

ETS and the *GRE*® Program

Supporting the Graduate Community

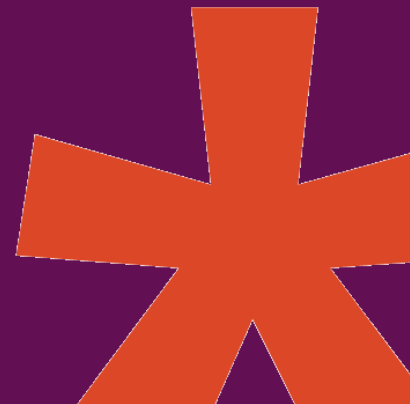


What's in this slide deck

- Introduction to the program team and the *GRE*® Board
- The value of the GRE tests and validity evidence
- Using GRE scores as part of a holistic process
- Increasing access and equity for applicants
- Additional resources for graduate programs
- About ETS and our commitment to diversity

Introduction

to the program team and the *GRE*[®] Board



Welcome from the *GRE*® Program team

As your partner in supporting program and student potential, nonprofit ETS, the independent GRE Board of your peers and the GRE Program team are committed to providing information and guidance to help you achieve your goals, including increasing campus diversity. GRE tests and services help you advise prospective students, create smart recruitment strategies, and evaluate and compare applicants. We hope that the slides that follow provide information that is useful to you as you consider evolving your admissions process.

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



Terry Ackerman
Distinguished Professor
Educational Measurement
University of Iowa



Bill Andrefsky
Professor Emeritus
Former Graduate Dean
Washington State



John Augusto
Associate Dean
Strategic Initiatives
Georgia State



Maureen Grasso
Prof., Textile Sciences
Former Graduate Dean
North Carolina State



Steve Matson
Biology Professor
Former Graduate Dean
UNC – Chapel Hill

The *GRE*® Board

The Board is an independent board with members appointed by the Association of Graduate Schools and the Council of Graduate Schools. It oversees GRE tests, services and research in consultation with its committees, and establishes all policies for the GRE Program, which ETS administers. Its standing committees are:

- Diversity, Equity and Inclusion
- Executive
- Finance
- Research
- Services

Board Leadership



Mark J T Smith
University of Texas at Austin
Board Chair



Michael Cunningham
Tulane University
Services Committee Chair



Wojtek Chodzko-Zajko
University of Illinois, Urbana-
Champaign
*Board Chair-elect and
Finance Committee Chair*



William Karpus
University of Wisconsin –
Madison
*Diversity, Equity and
Inclusion Committee Chair*



Frances Leslie
University of California,
Irvine
Board Past Chair



Barbara Knuth
Cornell University
Research Committee Chair



Suzanne Ortega
Council of Graduate Schools
Ex Officio Member of Board



Brian French
Washington State University
*Technical Advisory
Committee Chair*

Resource: [GRE Board and Advisory Councils](#)

The *GRE*® Board and committee members



Gino Aisenberg
University of Washington



Charles Ambler
CGS



Alfredo Artiles
Arizona State University



Suzanne Barbour
University of North Carolina



Li Cai
University of California



JoAnn Canales
CGS



Julie Coonrod
University of New Mexico



Robin Garrell
University of California



Andrés Gil
Florida International Univ.



Kent Holsinger
University of Connecticut



David Jackson
Florida A&M University



Thomas Jeitschko
Michigan State University



Ranjit Koodali
Western Kentucky University



Barbara Krauthamer
University of Massachusetts



Jerry Kukor
Rutgers University



Kim Needy
University of Arkansas



Jerry Pogatshnik
Eastern Kentucky University



Susan Porter
University of British Columbia



Anne Romagni
University of Tennessee



Sheila Thomas
Harvard University



Mark Wallace
Vanderbilt University

In 2019, the GRE Program
expanded expertise on
diversity, equity and
Inclusion



Anthony DePass
Long Island
University



Fred Oswald
Rice University



Maurice Taylor
Morgan State
University

The *GRE*® Technical Advisory Committee

The TAC advises the GRE Program and GRE Research Committee on the technical quality of GRE research, the long-range GRE research agenda, and on technical and measurement issues.

Members include:

- **Keena Arbuthnot** Louisiana State University
- **Victor Borden** Indiana University
- **Ying (Alison) Cheng** University of Notre Dame
- **Brian F. French (Chair)** Washington State University
- **Barbara A. Knuth** Cornell University
- **Joni M. Lakin** Auburn University
- **Kimberly Nehls** University of Nevada, Las Vegas
- **Frederick Oswald** Rice University

The value of the *GRE*[®] tests

validity evidence and other research



Benefits and limitations of using *GRE*® scores

To understand the true value of the *GRE*® General Test and *GRE*® Subject Tests, it helps to understand their benefits and limitations, including what the tests were designed to measure and predict, and what the tests were never designed to predict.

Benefits:

- GRE scores support institutions' efforts to identify which applicants are academically prepared for graduate-level study. Because the tests are standardized and administered in a secure environment, these measures are not affected by grade inflation, and *GRE*® Analytical Writing samples are not subject to editing by parents or mentors, unlike other samples submitted with the application. **It's this standardization and objectivity that helps programs fairly compare students from different backgrounds.** **Resource:** [Four Facts about the *GRE*® General Test](#)
- When used as part of a holistic admissions process — which means evaluating all information about applicants, including test scores — GRE scores balance out more subjective components of the application. **Scores also enable applicants who come from lower socioeconomic backgrounds to be seen among their better-resourced peers.** It is this role as a leveler of the playing field that enables programs that review applications holistically to achieve their enrollment goals, including increasing diversity. **Resource:** [Navigating Holistic Admissions](#)

Benefits and limitations of using *GRE*® scores (continued)

Limitations:

- Test scores cannot offer insight about all of the qualities that are important in predicting academic or career success, which are more often influenced by variables such as changes in job, family status and satisfaction with the program, **variables that cannot be measured by tests of academic skills**. **Resource:** [Understanding and Improving Graduate Program Retention Rates](#)
- No single measure can completely represent a person's potential. **The GRE Program has long discouraged graduate programs from using GRE scores as the sole factor for making any decision**, as doing so lessens the importance of other components of a candidate's application — such as indicators of desirable attributes like grit and conscientiousness — and can result in a less diverse student body. **Resource:** [GRE® Guide to the Use of Scores](#)
- On average, members of different socioeconomic, racial and ethnic backgrounds perform differently on standardized tests. Group score differences do not mean that tests are biased. Extensive research has shown that performance differences can be attributed to a number of factors, including social, economic and educational disparities. **It's important for us all to learn how to better use the information, rather than throw it out because we don't like what it's telling us.** A holistic admissions approach, in which all information is considered, is the best way to mitigate this limitation. **Resource:** [Test Takers From Underrepresented Groups](#)

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.

