GMAC shared three short presentations in the exhibit hall during the 2012 ICAM conference hosted by the Association to Advance Collegiate Schools of Business.

The slides that follow are slightly modified versions of what was presented to inform non-attendees about the conversations.

For more information on the GMAT® exam or GMAC research, visit gmac.com or contact research@gmac.com with questions.
Key Trends in the GMAT® Student Pipeline

Alex Chisholm | Senior Manager, Statistical Analysis
Graduate Management Admission Council®

► Learn more at gmac.com/Research
Global Demand for Graduate Management Degrees
GMAT Exams Taken Worldwide Since Testing Year 2000

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Discovering Talent Worldwide
258,192 GMAT Exams Taken in TY2011

North American
123,869 Exams Taken
Flat from ‘07

European
24,298, ↑40%

Asian-Pacific
86,567, ↑47%

Mexican & Latin American
7,733, ↑10%

Middle Eastern & African
15,725, ↑32%

Source: GMAT Exams Taken by Citizenship. Profile of GMAT® Candidates, www.gmac.com/profile
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GMAT Exam Growth Since TY2007

Top 10 Fastest Growing GMAT Pipelines

Source: GMAT Exams Taken by Citizenship. Profile of GMAT® Candidates, [www.gmac.com/profile](http://www.gmac.com/profile)

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Top 10 Fastest Growing GMAT Pipelines

GMAT Exam Growth Since TY2007

+27,021

China

+1,000 to +4,000

India

France

Germany

Saudi Arabia

+500 to +999

Canada

Russia

Vietnam

Italy

Lebanon

Source: GMAT Exams Taken by Citizenship. Profile of GMAT® Candidates, www.gmac.com/profile
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Student Characteristic Shifts

- Younger Candidates
  - 44% Under 25 in ‘11, up from 37% in ‘07

- More Women
  - Women reached 41% of total testing in ’11

Source: GMAT Exams Taken by Citizenship. Profile of GMAT® Candidates, [www.gmac.com/profile](http://www.gmac.com/profile)
Growing Interest in non-MBA Masters Degrees (e.g., Finance, Acct, Mgmt)

Source: Internal GMAC® Data

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Two Distinct Pipelines

**MBA Programs**
- 500,000 Scores Sent in ‘11
- Older & More Work Experience
- Fewer Women
- Diverse Academic Backgrounds

**Masters Programs**
- 200,000 Scores Sent in ‘11
- Younger & Less Work Experience
- More Women
- Majority Business Undergrads

Source: Internal GMAC® Data

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Learn more about your school’s position in the market

✓ Identify competitor programs
✓ Compare your score-senders with theirs
✓ Monitor trends in quality & characteristics over time

Any GMAT Related Inquiry:

research@gmac.com  @gmacResearchers
GMAC Surveys & Benchmark Reports

Michelle Sparkman Renz | Director, Research Communications
Graduate Management Admission Council®

► Learn more at gmac.com/Surveys
GMAC research surveys yield powerful *market intelligence* to help navigate the competition and monitor trends.
Leverage data from **key stakeholders**

**Surveys**
- Application Trends
- Graduates
- Corporate Recruiters
- Alumni

With key information along the student experience funnel, GMAC offers schools a range of data from test-takers as well as surveys to inform their decision-making.

Register your school to participate at [gmac.com/SurveySignUp](http://gmac.com/SurveySignUp)
...incorporate data into complex decision making

Applications
• Changes in volumes for each program type

Graduates
• Skills & learning feedback and career plans

Employers
• Demand from employers & what they want in new hires

Examples of the types of data that become building blocks of information for school professionals as they design programs and craft strategy.
...good decisions require **good data**

| 649 Programs | 1,509 Employers | 4,794 Grads |

Benchmark reports available to schools from these annual surveys.
Register to participate at [gmac.com/SurveySignUp](http://gmac.com/SurveySignUp)

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Benefits of **participating** in surveys

