, personal statements, undergraduate GPA). Notes that the GRE does not appear to be tainted by measurement bias, nor does it appear to suffer from predictive bias that would disadvantage students from underrepresented groups. Instead, any predictive bias is likely to benefit students from underrepresented groups.

Other research about graduate admissions

Research exploring other strategies to increase enrollment of underrepresented groups

- Ecton, W. G., Bennett, C. T., Nienhusser, H. K., Castillo-Montoya, M. & Dougherty, S. M. (2021). If you fund them, will they come? Implications from a PhD fellowship program on racial/ethnic student diversity. *AERA Open*, 7(1), 1-26. doi: 10.1177/23328584211040485
 - **Key Finding:** Funding increased both the number of applicants and proportionally more African-American/Black applicants and enrollees. No difference in academic preparation (based on GRE-Q scores) was observed. A survey of students found stipend availability and amount and scholarships were among the biggest factors in where students applied and were more important for underserved groups than for other groups.

Papers by others outlining methodological issues with many studies critical of using the *GRE*[®] General Test

Critiques of Recent Anti-GRE Research

- Small, A. (2017). *Range restriction, admissions criteria, and correlation studies of standardized tests*. Retrieved from <https://arxiv.org/ftp/arxiv/papers/1709/1709.02895.pdf>
 - **Summary:** Uses simulations to illustrate statistical issues common among studies arguing against use of GRE
- Yeates, T. O. (2018). *A critical analysis of recent studies of the GRE and other metrics of graduate student preparation*. Retrieved from https://people.mbi.ucla.edu/yeates/gre_critique_v5.pdf
 - **Summary:** Illustrates the issue of restriction of range in studies that criticize GRE predictivity
- Weissman, M. B. (2020). Do GRE scores help predict getting a physics Ph.D.? A comment on a paper by Miller et al. *Science Advances*, 6, eaax3787.
 - **Summary:** Critique of Miller et al. (2019), a recent anti-GRE study.



ETS and GRE Efforts to Increase Access and Equity for Applicants



Reducing barriers for applicants

The *GRE*[®] Program works to increase access, affordability and equity through these offerings:



GRE[®] General Test at
home



Excellent free test
prep



GRE[®] Fee Reduction
Program



Industry-leading
accommodations



Feedback on test
performance

The *GRE*® General Test at Home

The GRE General Test at home is offered 24/7. It's identical to the usual testing experience in:

- Content
- Format
- On-screen experience
- Cost



And offers dozens of accommodations for people with disabilities and health-related needs.

Learn more [here](#).



"Students want to submit their GRE® scores in a timely manner to graduate programs seeking this source of objective and reliable information. The GRE General Test at home meets their needs."

Fred Oswald

Professor and Herbert S. Autrey Chair in Social Sciences, Rice University, and Past GRE Board Committee Member



Three ways applicants pay less — or nothing — to take a *GRE*[®] test

1

Apply

for a 50% *GRE*[®] fee reduction voucher, which is available for individuals who can demonstrate financial need and for those who are unemployed and receiving unemployment compensation

2

Receive

a 50% *GRE*[®] fee reduction voucher, which ETS gifts to a dozen programs that serve students from underrepresented groups, first-generation college students, and students with financial need

3

Receive

a full or partial pre-paid voucher from any sponsoring program, organization or individual

See [GRE[®] Fee Reduction Program](#) and [GRE[®] Prepaid Voucher Service](#)



GRE® Fee Reduction Program

- Program began in 1971. In the past six years, 25,000+ GRE® Fee Reduction Vouchers were used.
- Year-over-year usage has increased as ETS has made vouchers available to more programs.
- Those who qualify also get free access to additional test prep (\$100 value).



Two POWERPREP PLUS®
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ScoreItNow!™ Online
Writing Practice

Programs that receive fee reduction vouchers annually from ETS

- Charles B. Rangel Fellowship Program – **Added in 2021**
- EducationUSA Opportunity Fund Program
- Gates Millennium Scholars Program
- Institute for Recruitment of Teachers (IRT)
- Management Leaders of Tomorrow
- Maximizing Access to Research Careers (MARC) Undergraduate Student Training in Academic Research (U-STAR) Program
- National Consortium for Graduate Degrees for Minorities in Engineering and Science Program (GEM)
- NSF Louis Stokes Alliance for Minority Participation (LSAMP) Program
- Postbaccalaureate Research Education Program (PREP)
- Research Initiative for Scientific Enhancement (RISE) Program
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
- The Beinecke Scholarship Program – **Added in 2021**
- TheDream.US
- Thomas R. Pickering Fellowship Program – **Added in 2021**
- TRIO Ronald E. McNair Postbaccalaureate Achievement Program
- TRIO Student Support Services (SSS) Program

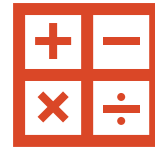


Excellent, free test prep



All Skills

POWERPREP® Online simulates the *GRE*® General Test. Two practice tests help test takers understand what's being tested, gain familiarity with question types and test functionality, and practice taking the test under timed conditions.



