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**An Intragroup Study of Similarities and
Differences in the Prediction of GRE[®]
General Test Scores**

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Abstract

We analyze the data for approximately 1 million Graduate Record Examination (GRE®) tests taken from 1995 to 1999 to study the relationships between several items in the GRE Background Information Questions (BIQ) and GRE scores within 18 combinations of gender and race/ethnicity categories. The study is *intragroup* in the sense that we use the BIQ variables to predict GRE scores within each of these groups rather than comparing the GRE scores across these groups. We find that undergraduate major, reasons for taking the GRE, undergraduate GPA, and education level at the time of test taking to be consistently important predictors across all of the groups we studied. Other factors that were important but less consistently important across all groups were graduate major, full-time or part-time graduate study, parent's education, and English language proficiency. Age-at-testing and years-since-the-undergraduate-degree had no significant relationship with GRE scores for any of the groups. The groups varied somewhat in the degree to which GRE scores were predictable from these background variables, with the multiple regression R-squares ranging from about 17% to 37%. There was considerable consistency across the groups, with several interesting exceptions, in the BIQ categories of the test takers who would be predicted from the regression models to have the highest scores on the GRE.

Key words: education level, gender, multiple regression, parents' education, race and ethnicity groups, undergraduate major

Introduction

This study examines 4 years worth of data from the Graduate Record Examination (GRE®) to measure the association between GRE General Test scores and several variables from the GRE Background Information Questions (BIQ). All of our analyses of these relationships are made *within* each of 18 subgroups of test takers defined by gender and race/ethnicity. Thus, ours is an *intragroup analysis* of GRE test performance rather than the more usual *intergroup comparison* of test scores. We used 4 years worth of data to insure sufficient sample sizes in each of these subgroups of test takers to make our analyses reasonably stable. We shall refer to the 18 subgroups formed by the combinations of gender and race/ethnicity as “the groups” throughout this report.

The Basic Sample

We use the data files called the “GRE Research Database Extracts” from 1995–96 to 1998–99. These files contain GRE scores and the data from the Background Information Questions from the GRE registration form. We included any record with these characteristics: U.S. citizen, reported gender, reported GRE-V (Verbal), -Q (Quantitative), and -A (Analytical) score between 200 and 800, and neither General Test “Irregularity” nor disability indicated on the record. These selection criteria, which were discussed with staff at Educational Testing Service (ETS) who were familiar with the GRE program, are the result of several iterations of possible restrictions on the basic sample for the study. We chose these criteria primarily because the resulting sample is fairly easy to describe and is directly relevant to the questions we are going to address. We excluded non-U.S. citizens because the race/ethnicity categories in the BIQ are designed for U.S. citizens and are not always relevant to international GRE test takers. We excluded test takers reporting disabilities to simplify the interpretation of the resulting scores and because this is a very small subpopulation of the GRE General Test population. Subsequent analysts may wish to apply our methods to these other interesting subpopulations.

These selection criteria resulted in a sample size of 986,785 for the 4 years of data. Thus we have a data set of nearly 1 million GRE *tests taken*. This should be distinguished from *test takers* because we did not eliminate those who took the test more than once over these 4 years. This is standard practice for the reports of GRE test volumes and related statistical reports.

Table A gives a breakdown of the data set into the 18 groups of test takers defined by gender and race/ethnicity. We used all of the race/ethnicity classifications that appear in the BIQ, and their description in Table A is exactly the options the test takers are given for their response choices in the BIQ.

BIQ Items Used in This Study

We used the following items from the BIQ to obtain variables to relate to GRE test performance. We list them along with their question letters as they appear on the BIQ. The possible response categories for each of the questions on the BIQ, given exactly as they appear on the GRE registration form, appear in Tables H through O. However, Tables H through O are not ordered in the same way that the BIQ questions are here.

- d. If you are a United States citizen, how do you describe yourself? (Fill in only one oval).
[Eight possible race/ethnicity categories.]
- e. Do you communicate better (or as well) in English than in any other language?
- f. What is (are) your reason(s) for taking the GRE test(s)? (Select all that apply.)
[Seven possible categories of reasons.]
- g. Indicate the highest level of education completed by your father or male guardian and your mother or female guardian. (Select only one oval in each column.)
[Nine possible education levels.]
- h. Referring to the Major Field Code in the Bulletin, indicate your undergraduate major field of study.
[We recorded this in nine Major Field categories including “Other” and “Missing.”]
- k. What is/was your overall undergraduate grade point average?
[Seven letter-grade categories.]
- l. In what calendar year did you receive or do you expect to receive your bachelor’s degree?
[Last two digits of a year beginning with 19__.]
- n. Do you plan to attend (or if enrolled, are you attending) graduate school full time or part time?
[Three categories including “Undecided.”]

Table A*Gender by Ethnicity, for 1995–1999 GRE Tests Takers*

Gender	Race/ethnicity									
	White (non-Hispanic)	Black, African American	Asian, Asian American, Pacific Islander	Mexican, Mexican American, Chicano	Other Hispanic, Latin American	Puerto Rican	American Indian, Alaskan Native	Other	Missing	Total column percent
Female	491,961	60,097	28,232	13,119	13,320	6,287	3,615	14,129	6,927	637,687
Percent	49.85	6.09	2.86	1.33	1.35	0.64	0.37	1.43	0.70	64.62
Row pct	77.15	9.42	4.43	2.06	2.09	0.99	0.57	2.22	1.09	
Col pct	64.51	72.39	60.58	63.65	66.07	61.69	62.99	56.73	53.51	
Male	270,651	22,922	18,367	7,493	6,841	3,904	2,124	10,778	6,018	349,098
Percent	27.43	2.32	1.86	0.76	0.69	0.40	0.22	1.09	0.61	35.38
Row pct	77.53	6.57	5.26	2.15	1.96	1.12	0.61	3.09	1.72	
Col pct	35.49	27.61	39.42	36.35	33.93	38.31	37.01	43.27	46.49	
Total	762,612	83,019	46,599	20,612	20,161	10,191	5,739	24,907	12,945	986,785
Row pct	77.28	8.41	4.72	2.09	2.04	1.03	0.58	2.52	1.31	100.00

Note. Actually “tests taken” by U.S. citizens with a reported gender, all three GRE General Test scores, no reported GRE General Test irregularities, and no reported disabilities.

In addition to these BIQ items, we also made a preliminary examination of four other BIQ items. These asked (1) if the test taker's graduate enrollment depended on financial aid, (2) if he or she had published a book, (3) how many hours he or she spent on community service, and (4) any important honors he or she had received. We do not include these variables in our analysis because the data collection design used by the GRE asked only these four questions on the registration forms for 1995–96 and 1997–98, and they are, therefore, available in only half of our sample. We give summary distributions of these variables for that half of our sample by race/ethnicity categories in Tables B through E. These interesting variables could be incorporated into an analysis modeled after ours, but they are not considered further here.

At the suggestion of several GRE staff, we also use Question 1, above, and the test taker's year of birth to compute two additional variables related to the test taker's age. Because the year in which the test was taken is known, we can obtain both the "age at testing" and the "years since undergraduate degree" for each test taker. These variables were examined closely because the gridding of both the birth year and of the year of the bachelor's degree was not always accurate. We eliminated cases where the two computed age-variables were either implausibly high or low. While we found some interesting differences in these age variables among the 18 groups we are examining, they turned out to bear little relationship to GRE test performance. They did not enter our stepwise regression analyses, reported later, for any of the 18 groups we studied.

Tables F and G show how these two age variables are distributed for the 18 groups in this study. Of those reporting a race/ethnicity category, African American male and female test takers are the oldest on average, while Mexican American men and Other Hispanic women are the youngest on average. The female examinees tend to be younger than the males in every race/ethnic category except for White examinees. Furthermore, African American men and women have been out of undergraduate school longer than the other examinees, while Mexican American and White males and Other Hispanic females have been out for the shortest time on average. Female examinees tend to have been out of undergraduate school less time than the males in every ethnic category except for White test takers. All of these comparisons must be tempered with the realization that within each of the 18 groups there is considerable variation in these two age-related variables, as indicated by the standard deviations shown in parentheses in each cell of the two tables.

Table B

Is Your Enrollment or Continuing Attendance in Graduate School Dependent Upon Your Receiving Financial Aid?

Race/ethnic categories	Yes	No	Not sure	Missing
White (non-Hispanic)	38	30	26	6
Black, African American	56	21	18	5
Asian, Asian American, Pacific Islander	37	26	27	9
Mexican, Mexican American, Chicano	49	25	21	5
Other Hispanic, Latin American	43	28	23	6
Puerto Rican	56	17	22	5
American Indian, Alaskan Native	51	22	22	5
Other	43	20	26	11
Missing	33	15	21	31
Total	40	28	25	7

Note. Entries are row percents.

Table C

Have You Ever Written a Book or an Article That Appeared in a Professional Journal or Other National Publication?

Race/ethnic categories	Yes	No	Missing
White (non-Hispanic)	7	84	10
Black, African American	6	84	9
Asian, Asian American, Pacific Islander	7	81	12
Mexican, Mexican American, Chicano	5	86	8
Other Hispanic, Latin American	7	84	9
Puerto Rican	8	85	7
American Indian, Alaskan Native	11	79	9
Other	11	74	15
Missing	8	54	38
Total	7	83	10

Note. Entries are row percents.

Table D*How Many Hours Per Week Did You Spend in Community Service Activities This Past Year?*

Race/ethnic categories	More than 20 hours	More than 10 hours	More than 5 hours	More than 0 hours	0 hours	Missing
White (non-Hispanic)	11	16	29	76	24	8
Black, African American	20	28	47	87	13	7
Asian, Asian American, Pacific Islander	12	19	34	76	24	12
Mexican, Mexican American, Chicano	16	24	40	81	19	6
Other Hispanic, Latin American	14	22	37	78	22	8
Puerto Rican	15	23	39	78	22	7
American Indian, Alaskan Native	17	24	39	83	17	7
Other	16	23	38	79	21	14
Missing	15	21	35	81	19	37
Total	12	17	32	77	23	9

Note. Entries are percents at or above the indicated hours per week for those responding to the question. The percent reporting 0 hours is given separately. The value for Missing is the percent not responding to the question.

Table E

In Which of the Following Areas Have You Received an Important Honor, Award, Prize, or Other Recognition?

Race/ethnic categories	Academic ^a (8)	Community service ^b (3)	Student gov/org (1)	Athletic ^c (7)	Artistic ^d (5)	Literary ^e (4)	None of the above (9)	Professional ^f (2)	Scientific ^g (6)
White (non-Hispanic)	39	23	19	21	15	12	10	9	7
Black, African American	29	35	24	14	10	10	13	10	6
Asian, Asian American, Pacific Islander	32	24	20	12	13	11	12	7	8
Mexican, Mexican American, Chicano	28	27	22	14	11	9	14	9	5
Other Hispanic, Latin American	32	25	20	14	12	10	13	9	5

(Table continues)

Table E (continued)

Race/ethnic categories	Academic ^a (8)	Community service ^b (3)	Student gov/org (1)	Athletic ^c (7)	Artistic ^d (5)	Literary ^e (4)	None of the above (9)	Professional ^f (2)	Scientific ^g (6)
Puerto Rican	33	24	24	12	12	11	13	10	11
American Indian, Alaskan Native	35	31	25	22	16	15	11	14	8
Other	33	27	22	16	18	18	11	11	7
Missing	28	20	17	13	14	14	7	9	7
Total	37	24	20	19	14	12	11	9	7

^aMembership in a national academic honor society (e.g., Phi Beta Kappa, Sigma Xi)

^bElection or appointment to a community service unit, activity or group

^cA letter in athletics

^dA high rating in a music contest; a part in a play, opera or show; or an award in an art competition

^eEditing the college paper, yearbook, or literary magazine or having a poem, story, or article published

^fAn award or prize for field work or publication of a scholarly article or book

^gAn award or recognition in a science competition

Table F*Means and (Standard Deviations) of Age at Testing by Gender and GRE Ethnic Categories*

Race/ethnic categories	Male	Female	Mean difference, M minus F
White (non-Hispanic)	26.5 (7.2)	26.6 (7.2)	-0.1
Black, African American	28.7 (7.8)	27.3 (7.7)	1.4
Asian, Asian American, Pacific Islander	26.5 (7.4)	25.5 (6.5)	1.0
Mexican American, Chicano	26.1 (7.3)	25.3 (6.8)	0.8
Other Hispanic, Latin American	26.6 (7.5)	24.7 (6.3)	1.9
Puerto Rican	26.4 (7.4)	25.7 (7.0)	0.7
American Indian, Alaskan Native	26.5 (7.3)	26.1 (6.7)	0.4
Other	27.7 (7.8)	26.3 (6.7)	1.4
Missing	29.2 (8.0)	26.7 (7.1)	2.5

Table G

Means and (Standard Deviations) of Years Since Undergraduate Degree by Gender and GRE Ethnic Categories

Race/ethnic categories	Male	Female	Mean difference, M minus F
White (non-Hispanic)	2.6 (5.6)	2.7 (5.7)	-0.1
Black, African American	4.3 (6.3)	3.1 (6.0)	1.2
Asian, Asian American, Pacific Islander	2.8 (5.6)	1.9 (5.0)	0.9
Mexican American, Chicano	2.6 (5.5)	1.5 (5.1)	1.1
Other Hispanic	2.9 (5.8)	1.1 (4.5)	1.8
Puerto Rican	3.0 (5.8)	1.6 (5.1)	1.4
American Indian, Alaskan Native	3.0 (5.9)	2.3 (5.2)	0.7
Other	3.7 (6.2)	2.4 (5.4)	1.3
Missing	4.6 (6.5)	2.3 (5.6)	2.3

Variables Used To Predict GRE Test Performance Within Each Group

Based on the data in the BIQ, we constructed a series of categorical variables that will play the role of “independent variables” or predictors in our analyses. We summarize them here. Each variable has a name (in bold), a short name (in parentheses), and category labels (listed below the name).

English Best Language (Eng Best)

Yes

No

Missing

Reasons for taking the GRE General test (Gen Rea)

(More than one of these categories, below, could be selected by a test taker. We treated each of these categories as a single variable that could be either checked or not. There is no missing data for this variable due to this convention.)

Admission to graduate school

Fellowship/scholarship application requirement

Undergraduate program exit requirement

External degree program

Practice

Graduate department requirement

Other

Father’s Education Level (Fathers Ed Lev)

Missing

Grade school or less

Some high school

High school diploma or equivalent
Business or trade school
Some college
Associate degree
Bachelor's degree
Some graduate or professional school
Graduate or professional degree

Mother's Education Level (Mothers Ed Lev)

Same categories as Fathers Ed Lev

Family Education Level (Family Ed Lev)

This was computed as the larger of Mothers Ed Lev and Fathers Ed Lev, using the ordering of the possible responses indicated above.

Undergraduate Major Field (Ugrad Maj)

Life Science
Social Science
Humanities/Art
Education
Physical Sciences
Engineering
Business
Other Fields
Undecided or Missing

Intended Graduate Major Field (Grad Maj)

Same categories as Ugrad Maj.

Undergraduate Grade Point Average (GPA)

D or lower

C-

C

B-

B

A-

A

Missing

Full Time Graduate Enrollment (Full Time)

Full Time

Part Time

Undecided

Missing

Education Level at Registration (Ed Lev)

Sophomore

Junior

Senior

Unenrolled college graduate

First year graduate student

Second year graduate student

Unenrolled Masters graduate

Other

Missing

Tables H through O give the distributions of all of these variables in our sample broken down by the 18 groups. Table numbers that include an (m) refer to males, while those with an (f) refer to females. These tables of distributions are not our primary interest, but they were created in the process of our analysis and we include them here for completeness. We have put those entries in each table that stand out as substantially different from those in the rest of the table in boldface. We operationalized “substantial” as differing by five or more percentage points from the percentage in the row labeled “Total.” Thus, we do not put percents in boldface that are only four or fewer percentage points from the overall average for the sample.

Method of Analysis

Our interest in this study is the prediction or association of GRE General Test Scores, V, Q, and A, with the background variables available from the BIQ. We did this analysis in each of the 18 groups defined by gender and race/ethnicity. This allows us to see how the 18 subgroups are similar or different in how the BIQ variables predict or are associated with GRE scores.

In our analyses, the GRE General test scores, V, Q, and A, are used separately as dependent variables in multiple regression analyses. The predictors for these regression analyses are sets of 0/1 dummy or categorical variables corresponding to the several BIQ variables described above. These categorical variables are displayed in Tables H through O. This approach, using dummy variables, allows us to avoid making arbitrary ordering or scaling assumptions for the levels or categories of the BIQ variables. In a few cases (e.g., GPA) it might make sense to reduce the categorical variable to an integer-valued variable. Because most of the BIQ variables do not have a natural order, however, we decided to treat them all in the same way. This approach also allows us to see nonlinear relationships for predicting GRE scores for the few *ordered* BIQ variables, such as GPA and parents’ education.

We had a large number of independent or predictor variables, three different dependent variables, and 18 subpopulations on which to do each analysis. To make this systematic, we used the same stepwise regression procedure to select the variables for inclusion in our prediction equations. This was done “groupwise” in the sense that all of the 0/1 categorical variables for a given BIQ variable were either brought in or left out of the equation as a group. Thus, we did *not* treat them as a huge undifferentiated system of dummy variables to be stepped through separately as the process proceeded. We used the SAS procedure PROC REG to do this with the

Table H (m)*Do You Communicate Better (or As Well) in English Than in Any Other Language?***MALE**

Race/ethnic categories	Yes	No	Missing
White (non-Hispanic)	95	4	0
Black, African American	94	5	0
Asian, Asian American, Pacific Islander	88	12	0
Mexican, Mexican American, Chicano	94	6	0
Other Hispanic, Latin American	92	7	0
Puerto Rican	71	28	0
American Indian, Alaskan Native	94	5	0
Other	92	7	0
Missing	76	4	20
Total	94	5	1

Note. Entries are row percents.

Table H (f)*Do You Communicate Better (or As Well) in English Than in Any Other Language?***FEMALE**

Race/ethnic categories	Yes	No	Missing
White (non-Hispanic)	94	5	0
Black, African American	94	5	0
Asian, Asian American, Pacific Islander	89	11	0
Mexican, Mexican American, Chicano	94	6	0
Other Hispanic, Latin American	93	6	0
Puerto Rican	73	27	0
American Indian, Alaskan Native	95	5	0
Other	92	8	0
Missing	73	6	21
Total	94	6	0

Note. Entries are row percents.

Table I (m)

What Is (Are) Your Reason(s) for Taking the GRE Test(s)? (Select All That Apply.)

MALE

Race/ethnic categories	Admission to graduate school (1)	Graduate department requirement (6)	Fellowship/scholarship application requirement (2)	Practice (5)	Other (7)	Undergraduate program exit requirement (3)	External degree program (4)
White (non-Hispanic)	93	20	15	4	3	2	1
Black, African American	86	31	22	5	4	7	1
Asian, Asian American, Pacific Islander	94	21	18	6	3	1	1
Mexican, Mexican American, Chicano	90	29	18	4	3	2	1
Other Hispanic, Latin American	90	25	18	4	3	1	1
Puerto Rican	92	25	23	4	3	2	1
American Indian, Alaskan Native	89	28	19	5	4	2	1
Other	91	21	19	6	8	2	1
Missing	78	16	18	5	4	1	1
Total	92	21	16	4	3	3	1

Note. Entries are the percents of examinees selecting each reason. Reasons are ordered by decreasing percent selecting them in the total sample.

Table I (f)

What Is (Are) Your Reason(s) for Taking the GRE Test(s)? (Select All That Apply.)

FEMALE

Race/ethnic categories	Admission to graduate school (1)	Graduate department requirement (6)	Fellowship/scholarship application requirement (2)	Practice (5)	Other (7)	Undergraduate program exit requirement (3)	External degree program (4)
White (non-Hispanic)	93	22	12	5	2	1	1
Black, African American	86	32	21	5	3	6	1
Asian, Asian American, Pacific Islander	94	23	16	6	3	1	1
Mexican, Mexican American, Chicano	90	31	15	4	3	1	1
Other Hispanic, Latin American	90	28	14	5	3	1	1
Puerto Rican	92	26	20	4	3	1	1
American Indian, Alaskan Native	89	28	17	4	4	1	1
Other	91	24	18	6	5	1	1
Missing	78	18	16	5	4	1	1
Total	92	23	13	5	3	2	1

Note. Entries are the percents of examinees selecting each reason. Reasons are ordered by decreasing percent selecting them in the total sample.

Table J (m)

Undergraduate Major Field of Study

MALE

Race/ethnic categories	Life Science	Social Science	Humanities/ Art	Other fields	Education	Physical Science	Engineering	Business	Undecided or missing
White (non-Hispanic)	18	18	17	8	6	10	11	4	8
Black, African American	13	25	11	10	7	8	9	7	10
Asian, Asian American, Pacific Islander	22	15	7	6	2	11	26	2	9
Mexican, Mexican American, Chicano	15	24	16	9	7	7	12	5	7
Other Hispanic, Latin American	16	23	15	9	5	7	14	4	8
Puerto Rican	20	18	10	7	4	8	20	4	9
American Indian, Alaskan Native	21	24	14	8	7	7	8	3	8
Other	14	21	21	8	3	9	9	3	13
Missing	11	15	15	6	2	10	10	2	29
Total	18	19	16	8	5	10	12	4	9

Note. Entries are the percents of examinees selecting the undergraduate major. Majors are ordered by decreasing percent selecting them in the total sample.

Table J (f)

Undergraduate Major Field of Study

FEMALE

Race/ethnic categories	Life Science	Social Science	Humanities/ Art	Other fields	Education	Physical Science	Engineering	Business	Undecided or missing
White (non-Hispanic)	26	24	15	10	12	3	2	2	6
Black, African American	19	28	9	13	10	4	2	6	8
Asian, Asian American, Pacific Islander	29	26	12	8	3	5	6	2	8
Mexican, Mexican American, Chicano	18	30	14	11	13	2	2	3	6
Other Hispanic, Latin American	20	30	14	10	12	3	2	3	7
Puerto Rican	24	25	12	10	7	5	6	4	8
American Indian, Alaskan Native	24	27	12	12	11	3	2	2	7
Other	19	28	20	10	5	4	2	2	10
Missing	14	19	17	8	5	4	2	2	30
Total	25	25	14	10	11	4	2	3	7

Note. Entries are the percents of examinees selecting the undergraduate major. Majors are ordered by decreasing percent selecting them in the total sample.

Table K (m)

Field in Which You Plan To Do Your Graduate Work. If You Are Undecided, Use 0000.

MALE

Race/ethnic categories	Life Science	Social Science	Humanities/ Art	Other fields	Education	Physical Science	Engineering	Business	Undecided or missing
White (non-Hispanic)	18	14	12	17	10	10	10	2	8
Black, African American	12	18	7	19	15	7	8	4	10
Asian, Asian American, Pacific Islander	21	10	5	15	4	12	22	2	9
Mexican, Mexican American, Chicano	15	17	11	16	15	6	11	2	7
Other Hispanic, Latin American	17	18	10	16	9	7	12	2	8
Puerto Rican	20	15	8	16	6	9	18	2	7
American Indian, Alaskan Native	22	19	10	15	11	7	7	2	8
Other	14	16	14	17	7	8	8	1	13
Missing	10	12	11	15	5	9	8	1	30
Total	18	14	11	17	10	9	10	2	9

Note. Entries are the percents of examinees selecting the major field. The graduate major fields are ordered to agree with the order of the undergraduate major fields.

Table K (f)*Field in Which You Plan To Do Your Graduate Work. If You Are Undecided, Use 0000.***FEMALE**

Race/ethnic categories	Life Science	Social Science	Humanities/ Art	Other fields	Education	Physical Science	Engineering	Business	Undecided or missing
White (non-Hispanic)	28	19	17	17	8	3	1	1	7
Black, African American	20	21	19	20	5	3	2	2	8
Asian, Asian American, Pacific Islander	31	19	16	9	6	4	5	1	8
Mexican, Mexican American, Chicano	19	19	20	22	8	2	2	1	7
Other Hispanic, Latin American	22	18	21	18	8	2	2	1	7
Puerto Rican	25	20	19	12	7	4	5	2	6
American Indian, Alaskan Native	25	19	20	16	7	2	2	1	7
Other	20	21	20	11	12	3	2	1	11
Missing	13	19	13	9	10	3	1	1	31
Total	26	19	17	17	8	3	2	1	7

Note. Entries are the percents of examinees selecting the major field. The graduate major fields are ordered to agree with the order of the undergraduate major fields.

Table L (m)*Do You Plan To Attend (or if Enrolled, Are You Attending) Graduate School Full Time or Part Time?***MALE**

Race/ethnic categories	Full time	Part time	Undecided	Missing
White (non-Hispanic)	70	16	10	4
Black, African American	66	20	10	4
Asian, Asian American, Pacific Islander	74	12	9	6
Mexican, Mexican American, Chicano	68	21	7	3
Other Hispanic, Latin American	71	18	8	4
Puerto Rican	74	15	8	3
American Indian, Alaskan Native	76	15	7	3
Other	70	10	11	9
Missing	58	8	9	25
Total	70	16	10	5

Note. Entries are row percents.

Table L (f)***Do You Plan To Attend (or if Enrolled, Are You Attending) Graduate School Full Time or Part Time?*****FEMALE**

Race/ethnic categories	Full time	Part time	Undecided	Missing
White (non-Hispanic)	65	20	12	3
Black, African American	64	22	10	3
Asian, Asian American, Pacific Islander	76	9	10	5
Mexican, Mexican American, Chicano	65	24	8	2
Other Hispanic, Latin American	67	21	9	3
Puerto Rican	72	16	10	2
American Indian, Alaskan Native	73	15	9	3
Other	70	12	12	7
Missing	53	9	12	25
Total	65	19	12	4

Note. Entries are row percents.

Table M (m)

Current Educational Status

MALE

	Senior	Unenrolled college graduate	Unenrolled Masters graduate	First year graduate student	Other	Junior	Second year graduate student	Sophomore	Missing
Race/ethnic categories									
White (non-Hispanic)	41	31	8	8	5	3	3	0	0
Black, African American	37	26	10	12	7	2	5	0	0
Asian, Asian American, Pacific Islander	43	32	7	5	6	4	3	0	0
Mexican, Mexican American, Chicano	37	27	8	16	5	2	4	0	0
Other Hispanic, Latin American	37	30	10	11	6	2	4	0	1
Puerto Rican	43	23	11	8	8	2	4	0	0
American Indian, Alaskan Native	40	27	10	11	7	2	3	0	0
Other	38	33	8	7	8	2	4	0	0
Missing	40	31	8	6	7	4	3	0	2
Total	41	31	9	8	5	3	3	0	0

Note. Entries are the percents of examinees selecting each level of educational status. Levels are ordered by decreasing percent selecting them in the total sample.

Table M (f)

Current Educational Status

FEMALE

	Senior	Unenrolled college graduate	Unenrolled Masters graduate	First year graduate student	Other	Junior	Second year graduate student	Sophomore	Missing
Race/ethnic categories									
White (non-Hispanic)	40	31	9	8	5	4	2	0	0
Black, African American	37	27	11	12	7	2	4	0	0
Asian, Asian American, Pacific Islander	41	35	6	4	6	5	2	0	0
Mexican, Mexican American, Chicano	36	29	8	16	5	2	3	0	0
Other Hispanic, Latin American	35	29	11	12	6	3	3	0	1
Puerto Rican	43	26	12	6	8	3	2	0	0
American Indian, Alaskan Native	38	27	10	11	7	3	4	0	0
Other	38	33	8	7	8	3	3	0	1
Missing	37	33	9	7	6	4	2	0	2
Total	39	31	9	9	6	4	2	0	0

Note. Entries are the percents of examinees selecting each level of educational status. Levels are ordered by decreasing percent selecting them in the total sample.

Table N (m)

What Is/Was Your Overall Undergraduate Grade Point Average?

MALE

Race/ethnic categories	A	A-	B	B-	C	C-	D or below	Missing
White (non-Hispanic)	13	26	33	15	7	0	0	6
Black, African American	4	11	31	24	22	1	0	6
Asian, Asian American, Pacific Islander	9	22	37	16	7	0	0	8
Mexican, Mexican American, Chicano	6	18	36	20	14	1	0	5
Other Hispanic, Latin American	9	20	36	19	9	1	0	6
Puerto Rican	12	16	45	15	7	0	0	5
American Indian, Alaskan Native	9	21	34	18	13	1	0	5
Other	10	25	33	14	6	0	0	11
Missing	13	23	21	8	3	0	0	32
Total	12	24	33	16	8	0	0	6

Note. Entries are percents at the UGPA level indicated.

Table N (f)

What Is/Was Your Overall Undergraduate Grade Point Average?

FEMALE

Race/ethnic categories	A	A-	B	B-	C	C-	D or below	Missing
White (non-Hispanic)	15	27	35	12	5	0	0	5
Black, African American	6	11	35	22	19	1	0	5
Asian, Asian American, Pacific Islander	8	23	39	15	6	0	0	8
Mexican, Mexican American, Chicano	7	17	38	19	13	1	0	4
Other Hispanic, Latin American	11	21	39	15	8	0	0	5
Puerto Rican	16	18	42	14	6	0	0	4
American Indian, Alaskan Native	10	20	37	17	10	1	0	5
Other	11	26	35	12	6	0	0	9
Missing	11	22	23	7	3	0	0	34
Total	14	25	36	13	7	0	0	6

Note. Entries are percents at the UGPA level indicated.

Table O - F (m)

Indicate the Highest Level of Education Completed by Your Father or Male Guardian (Select Only One Oval in Each Column)

MALE

Race/ethnic categories	Graduate/ prof. degree	BA/BS	HS dip. or equiv.	Some college	Some grad/prof school	Bus/trade school	Some high school	Associate degree	Grade school or less	Missing
White (non- Hispanic)	28	20	17	11	5	4	4	4	2	4
Black, African American	14	11	25	12	3	5	10	4	9	6
Asian, Asian American, Pacific Islander	32	20	11	8	6	3	6	4	5	6
Mexican, Mexican American, Chicano	12	9	19	10	3	3	10	5	26	4
Other Hispanic, Latin American	23	14	16	11	5	5	8	4	10	4
Puerto Rican	19	20	19	9	4	4	7	4	10	4
American Indian, Alaskan Native	16	14	22	14	4	5	8	5	8	3
Other	31	16	13	9	6	4	4	4	4	9
Missing	23	12	7	6	8	3	3	5	2	32
Total	27	19	17	11	5	4	4	4	3	5

Note. Father’s education levels are ordered by decreasing percent selecting them in the total sample.

Table O - F (f)

Indicate the Highest Level of Education Completed by Your Father or Male Guardian (Select Only One Oval in Each Column)

FEMALE

Race/ethnic categories	Graduate/ prof. degree	BA/BS	HS dip. or equiv.	Some college	Some grad./prof. school	Bus./trade school	Some high school	Associate degree	Grade school or less	Missing
White (non- Hispanic)	26	20	18	13	5	5	4	4	2	3
Black, African American	12	11	25	13	3	6	9	4	9	7
Asian, Asian American, Pacific Islander	32	21	11	9	6	4	5	4	4	5
Mexican, Mexican American, Chicano	11	10	18	12	3	4	9	5	25	3
Other Hispanic, Latin American	21	13	15	11	4	6	8	5	12	4
Puerto Rican	17	18	20	11	3	4	8	5	9	4
American Indian, Alaskan Native	16	14	22	14	4	6	8	4	8	4
Other	31	15	13	11	6	5	5	4	5	7
Missing	20	11	8	6	9	4	4	5	2	31
Total	25	18	18	12	5	5	5	4	4	4

Note. Father's education levels are ordered by decreasing percent selecting them in the total sample.

Table O – M (m)

Indicate the Highest Level of Education Completed by Your Mother or Female Guardian (Select Only One Oval in Each Column)

MALE

Race/ethnic categories	Graduate/ prof. degree	BA/BS	HS dip. or equiv.	Some college	Some grad./prof. school	Bus./trade school	Some high school	Associate degree	Grade school or less	Missing
White (non-Hispanic)	24	19	16	14	7	5	6	3	1	4
Black, African American	25	12	14	13	7	5	4	9	6	5
Asian, Asian American, Pacific Islander	17	24	16	8	6	3	5	7	8	6
Mexican, Mexican American, Chicano	24	8	7	11	5	4	2	11	24	3
Other Hispanic, Latin American	24	13	13	12	7	6	4	8	9	4
Puerto Rican	21	21	13	9	8	4	4	7	9	4
American Indian, Alaskan Native	27	14	12	14	8	5	5	7	5	3
Other	17	17	20	12	6	4	6	4	4	9
Missing	10	14	14	8	7	4	7	4	1	32
Total	23	19	16	13	7	5	6	4	3	5

Note. Mother’s education levels are ordered to agree with the order of the father’s education levels.

Table O – M (f)

Indicate the Highest Level of Education Completed by Your Mother or Female Guardian (Select Only One Oval in Each Column)

FEMALE

Race/ethnic categories	Graduate/ prof. degree	BA/BS	HS dip. or equiv.	Some college	Some grad./prof. school	Bus./trade school	Some high school	Associate degree	Grade school or less	Missing
White (non-Hispanic)	23	19	16	15	8	7	6	3	1	3
Black, African American	22	12	14	16	7	7	4	8	4	4
Asian, Asian American, Pacific Islander	15	25	17	9	6	4	6	6	7	5
Mexican, Mexican American, Chicano	23	8	7	13	5	5	3	9	24	3
Other Hispanic, Latin American	20	12	12	15	7	7	4	8	10	3
Puerto Rican	20	20	14	11	9	5	3	7	8	3
American Indian, Alaskan Native	23	13	13	17	8	6	4	7	6	4
Other	17	17	19	13	7	5	7	5	4	7
Missing	10	12	14	8	7	4	9	4	2	31
Total	22	18	16	14	7	7	6	4	3	4

Note. Mother’s education levels are ordered to agree with the order of the father’s education levels.

Table O – P (m)

Highest Level of Parents' Education

MALE

Race/ethnic categories	Graduate/ prof. degree	BA/BS	HS dip. or equiv.	Some college	Some grad./prof. school	Bus./trade school	Some high school	Associate degree	Grade school or less	Missing
White (non-Hispanic)	34	20	13	11	7	6	4	2	1	3
Black, African American	21	14	21	13	5	7	5	7	4	4
Asian, Asian American, Pacific Islander	35	21	10	7	7	4	2	5	4	5
Mexican, Mexican American, Chicano	14	10	19	12	4	6	4	9	18	3
Other Hispanic, Latin American	27	15	15	11	5	6	5	6	6	3
Puerto Rican	25	22	17	8	5	6	3	5	6	3
American Indian, Alaskan Native	22	16	19	14	6	7	4	5	4	3
Other	37	16	10	9	7	5	3	3	2	9
Missing	26	12	6	5	10	5	2	2	1	31
Total	32	19	14	11	7	5	4	2	2	4

Note. Parent's education is computed as the highest of mother's and father's reported education level. Education levels are ordered by decreasing percent in the total sample.

Table O – P (f)

Highest Level of Parents' Education

FEMALE

Race/ethnic categories	Graduate/ prof. degree	BA/BS	HS dip. or equiv.	Some college	Some grad./prof. school	Bus./trade school	Some high school	Associate degree	Grade school or less	Missing
White (non-Hispanic)	32	20	13	12	7	6	5	2	1	3
Black, African American	20	13	18	17	5	8	6	6	3	3
Asian, Asian American, Pacific Islander	36	22	9	8	7	4	3	4	3	5
Mexican, Mexican American, Chicano	14	11	18	13	4	6	5	8	17	2
Other Hispanic, Latin American	25	15	13	13	6	7	6	6	6	3
Puerto Rican	24	21	15	11	5	7	4	5	5	2
American Indian, Alaskan Native	22	16	17	16	6	6	6	5	4	3
Other	36	16	10	10	7	5	4	3	2	6
Missing	24	11	6	6	11	6	3	3	1	30
Total	31	19	13	13	7	6	5	3	2	3

Note. Parents' education is computed as the highest of mother's and father's reported education level. Education levels are ordered by decreasing percent in the total sample.

GROUP and FORWARD options, and we set our forward stepwise inclusion condition so that the next included BIQ variable had to be significant (as a group of dummy variables using the proper F-test) at the .01 level. If none were, the stepwise procedure stopped. We then reviewed the results of each regression analysis and eliminated variables that were entered towards the end of the stepwise procedure and that did not increase the R-square by more than .01. We did this to eliminate variables that met the statistical criterion due to the large sample sizes in the groups we were studying. Our interest is not in statistically significant associations but in associations that are substantial in size as well. We use the criterion of adding at least 1% to the R-square as our standard for “substantial.”

Tables P and Q summarize the results of the stepwise regressions in general terms. Table P shows the step at which each variable was brought into the equation, while Table Q shows the R-square for the regression after that variable was included into the equation. (The maximum values of the R-squares in Table Q are given again in Table 11 below.) The BIQ variables in Tables P and Q are ordered by how often they were included in a regression model across all 54 (= 18 groups times three dependent variables) regression analyses. As mentioned earlier, neither of the two age-related variables ever entered the regression analyses, and so they are not included in Tables P or Q. While we indicate “the order of entry” into the stepwise regression model in Table P, we do not wish to emphasize it as a measure of the variables “importance” for the prediction of GRE test scores. Order of entry is, at best, a crude measure of the relative association between the BIQ variables and the scores. We regard the important fact as whether or not a variable did contribute some additional predictive information for test performance in addition to the others predictors and thereby did enter the equation.

Table P shows that four variables show consistent and important associations with GRE test scores. These are all associated with the examinees’ undergraduate education and are undergraduate major, reasons for taking the general test, undergraduate GPA, and education level at registration. These variables show up in the equations predicting every GRE score for every group with the exception of “Ed Lev” for male “American Indian, Alaskan Natives.” The other BIQ variables are important for some but not all of the groups. For example, English Best Language is not often an important predictor, but for Puerto Rican males and females it is, and it is the first variable stepped into the equation for the Verbal test.

Table P (m)

Order of Entry for Each Variable That the Step-wise Procedure Entered into the Prediction of Each GRE Score for Each Group

MALE

Verbal

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	1	3	5	4	2			6	7	
Black, African American ^b	4	1	2	5	7			6	3	
Asian, Asian American, Pacific Islander	3	4	1	7		8		2	5	6
Mexican, Mexican American, Chicano	4	3	2	5	6		1		8	7
Other Hispanic, Latin American	3	4	1	5	7	8	2			6
Puerto Rican	2	5	4	7	6		3			1
American Indian, Alaskan Native	2	5	1	4	6				3	
Other	3	4	1	5	6		2 ^a	9	8	7
Missing	2	5	1	3	7		8	4	9	6

^aCases where Family Ed Lev entered early but was eliminated later due to lack of statistically significant (.005) coefficients when other parental education variables were entered.

^bCases where Family Ed Lev was prevented from entering in order to simplify the interpretation of the role of parental education in the resulting equation.

Table P (m)

Order of Entry for Each Variable That the Stepwise Procedure Entered into the Prediction of Each GRE Score for Each Group

MALE
Quantitative

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	1	3	6	5	2	4		7		
Black, African American	1	2	4	5	6		3			
Asian, Asian American, Pacific Islander	1	4	2	5	7	6	9	3	8	
Mexican, Mexican American, Chicano	1	3	4	5	6	7	2			
Other Hispanic, Latin American	1	4	3	5	7	6	2			
Puerto Rican	1	4	3	5	7		2	8		6
American Indian, Alaskan Native	1	4	2		5	6	3			
Other	1	4	3	5	6		2	7		
Missing	1	4	2	5	7		3	9	8	6

Table P (m)

Order of Entry for Each Variable That the Stepwise Procedure Entered into the Prediction of Each GRE Score for Each Group

**MALE
Analytical**

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	1	3	6	5	2	4		7	8	
Black, African American ^b	3	1	4	5	8	7		6	2	
Asian, Asian American, Pacific Islander	5	4	1	3		6		2	7	8
Mexican, Mexican American, Chicano	3	2	4	5		6	1 ^a	8	7	
Other Hispanic, Latin American	4	5	3	2		6	1		7	8
Puerto Rican	2	5	3	6			1			4
American Indian, Alaskan Native	3	4	2		6	5	1			
Other ^b	4	3	2	5	7	8		1	6	
Missing	2	4	1	5		6	3	9	8	7

^aCases where Family Ed Lev entered early but was eliminated later due to lack of statistically significant (.005) coefficients when other parental education variables were entered.

^bCases where Family Ed Lev was prevented from entering in order to simplify the interpretation of the role of parental education in the resulting equation.

Table P (f)

Order of Entry for Each Variable That the Step-wise Procedure Entered into the Prediction of Each GRE Score for Each Group

FEMALE

Verbal

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	1	3	6	4	2	5		7	8	
Black, African American	1	2	3	5	6			4	7	
Asian, Asian American, Pacific Islander	4	1	2	5	8	7	10	3	6	9
Mexican, Mexican American, Chicano	3	4	2	5	7	6	1			
Other Hispanic, Latin American	3	4	2	5		6	1		8	7
Puerto Rican	2	6	3	5				4	7	1
American Indian, Alaskan Native	1	4	2	5	6		3			
Other	3	4	1	5	6	7	2		8	
Missing	2	4	1	5	7			3	8	6

Table P (f)

Order of Entry for Each Variable That the Stepwise Procedure Entered into the Prediction of Each GRE Score for Each Group

**FEMALE
Quantitative**

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	1	3	6	5	2	4		7		
Black, African American	1	2	3	5	6	7		4		
Asian, Asian American, Pacific Islander	1	4	2	6	7	5		3	9	8
Mexican, Mexican American, Chicano	1	5	3	4	7	6	2			
Other Hispanic, Latin American ^a	1	5	3	4	8	6		2	7	
Puerto Rican	1	6	4	2	8	7		3	9	5
American Indian, Alaskan Native	1	4	3	5			2			
Other	1	4	3	5	7	6	2	8		
Missing	1	5	2	3	9	6	8	4	7	

^aCases where Family Ed Lev was prevented from entering in order to simplify the interpretation of the role of parental education in the resulting equation.

Table P (f)

Order of Entry for Each Variable That the Stepwise Procedure Entered into the Prediction of Each GRE Score for Each Group

FEMALE

Analytical

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	1	3	6	5	2	4		7	8	
Black, African American	1	2	3	5	8	7		4	6	9
Asian, Asian American, Pacific Islander	5	1	2	4		6		3	7	
Mexican, Mexican American, Chicano	3	5	4	2	8	7		6	1	
Other Hispanic, Latin American	4	5	3	2		6	1 ^a	8	7	
Puerto Rican	5	6	4	1		7	3	8		2
American Indian, Alaskan Native	2	5	3	4			1			
Other ^b	4	3	2	5	8	7		1	6	
Missing	4	5	1	2		6		3		

^aCases where Family Ed Lev entered early but was eliminated later due to lack of statistically significant (.005) coefficients when other parental education variables were entered.

^bCases where Family Ed Lev was prevented from entering in order to simplify the interpretation of the role of parental education in the resulting equation.

Table Q (m)

R-Square After Entry for Each Variable That the Step-wise Procedure Entered into the Prediction of Each GRE Score for Each Group

MALE

Verbal

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	.083	.123	.197	.138	.094			.220	.227	
Black, African American ^b	.170	.075	.111	.182	.194		.	.188	.146	
Asian, Asian American, Pacific Islander	.215	.240	.086	.280		.285		.189	.256	.269
Mexican, Mexican American, Chicano	.197	.167	.129	.213	.220		.077		.224	.222
Other Hispanic, Latin American	.175	.200	.077	.211	.224	.227	.133			.218
Puerto Rican	.123	.194	.185	.209	.202		.156			.076
American Indian, Alaskan Native	.120	.184	.063	.171	.195				.147	
Other	.198	.220	.082	.231	.237		.152 ^a	.246	.244	.240
Missing	.130	.204	.080	.160	.217		.221	.186	.225	.211

^aCases where Family Ed Lev entered early but was eliminated later due to lack of statistically significant (.005) coefficients when other parental education variables were entered.

