

Graduate
Management
Admission
Council™

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2022 Revisions of the GME Admissions Reporting Standards

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Relevant Admissions Standards

- **2006 GMAC® MBA Reporting Criteria (2000-2013)**
- **2019 GME Admissions Reporting Standards, endorsed by GMAC members in 2020**
- **2022 Review and Revisions**
 - Review and revise the GME Admissions Reporting Standards (on a two-year cycle)
 - February 2022: Task Force formed and starts review/revisions
 - April – July 13, 2022: Member feedback through GMAC® portal
 - June 2022: Feedback on draft revisions at GMAC Leadership Conference and GMAC Annual Conference
 - July – December 2022: Review/Revisions completed by Task Force

Task Force to Review the Standards

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*Left their university roles prior to the conclusion of the Task Force work.

Agenda of Revisions

- **Compliance**
- **Section A:** School and Programs Information
 - Program Type
 - Program Format
 - Delivery Mode
- **Section C:** Admissions Reporting and Class Profile
 - Yield (with Deferrals)
 - GPA
 - Test Scores (No Test/Test Waivers)
 - Gender
 - Sexual Orientation
 - Citizenship
 - Race/Ethnicity
 - Military
 - First Generation
 - Undergraduate Degree Majors



Compliance

CURRENT STANDARDS	REVISED
<p>Schools “have three years to begin reporting annual data for all GME programs.”</p> <p>Schools “state their compliance with these standards on their websites and in all printed material.”</p>	<p>Three year window for compliance deleted.</p> <p>GMAC representatives may inform GMAC which of their GME programs fully comply with the GME Admissions Reporting Standards.</p> <p>GMAC publishes a list of schools and corresponding programs on gmac.com that report adopting and being in compliance with the Standards.</p> <p>GMAC provides a badge to signal compliance and schools may use the badge and/or compliance statements in marketing materials if desired.</p>
<p>Schools “complete the following tables each year (each annual reporting period) and either publish them online or have them available for distribution upon request by a prospective student or a media representative. In addition, the school will make reported program data available for formal review to assure accuracy.”</p>	<p>Schools “encouraged to complete the following tables each year (each annual reporting period) should the school be questioned about its published data.”</p> <p>“Schools in compliance are not required to submit data in the tables below to external parties; however, if a school in compliance publishes this data online or in print, it must adhere to the Standards and be calculated per these guidelines.”</p>

Section A: School and Programs Information

Program Format, Type and Delivery Mode

CURRENT STANDARDS	REVISED
<p><u>Program Format</u>: Specify the primary format for the program.</p> <ul style="list-style-type: none"> • Full-time (students typically take classes full-time) • Part-time (students are typically employed and take classes part-time) • Flexible (students can move between full-time and part-time) 	<p><u>Program Format</u>: Specify the primary format for the program.</p> <ul style="list-style-type: none"> • Full-time, in-person (students typically take classes full-time in-classrooms) • Part-time, in-person (students are typically employed and take classes part-time in-classrooms) • Online (students, whether full-time or part-time, take all classes virtually, excluding residencies) • Blended/Hybrid (students, whether full-time or part-time, take a combination of classes virtually and in-classroom) • Flexible (students can move between full-time, part-time, blended/hybrid and/or online formats)
<p><u>Program Type</u>: Specify the type of GME program.</p> <ul style="list-style-type: none"> • MBA, full-time, 2years (18 months or longer) • MBA, full-time, 1year (less than 18months) • MBA, part-time • MBA, online • Executive MBA • ... Etc. ... 	<p><u>Program Type</u>: Specify the type of GME program.</p> <ul style="list-style-type: none"> • MBA • Executive MBA • Post Graduate Diploma • Master in Accounting • Master in Business Analytics • ... Etc. ...
<p><u>Delivery Mode</u>: Specify the primary delivery mode for the program.</p> <ul style="list-style-type: none"> • In-classroom • Online • Blended/Hybrid • Flexible (students can move among in-classroom, online, blended/hybrid courses) 	<p><u>Delivery Mode</u>: Deleted</p>

Section C: Admissions Reporting and Class Profile

Yield (with Deferrals) and GPA

Yield (added clarification for deferrals)

CURRENT STANDARDS	REVISED
Yield: The total number of matriculants divided by the total number of admits in the reporting period.	Yield: The total number of matriculants (including deferrals who matriculated with this class) divided by the total number of admits in the reporting period.