Extra Math

- **Math Review** – 100-page refresher, including definitions, properties, examples and exercises with answers.
- **Khan Academy**® – For each Math Review topic, find links to instructional videos at [Khan Academy](https://www.khanacademy.org).
- **Math Conventions** – Notations, symbols, terminology and guidelines.



Writing

The entire pool of GRE Analytical Writing tasks are available on ets.org/gre. The website also includes sample questions, scored sample essay responses, rater commentary, tips and more.

Subject Test practice books contain a complete test and answer key, plus test-taking strategies.



Advanced accessibility

- The *GRE*® Program offers **the most advanced accessibility features and support** of any testing program worldwide.
- ETS staff participate in the World Wide Web Consortium (W3C) initiative that **sets accessibility standards** for use by the international community.
- The *GRE*® General Test includes accessibility features that enable test takers to use **JAWS® and refreshable braille**.
- Accommodations are also available for the *GRE* General Test at home and POWERPREP Online practice tests.

[Learn more](#)



“When you’re blind, it’s like taking a test while looking through a pinhole... We needed to build an infrastructure that allows [test takers] to quickly understand what is on screen, and easily navigate between parts of a test question. When a blind test taker can come out of a room and say this was the best test experience they’ve ever had, that means we’ve accomplished something.”

Cary Supalo

Research Developer, Accessibility Standards
& Inclusive Technology, ETS



Test performance feedback – *GRE*[®] Diagnostic Service



- Insight into the test taker's performance on the test questions in the Verbal Reasoning and Quantitative Reasoning sections of the *GRE*[®] General Test, whether taken at a test center or at home.
- The service is free and includes:
 - A description of the types of questions the test taker answered right and wrong
 - The difficulty level of each question
 - The time spent on each question

[See GRE Diagnostic Service](#)



The image features a dark blue gradient background with several decorative diagonal lines in white, light blue, and orange. These lines are located in the top-left and bottom-left corners, creating a modern, abstract design. The main text is centered in a bold, white, sans-serif font.

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GRE® tests provide the ScoreSelect® option, which means you can take a GRE test once now, or again in the future, and only send the GRE test scores from whichever test date(s) you want schools to see. Best of all, you always have five years to decide how to use any of your scores.

TakeTheGRE.com

- GRE Advisor Kit gives advisors and educators information to help students understand everything they need to know about:
 - Test registration
 - Preparation
 - Sending scores
- Includes how-to videos, a student presentation with script, printable flyers, helpful links and more.

[Learn more](#)



GRE[®] test preparation modules for student workshops

- Advisors and educators who conduct workshops with students can access **free GRE[®] test preparation modules** to complement their test prep activities.
- Both modules contain video presentations and additional resources.
- Module A also contains PDFs of the overview presentation and corresponding script for advisors to use in their own presentation to students.

Module A

Gives a general overview
of the GRE General Test
in less than an hour

Module B

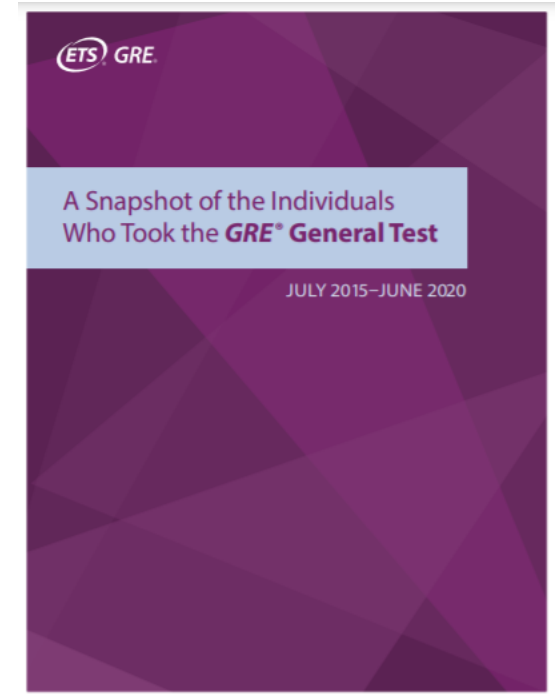
Offers five different sessions
with much more extensive
test prep instruction on the
GRE General Test

[See GRE Test Preparation Modules for Student Workshops](#)



Links to help increase understanding and promote appropriate use of *GRE*[®] scores