^bCases where Family Ed Lev was prevented from entering in order to simplify the interpretation of the role of parental education in the resulting equation.

Table Q (m)

R-Square After Entry for Each Variable That the Stepwise Procedure Entered into the Prediction of Each GRE Score for Each Group

MALE
Quantitative

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	.193	.238	.299	.253	.204	.246		.322		
Black, African American	.192	.254	.310	.321	.328		.284			
Asian, Asian American, Pacific Islander	.168	.320	.249	.333	.341	.337	.347	.297	.344	
Mexican, Mexican American, Chicano	.224	.311	.338	.353	.360	.365	.273			
Other Hispanic, Latin American	.170	.298	.268	.316	.329	.323	.226			
Puerto Rican	.215	.309	.290	.318	.330		.254	.335		.324
American Indian, Alaskan Native	.160	.289	.217		.308	.315	.264			
Other	.153	.288	.259	.296	.302		.210	.306		
Missing	.160	.265	.213	.279	.289		.243	.297	.293	.284

Table Q (m)

R-Square After Entry for Each Variable That the Stepwise Procedure Entered into the Prediction of Each GRE Score for Each Group

MALE
Analytical

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	.059	.102	.161	.124	.068	.114		.182	.188	
Black, African American ^b	.163	.085	.186	.201	.215	.211		.208	.132	
Asian, Asian American, Pacific Islander	.245	.234	.089	.211		.254		.177	.263	.265
Mexican, Mexican American, Chicano	.180	.145	.206	.223		.228	.096 ^a	.235	.232	
Other Hispanic, Latin American	.182	.201	.156	.119		.209	.072		.214	.216
Puerto Rican	.095	.165	.128	.178			.055			.148
American Indian, Alaskan Native	.159	.182	.119		.197	.189	.071			
Other ^b	.196	.167	.128	.209	.221	.224		.075	.217	
Missing	.129	.185	.086	.202		.207	.161	.217	.213	.209

^aCases where Family Ed Lev entered early but was eliminated later due to lack of statistically significant (.005) coefficients when other parental education variables were entered.

^bCases where Family Ed Lev was prevented from entering in order to simplify the interpretation of the role of parental education in the resulting equation.

Table Q (f)

R-Squares After Entry for Each Variable That the Stepwise Procedure Entered into the Prediction of Each GRE Score for Each Group

FEMALE

Verbal

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	.089	.118	.201	.135	.098	.138		.222	.226	
Black, African American	.048	.102	.137	.175	.182			.163	.188	
Asian, Asian American, Pacific Islander	.217	.051	.123	.230	.250	.247	.255	.188	.240	.253
Mexican, Mexican American, Chicano	.188	.212	.140	.228	.235	.233	.081			
Other Hispanic, Latin American	.195	.219	.140	.236		.240	.080		.245	.243
Puerto Rican	.100	.174	.129	.164				.152	.181	.068
American Indian, Alaskan Native	.075	.172	.133	.183	.191		.157			
Other	.224	.254	.118	.266	.270	.272	.181		.275	
Missing	.178	.239	.106	.252	.260			.215	.264	.255

Table Q (f)

R-Squares After Entry for Each Variable That the Stepwise Procedure Entered into the Prediction of Each GRE Score for Each Group

FEMALE
Quantitative

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	.096	.134	.205	.156	.103	.148		.235		
Black, African American	.112	.166	.192	.234	.241	.246		.223		
Asian, Asian American, Pacific Islander	.103	.237	.168	.265	.271	.256		.211	.275	.272
Mexican, Mexican American, Chicano	.131	.268	.224	.250	.285	.278	.188			
Other Hispanic, Latin American ^a	.102	.259	.203	.240	.286	.270		.159	.279	
Puerto Rican	.123	.225	.202	.161	.239	.231		.185	.245	.215
American Indian, Alaskan Native	.118	.239	.217	.255			.171			
Other	.088	.253	.216	.268	.281	.276	.161	.286		
Missing	.102	.267	.173	.216	.282	.273	.280	.250	.277	

^aCases where Family Ed Lev was prevented from entering in order to simplify the interpretation of the role of parental education in the resulting equation.

Table Q (f)

R-Squares After Entry for Each Variable That the Stepwise Procedure Entered into the Prediction of Each GRE Score for Each Group

FEMALE

Analytical

Race/ethnic categories	Ugrad Maj	Gen Rea	GPA	Ed Lev	Grad Maj	Full Time	Family Ed Lev	Father Ed Lev	Mother Ed Lev	Eng Best
White (non-Hispanic)	.048	.082	.143	.106	.054	.097		.169	.176	
Black, African American	.048	.100	.122	.166	.184	.180		.156	.174	.184
Asian, Asian American, Pacific Islander	.198	.053	.105	.184		.211		.162	.218	
Mexican, Mexican American, Chicano	.191	.235	.220	.158	.258	.254		.246	.106	
Other Hispanic, Latin American	.191	.209	.162	.131		.218	.080 ^a	.226	.223	
Puerto Rican	.144	.154	.124	.044		.161	.102	.166		.071
American Indian, Alaskan Native	.122	.179	.152	.169			.072			
Other ^b	.210	.186	.138	.228	.246	.244		.080	.238	
Missing	.223	.244	.091	.152		.249		.198		

^aCases where Family Ed Lev entered early but was eliminated later due to lack of statistically significant (.005) coefficients when other parental education variables were entered.

^bCases where Family Ed Lev was prevented from entering in order to simplify the interpretation of the role of parental education in the resulting equation.

After we had done the original analyses, we realized that the variable called Family Ed Lev (i.e., the maximum of Mothers Ed Lev and Fathers Ed Lev), had, in eight cases, entered early in the stepwise procedure. Then later, after both Mothers Ed Lev and Father Ed Lev had also entered, the coefficients for Family Ed Lev were reduced to small and even statistically insignificant values. To deal with this, we reanalyzed these few cases in the following way. First, we redid the stepwise regression for these eight cases, but this time we allowed backward elimination to occur. In three of these cases, Family Ed Lev was eliminated from the equation due to nonsignificant coefficients ($p > .005$) while no other variables were eliminated. In the other five cases, backward elimination did not change the results, so we redid the stepwise regression but did not allow Family Ed Lev to be brought into the equation. This resulted in very small differences in overall results, so we replaced the values in the tables and figures with these new results. Footnotes to Tables P and Q indicate the groups where these special analyses apply. One of these cases did result in differences worth mentioning here, African American males on the Analytical test. In this case, the largest value of R-square fell from .265 to .215 (whereas the change in R-square was no more than .002 in all the other cases). In addition, both Fathers Ed Lev and Mothers Ed Lev entered the equation. This suggests a possible interaction between Mothers Ed Lev and Fathers Ed Lev that Family Ed Lev picks up but the additive combination of Mothers Ed Lev and Fathers Ed Lev does not. We did not explore this idea further because it only applied to the prediction of one test score, but it may be worth clarifying in later analyses.

From the way that the various BIQ variables predict GRE scores, our overall impression is that those variables closer to undergraduate education are the most consistent and important predictors of GRE performance, and those BIQ variables related the background of the examinees are less consistently related to GRE performance but are important for some groups. The influence of background is specific to groups and tests, sometimes strongly so, but not consistently across groups and tests.

Results of the Analyses

The many tables given so far are included in the report to answer various ancillary questions that readers may ask about our sample and the predictor variables. For this reason, we have labeled them with letters to distinguish them from the tables and figures that summarize the regression results of primary interest to us. The main tables are numbered rather than lettered and

each has several accompanying similarly numbered figures that convey the same information as the tables but often more clearly. Our numbered tables give the regression coefficients for each of the 0/1 dummy variables associated with each BIQ categorical variable. These regression coefficients are all “net” of the other variables included in the final prediction equation, which can be read in the corresponding rows of Tables P(m) and P(f). We have ordered the sequence of tables to correspond to the BIQ variables that have the most consistent overall relationship to GRE test performance. This is the same ordering of the columns in Tables P and Q. Thus, for example, Tables 1a through 1f are all concerned with the BIQ variable, undergraduate major. In this data set, it is the single most consistently important predictor of GRE test performance. The order of the categories of undergraduate major was chosen so that the effects would be monotonic for the White females on the Verbal test. This is an arbitrary choice, but we did it to give some reference ordering to all categories for the variables that had no “natural order” for their categories. We chose White females as our reference group because from Table A we see that this group comprises almost half of our total sample, and is far larger than any other. The choice of Verbal score was also arbitrary, but we had to make a choice and the Verbal score is widely used by many graduate programs. We use this convention for ordering categories throughout the numbered tables and figures in this report. Thus, any variation from a monotonic trend in the effects is due to a difference from the trend in the effects for that predictor variable for the White females on the Verbal test.

The regression coefficients or “effects” given in Table 1a and plotted in Figure 1a are interpreted as differences in average GRE scores between the specified undergraduate major and the reference category, which in this case is Engineering. These “effects” are all net of the other BIQ variables included in our final choice of stepwise regression model for each combination of group and GRE test score. Hence, for example, White males in the Humanities averaged 17.7 points *higher* than similar White males in Engineering on the GRE Verbal test, but they averaged 111.2 points *less* than similar White males in Engineering on the Quantitative test. Here “similar” means similar in the values of the other BIQ variables. This notion of “similarity” is what we mean by calling these effects “net of the other BIQ variables,” (i.e., those variables that are in the first row of Table P(m)). The reference category is indicated in the titles of each table or graph, and this category has a column consisting of 0.0 in each table. Table 2 is an exception

because more than one reason for taking the GRE could be checked off, so these effects are all relative to *not checking off* the specific reason.

The difference between the average scores of a category and any other category of undergraduate major is obtained by subtracting the effects for the two categories. For example, White males in the Humanities averaged $17.7 - (-12.0) = 29.7$ points higher than White males in the Social Sciences on the Verbal Test. We do not address detailed issues of the statistical significance of the many millions of such differences that can be computed using Tables 1 to 10 of this report. Because of the F-test criterion that we used for including such variables in our analysis, however, we are assured that at least one contrast or linear combination of the effects for every BIQ variable reported here is statistically significant. The significance levels achieved in most of these analyses are much smaller than .01. We think the important findings of this report are the general trends in the effects rather than pairwise differences between the categories. These trends are easier to visualize using the figures than through close examination of the tables.

Figure 1a corresponds to Table 1a and displays the most important aspects of the estimated regression coefficients or effects. In Figure 1a we have suppressed the data from those whose undergraduate major was missing on the registration form as well as the two race/ethnicity categories of “Other” and “Missing.” We suppressed these values because they are the least interpretable in Table 1a, and the graph was cluttered enough without including them. We followed this convention throughout the graphs associated with each table. Of course, the corresponding table includes the information that is suppressed in its graph. All of the graphs were made using a spreadsheet program, Microsoft Excel for Windows.

Figure 1a shows that there is considerable agreement in the overall pattern of effects across the ethnic groups for males with slight exceptions for both Asian and Puerto Rican males.

An important feature of Figures 1–10 needs to be mentioned. From Table P, we can see that some of the predictors did not enter the stepwise regression for some groups or GRE scores. In these cases, while the legends of the figures will list *all* of the groups, the figure itself will only contain information for those groups for which the variable *did* enter the stepwise analyses.

Many regression analyses give rise to Tables and Figures 1–10. As a whole, these analyses are hard to comprehend—and probably the effort to do so is ill advised. For this reason, we include two further summary tables that contain some useful overall information about them.

Table 1a*Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group***MALE****Verbal**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	17.7	0.0	0.6	-12.0	-21.8	-31.6	-28.2	-57.5	-14.3
Black, African American	6.1	0.0	-13.7	-15.3	-20.9	-25.3	-16.7	-42.2	-24.6
Asian, Asian American, Pacific Islander	62.3	0.0	17.4	20.4	7.9	-5.2	-3.8	-30.0	2.4
Mexican, Mexican American, Chicano	7.1	0.0	5.9	-4.4	-7.4	-18.0	-13.3	-44.3	-17.5
Other Hispanic, Latin American	14.2	0.0	7.0	-13.0	-16.2	-18.7	-29.4	-56.7	-15.0
Puerto Rican	30.6	0.0	-6.5	-12.0	-0.5	-40.9	10.5	-50.2	-28.6
American Indian, Alaskan Native	32.8	0.0	0.9	-5.3	-6.3	-10.4	-27.0	-30.7	-20.4
Other	26.3	0.0	15.3	-5.5	-3.0	-38.9	-15.9	-53.4	-8.3
Missing	22.7	0.0	8.8	-7.4	-15.3	-38.8	-18.3	-57.5	-25.6

Table 1b*Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group***MALE
Quantitative**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	-111.2	0.0	-29.2	-108.2	-86.9	-91.9	-120.9	-131.5	-76.9
Black, African American	-114.7	0.0	-27.1	-116.0	-96.7	-99.0	-119.7	-127.3	-100.5
Asian, Asian American, Pacific Islander	-86.9	0.0	-20.4	-89.8	-54.8	-81.8	-103.0	-138.1	-57.6
Mexican, Mexican American, Chicano	-119.9	0.0	-11.3	-119.9	-86.4	-98.0	-120.5	-138.7	-101.0
Other Hispanic, Latin American	-114.9	0.0	-18.0	-106.8	-77.9	-88.9	-112.8	-128.1	-87.9
Puerto Rican	-108.3	0.0	-52.5	-127.4	-98.6	-127.6	-120.9	-166.6	-102.0
American Indian, Alaskan Native	-80.8	0.0	-46.3	-83.4	-61.5	-69.7	-126.1	-100.7	-98.2
Other	-101.3	0.0	-19.2	-100.5	-68.8	-101.3	-109.6	-141.3	-85.6
Missing	-94.6	0.0	-18.7	-98.0	-70.6	-107.6	-103.5	-131.6	-89.9

Table 1c*Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group***MALE
Analytical**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	-39.1	0.0	-12.8	-46.6	-40.7	-44.8	-56.8	-71.0	-39.6
Black, African American	-38.8	0.0	-17.6	-42.6	-39.1	-38.7	-46.6	-60.4	-49.4
Asian, Asian American, Pacific Islander	-17.9	0.0	3.2	-32.6	-22.3	-36.9	-50.4	-69.1	-30.1
Mexican, Mexican American, Chicano	-40.2	0.0	-1.7	-48.3	-35.6	-43.9	-56.1	-74.8	-64.8
Other Hispanic, Latin American	-29.7	0.0	17.0	-42.6	-29.3	-32.8	-46.5	-71.6	-40.3
Puerto Rican	-8.9	0.0	-12.0	-25.9	-34.0	-42.8	-38.4	-78.7	-55.2
American Indian, Alaskan Native	-21.7	0.0	-29.5	-36.1	-24.9	-44.3	-67.1	-58.0	-55.4
Other	-25.0	0.0	4.0	-36.9	-20.6	-55.1	-39.4	-74.1	-45.3
Missing	-30.2	0.0	10.7	-37.5	-34.1	-57.9	-45.2	-89.2	-46.3

Table 1d*Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group***FEMALE****Verbal**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	7.4	0.0	-12.8	-30.5	-34.0	-40.0	-45.1	-64.5	-32.1
Black, African American	-0.8	0.0	-29.7	-26.1	-31.3	-38.5	-35.3	-51.0	-38.8
Asian, Asian American, Pacific Islander	25.9	0.0	-7.7	-6.4	-7.4	-24.7	-21.5	-47.1	-22.0
Mexican, Mexican American, Chicano	0.0	0.0	-10.2	-29.4	-25.2	-29.7	-32.1	-53.6	-41.6
Other Hispanic, Latin American	15.6	0.0	5.2	-13.0	-18.7	-11.9	-27.9	-55.0	-36.9
Puerto Rican	49.8	0.0	10.2	22.5	6.7	9.1	7.9	-7.2	3.5
American Indian, Alaskan Native	-3.3	0.0	-30.6	-37.3	-36.6	-34.5	-49.9	-72.8	-57.1
Other	11.6	0.0	-5.8	-22.5	-24.0	-40.3	-28.7	-61.7	-31.2
Missing	16.5	0.0	2.5	-14.6	-21.0	-70.0	-30.0	-63.9	-35.7

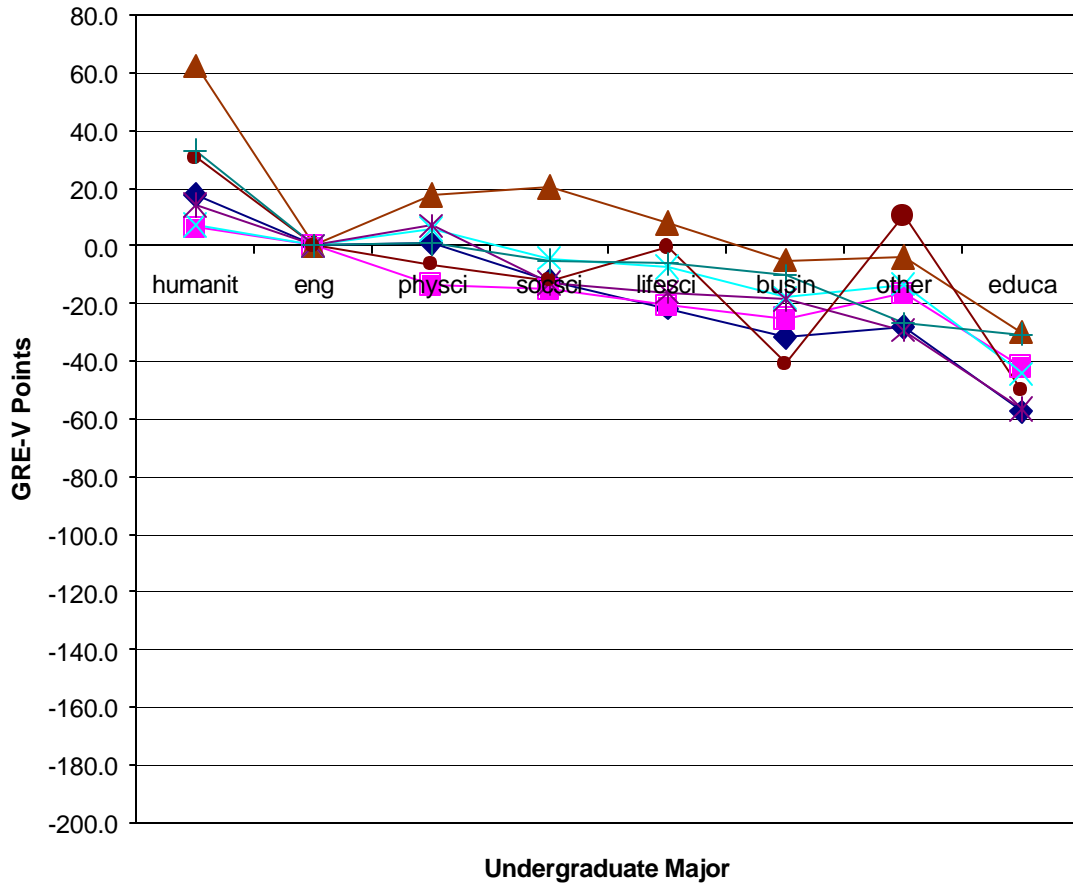
Table 1e*Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group***FEMALE
Quantitative**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	-128.5	0.0	-40.3	-130.0	-117.2	-109.0	-147.3	-148.2	-118.0
Black, African American	-116.0	0.0	-44.0	-118.4	-108.2	-111.0	-133.6	-132.6	-115.1
Asian, Asian American, Pacific Islander	-103.7	0.0	-38.4	-105.6	-83.2	-93.0	-117.8	-144.8	-93.2
Mexican, Mexican American, Chicano	-139.4	0.0	-36.7	-138.2	-116.8	-113.5	-148.7	-156.9	-140.6
Other Hispanic, Latin American	-109.6	0.0	-37.1	-111.0	-91.8	-88.7	-130.3	-131.8	-114.0
Puerto Rican	-116.3	0.0	-58.2	-117.1	-100.5	-92.2	-127.9	-132.5	-100.2
American Indian, Alaskan Native	-169.5	0.0	-42.3	-160.5	-146.8	-142.3	-187.2	-184.7	-178.0
Other	-119.6	0.0	-40.8	-126.4	-101.0	-109.7	-138.5	-155.8	-126.7
Missing	-140.5	0.0	-42.2	-142.2	-111.8	-182.6	-153.7	-174.4	-152.2

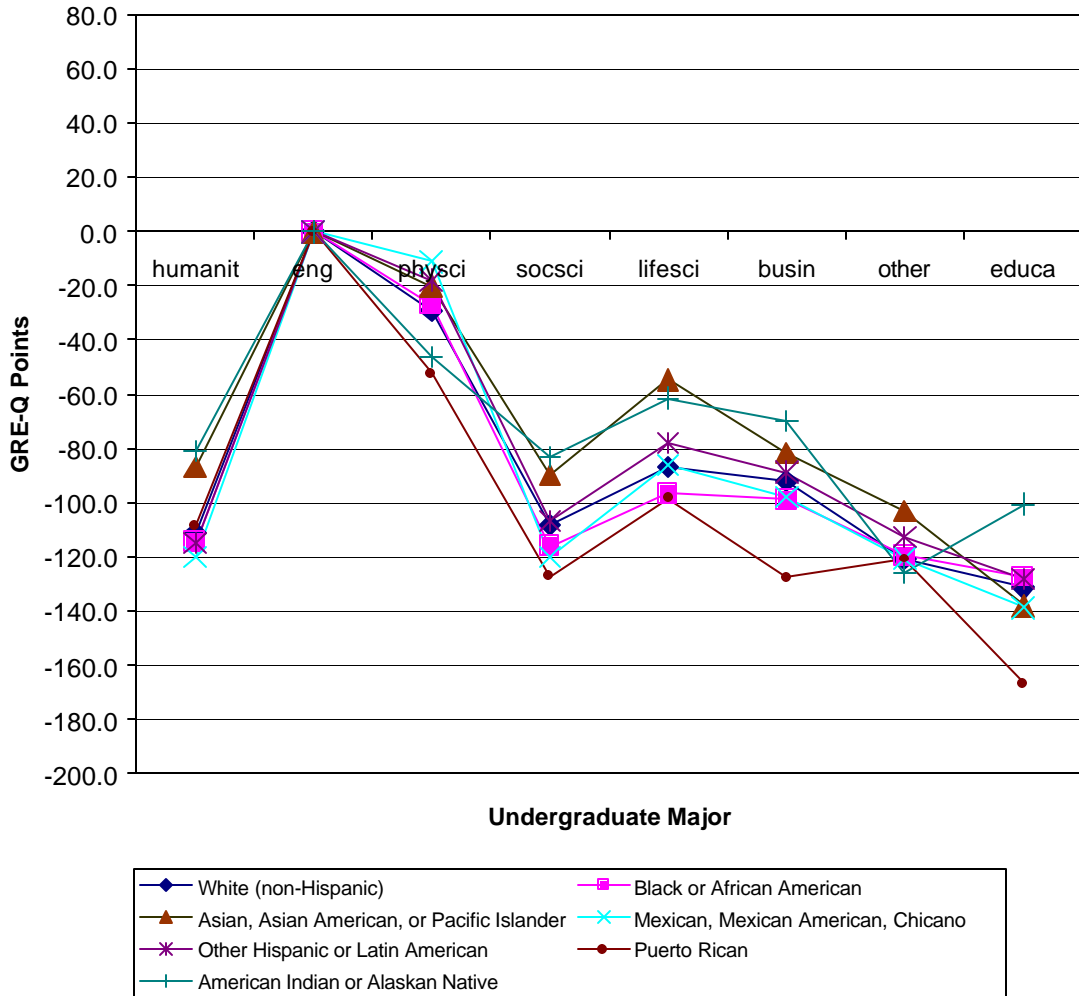
Table 1f*Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group***FEMALE****Analytical**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	-59.5	0.0	-24.9	-66.1	-65.1	-60.8	-81.2	-90.7	-70.1
Black, African American	-46.2	0.0	-28.8	-51.1	-55.0	-55.1	-64.2	-73.3	-64.6
Asian, Asian American, Pacific Islander	-41.2	0.0	-17.6	-49.9	-48.8	-52.4	-60.3	-83.9	-60.6
Mexican, Mexican American, Chicano	-86.9	0.0	-41.3	-88.5	-83.5	-85.5	-97.4	-114.4	-102.0
Other Hispanic, Latin American	-67.5	0.0	-22.6	-70.3	-66.5	-66.8	-89.5	-100.9	-95.3
Puerto Rican	-46.7	0.0	-43.6	-47.4	-56.0	-48.1	-67.6	-76.6	-57.9
American Indian, Alaskan Native	-44.0	0.0	-25.6	-63.5	-62.6	-62.8	-94.7	-106.4	-94.8
Other	-46.8	0.0	-23.0	-60.2	-53.1	-63.6	-67.4	-94.5	-72.3
Missing	-32.6	0.0	-0.2	-49.0	-42.5	-107.7	-64.7	-85.6	-68.1

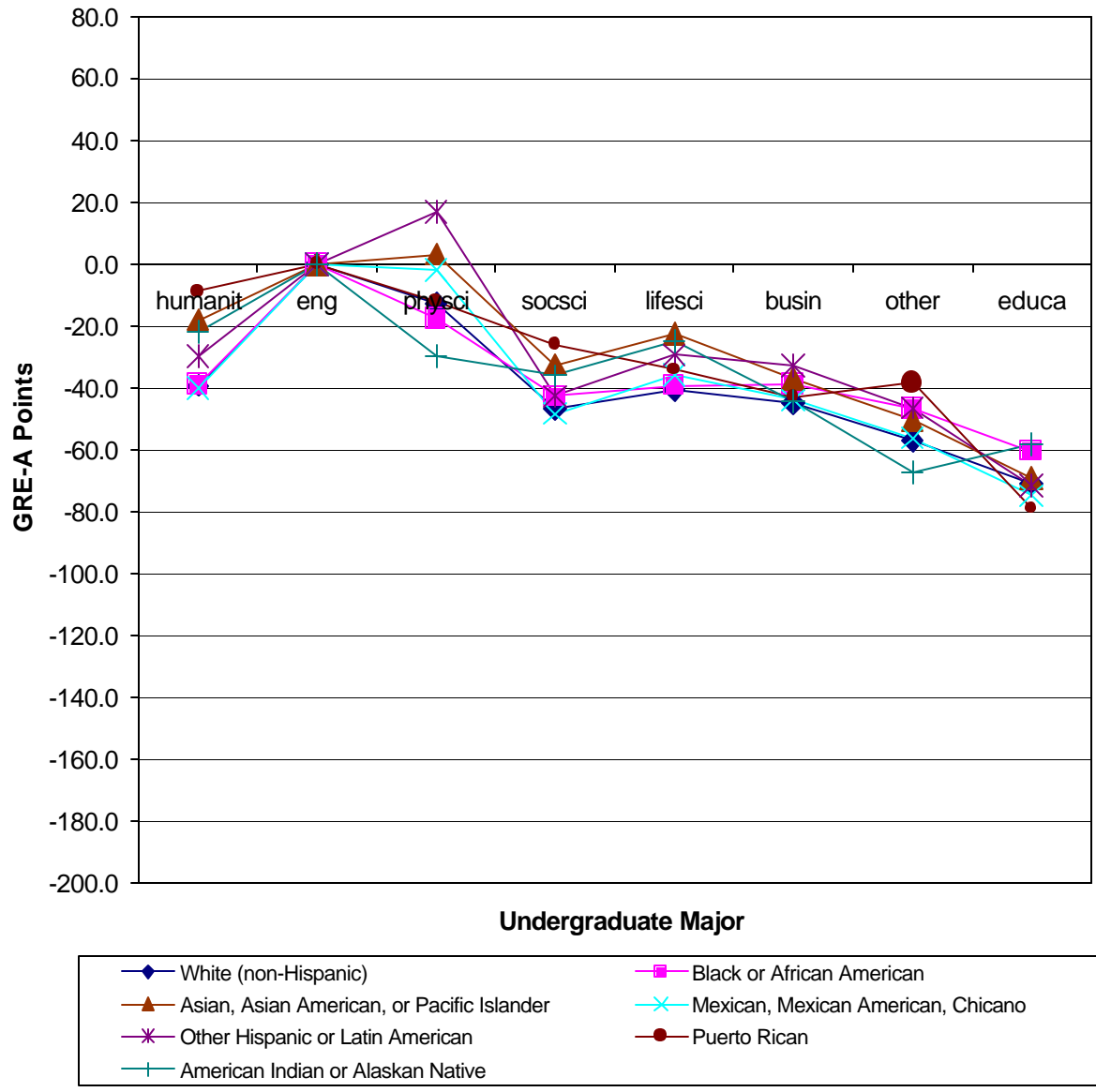
**Figure 1a: Net Effects, Relative to Engineering, for Undergraduate Major
for Predicting Each GRE Score for Each Group
Males, Verbal**



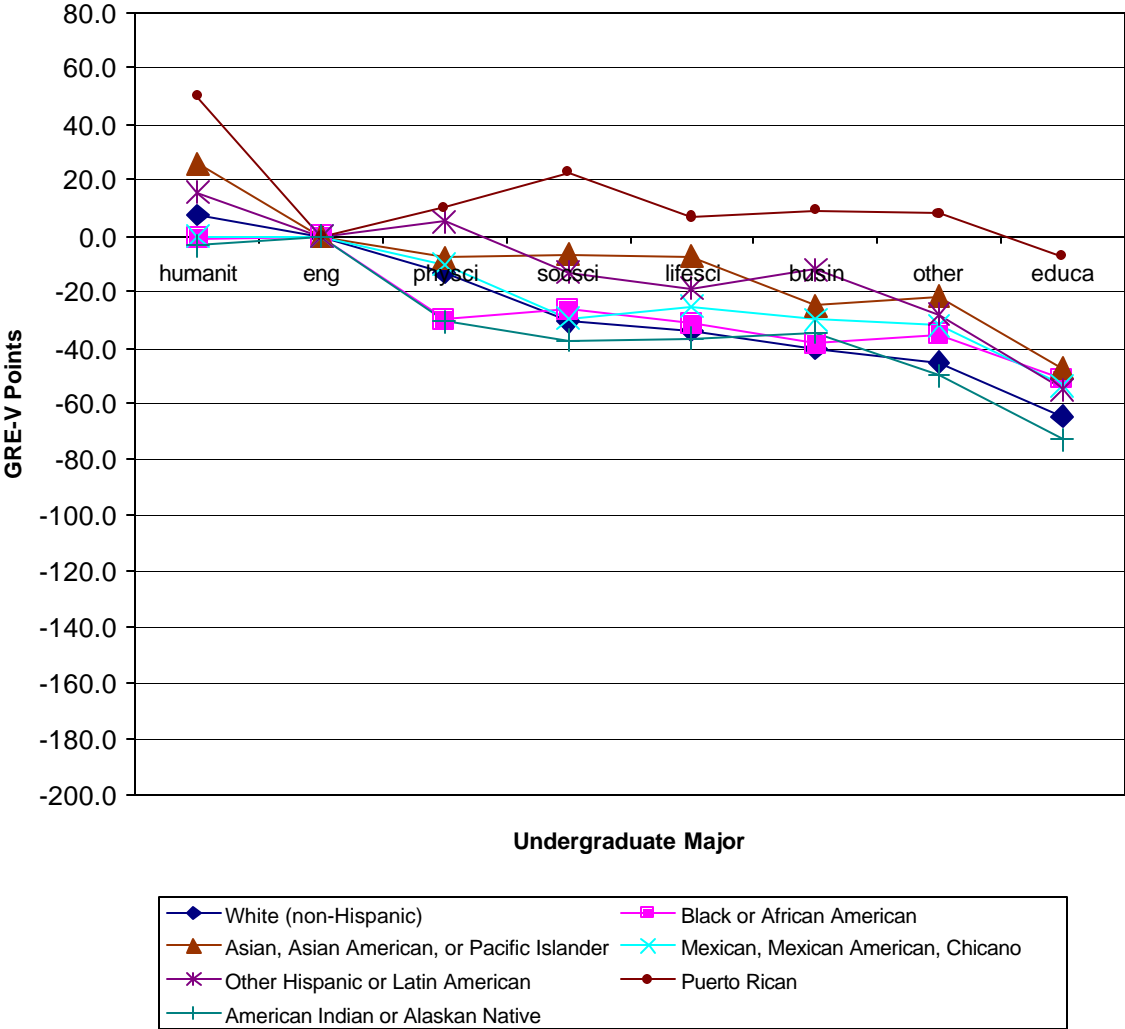
**Figure 1b: Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group
Males, Quantitative**



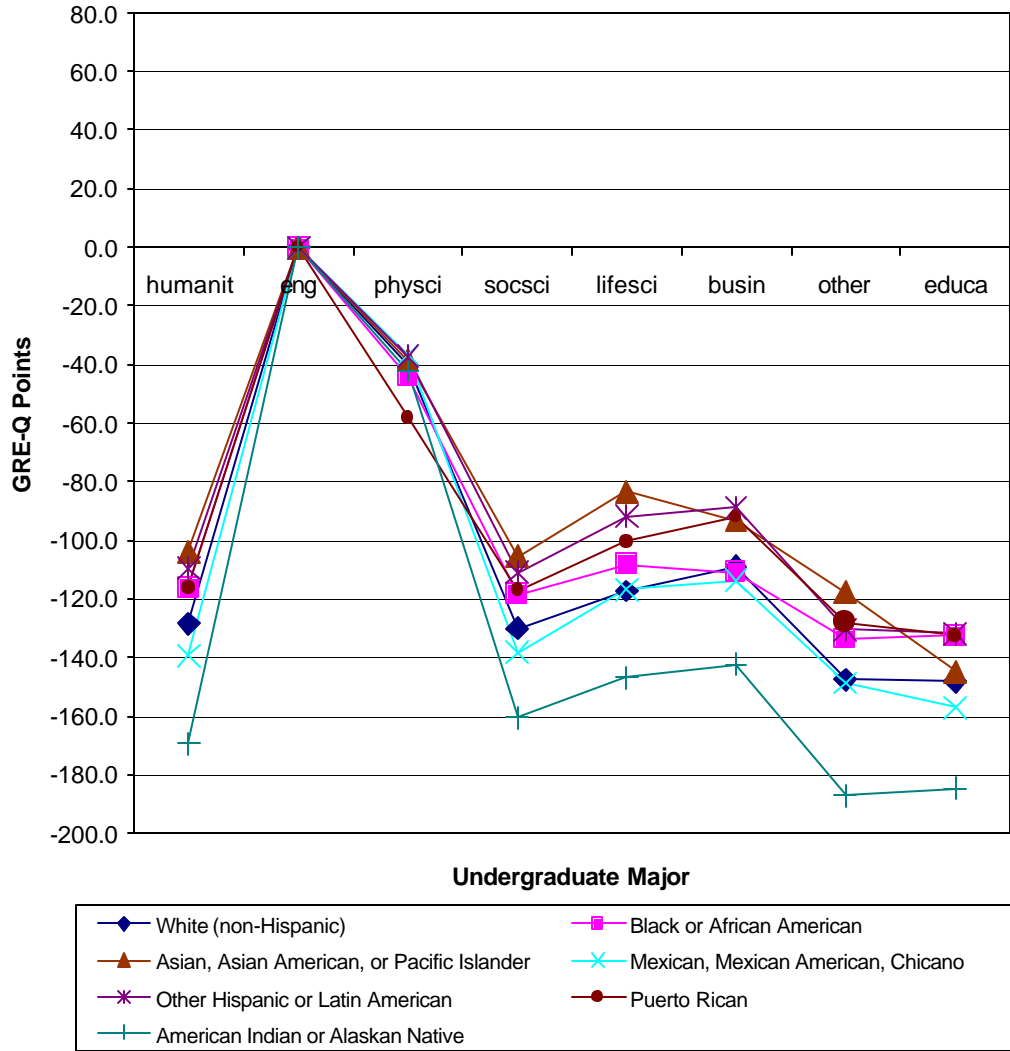
**Figure 1c: Net Effects, Relative to Engineering, for Undergraduate Major
for Predicting Each GRE Score for Each Group
Male, Analytical**



**Figure 1d: Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group
Females, Verbal**



**Figure 1e: Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group
Female, Quantitative**



**Figure 1f: Net Effects, Relative to Engineering, for Undergraduate Major for Predicting Each GRE Score for Each Group
Female, Analytical**

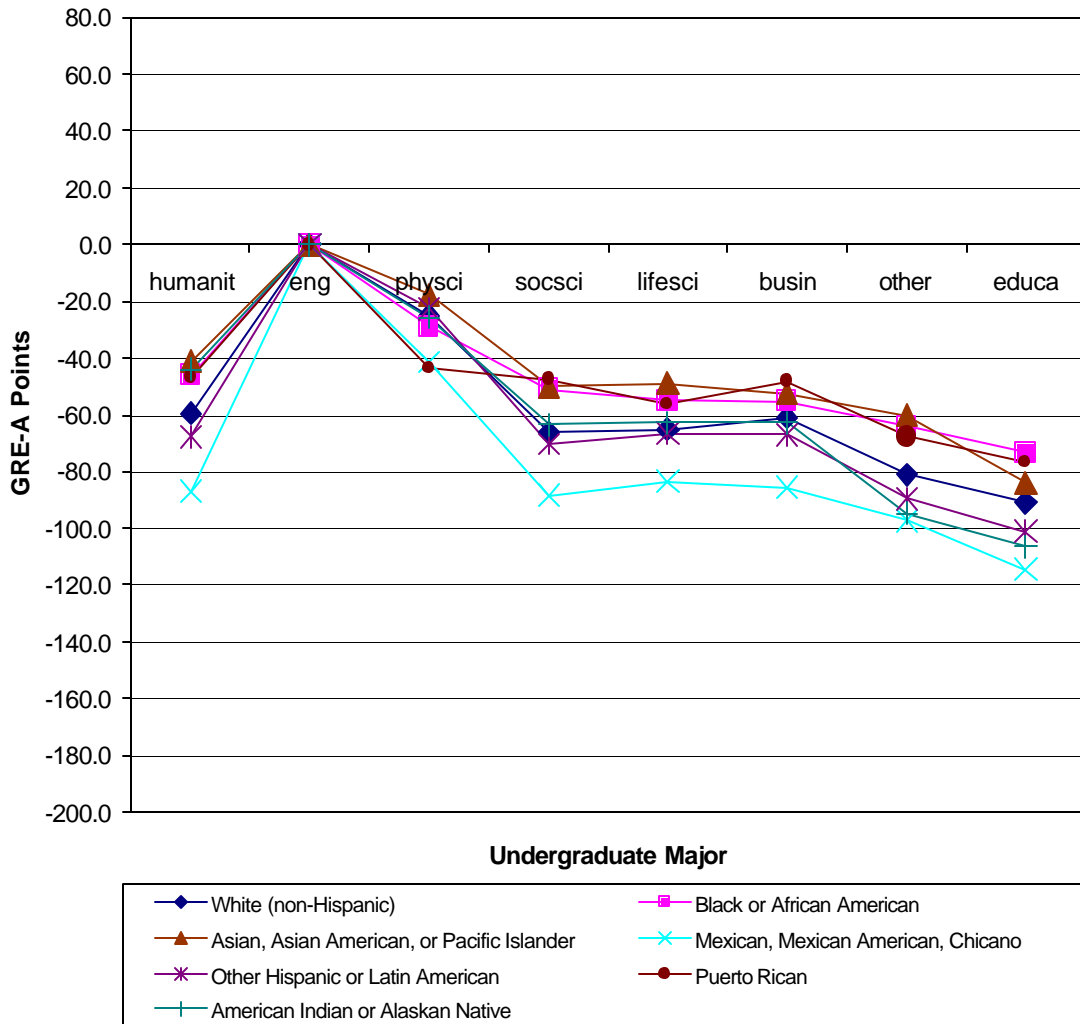


Table 2a

Net Effects of General Reasons for Taking the GRE, for Predicting Each GRE Score for Each Group

MALE

Race/ethnic categories	Fellowship	Admission	Practice	Other	External degree	Graduate dept. requirement	Undergrad exit requirement
White (non-Hispanic)	25.0	9.4	0.0	0.7	-15.1	-22.1	-33.9
Black, African American	17.7	12.1	7.5	-4.9	-6.0	-20.6	-49.3
Asian, Asian American, Pacific Islander	25.0	3.9	1.3	0.0	-20.4	-31.8	-82.7
Mexican, Mexican American, Chicano	24.2	6.9	7.3	6.7	-6.5	-26.0	-44.0
Other Hispanic, Latin American	23.0	15.2	4.4	-3.2	-21.6	-21.3	-50.0
Puerto Rican	10.8	2.0	17.1	8.7	-5.4	-17.7	-32.7
American Indian, Alaskan Native	20.5	9.2	0.3	-11.4	-11.3	-12.4	-36.1
Other	17.5	22.7	-0.1	6.6	-31.9	-24.5	-45.1
Missing	14.1	5.0	-4.5	3.7	-40.1	-28.7	-77.5

Verbal

Table 2b*Net Effects of General Reasons for Taking the GRE, for Predicting Each GRE Score for Each Group*

MALE
Quantitative

Race/ethnic categories	Fellowship	Admission	Practice	Other	External degree	Graduate dept. requirement	Undergrad exit requirement
White (non-Hispanic)	24.1	12.7	-0.2	1.7	-11.4	-24.8	-61.0
Black, African American	25.9	19.5	11.4	0.5	-14.2	-24.2	-69.8
Asian, Asian American, Pacific Islander	11.8	10.8	-1.6	-4.5	-26.0	-26.1	-118.3
Mexican, Mexican American, Chicano	26.6	11.3	4.0	-6.8	12.3	-27.5	-66.0
Other Hispanic, Latin American	24.9	11.4	6.3	1.4	-7.2	-29.0	-83.9
Puerto Rican	19.2	14.9	14.1	26.3	-6.5	-20.7	-85.8
American Indian, Alaskan Native	27.2	20.8	2.7	0.2	4.5	-25.3	-44.4
Other	17.5	26.1	5.6	4.1	-30.0	-30.8	-77.1
Missing	15.4	4.6	-0.2	5.6	8.8	-32.8	-113.8

Table 2c*Net Effects of General Reasons for Taking the GRE, for Predicting Each GRE Score for Each Group***MALE
Analytical**

Race/ethnic categories	Fellowship	Admission	Practice	Other	External degree	Graduate dept. requirement	Undergrad exit requirement
White (non-Hispanic)	24.7	14.1	-4.3	5.9	-15.3	-25.5	-46.9
Black, African American	24.4	12.7	8.9	-0.6	-14.5	-23.7	-58.7
Asian, Asian American, Pacific Islander	18.2	8.2	-3.9	1.5	-28.2	-36.3	-105.7
Mexican, Mexican American, Chicano	23.3	10.5	4.3	-14.6	2.9	-28.9	-50.0
Other Hispanic, Latin American	23.2	13.9	1.7	-6.1	-22.4	-26.8	-80.7
Puerto Rican	16.6	3.9	24.4	17.3	-11.2	-24.5	-72.4
American Indian, Alaskan Native	23.7	23.3	6.6	-7.3	32.4	-26.5	-27.6
Other	13.0	34.0	6.8	7.9	-24.9	-32.5	-60.4
Missing	11.2	7.4	-0.3	7.8	-40.9	-36.9	-92.9

Table 2d*Net Effects of General Reasons for Taking the GRE, for Predicting Each GRE Score for Each Group***FEMALE****Verbal**

