

A Snapshot of the Individuals Who Took the *GRE*® revised General Test



The **GRE**®
r e v i s e d
General Test

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Overview

This report provides volume and performance information for test takers who took the GRE® revised General Test between July 1, 2013, and June 30, 2014. The report also provides volume information for the GRE revised General Test population between August 1, 2011, and June 30, 2014. The report is intended to help GRE score users understand the scores they receive and to encourage appropriate score use. The GRE Board and Program are committed to communicating to GRE score users about the appropriate use of GRE scores, and score use guidelines are included in this report. Readers are also encouraged to review the Guidelines for the Use of GRE® Scores at www.ets.org/gre/guidelines. The GRE Board and Program have long been dedicated to the principles of fairness and equity, and this report includes information about the steps that ETS takes to ensure fairness in GRE tests.

The GRE® revised General Test

On August 1, 2011, the GRE revised General Test replaced the GRE® General Test. Like the prior test, the revised test measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills required for success in graduate and business school. The test is composed of three measures: Verbal Reasoning, Quantitative Reasoning, and Analytical Writing. Scores for the Verbal Reasoning and Quantitative Reasoning measures are reported on a scale from 130–170, in 1-point increments, while the Analytical Writing measure is reported on a scale from 0–6, in half-point increments.

GRE test scores can be used by admissions and fellowship panels to supplement undergraduate records and other qualifications for graduate-level study. The scores provide common measures for comparing the qualifications of applicants from around the world and aid in the evaluation of grades and recommendations.

The Data

It should be noted that the terms *test takers* and *examinees* are used interchangeably throughout this report. The data used in the analyses were based on test takers who took the GRE revised General Test between August 1, 2011, and June 30, 2014. The data used in the analyses of test-takers' performance information were based on test takers who took the test between July 1, 2013, and June 30, 2014. The data used in the analyses of test volumes from August 2011 through June 2014 were based on three testing years: August 1, 2011, to June 30, 2012 (2011–12), July 1, 2012, to June 30, 2013 (2012–13), and July 1, 2013, to June 30, 2014 (2013–14). Generally, the GRE Program reports interpretive data based on each testing year (i.e., July to June). Due to the launch of the GRE revised General Test in August 2011, test-taker data for 2011–12 includes only 11 months of data (August to June) rather than 12 months; therefore, volumes for 2011–12 should not be directly compared with volumes from subsequent years.

In each testing year, if a test taker had more than one set of GRE revised General Test scores, the test-taker's most recent scores were used and the previous scores were removed from the analysis, which allowed for a more accurate description of the test-taker population and its characteristics. The data were further refined to include only test takers with valid scores on all three measures. This resulted in a total of 465,750; 534,924; and 572,779 test takers in 2011–12, 2012–13, and 2013–14, respectively, with valid, reportable scores on

the test¹. In each of the three testing years, approximately 98 percent of the test takers took the computer-delivered version of the test, while two percent took the paper-delivered version.

The data summarized in this document comes from the background information questionnaire that test takers are asked to complete during the registration process. Since they are not required to answer all of these questions, the number of respondents to each of the background questions can vary. For example, more test takers complete the question about gender than the question about ethnic group membership. Even though not all test takers provide background information, the size of the GRE population is sufficiently large to report on the demographic factors of primary interest.

Appropriate Use of This Document

These data can be used to learn more about the backgrounds of test takers, as well as some factors that relate to their performance on the GRE revised General Test. Users of this information should be careful not to generalize this information. For example, while the GRE revised General Test provides accurate scores at the individual level, it is not appropriate for comparing countries. The GRE Program does not endorse the practice of ranking countries on the basis of GRE scores, as this is a misuse of data.

The data in this report are not meant to be representative of the undergraduate population intending to attend graduate school, nor does this report represent the characteristics and performance of enrolled graduate students. The results provided in this report represent a view of examinees who took the GRE revised General Test. These factors should be considered as this report and future reports are reviewed.

Mean scores by gender, ethnic group, age, intended graduate major field, and test-taker group within major field are included in this document. In addition, information about test takers who selected M.B.A. as their graduate degree objective is included. To the extent that there are differences in test scores both within and across the groups under analysis, the differences can result from factors such as variation in course-taking patterns, interests, knowledge, and skills, or differential educational, economic, and social systems in which everyone does not receive equal opportunity.

Appropriate Use of GRE Test Scores

GRE test scores are appropriately used as one factor in the selection of applicants for admission to graduate and business programs or recipients of graduate fellowships. Scores may also be used diagnostically for guidance and counseling.

Scores are most effectively used when validation evidence for score use and interpretation is available to document the relationship of different score levels to success in the graduate program. Such evidence may be obtained from a single program or may be based on combined evidence from similar programs.

¹ Due to data refreshment, the numbers of test takers for testing years 2011–12 and 2012–13 included in this report are slightly different from those published in previous editions of *A Snapshot of the Individuals Who Took the GRE® revised General Test*.

Validity studies should be used to determine the validity of GRE test scores for identified appropriate uses and interpretations. Programs interested in conducting a validity study may contact the GRE Program (gretests@ets.org or 1-609-683-2002) for assistance with the technical aspects of conducting such a study.

Within the context of appropriate test use, the following guidelines should be followed:

- Test scores should always be used along with other sources of information, such as course grades, letters of recommendation, personal statements, samples of academic work, or professional experience.
- A cut-off score (i.e., a minimum score) should never be used as the only criterion for denial of admission or awarding of a fellowship.
- The Verbal Reasoning, Quantitative Reasoning and Analytical Writing scores should be treated as three separate and independent pieces of information. They should not be combined into a single score.
- Scores on the Analytical Writing measure should be expressed on the 0–6 scale on which the measure is scored. They should not be equated to the scores on the Verbal Reasoning and Quantitative Reasoning measures because the scales are not comparable.
- Decisions about applicants should not be based on small score differences, due to the inherent uncertainty in all forms of measurement. Standard errors of measurement vary by test and are available in the *GRE® Guide to the Use of Scores*, which can be downloaded at www.ets.org/gre/guide.
- GRE scores should not be used as a credential to grant a degree, to offer course credit by examination, or for advancement to candidacy.