GPA (US schools only)

CURRENT STANDARDS	REVISED
GPA (US schools only): Grade Point Average (GPA) is reportable for those who attended US institutions where GPA is calculated on a 4.0 grading scale (no conversions) for the entire bachelor's degree program (typically 4 years) and appears on the transcript as final cumulative GPA.	<i>Note: Change was motivated by the desire to be more inclusive of transfer students.</i> GPA (US schools only): Grade Point Average (GPA) is reportable for those who attended US institutions where GPA is calculated on a 4.0 grading scale (no conversions) for the entire bachelor's degree program (typically 4 years) The GPA must appear on the transcript as the final cumulative GPA from the degree granting institution.

Section C: Admissions Reporting and Class Profile

Test Scores (No Test/Test Waivers)

REVISED

Added "No Test" line to table 3 indicating the percentage of the class that did not submit a test score (this includes test waivers).

Class Profile		Percentage	Mean	Median	Middle 80% Range	
					10th Percentile	90th Percentile
GPA (US schools only)		___ %				
Test Scores	GMAT: Total	___ %				
	Executive Assessment (EA): Quant					
	EA: Verbal	___ %				
	EA: IR					
	EA Total					
	NMAT: Quant					
	NMAT: Language					
	NMAT: Logical Reasoning	___ %				
	NMAT: Total					
	GRE: Quant					
	GRE: Verbal	___ %				
	GRE: Analytical Writing					
	No Test Score	___ %				
	Other	___ %				

Section C: Admissions Reporting and Class Profile

Sex and Gender

CURRENT STANDARDS	REVISED
<p><u>Gender</u></p> <ul style="list-style-type: none"> • Male: Percentage of males • Female: Percentage of females • Other: Percentage of other gender • Declined to Answer: Percentage who declined to respond to the Gender question 	<p><u>Gender and Sex:</u> Schools may ask applicants to report "Gender Identity," "Sex" (alternately "Legal Sex" or "Sex at Birth") or both, depending on what is required for compliance with a school's institutional policy.</p> <p>"Gender Identity" is the preferred option for external reporting when such data is available. Where "Gender Identity" information is not available, schools may use "Sex" for reporting purposes. In such cases, schools should report according to the categories below using the data collected for "Sex."</p> <p>Gender Identity should be reported as follows (schools may opt to use some or all of these reporting categories):</p> <ul style="list-style-type: none"> • Female: Percentage identifying as Woman or Female • Male: Percentage identifying as Man or Male • Non-binary: Percentage identifying as Non-binary • Other Gender Identities: Percentage identifying with options other than Woman, Man or Non-binary (excludes non-responders) • Declined to Answer (used for those who declined to respond to the question, where response was optional)

Section C: Admissions Reporting and Class Profile

Sexual Orientation

CURRENT STANDARDS	REVISED
Percentage who identify as LGBTQ	<p>If school collects this information and chooses to report: Percentage who identify as LGBTQ+. If response to this question is optional, report percentage of students who identify as LGBTQ+ out of the total class (include non-responders in the denominator).</p> <p>There is no universally accepted term for the LGBTQ+ community. Each school may use "LGBTQ+" or the term relevant to the region of their university.</p>

Section C: Admissions Reporting and Class Profile

Citizenship

CURRENT STANDARDS	REVISED
<p><u>Citizenship</u></p> <ul style="list-style-type: none"> • Domestic: A citizen or permanent resident of the country in which the program is located (primary location) • International: A non-citizen or non-permanent resident of the country in which the program is located (primary location) • Dual Citizens: Determine whether domestic or international based on student's primary citizenship. Count each student only once. • Programs with Locations in Multiple Countries: For programs offered in multiple countries, determine and specify which program location is domestic for purposes of reporting students' citizenships. Students who are citizens/permanent residents of all other countries should be reported as international. 	<p><u>Citizenship:</u> Determine whether domestic or international based on a student's citizenship. Count each student only once.</p> <ul style="list-style-type: none"> • Domestic: A citizen or permanent resident of the country in which the program is located (primary location). Please include as domestic all those who have dual or multiple citizenship where one of the citizenships is domestic. • International: A non-citizen or non-permanent resident of the country in which the program is located (primary location) • Programs with Locations in Multiple Countries: For programs offered in multiple countries, determine and specify which program location is domestic for purposes of reporting students' citizenships. Students who are citizens/permanent residents of all other countries should be reported as international.
<p>Not included</p>	<p><u>Number of Unique Countries Represented by Citizenship:</u> The number of unique countries represented by students' citizenship(s).</p>