Race/ethnic categories	Fellowship	Admission	Practice	Other	External degree	Graduate dept. requirement	Undergrad exit requirement
White (non-Hispanic)	26.4	4.5	-0.9	-1.6	-11.5	-17.4	-21.7
Black, African American	20.2	11.2	0.5	-4.1	-13.2	-14.7	-45.4
Asian, Asian American, Pacific Islander	25.5	9.6	-3.2	-3.3	-11.5	-32.6	-47.8
Mexican, Mexican American, Chicano	26.4	6.9	1.5	-0.7	0.4	-16.2	-32.4
Other Hispanic, Latin American	26.3	9.9	8.4	3.3	-3.0	-18.3	-42.2
Puerto Rican	19.4	-2.5	12.8	-2.2	-42.1	-10.4	-28.2
American Indian, Alaskan Native	28.4	1.7	-3.5	2.0	-18.8	-13.4	-35.7
Other	29.0	20.3	4.6	-8.0	-13.4	-26.7	-56.2
Missing	27.5	5.4	-2.2	11.7	-13.1	-29.5	-91.6

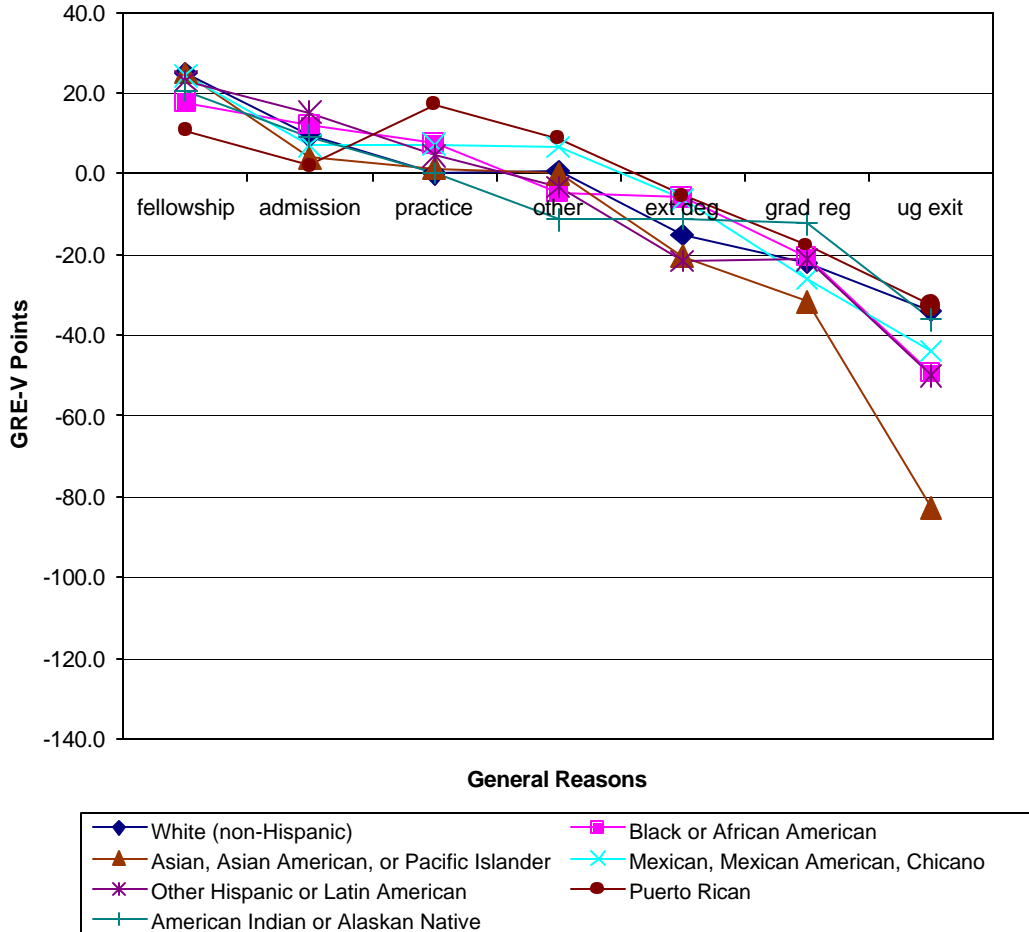
Table 2e*Net Effects of General Reasons for Taking the GRE, for Predicting Each GRE Score for Each Group***FEMALE
Quantitative**

Race/ethnic categories	Fellowship	Admission	Practice	Other	External degree	Graduate dept. requirement	Undergrad exit requirement
White (non-Hispanic)	26.0	5.7	-4.7	0.8	0.0	-26.2	-41.4
Black, African American	21.6	16.8	0.2	0.2	-8.7	-17.7	-50.6
Asian, Asian American, Pacific Islander	22.1	5.1	-7.5	-2.0	-8.3	-34.4	-71.6
Mexican, Mexican American, Chicano	24.0	12.5	-6.0	-2.3	-1.8	-19.4	-49.3
Other Hispanic, Latin American	23.5	8.5	7.0	-4.7	3.0	-25.8	-57.5
Puerto Rican	21.0	4.5	8.5	0.3	-26.8	-16.1	-29.1
American Indian, Alaskan Native	24.9	3.9	-11.9	7.5	-24.6	-22.1	-69.5
Other	20.5	20.4	-5.4	-0.6	-4.6	-35.4	-72.7
Missing	21.0	11.8	-3.6	8.4	-9.2	-32.8	-84.5

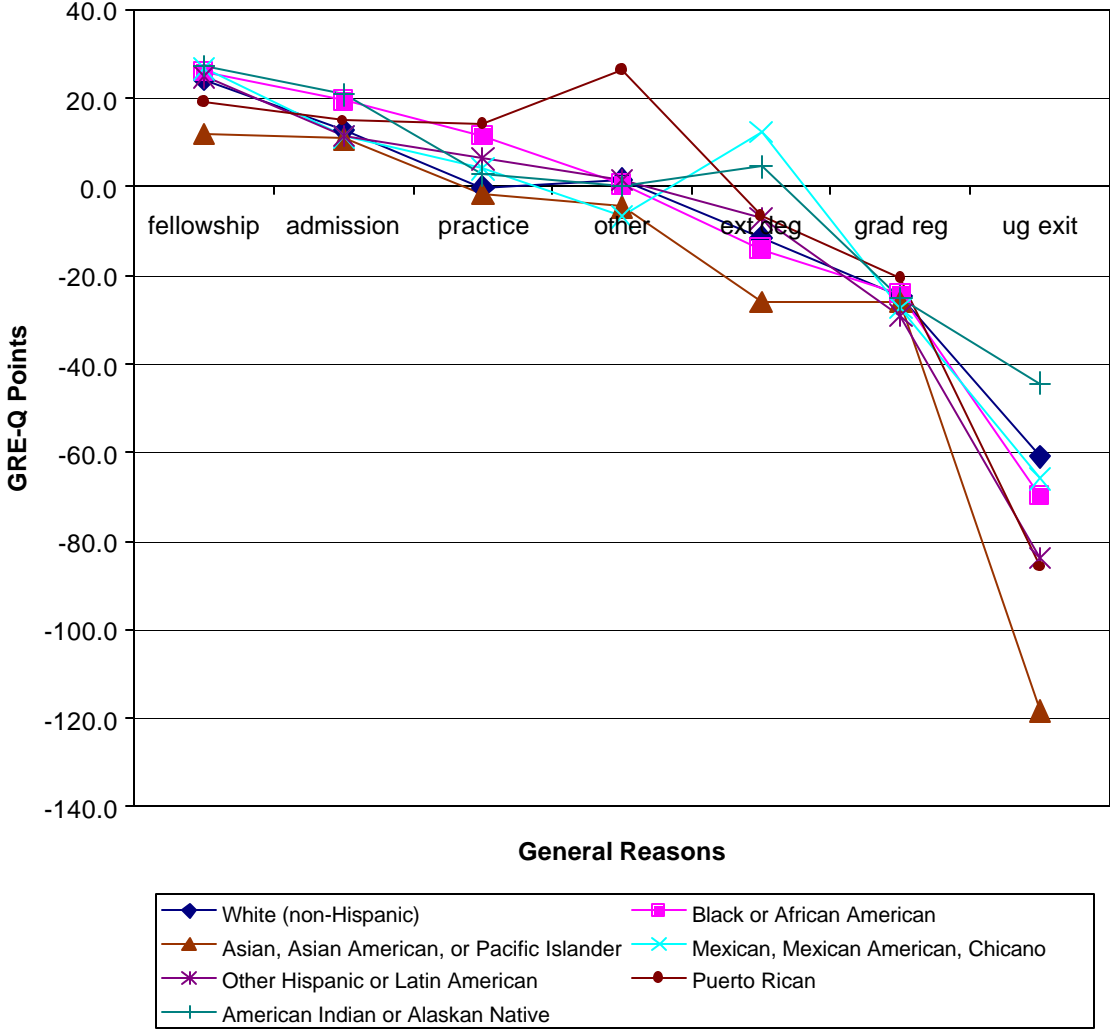
Table 2f*Net Effects of General Reasons for Taking the GRE, for Predicting Each GRE Score for Each Group***FEMALE****Analytical**

Race/ethnic categories	Fellowship	Admission	Practice	Other	External degree	Graduate dept. requirement	Undergrad exit requirement
White (non-Hispanic)	25.2	7.5	-5.3	2.3	-9.3	-25.3	-33.3
Black, African American	20.7	14.4	-2.5	-1.8	-15.9	-19.1	-49.3
Asian, Asian American, Pacific Islander	22.1	11.3	-3.8	-0.9	-14.2	-40.2	-59.8
Mexican, Mexican American, Chicano	23.9	10.9	-7.4	-9.3	6.1	-19.4	-37.0
Other Hispanic, Latin American	22.1	17.9	6.9	-1.4	10.2	-28.0	-43.3
Puerto Rican	16.2	-2.1	7.6	-4.7	-48.5	-20.4	-29.9
American Indian, Alaskan Native	21.2	4.5	-4.4	8.9	-21.3	-21.3	-51.5
Other	22.0	25.8	-4.2	-6.1	-5.0	-35.8	-76.9
Missing	22.9	15.7	-4.8	11.4	-11.1	-35.4	-98.7

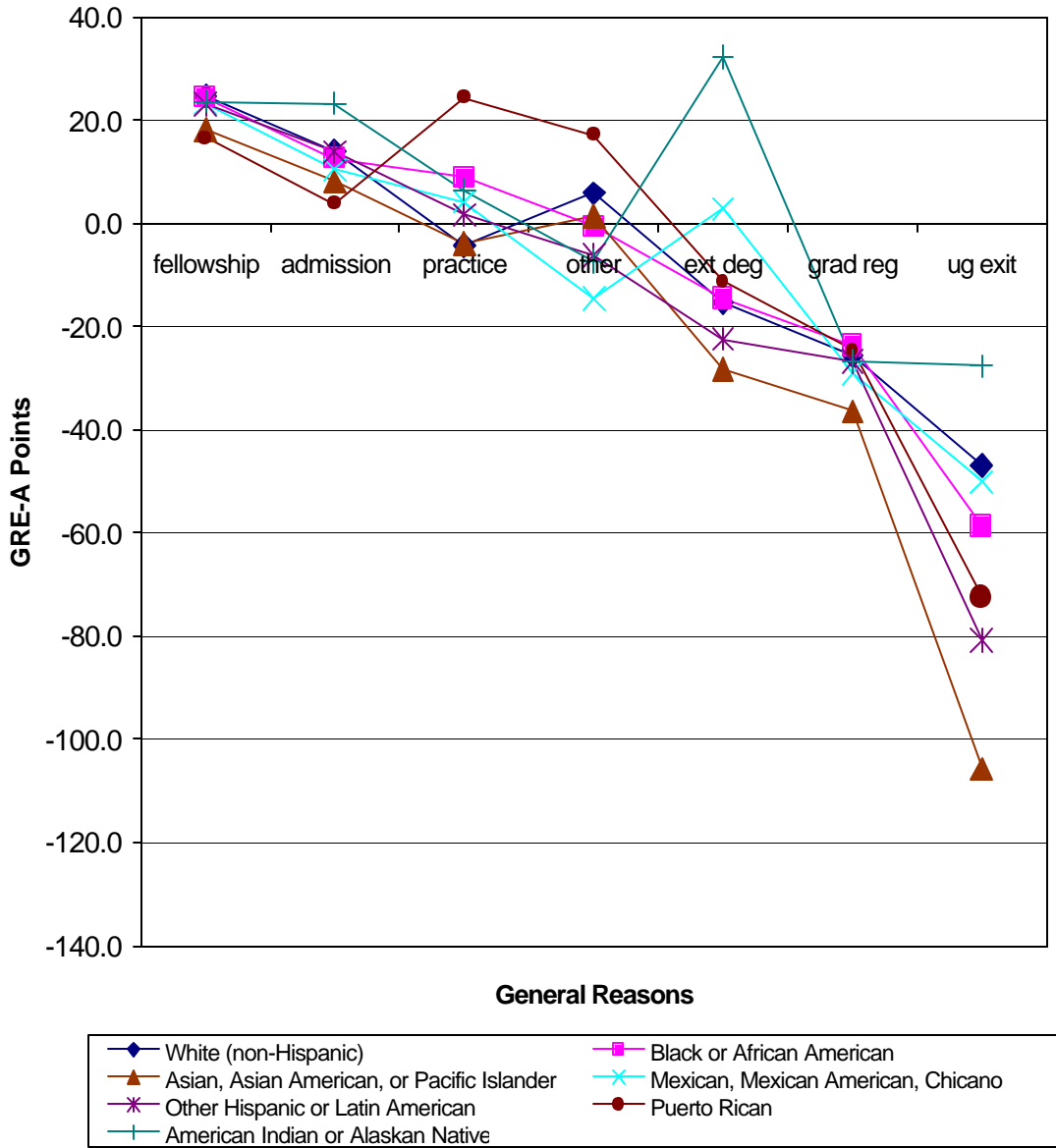
**Figure 2a: Net Effects of General Reasons for Taking the GRE,
for Predicting Each GRE Score for Each Group
Male, Verbal**



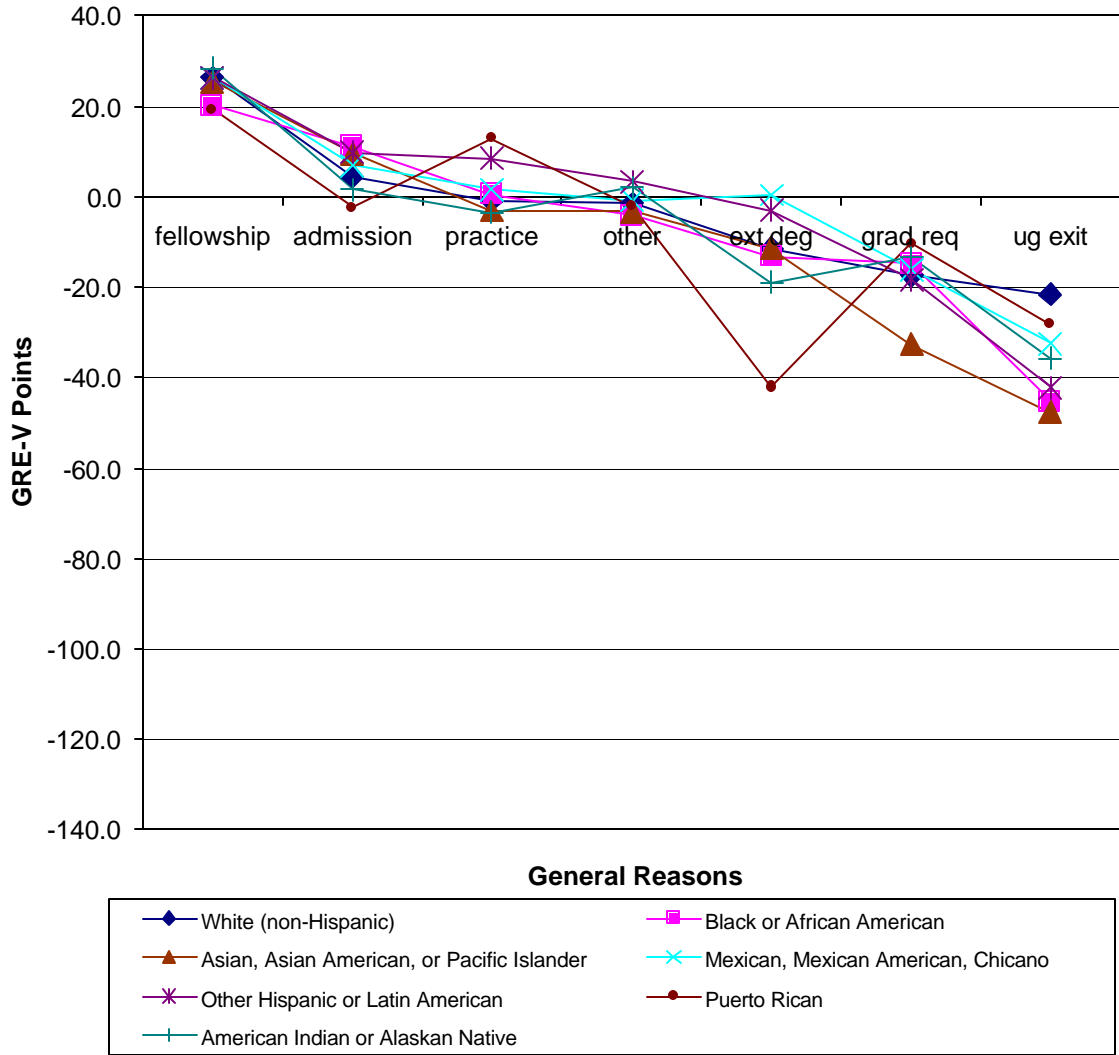
**Figure 2b: Net Effects of General Reasons for Taking the GRE,
for Predicting Each GRE Score for Each Group
Males, Quantitative**



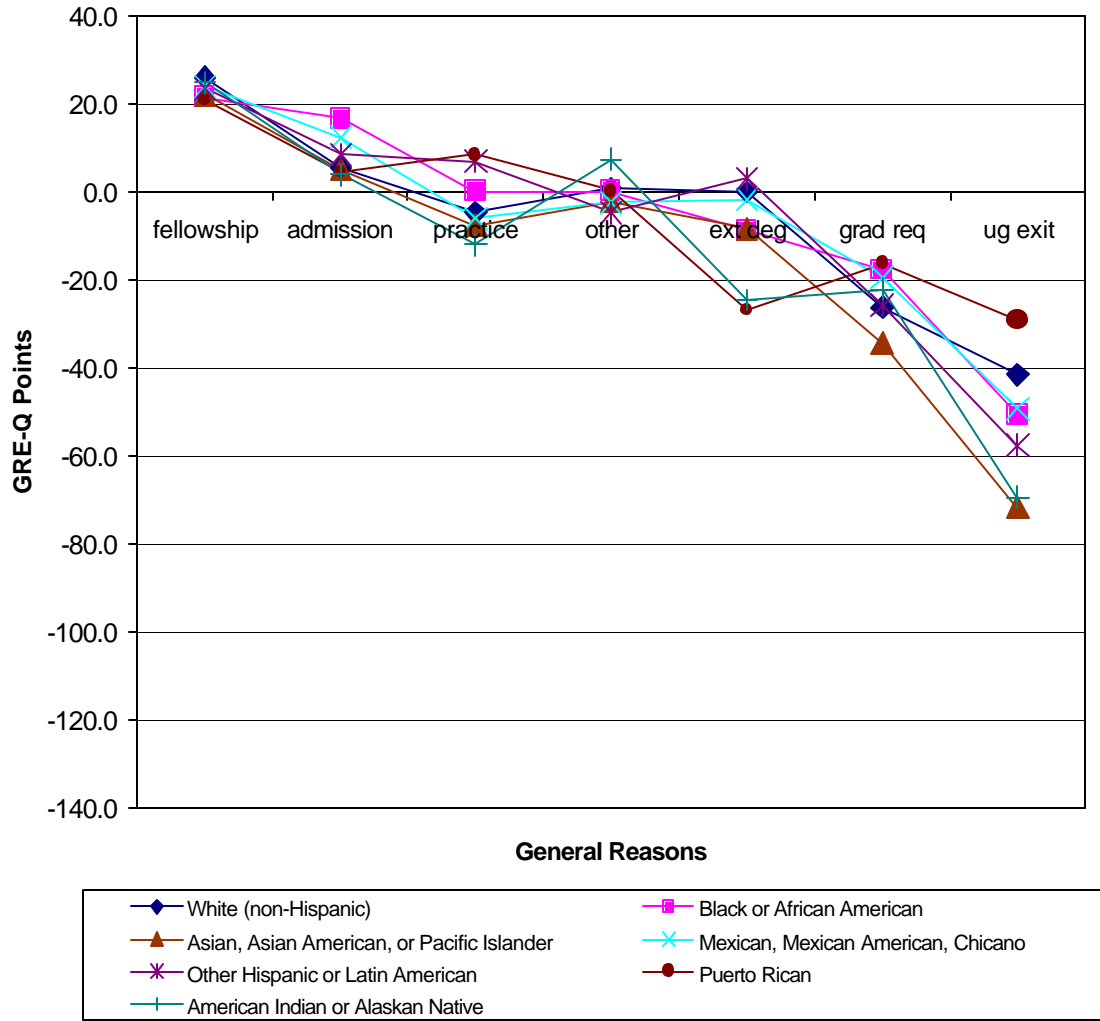
**Figure 2c: Net Effects of General Reasons for Taking the GRE,
for Predicting Each GRE Score for Each Group
Male, Analytical**



**Figure 2d: Net Effects of General Reasons for Taking the GRE,
for Predicting Each GRE Score for Each Group
Females, Verbal**



**Figure 2e: Net Effects of General Reasons for Taking the GRE,
for Predicting Each GRE Score for Each Group
Female, Quantitative**



**Figure 2f: Net Effects of General Reasons for Taking the GRE,
for Predicting Each GRE Score for Each Group
Female, Analytical**

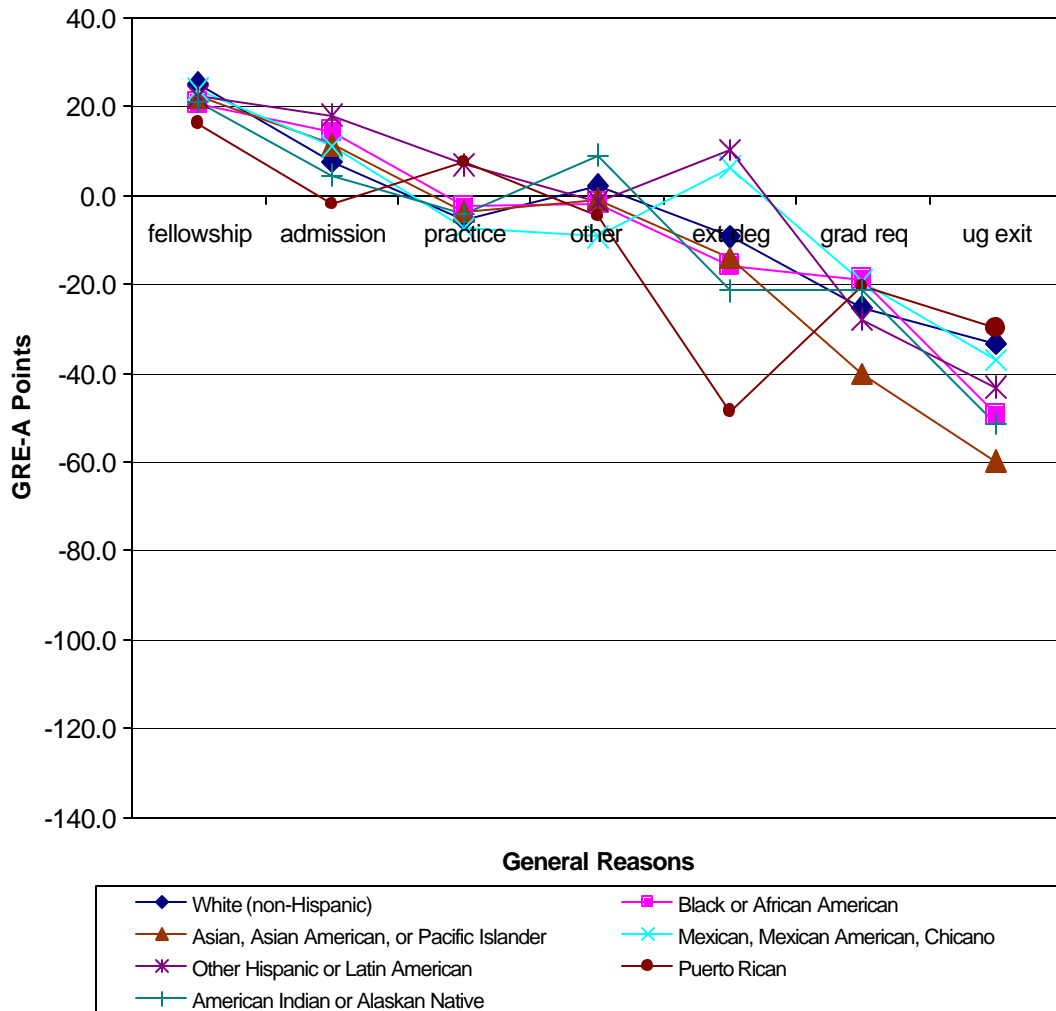


Table 3a*Net Effects, Relative to a Grade of B, for Undergraduate GPA for Predicting Each GRE Score for Each Group***MALE****Verbal**

Race/ethnic categories	C	B-	B	A-	A	D or lower	C-	Missing
White (non-Hispanic)	-30.0	-17.7	0.0	31.9	54.4	-22.1	-24.0	29.7
Black, African American	-26.4	-13.0	0.0	27.9	36.9	42.0	-19.6	9.2
Asian, Asian American, Pacific Islander	-42.6	-27.7	0.0	32.7	59.5	13.1	-8.8	20.6
Mexican, Mexican American, Chicano	-27.4	-19.8	0.0	24.4	42.2	-63.5	-28.4	15.2
Other Hispanic, Latin American	-28.6	-22.5	0.0	35.5	48.9	-59.2	-36.7	16.6
Puerto Rican	0.2	6.9	0.0	41.8	36.1	136.2	7.0	30.2
American Indian, Alaskan Native	-23.3	-12.8	0.0	37.7	47.8	75.9	-51.9	17.9
Other	-32.9	-21.0	0.0	37.0	60.9	31.2	-1.6	39.6
Missing	-43.3	-34.4	0.0	35.7	57.3		-62.1	20.6

Table 3b*Net Effects, Relative to a Grade of B, for Undergraduate GPA for Predicting Each GRE Score for Each Group***MALE
Quantitative**

Race/ethnic categories	C	B-	B	A-	A	D or lower	C-	Missing
White (non-Hispanic)	-41.7	-17.1	0.0	34.7	51.8	-30.8	-40.7	8.0
Black, African American	-26.8	-9.5	0.0	35.9	44.1	21.3	-25.7	2.8
Asian, Asian American, Pacific Islander	-58.8	-28.4	0.0	30.8	44.0	3.0	-53.8	8.0
Mexican, Mexican American, Chicano	-27.3	-13.9	0.0	27.9	37.5	-115.4	-42.0	10.8
Other Hispanic, Latin American	-34.9	-24.1	0.0	27.3	42.1	107.1	-43.3	8.2
Puerto Rican	-16.8	3.4	0.0	50.7	52.3	129.3	15.8	12.2
American Indian, Alaskan Native	-29.9	-5.7	0.0	43.0	48.8	143.4	-102.0	12.4
Other	-38.5	-19.3	0.0	36.4	53.7	2.7	-15.4	18.4
Missing	-59.2	-27.0	0.0	31.9	49.6		-52.4	18.0

Table 3c

Net Effects, Relative to a Grade of B, for Undergraduate GPA for Predicting Each GRE Score for Each Group

**MALE
Analytical**

Race/ethnic categories	C	B-	B	A-	A	D or lower	C-	Missing
White (non-Hispanic)	-36.9	-14.7	0.0	31.1	47.1	-28.7	-38.1	6.0
Black, African American	-19.9	-4.8	0.0	29.5	40.2	22.8	-9.9	1.6
Asian, Asian American, Pacific Islander	-55.4	-27.2	0.0	33.7	54.4	-29.9	-45.2	9.2
Mexican, Mexican American, Chicano	-24.5	-14.4	0.0	24.4	35.2	-160.4	-34.9	17.8
Other Hispanic, Latin American	-28.0	-16.5	0.0	31.0	48.4	60.5	-43.6	5.0
Puerto Rican	-6.5	7.6	0.0	50.9	45.7	122.4	1.9	10.2
American Indian, Alaskan Native	-30.6	-6.6	0.0	33.3	46.1	85.8	-85.1	10.6
Other	-38.5	-18.8	0.0	36.8	47.9	-51.5	-9.6	20.6
Missing	-56.4	-29.9	0.0	29.3	52.0		-55.9	6.2

Table 3d*Net Effects, Relative to a Grade of B, for Undergraduate GPA for Predicting Each GRE Score for Each Group***FEMALE****Verbal**

Race/ethnic categories	C	B-	B	A-	A	D or lower	C-	Missing
White (non-Hispanic)	-31.7	-18.6	0.0	35.2	51.4	-13.1	-32.6	28.4
Black, African American	-23.8	-9.1	0.0	26.9	32.2	-10.4	-19.2	13.2
Asian, Asian American, Pacific Islander	-46.0	-28.6	0.0	34.9	49.2	-15.9	-46.1	16.5
Mexican, Mexican American, Chicano	-32.2	-16.6	0.0	26.7	44.3	-84.5	-31.2	8.2
Other Hispanic, Latin American	-36.2	-23.5	0.0	34.2	44.5	-29.1	-49.1	15.5
Puerto Rican	-11.0	-6.8	0.0	32.6	26.2	-106.2	-34.6	7.2
American Indian, Alaskan Native	-33.1	-15.2	0.0	31.9	38.4		-29.2	13.1
Other	-47.9	-30.3	0.0	44.8	62.2		-25.9	34.0
Missing	-61.8	-32.4	0.0	43.6	60.7		-80.6	40.2

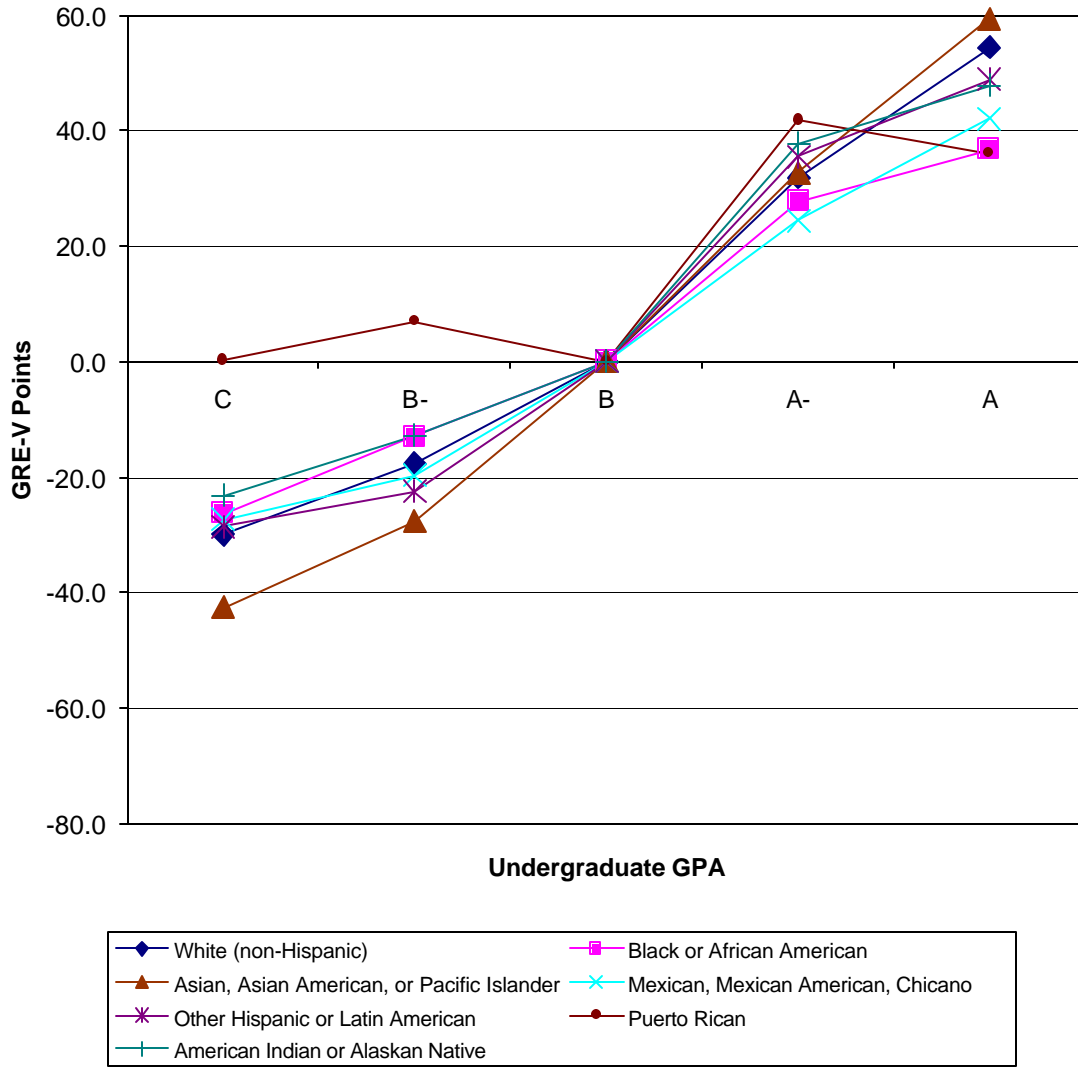
Table 3e*Net Effects, Relative to a Grade of B, for Undergraduate GPA for Predicting Each GRE Score for Each Group***FEMALE
Quantitative**

Race/ethnic categories	C	B-	B	A-	A	D or lower	C-	Missing
White (non-Hispanic)	-38.6	-17.5	0.0	35.2	49.9	-45.3	-37.6	11.6
Black, African American	-19.8	-3.6	0.0	28.4	35.2	-34.2	-12.5	6.1
Asian, Asian American, Pacific Islander	-48.1	-24.8	0.0	35.9	41.0	-44.9	-62.4	13.6
Mexican, Mexican American, Chicano	-25.7	-9.3	0.0	23.9	41.9	-44.5	-47.9	9.2
Other Hispanic, Latin American	-38.7	-19.8	0.0	28.4	40.3	52.4	-30.3	4.9
Puerto Rican	-9.8	-2.8	0.0	25.2	35.1	-10.8	-4.2	8.2
American Indian, Alaskan Native	-31.9	-12.9	0.0	32.3	43.6		-34.3	28.1
Other	-45.4	-20.1	0.0	36.3	50.3		-17.8	20.4
Missing	-60.5	-35.1	0.0	39.0	54.5		-24.6	17.9

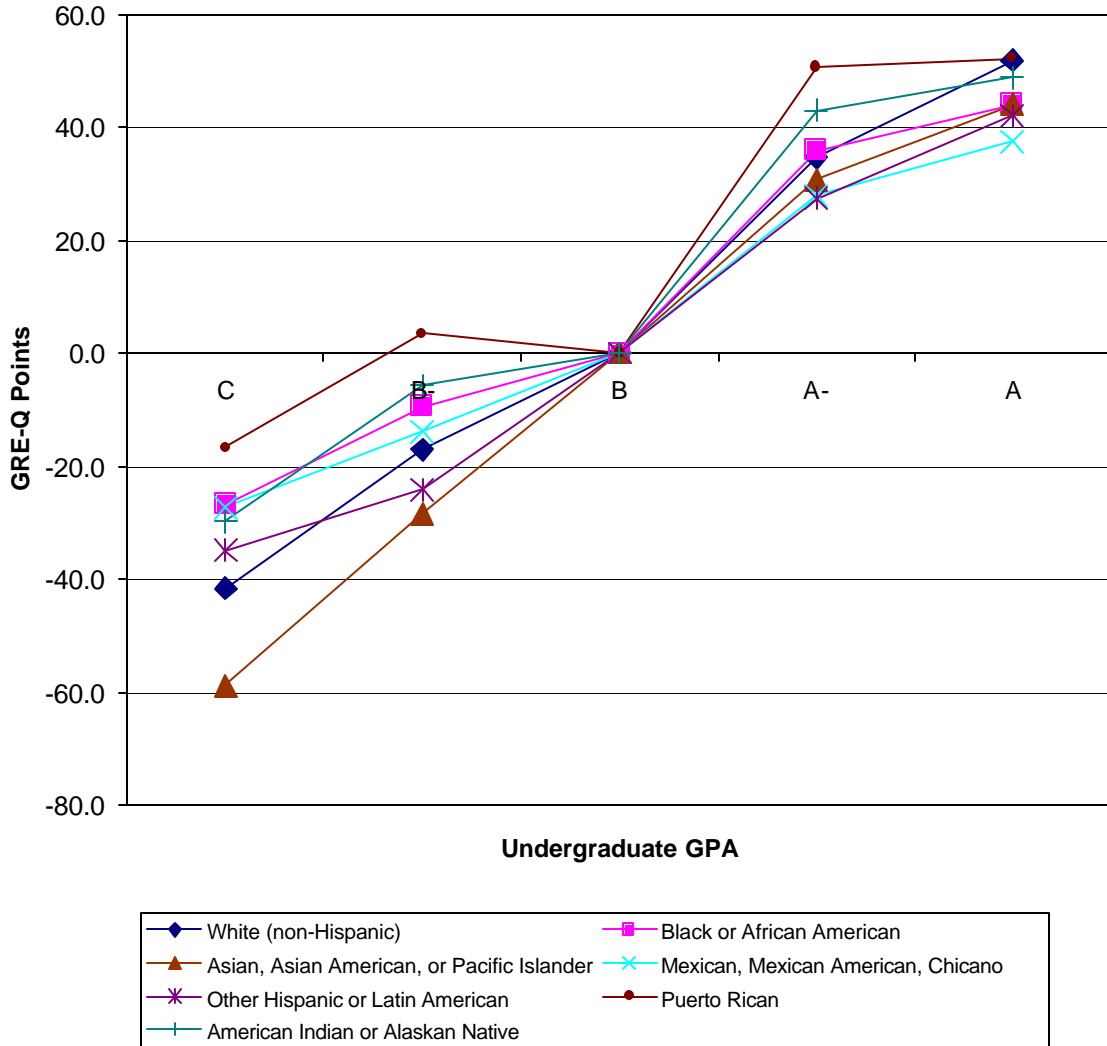
Table 3f*Net Effects, Relative to a Grade of B, for Undergraduate GPA for Predicting Each GRE Score for Each Group***FEMALE****Analytical**

Race/ethnic categories	C	B-	B	A-	A	D or lower	C-	Missing
White (non-Hispanic)	-34.6	-15.8	0.0	32.4	44.1	-37.5	-40.6	8.7
Black, African American	-19.5	-6.0	0.0	27.0	31.6	19.1	-11.9	5.8
Asian, Asian American, Pacific Islander	-46.0	-25.1	0.0	34.6	42.5	23.0	-59.3	8.1
Mexican, Mexican American, Chicano	-30.8	-10.1	0.0	23.6	35.0	-72.8	-32.7	4.4
Other Hispanic, Latin American	-40.7	-20.1	0.0	27.7	36.0	-24.5	-49.7	1.3
Puerto Rican	-8.1	-2.2	0.0	32.5	30.7	-164.0	-12.2	-12.7
American Indian, Alaskan Native	-34.1	-15.1	0.0	27.7	27.6		-32.4	8.6
Other	-48.5	-25.8	0.0	37.3	47.6		-41.1	21.9
Missing	-68.2	-35.0	0.0	37.8	49.1		-61.5	19.7

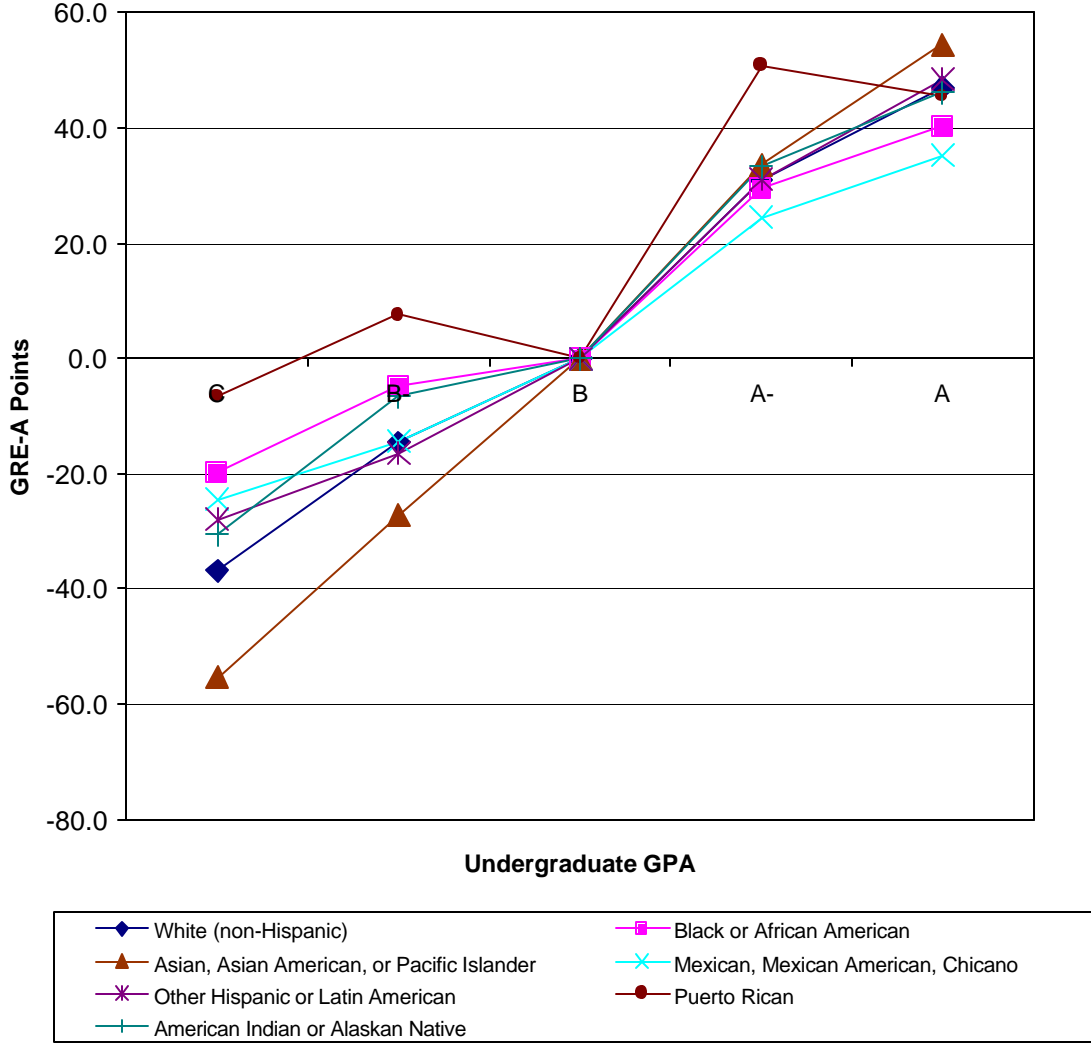
**Figure 3a: Net Effects, Relative to a Grade of B, for Undergraduate GPA
for Predicting Each GRE Score for Each Group
Males, Verbal**