Steps That ETS Takes to Ensure Fairness

ETS has designed several procedures to build fairness into its tests: a) involving external faculty members in the design and oversight of the tests; b) using a fairness review process; and c) conducting differential item functioning (DIF) analyses. This multifaceted approach ensures that an array of information is considered in the development and review of test questions and test services.

Involving External Faculty Members in the Design and Oversight of the Test

The purpose of involving faculty members in the design and oversight of the test is to make sure that the perspectives of a diverse group of people are considered in planning and ongoing operational activities. In this effort, the GRE Program involves undergraduate and graduate faculty members through the GRE Technical Advisory Committee, which is composed of men and women from different academic disciplines and who represent a variety of ethnic groups. Drawing on a diverse group of educators, who are not ETS employees, is one way ETS seeks to ensure the fairness of the GRE test. In addition, faculty members from various minority groups contribute reading comprehension passages and questions, analytical writing prompts, and other question types; the pool of outside reviewers of GRE test questions and GRE essays also includes minority group faculty members.

Fairness Review

The purpose of the ETS fairness review process is to ensure that tests reflect the multicultural nature of society, and to screen out any material that might be offensive or less accessible to major subgroups of test takers, such as those based on age, disability, ethnic group, race, or gender. Every question on an ETS test (and all materials published by ETS) must pass a fairness review. This review is based on a set of written guidelines; each review is conducted by an ETS staff member specifically trained in the application of these guidelines. In addition, the GRE Program solicits reviews from external minority and female faculty members. Any test question that does not pass the fairness review must be revised to comply with the guidelines or be removed from the test. The fairness review does not guarantee that women, minority group members or individuals with disabilities will perform well on the test, but it does guard against the possibility of distraction caused by language or content that might be found offensive or inaccessible.

DIF Analysis

Differential item functioning (DIF) occurs when people in different groups who have approximately equal knowledge and skill perform in substantially different ways on a particular test question. The purpose of a DIF analysis is to identify any test question on which members of a particular group of test takers perform differently than would be expected on the basis of their overall ability in the areas covered by the test. DIF analysis is a statistical technique used as part of the tryout process that is designed to identify test questions that are more difficult for members of one group than for members of another group, after controlling for the examinees' overall ability. It is important to realize that DIF is not synonymous with bias. DIF may occur if a perfectly fair question happens to be mastering a skill that is not well represented in the test as a whole. In a DIF analysis, a DIF statistic is computed for each question, indicating the extent to which members of one group perform differently from members of another group who have similar ability levels. Any questions that exhibit large group differences will not be included in the test, unless the question is considered essential for the test's content coverage. In addition, ETS has produced a set of guidelines, based on many years of research related to DIF statistics that identifies several content categories of questions that are associated with differential difficulty for gender or minority groups. ETS prohibits, for skills tests, further use of questions in those categories, regardless of the DIF performance of particular questions in those categories.

The GRE Program encourages test takers to report concerns about specific test questions directly to the test center administrator or to the GRE Program immediately following the test administration. Subject matter specialists will review these questions and eliminate them from scoring if potential bias is determined. The test specialists will also respond in writing to the examinees. If a response does not resolve an examinee's concern, the examinee may pursue the matter further with ETS.

Examinee Population

Table 1.1 shows that 50 percent of the examinees were women and 45 percent were men.

	Verbal Reasoning	Quantitative Reasoning	Analytical Writing
Mean	150.2	152.5	3.5
Standard Deviation (SD)	8.5	8.9	0.9
Number of Examinees (N)	572,779		
Percent Men	45		
Percent Women	50		

Note: Five percent of examinees did not provide any gender classification.

U.S. Citizenship Status and Racial/Ethnic Group

Table 1.2 shows that non-U.S. citizens represented 36 percent of the GRE revised General Test examinee population. The table also shows that non-U.S. citizens had a higher mean score than U.S. citizens on the Quantitative Reasoning measure and lower mean scores on the Verbal Reasoning and the Analytical Writing measures.

The table also shows that for non-U.S. citizens, men had a higher mean score on the Quantitative Reasoning measure and women had higher mean scores on the Verbal Reasoning and Analytical Writing measures. For U.S. citizens, men had higher mean scores than woman on all three measures of the GRE revised General Test.

For the total group of test takers, men had a higher mean Quantitative Reasoning score than women, and women had higher mean Verbal Reasoning and Analytical Writing scores than men.

Table 1.2. GRE revised General Test Score Information, by U.S. Citizenship Status and Gender

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
U.S. Citizens	336,367	59	153.0	7.6	150.1	7.7	3.8	0.8
Men	118,459	21	154.5	7.6	152.8	8.0	3.9	0.8
Women	196,023	34	152.0	7.5	148.5	7.1	3.8	0.7
No Response	21,885	4	153.4	8.0	150.0	8.0	3.8	0.8
Non-U.S. Citizens	206,176	36	146.1	8.0	155.7	9.2	3.0	0.8
Men	124,963	22	145.7	8.0	156.4	9.1	2.9	0.7
Women	77,920	14	146.7	7.8	154.7	9.2	3.1	0.8
No Response	3,293	1	148.7	9.1	154.2	9.4	3.2	0.9
No Response	30,236	5	146.5	7.7	157.2	9.7	3.0	0.7
Men	14,970	3	145.9	7.7	158.5	9.5	2.9	0.7
Women	13,088	2	147.0	7.5	156.7	9.6	3.1	0.7
No Response	2,178	<1	147.4	8.5	151.0	9.3	3.1	0.9
Total	572,779	100	150.2	8.5	152.5	8.9	3.5	0.9
Men	258,392	45	149.8	9.0	154.9	8.9	3.3	0.9
Women	287,031	50	150.3	8.0	150.6	8.4	3.6	0.8
No Response	27,356	5	152.4	8.4	150.6	8.4	3.7	0.8

Note: The group Non-U.S. Citizens is determined by examinees who indicated a country of citizenship other than the United States. The number under the percent column represents the percentage of total test takers (572,779) within each of the identified groups. Due to rounding, percentages may not add up to 100.