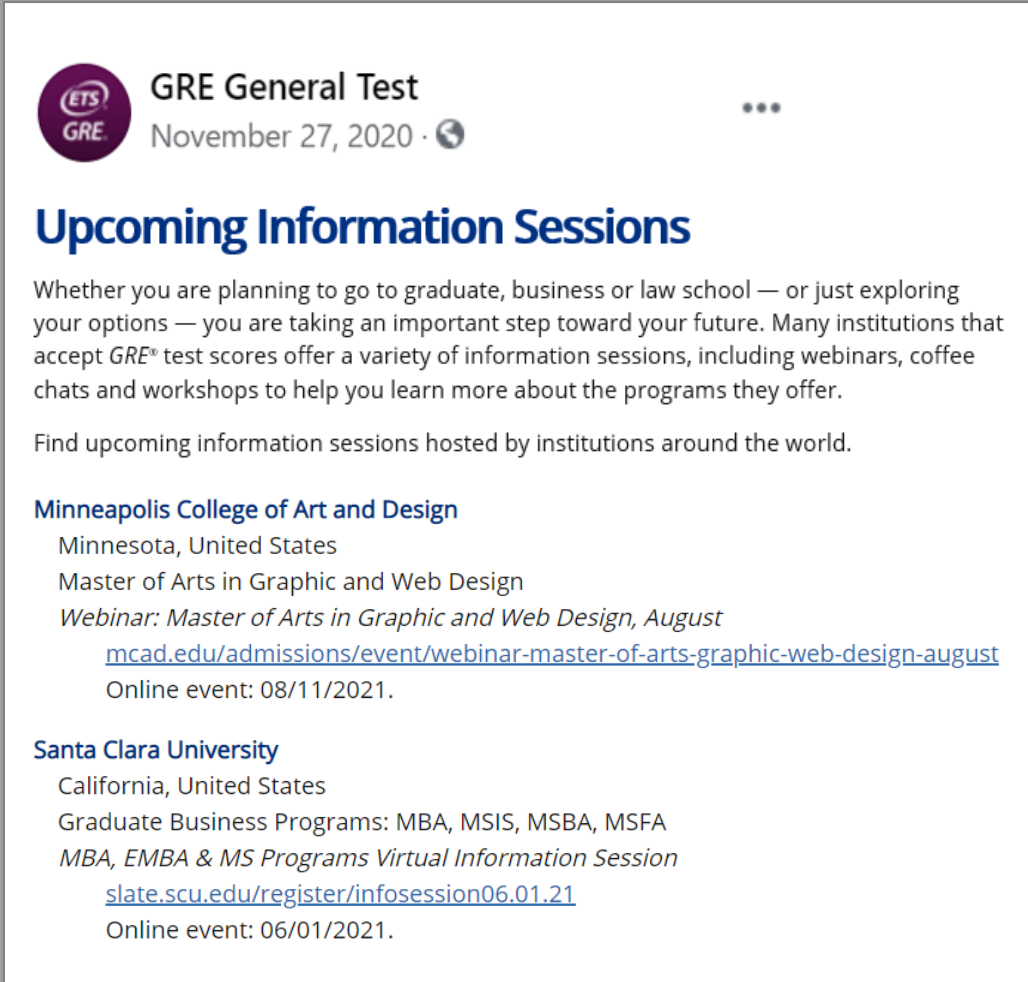
- **Planning for the Admissions Process**
 - Information and resources you can use to evaluate and enrich your admissions practices.
- **Using *GRE*[®] Scores**
 - The GRE Guidelines for Using Scores and other information to assist you in using scores appropriately in graduate admissions decision making.
- **GRE Score Interpretation Resources**
 - Interpretive data and resources for the *GRE*[®] tests to assist you in using scores.



Resource: [GRE Snapshot Report](#)

FREE event publicity through *GRE*[®] social communities

- GRE score users can publicize their school or program's recruitment events to 1.2 million followers of the GRE pages on Facebook[®] and Chinese social media sites, Weibo and WeChat.
- Every month, ETS publishes a post that leads to a landing page where students can learn more about your event.
- It's free and easy to take advantage of this opportunity! Learn more at www.ets.org/gre/postmyevent.



The screenshot shows a social media post from the GRE General Test page. At the top left is the ETS GRE logo. To its right, the text reads "GRE General Test" and "November 27, 2020" with a globe icon. Three dots are visible to the right of the date. Below this is the section header "Upcoming Information Sessions" in blue. The main text describes the purpose of these sessions: "Whether you are planning to go to graduate, business or law school — or just exploring your options — you are taking an important step toward your future. Many institutions that accept GRE[®] test scores offer a variety of information sessions, including webinars, coffee chats and workshops to help you learn more about the programs they offer." Below this is a link to find sessions: "Find upcoming information sessions hosted by institutions around the world." Two examples are provided: 1. "Minneapolis College of Art and Design" in Minnesota, offering a "Master of Arts in Graphic and Web Design" with a webinar on August 08/11/2021, with a link to mcad.edu/admissions/event/webinar-master-of-arts-graphic-web-design-august. 2. "Santa Clara University" in California, offering "Graduate Business Programs: MBA, MSIS, MSBA, MSFA" with an "MBA, EMBA & MS Programs Virtual Information Session" on 06/01/2021, with a link to slate.scu.edu/register/infosession06.01.21.