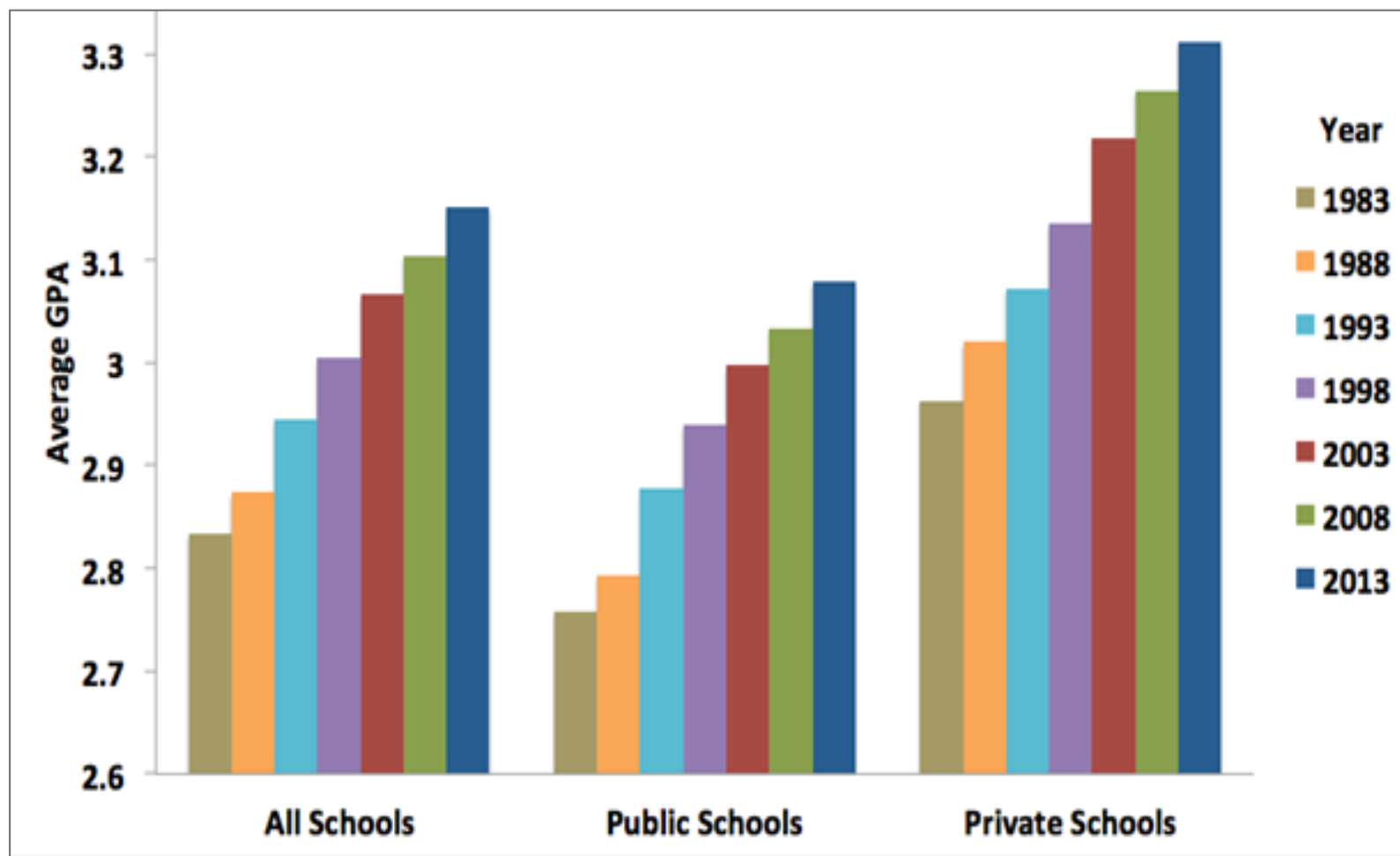
The case for using *GRE*[®] scores

- The benefits of having a standard measure that helps to level the playing field and provides evidence of academic skills and graduate readiness outweigh the limitations of the tests, which can be overcome by **adopting a holistic admission process that balances the limitations of any one part of the application.** **Resource:** [Reviewer Diligence and Responsibility in the Graduate Admissions Process](#)
- **Every component of a student's application is subject to bias.** For example, a committee could be influenced by the status or eloquence of the person who wrote a recommendation letter. Or the reputation of the undergraduate institution. Or that an applicant had less available time to do research or take unpaid internships due to the need to work. **Resource:** [Gradeinflation.com](#)
- **The GRE tests are the only part of the admissions file that regularly go through rigorous fairness reviews.** They are overseen by the GRE Board and GRE Technical Advisory Committee (a group of external psychometric experts), and meet psychometric standards published by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). **Resource:** [Test Fairness and Validity](#)
- **Without GRE scores as a normalizing factor, what other measure will programs use** that is common and objective, undergoes a rigorous fairness review process and yields comparative data? How will applicants be fairly compared, especially those from underrepresented groups and other countries?

New research provides a blueprint for holistic review using *GRE*® scores

- A 2019 report by Marendra Wilson and other researchers at The University of Texas MD Anderson Cancer Center UTHealth Graduate School of Biomedical Sciences concluded that:
 - It is the practice of using cut scores, not the GRE test itself, that disproportionately affects doctoral applicants from underrepresented groups
 - An admissions committee can mitigate GRE score variances between demographic groups
 - A multitiered holistic applicant review process can increase the diversity of the applicant pool without increasing the workload of the admissions committee
- The report also provides a blueprint for institutions that want to implement a data-driven approach to assess applicants in a manner that uses GRE scores as part of the process.
- **Resource:** [A Model for Holistic Review in Graduate Admissions That Decouples the GRE from Race, Ethnicity, and Gender](#)

All components of the application have imperfections ...



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

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

Resource: gradeinflation.com

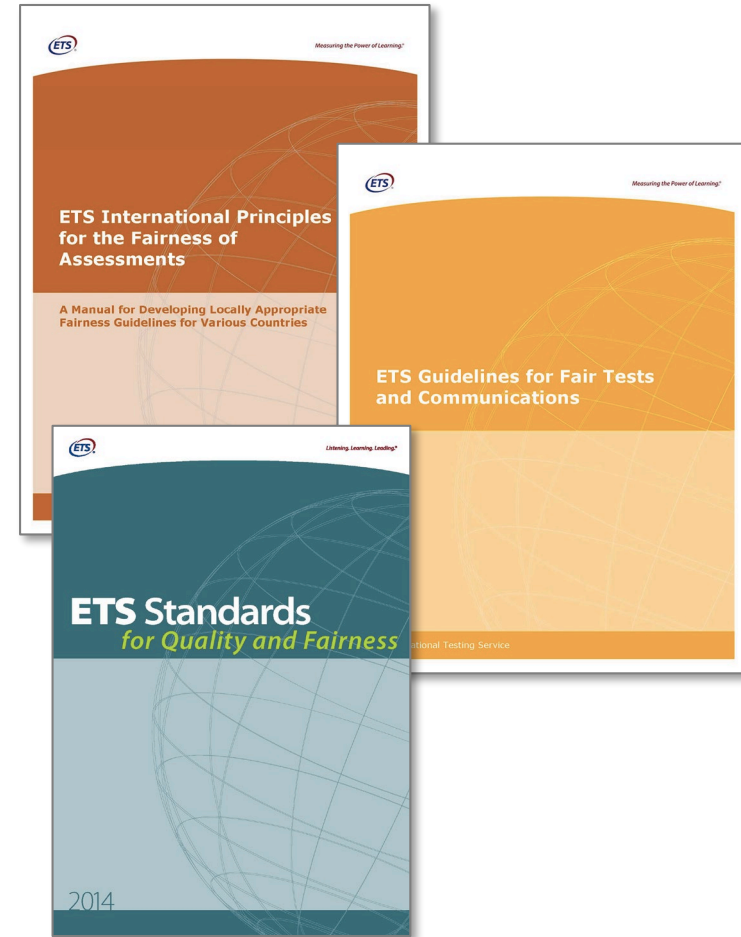
but only the *GRE*® tests have processes to minimize bias

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*® General Test

Of the many studies that show that the GRE General Test is a valid measure, some of the most often-referenced are:

- [Research](#) shows that **Analytical Writing scores are the best or second-best predictors of future GPA**, across master's and doctoral programs.
- [New Perspectives on the Validity of the GRE® General Test for Predicting Graduate School Grades](#) by D. Klieger et al., shows the predictive validity of the GRE General Test by section across multiple disciplines for master's and doctoral programs (Tables 13 and 14), and the value of the test in identifying students likely to struggle.
- Various published works that confirm the validity of the GRE General Test; find them at [GRE Validity Resources](#).