U.S. Citizenship Status and Racial/Ethnic Group (continued)

Table 1.3 shows that for both men and women, test takers who classified themselves as Asian, on average, obtained a higher Quantitative Reasoning score than any other racial/ethnic group. Test takers who classified themselves as White (non-Hispanic), on average, obtained higher Verbal Reasoning scores than other racial/ethnic groups. Test takers who classified themselves as White (non-Hispanic) or Asian scored higher on the Analytical Writing measure than other racial/ethnic groups.

Table 1.3. GRE revised General Test Score Information, by Racial/Ethnic Group and Gender (U.S. Citizens)

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
American Indian	1,823	1	151.1	7.1	147.6	7.3	3.6	0.8
Men	641	35	152.7	7.2	150.6	7.5	3.7	0.8
Women	1,132	62	150.2	6.9	145.8	6.5	3.6	0.7
No Response	50	3	152.5	7.1	148.4	7.6	3.9	0.7
Asian	18,560	6	152.8	7.8	153.9	8.1	3.9	0.8
Men	7,545	41	153.7	7.9	156.4	8.0	3.9	0.8
Women	10,326	56	152.0	7.7	152.1	7.6	3.9	0.8
No Response	689	4	153.6	7.5	153.7	7.7	3.9	0.8
Hawaiian/Pacific Islander	952	<1	150.5	6.9	149.3	7.3	3.7	0.7
Men	374	39	151.2	6.6	151.5	7.1	3.7	0.7
Women	542	57	149.9	7.1	147.9	7.0	3.8	0.7
No Response	36	4	151.2	7.5	148.4	7.1	3.5	0.6
Black	24,466	7	147.0	7.2	143.7	6.7	3.3	0.8
Men	7,551	31	147.6	7.5	145.3	7.4	3.3	0.8
Women	16,134	66	146.7	7.0	142.9	6.3	3.3	0.8
No Response	781	3	147.0	7.7	143.3	6.7	3.2	0.8
Mexican	8,793	3	149.9	7.1	147.2	7.2	3.6	0.7
Men	3,280	37	151.4	7.2	149.9	7.5	3.6	0.7
Women	5,287	60	149.0	6.9	145.6	6.5	3.6	0.7
No Response	226	3	150.0	6.8	146.5	6.8	3.6	0.7
Puerto Rican	3,126	1	149.6	7.4	146.5	7.2	3.4	0.8
Men	1,170	37	150.2	7.6	148.5	7.6	3.4	0.8
Women	1,877	60	149.1	7.3	145.3	6.7	3.5	0.8
No Response	79	3	152.0	7.6	146.1	7.3	3.8	0.8
Other Hispanic	12,497	4	150.5	7.4	147.6	7.3	3.6	0.8
Men	4,395	35	151.9	7.5	150.1	7.6	3.7	0.8
Women	7,775	62	149.7	7.2	146.2	6.7	3.6	0.7
No Response	327	3	150.4	8.0	147.0	7.4	3.6	0.8

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U.S. Citizenship Status and Racial/Ethnic Group (continued)

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Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
White (Non-Hispanic)	200,343	60	154.0	7.1	150.8	7.2	3.9	0.7
Men	73,182	37	155.5	7.0	153.4	7.4	3.9	0.7
Women	120,776	60	153.0	7.0	149.3	6.6	3.9	0.7
No Response	6,385	3	154.2	7.3	150.4	7.1	3.9	0.7
Other	11,383	3	153.9	7.9	150.2	8.0	3.9	0.8
Men	4,246	37	155.5	7.8	152.9	8.1	3.9	0.8
Women	6,598	58	152.8	7.8	148.4	7.4	3.8	0.8
No Response	539	5	154.8	7.4	150.7	8.3	3.9	0.7
No Response	54,424	16	153.2	8.2	150.4	8.2	3.8	0.8
Men	16,075	30	154.9	8.1	153.2	8.3	3.9	0.8
Women	25,576	47	152.0	8.0	148.8	7.6	3.8	0.8
No Response	12,773	23	153.5	8.2	150.2	8.2	3.8	0.8
Total	336,367	100	153.0	7.6	150.1	7.7	3.8	0.8
Men	118,459	35	154.5	7.6	152.8	8.0	3.9	0.8
Women	196,023	58	152.0	7.5	148.5	7.1	3.8	0.7
No Response	21,885	7	153.4	8.0	150.0	8.0	3.8	0.8

Note: A total of 336,367 U.S. citizens took the GRE revised General Test between July 1, 2013, and June 30, 2014. The percentages for the overall Racial/Ethnic groups were based on this total group of test takers; the percentages for the gender groups within each Racial/Ethnic group were based on the group of test takers within the particular Racial/Ethnic group.

Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**-Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**-Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); **Other**-Other

U.S. Citizenship Status and Racial/Ethnic Group (continued)

Table 1.4 shows that test takers who classified themselves as Asian, and whose graduate degree objective was an M.B.A., had higher mean Quantitative Reasoning and Analytical Writing scores than other racial/ethnic groups. Test takers who classified themselves as White (non-Hispanic) had a higher mean Verbal Reasoning score than other racial/ethnic groups.