The slide features a dark blue background with a gradient that transitions to a lighter blue and yellow on the right side. In the top-left and bottom-left corners, there are several diagonal lines in white, light blue, green, and orange. The main text is centered in a large, white, sans-serif font.

Free Resources and Services for Students

FREE *GRE*[®] test preparation


- **“A Deep Look at the GRE[®] General Test”**: In these free, monthly virtual prep sessions, our assessment development team reviews question types and test-taking strategies and answers students’ questions live.
- **Section overviews for each measure**: Include general advice, sample questions with explanations, scoring guides and tips for answering question types.
- **GRE[®] Video Presentations**: Provide information to help you prepare for the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures.
- **POWERPREP[®] Test Preview Tool**: Reviews the question types, test features and help tools on the actual test.
- **POWERPREP[®] Online Practice Tests**: Two timed practice tests that simulate the actual test and provide scores on the Verbal Reasoning and Quantitative Reasoning measures.
- **GRE[®] Math Review**: This 100-page math refresher includes definitions, properties, examples and a set of exercises with answers at the end of each section. Also includes links to additional help in the Khan Academy[®].
- **GRE[®] Math Conventions**: Mathematical notations, symbols, terminology and guidelines are included for interpreting information in the test.
- **Practice materials in accessible formats** are available.

Visit www.ets.org/gre/prepare.



GRE® Search Service

- Students can list a free profile about themselves to help graduate, business and law schools, fellowship granting organizations, and other organizations that participate in the Search Service to find them.
- If the student matches the recruitment profile of a participating institution, he or she may be sent information about graduate, business or law programs, admissions, scholarships, fellowships and other opportunities.
- Students can sign up when they register for a GRE test, or in their ETS account at any time.



Help schools find you!
Sign up for the FREE GRE® Search Service so recruiters around the world can find you.

[Learn more](#)