Resources: [If You're Not Using GRE Analytical Writing Scores, You Might Be Missing Out](#) and [GRE Test Validity: Putting It In Perspective](#)



A meta-analysis of 82,659 students by University of Minnesota found that ...

- GRE General Test is a valid predictor of:
 - Overall graduate GPA
 - Comprehensive exam scores
 - Publication citation counts
 - Faculty ratings
- Positive correlation with:
 - Degree attainment
 - Research productivity
- **Better predictive validity than UGPA and letters of recommendation**
- Findings applied across master's and doctoral programs

The Validity of the Graduate Record Examination for Master's and Doctoral Programs: A Meta-analytic Investigation

Predictive validity of the *GRE*® Subject Tests

- The GRE Subject Tests measure achievement in a particular field of study and help departments evaluate applicants' readiness for graduate school.
- A [meta-analysis](#) by Nathan R. Kuncel, Sarah A. Hezlett and Deniz S. Ones showed that **GRE Subject Test scores are better predictors of graduate school success than GRE® General Test scores or undergraduate grade point average.**

Four cautions about evaluating recent studies

Some reports claiming the tests are not valid predictors of success in graduate school have made headlines in the past year. However, most of those studies have serious flaws. Be cautious of studies that show the following four conditions:

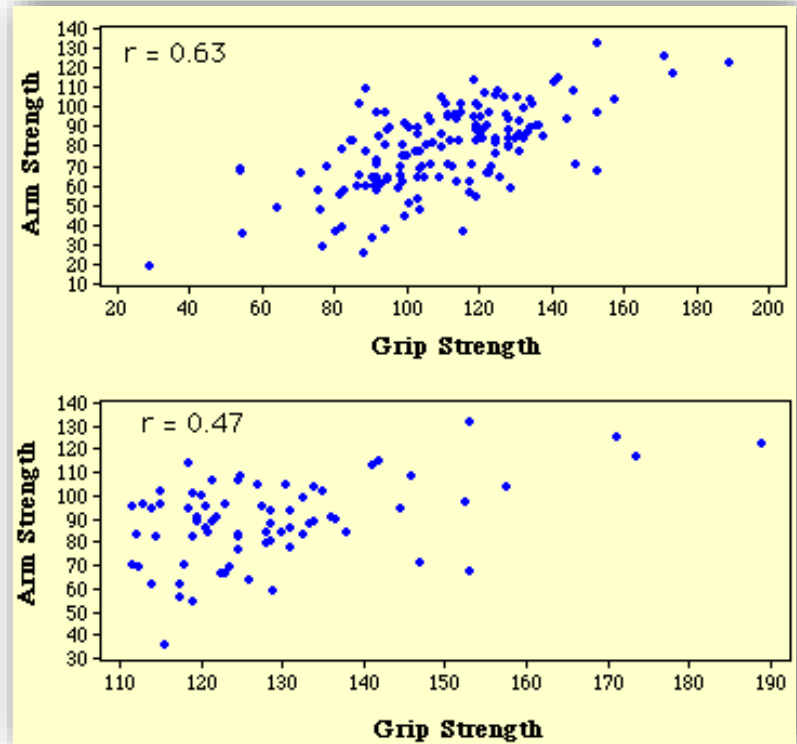
1

Insufficient sample sizes, which can lead to incorrect conclusions.

Most of the research unfavorable toward the *GRE*® tests rely upon small sample sizes, leading to incorrect conclusions. A sample size of 75 is generally accepted as the threshold for doing this kind of analysis, and the more variables researchers want to include, the larger the sample size should be.

The University of Minnesota meta-analysis referenced on slide 14 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



This chart shows correlation between arm strength and grip strength for 147 people working in physically demanding job. The upper portion shows the scatterplot for all 147 workers. The lower portion shows the scatterplot for the 73 workers who scored highest on grip strength. It's clear how restricting the range can heavily skew the results. **Source:** davidmlane.com

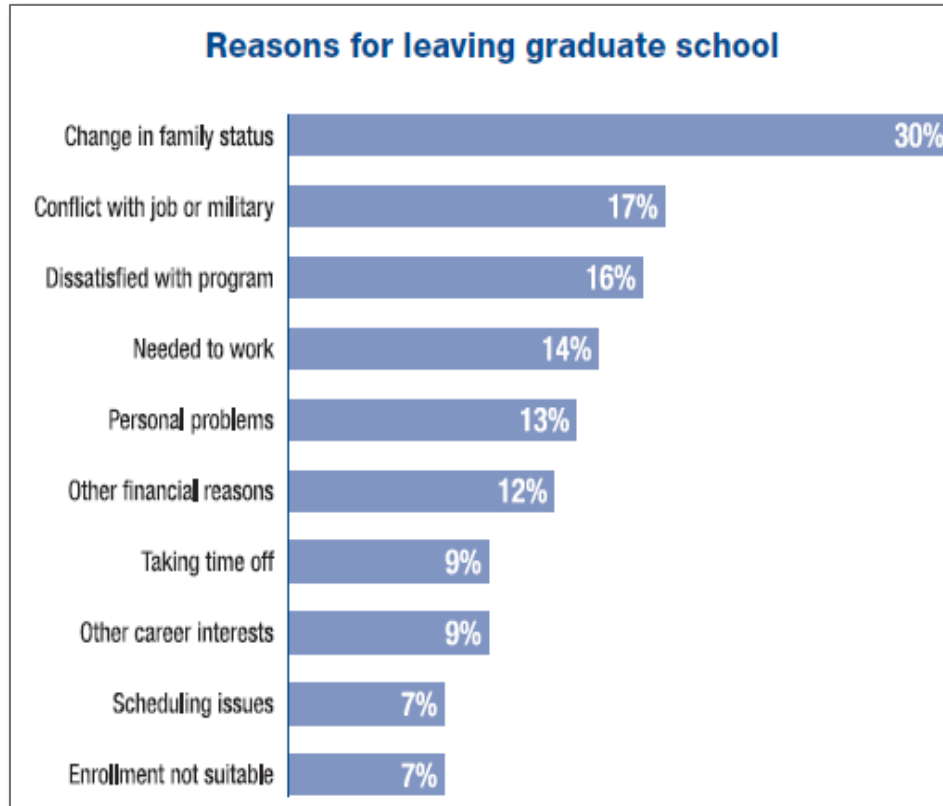
2

Restricted range and failure to account for it, which skews the results, leading to incorrect conclusions.

Recently published research has based conclusions on a restricted range of *GRE*® test takers — those 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, making inferences about individuals who scored lower on the test suspect, due to their relative scarcity. The ideal study would include data about **all** applicants to a particular program, including those who were not accepted.