Table 1.4. GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Racial/Ethnic Group (U.S. Citizens)

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
American Indian	58	1	151.2	7.4	147.1	6.5	3.5	0.7
Asian	635	7	152.6	8.3	153.3	7.7	3.9	0.8
Hawaiian/Pacific Islander	32	<1	148.8	7.2	148.6	6.8	3.5	0.8
Black	1,186	13	146.4	7.3	144.3	6.7	3.3	0.8
Mexican	293	3	149.5	7.3	147.2	6.9	3.5	0.8
Puerto Rican	109	1	149.4	6.7	145.9	6.6	3.3	0.7
Other Hispanic	524	6	149.5	7.5	147.1	7.5	3.6	0.8
White (Non-Hispanic)	5,451	60	153.1	7.2	150.6	6.8	3.8	0.8
Other	369	4	152.8	8.1	149.5	7.7	3.8	0.8
No Response	377	4	153.3	8.1	151.1	7.8	3.9	0.8
Total	9,034	100	151.8	7.8	149.5	7.4	3.7	0.8

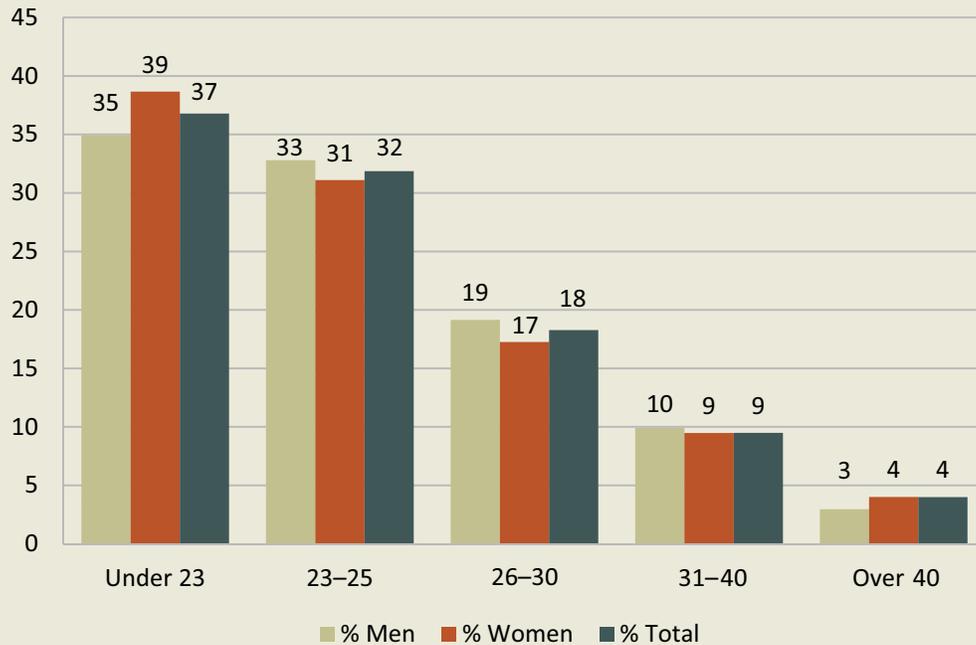
Note: This analysis is based on a total of 9,034 U.S. citizens with M.B.A. as their intended graduate major who took the GRE revised General Test between July 1, 2013, and June 30, 2014.

Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**-Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**-Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); **Other**-Other

Age Group and Gender

Figure 1.1 shows that the majority of examinees (87 percent) were 30 years of age or younger.

Figure 1.1. Percentage of GRE revised General Test Examinees, by Age Group and Gender



Note: These analyses were based on a total of 572,779 test takers. The percentages in the figure above represent the percentage of test takers within a particular gender category (e.g., women) or test takers in the total group in a particular age range. Due to rounding, percentages may not add up to 100.

Age Group and Gender (continued)

Table 1.5 shows that for both men and women, older examinees had higher mean Verbal Reasoning scores than younger examinees.

On the Quantitative Reasoning measure, for both men and women, older examinees had lower mean scores than younger examinees. In addition, men had a higher mean score than women on the Quantitative Reasoning measure across all age groups.

On the Analytical Writing measure, younger women performed better than older women on average, while men performed similarly across all age groups. In addition, women examinees performed the same or better than men across all age groups, on average.

Table 1.5. GRE revised General Test Score Information, by Age Group and Gender

Age	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Under 18	103	<1	150.9	10.3	154.0	11.4	3.5	1.0
Men	47	46	152.4	11.5	157.9	10.8	3.6	1.1
Women	42	41	149.9	8.7	151.9	10.4	3.5	0.8
No Response	14	14	-	-	-	-	-	-
18–22	210,596	37	149.9	8.3	154.6	8.8	3.5	0.9
Men	91,476	43	149.0	9.0	157.2	8.7	3.3	0.9
Women	110,937	53	150.4	7.6	152.7	8.4	3.7	0.8
No Response	8,183	4	153.1	7.7	152.5	8.1	3.9	0.8
23–25	182,475	32	149.9	8.3	152.7	8.6	3.5	0.8
Men	84,756	46	149.4	8.7	155.1	8.6	3.3	0.9
Women	89,254	49	150.1	7.9	150.6	8.1	3.6	0.8
No Response	8,465	5	152.1	8.4	151.1	8.1	3.7	0.8
26–30	104,621	18	150.5	8.8	151.3	8.4	3.5	0.9
Men	49,490	47	150.4	9.1	153.4	8.4	3.4	0.9
Women	49,501	47	150.3	8.4	149.3	7.9	3.5	0.9
No Response	5,630	5	152.4	8.9	150.4	8.2	3.6	0.9
31–35	37,736	7	151.0	8.8	149.3	8.3	3.5	0.9
Men	17,814	47	151.3	9.2	151.4	8.3	3.4	0.9
Women	17,448	46	150.5	8.5	147.3	7.7	3.5	0.8
No Response	2,474	7	152.3	8.8	148.7	8.3	3.5	0.9
36–40	16,601	3	151.1	8.7	147.1	8.0	3.4	0.8
Men	7,152	43	151.6	9.1	149.3	8.2	3.4	0.9
Women	8,333	50	150.7	8.3	145.2	7.2	3.5	0.8
No Response	1,116	7	151.0	9.1	146.7	8.0	3.4	0.9
41–45	9,695	2	151.3	8.5	145.8	7.6	3.4	0.8
Men	3,771	39	152.0	8.9	148.0	8.0	3.4	0.9
Women	5,242	54	150.8	8.2	144.2	6.9	3.5	0.8
No Response	682	7	151.5	8.9	145.3	7.8	3.4	0.8