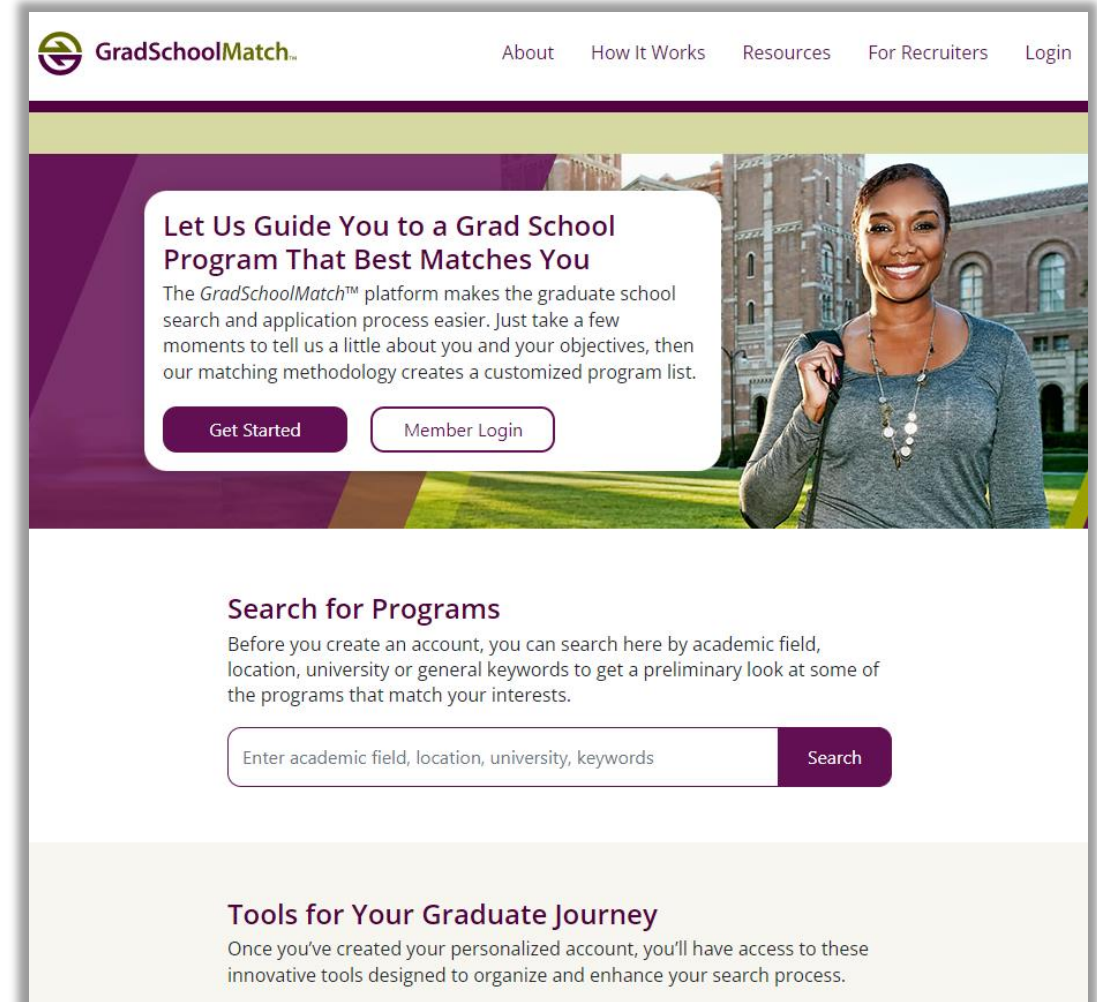
Visit www.ets.org/gre/stusearch



GradSchoolMatch™ tool

- A free ETS tool to help prospective graduate students
 - Find graduate-level programs that match their goals
 - Access planning tools
 - Directly communicate with program staff who can mentor them through the application process.

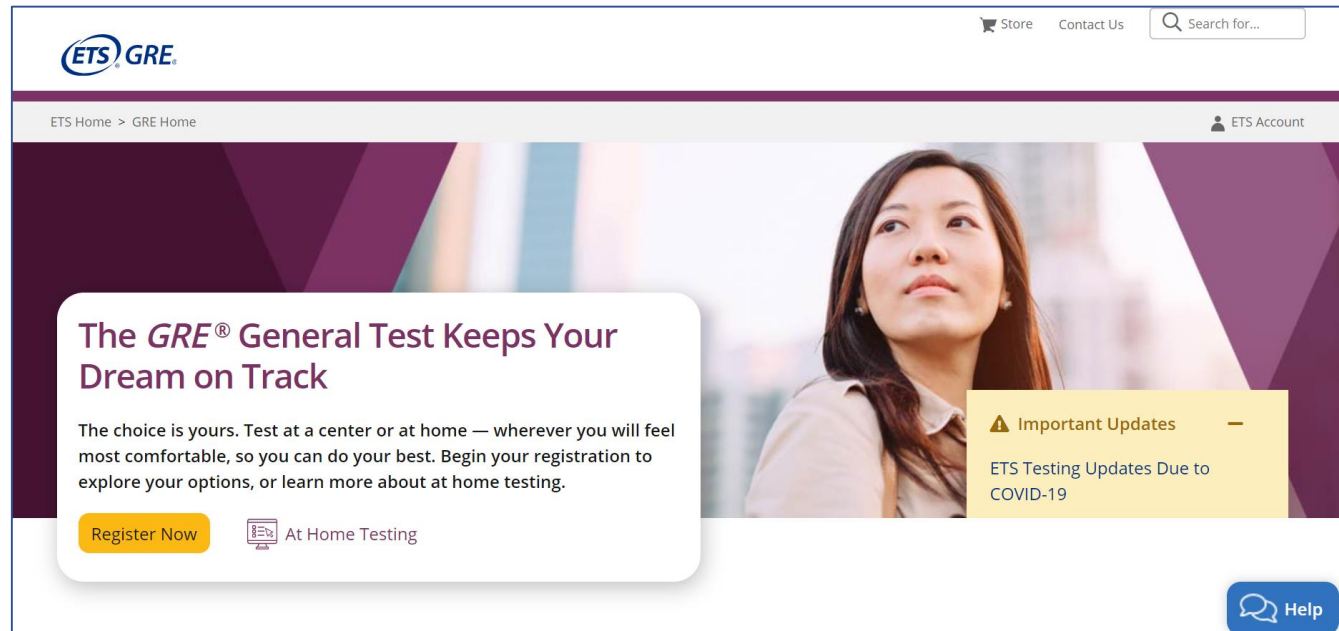
Visit www.gradschoolmatch.com.