Section C: Admissions Reporting and Class Profile

Citizenship Region

CURRENT STANDARDS	REVISED
<p><u>Citizenship Region</u>: The number of students from each region based on students' primary citizenships. If students report dual citizenships (or more), the school should count only one region per student based on each student's primary citizenship.</p> <ul style="list-style-type: none"> • Africa • Asia • Europe, Eastern • Europe, Western • Latin America & the Caribbean • Middle East • North America, Canada • North America, United States • Oceania 	<p><u>Citizenship Region</u>: The number of students from each region based on students' primary citizenship/s. If students report dual or multiple citizenships and the citizenships are in different regions, the student should be counted here in each unique region. Note: The citizenship region count may total more than your class size if some students have multiple citizenships. Refer to Appendix A for determining world region.</p> <ul style="list-style-type: none"> • Africa • Central & South Asia • East & Southeast Asia • Europe, Eastern • Europe, Western • Mexico, Latin America & the Caribbean • Middle East • North America, Canada • North American, United States • Oceania

Section C: Admissions Reporting and Class Profile

Race/Ethnicity (U.S. Schools)

CURRENT STANDARDS	REVISED
<p>U.S. Subgroups (U.S. Census Bureau definitions)</p> <ul style="list-style-type: none"> American Indian, Alaskan Native or Hawaiian Asian American Black, African American Hispanic White, non-Hispanic Multi-racial/ethnic 	<p>U.S. Subgroups (IPEDS definitions, NCES)</p> <ul style="list-style-type: none"> American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander Asian American Black/African American Hispanic/Latinx White Two or more races Unknown race and ethnicity
<p>NOTE: Some universities require that applicants be permitted to select more than one Ethnicity and/or Multi-racial/ethnic. Therefore, report the percentage of the US citizens and permanent residents for each option, recognizing that these percentages may total to more than 100%.</p>	<p>Both Federal and Multidimensional reporting</p> <ul style="list-style-type: none"> Federal Guidelines Reporting (must sum to 100%) Multi-Dimensional Reporting - allows for students who identify with more than one or ethnicity to be represented in each category with which they identify. (May sum to more than 100%) <p>Added example of how to calculate both</p>
<p>U.S. Underrepresented minorities</p>	<p>U.S. Underrepresented Students of Color</p>
	<p>Additions:</p> <ul style="list-style-type: none"> Total number of U.S. students (denominator) Total number of U.S. Students of Color Total number of U.S. Underrepresented Students of Color

Section C: Admissions Reporting and Class Profile

Military and First Generation

Military (U.S. Schools only)

CURRENT STANDARDS	REVISED
Not included	<u>US Military (US schools only)</u> : Percentage of US citizen/permanent resident matriculants who identify as Veterans or Active Military.

First Generation

CURRENT STANDARDS	REVISED
Not included	<u>First Generation College Student</u> : Percentage of students who identify as first-generation college students. The term "first-generation college student" means: (A) An individual for whom both parents/primary caregivers did not complete a baccalaureate degree; or (B) In the case of any individual who regularly resided with and received support from only one parent/primary caregiver, an individual whose only such parent/primary caregiver did not complete a baccalaureate degree.

Section C: Admissions Reporting and Class Profile

Undergraduate Degree Majors

CURRENT STANDARDS	REVISED
<p><u>Undergraduate Degree</u>: Area of study in a candidate's undergraduate degree program.</p> <ul style="list-style-type: none"> • Business/Commerce • Economics • Engineering • Math/Physical Sciences • Social sciences • Arts/Humanities • Other 	<p><u>Undergraduate Degree</u>: Area of study in a candidate's undergraduate degree program. If a candidate attended more than one undergraduate institution, and received more than one degree from more than one school, the major from the most recent degree granting institution should be used.</p> <p>Refer to Appendix B for a classification of areas of study.</p> <ul style="list-style-type: none"> • Arts and Humanities • Biological and Agricultural Sciences • Business • Economics • Education • Engineering • Health and Medical Sciences • Mathematics and Computer Sciences • Physical and Earth Sciences • Public Administration and Services • Social and Behavioral Sciences • Other Fields • Do not collect this information

What's Next?

Webinars to Socialize the Revisions with GMAC Member Schools (Today!)

Socialize with Rankings Publishers and Accreditation Agencies

- GMAC will create and distribute a press release to notify rankings publishers and accreditation agencies of revisions.
- The Task Force will request meetings with these organizations to discuss changes in the Standards and to encourage adoption by these organizations.
 - *USNews, Bloomberg, Poets & Quants, FT*
 - AACSB, EQUIS, AMBA, EMBA Council
- We need YOUR support!
 - **Enlist YOUR MarComm professionals to support these standards when submitting your data.**
 - Proactive messaging from your MarComm team to major rankings stating that you are in compliance for specific programs, request that they use the Standards!
 - GMAC will send an email from the Task Force that you can use and modify for this purpose.

Q & A

Your Questions?



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