- By only including those accepted, researchers are only considering those who were at the top of the total potential population, and therefore, are more likely to succeed. Range restriction skews the results.
- 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



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

3

Erroneous attribution.

Some studies appear to show that *GRE*® scores do not predict program completion. That's not surprising. Graduate students leave their programs for many reasons, most often because of changes in their life circumstances or for personal reasons. These are factors the *GRE*® General Test does not measure or predict.

The GRE General Test remains a valuable measure of important knowledge and skills related to success in graduate education. And as shown on slide 14, GRE General Test scores correlate positively with program completion, though admittedly not as strongly as scores correlate with other outcomes the test can predict, such as graduate GPA.

Four cautions about evaluating recent studies

4

Lack of a true “control” in the study.

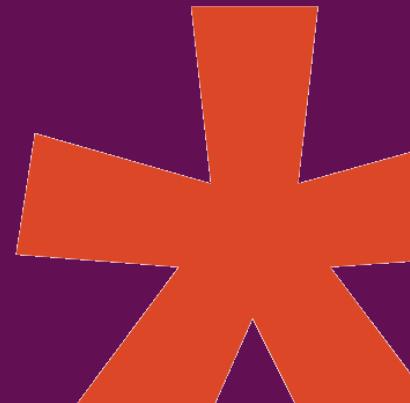
Some programs that drop the *GRE*® test requirement do so while they are making many other changes, such as offering more financial support, beginning a mentoring program, and working on making their environments more inclusive.

Those are all great things to do.

But note that 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.

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:

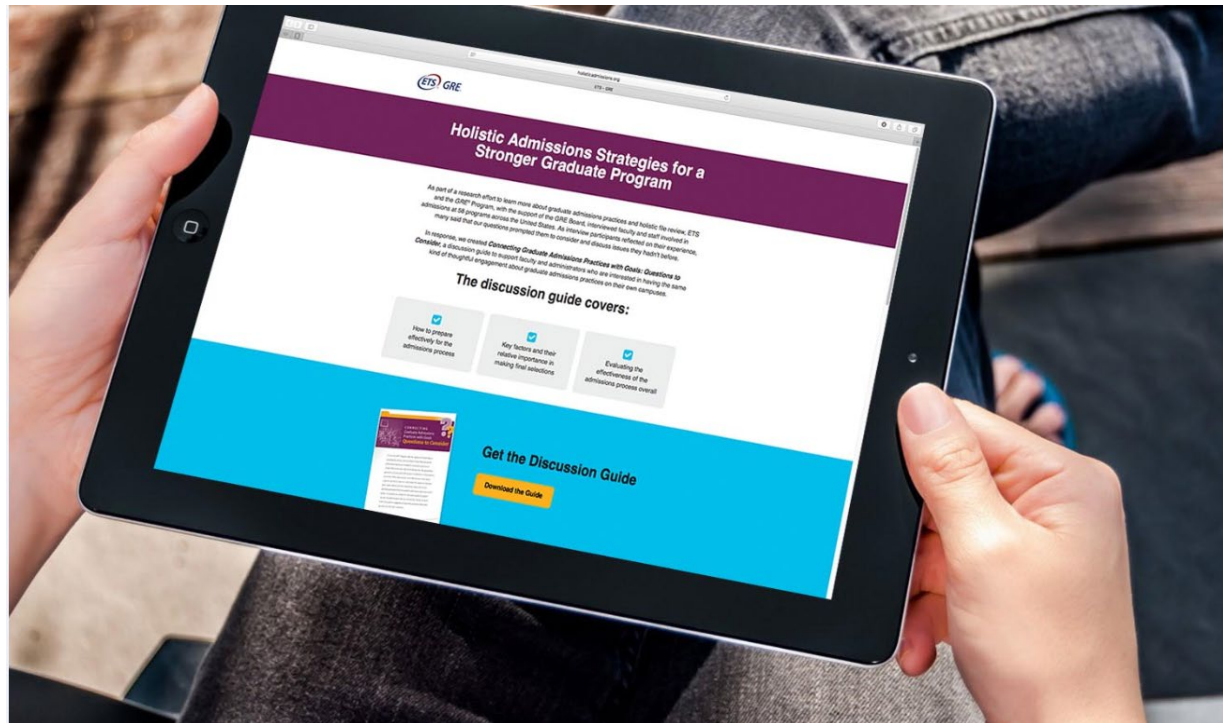
- Avoid using threshold (or cutoff) scores that are determined using only undergraduate GPA and GRE® scores, as that may prevent candidates with other desirable qualities from being considered.
- Give thought to the weighting of various components of the application — and the order in which those components 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*

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.



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 shows the GRE® General Test's unique value in helping programs ensure that prospective students have the critical thinking skills needed to meet program requirements.

1. 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 23,356 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 academic peril. Only 8 percent in the top quartile of scores were in academic peril.
- A [study](#) published by researchers at the University of Minnesota using data from 82,619 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.

Using GRE® scores successfully

Guidelines for identifying the best applicants

1 Use multiple criteria, including GRE® scores, in admissions decisions. This helps ensure fairness and balances the limitations of any single measure of knowledge, skills or abilities.

2 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.

3 Consider scores on the three GRE® General Test measures independently. The level of verbal reasoning, quantitative reasoning and analytical writing skills needed for success in your field may vary. Using a single score masks critical information about that individual's specific skills.

4 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 SAT® scores. Instead, use the appropriate GRE Comparison Tools to interpret GRE scores in the context of GRE scores or SAT scores.

5 To get information about using GRE scores, visit [ETS.org/institutions](#). The test of verbal reasoning, quantitative reasoning and analytical writing skills needed for success in your field may vary. Using a single score masks critical information about that individual's specific skills.

Using a Holistic Admissions Scorecard for Fair and Consistent Application Review

Reviewers determine what, at its core, holistic admissions is: a method in which reviewers consider all available information to get the most 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 effectively meet program needs and support institutional goals.

Programs conducting holistic admissions typically:

- use evidence and information from multiple sources to gauge applicants' knowledge, skills, experiences and personal attributes
- avoid any pre-determined cut scores that are determined using only measures of academic experience and cognitive skills, such as undergraduate GRE and GRE® General Test scores, so that they present 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 different information about an applicant in a fair and equitable way.

Some programs can choose 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 more important can receive more points than components considered less important. And for each component, reviewers can assign a range of scores depending on whether the evidence received demonstrates the skills, experience and attributes desired.