**Free**
No cost for survey service, interactive reports, or competitive intelligence

**Independent Feedback**
Feedback from grads, job recruiters, and admissions staff

**Compare with Peer Schools**
Ability to compare at the program level for aggregate information

Register to participate at [gmac.com/SurveySignUp](http://gmac.com/SurveySignUp)
...contribute to industry knowledge for business schools

% of MBA grads with jobs

54%

% of your program’s MBA grads with jobs

Source: GMAC 2011 Global Management Education Graduate Survey
...monitor trends for **all programs**

% of master’s programs **reporting increase** from 2010

- Accounting: 51%
- Management: 69%
- Finance: 83%

Source: GMAC 2011 Application Trends Survey
…gauge against the **competition**

- Avg. number of schools visited for on-campus recruiting, **9**
- Avg. salaries expected for MBAs in 2011, US **$91,433**

---

Salary data presented in US Dollars and available by global region.
Salary shown above based only on US companies reported salaries.
Source: GMAC 2011 Corporate Recruiters Survey
...data visualization helps to share information effectively beyond printed reports
Find out more at gmac.com/SurveySignUp

• Sign up today for Application Trends Survey 2012 or for next year’s surveys

• Non-participants = only a summary report

• Participants = exclusive reports:
  ▪ Early release version of summary report
  ▪ Comprehensive data interactive report
  ▪ Benchmark report interactive report

Participants receive additional information not available to the general public.
The GMAT® Exam with Integrated Reasoning

Ashok Sarathy | Vice President, GMAT Program
Graduate Management Admission Council®

Learn more at gmac.com/NextGen
Surveys to inform development of GMAT® Exam with Integrated Reasoning

In 2009, a survey of 740 management faculty worldwide identified the skills important for incoming management students.
New Skills and Integrated Reasoning

With many different skills identified, they were collectively called “Integrated Reasoning” skills.
Island Museum analyzes historical artifacts using one or more techniques described below—all but one of which is performed by an outside laboratory—to obtain specific information about an object’s creation. For each type of material listed, the museum uses only the technique described:

Animal teeth or bones: The museum performs \textit{isotope ratio mass spectrometry} (IRMS) in-house to determine the ratios of chemical elements present, yielding clues as to the animal’s diet and the minerals in its water supply.

Metallic ores or alloys: \textit{Inductively coupled plasma mass spectrometry} (ICP-MS) is used to determine the ratios of traces of metallic isotopes present, which differ according to where the sample was obtained.

Plant matter: While they are living, plants absorb carbon-14, which decays at a predictable rate after death; thus \textit{radiocarbon dating} is used to estimate a plant’s date of death.

Fired-clay objects: \textit{Thermoluminescence (TL) dating} is used to provide an estimate of the time since clay was fired to create the object.

For each of the following artifacts in the museum’s Kaxna collection, select \textit{Yes} if, based on the museum’s assumptions, a range of dates for the object’s creation can be obtained using one of the techniques in the manner described. Otherwise, select \textit{No}.

- Yes  No
  - Bronze statue of a deer
  - Fired-clay pot
  - Wooden statue of a warrior

\textbf{Multi-Source Reasoning}

Test takers will be asked to use text, charts, and/or tables from two to three sources of information to answer questions.
The table displays data on *Brazilian agricultural* products in 2009.

<table>
<thead>
<tr>
<th>Commodity</th>
<th>Production, world share (%)</th>
<th>Production, world rank</th>
<th>Exports, world share (%)</th>
<th>Exports, world rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef</td>
<td>16</td>
<td>2</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Chickens</td>
<td>15</td>
<td>3</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td>Coffee</td>
<td>40</td>
<td>1</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>Com</td>
<td>8</td>
<td>4</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Cotton</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Orange Juice</td>
<td>56</td>
<td>1</td>
<td>82</td>
<td>1</td>
</tr>
<tr>
<td>Pork</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Soybeans</td>
<td>27</td>
<td>2</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>Sugar</td>
<td>21</td>
<td>1</td>
<td>44</td>
<td>1</td>
</tr>
</tbody>
</table>

For each of the following statements, select *Yes* if the statement can be shown to be true based on the information in the table. Otherwise select *No*.