Table continues on next page

Age Group and Gender (continued)

Table continued from previous page

Table 1.5. GRE revised General Test Score Information, by Age Group and Gender

Age	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
46–50	5,547	1	151.5	8.5	145.0	7.5	3.4	0.8
Men	1,887	34	152.3	8.7	147.4	8.2	3.4	0.8
Women	3,230	58	151.1	8.2	143.7	6.8	3.4	0.8
No Response	430	8	150.9	8.8	144.1	7.3	3.3	0.9
51–55	3,246	1	151.9	8.7	144.3	7.4	3.4	0.8
Men	1,091	34	152.8	8.9	146.6	7.9	3.4	0.8
Women	1,924	59	151.5	8.5	143.0	6.7	3.4	0.8
No Response	231	7	151.4	8.9	143.6	7.7	3.3	0.8
56–60	1,483	<1	152.6	8.6	144.0	7.5	3.4	0.8
Men	569	38	153.6	8.8	146.4	8.3	3.4	0.9
Women	825	56	152.3	8.4	142.4	6.5	3.4	0.8
No Response	89	6	149.1	9.2	142.6	6.7	3.1	0.8
Over 60	668	<1	151.9	8.7	143.8	7.8	3.3	0.8
Men	338	51	152.4	8.9	146.1	7.9	3.2	0.9
Women	290	43	151.4	8.4	141.3	6.8	3.4	0.8
No Response	40	6	151.6	8.9	143.0	8.1	3.1	0.8
No Response	8	<1	-	-	-	-	-	-
Men	1	13	-	-	-	-	-	-
Women	5	63	-	-	-	-	-	-
No Response	2	25	-	-	-	-	-	-
Total	572,779	100	150.2	8.5	152.5	8.9	3.5	0.9
Men	258,392	45	149.8	9.0	154.9	8.9	3.3	0.9
Women	287,031	50	150.3	8.0	150.6	8.4	3.6	0.8
No Response	27,356	5	152.4	8.4	150.6	8.4	3.7	0.8

Note: A total of 572,779 examinees took the GRE revised General Test between July 1, 2013, and June 30, 2014. The percentages for the overall age groups were based on this total group of test takers; the percentages for the gender groups within each age group were based on the group of test takers within the particular age group. Statistics are not reported for groups with fewer than 30 examinees.

Age Group and Gender (continued)

Table 1.6 shows that younger examinees whose graduate degree objective was M.B.A. had higher mean Quantitative Reasoning and Analytical Writing scores than older examinees.

Table 1.6. GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Age Group

Age	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
18–22	2,211	18	151.0	7.7	153.0	8.2	3.7	0.8
23–25	4,009	33	149.6	8.1	150.4	8.0	3.6	0.8
26–30	3,609	30	151.1	8.4	150.2	7.7	3.6	0.9
31–35	1,383	11	150.8	8.3	148.8	7.8	3.5	0.8
36–40	518	4	150.8	8.3	147.1	7.3	3.4	0.8
41–45	240	2	150.9	9.0	145.6	7.1	3.4	0.8
46–50	138	1	150.0	8.4	145.4	6.8	3.3	0.7
51–55	66	1	150.4	8.3	144.3	6.9	3.3	0.8
56–60	33	<1	150.3	7.7	143.9	7.7	3.2	0.8
Over 60	8	<1	-	-	-	-	-	-
Total	12,215	100	150.6	8.2	150.3	8.1	3.6	0.8

Note: Statistics are not reported for groups with fewer than 30 examinees.

Table 1.7 shows that there was a higher percentage of men (52 percent) than women (45 percent) who indicated M.B.A. as their graduate degree objective. The table also shows that men had higher mean scores on the Verbal Reasoning and Quantitative Reasoning measures than women, and women had a higher mean Analytical Writing score than men.

Table 1.7. GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Gender

Gender	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Men	6,406	52	150.9	8.3	151.6	8.2	3.5	0.9
Women	5,498	45	150.1	8.0	148.7	7.6	3.6	0.8
No Response	311	3	151.7	8.0	150.0	7.9	3.7	0.8
Total	12,215	100	150.6	8.2	150.3	8.1	3.6	0.8

Age Group and Gender (continued)

Table 1.8 presents information about the three countries with the highest GRE testing volume: the United States, India, and Mainland China. The table shows that India (56 percent) and Mainland China (63 percent) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States. India and Mainland China had a lower percentage of test takers who were 26 or older than the United States.