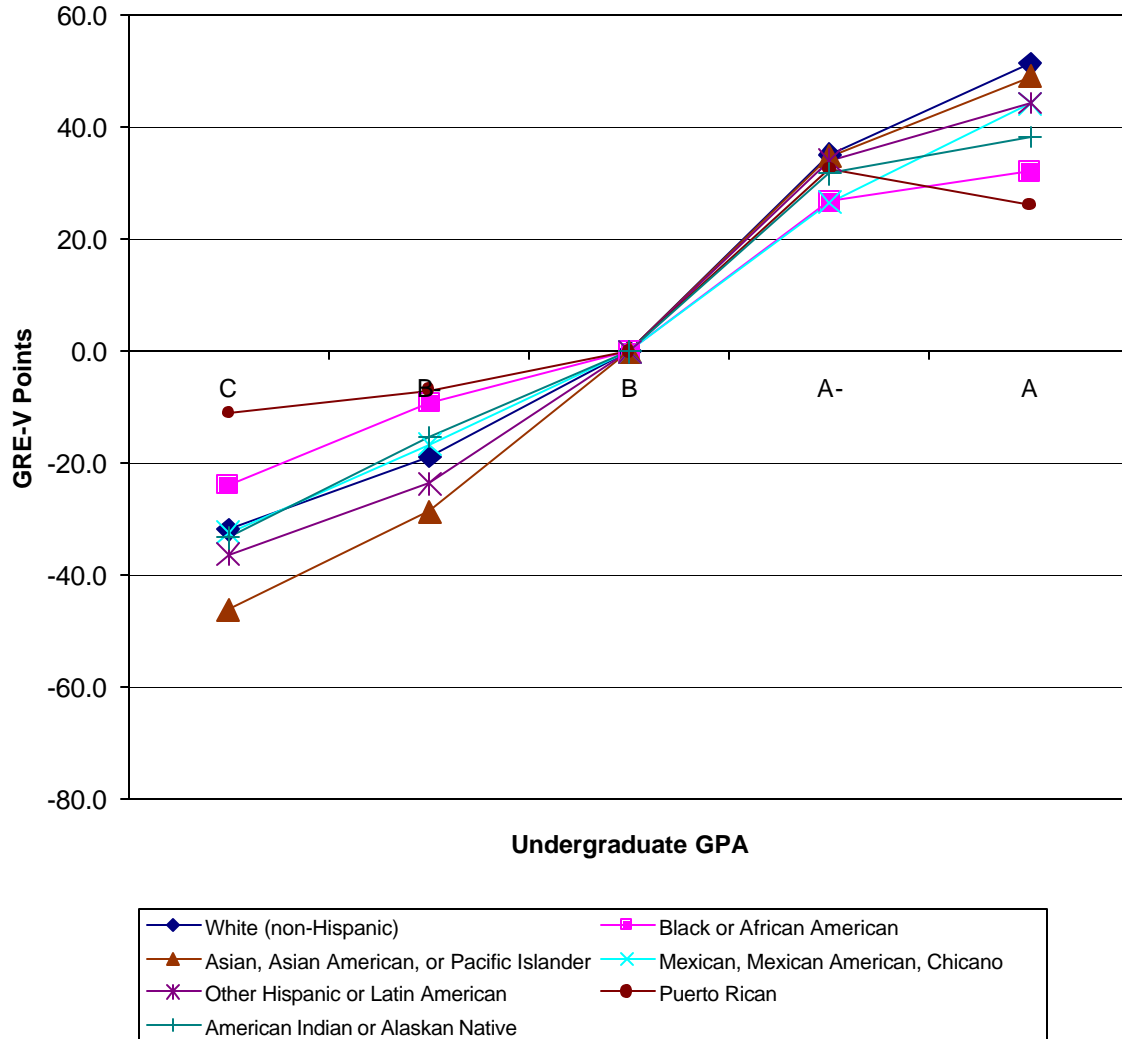
**Figure 3b: Net Effects, Relative to a Grade of B, for Undergraduate GPA
for Predicting Each GRE Score for Each Group
Males, Quantitative**



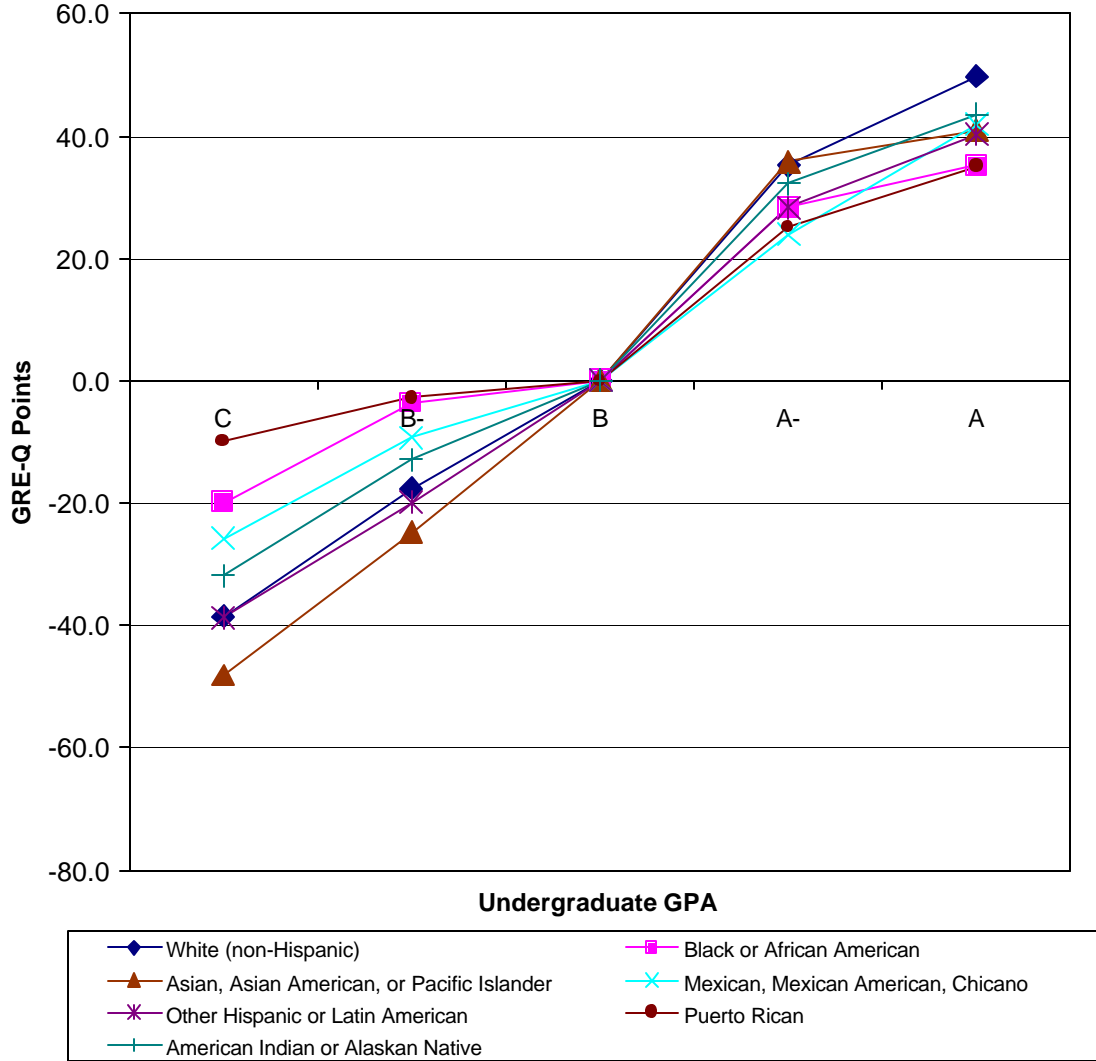
**Figure 3c: Net Effects, Relative to a Grade of B, for Undergraduate GPA
for Predicting Each GRE Score for Each Group
Male, Analytical**



**Figure 3d: Net Effects, Relative to a Grade of B, for Undergraduate GPA
for Predicting Each GRE Score for Each Group
Females, Verbal**



**Figure 3e: Net Effects, Relative to a Grade of B, for Undergraduate GPA
for Predicting Each GRE Score for Each Group
Female, Quantitative**



**Figure 3f: Net Effects, Relative to a Grade of B, for Undergraduate GPA
for Predicting Each GRE Score for Each Group
Females, Analytical**

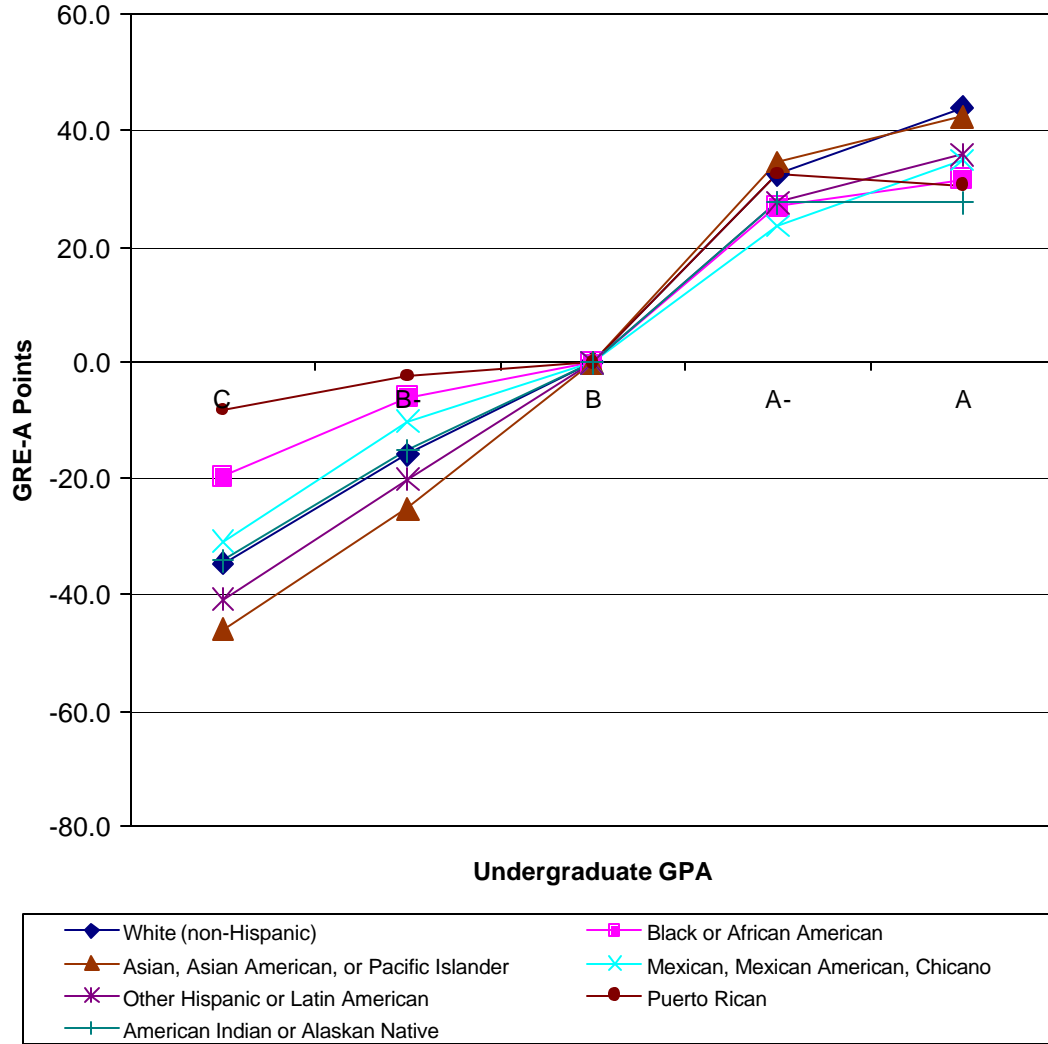


Table 4a*Net Effects, Relative to Senior, for Education Level at Registration, for Predicting Each GRE Score for Each Group***MALE****Verbal**

Race/ethnic categories	Sophomore	Junior	Senior	First year	Second year	College graduate	Masters graduate	Other	Missing
White (non-Hispanic)	-30.1	3.9	0.0	3.9	26.5	30.6	42.0	35.6	17.6
Black, African American	-11.0	7.1	0.0	-10.5	2.6	19.8	13.9	12.5	-17.5
Asian, Asian American, Pacific Islander	31.1	33.9	0.0	-23.4	-12.2	13.5	-12.4	1.0	-30.8
Mexican, Mexican American, Chicano	38.6	-8.5	0.0	-12.5	5.5	23.9	17.3	18.6	-5.6
Other Hispanic, Latin American	-40.6	0.2	0.0	-14.6	-3.3	19.9	5.9	10.5	-12.5
Puerto Rican	17.9	5.7	0.0	-3.3	5.6	19.5	2.6	11.0	54.6
American Indian, Alaskan Native	-31.6	-1.9	0.0	-4.0	-2.1	26.5	38.6	40.7	6.4
Other	-20.8	1.9	0.0	-6.7	11.5	24.4	21.9	20.3	3.3
Missing	-117.7	25.3	0.0	-21.8	19.2	34.4	31.8	20.1	20.9

Table 4b*Net Effects, Relative to Senior, for Education Level at Registration, for Predicting Each GRE Score for Each Group***MALE
Quantitative**

Race/ethnic categories	Sophomore	Junior	Senior	First year	Second year	College graduate	Masters graduate	Others	Missing
White (non-Hispanic)	-15.5	13.9	0.0	-22.5	-10.8	5.4	-9.0	-5.9	-13.7
Black, African American	-39.7	16.6	0.0	-32.2	-25.7	4.3	-21.7	-20.3	-31.0
Asian, Asian American, Pacific Islander	20.4	19.8	0.0	-33.8	-16.0	-1.0	-27.2	-17.0	-21.7
Mexican, Mexican American, Chicano	26.5	17.1	0.0	-30.6	-31.3	5.5	-21.5	-7.7	-15.8
Other Hispanic, Latin American	36.7	13.1	0.0	-36.2	-30.0	4.1	-28.8	-21.0	-36.6
Puerto Rican	-9.4	21.9	0.0	-20.7	-22.5	2.2	-29.3	-21.8	16.1
American Indian, Alaskan Native			0.0						
Other	-22.9	26.0	0.0	27.0	-29.0	3.1	-20.3	-15.8	6.7
Missing	-16.0	28.6	0.0	-48.0	-31.5	-2.7	-28.8	-23.7	-8.1

Table 4c

Net Effects, Relative to Senior, for Education Level at Registration, for Predicting Each GRE Score for Each Group

**MALE
Analytical**

Race/ethnic categories	Sophomore	Junior	Senior	First year	Second year	College graduate	Masters graduate	Others	Missing
White (non-Hispanic)	-18.5	10.7	0.0	-25.8	-14.2	4.2	-20.8	-19.0	-24.2
Black, African American	-19.4	14.6	0.0	-28.8	-21.9	4.9	-25.4	-28.4	-26.8
Asian, Asian American, Pacific Islander	-11.0	24.9	0.0	-39.4	-34.5	-2.7	-46.7	-38.5	-55.4
Mexican, Mexican American, Chicano	39.7	9.0	0.0	-32.0	-25.2	7.0	-21.1	-16.9	-30.3
Other Hispanic, Latin American	17.3	-5.6	0.0	-43.8	-31.2	-0.1	-39.7	-37.3	-47.7
Puerto Rican	35.3	15.4	0.0	-25.2	-18.0	2.1	-33.5	-36.0	-4.6
American Indian, Alaskan Native			0.0						
Other	-41.8	9.7	0.0	-27.2	-34.5	2.3	-30.4	-31.7	-10.7
Missing	-78.5	18.6	0.0	-41.9	-40.3	3.8	-27.5	-29.7	-33.0

Table 4d*Net Effects, Relative to Senior, for Education Level at Registration, for Predicting Each GRE Score for Each Group***FEMALE****Verbal**

Race/ethnic categories	Sophomore	Junior	Senior	First year	Second year	College graduate	Masters graduate	Others	Missing
White (non-Hispanic)	-6.3	4.3	0.0	10.7	31.0	32.2	39.6	37.5	21.6
Black, African American	7.1	13.0	0.0	-7.2	5.8	19.1	18.4	16.8	3.8
Asian, Asian American, Pacific Islander	10.2	24.3	0.0	-16.5	-8.2	20.2	-5.9	-2.5	2.5
Mexican, Mexican American, Chicano	-36.2	15.6	0.0	-4.6	13.2	25.8	14.9	18.8	3.6
Other Hispanic, Latin American	-4.9	-4.7	0.0	-12.6	13.2	25.5	4.7	11.5	12.1
Puerto Rican	26.8	23.0	0.0	-15.1	3.7	20.7	-1.2	2.3	19.9
American Indian, Alaskan Native	-78.9	16.4	0.0	4.1	21.2	21.2	16.1	25.9	28.9
Other	-31.2	9.4	0.0	-5.3	15.9	28.5	22.1	14.6	5.2
Missing	0.8	18.1	0.0	-33.1	4.2	20.5	5.2	-3.7	3.5

Table 4e

Net Effects, Relative to Senior, for Education Level at Registration, for Predicting Each GRE Score for Each Group

FEMALE
Quantitative

Race/ethnic categories	Sophomore	Junior	Senior	First year	Second year	College graduate	Masters graduate	Others	Missing
White (non-Hispanic)	24.4	20.8	0.0	-20.3	-9.0	8.9	-10.3	-3.1	-4.4
Black, African American	4.9	27.3	0.0	-23.3	-13.5	3.0	-14.8	-13.2	-18.1
Asian, Asian American, Pacific Islander	28.1	25.8	0.0	-34.2	-11.2	5.7	-24.8	-10.5	-1.0
Mexican, Mexican American, Chicano	-22.5	30.9	0.0	-24.5	-15.1	9.3	-23.0	-7.1	-13.9
Other Hispanic, Latin American	-5.1	12.7	0.0	-35.4	-24.5	6.1	-29.4	-22.0	-11.6
Puerto Rican	72.1	32.2	0.0	-31.5	-16.3	10.3	-28.5	-22.1	-8.0
American Indian, Alaskan Native	8.3	22.4	0.0	-32.9	-15.8	8.5	-27.8	-16.5	55.1
Other	14.9	29.4	0.0	-25.1	-27.6	10.1	-21.8	-17.1	-14.5
Missing	49.3	32.4	0.0	-57.2	-37.9	-1.6	-47.4	-34.0	-16.2

Table 4f*Net Effects, Relative to Senior, for Education Level at Registration, for Predicting Each GRE Score for Each Group***FEMALE****Analytical**

Race/ethnic categories	Sophomore	Junior	Senior	First year	Second year	College graduate	Masters graduate	Others	Missing
White (non-Hispanic)	15.4	12.1	0.0	-20.1	-7.0	10.0	-15.8	-12.3	-18.5
Black, African American	4.2	15.6	0.0	-19.6	-12.0	7.6	-12.0	-15.1	-24.0
Asian, Asian American, Pacific Islander	5.3	19.2	0.0	-35.2	-25.7	4.4	-36.1	-26.2	-23.9
Mexican, Mexican American, Chicano	-10.0	25.5	0.0	-25.3	-7.9	11.5	-26.9	-17.0	-13.0
Other Hispanic, Latin American	9.0	3.1	0.0	-32.6	-19.3	8.5	-29.2	-28.0	-23.6
Puerto Rican	49.6	29.0	0.0	-32.5	-10.9	17.7	-26.7	-21.3	18.3
American Indian, Alaskan Native	8.1	23.3	0.0	-30.2	-10.9	6.8	-33.7	-22.1	31.3
Other	10.1	20.6	0.0	-32.9	-25.1	11.0	-27.8	-33.3	-16.9
Missing	33.0	15.9	0.0	-65.2	-36.5	-6.0	-49.1	-49.2	-30.5

**Figure 4a: Net Effects, Relative to Senior, for Education Level at Registration,
for Predicting Each GRE Score for Each Group
Male, Verbal**

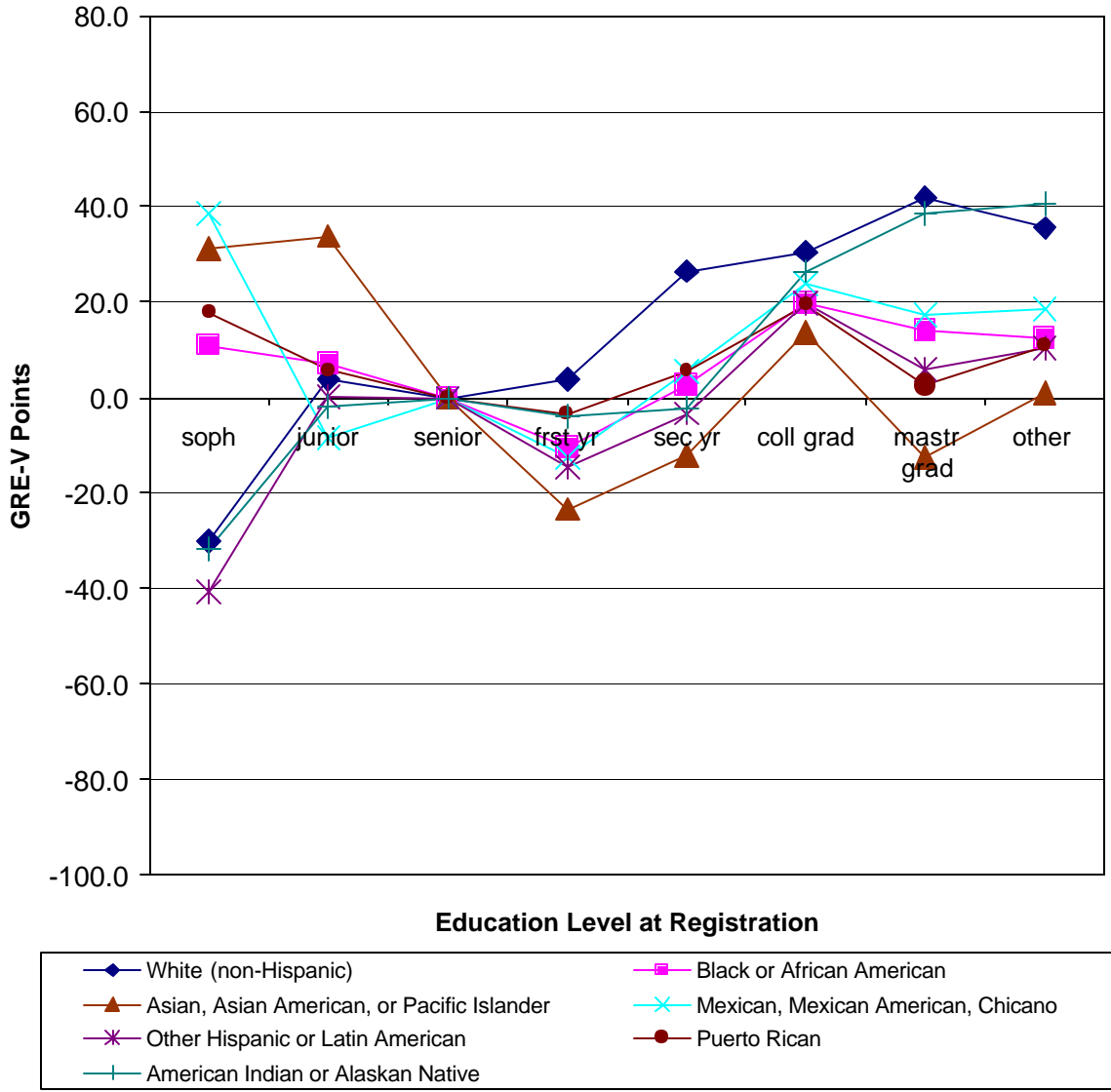
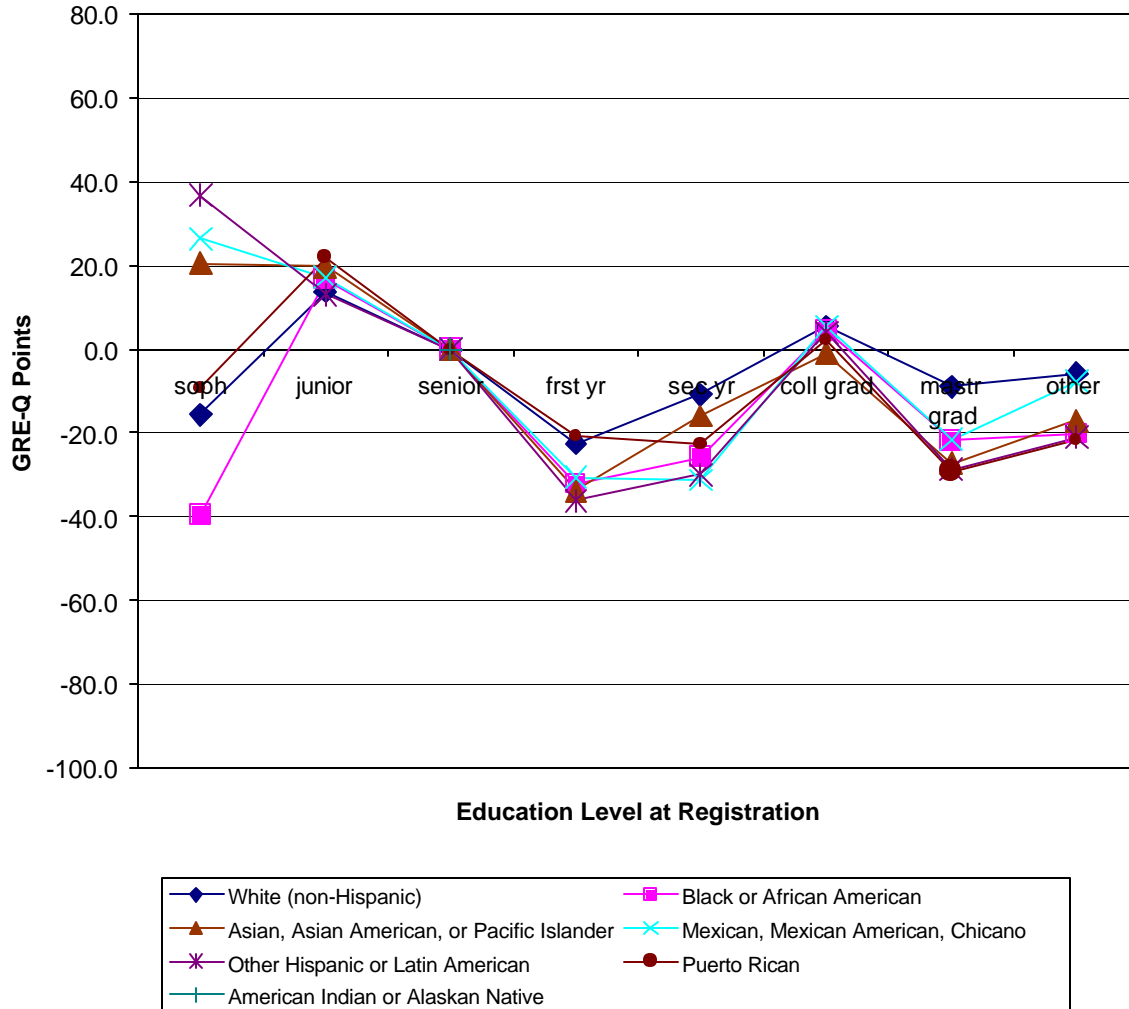
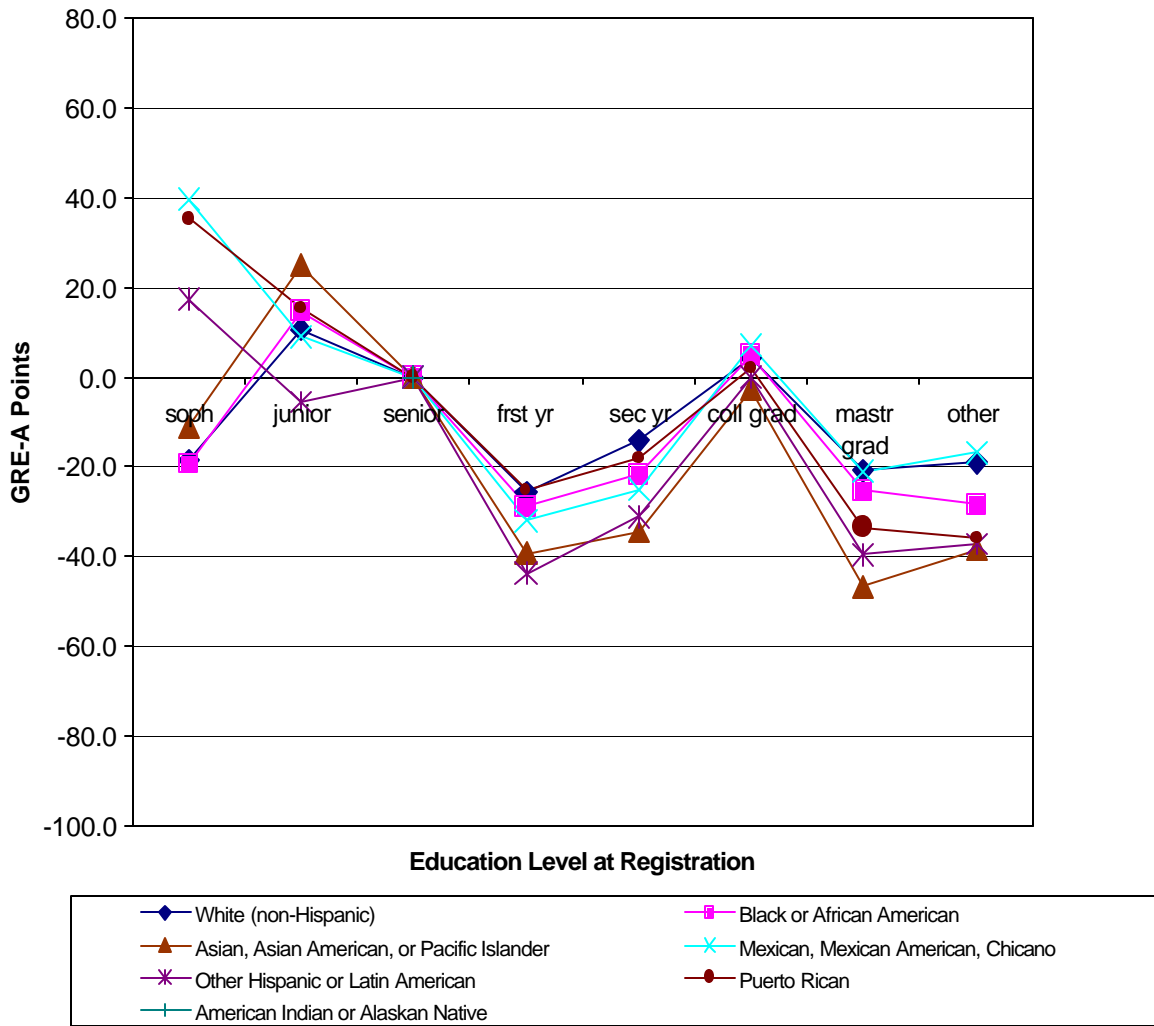


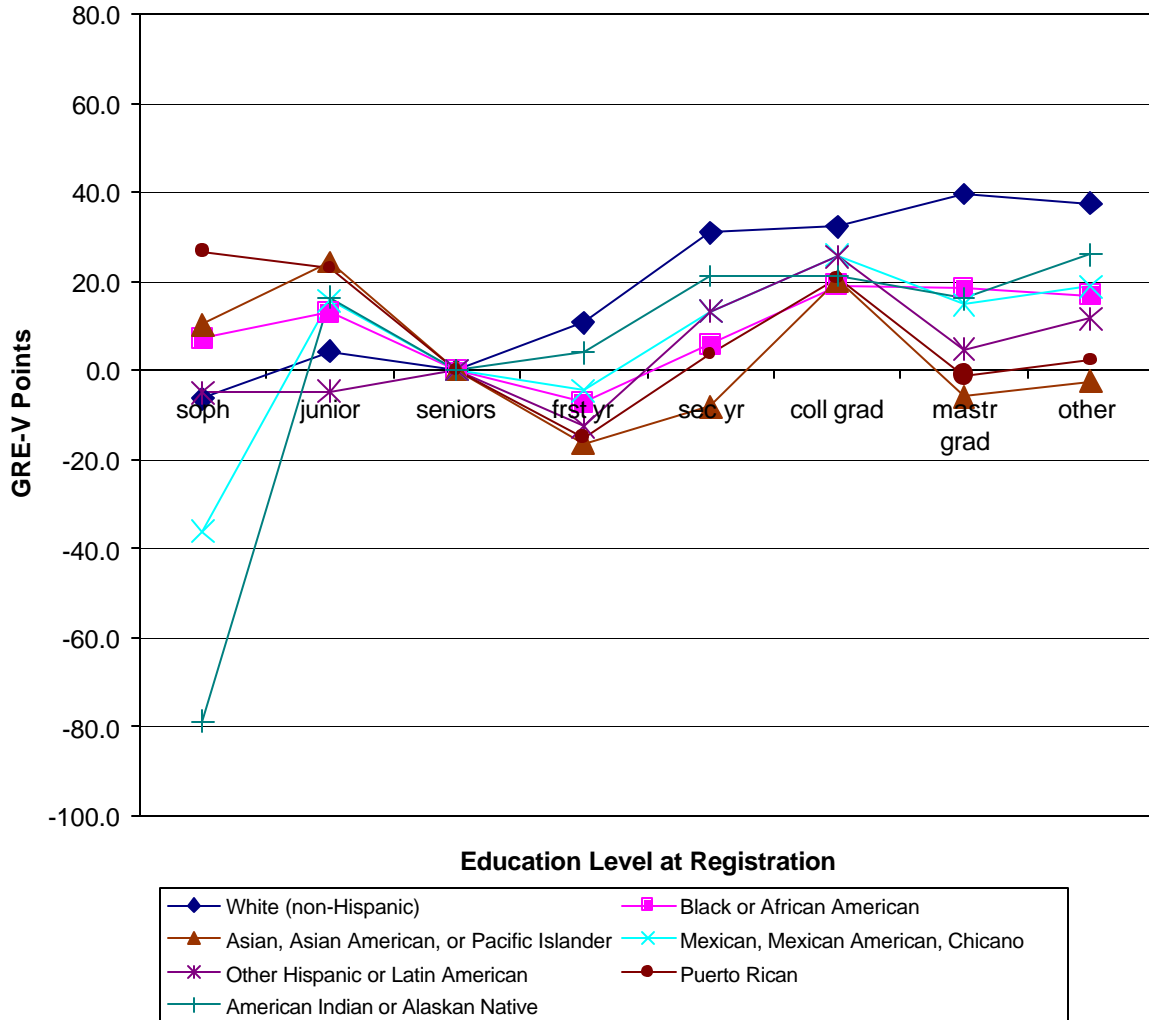
Figure 4b: Net Effects, Relative to Senior, for Education Level at Registration, for Predicting Each GRE Score for Each Group Males, Quantitative



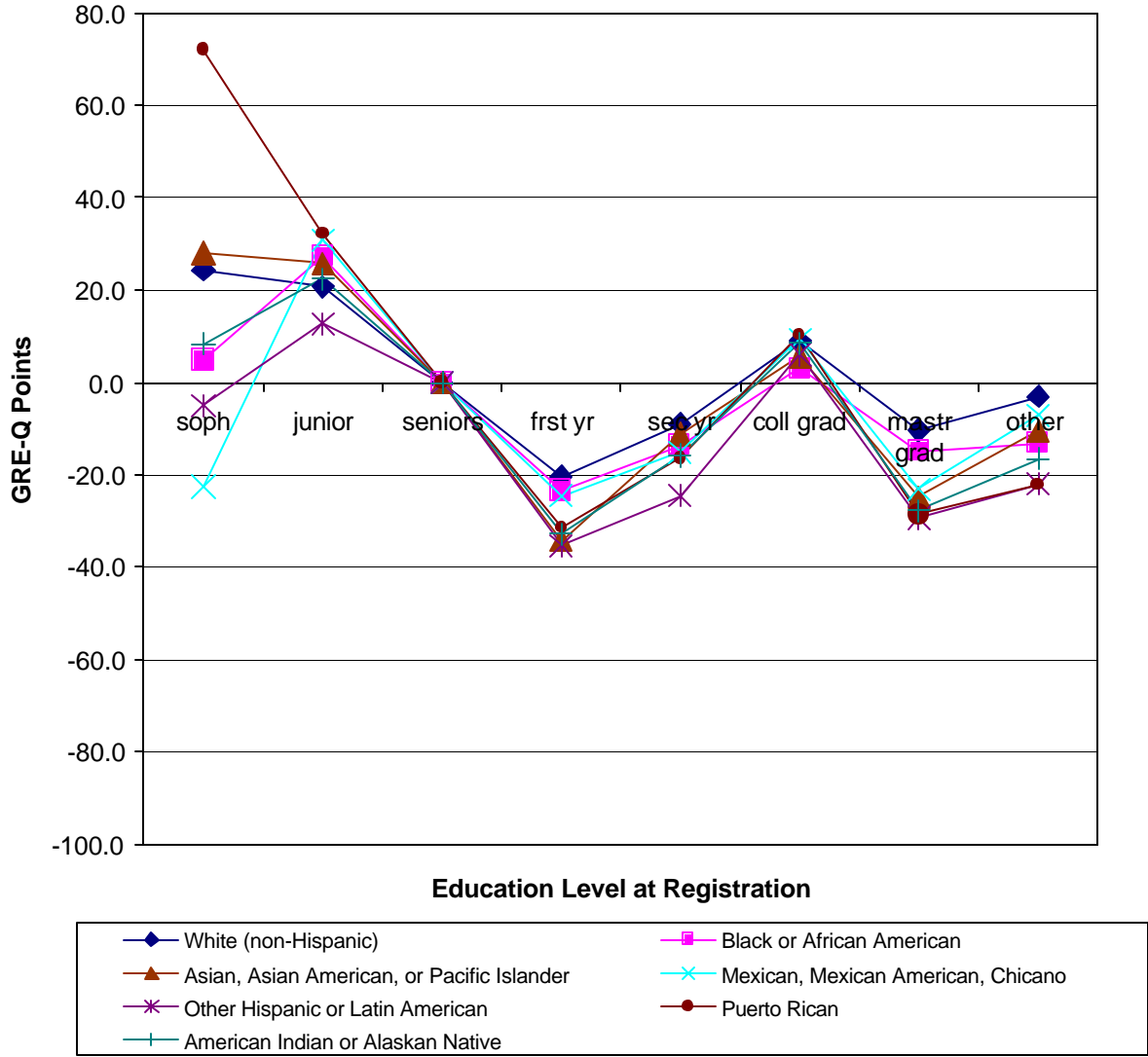
**Figure 4c: Net Effects, Relative to Senior, for Education Level at Registration,
for Predicting Each GRE Score for Each Group
Male, Analytical**



**Figure 4d: Net Effects, Relative to Senior, for Education Level at Registration, for Predicting Each GRE Score for Each Group
Females, Verbal**



**Figure 4e: Net Effects, Relative to Senior, for Education Level at Registration,
for Predicting Each GRE Score for Each Group
Female, Quantitative**



**Figure 4f: Net Effects, Relative to Senior, for Education Level at Registration,
for Predicting Each GRE Score for Each Group
Female, Analytical**

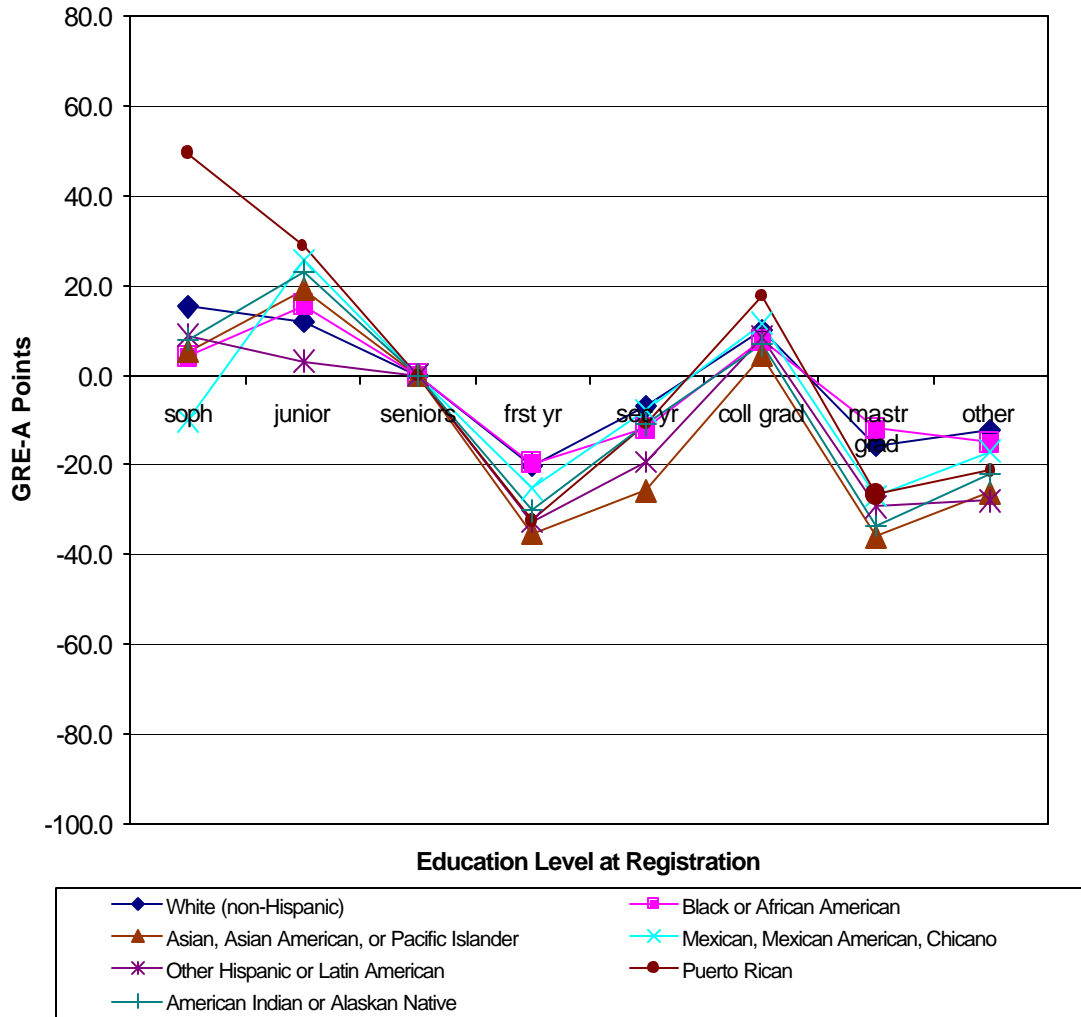


Table 5a

Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group

MALE

Verbal

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	31.6	0.0	23.5	17.4	-1.3	-0.2	14.2	-1.7	6.6
Black, African American	26.5	0.0	9.3	9.0	4.6	0.0	-0.6	-2.9	-6.3
Asian, Asian American, Pacific Islander		0.0							
Mexican, Mexican American, Chicano	36.3	0.0	17.9	14.8	4.1	1.9	7.2	2.8	-4.1
Other Hispanic, Latin American	50.6	0.0	21.9	24.5	16.1	12.8	20.8	17.9	10.4
Puerto Rican	39.3	0.0	19.8	38.4	3.7	22.1	23.4	27.4	8.5
American Indian, Alaskan Native	15.0	0.0	34.5	9.1	-12.8	3.1	4.2	-19.0	-9.6
Other	30.3	0.0	29.9	16.1	-3.8	2.3	14.9	32.8	9.6
Missing	25.1	0.0	33.8	25.1	8.7	-14.3	18.3	-12.1	12.5

Table 5b*Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group***MALE
Quantitative**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	-34.7	0.0	13.2	-26.4	-22.0	-21.6	-25.8	-25.7	-34.5
Black, African American	-32.9	0.0	6.1	-31.4	-16.6	-30.0	-42.6	-35.1	-44.9
Asian, Asian American, Pacific Islander	-30.0	0.0	11.6	-18.4	-15.1	-21.2	-14.9	-19.4	-16.4
Mexican, Mexican American, Chicano	-39.3	0.0	1.7	-39.5	-31.0	-52.2	-47.0	-33.6	-51.7
Other Hispanic, Latin American	-28.9	0.0	13.0	-25.5	-19.0	-15.0	-29.6	-12.7	-38.6
Puerto Rican	-32.2	0.0	18.8	-10.2	-9.9	-1.8	-19.4	-8.2	-35.6
American Indian, Alaskan Native	-87.5	0.0	-4.5	-90.0	-74.7	-73.7	-76.9	-75.3	-85.2
Other	-30.0	0.0	17.6	-26.7	-18.5	-22.8	-24.4	-34.6	-25.7
Missing	-37.9	0.0	11.0	-18.0	-12.7	-9.5	-19.5	-34.8	-24.0