The screenshot shows the GradSchoolMatch website homepage. At the top, there is a navigation bar with the logo and links for 'About', 'How It Works', 'Resources', 'For Recruiters', and 'Login'. The main content area features a large banner with a woman standing in front of a university building. The banner text reads: 'Let Us Guide You to a Grad School Program That Best Matches You'. Below this, it says: 'The GradSchoolMatch™ platform makes the graduate school search and application process easier. Just take a few moments to tell us a little about you and your objectives, then our matching methodology creates a customized program list.' There are two buttons: 'Get Started' and 'Member Login'. Below the banner, there is a section titled 'Search for Programs' with a sub-heading: 'Before you create an account, you can search here by academic field, location, university or general keywords to get a preliminary look at some of the programs that match your interests.' This section includes a search input field with the placeholder text 'Enter academic field, location, university, keywords' and a 'Search' button. At the bottom, there is a section titled 'Tools for Your Graduate Journey' with the text: 'Once you've created your personalized account, you'll have access to these innovative tools designed to organize and enhance your search process.'

The official *GRE*[®] website

- Provides in-depth explanations of the test, policy information, test dates and locations, and more.



Visit www.ets.org/gre.



Engage with other test takers

- Students can connect, engage and hear from others who are planning to take the *GRE*[®] General Test for graduate, business or law school
 - Official *GRE*[®] General Test pages on Facebook[®], Instagram, and LinkedIn[®]
 - Taking the GRE General Test for business school on LinkedIn[®]
 - GRE videos on YouTube[®]
 - Official GRE General Test page on Sina Weibo[®]
 - GRE official page on WeChat[®]
 - GRE official page on Zhihu[®]



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ETS Engagement with the Graduate Community

Meet the Office for Graduate Education Engagement

ETS has engaged four **graduate education advisors**, who are available for consultation, discussion, and group presentations. They are:



Terry Ackerman

Distinguished Professor of Educational Measurement at University of Iowa, and Former Graduate Dean at University of North Carolina, Greensboro



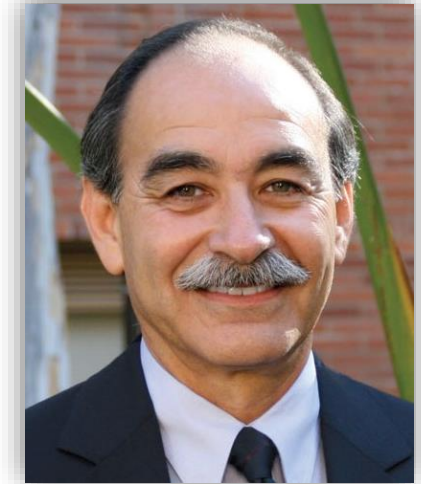
John Augusto

Associate Dean of Strategic Initiatives at Georgia State University



Maureen Grasso

Professor of Textile Sciences and Former Graduate Dean at North Carolina State University and Former Graduate Dean at University of Georgia



Carlos Grijalva

Emeritus Professor of Psychology and Neuroscience and Former Graduate Associate Dean at the University of California, Los Angeles



Graduate Education Advisory Council (GEAC)

Goals

- Provide advice, insight, and market intelligence regarding the global higher education market to the Global Higher Education (GHE) leadership team at ETS.
- Assist GHE in reimagining the ETS GHE strategy, and expanding and enhancing the role of ETS in the global higher education market space.
- Help ETS to navigate the challenging waters of our times and to map out the future of the ETS GHE portfolio.
- Ensure that GHE continues to consider issues of diversity, equity, inclusion and fairness in every aspect of the products, services, policies and engagement with the global higher education community.

Composition of the GEAC

- The GEAC consists of 16 appointed members:
 - Four appointees by the Association of Graduate Schools (AGS)
 - Four appointees by the Council of Graduate Schools (CGS)
 - Eight at-large appointees
 - Additional members are added on a periodic basis for specific expertise.
 - We sought members who are forward looking and innovative thought leaders, practitioners, and entrepreneurs who will help GHE leadership navigate the challenging waters of our times and map out the future of the ETS GHE portfolio.
- The CGS President, Suzanne Ortega, is an *ex officio* member.
- The Chair of the Research and Technical Advisory Committee, Brian French, is an *ex officio* member.

Graduate Education Advisory Council members

Derek Attig
Graduate Career Consortium and
University of Illinois Urbana-Champaign

Sudev Balakrishnan
FIS

Suzanne Barbour
University of North Carolina, Chapel Hill

Wojtek Chodzko-Zajko (Chair)
University of Illinois, Urbana-Champaign

Michael Cunningham
Tulane University

Brian French (*ex officio*)
Washington State University

Andrés Gil
Florida International University

Kent Holsinger
University of Connecticut

Danny King
Accredible

Ranjit Koodali
Western Kentucky University

Barbara Krauthamer
University of Massachusetts, Amherst

Julie Masterson
Missouri State University

Jeremiah Nelson
NAGAP and
Catawba College

Chevelle Newsome
California State University, Sacramento

Suzanne Ortega (*ex officio*)
Council of Graduate Schools

Susan Porter
University of British Columbia

Mark Smith (Past Chair)
University of Texas, Austin

James Wimbush
Indiana University

L. Maren Wood
Beyond the Professoriate



The slide features a blue-to-yellow gradient background. In the top-left and bottom-left corners, there are several short, parallel diagonal lines in white, light blue, green, and orange. The text is centered in a white, sans-serif font.