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

Component	Maximum Points
Research	5
Letters of Recommendation (LOR)	3
Work experience/ CV	2
Undergraduate curriculum	2
GPA	4
Personal statement	3
GRE® scores	4
Total	25

Reviewer Diligence and Responsibility in the Graduate Application Process

By John Canales

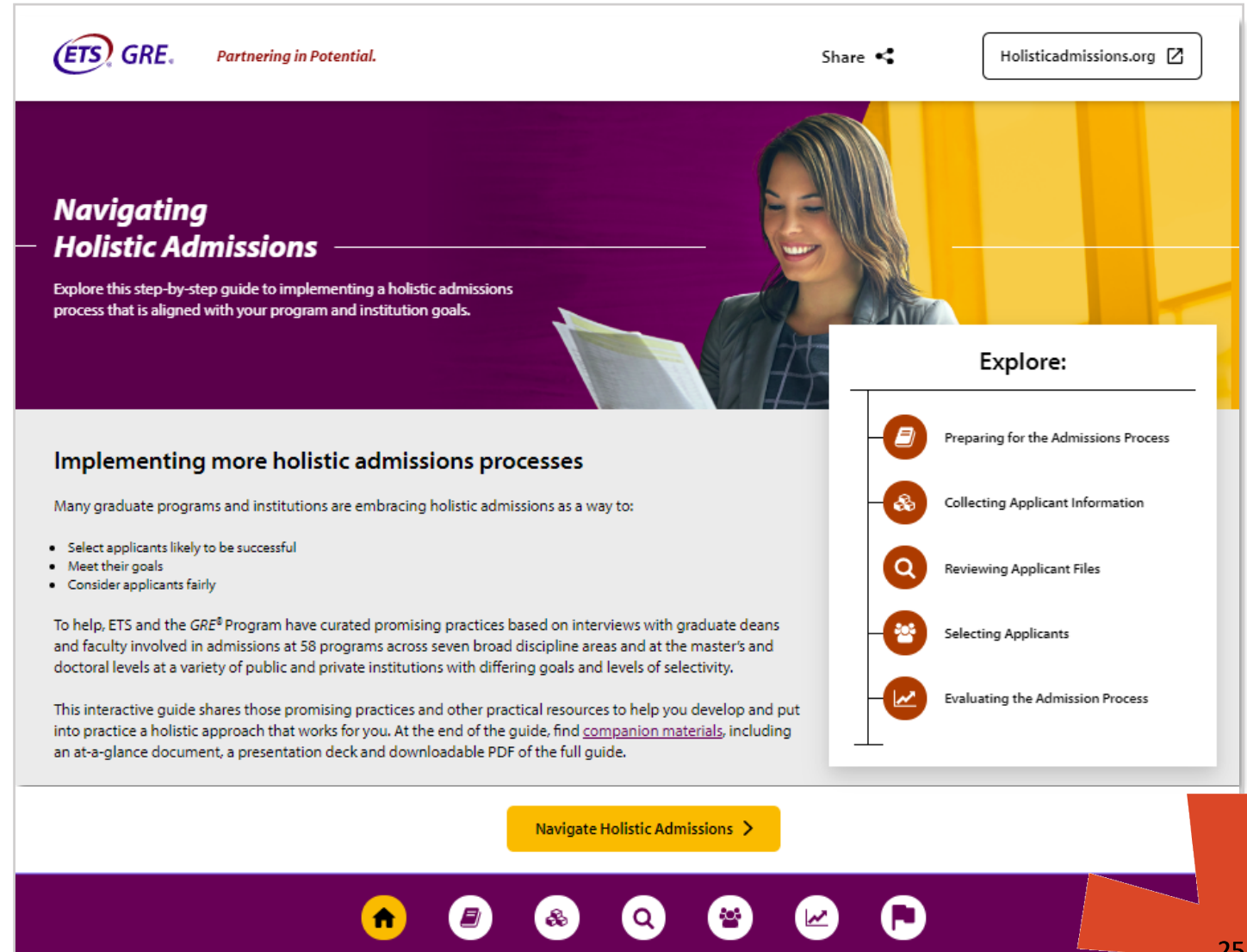
The graduate application process is born out of a necessity to make thoughtful, fairly, and complete decisions. Those involved in the process are well aware that these decisions are both an art and a science. While the evidence submitted in an application package may never give the full picture, being explicit about what evidence you expect to find in each component of the application and being aware of the benefits and limitations of each can help keep the process as equitable as possible in working to achieve your program's enrollment goals. Following are some considerations worth noting and discussing in admission 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 indication of specified experience and academic ability.
- Benefits:** Transcripts can indicate several strengths that are key to evaluating an applicant, including growth over time, pursuit of challenging coursework, grades for particular subject matter, well-roundedness and cross-disciplinary interests.
- Drawbacks:** Comparing GPAs between applicants is a challenging exercise that can result in misleading conclusions. The exact meaning of 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 examined in context with the transcript, reviewers can still make valuable determinations. With the transcript and GPA, it is important to read between the lines and look for evidence that an applicant is seeking challenging coursework, while excelling or showing significant academic growth.

“Navigating Holistic Admissions” digital guide

- After **gathering input from deans, faculty, enrollment managers and diversity officers** from more than a dozen institutions, the GRE® Program launched a digital guide to offer clarity around what types of questions and issues programs and institutions should consider at various stages of the admissions process.
- Topics include preparing for the admissions process, considering the composition of the faculty committee, ensuring the application instructions are written to yield the information needed to make decisions, **mitigating unconscious bias** and more.



“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](#)

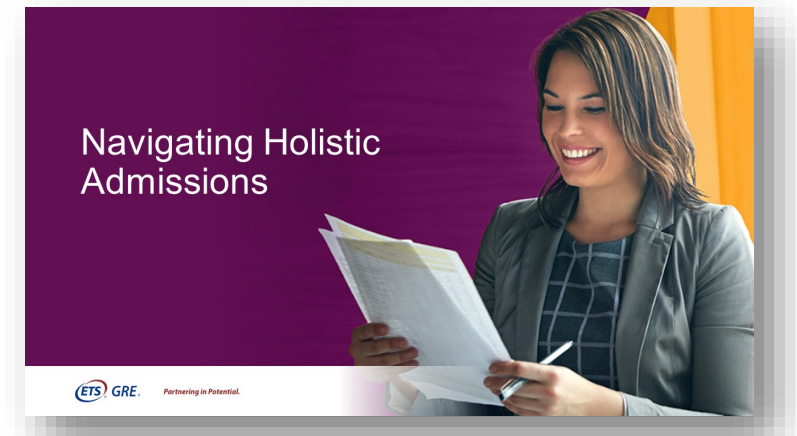
At-a-Glance Infographic



Guide PDF



PowerPoint® with Talking Points



Increasing access and equity

for applicants



Reducing barriers for applicants

The *GRE*® Program works to increase access, affordability and equity through five significant offerings:

- The *GRE*® General Test at home
- The GRE Fee Reduction Program
- The availability of excellent free test prep
- Industry-leading accommodations for people with disabilities and health-related needs
- Feedback on test performance

Taking the *GRE*® General Test from the safety of home

Just six weeks after the coronavirus began shuttering test centers in Asia, ETS launched the GRE General Test at home so students could continue their educational journeys without delay ... and without sacrificing their safety. The GRE General Test at home is:



- Identical in content, format and on-screen experience to the usual testing experience, so that students wouldn't need to change how they are studying for the test, and admissions committees wouldn't need to deal with changes in score scales or other barriers to their usual process
- Offered at the same price; ETS is not passing along the cost of the remote proctoring services to students
- Accessible, with extended time, extra breaks, screen magnification, selectable colors and many other accommodations available

Resources: [GRE® Test at Home and Other COVID-19 Updates](#) for institutions and the [GRE® General Test at Home](#) student microsite

Applicants can pay less — or nothing — to take a *GRE*® test

There are three ways for applicants to pay less — or nothing — to take the *GRE*® General Test and/or a *GRE*® Subject Test:

- 1) Apply for a **50% 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% fee reduction voucher** from one of 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

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

Fee Reduction Program

- This program was started in 1971.
- In the past six years, over 31,000 *GRE*® Fee Reduction Vouchers were used, with ETS contributing over \$3.2 million to the effort.
- Year-over-year usage has increased as ETS has made vouchers available to more programs.
- Those who qualify for a fee reduction also get free access to additional test prep (\$100 value).