Table 5c

Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group

**MALE
Analytical**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	-4.2	0.0	16.5	-6.4	-11.9	-8.1	-9.8	-11.4	-17.2
Black, African American	0.0	0.0	7.0	-5.6	-6.8	-10.3	-19.7	-13.6	-22.1
Asian, Asian American, Pacific Islander		0.0							
Mexican, Mexican American, Chicano		0.0							
Other Hispanic, Latin American		0.0							
Puerto Rican		0.0							
American Indian, Alaskan Native	-41.3	0.0	8.0	-43.9	-41.0	-11.6	-37.0	-33.5	-55.6
Other	-25.0	0.0	4.0	-36.9	-20.6	-2.3	-12.7	-15.4	-15.7
Missing		0.0							

Table 5d*Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group***FEMALE****Verbal**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	20.8	0.0	20.0	8.3	-7.9	-6.1	6.5	-7.2	-2.9
Black, African American	38.6	0.0	13.0	10.5	8.9	4.8	3.3	0.4	-2.1
Asian, Asian American, Pacific Islander	27.9	0.0	6.2	14.6	-1.9	-10.9	13.4	6.2	2.6
Mexican, Mexican American, Chicano	21.6	0.0	30.2	14.5	2.9	2.7	8.8	7.7	4.3
Other Hispanic, Latin American		0.0							
Puerto Rican		0.0							
American Indian, Alaskan Native	54.4	0.0	45.2	22.3	11.5	-0.7	19.2	16.5	10.8
Other	21.1	0.0	10.1	4.2	-1.4	-23.4	3.4	-6.7	-6.0
Missing	40.6	0.0	24.2	17.8	10.9	-28.3	17.8	3.7	13.8

Table 5e*Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group***FEMALE
Quantitative**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	-46.1	0.0	8.0	-36.9	-33.2	-34.8	-37.2	-33.0	-44.0
Black, African American	-29.3	0.0	9.3	-31.0	-19.7	-31.0	-37.5	-29.5	-43.4
Asian, Asian American, Pacific Islander	-41.0	0.0	17.9	-35.0	-24.6	-29.8	-26.8	-25.4	-32.1
Mexican, Mexican American, Chicano	-30.9	0.0	41.4	-28.4	-22.9	-30.1	-33.3	-22.5	-41.7
Other Hispanic, Latin American	-69.1	0.0	1.7	-51.1	-44.4	-41.3	-49.8	-46.0	-65.2
Puerto Rican	-43.7	0.0	9.7	-33.9	-20.6	-21.8	-32.6	-22.8	-48.8
American Indian, Alaskan Native		0.0							
Other	-52.8	0.0	-1.9	-38.2	-25.7	-59.2	-41.7	-42.7	-51.2
Missing		0.0							

Table 5f*Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group***FEMALE****Analytical**

Race/ethnic categories	Humanities	Engineering	Phy Sci	Social Sci	Life Sci	Business	Other	Education	Missing
White (non-Hispanic)	-16.3	0.0	9.7	-16.9	-21.2	-17.9	-20.0	-18.7	-27.3
Black, African American	-4.8	0.0	2.5	-15.6	-12.0	-16.2	-25.1	-21.1	-30.0
Asian, Asian American, Pacific Islander		0.0							
Mexican, Mexican American, Chicano	19.2	0.0	55.4	16.7	14.5	-1.0	9.6	16.1	-0.5
Other Hispanic, Latin American		0.0							
Puerto Rican		0.0							
American Indian, Alaskan Native		0.0							
Other	-24.3	0.0	0.3	-26.9	-19.0	-49.9	-30.2	-29.4	-37.9
Missing		0.0							

Figure 5a: Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group Males, Verbal

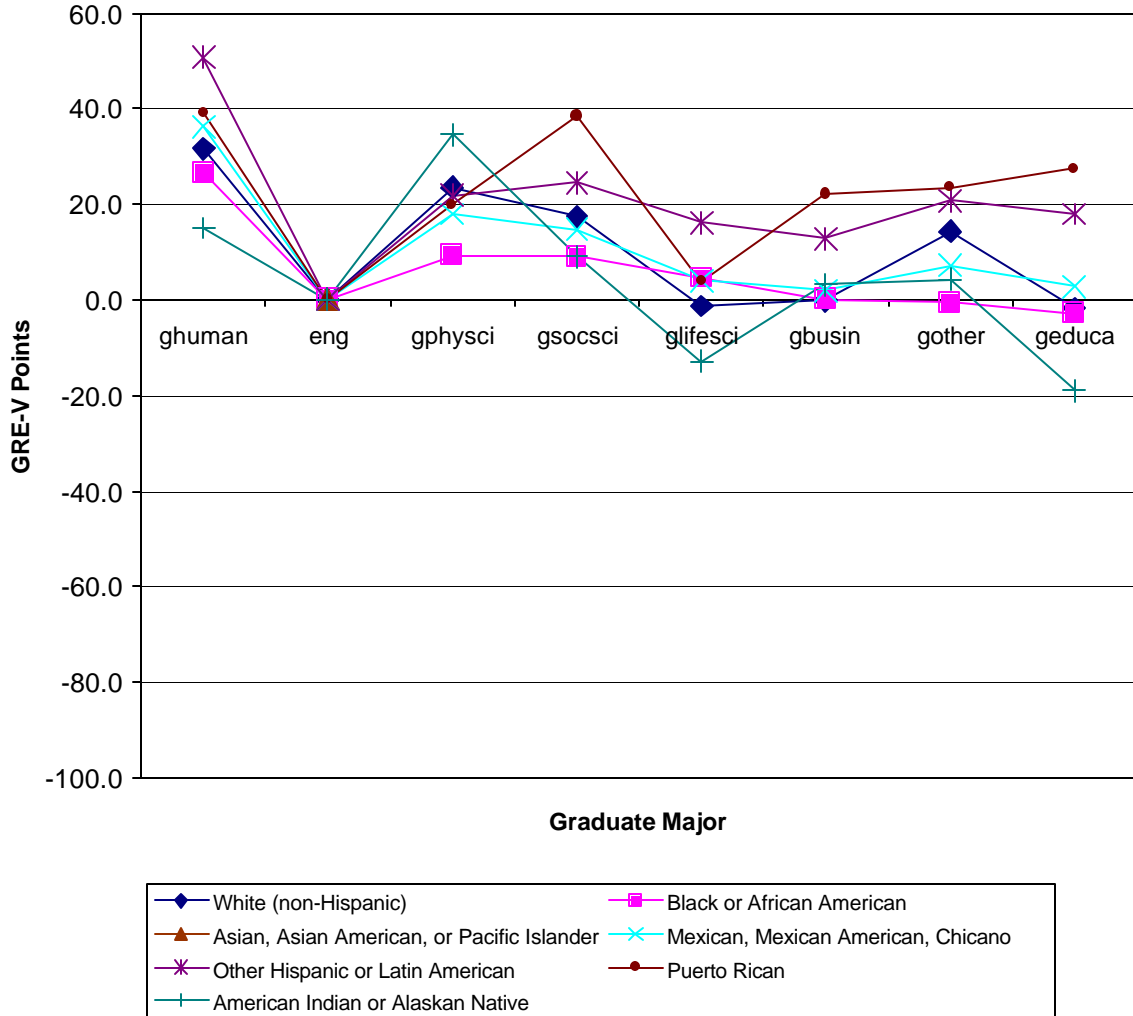
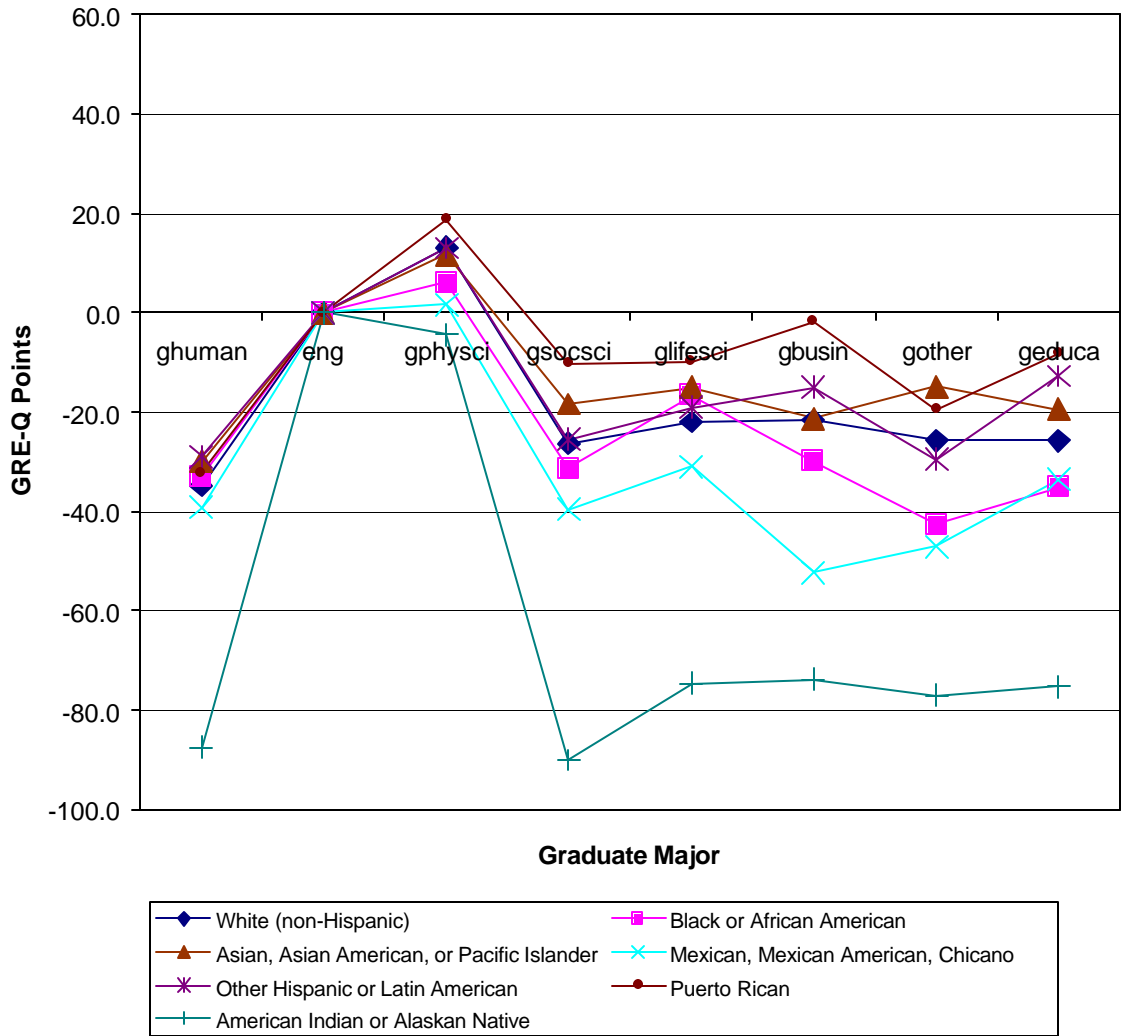


Figure 5b: Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group Males, Quantitative



**Figure 5c: Net Effects, Relative to Engineering, for Graduate Major,
for Predicting Each GRE Score for Each Group
Male, Analytical**

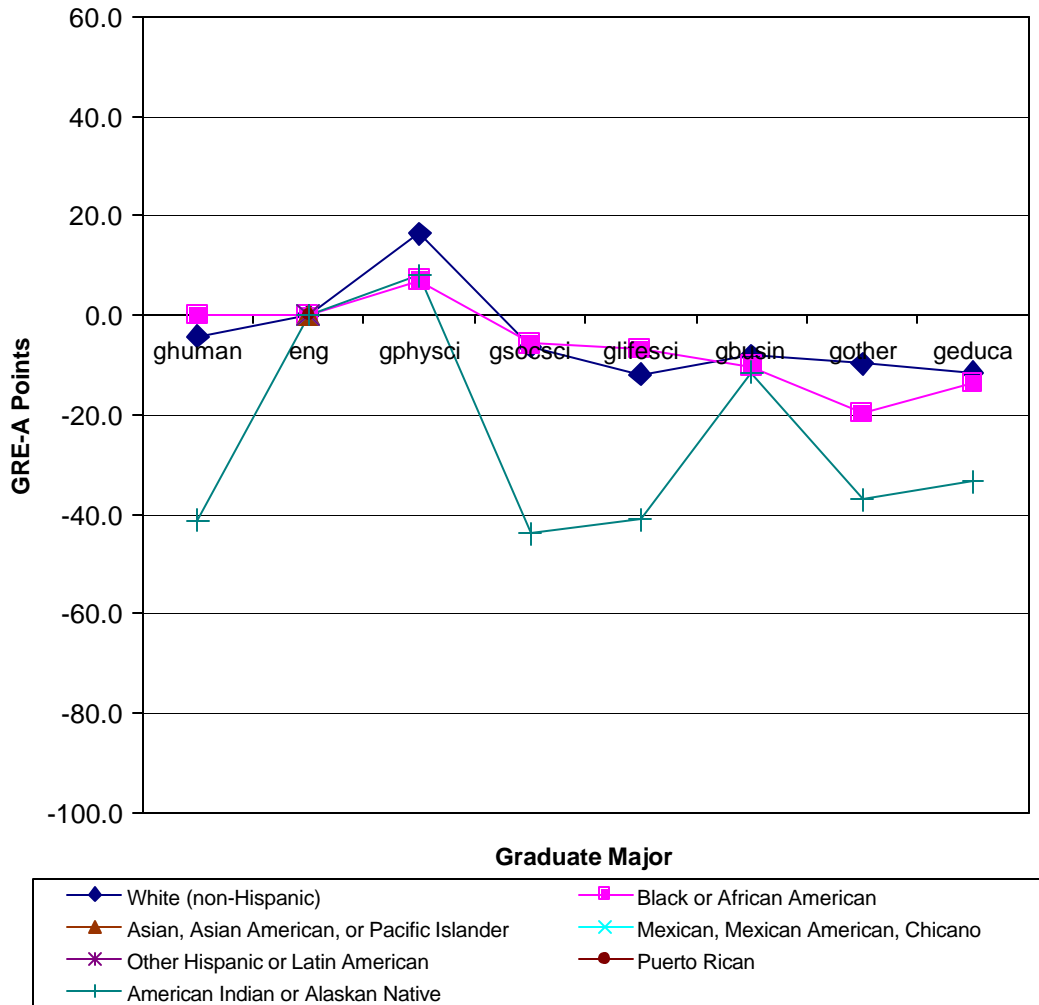
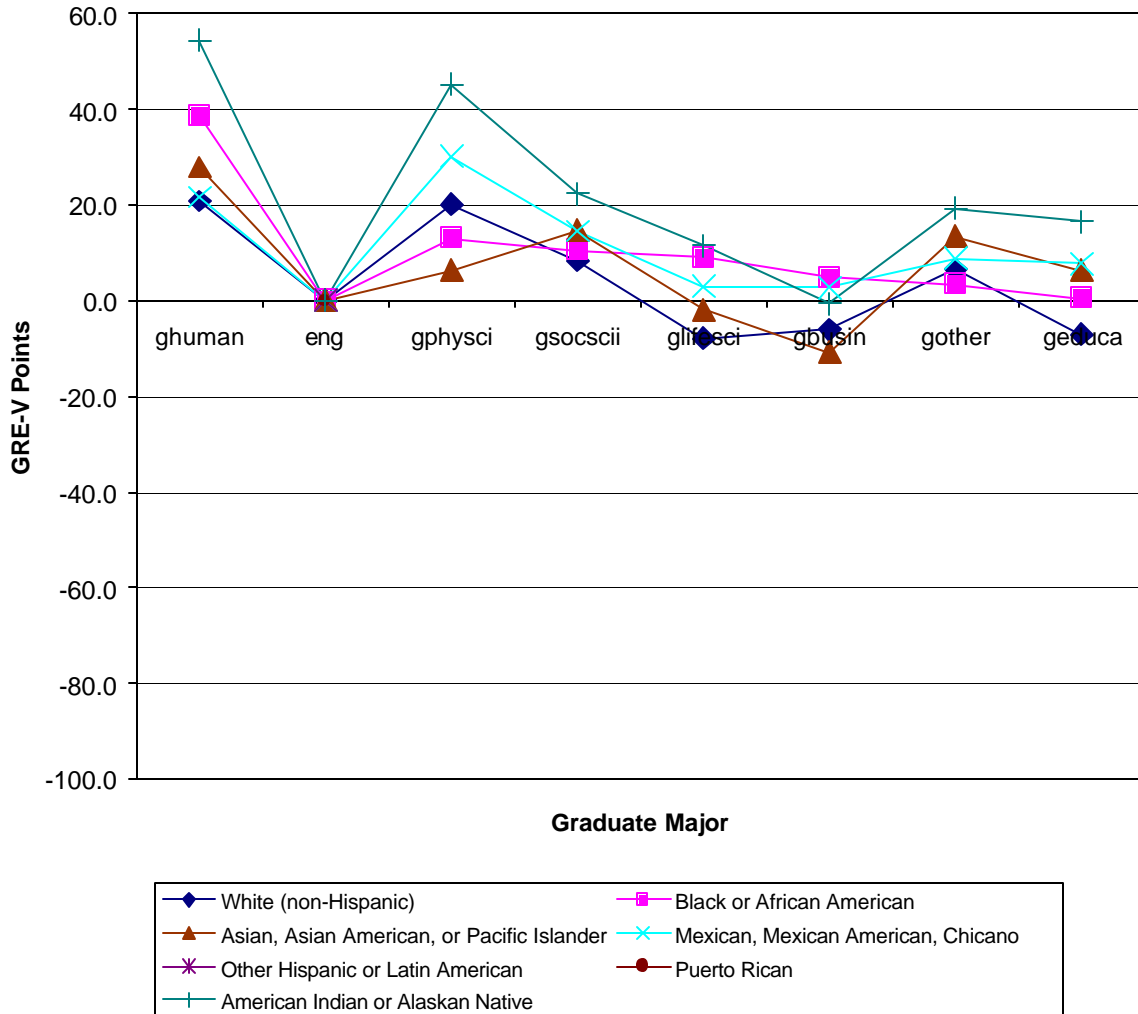


Figure 5d: Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group Females, Verbal



**Figure 5e: Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group
Female, Quantitative**

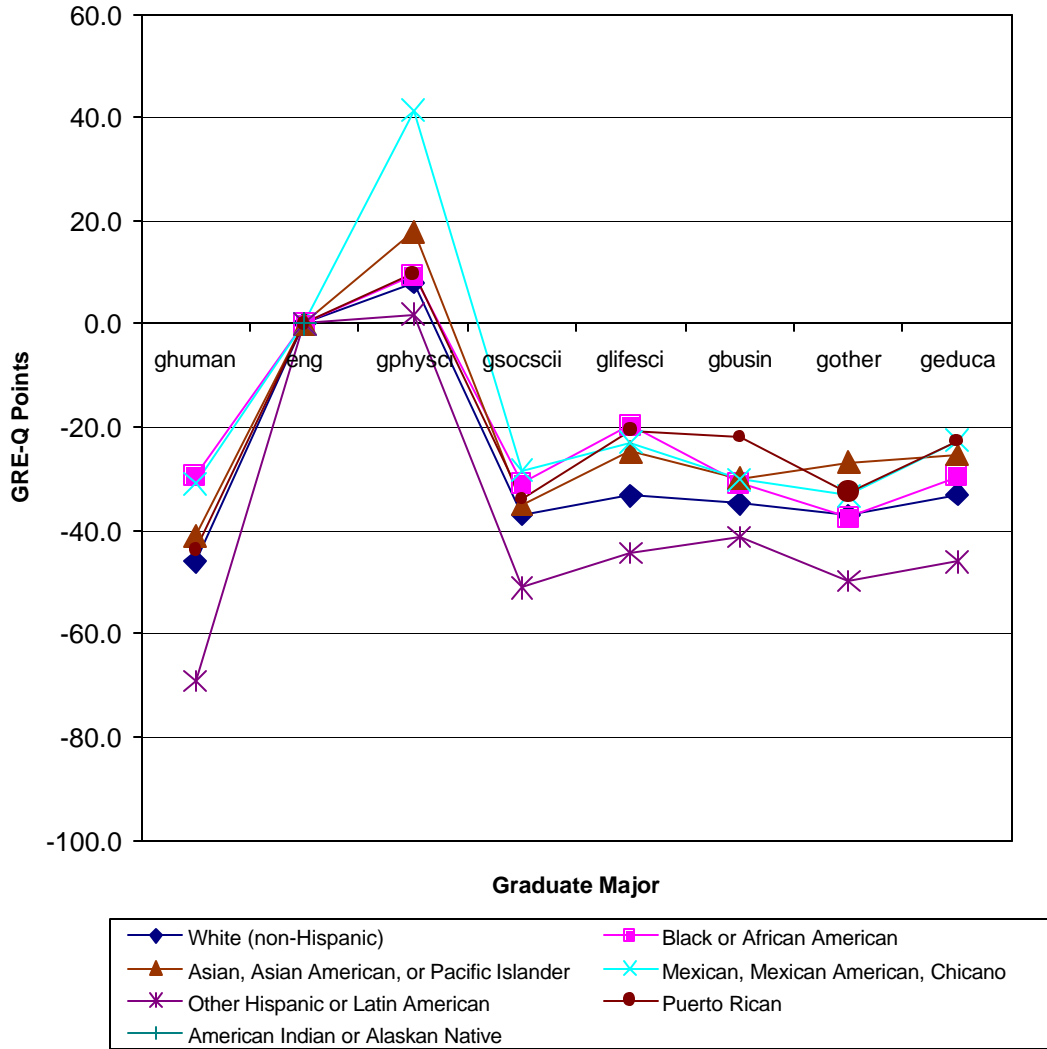


Figure 5f: Net Effects, Relative to Engineering, for Graduate Major, for Predicting Each GRE Score for Each Group Females, Analytical

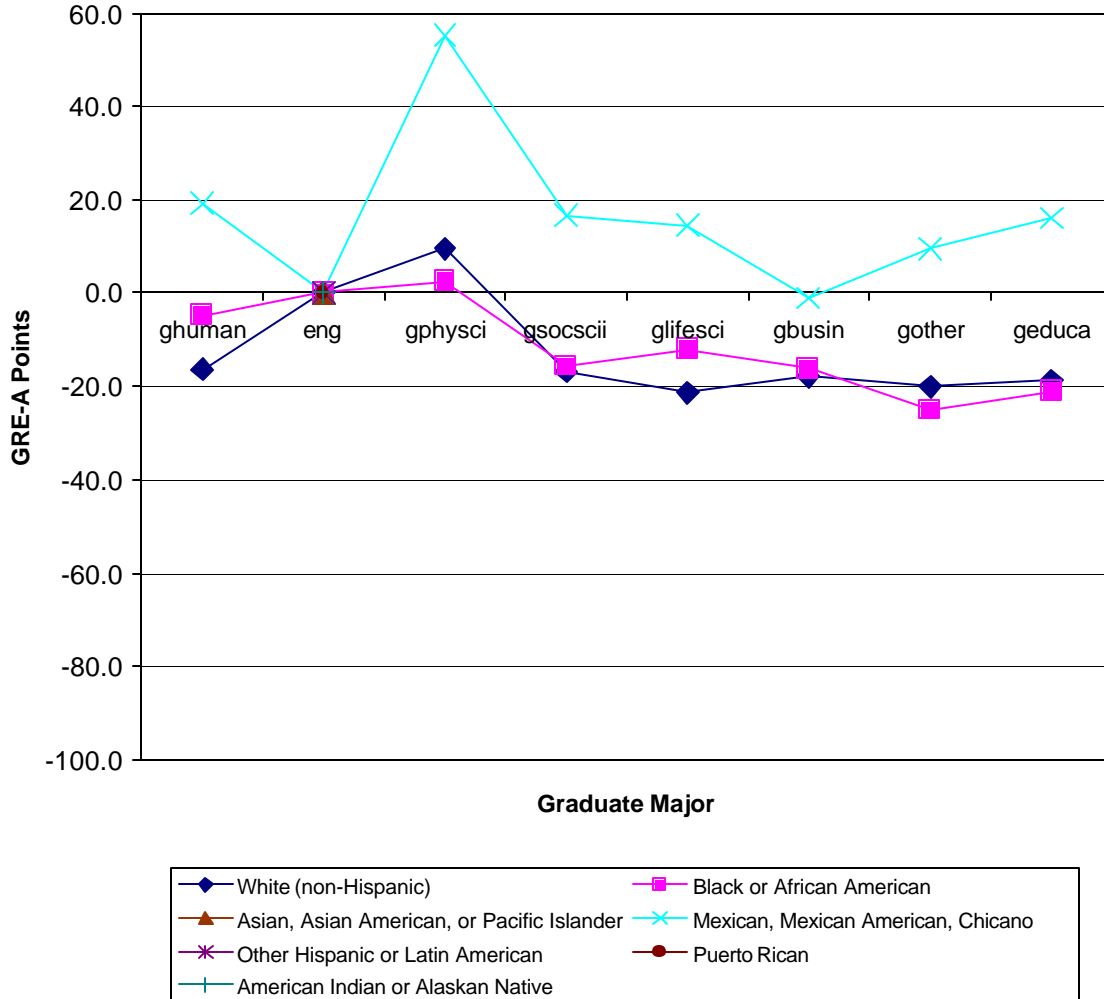


Table 6a*Net Effects, Relative to Attending Full Time, for Predicting Each GRE Score for Each Group***MALE****Verbal**

Race/ethnic categories	Part time	Full time	Undecided	Missing
White (non-Hispanic)		0.0		
Black, African American		0.0		
Asian, Asian American, Pacific Islander	-27.5	0.0	3.6	18.7
Mexican, Mexican American, Chicano		0.0		
Other Hispanic, Latin American	-12.3	0.0	4.6	27.4
Puerto Rican		0.0		
American Indian, Alaskan Native		0.0		
Other		0.0		
Missing		0.0		

Table 6b*Net Effects, Relative to Attending Full Time, for Predicting Each GRE Score for Each Group***MALE
Quantitative**

Race/ethnic categories	Part time	Full time	Undecided	Missing
White (non-Hispanic)	-15.2	0.0	1.8	7.5
Black, African American		0.0		
Asian, Asian American, Pacific Islander	-27.1	0.0	-7.2	0.4
Mexican, Mexican American, Chicano	-26.3	0.0	0.8	-8.7
Other Hispanic, Latin American	-32.5	0.0	1.4	2.7
Puerto Rican		0.0		
American Indian, Alaskan Native	-29.3	0.0	9.8	-43.2
Other		0.0		
Missing		0.0		

Table 6c*Net Effects, Relative to Attending Full Time, for Predicting Each GRE Score for Each Group***MALE
Analytical**

Race/ethnic categories	Part time	Full time	Undecided	Missing
White (non-Hispanic)	-19.3	0.0	-1.1	7.1
Black, African American	-18.4	0.0	-13.3	-1.7
Asian, Asian American, Pacific Islander	-40.9	0.0	-0.3	5.9
Mexican, Mexican American, Chicano	-25.5	0.0	2.5	-19.3
Other Hispanic, Latin American	-31.3	0.0	10.0	4.3
Puerto Rican		0.0		
American Indian, Alaskan Native	-32.2	0.0	3.0	-7.6
Other	-20.2	0.0	0.3	22.1
Missing	-33.9	0.0	-7.6	-6.9

Table 6d*Net Effects, Relative to Attending Full Time, for Predicting Each GRE Score for Each Group***FEMALE****Verbal**

Race/ethnic categories	Part time	Full time	Undecided	Missing
White (non-Hispanic)	-5.5	0.0	3.5	14.4
Black, African American		0.0		
Asian, Asian American, Pacific Islander	-31.6	0.0	1.1	21.4
Mexican, Mexican American, Chicano	-17.9	0.0	0.2	11.3
Other Hispanic, Latin American	-17.5	0.0	1.2	7.5
Puerto Rican		0.0		
American Indian, Alaskan Native		0.0		
Other	-12.5	0.0	5.3	23.2
Missing		0.0		

Table 6e*Net Effects, Relative to Attending Full Time, for Predicting Each GRE Score for Each Group*

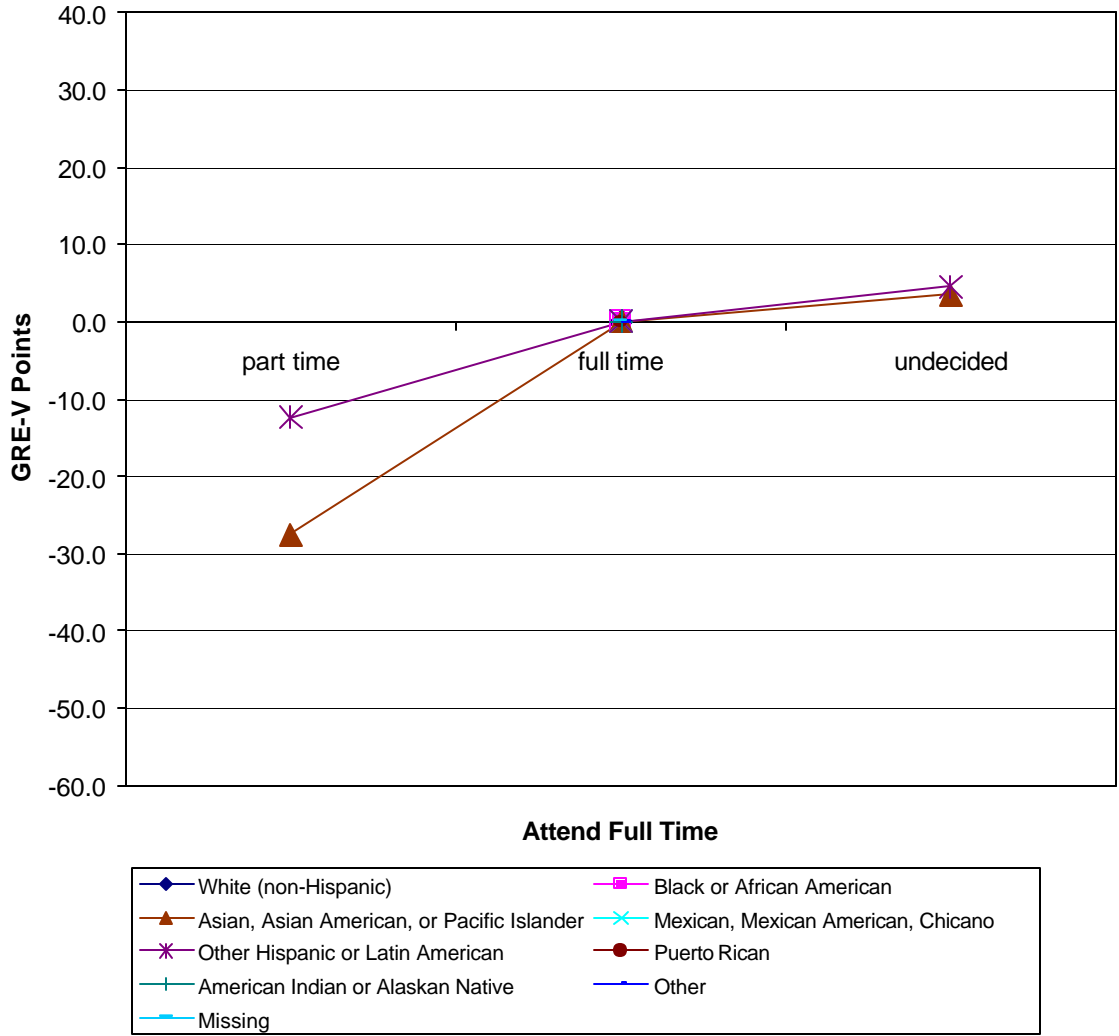
FEMALE
Quantitative

Race/ethnic categories	Part time	Full time	Undecided	Missing
White (non-Hispanic)	-22.1	0.0	-0.6	8.3
Black, African American	-20.9	0.0	-5.7	-2.3
Asian, Asian American, Pacific Islander	-51.2	0.0	-8.9	19.9
Mexican, Mexican American, Chicano	-32.1	0.0	-3.4	-14.9
Other Hispanic, Latin American	-33.0	0.0	-9.7	11.9
Puerto Rican	-26.4	0.0	-12.1	5.6
American Indian, Alaskan Native		0.0		
Other	-34.7	0.0	-2.2	19.2
Missing	-35.6	0.0	-9.9	-2.6

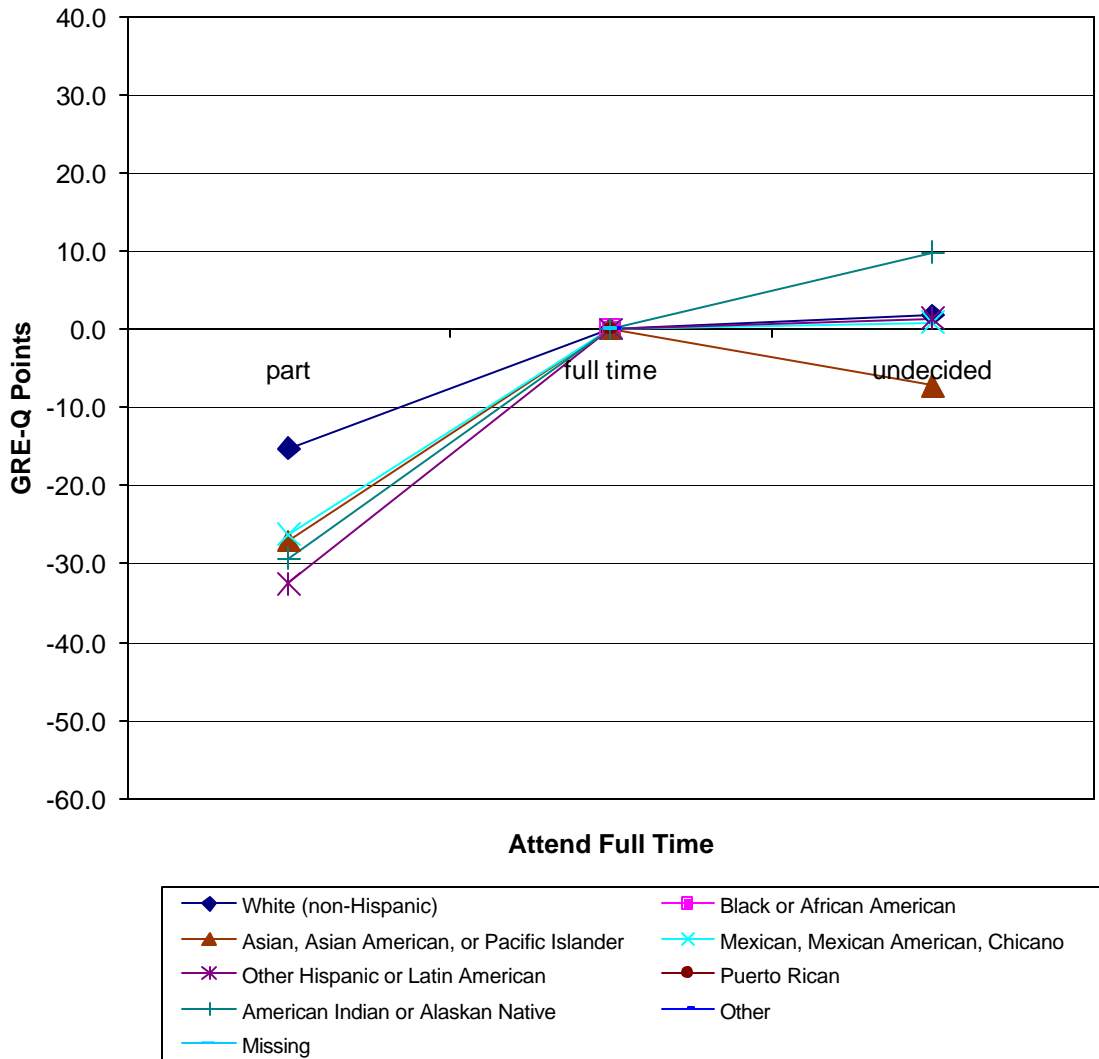
Table 6f*Net Effects, Relative to Attending Full Time, for Predicting Each GRE Score for Each Group***FEMALE****Analytical**

Race/ethnic categories	Part time	Full time	Undecided	Missing
White (non-Hispanic)	-22.3	0.0	-1.3	9.0
Black, African American	-22.5	0.0	-8.3	-1.6
Asian, Asian American, Pacific Islander	-49.8	0.0	-6.9	17.0
Mexican, Mexican American, Chicano	-30.4	0.0	-8.2	5.7
Other Hispanic, Latin American	-32.1	0.0	-7.4	8.0
Puerto Rican	-29.8	0.0	-15.3	-1.1
American Indian, Alaskan Native		0.0		
Other	-31.4	0.0	1.9	22.3
Missing	-37.1	0.0	-6.4	-5.9

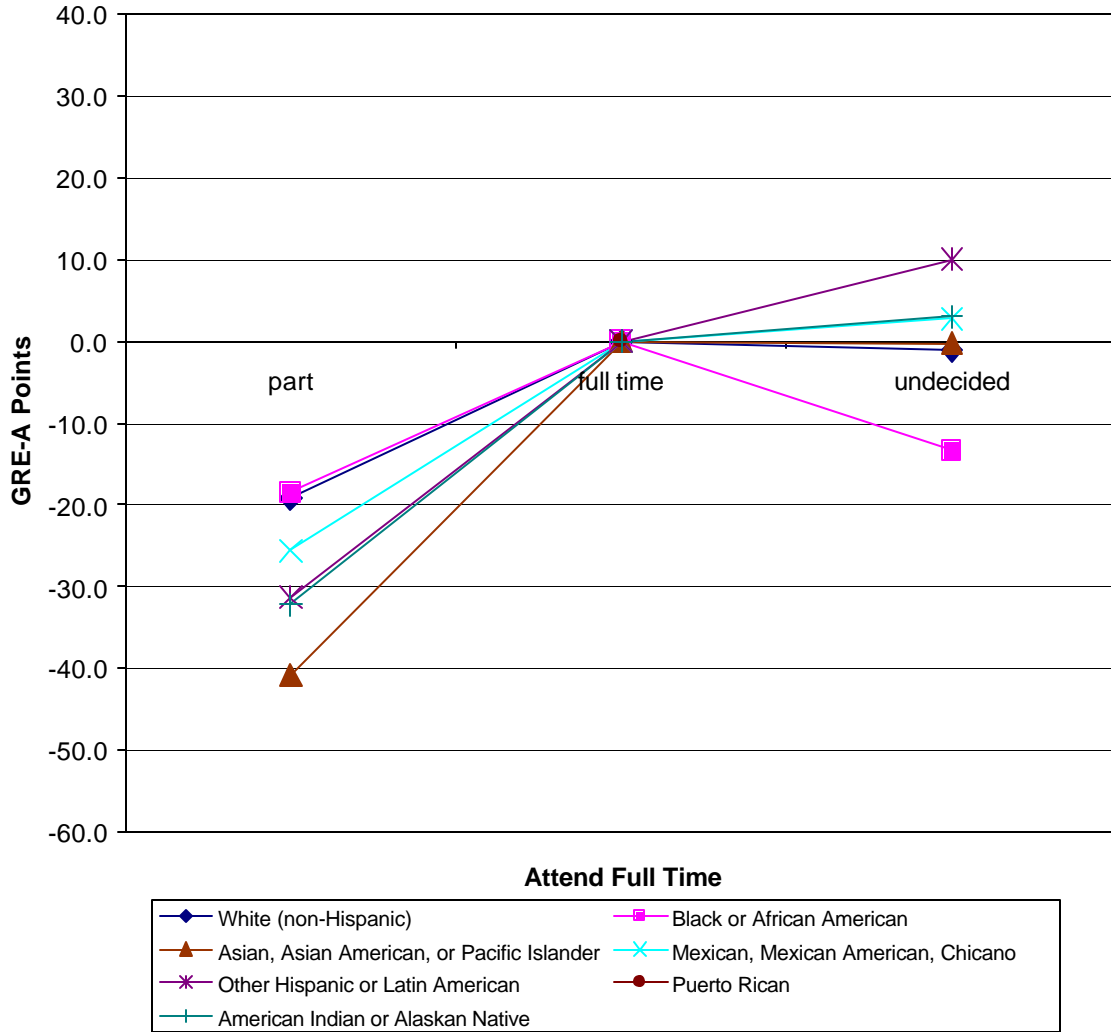
**Figure 6a: Net Effects, Relative to Attending Full Time,
for Predicting Each GRE Score for Each Group
Males, Verbal**



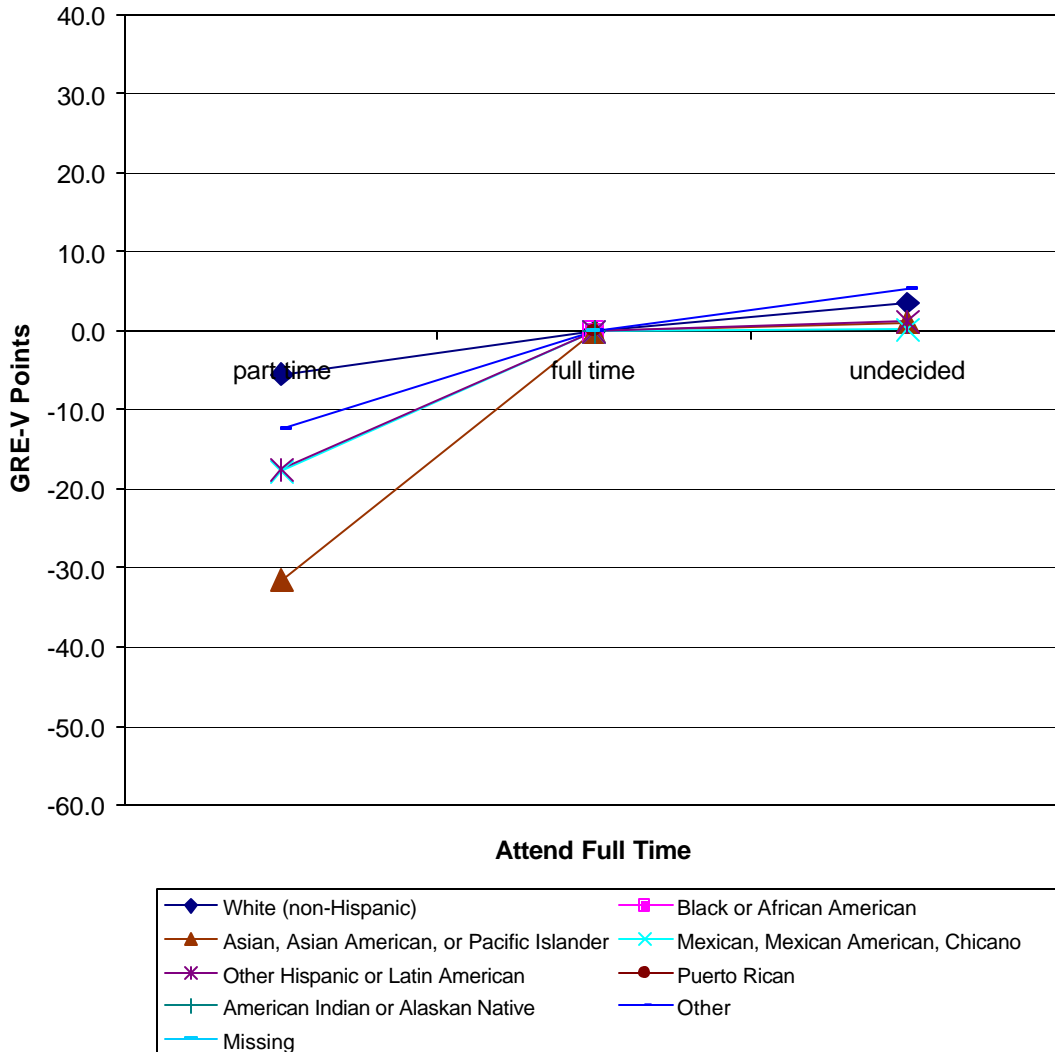
**Figure 6b: Net Effects, Relative to Attending Full Time,
for Predicting Each GRE Score for Each Group
Males, Quantitative**