About ETS and Its Commitment to Diversity

About ETS



ETS is a nonprofit,
research-based
501(c)(3) organization



Mission is to help
advance quality and
equity in education



70+ years of experience
in educational research
and assessment



Develops, administers and scores
50 million tests annually in 180
countries, including programs for
the U.S. and other governments



Significant annual investment in
researching solutions
focused on improving
educational outcomes for all



About ETS's nonprofit status

As a nonprofit educational research and measurement organization, ETS must continuously prove that it operates for the advantage of public, rather than commercial, interests. It does so in several ways:

- **Research investment:** ETS invests over \$100 million dollars annually on research that addresses educational challenges in order to improve teaching and learning, expand opportunities for individual learners, and inform education policy and assessment.
 - ETS's Research & Development Division, including the Center for Research on Validity, Fairness and Equity in Learning and Assessment
 - The ETS Policy & Evaluation Research Center
 - The ETS Center for Research on Human Capital and Education
- **Public information:** Anyone can search the ETS ReSEARCHER database of 10,000+ ETS-authored or published works.
- **ETS Center for Advocacy & Philanthropy:** A center of ETS focused on advocating for important educational issues and managing ETS's philanthropic activities — including grants and scholarships — that support education and local communities.



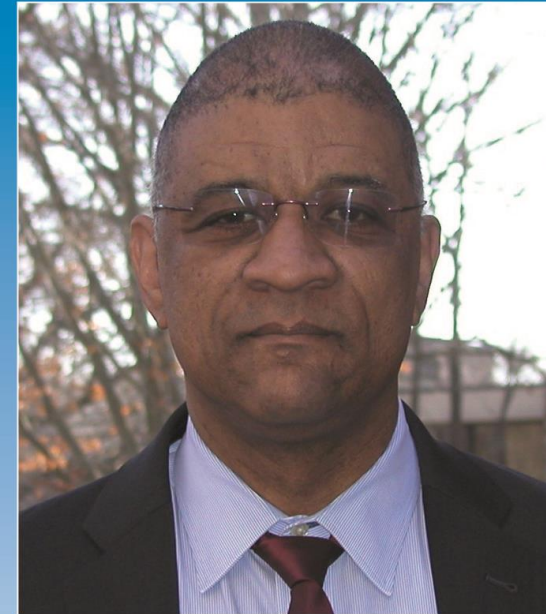
Center for Research on Validity, Fairness and Equity in Learning and Assessment

An ETS research center is investigating issues that affect inequality in educational outcomes, including:

- poverty
- structural stigma
- inequities in educational resources

This work will help to inform the educational community in developing strategies making education equitable for all.

Resource: [ETS Launches Institute Focused on Fairness and Equity in Education](#)



“This Institute will serve to highlight and reinforce the historical focus on fairness and equity in education that continues to be at the core of ETS’s mission.”

– Michael Walker, Director of
the Fairness and Equity Research
Methodologies Institute, ETS



ETS Center for Research on Human Capital and Education

Also part of R&D, this team manages global assessments on behalf of the Organisation for Economic Co-operation and Development (OECD) and produces policy reports related to access, skills and opportunity. Recent reports:

- ✓ Opportunity Across the States
- ✓ Buttressing the Middle: A Case for Reskilling and Upskilling America's Middle-Skill Workers in the 21st Century
- ✓ Curbing America's Reading Crisis: A Call to Action for Our Children