- **Yes**  
  - No individual country produces more than one-fourth of the world’s sugar.
  
- **No**  
  - If Brazil produces less than 20% of the world’s supply of any commodity listed in the table, Brazil is not the world’s top exporter of that commodity.
  
- **Yes**  
  - Of the commodities in the table for which Brazil ranks first in world exports, Brazil produces more than 20% of the world’s supply.

*Example 2 of 4 new test items in the IR section of the GMAT Exam. Watch the GMAT® Exam Table Analysis Video*
Refer to the pictograph of a survey of students at Central Community College. Each symbol represents 10 students in a sample of 300.

Use the drop-down menus to complete each statement according to the information presented in the diagram.

If one student is selected at random from the 300 surveyed, the chance that the student will be under 30 or a high school graduate or both is [Select...].

If one student is selected at random from the 300 surveyed, the chance that the student will be both under 30 and a high school graduate is [Select...].
The Quasi JX is a new car model. Under ideal driving conditions, the Quasi JX’s fuel economy is $E$ kilometers per liter (\( \frac{E \text{ km}}{L} \)) when its driving speed is constant at $S$ kilometers per hour (\( \frac{S \text{ km}}{h} \)).

In terms of the variables $S$ and $E$, select the expression that represents the number of liters of fuel used in 1 hour of driving under ideal driving conditions at a constant speed $S$, and select the expression that represents the number of liters of fuel used in a 50 km drive under ideal driving conditions at a constant speed $S$. Make only two selections, one in each column.

<table>
<thead>
<tr>
<th>Liters of fuel in 1 h</th>
<th>Liters of fuel in 60 km</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{S}{E} )</td>
<td>( \frac{S}{60} )</td>
</tr>
<tr>
<td>( \frac{E}{S} )</td>
<td>( \frac{S}{60} )</td>
</tr>
<tr>
<td>( \frac{E}{S} )</td>
<td>( \frac{S}{60} )</td>
</tr>
<tr>
<td>( \frac{S}{E} )</td>
<td>( \frac{S}{60} )</td>
</tr>
<tr>
<td>( \frac{S}{60} )</td>
<td>( \frac{S}{60} )</td>
</tr>
</tbody>
</table>

**Two-Part Analysis**

A question will involve two components for a solution. Possible answers will be given in a table format with a column for each component and rows with possible options; test takers have to choose one response per column.

Example 4 of 4 new test items in the IR section of the GMAT Exam. 
[Watch the GMAT® Exam Two-Part Analysis Video](#)
New Test Structure

<table>
<thead>
<tr>
<th>Current GMAT exam</th>
<th>Next Generation GMAT exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWA</td>
<td></td>
</tr>
<tr>
<td>Argument</td>
<td>AWA Argument</td>
</tr>
<tr>
<td>30 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Issue</td>
<td>Integrated Reasoning</td>
</tr>
<tr>
<td>30 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative</td>
<td>Quantitative</td>
</tr>
<tr>
<td>75 minutes</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>Verbal</td>
</tr>
<tr>
<td>75 minutes</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>3 hours, 30 minutes</td>
<td>3 hours, 30 minutes</td>
</tr>
</tbody>
</table>
IR Score Scale

- Scale of 1-8: Intervals of 1
- No Partial Credit
  - Must answer all parts to a question correctly to receive credit
- IR score depends on number of questions answered correctly
- 5 scores – Q, V, T, A, I (GMAT QVT unaffected)
Surveys on the importance of IR in the corporate world

Early findings from GMAC’s Corporate Recruiters Survey reveal the majority of employers believe Integrated Reasoning skills are important for new business degree hires to have. Results are based on responses of 636 global employers who plan to hire new MBAs and other master’s business degree graduates in the coming year.

Read more in Integrated Reasoning Skills in Demand by the Corporate World

Source: Corporate Recruiters Survey 2012
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