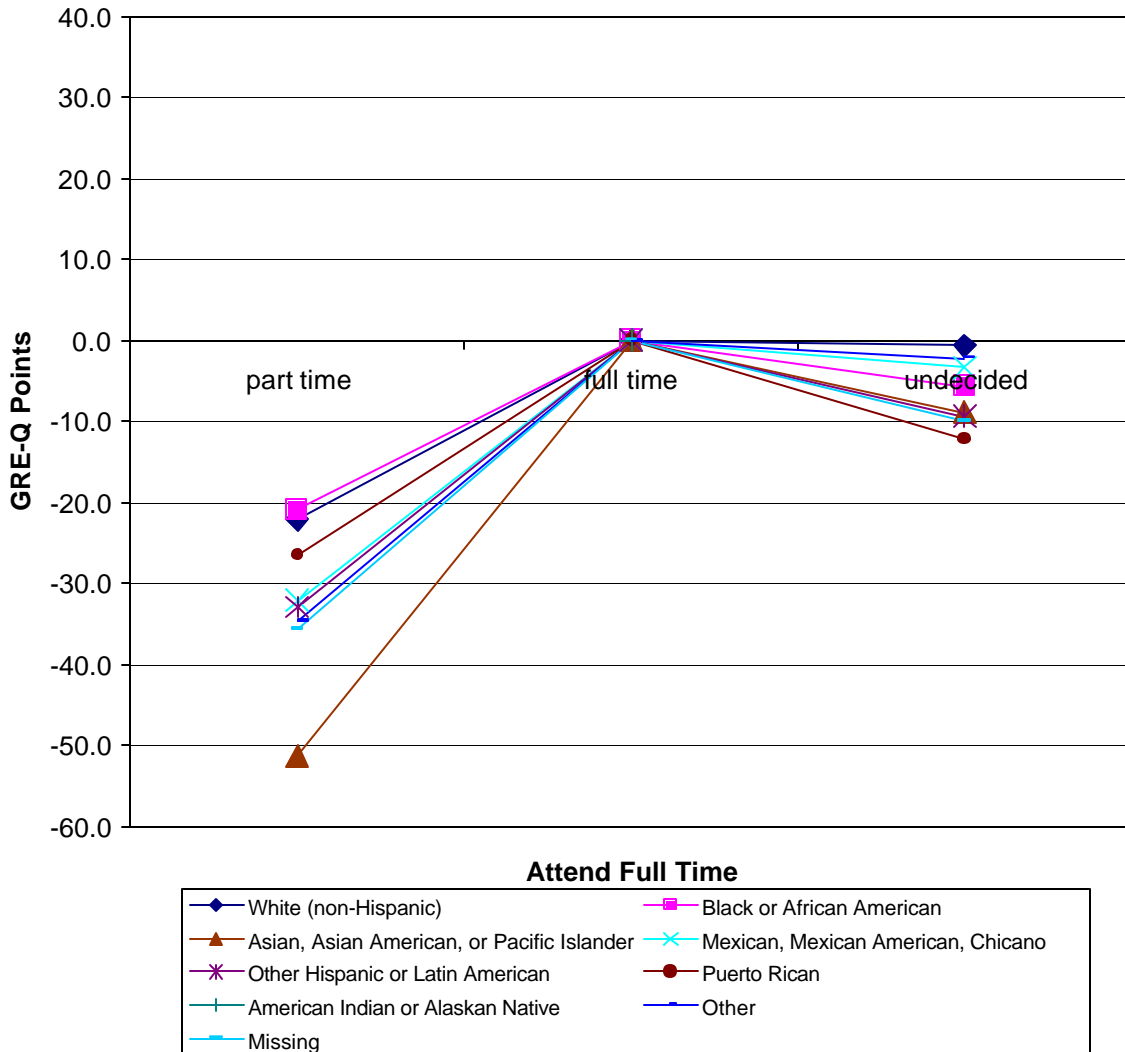
**Figure 6c: Net Effects, Relative to Attending Full Time,
for Predicting Each GRE Score for Each Group
Males, Analytical**



**Figure 6d: Net Effects, Relative to Attending Full Time,
for Predicting Each GRE Score for Each Group
Females, Verbal**



**Figure 6e: Net Effects, Relative to Attending Full Time,
for Predicting Each GRE Score for Each Group
Females, Quantitative**



**Figure 6f: Net Effects, Relative to Attending Full Time,
for Predicting Each GRE Score for Each Group
Females, Analytical**

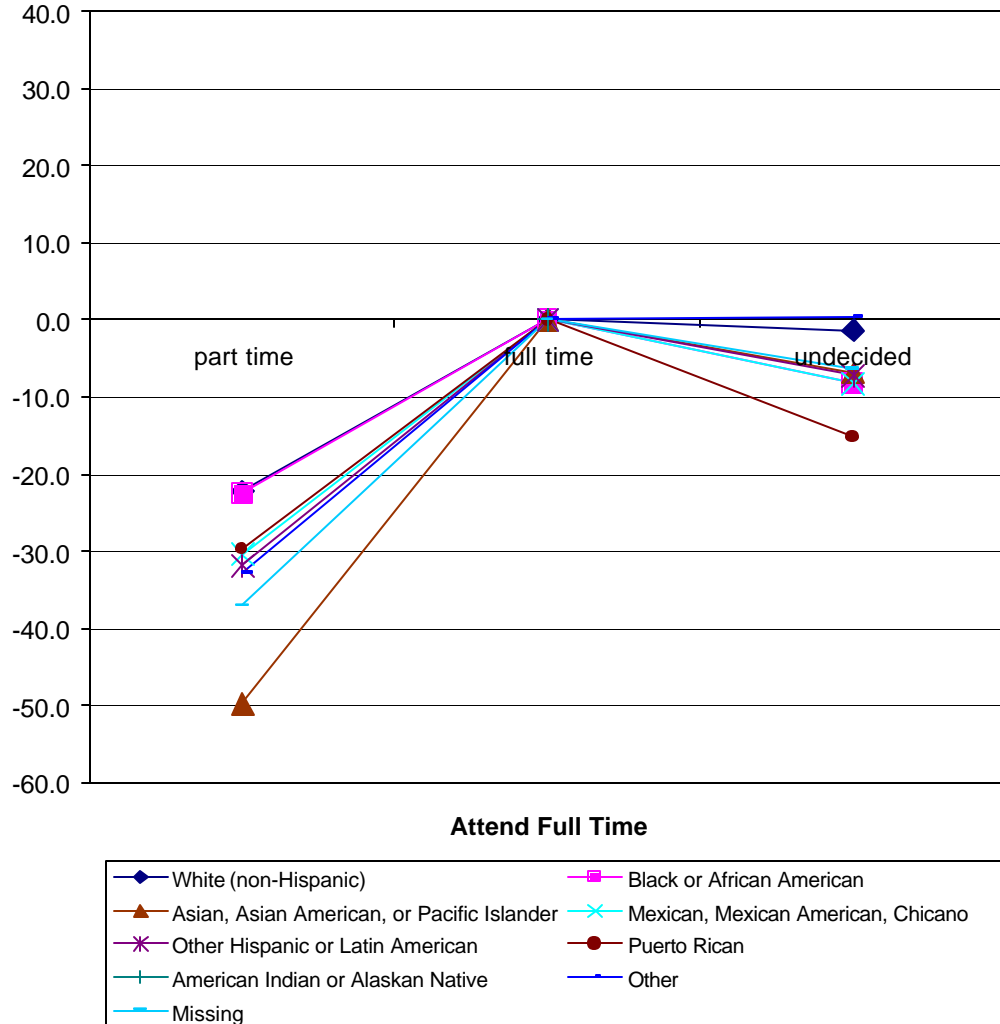


Table 7a*Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group***MALE****Verbal**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0									
Black, African American	0.0	3.9	10.3	20.1	12.3	16.6	17.7	6.5	9.6	43.0
Asian, Asian American, Pacific Islander	0.0									
Mexican, Mexican American, Chicano	0.0	9.7	27.4	30.0	25.5	32.1	42.0	62.8	51.4	77.1
Other Hispanic, Latin American	0.0	-0.7	13.9	24.9	27.3	36.6	37.1	60.3	62.4	37.3
Puerto Rican	0.0	-8.2	4.1	19.2	25.7	11.9	9.9	46.9	41.5	44.0
American Indian, Alaskan Native	0.0									
Other	0.0	4.0	15.1	10.0	6.7	11.7	11.2	16.8	16.1	84.0
Missing	0.0	-50.2	0.2	-5.2	-31.2	-9.9	-12.2	-20.3	-43.5	77.5

Table 7b

Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group

**MALE
Quantitative**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0									
Black, African American	0.0	-0.1	10.0	23.1	31.0	36.6	40.7	57.4	60.1	37.1
Asian, Asian American, Pacific Islander	0.0	12.5	8.0	10.9	17.6	4.5	-18.8	-19.3	-22.2	87.7
Mexican, Mexican American, Chicano	0.0	5.2	26.4	28.6	38.1	38.3	49.6	71.8	66.6	35.1
Other Hispanic, Latin American	0.0	12.6	24.4	33.3	41.4	45.5	56.0	70.9	78.7	57.4
Puerto Rican	0.0	-5.2	25.9	25.2	40.7	43.2	21.9	57.7	41.7	63.3
American Indian, Alaskan Native	0.0	37.2	50.7	68.9	72.3	66.6	92.6	91.8	104.8	96.8
Other	0.0	1.7	19.9	17.6	16.8	21.0	29.1	42.3	49.4	85.2
Missing	0.0	-32.5	-13.6	15.9	-24.5	-14.9	-8.3	-21.9	-27.9	104.6

Table 7c*Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group***MALE
Analytical**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0									
Black, African American	0.0	-0.4	5.7	15.6	15.3	12.6	11.7	13.7	21.0	40.3
Asian, Asian American, Pacific Islander	0.0									
Mexican, Mexican American, Chicano	0.0	1.6	4.3	20.5	-5.5	13.2	6.2	13.5	12.2	68.9
Other Hispanic, Latin American	0.0	8.1	17.1	14.5	29.8	33.4	30.0	52.4	48.3	62.6
Puerto Rican	0.0	12.8	44.6	42.6	75.2	58.6	46.6	85.5	83.5	88.3
American Indian, Alaskan Native	0.0	38.7	60.4	80.9	92.2	88.7	114.9	90.8	118.0	84.0
Other	0.0	30.9	45.7	41.9	22.0	32.6	41.1	35.4	55.2	107.8
Missing	0.0	-57.5	-22.7	-29.8	-49.1	-29.3	-31.2	-35.5	-41.0	92.8

Table 7d

Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group

FEMALE

Verbal

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0									
Black, African American	0.0									
Asian, Asian American, Pacific Islander	0.0	21.0	38.3	35.7	36.5	33.8	28.2	29.7	23.7	85.3
Mexican, Mexican American, Chicano	0.0	13.3	25.4	27.5	32.7	31.3	46.3	66.3	62.1	35.3
Other Hispanic, Latin American	0.0	0.3	16.6	15.8	20.6	19.4	27.9	42.3	46.7	55.7
Puerto Rican	0.0									
American Indian, Alaskan Native	0.0	25.2	33.4	39.5	44.4	44.2	44.6	71.8	62.7	59.5
Other	0.0	9.3	23.2	23.2	34.8	32.2	42.0	56.2	60.2	58.5
Missing	0.0									

Table 7e

Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group

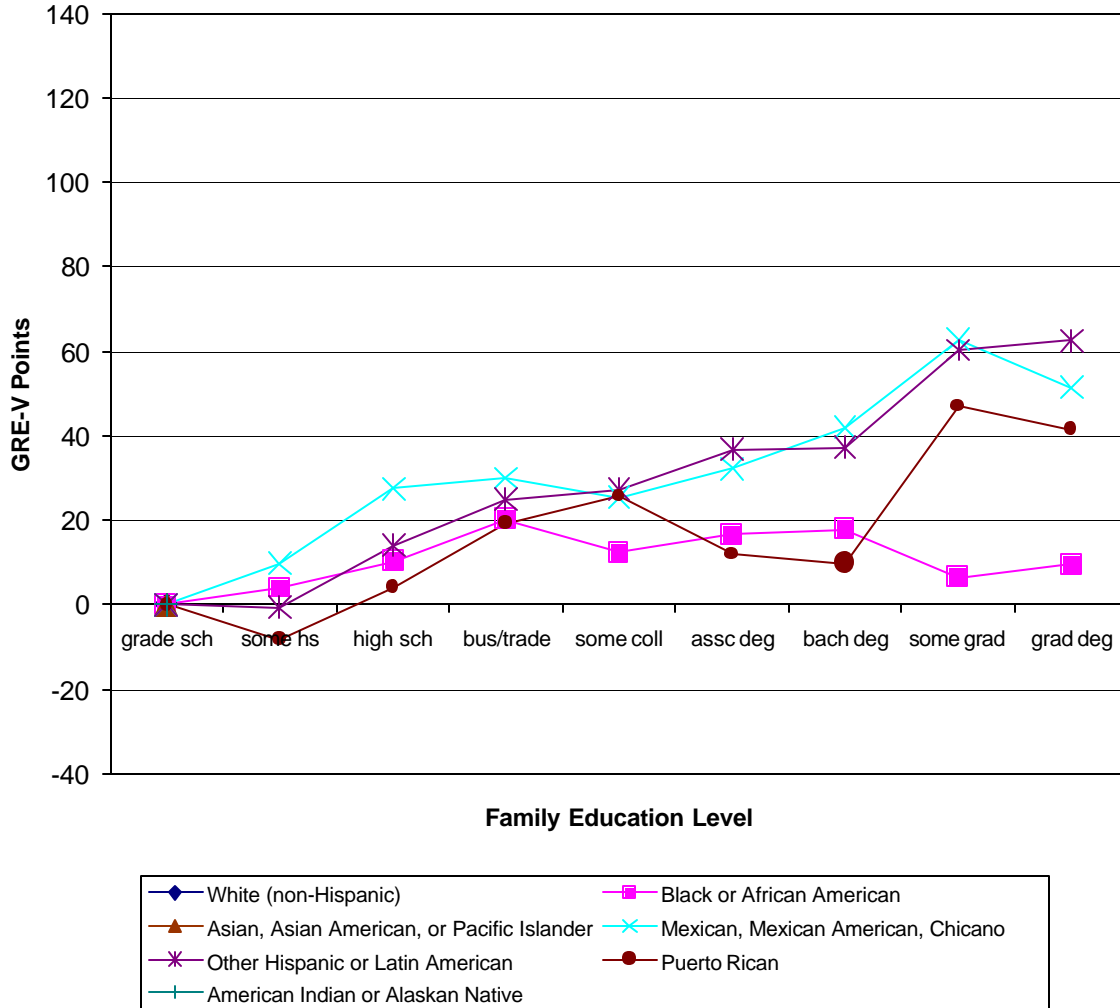
FEMALE
Quantitative

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0									
Black, African American	0.0									
Asian, Asian American, Pacific Islander	0.0									
Mexican, Mexican American, Chicano	0.0	4.0	18.2	24.6	32.7	38.6	48.4	66.8	61.8	38.3
Other Hispanic, Latin American	0.0	-3.8	-1.4	-0.9	-4.7	4.1	2.4	-10.2	1.7	67.3
Puerto Rican	0.0									
American Indian, Alaskan Native	0.0	16.0	35.6	38.0	62.6	56.0	67.2	90.0	83.4	41.9
Other	0.0	1.6	12.2	24.8	22.4	25.8	35.3	44.6	41.8	70.2
Missing	0.0	-19.2	-9.7	-4.9	-14.9	-31.1	-20.2	-8.7	-28.2	70.8

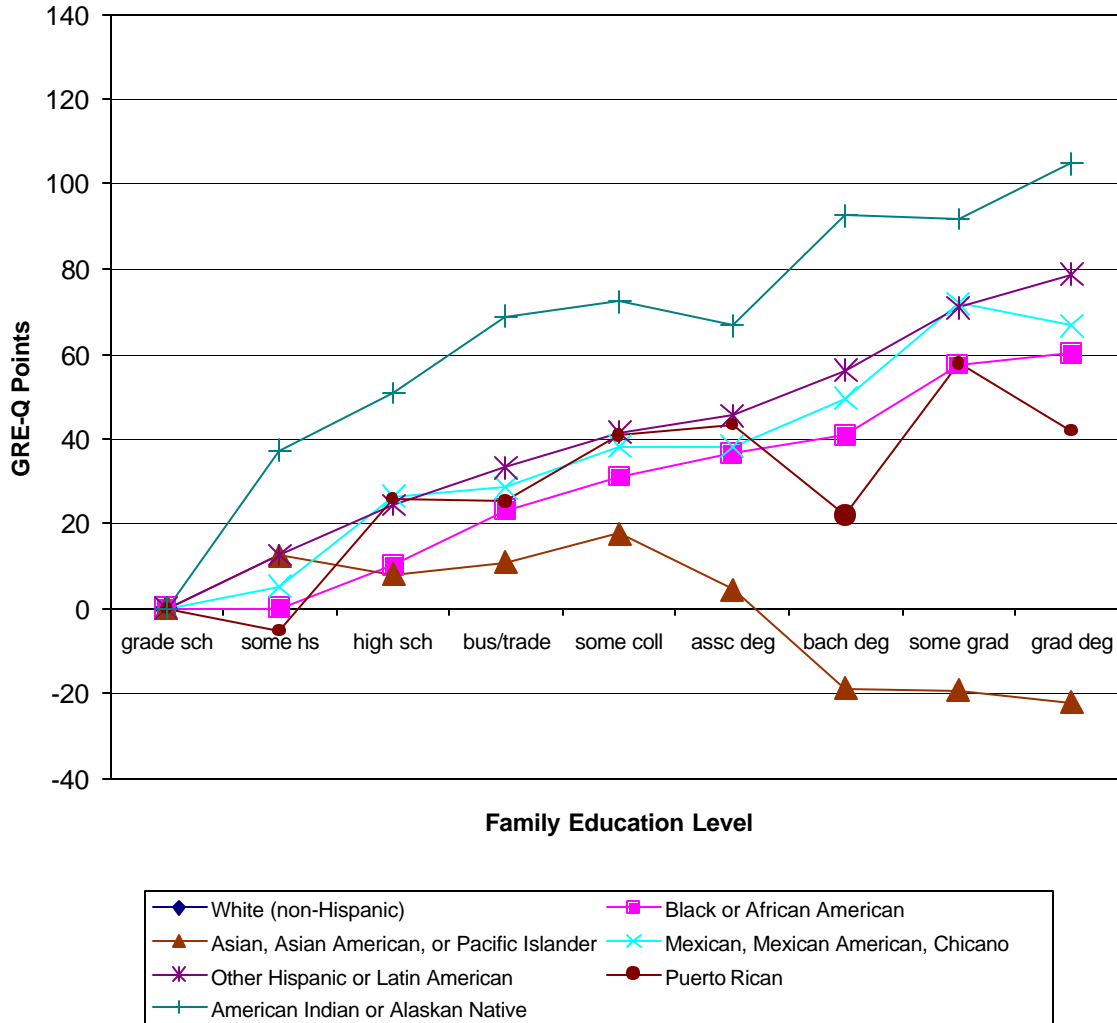
Table 7f*Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group***FEMALE****Analytical**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0									
Black, African American	0.0									
Asian, Asian American, Pacific Islander	0.0									
Mexican, Mexican American, Chicano	0.0									
Other Hispanic, Latin American	0.0	-1.6	4.0	-3.4	-0.5	6.5	-7.1	-0.7	4.0	46.2
Puerto Rican	0.0	4.1	27.1	23.6	43.0	34.8	19.8	47.4	36.4	57.0
American Indian, Alaskan Native	0.0	36	66	73.1	93.3	90	98.9	112.8	115.2	76.3
Other	0.0	6.7	15.5	25.8	10.1	13.9	21.0	10.9	13.7	87.4
Missing	0.0									

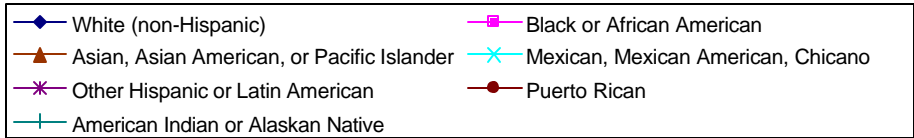
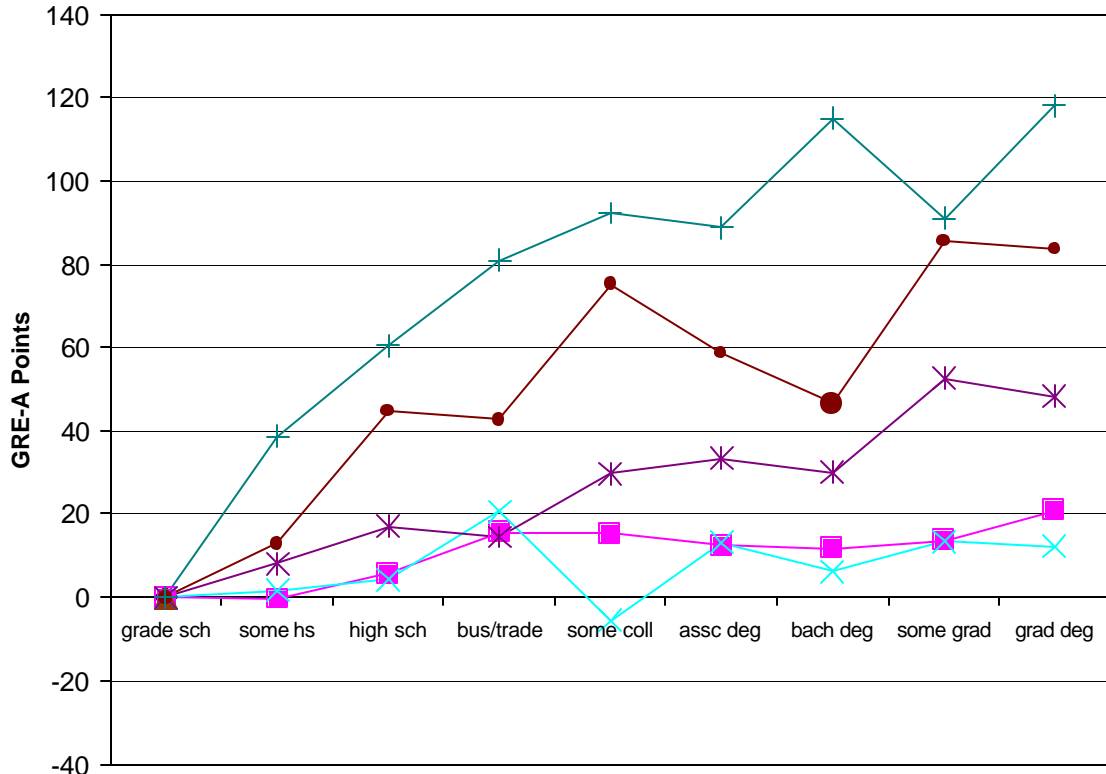
**Figure 7a: Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group
Males, Verbal**



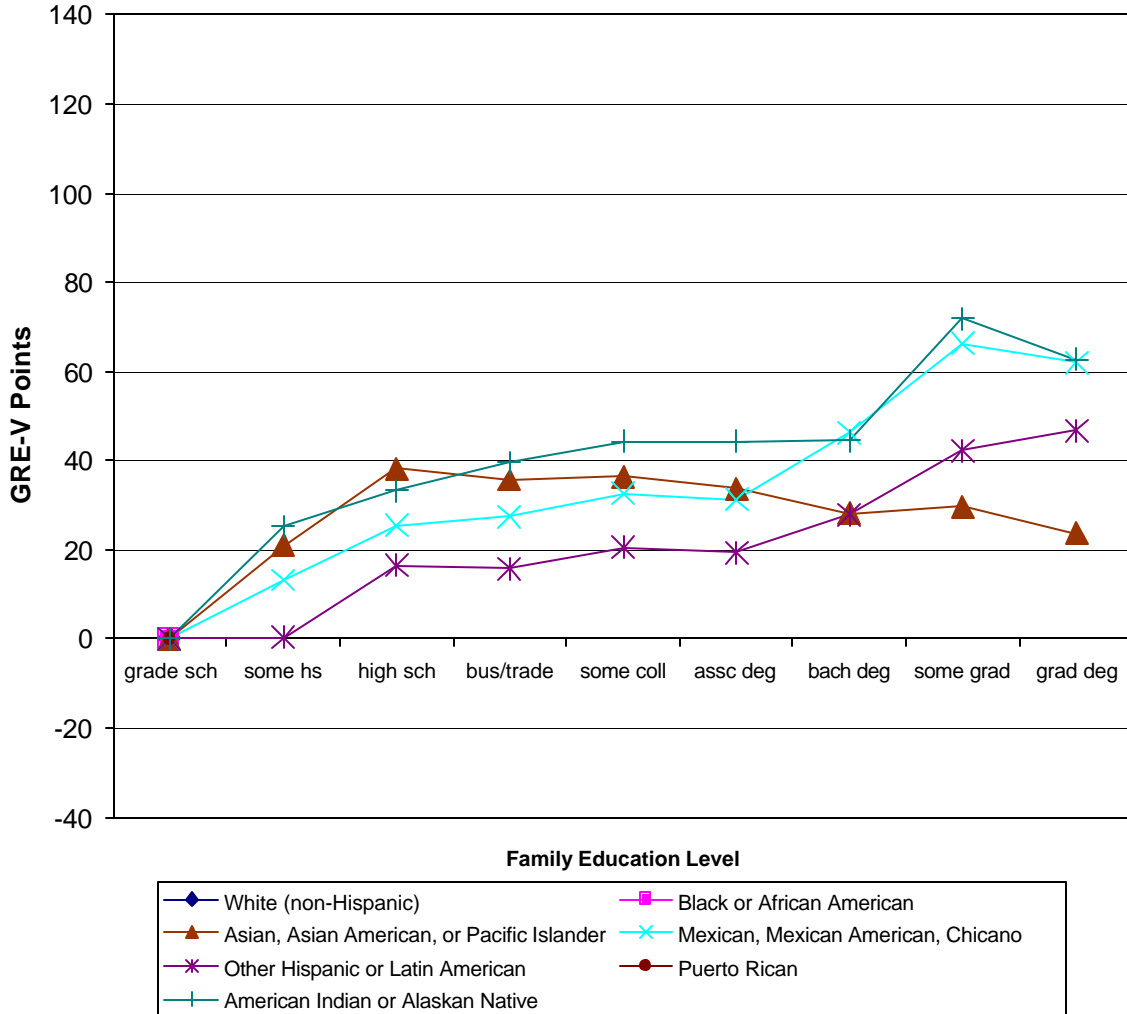
**Figure 7b: Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group
Males, Quantitative**



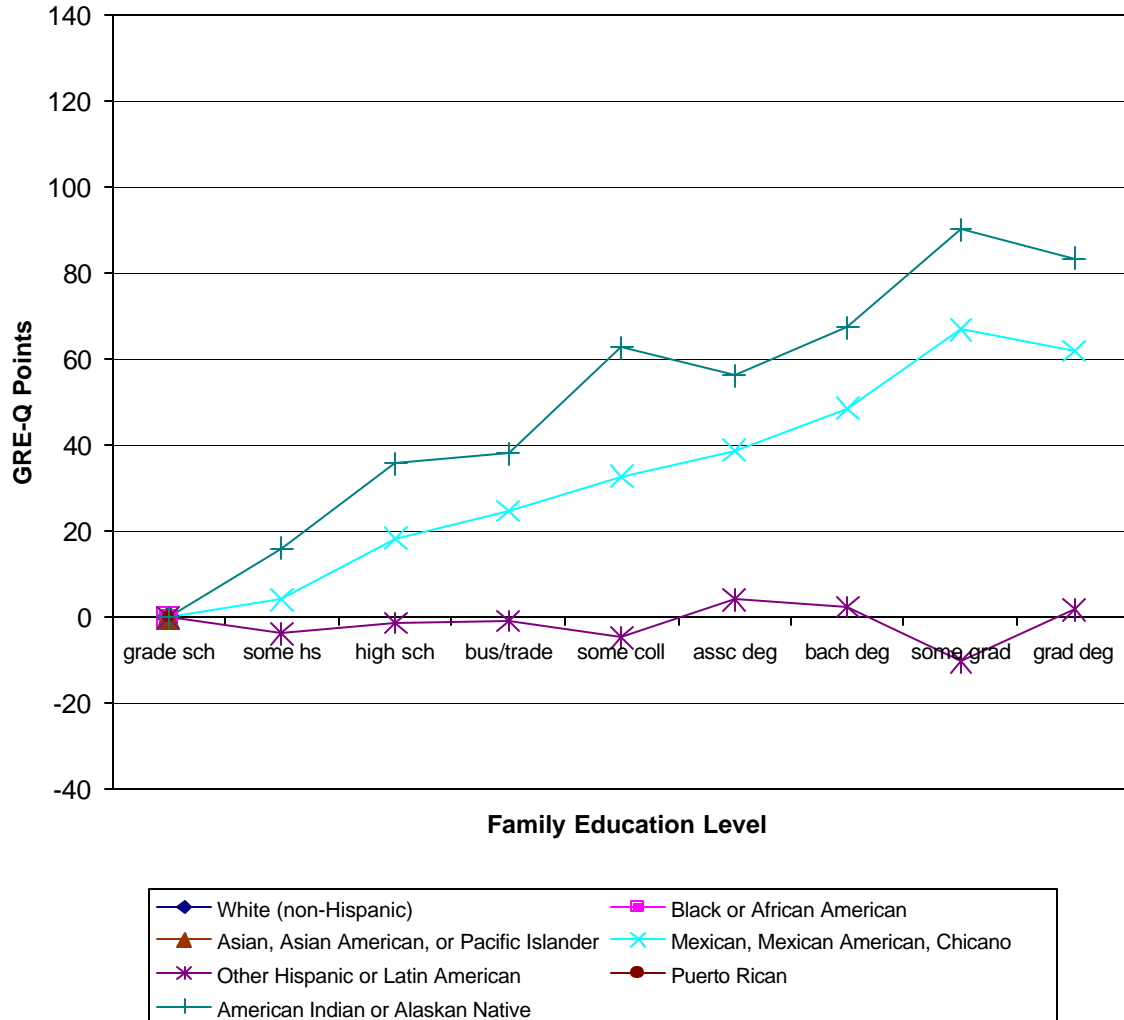
**Figure 7c: Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group
Males, Analytical**



**Figure 7d: Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group
Females, Verbal**



**Figure 7e: Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group
Females, Quantitative**



**Figure 7f: Net Effects, Relative to Grade School, for Family's Education Level, for Predicting Each GRE Score for Each Group
Females, Analytical**

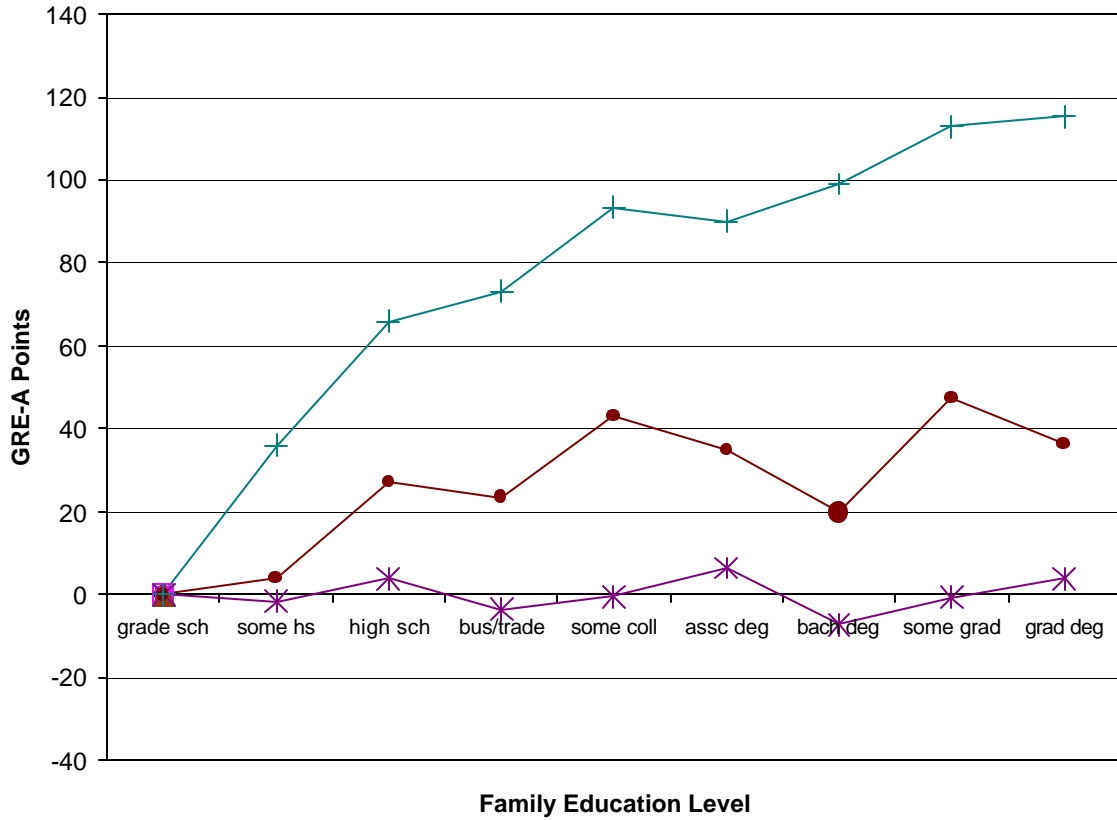


Table 8a

Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group

MALE

Verbal

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	-2.2	-4.3	-3.0	5.4	-0.4	9.4	24.1	22.9	23.8
Black, African American	0.0	1.9	2.1	2.2	12.4	12.0	11.2	28.7	28.6	-6.2
Asian, Asian American, Pacific Islander	0.0	-0.5	6.6	25.2	7.4	22	19.2	46.2	51.9	36.5
Mexican, Mexican American, Chicano	0.0									
Other Hispanic, Latin American	0.0									
Puerto Rican	0.0									
American Indian, Alaskan Native	0.0									
Other	0.0	11.1	18.0	20.7	28.5	27.8	38.5	48.9	54.6	45.8
Missing	0.0	20.0	0.3	12.9	26.2	5.2	20.7	47.2	66.2	-31.0

Table 8b*Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group***MALE
Quantitative**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	9.8	21.4	30.0	38.1	36.6	50.0	61.6	66.4	42.7
Black, African American	0.0									
Asian, Asian American, Pacific Islander	0.0	1.7	6.2	14.3	6.6	22.8	45.1	56.9	69.7	-10.8
Mexican, Mexican American, Chicano	0.0									
Other Hispanic, Latin American	0.0									
Puerto Rican	0.0	26.3	6.0	20.0	35.8	1.9	26.5	20.4	38.4	4.4
American Indian, Alaskan Native	0.0									
Other	0.0	5.8	14.9	17.9	36.9	30.5	42.2	39.5	44.5	-13.0
Missing	0.0	17.4	19.0	19.1	34.6	24.9	41.8	56.7	67.9	-17.6

Table 8c

Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group

**MALE
Analytical**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	7.1	20.6	24.7	33.1	28.1	36.3	43.0	45.5	46.8
Black, African American	0.0	3.8	11.8	11.2	21.5	19.0	23.8	41.1	38.3	17.1
Asian, Asian American, Pacific Islander	0.0	13.9	20.5	33.8	29.5	41.2	37.5	55.2	70.4	66.9
Mexican, Mexican American, Chicano	0.0	7.9	27.7	25.7	32.5	28.4	40.9	64.5	45.8	34.2
Other Hispanic, Latin American	0.0									
Puerto Rican	0.0									
American Indian, Alaskan Native	0.0									
Other	0.0	16.9	32.4	35.7	45.2	45.5	54.8	64.7	67.2	43.3
Missing	0.0	17.1	6.3	30.1	31.7	18.3	33.6	47.8	51.9	-50.8

Table 8d*Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group***FEMALE****Verbal**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	0.0	-2.3	-2.6	4.8	0.0	9.1	23.9	24.7	12.6
Black, African American	0.0	-2.4	-0.6	0.9	10.8	11.1	13.4	26.3	27.3	2.5
Asian, Asian American, Pacific Islander	0.0	-8.3	-16.7	-5.7	-9.7	-1.1	4.0	24.3	36.1	-12.0
Mexican, Mexican American, Chicano	0.0									
Other Hispanic, Latin American	0.0									
Puerto Rican	0.0	8.5	4.7	21.7	16.2	0.9	10.5	52.6	30.7	4.1
American Indian, Alaskan Native	0.0									
Other	0.0									
Missing	0.0	13.9	16.3	16.5	35.0	44.0	37.6	69.0	58.5	36.0

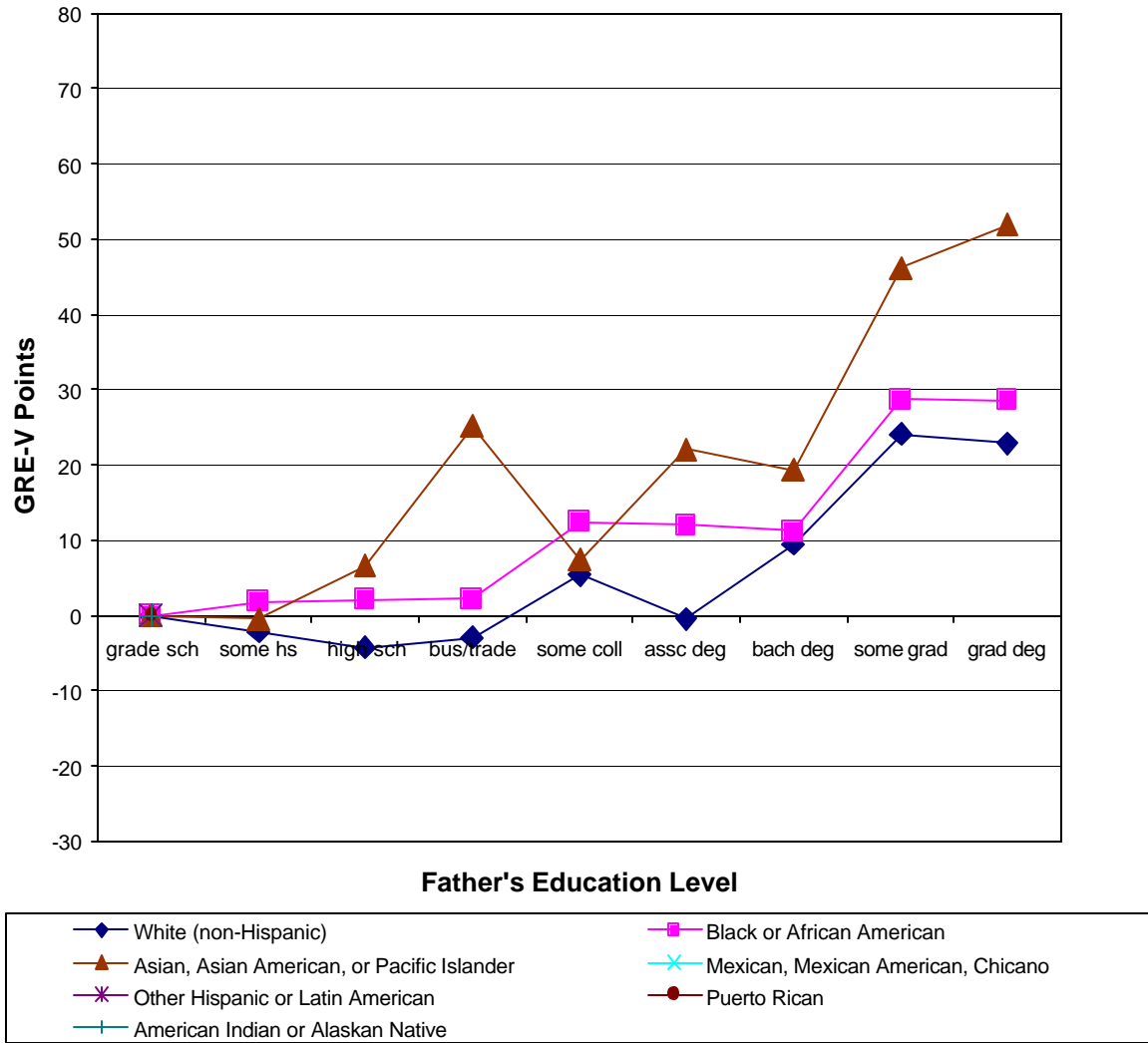
Table 8e*Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group***FEMALE
Quantitative**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	12.1	24.0	31.3	39.2	41.0	54.3	65.9	72.0	42.1
Black, African American	0.0	7.0	15.3	24.8	32.7	33.8	40.9	57.8	56.2	23.0
Asian, Asian American, Pacific Islander	0.0	8.6	4.9	14.5	9.1	19.0	26.8	35.1	49.3	17.3
Mexican, Mexican American, Chicano	0.0									
Other Hispanic, Latin American	0.0	0.0	12.7	16.3	14.4	15.8	29.8	31.8	40.4	-8.3
Puerto Rican	0.0	7.0	5.4	21.1	27.5	19.6	21.4	40.2	37.3	16.7
American Indian, Alaskan Native	0.0									
Other	0.0	5.1	8.6	3.2	23.4	24.8	26.1	29.1	49.1	-19.8
Missing	0.0	26.7	28.8	33.8	51.5	69.5	58.6	75.4	87.0	12.5