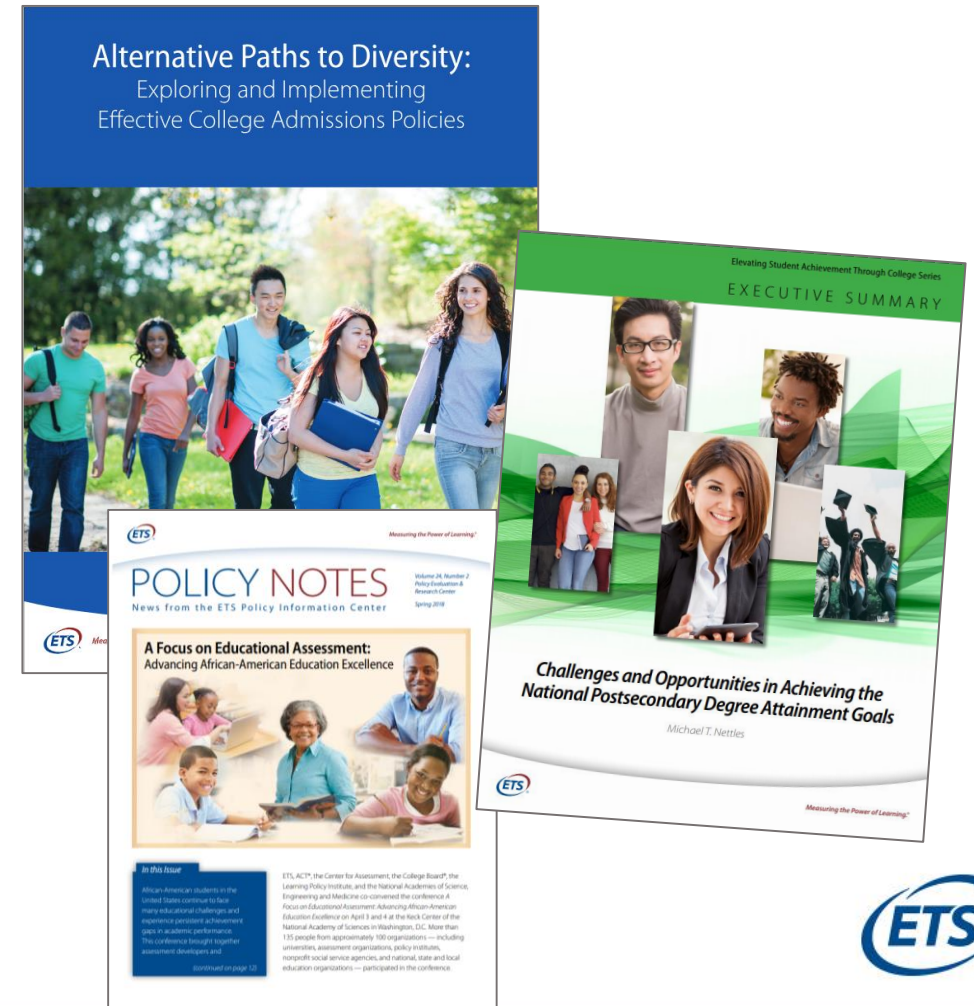
Resource: [Center for Research on Human Capital and Education](#)



ETS Policy Evaluation and Research Center (PERC)

- ✓ Conducts and disseminates research on educational issues related to public policy that spans a continuum from childhood through graduate education and early career.
- ✓ Focuses on improving the quality of instruction in schools, closing achievement gaps for underrepresented populations and investigating factors that adversely affect student progress at all levels.

Resource: [Policy Evaluation and Research Center](#)



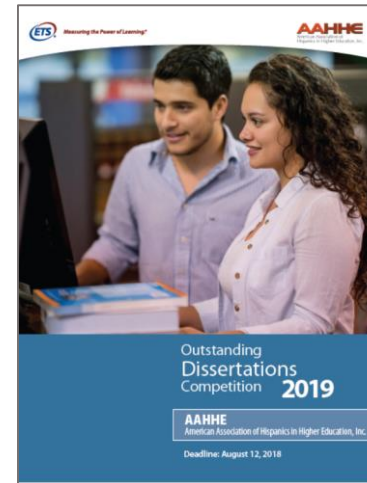
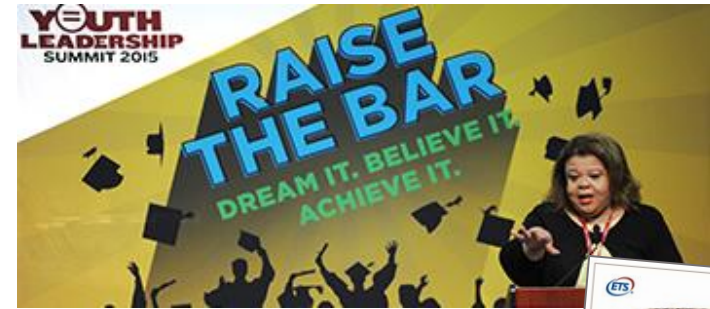
ETS Center for Advocacy & Philanthropy (CAAP)

The mission of CAAP is to:

- ✓ Act as an educational advocate by helping to raise awareness on those issues in education that impact disadvantaged groups
- ✓ Advance education goals in local communities through identifying, supporting and helping to replicate programs that achieve results
- ✓ Provide philanthropic support to organizations whose goals and missions align with ETS's mission

Merit-based ETS Presidential Scholarships for HBCU students are awarded annually.

- ✓ Applicants are eligible to apply for their junior or senior year of undergraduate study
- ✓ Eight HBCU Students (chosen from four public and four private HBCUs) are awarded full-tuition scholarships



Resource: [CAAP Website](#)