Table 1.8. Distribution of Examinees Who Tested in the United States, India, and Mainland China, by Age and Gender

Age	United States		India		Mainland China	
	N	Percent	N	Percent	N	Percent
Under 18	60	<1	6	<1	17	<1
Men	28	47	4	67	9	53
Women	25	42	2	33	8	47
No Response	7	12	0	0	0	0
18–22	121,788	33	47,502	56	27,679	63
Men	37,237	31	33,368	70	14,600	53
Women	77,599	64	13,957	29	13,079	47
No Response	6,952	6	177	<1	0	0
23–25	114,855	31	28,675	34	11,988	27
Men	42,882	37	20,772	72	6,877	57
Women	65,285	57	7,793	27	5,108	43
No Response	6,688	6	110	<1	3	<1
26–30	70,179	19	7,501	9	3,581	8
Men	28,747	41	5,278	70	2,031	57
Women	37,202	53	2,179	29	1,549	43
No Response	4,230	6	44	1	1	<1
31–35	28,753	8	852	1	637	1
Men	12,477	43	540	63	328	51
Women	14,321	50	294	35	309	49
No Response	1,955	7	18	2	0	0
36–40	13,871	4	192	<1	121	<1
Men	5,611	40	121	63	68	56
Women	7,346	53	68	35	53	44
No Response	914	7	3	2	0	0
41–45	8,629	2	67	<1	62	<1
Men	3,184	37	53	79	29	47
Women	4,847	56	14	21	33	53
No Response	598	7	0	0	0	0

Table continues on next page

Age Group and Gender (continued)

Table continued from previous page

Table 1.8. Distribution of Examinees Who Tested in the United States, India, and Mainland China, by Age and Gender

Age	United States		India		Mainland China	
	N	Percent	N	Percent	N	Percent
46–50	5,114	1	27	<1	11	<1
Men	1,671	33	16	59	8	73
Women	3,060	60	10	37	3	27
No Response	383	7	1	4	0	0
51–55	3,051	1	10	<1	3	<1
Men	1,002	33	7	70	1	33
Women	1,837	60	3	30	2	67
No Response	212	7	0	0	0	0
56–60	1,414	<1	5	<1	0	0
Men	544	38	3	60	0	0
Women	788	56	2	40	0	0
No Response	82	6	0	0	0	0
Over 60	626	<1	4	<1	1	<1
Men	311	50	4	100	0	0
Women	279	45	0	0	1	100
No Response	36	6	0	0	0	0
No Response	6	<1	0	0	0	0
Men	1	17	0	0	0	0
Women	4	67	0	0	0	0
No Response	1	17	0	0	0	0
Total	368,346	100	84,841	100	44,100	100
Men	133,695	36	60,166	71	23,951	54
Women	212,593	58	24,322	29	20,145	46
No Response	22,058	6	353	<1	4	<1

Note: A total of 368,346; 84,841; and 44,100 examinees took the GRE revised General Test between July 1, 2013, and June 30, 2014, in the United States, India, and Mainland China, respectively. The percentages for the overall age groups were based on those total groups of test takers; the percentages for the gender groups within each age group were based on the group of test takers within the particular age group.

Country of Citizenship

Table 1.9 shows that the countries with the highest testing volumes in 2013–14 were the United States (336,367), India (85,489), and Mainland China (42,098).

Table 1.9. GRE revised General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Afghanistan	139	142.6	5.5	145.5	8.2	3.2	0.5
Albania	126	148.6	8.5	154.5	8.6	3.4	0.8
Algeria	69	143.0	7.6	148.1	8.0	2.8	0.8
American Samoa	5	*	*	*	*	*	*
Andorra	3	*	*	*	*	*	*
Angola	36	144.3	8.0	144.3	7.4	2.9	0.5
Anguilla	1	*	*	*	*	*	*
Antigua and Barbuda	7	*	*	*	*	*	*
Argentina	316	152.3	7.0	154.0	8.3	3.4	0.7
Armenia	96	145.4	7.2	155.1	8.2	3.0	0.7
Aruba	7	*	*	*	*	*	*
Australia	529	158.2	7.9	155.7	8.4	4.3	0.8
Austria	143	153.9	8.2	154.8	8.3	3.8	0.8
Azerbaijan	78	145.6	8.3	155.6	9.7	2.9	0.7
Bahamas	93	148.6	8.1	145.6	7.1	3.4	0.7
Bahrain	36	145.7	8.8	151.1	7.9	3.3	0.9
Bangladesh	2,733	144.9	6.5	155.7	6.3	2.9	0.6
Barbados	42	152.4	7.6	147.5	7.5	3.9	0.7
Belarus	77	149.4	6.9	156.0	8.8	3.3	0.6
Belgium	144	154.4	6.7	156.9	7.1	3.7	0.7
Belize	36	148.9	5.3	147.2	8.0	3.4	0.7
Benin	32	143.5	7.1	148.8	7.2	3.0	0.6
Bermuda	22	*	*	*	*	*	*
Bhutan	22	*	*	*	*	*	*
Bolivia	106	148.0	6.5	150.6	7.3	3.1	0.6
Bosnia and Herzegovina	37	149.4	8.2	149.1	8.3	3.4	0.8
Botswana	44	146.5	6.8	145.0	6.4	3.3	0.8
Brazil	3,380	148.4	6.8	152.2	7.6	2.9	0.7
British Virgin Islands	1	*	*	*	*	*	*
Brunei Darussalam	24	*	*	*	*	*	*
Bulgaria	163	154.7	7.4	157.0	8.4	3.8	0.9
Burkina Faso	53	145.5	6.5	148.2	7.9	2.9	0.6

* Note: Statistics are not reported for countries with fewer than 30 examinees.