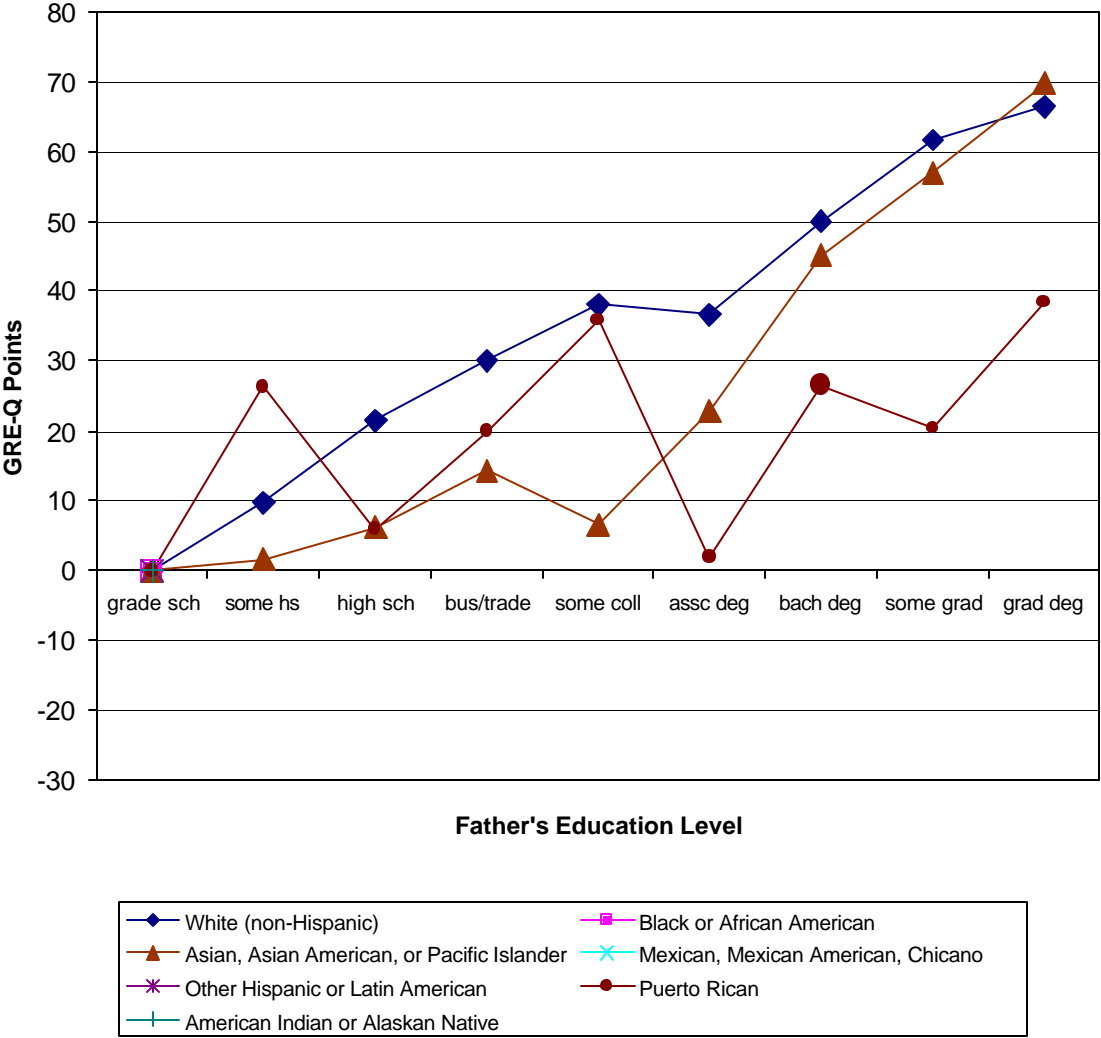
Table 8f*Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group***FEMALE****Analytical**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	10.7	22.7	26.5	34.4	32.5	40.5	49.0	51.8	40.1
Black, African American	0.0	4.5	9.2	14.5	24.7	23.0	25.1	36.8	37.8	13.6
Asian, Asian American, Pacific Islander	0.0	11.6	13.0	24.5	22.6	22.7	31.2	43.4	58.7	36.8
Mexican, Mexican American, Chicano	0.0	8.1	17.1	33.2	32.0	26.0	38.5	53.6	44.3	27.4
Other Hispanic, Latin American	0.0	-3.6	14.1	16.8	21.7	17.3	31.5	33.4	37.4	3.9
Puerto Rican	0.0	12.9	-5.7	21.0	12.3	2.5	14.1	23.9	32.5	-6.7
American Indian, Alaskan Native	0.0									
Other	0.0	8.5	18.5	12.1	37.0	31.9	41.3	45.8	56.4	27.2
Missing	0.0	31.1	47.5	51.7	72.6	78.2	83.6	98.9	111.6	69.7

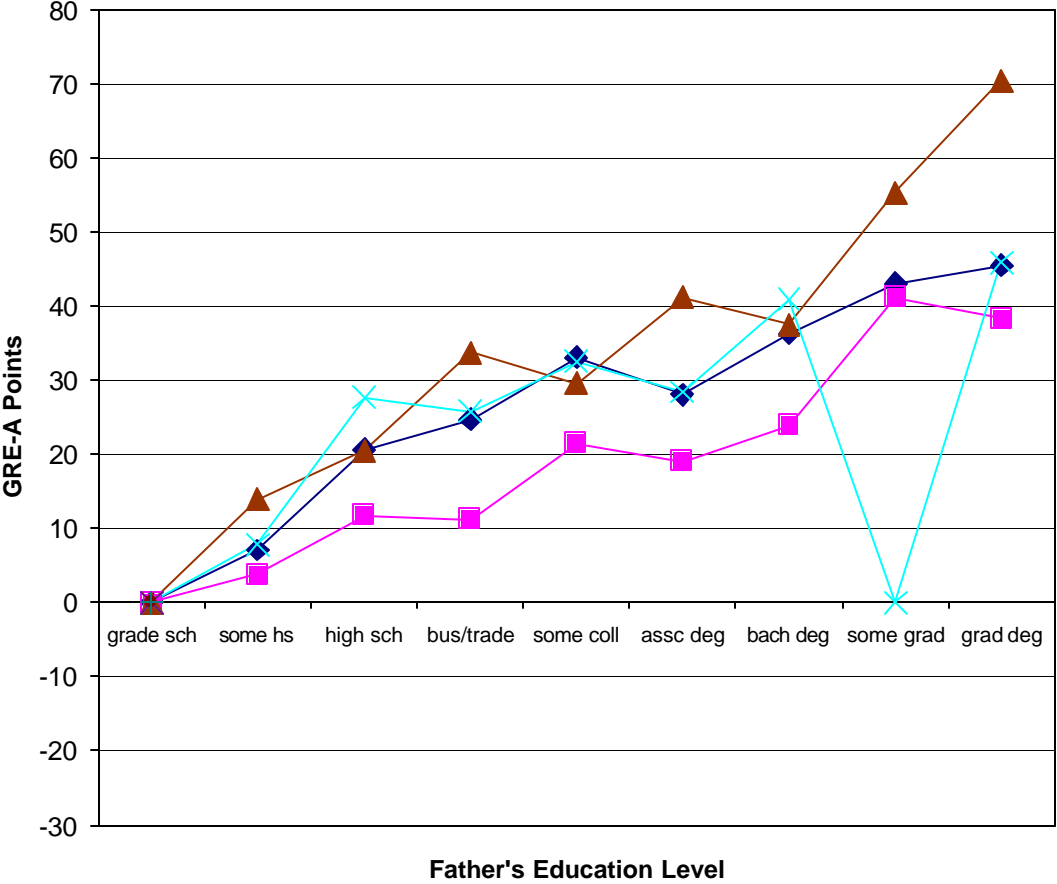
**Figure 8a: Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group
Male, Verbal**



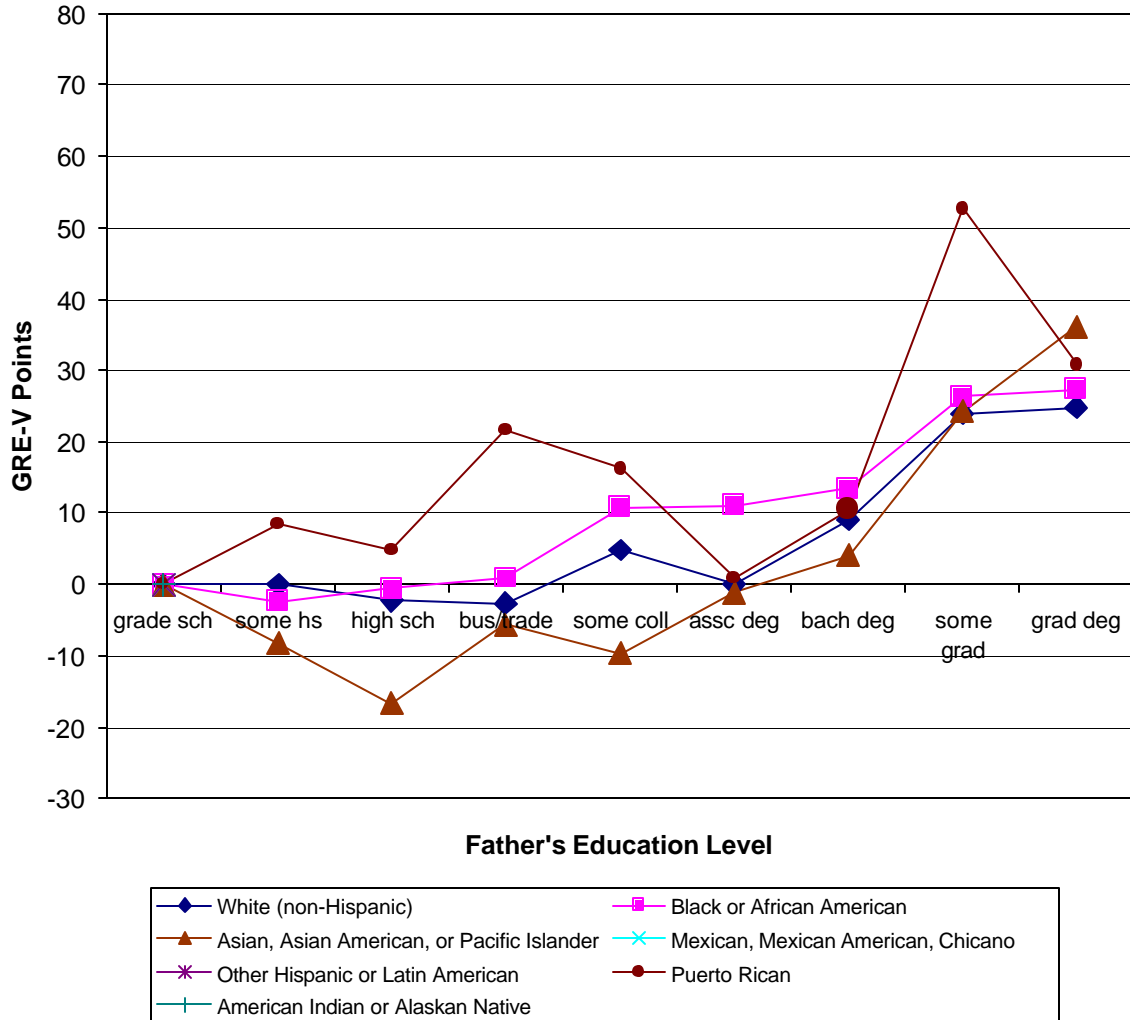
**Figure 8b: Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group
Males, Quantitative**



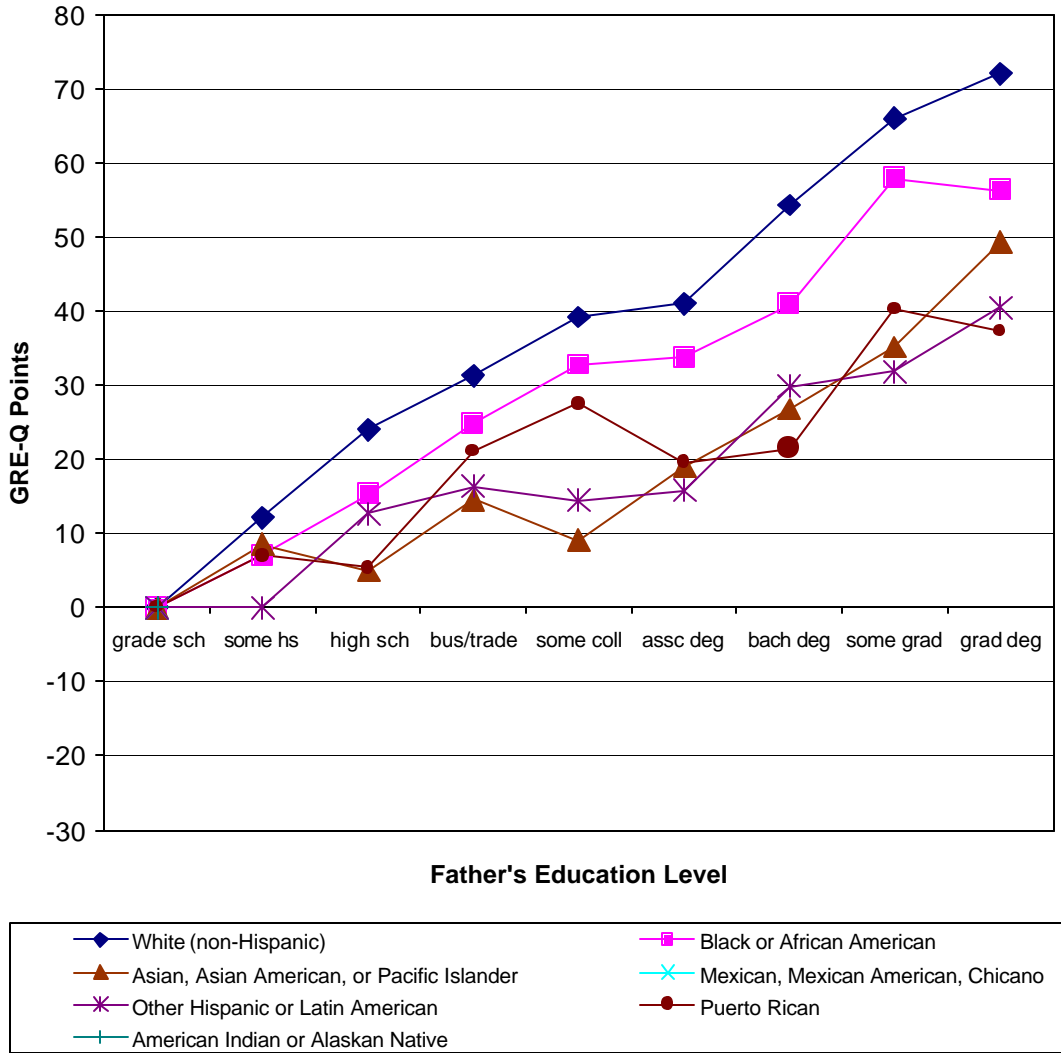
**Figure 8c: Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group
Male, Analytical**



**Figure 8d: Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group
Females, Verbal**



**Figure 8e: Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group
Female, Quantitative**



**Figure 8f: Net Effects, Relative to Grade School, for Father's Education Level, for Predicting Each GRE Score for Each Group
Female, Analytical**

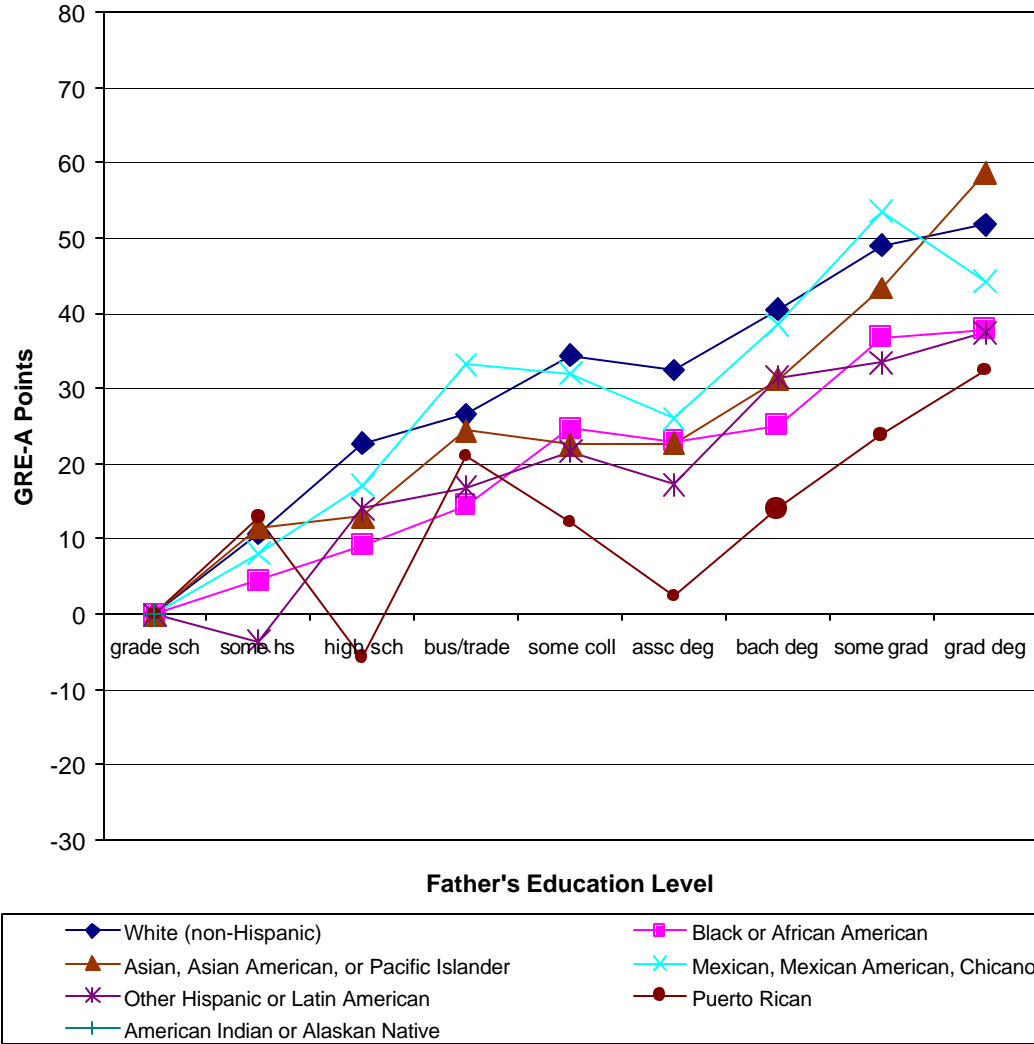


Table 9a*Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group***MALE****Verbal**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	6.3	9.1	12.5	18.2	13.0	25.3	30.4	36.8	11.0
Black, African American	0.0	4.4	8.6	14.7	19.1	15.8	25.7	35.9	33.2	14.9
Asian, Asian American, Pacific Islander	0.0	8.0	25.2	38.0	36.7	52.1	55.6	58.7	66.4	23.9
Mexican, Mexican American, Chicano	0.0	1.0	5.0	2.8	9.3	11.4	12.9	19.4	23.3	-36.3
Other Hispanic, Latin American	0.0									
Puerto Rican	0.0									
American Indian, Alaskan Native	0.0	28.3	28.7	61.3	42.0	24.8	40.9	62.7	66.8	35.5
Other	0.0	17.5	34.3	47.6	43.7	39.6	50.0	64.9	65.2	40.5
Missing	0.0	44.9	35.2	43.2	49.6	45.8	56.5	56.6	75.1	16.0

Table 9b*Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group***MALE****Quantitative**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0									
Black, African American	0.0									
Asian, Asian American, Pacific Islander	0.0	1.2	6.2	5.9	10.1	24.3	30.0	27.4	28.8	-23.6
Mexican, Mexican American, Chicano	0.0									
Other Hispanic, Latin American	0.0									
Puerto Rican	0.0									
American Indian, Alaskan Native	0.0									
Other	0.0									
Missing	0.0	61.9	56.4	51.7	68.9	67.3	76.5	81.1	87.4	8.0

Table 9c

Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group

MALE
Analytical

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	13.3	29.7	34.3	43.5	39.0	49.4	52.5	58.6	19.6
Black, African American	0.0	12.7	22.8	33.1	40.5	41.5	43.5	53.3	50.5	3.0
Asian, Asian American, Pacific Islander	0.0	6.0	21.0	32.0	33.6	38.0	49.2	46.0	54.1	1.2
Mexican, Mexican American, Chicano	0.0	3.3	23.9	19.5	38.3	35.3	34.6	47.6	55.5	3.0
Other Hispanic, Latin American	0.0	11.3	26.8	36.9	42.7	45.7	37.1	48.1	54.0	0.8
Puerto Rican	0.0									
American Indian, Alaskan Native	0.0									
Other	0.0	8.9	36.6	42.8	43.6	43.7	48.4	65.1	64.2	31.8
Missing	0.0	56.6	70.8	70.3	82.0	72.1	94.0	88.9	97.9	32.7

Table 9d*Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group***FEMALE****Verbal**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	7.1	6.5	9.3	12.7	8.8	20.2	27.1	28.3	10.5
Black, African American	0.0	3.5	7.0	15.2	16.6	15.6	20.0	33.6	26.7	16.0
Asian, Asian American, Pacific Islander	0.0	-3.5	7.3	28.4	16.6	25.1	28.0	38.9	45.8	-2.6
Mexican, Mexican American, Chicano	0.0									
Other Hispanic, Latin American	0.0	6.3	7.7	13.5	18.3	11.5	23.8	22.2	23.8	5.1
Puerto Rican	0.0	8	9.3	14.5	25.9	-3.4	7	28.1	16.7	21.6
American Indian, Alaskan Native	0.0									
Other	0.0	-3.4	10.7	17.9	17.9	12.8	22.7	33.2	28.6	0.1
Missing	0.0	36.7	25.2	36.5	31.2	37.9	47.4	46.3	54.3	34.1

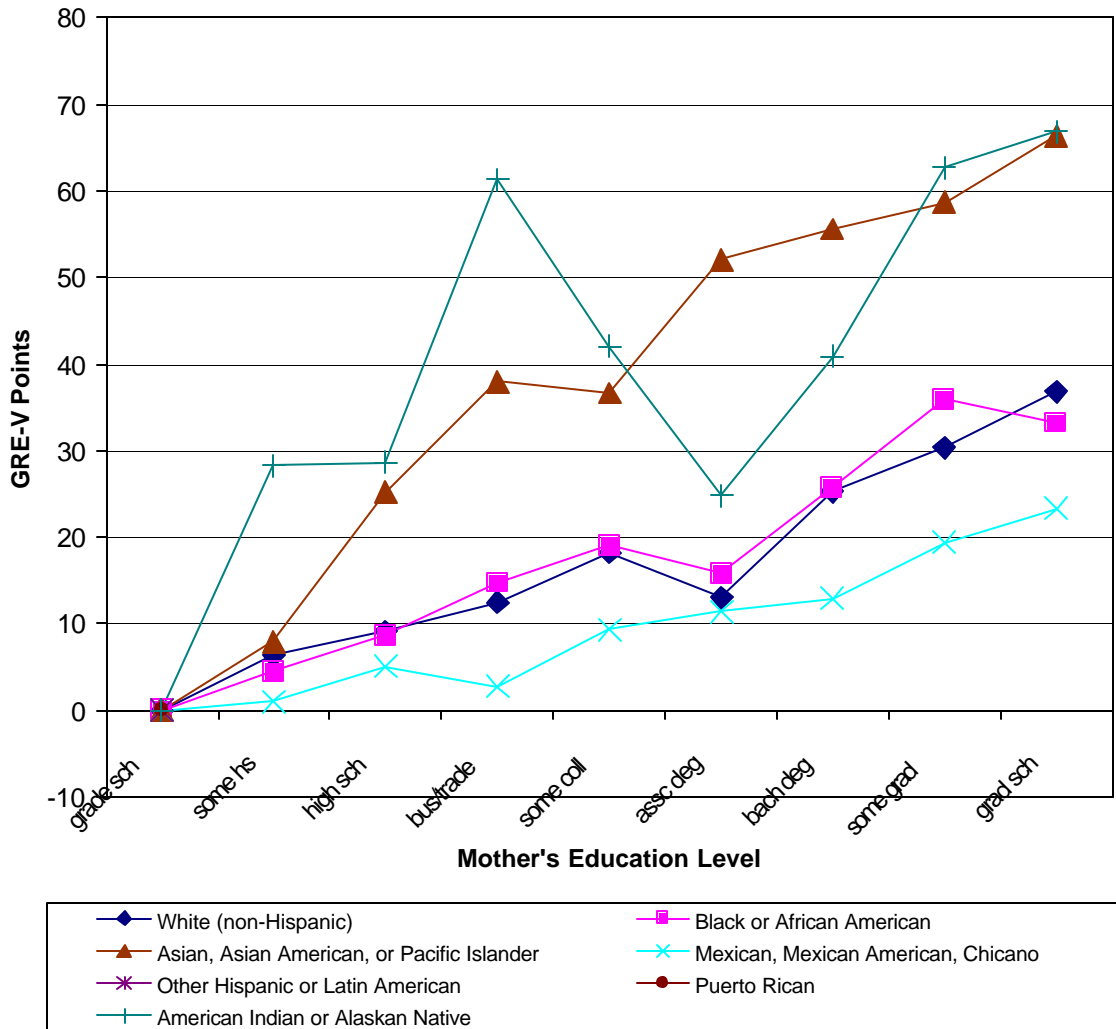
Table 9e*Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group***FEMALE
Quantitative**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0									
Black, African American	0.0									
Asian, Asian American, Pacific Islander	0.0	-1.7	5.9	15.4	10.3	13.0	18.9	21.9	22.6	19.0
Mexican, Mexican American, Chicano	0.0									
Other Hispanic, Latin American	0.0	9.5	21.5	20.1	39.0	32.9	39.3	41.0	42.6	42.1
Puerto Rican	0.0	18.2	25.6	21.9	38.5	20.3	24.4	45.9	31.3	19.9
American Indian, Alaskan Native	0.0									
Other	0.0									
Missing	0.0	22.0	9.1	27.1	22.0	43.2	35.8	38.7	49.7	-20.8

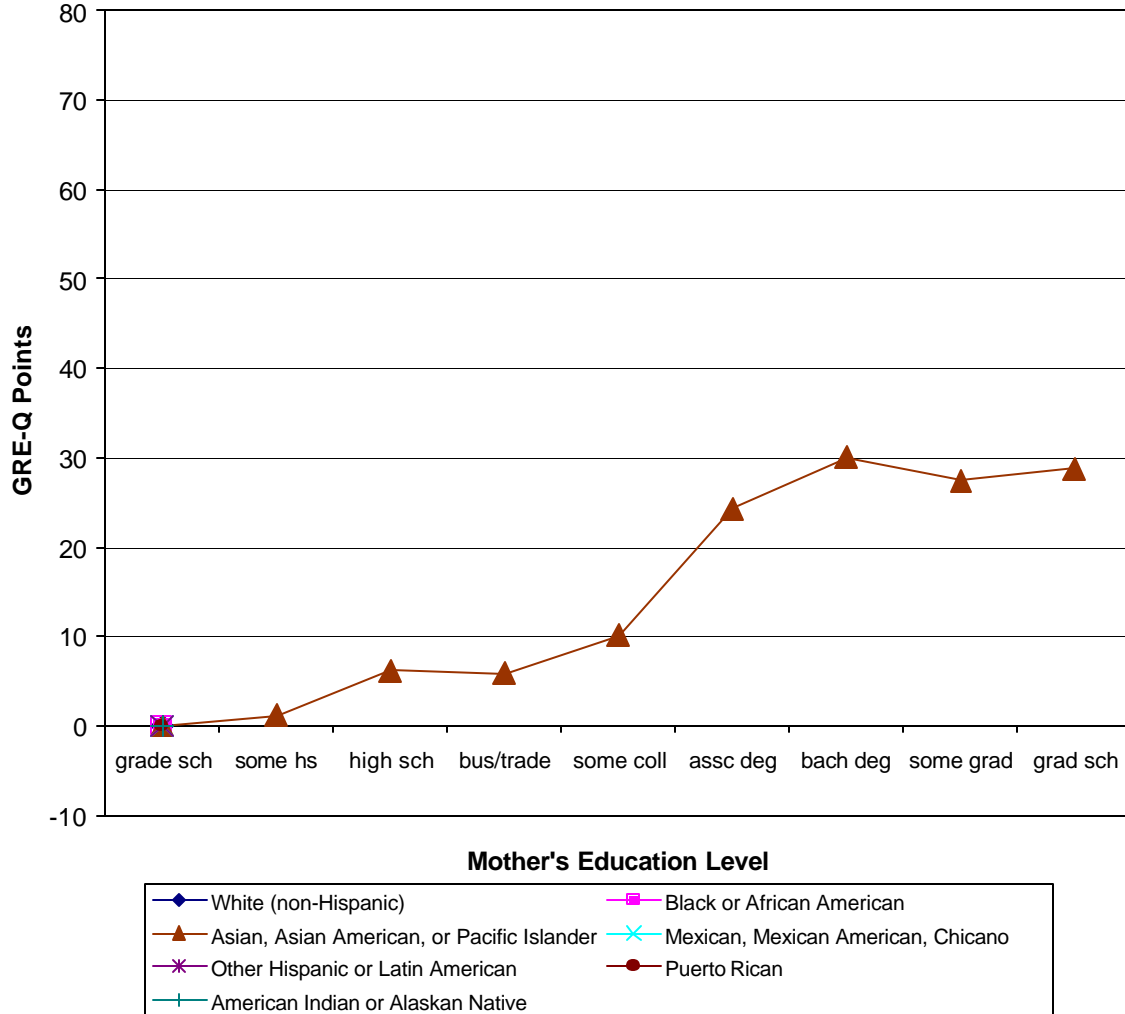
Table 9f*Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group***FEMALE****Analytical**

Race/ethnic categories	Grade school	Some high school	High school	Business trade	Some college	Associate degree	Bachelor degree	Some graduate	Graduate degree	Missing
White (non-Hispanic)	0.0	12.2	30.8	35.1	43.1	40.7	50.7	54.1	56.8	29.5
Black, African American	0.0	9.8	19.8	30.1	34.0	31.5	36.2	50.7	41.8	19.1
Asian, Asian American, Pacific Islander	0.0	-1.0	15.6	33.0	34.0	31.5	32.0	46.1	44.7	19.4
Mexican, Mexican American, Chicano	0.0	6.4	30.4	35.5	37.7	38.7	47.4	58.9	57.6	6.5
Other Hispanic, Latin American	0.0	4.3	30.0	33.1	50.2	38.1	48.4	51.2	57.7	53.1
Puerto Rican	0.0									
American Indian, Alaskan Native	0.0									
Other	0.0	2.1	23.4	35.0	42.7	39.3	46.4	60.4	53.9	31.0
Missing	0.0									

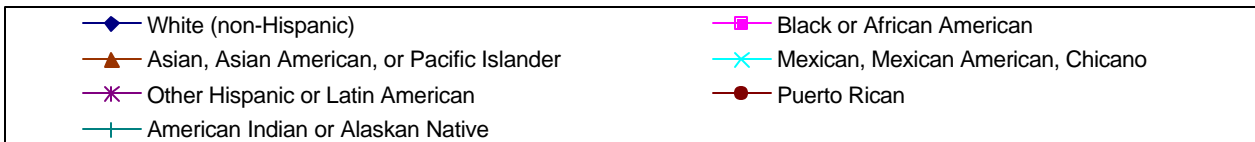
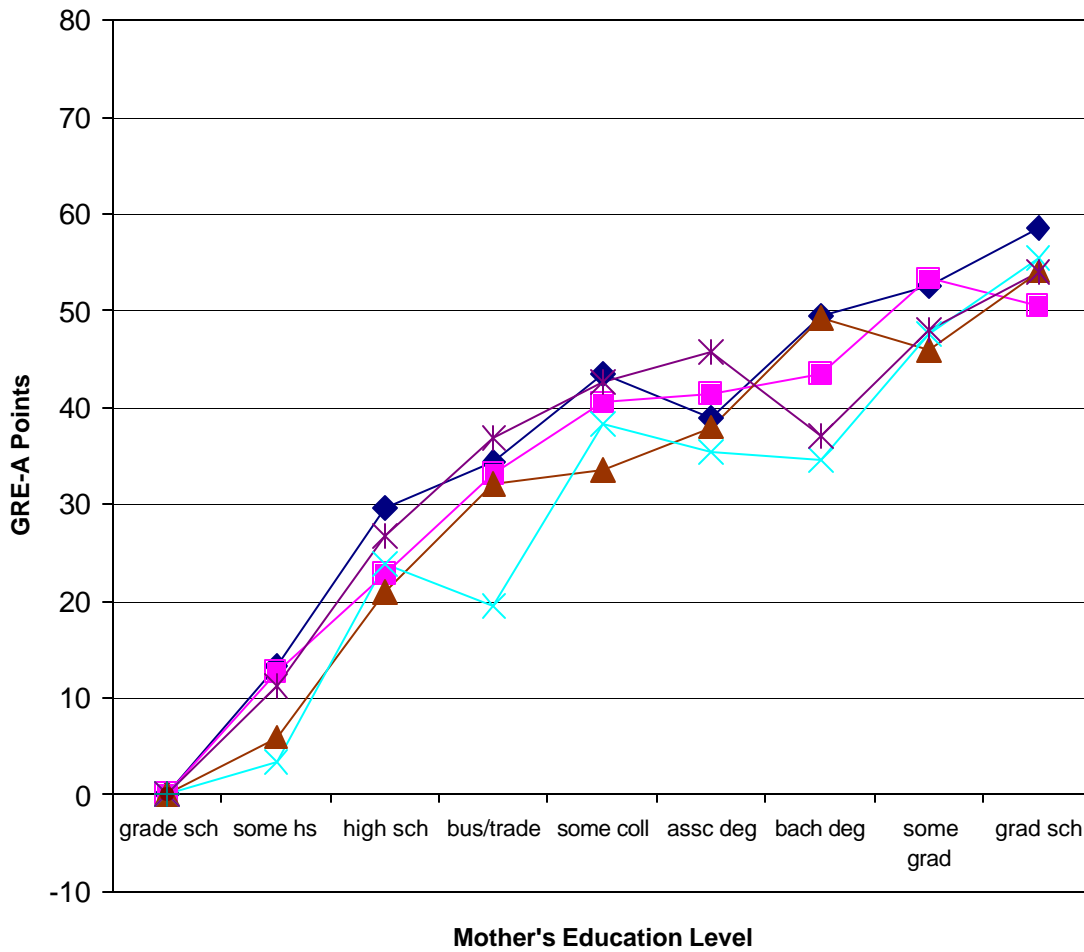
**Figure 9a: Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group
Male, Verbal**



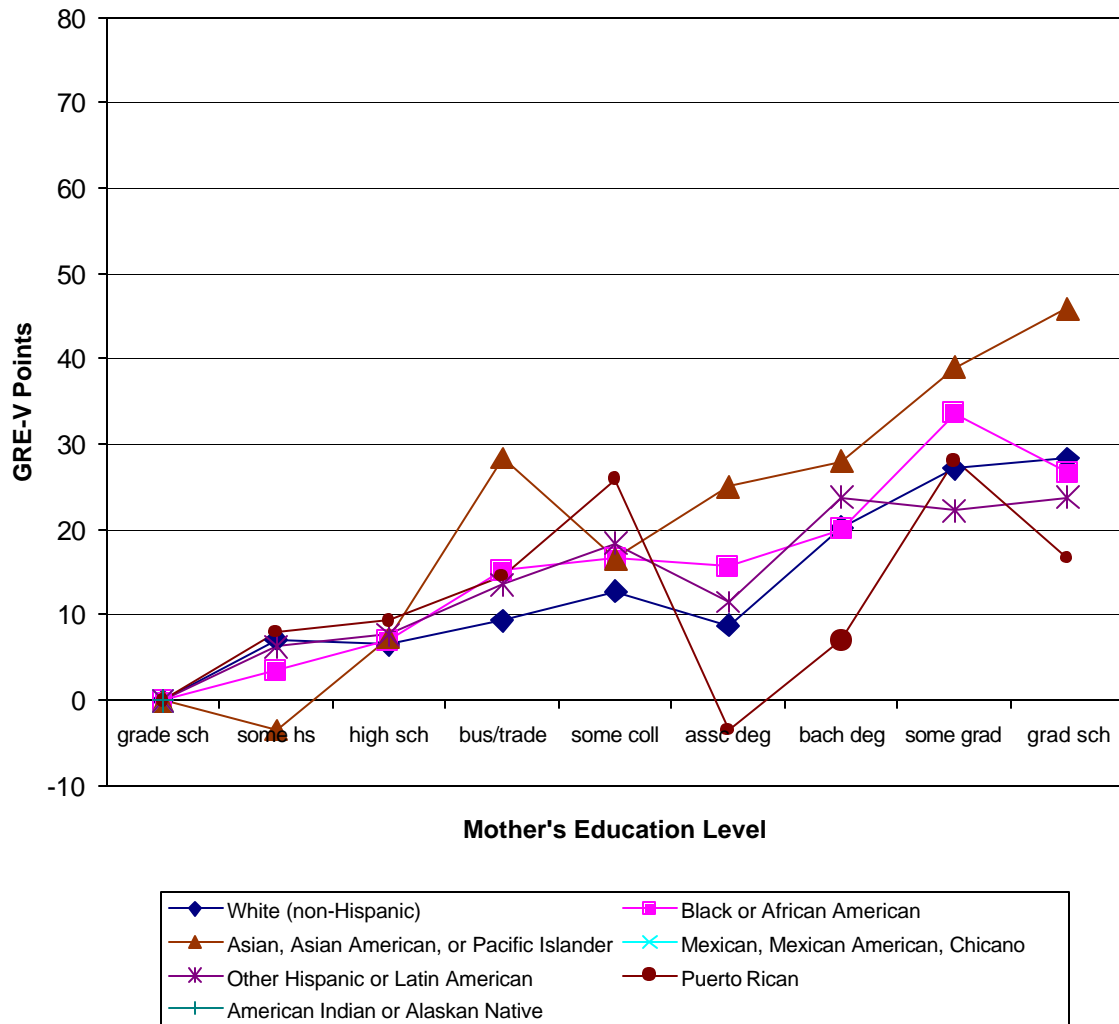
**Figure 9b: Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group
Males, Quantitative**



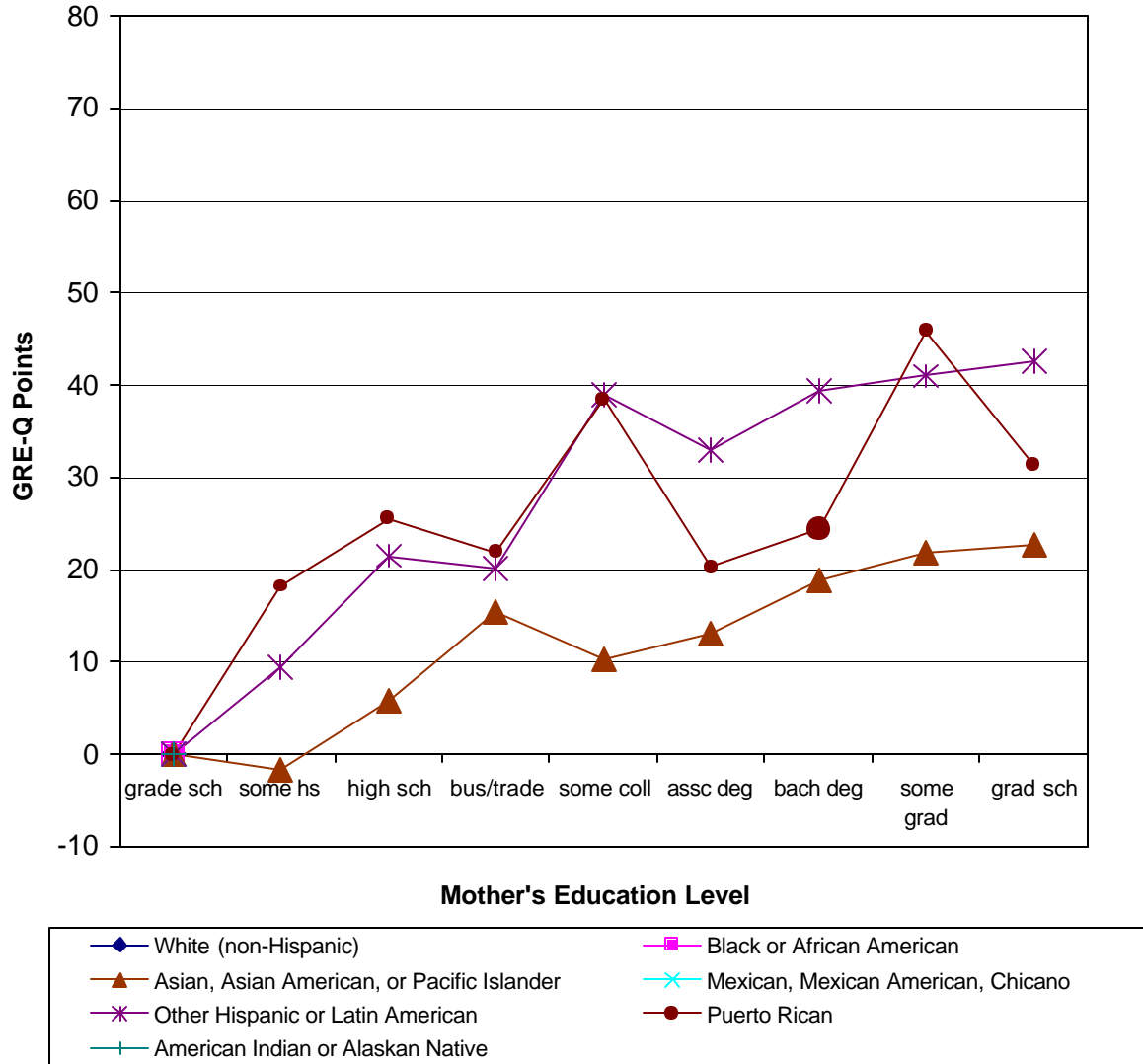
**Figure 9c: Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group
Male, Analytical**



**Figure 9d: Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group
Females, Verbal**



**Figure 9e: Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group
Female, Quantitative**



**Figure 9f: Net Effects, Relative to Grade School, for Mother's Education Level, for Predicting Each GRE Score for Each Group
Female, Analytical**

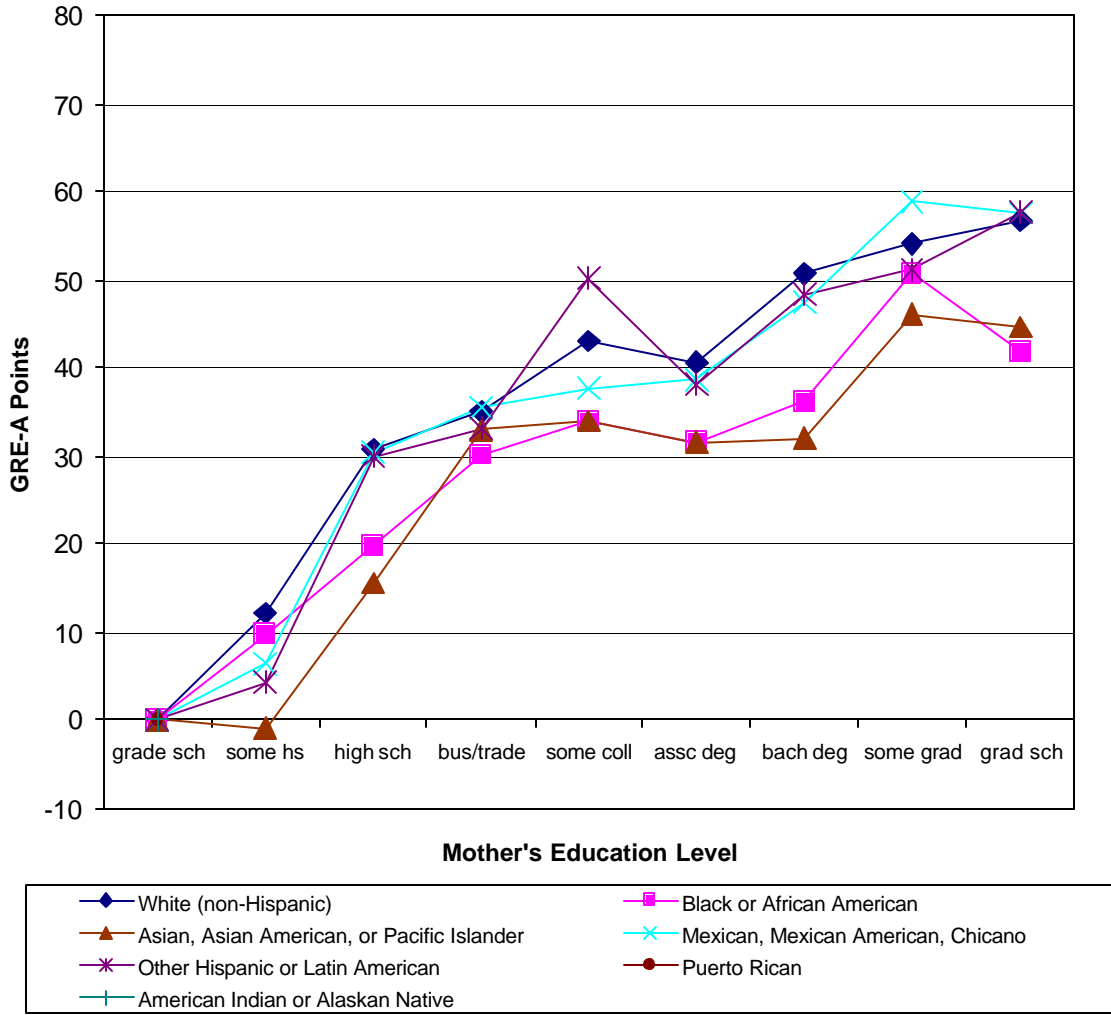


Table 10a

Net Effects, Relative to Grade School Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group