Two *POWERPREP PLUS*®
Online Practice Tests



ScoreItNow!™ Online
Writing Practice

Programs that receive fee reduction vouchers annually from ETS

- 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)
- TheDream.US
- TRIO Ronald E. McNair Postbaccalaureate Achievement Program
- TRIO Student Support Services (SSS) Program

Resource: www.ets.org/gre/grefeereduction

Excellent, free test prep



POWERPREP® Online simulates the *GRE*® General Test. Two practice tests are designed to help test takers understand what's being tested, gain familiarity with question types and the functionality of the test, and practice taking the test under timed conditions. Test takers with disabilities or health-related needs can also practice with the following accommodations: extended time, extra breaks, screen magnification, selectable colors, and screen reader and refreshable braille compatibility.

- **Math Review** – 100-page math refresher that includes definitions, properties, examples and a set of exercises with answers.
- **Khan Academy**® – For each Math Review topic, there are links to instructional videos available at the [Khan Academy](#).
- **Math Conventions** – Mathematical notations, symbols, terminology and guidelines.
- **Subject Test Practice Books** – Each practice book contains a full-length test and answer key, test-taking strategies and more.

Resource: [Prepare for the GRE® General Test](#)

Accommodations

- The *GRE*® Program offers **the most advanced accessibility features and support** of any testing program worldwide and is the first testing program to provide this level of accessibility to test takers.
 - The entire GRE test taker experience is fully accessible from registration through score reporting.
 - Many accommodations are available such as extended testing time, extra breaks, alternate test formats, assistance (i.e., human reader), screen magnification, selectable colors, JAWS and refreshable braille compatibility.
 - Test preparation materials are also available in accessible formats.
- ETS's goal is to meet or exceed W3C® WCAG* 2.1 and section 508 requirements and ETS staff actively participate in W3C standards development to address the unique challenges of assessment accessibility.
- Working closely with the National Federation of the Blind (NFB), the ETS Accessibility Standards & Inclusive Technology team developed and launched new accessibility features in the *GRE*® General Test in November 2017, which allowed test takers with visual impairments to use *JAWS*® and refreshable braille.

Resource: [Accommodations for Test Takers with Disabilities or Health-Related Needs](#)

Performance feedback

The free **GRE® Diagnostic Service** provides insight into the test taker's performance on the test questions in the Verbal Reasoning and Quantitative Reasoning sections of the GRE® General Test.

The service includes:

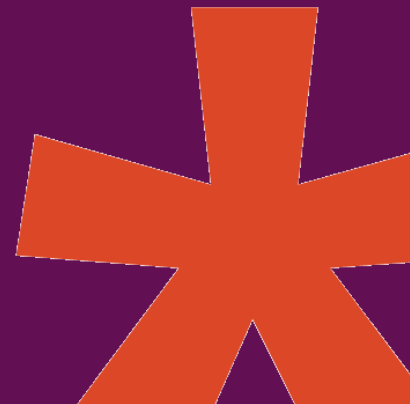
- a description of the types of questions the test taker answered right and wrong
- the difficulty level of each question
- the time spent on each question

It is available for all test takers who take the computer-based test, including those who take the test at home.

Resource: [GRE Diagnostic Service](#)

Additional resources

for graduate programs



Help finding your future students



Partnering in Potential.

Fulfill Your Program's Potential

Find, attract and recruit a diverse pool of prospective applicants with the GRE® Search Service.

Enhance your recruitment campaigns by searching a robust database of 500,000+ individuals who have demonstrated graduate-level readiness through their GRE test performance.

ONLY WITH THE:

GRE® SEARCH SERVICE

No annual fee
Pay only for the names you need.
A cost effective way to boost your outreach plan.

The GRE® Search Service helps you filter and find prospects who are actively looking for programs like yours.

- Recruit a diverse class tailored to enrollment goals and program needs using 30+ different criteria – there are thousands of possible combinations!
- Geotarget using the Google Maps™ mapping service to pinpoint searches and find students in specific geographic areas for more precise, location-based recruitment.
- Identify potential students who are academically prepared by using GRE score bands in combination with undergraduate grade point average (UGPA).
- Deploy discipline-specific campaigns based on undergraduate majors or intended graduate studies.
- Optimally time your campaigns based on planned date of enrollment or GRE test date.

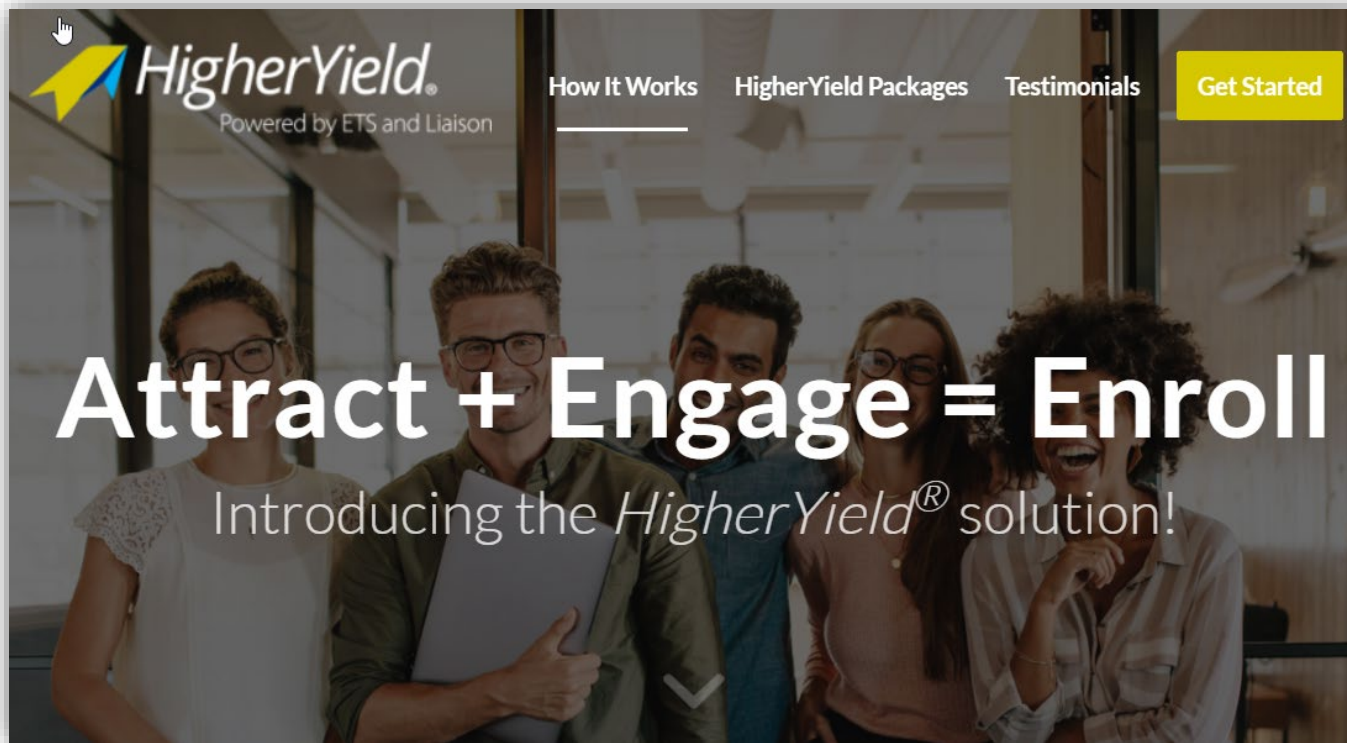
gresearch@ets.org

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The GRE® Search Service is a robust database of 500,000+ individuals who want to pursue an advanced degree and want to hear from programs like yours

- 30 versatile search criteria, so you can segment your mailings to reach specific prospects with tailored messages
- Receive freshest names weekly or monthly; database is updated twice weekly
- Delegate full-access ordering privileges
- No annual participation fee, you pay only for the names you need
- Send subsequent emails to same names at no additional cost
- **Resource:** [Elevate your outreach with the GRE® Search Service](#)

HigherYield® recruitment + enrollment management



Brought to you by ETS and Liaison International, the *HigherYield*® solution can help you seamlessly find your ideal pool of applicants and develop, launch and manage dynamic multichannel communication plans that will encourage those prospects to engage.