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Country of Citizenship (continued)

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Table 1.9. GRE revised General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Burundi	5	*	*	*	*	*	*
Cambodia	43	144.3	7.9	151.5	8.4	3.1	0.8
Cameroon	332	144.3	6.7	146.6	7.8	3.1	0.7
Canada	5,425	156.1	7.2	154.0	7.7	4.2	0.7
Cape Verde	7	*	*	*	*	*	*
Cayman Islands	3	*	*	*	*	*	*
Central African Republic	3	*	*	*	*	*	*
Chad	10	*	*	*	*	*	*
Chile	551	150.2	7.3	154.4	8.7	3.1	0.7
China, People's Republic of	42,098	147.5	6.6	164.2	5.1	3.0	0.5
Colombia	1,294	148.8	6.8	150.7	8.1	3.0	0.7
Comoros	3	*	*	*	*	*	*
Congo, Republic of	24	*	*	*	*	*	*
Congo, The Democratic Republic of	53	141.9	6.2	144.9	6.1	2.8	0.6
Costa Rica	182	151.7	7.1	152.7	8.2	3.3	0.8
Côte d'Ivoire (Ivory Coast)	78	144.6	6.5	146.0	6.4	2.8	0.7
Croatia	65	149.8	7.5	152.8	9.4	3.4	0.7
Cuba	62	144.9	6.9	146.3	8.2	2.8	0.8
Cyprus	89	147.8	8.3	153.7	8.3	3.5	0.6
Czech Republic	113	151.8	7.7	155.6	8.7	3.4	0.7
Denmark	131	153.3	7.2	152.4	8.4	3.7	0.7
Djibouti	4	*	*	*	*	*	*
Dominica, Commonwealth of	18	*	*	*	*	*	*
Dominican Republic	158	148.5	7.0	148.0	7.6	3.1	0.7
Ecuador	533	147.3	6.7	150.0	7.1	3.1	0.7
Egypt	1,002	145.1	6.7	153.7	7.3	3.1	0.7
El Salvador	90	148.9	6.6	148.1	8.1	3.4	0.7
England	8	*	*	*	*	*	*
Equatorial Guinea	1	*	*	*	*	*	*
Eritrea	129	153.7	7.7	155.3	7.8	3.1	0.5

* Note: Statistics are not reported for countries with fewer than 30 examinees.

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Country of Citizenship (continued)

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Table 1.9. GRE revised General Test Score Information, by Country of Citizenship							
Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Estonia	29	*	*	*	*	*	*
Ethiopia	351	145.4	7.1	150.9	7.3	3.1	0.6
Federated States of Micronesia	1	*	*	*	*	*	*
Fiji	7	*	*	*	*	*	*
Finland	139	153.8	6.9	153.5	7.4	3.6	0.7
France	1,267	154.0	6.7	157.4	8.0	3.4	0.7
Gabon	18	*	*	*	*	*	*
Gambia, The	25	*	*	*	*	*	*
Gaza	11	*	*	*	*	*	*
Georgia	47	147.3	7.1	152.1	9.8	3.3	0.7
Germany	1,457	153.4	7.5	155.8	7.6	3.8	0.7
Ghana	1,298	146.0	6.2	147.2	6.8	3.2	0.6
Gibraltar	1	*	*	*	*	*	*
Greece	532	150.4	7.3	156.5	8.2	3.5	0.7
Grenada	23	*	*	*	*	*	*
Guam	1	*	*	*	*	*	*
Guatemala	135	149.0	7.1	149.8	7.3	3.2	0.8
Guinea	30	144.9	8.1	146.7	7.7	3.0	0.5
Guinea-Bissau	1	*	*	*	*	*	*
Guyana	49	149.2	7.3	148.4	7.0	3.6	0.7
Haiti	113	146.2	7.3	145.7	7.3	3.0	0.7
Honduras	132	147.9	6.8	147.8	7.1	3.2	0.8
Hong Kong	696	149.5	6.8	160.1	6.9	3.4	0.6
Hungary	152	152.0	7.7	157.3	8.2	3.5	0.7
Iceland	90	150.0	8.4	154.7	8.0	3.4	0.8
India	85,489	143.9	7.6	153.5	8.5	2.9	0.7
Indonesia	800	146.0	6.8	153.6	8.4	3.0	0.7
Iran	5,623	142.5	6.4	157.9	7.7	2.8	0.6
Iraq	516	138.7	5.4	147.4	6.8	2.3	0.7
Ireland	187	156.4	8.2	152.7	8.5	4.1	0.7
Israel	386	151.8	8.4	156.9	7.8	3.4	0.7
Italy	1,069	153.4	7.0	154.4	8.3	3.2	0.7

*Note: Statistics are not reported for countries with fewer than 30 examinees.

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Country of Citizenship (continued)

Table continued from previous page

Table 1.9. GRE revised General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Jamaica	344	149.3	6.9	146.5	7.4	3.6	0.7
Japan	1,228	145.3	7.1	157.3	7.9	3.0	0.7
Jordan	529	142.1	6.9	152.3	7.3	2.7	0.8
Kazakhstan	261	144.5	6.9	153.1	8.6	2.9	0.6
Kenya	696	146.6	6.6	146.4	6.7	3.3	0.7
Korea (DPR)	36	147.8	5.6	154.4	7.4	3.0	0.5
Korea (ROK)	5,260	149.3	7.2	160.0	7.1	3.1	0.7
Kuwait	350	141.0	6.2	147.1	7.8	2.7	0.8
Kyrgyzstan	66	144.5	8.4	151.6	9.2	3.1	0.7
Laos	4	*	*	*	*	*	*
Latvia	31	153.0	7.3	155.2	7.5	3.8	0.8
Lebanon	887	146.3	7.1	153.8	8.0	3.1	0.7
Lesotho	4	*	*	*	*	*	*
Liberia	68	141.4	6.9	139.4	6.8	2.8	0.6
Libya	213	136.8	4.6	144.6	6.8	2.0	0.7
Lithuania	72	150.7	7.4	154.6	8.0	3.6	0.7
Luxembourg	20	*	*	*	*	*	*
Macau	57	146.3	5.9	157.3	7.1	3.0	0.6
Macedonia–Former Yugoslav Republic	49	147.7	9.4	151.5	10.4	3.3	0.9
Madagascar	18	*	*	*	*	*	*
Malawi	67	145.1	6.6	143.9	6.4	3.6	0.6
Malaysia	544	150.1	7.8	154.8	7.4	3.6	0.8
Maldives	8	*	*	*	*	*	*
Mali	27	*	*	*	*	*	*
Malta	2	*	*	*	*	*	*
Marshall Islands	2	*	*	*	*	*	*
Mauritania	18	*	*	*	*	*	*
Mauritius	40	153.0	7.6	156.0	6.8	3.9	0.6
Mexico	2,737	148.4	7.1	149.2	7.6	3.0	0.8
Moldova	40	151.0	7.1	154.7	7.7	3.3	0.6
Monaco	4	*	*	*	*	*	*
Mongolia	90	144.3	6.1	151.8	8.4	3.0	0.6

* Note: Statistics are not reported for countries with fewer than 30 examinees.