MALE**Verbal**

Race/ethnic categories	English best	English not best	Missing
White (non-Hispanic)		0.0	
Black, African American		0.0	
Asian, Asian American, Pacific Islander	39.3	0.0	0.5
Mexican, Mexican American, Chicano	19.7	0.0	1.2
Other Hispanic, Latin American	36.8	0.0	15.4
Puerto Rican	56.4	0.0	26.1
American Indian, Alaskan Native		0.0	
Other	21.9	0.0	-33.3
Missing	21.3	0.0	-11.6

Table 10b

Net Effects, Relative to Grade School Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group

MALE**Quantitative**

Race/ethnic categories	English best	English not best	Missing
White (non-Hispanic)		0.0	
Black, African American		0.0	
Asian, Asian American, Pacific Islander		0.0	
Mexican, Mexican American, Chicano		0.0	
Other Hispanic, Latin American		0.0	
Puerto Rican	20.3	0.0	-24.9
American Indian, Alaskan Native		0.0	
Other		0.0	
Missing	11.7	0.0	-20

Table 10c

Net Effects, Relative to Grade School Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group

MALE**Analytical**

Race/ethnic categories	English best	English not best	Missing
White (non-Hispanic)		0.0	
Black, African American		0.0	
Asian, Asian American, Pacific Islander	20.0	0.0	-9.1
Mexican, Mexican American, Chicano		0.0	
Other Hispanic, Latin American	19.6	0.0	-31.1
Puerto Rican	39.6	0.0	-4.4
American Indian, Alaskan Native		0.0	
Other		0.0	
Missing	9	0.0	-14.6

Table 10d

Net Effects, Relative to Grade School Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group

FEMALE**Verbal**

Race/ethnic categories	English best	English not best	Missing
White (non-Hispanic)		0.0	
Black, African American		0.0	
Asian, Asian American, Pacific Islander	19.4	0.0	-18.1
Mexican, Mexican American, Chicano		0.0	
Other Hispanic, Latin American	22.6	0.0	14.8
Puerto Rican	56.4	0.0	58.1
American Indian, Alaskan Native		0.0	
Other		0.0	
Missing	9.2	0.0	-15.8

Table 10e

Net Effects, Relative to Grade School Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group

FEMALE
Quantitative

Race/ethnic categories	English best	English not best	Missing
White (non-Hispanic)		0.0	
Black, African American		0.0	
Asian, Asian American, Pacific Islander	-16.6	0.0	-25.4
Mexican, Mexican American, Chicano		0.0	
Other Hispanic, Latin American		0.0	
Puerto Rican	30.8	0.0	32.3
American Indian, Alaskan Native		0.0	
Other		0.0	
Missing		0.0	

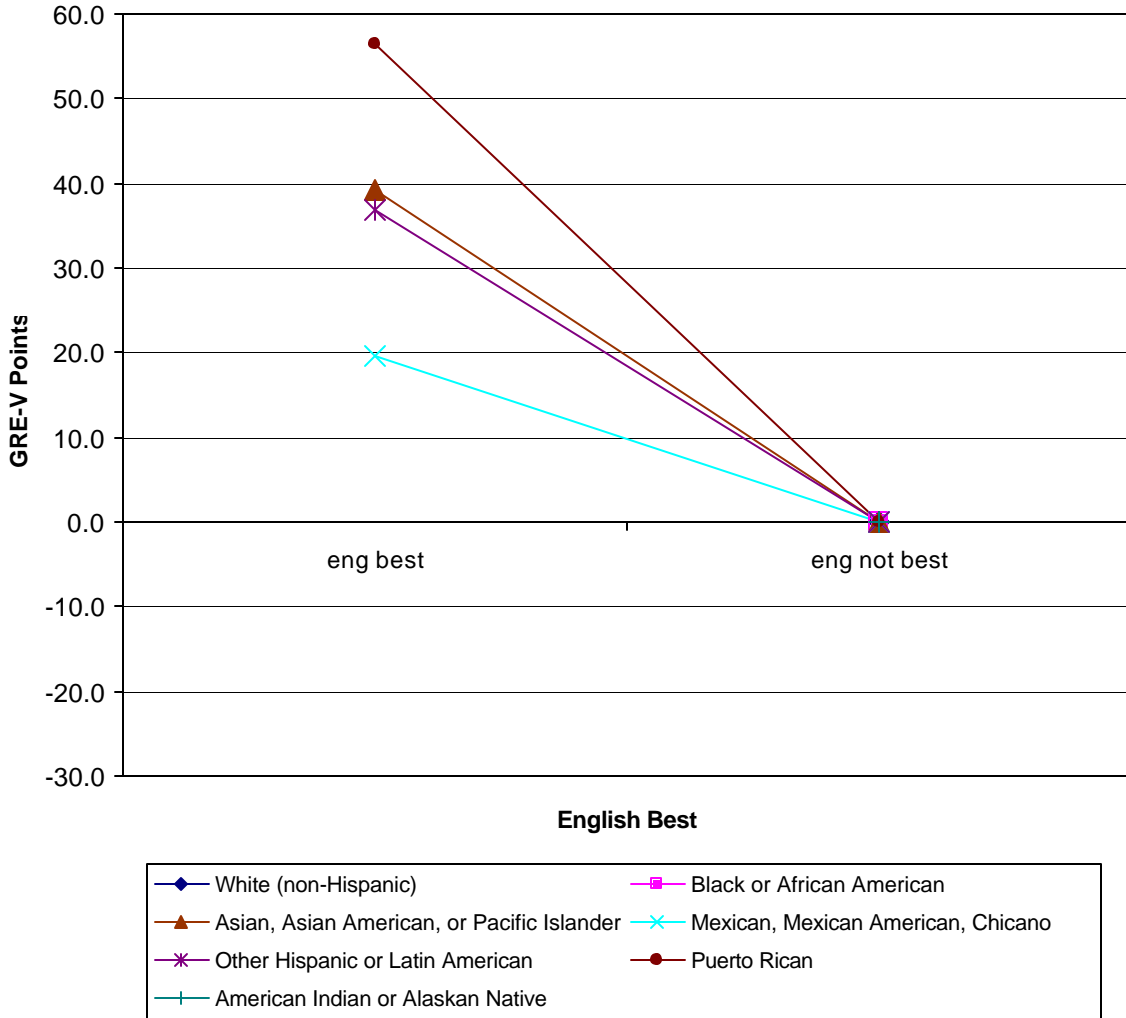
Table 10f

Net Effects, Relative to Grade School Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group

FEMALE**Analytical**

Race/ethnic categories	English best	English not best	Missing
White (non-Hispanic)		0.0	
Black, African American	-11.6	0.0	-28.6
Asian, Asian American, Pacific Islander		0.0	
Mexican, Mexican American, Chicano		0.0	
Other Hispanic, Latin American		0.0	
Puerto Rican	53.6	0.0	28.8
American Indian, Alaskan Native		0.0	
Other		0.0	
Missing		0.0	

**Figure 10a: Net Effects, Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group
Males, Verbal**



**Figure 10b: Net Effects, Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group
Males, Quantitative**

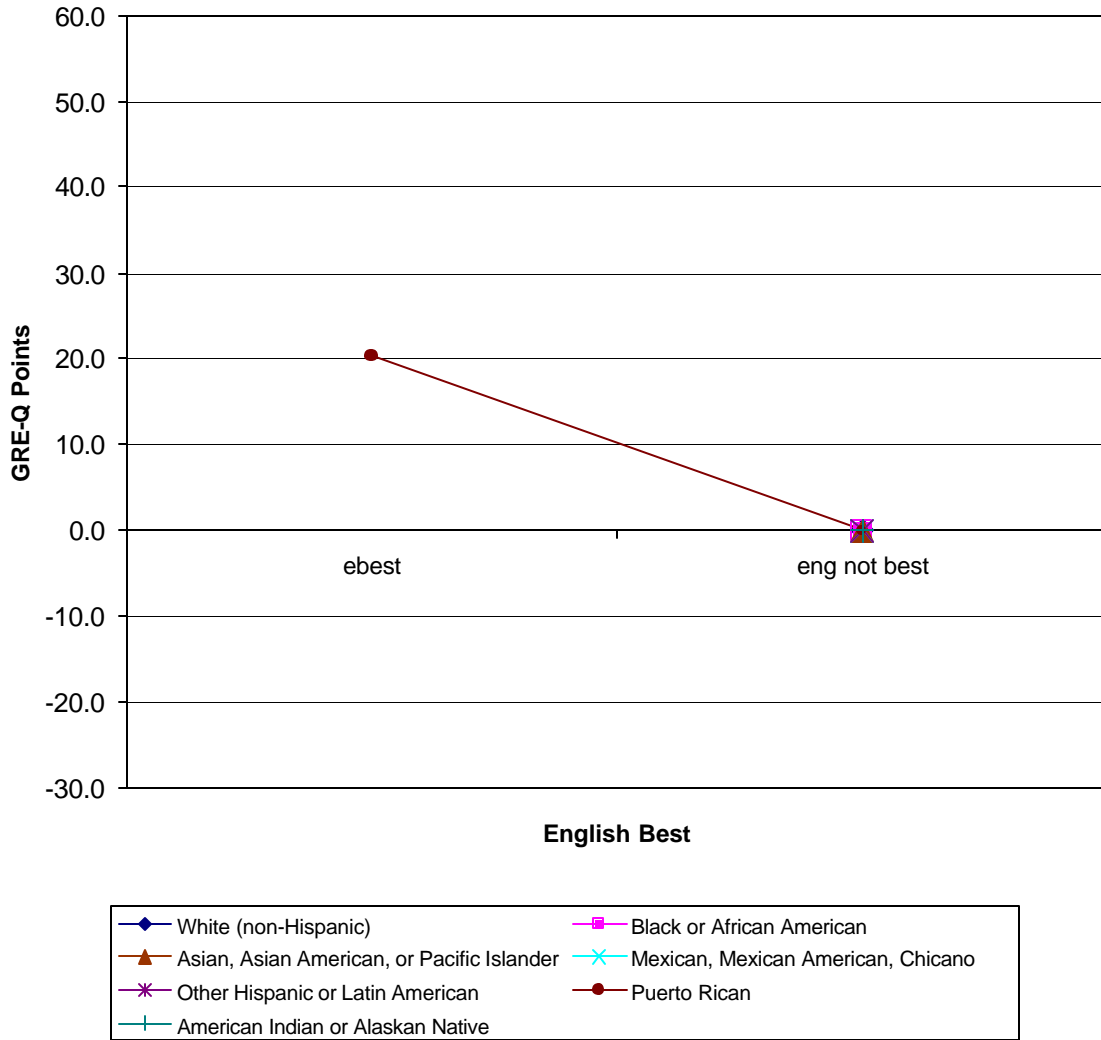
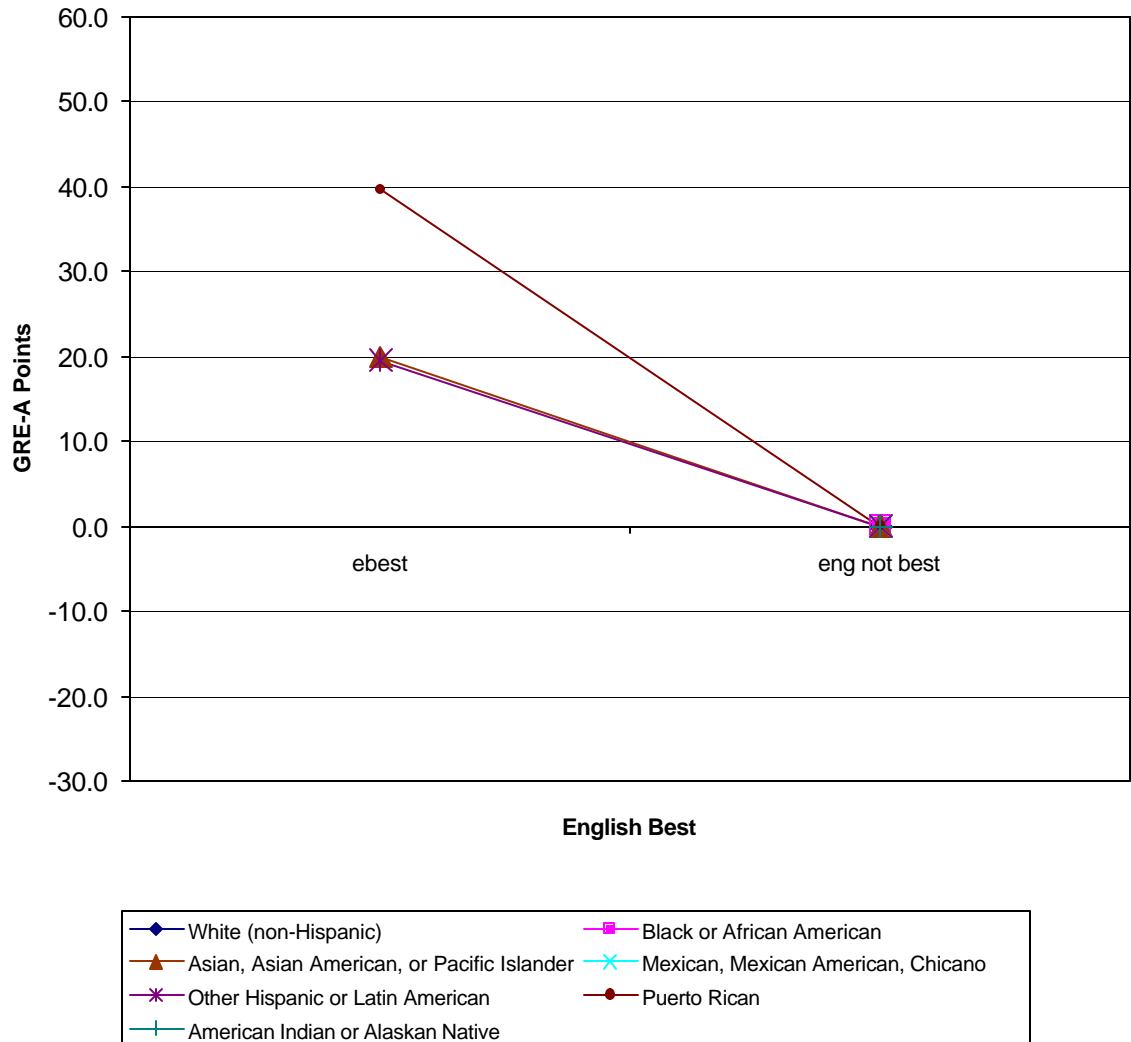
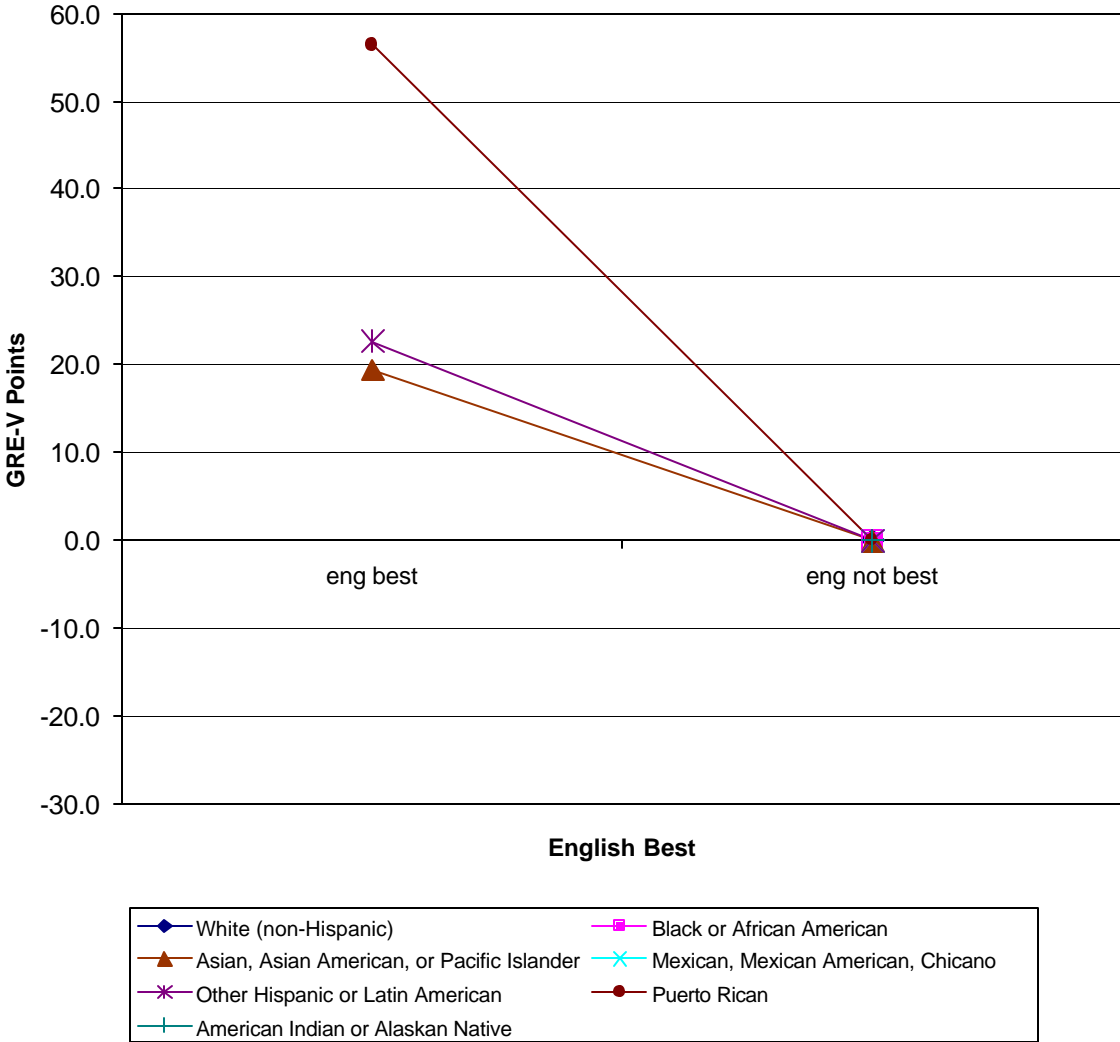


Figure 10c: Net Effects, Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group Males, Analytical



**Figure 10d: Net Effects, Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group
Females, Verbal**



**Figure 10e: Net Effects, Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group
Females, Quantitative**

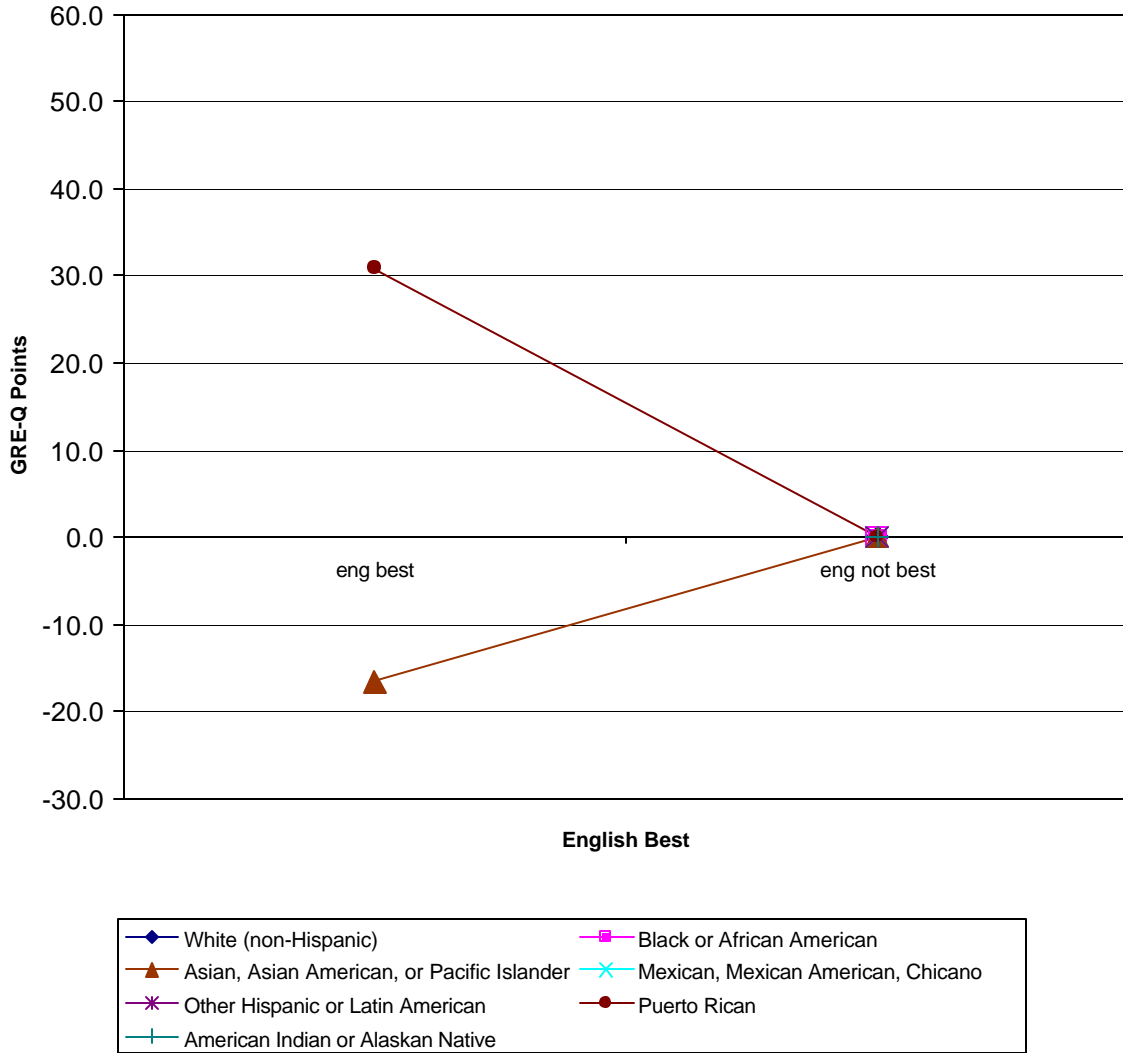


Figure 10f: Net Effects, Relative to English Not Best Language, for English Best Language, for Predicting Each GRE Score for Each Group Females, Analytical

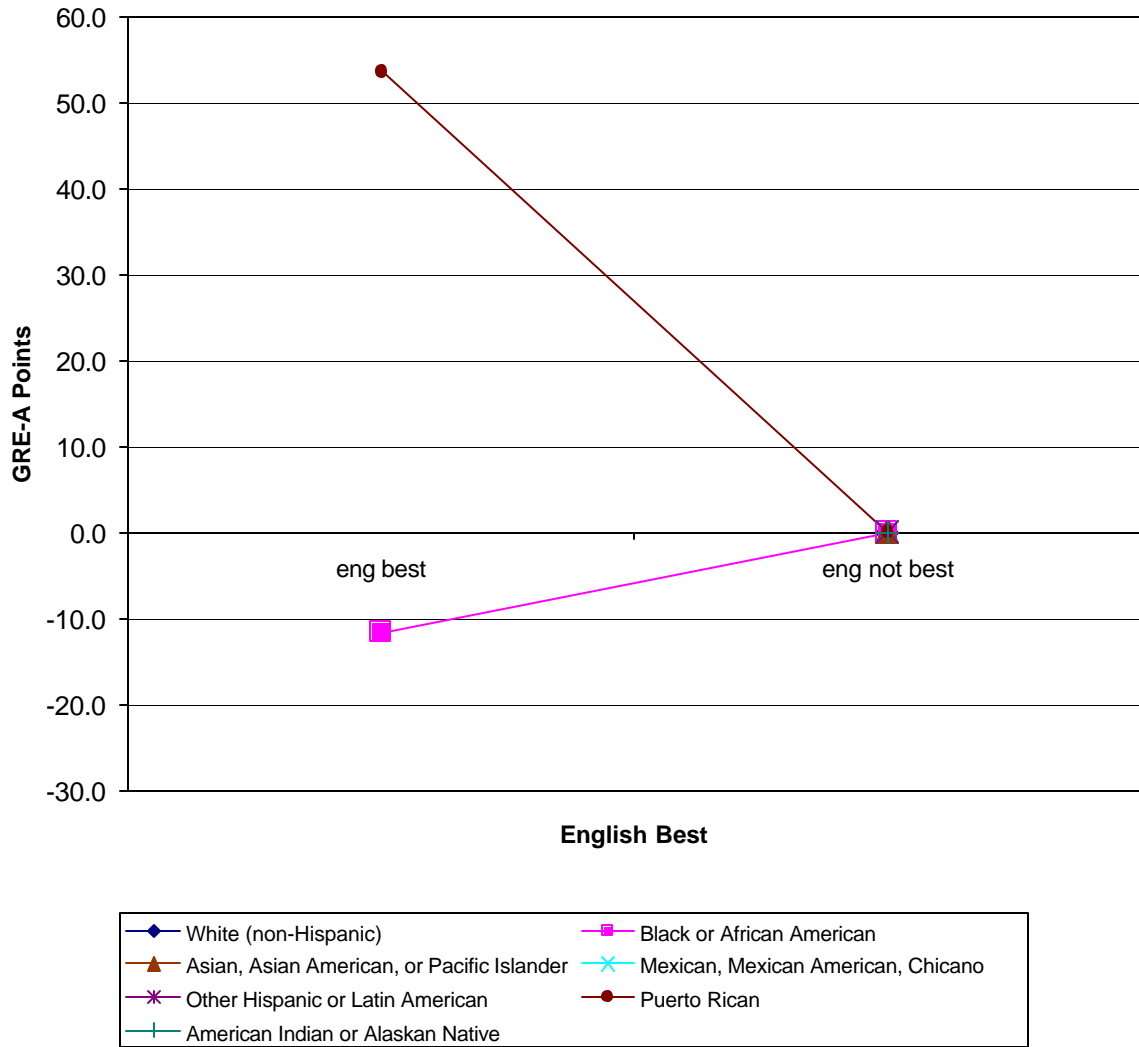


Table and Figure 11 address the question of whether the nine race/ethnicity groups differ very much in how strong or weak the association is between the BIQ variables and the GRE scores within each of them and how this association varies by gender and test.

Figure 11 is easier to understand as a whole than Table 11, but they contain the same information. The entries in Table 11 are the final R-square values for the multiple regression analyses used to predict each GRE test score from the BIQ variables in each group. These R-square values are measures of how predictable (or how strongly associated) the GRE test scores are with the BIQ variables within each group of test takers. Figure 11 suggests several overall findings. First, the R-square values are of modest size, ranging from 16.6% to 36.5%. Thus, there is plenty of unexplained variation in GRE test scores using only these BIQ variables to predict them. Second, the three tests are not equally predictable from the BIQ variables. The Analytical score is the least predictable, while the Quantitative score is the most predictable, in general. There are some notable exceptions to this. For Chicano men and women, the Verbal score is the least predictable, whereas this is not true for any of the other two Hispanic groups. For African American men, the Verbal score is somewhat less predictable than the other two. This is not true for African American women. Finally, there is some tendency for the GRE test scores to be less predictable from the BIQ variables for women than for men. However, this is a consistent trend only for the Quantitative score. For the other two GRE scores, there are several inconsistencies with such a general claim across the several race/ethnicity groups.

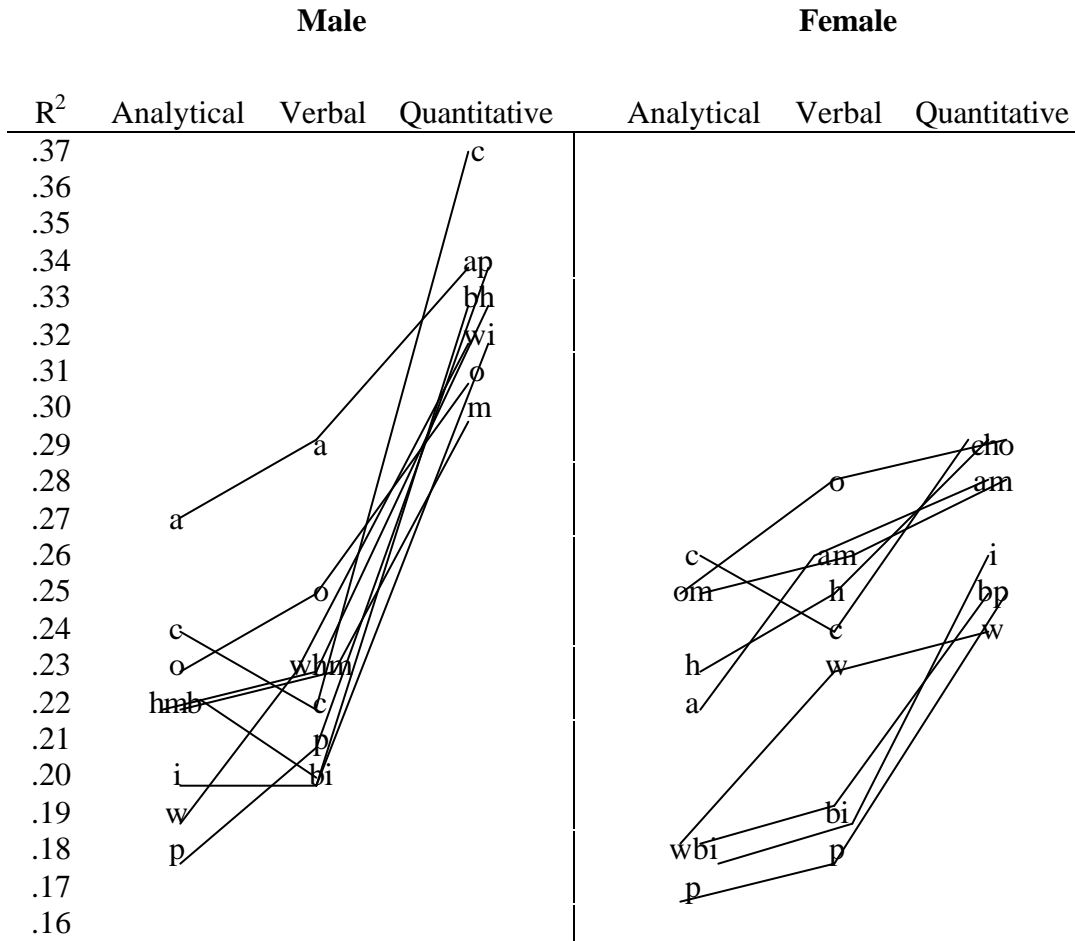
Table 12 addresses the question of what BIQ variable profile describes the examinees in each group who would be predicted to perform the best on the GRE General tests. The table has 10 subtables, one for each of the BIQ variables that had any net predictive power relative to predicting GRE scores. In each cell of the table, we include that category that had the largest regression coefficient in the final regression equation used for the indicated gender, race/ethnicity category, and GRE test score. In a few cases, we include two categories because they had similar coefficients or, in the case of undergraduate GPA, because the category with the highest coefficient (“D or lower”) also had the fewest test takers in it. The overall impression of Table 12 is that the groups often have the same profile, but there are some interesting exceptions that are worth attention.

Table 11

Maximum Value of R^2 for the Multiple Regressions Used to Predict GRE V, Q and A from the BIQ Variables, Within Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)	.227	.226	.322	.235	.188	.176
Black, African American	.194	.188	.328	.246	.215	.184
Asian, Asian American, Pacific Islander	.285	.255	.344	.275	.265	.218
Mexican, Mexican American, Chicano	.224	.235	.365	.285	.234	.258
Other Hispanic, Latin American	.227	.245	.329	.285	.216	.225
Puerto Rican	.209	.181	.335	.245	.178	.166
American Indian, Alaskan Native	.195	.191	.315	.255	.197	.179
Other	.245	.275	.306	.286	.224	.246
Missing	.225	.264	.297	.282	.217	.249

Figure 11: Graphical Display of the Information in Table 11



a = Asian
 b = Black, African American
 c = Chicano, Mexican American
 h = Other Hispanic, Latin American

i = American Indian, Alaskan Native
 m = Missing
 o = Other
 p = Puerto Rican
 w = White

Table 12a

Best Performance Profiles, Undergraduate Major With Largest Net Predicted GRE Score for Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)	Human.	Human.	Phy Sci Engin.	Engin.	Engin.	Engin.
Black, African American	Human.	Engin. Human.	Phy Sci	Engin	Engin.	Engin.
Asian, Asian American, Pacific Islander	Human.	Human.	Phy Sci	Engin	Phy Sci	Engin.
Mexican, Mexican American, Chicano	Human.	Human. Engin.	Phy Sci	Engin	Engin.	Engin.
Other Hispanic, Latin American	Human.	Human.	Phy Sci	Engin	Phy Sci	Engin.
Puerto Rican	Human.	Human.	Phy Sci	Engin	Engin.	Engin.
American Indian, Alaskan Native	Human.	Engin.	Phy Sci Engin.	Engin	Engin.	Engin.

Table 12b

Best Performance Profiles, General Reason for Taking the GRE With Largest Net Predicted GRE Score for Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship
Black, African American	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship
Asian, Asian American, Pacific Islander	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship
Mexican, Mexican American, Chicano	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship
Other Hispanic, Latin American	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship	Fellowship
Puerto Rican	Practice	Fellowship	Other	Fellowship	Practice	Fellowship
American Indian, Alaskan Native	Fellowship	Fellowship	Fellowship	Fellowship	Ext. Degree	Fellowship

Table 12c

Best Performance Profiles, Undergraduate GPA With Largest Net Predicted GRE Score for Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)	A	A	A	A	A	A
Black, African American	A D or lower	A	A	A	A	A
Asian, Asian American, Pacific Islander	A	A	A	A	A	A
Mexican, Mexican American, Chicano	A	A	A	A	A	A
Other Hispanic, Latin American	A	A	A D or lower	A D or lower	A D or lower	A
Puerto Rican	A- D or lower	A-	A D or lower	A	A- D or lower	A-
American Indian, Alaskan Native	A D or lower	A	A D or lower	A	A D or lower	A- A

Table 12d***Best Performance Profiles, Education Level at Registration With Largest Net Predicted GRE Score for Each Group***

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)	Masters Grad	Masters Grad	Junior	Sophomore	Junior	Sophomore
Black, African American	College Grad	College Grad	Junior	Junior	Junior	Junior
Asian, Asian American, Pacific Islander	Junior	Junior	Sophomore Junior	Sophomore	Junior	Junior
Mexican, Mexican American, Chicano	Sophomore	College Grad	Sophomore	Junior	Sophomore	Junior
Other Hispanic, Latin American	College Grad	College Grad	Sophomore	Junior	Sophomore	Sophomore
Puerto Rican	College Grad	Sophomore	Junior	Sophomore	Sophomore	Sophomore
American Indian, Alaskan Native	Masters Grad Other	Other		Junior		Junior

Table 12e

Best Performance Profiles, Graduate Major With Largest Net Predicted GRE Score for Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)	Human.	Human. Phy Sci	Phy Sci	Phy Sci	Phy Sci	Phy Sci
Black, African American	Human.	Human.	Phy Sci	Phy Sci	Phy Sci	Phy Sci
Asian, Asian American, Pacific Islander		Human.	Phy Sci	Phy Sci		
Mexican, Mexican American, Chicano	Human.	Phy Sci	Phy Sci Engin.	Phy Sci		Phy Sci
Other Hispanic, Latin American	Human.		Phy Sci	Phy Sci Engin.		
Puerto Rican	Human. Social Sci.		Phy Sci	Phy Sci		
American Indian, Alaskan Native	Phy Sci	Human.	Engin.		Phy Sci	

Table 12f

Best Performance Profiles, Attendance Category With Largest Net Predicted GRE Score for Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical		
	Male	Female	Male	Female	Male	Female	
White (non-Hispanic)	Undecided	Undecided	Undecided	Full Time Undecided	Full Time Undecided	Full Time	
Black, African American				Full Time	Full Time	Full Time	
Asian, Asian American, Pacific Islander		Undecided	Undecided	Full Time	Full Time	Full Time Undecided	Full Time
Mexican, Mexican American, Chicano			Full Time Undecided	Full Time Undecided	Full Time	Undecided	Full Time
Other Hispanic, Latin American		Undecided	Undecided	Full Time Undecided	Full Time	Undecided	Full Time
Puerto Rican							Full Time
American Indian, Alaskan Native				Undecided	Full Time	Undecided	

Table 12g

Best Performance Profiles, Family's Education Level With Largest Net Predicted GRE Score for Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)						
Black, African American			Grad Degree			
Asian, Asian American, Pacific Islander		High School	Some College			
Mexican, Mexican American, Chicano	Some Grad	Some Grad	Some Grad	Some Grad		
Other Hispanic, Latin American	Grad Degree	Grad Degree	Grad Degree		Some Grad	
Puerto Rican	Some Grad		Some Grad		Some Grad	Some Grad
American Indian, Alaskan Native		Some Grad	Grad Degree	Some Grad	Grad Degree	Grad Degree

Table 12h

Best Performance Profiles, Father's Education Level With Largest Net Predicted GRE Score for Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)	Some Grad	Grad Degree	Grad Degree	Grad Degree	Grad Degree	Grad Degree
Black, African American	Some Grad	Grad Degree		Some Grad	Some Grad	Grad Degree
Asian, Asian American, Pacific Islander	Grad Degree	Grad Degree	Grad Degree	Grad Degree	Grad Degree	Grad Degree
Mexican, Mexican American, Chicano					Some Grad	Some Grad
Other Hispanic, Latin American				Grad degree		Grad Degree
Puerto Rican		Some Grad	Grad Degree	Some Grad		Grad Degree
American Indian, Alaskan Native						

Table 12i

Best Performance Profiles, Mother's Education Level With Largest Net Predicted GRE Score for Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)	Grad Degree	Grad Degree	Bachelor	Grad Degree	Grad Degree	Grad Degree
Black, African American	Some Grad	Some Grad			Some Grad	Some Grad
Asian, Asian American, Pacific Islander	Grad Degree	Grad Degree			Grad Degree	Some Grad
Mexican, Mexican American, Chicano	Grad Degree				Grad Degree	Some Grad
Other Hispanic, Latin American		Grad Degree			Grad Degree	Grad Degree
Puerto Rican		Some Grad			Some Grad	
American Indian, Alaskan Native	Grad Degree					

Table 12j

Best Performance Profiles, English Language Proficiency Category With Largest Net Predicted GRE Score for Each Group

Race/ethnic categories	Verbal		Quantitative		Analytical	
	Male	Female	Male	Female	Male	Female
White (non-Hispanic)						
Black, African American						Eng not Best
Asian, Asian American, Pacific Islander	English Best	English Best		Eng not Best	English Best	
Mexican, Mexican American, Chicano	English Best					
Other Hispanic, Latin American	English Best	English Best			English Best	
Puerto Rican	English Best	English Best	English Best	English Best	English Best	English Best
American Indian, Alaskan Native						

The undergraduate majors with the highest predicted GRE scores are very similar across the groups—Humanities for Verbal, Physical Science and Engineering for Quantitative and Engineering, and Physical Science for Analytical. Interestingly, for three female race/ethnicity groups, Engineering students also have the highest net average GRE Verbal scores.

In almost all of the groups, those taking the GRE for a fellowship application scored the highest on average. Puerto Rican and American Indian men provided the only exceptions.

Similarly, high undergraduate GPAs are associated with higher GRE scores for all groups, but, in several cases, the students with the lowest grades had the highest average GRE scores. This is due primarily to the small samples of such students (the p-values for these coefficients ranged from .06 to .37), but it occurs quite often for certain minority male examinees across all three GRE scores and may be worth examining in more detail.

There is considerable variation in the education level at registration that predicts the highest GRE scores across the groups and test scores, ranging from Juniors to masters grads, with younger undergraduates often having the highest net average scores.

The patterns of highest predicted GRE scores for intended graduate majors mirror the patterns for undergraduate majors in many respects. Overall, graduate major is less predictive of GRE scores than are the undergraduate majors.

It is interesting that intended full-time attendance in graduate school is not always associated with the highest test performance. However, part-time students never have the highest net average test scores.

Higher levels of parental education are usually associated with higher GRE scores; students with parents who have graduate degrees are often those with the highest net average test scores.

Finally, while test takers for whom English is the language they spoke the best usually had the highest predicted scores, there are two exceptions—African American females on the Analytical score and Asian females on the Quantitative score.

In summary then, Table 12 shows considerable similarity across the groups in the patterns of the categories of examinees who have the highest predicted GRE scores based on the BIQ variables we examined, but there are isolated differences across the groups that may be worthy of further investigation.

Suggestions for Further Research With These Data

In at least two areas, it might be useful to continue work with this data set. These suggestions have come up several times in discussions of this work with various GRE committees prior to the completion of this report. We mention them here because they seem worth consideration. One is methodological and the other involves the addition of other data to the examinee records used in this study.

A Methodological Alternative

It is evident from the many graphs of the regression coefficients (net effects) in this study that, while there are some exceptions, the trends are very similar across many of the groups in this study. For convenience of presentation, we have given the results of the analyses in great detail but in a way that may seem to stress *differences* between the groups. However, there is evidence from this work that it might be fruitful to try to simplify the results to emphasize the average (over groups) trends and to report the trend for only a specific group if it departs substantially from the average trend.

One way to achieve this is to do a large pooled regression analysis using all of the data from all of the groups at once. We can do this by creating a set of dummy variables for gender and race/ethnicity as well as their interactions, 17 in all, and add them to the list of variables used in the analysis. The analysis would then proceed as we have done, except it would force the gender and race/ethnicity variables into the equation first and then step in the BIQ variables as we did here—probably this is where backward elimination should also be used. Then testing for the interaction of each variable with the list of gender and race/ethnicity dummy variables can give us information as to how specific groups differ in their net effects for the BIQ variables. The regression coefficients for the model without the interaction terms would serve as a proper “average trend” for those displayed in the Figures 1-10. The significant interaction terms would be indications of where the trend for a particular gender or race/ethnicity category was quite different from the overall average trend. The result would be graphs like the ones we have presented here except they would have fewer lines—the overall group average trend and a few more lines indicating the groups with quite different trends in the net effects from the average trend.

Additional Data

Discussions of these results have indicated that it might be useful to consider adding additional data to the data set we used in this report. Two types have been suggested— institutional data for the undergraduate institutions attended by the examinees and SAT and ACT scores for these GRE test takers. Both types of data involve linking data sets to this one, but, for various reasons, it should not be assumed that this is easy to do. However, previous researchers have used both types of data, and the task of making these linkages is not impossible. The data on the “sending” undergraduate institutions would add a different dimension to the data that we have. The BIQ data give us a little information about the undergraduate experiences these test takers have had and some additional information about their background and SES. Adding some institutional data to the list is an interesting possibility that goes beyond the indicators in the BIQ.

Data on prior test scores such as the SAT or the ACT would help disentangle the effect of the selection of undergraduate majors from the verbal and mathematical skills of the students who make these selections.. Earlier research has suggested that there are fairly strong correlations between SAT and GRE scores, so we would expect substantial changes in the net effects of the BIQ variables if these were also the net of SAT or ACT performance. Many hurdles must be overcome to expand the data set in this manner, but, in our opinion, it is probably worth an initial investigation to see how feasible such an expansion is. In addition, linking to SAT or ACT will include substantial data about the test takers beyond test scores because both testing programs collect substantial information about many characteristics of the examinees.