Resource: HigherYield.org website

GRE® Advisor Kit

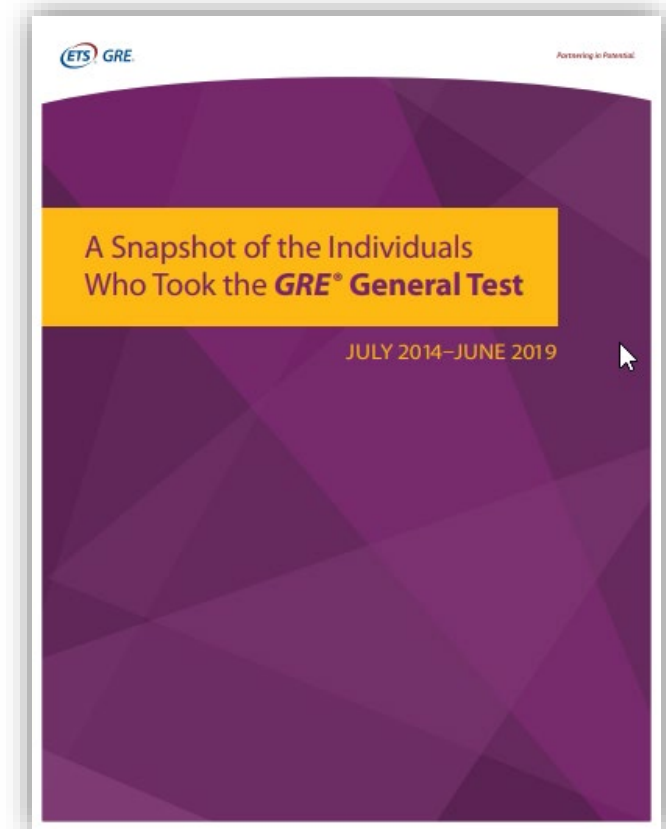


- Designed to help advisors and educators give students everything they need to know about:
 - test registration
 - preparation
 - sending scores
 - much more!
- Includes easy-access student presentation with script, printable flyers, helpful links and more.
- Some materials available in multiple languages.

Resource: [The Official GRE® Advisor Kit](#)

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

- [Planning for the Admissions Process](#)
 - [Benefits of Using GRE Scores in Admissions Decision Making](#)
 - [Using GRE Scores as Part of Holistic Admissions](#)
 - [Promising Practices Graduate Programs are Using](#)
- [Using GRE Scores](#)
 - [GRE Guidelines for Using Scores](#)
 - [Test Takers from Underrepresented Groups](#)
 - [Test Takers Who Are Nonnative English Speakers](#)
 - [Test Takers with Disabilities or Health-related Needs](#)
 - [Reviewing Essay Responses on the Analytical Writing Section](#)
- [GRE Score Interpretation Resources](#)
 - [GRE Interpretive Data and Information](#)
 - [Viewing Scores in the ETS® Data Manager](#)
 - [GRE Comparison Tool for Business Schools](#)
 - [GRE Comparison Tool for Law Schools](#)



Resource: [GRE Snapshot report](#)

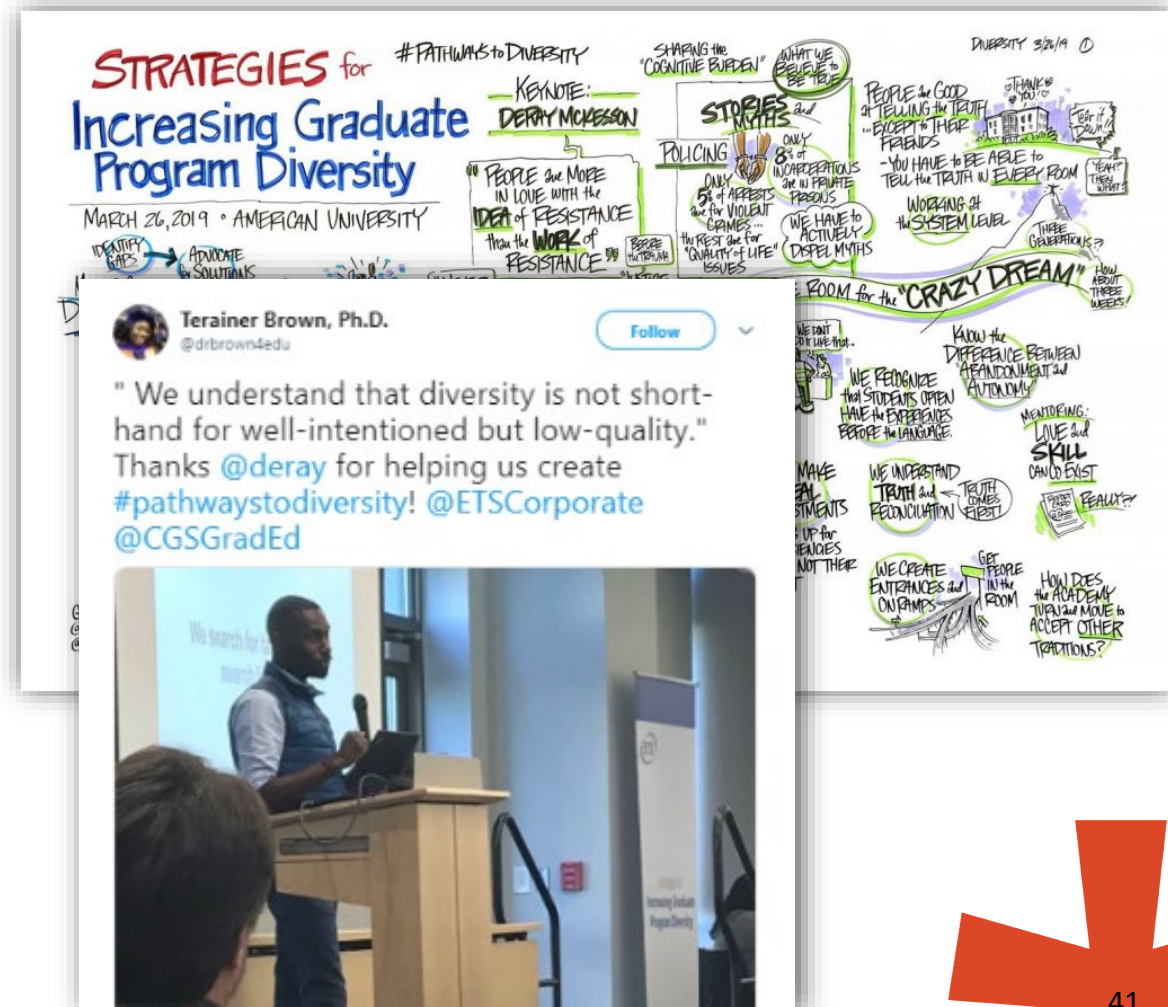
The *GRE*® Score Use Guidelines support holistic file review

The [GRE Score Use Guidelines](#) recommend the following:

- **Multiple sources** of information should be used to **ensure fairness** and to **balance the limitations** of any single measure of knowledge, skills and abilities
- Use of multiple criteria is particularly important when assessing the abilities of educationally disadvantaged applicants, applicants whose primary language is not English and applicants who are returning to school after an extended absence
- A cut score should never be used as the only criterion for denial of admission or awarding of a fellowship
- Small differences in GRE scores should not be used to make distinctions among test takers
- Verbal Reasoning, Quantitative Reasoning and Analytical Writing scores should be considered as three separate and independent measures; scores should not be added to create a composite score

Strategies for increasing graduate program diversity

- In March 2019, more than 120 graduate deans, diversity officers and faculty attended a symposium cohosted by ETS and the Council of Graduate Schools to discuss diversity and inclusion.
- DeRay Mckesson, a leader in the Black Lives Matter movement and former school administrator, was the keynote speaker.
- Panelists represented many kinds of institutions; some shared research that showed that the *GRE*[®] test had a positive influence on their program's holistic admissions practices. See slide 13.
- [Diverse Issues in Higher Education](#) covered the event.
- Find a recap of the day, slides and a link to a highlight video on the [ETS website](#).



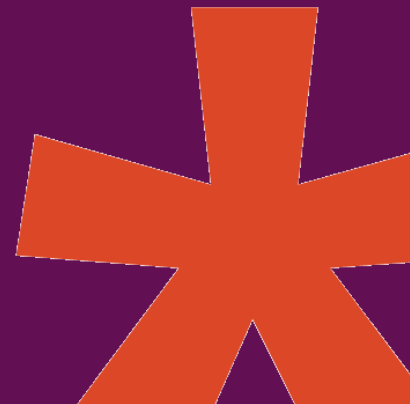
Selected ongoing ETS research

- **Academic Cohort Optimization (ACO)** is an operations research technique that can be used in the graduate admissions process to optimize an academic cohort to select a diverse class of incoming students, while simultaneously enforcing academic standards. It
 - focuses selection on the class, rather than on the individual applicants
 - maximizes academic performance measures, such as undergraduate grades, admissions test scores, or a composite, while also considering the desired class composition
 - allows institutions to incorporate academic requirements into the admissions decision process while also considering diversity goals
- ACO emerged from work done by Rebecca Zwick and other ETS researchers and was initially applied to historical admissions data at the undergraduate level. Recently, ETS research has expanded this effort to analyzing historical admissions data with multiple graduate programs to evaluate cohort differences.

Resource: [Using Constrained Optimization to Increase the Representation of Students from Low-Income Neighborhoods](#)

About ETS

and our commitment to diversity



About ETS



ETS is a nonprofit,
501(c)(3) organization



Develops, administers and
scores 50 million tests annually
in more than 180 countries



World's largest private educational
assessment and research organization



Mission: to help advance
quality and equity in
education



Significant annual investment in
researching solutions to 9 big
educational challenges

About our nonprofit status

As a nonprofit educational research 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 the new Fairness & Equity Research Methodologies Institute
 - 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.

The 9 big education challenges that ETS aims to help solve

- 1** Increase sustainable access to a diverse, high-quality teaching pool
- 2** Improve science, technology, engineering, arts and mathematics pathways
- 3** Raise U.S. literacy levels
- 4** Support U.S. English learners' development of language proficiency
- 5** Raise global English-language proficiency
- 6** Increase the diversity and quality of admissions to higher education
- 7** Promote assessment & development of critical competencies in a global context
- 8** Increase workplace preparedness and success
- 9** Support underserved learners and those who teach them

New Fairness and Equity Institute

ETS has launched a new research methodologies institute to investigate 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:

- Too Big To Fail: Millennials on the Margins
- Skills and Earnings in the Full-Time Labor Market
- Choosing Our Future: A Story of Opportunity in America

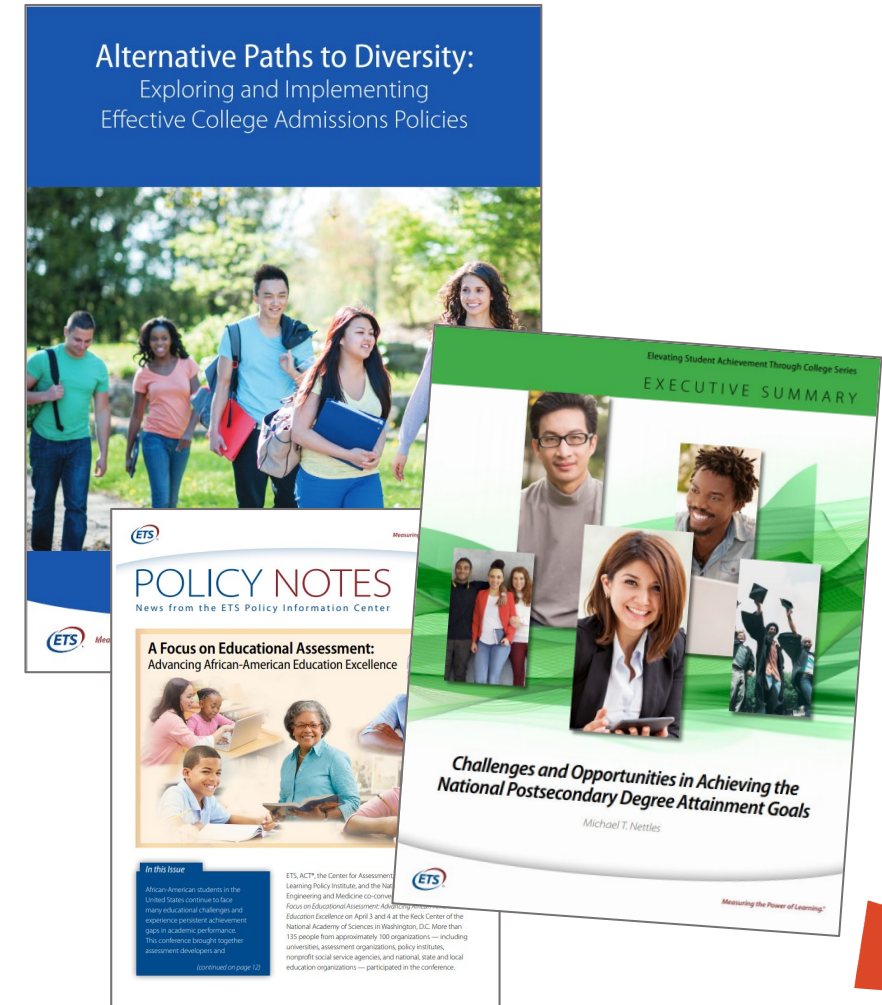
Resource: Policy Evaluation and Research Center



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 achievements 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