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Country of Citizenship (continued)

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Table 1.9. GRE revised General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Montserrat	1	*	*	*	*	*	*
Morocco	206	147.7	7.0	153.2	7.6	3.2	0.7
Mozambique	15	*	*	*	*	*	*
Myanmar	101	145.7	7.8	152.5	7.7	3.1	0.7
Namibia	6	*	*	*	*	*	*
Nauru	1	*	*	*	*	*	*
Nepal	1,752	145.5	6.5	155.5	6.6	3.0	0.6
Netherlands	306	155.8	6.6	156.9	7.9	4.0	0.7
Netherlands Antilles	6	*	*	*	*	*	*
New Zealand	188	158.6	8.0	157.7	7.5	4.3	0.8
Nicaragua	52	146.8	9.0	146.1	8.2	3.1	0.8
Niger	28	*	*	*	*	*	*
Nigeria	2,846	146.6	7.1	147.5	7.9	3.1	0.6
Niue Island	1	*	*	*	*	*	*
Norway	173	152.4	8.2	151.5	8.6	3.7	0.7
Oman	72	143.1	6.4	145.4	8.2	2.9	0.6
Pakistan	2,191	148.6	8.0	153.0	7.7	3.4	0.8
Palau	1	*	*	*	*	*	*
Panama	89	147.6	7.1	149.6	7.9	3.1	0.7
Papua New Guinea	3	*	*	*	*	*	*
Paraguay	44	149.3	5.9	151.0	7.8	3.3	0.8
Peru	459	149.1	6.8	152.8	8.2	3.2	0.7
Philippines	531	150.4	7.0	149.5	8.2	3.5	0.7
Poland	246	151.7	7.5	154.7	8.5	3.5	0.7
Portugal	130	151.5	6.9	152.9	8.6	3.3	0.7
Puerto Rico	4	*	*	*	*	*	*
Qatar	63	142.1	6.8	148.9	7.6	2.8	0.8
Reunion	1	*	*	*	*	*	*
Romania	219	153.6	7.4	154.3	9.0	3.7	0.8
Russia	1,051	149.0	7.4	156.0	8.1	3.1	0.7
Rwanda	167	142.0	6.8	147.8	7.0	2.9	0.6
São Tomé and Príncipe	1	*	*	*	*	*	*
Saudi Arabia	4,720	137.7	5.0	142.1	7.3	2.1	0.7

* Note: Statistics are not reported for countries with fewer than 30 examinees.

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Country of Citizenship (continued)

Table continued from previous page

Table 1.9. GRE revised General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Senegal	58	144.7	7.9	146.4	7.5	3.0	0.8
Serbia	139	149.6	8.1	152.2	7.8	3.4	0.7
Sierra Leone	39	142.8	7.0	141.6	7.8	3.1	0.7
Singapore	916	157.7	7.0	160.3	6.8	4.3	0.8
Slovak Republic	59	151.4	8.6	154.7	8.1	3.4	0.8
Slovenia	35	152.5	6.7	154.4	8.0	3.4	0.7
Somalia	10	*	*	*	*	*	*
South Africa	260	154.6	7.8	151.5	8.3	4.0	0.8
Spain	692	151.9	6.5	154.0	8.2	3.3	0.7
Sri Lanka	739	142.9	7.8	154.7	6.3	3.1	0.7
St. Kitts and Nevis	10	*	*	*	*	*	*
St. Lucia	40	148.6	6.6	146.7	6.2	3.6	0.7
St. Vincent and the Grenadines	20	*	*	*	*	*	*
Sudan	138	142.9	6.3	150.8	7.9	2.7	0.6
Suriname	3	*	*	*	*	*	*
Swaziland	11	*	*	*	*	*	*
Sweden	211	153.2	8.0	152.5	8.2	3.6	0.8
Switzerland	237	154.4	7.3	158.2	7.3	3.7	0.8
Syria	187	144.0	6.8	153.0	6.5	2.9	0.8
Taiwan	3,072	146.1	6.5	161.2	6.8	2.8	0.6
Tajikistan	14	*	*	*	*	*	*
Tanzania	108	143.8	7.0	146.4	8.0	3.1	0.7
Thailand	938	143.8	7.0	155.5	8.4	2.8	0.7
Togo	53	143.3	6.2	148.1	7.0	2.9	0.8
Tonga	1	*	*	*	*	*	*
Trinidad and Tobago	185	151.4	7.2	150.1	7.5	3.8	0.7
Tunisia	91	144.8	5.7	151.5	7.7	2.9	0.5
Turkey	2,396	145.0	7.2	158.9	7.1	2.9	0.7
Turkmenistan	25	*	*	*	*	*	*
Turks and Caicos Islands	1	*	*	*	*	*	*
Uganda	164	144.8	6.9	145.0	7.1	3.2	0.7
Ukraine	330	148.0	7.4	154.2	7.8	3.1	0.7

* Note: Statistics are not reported for countries with fewer than 30 examinees.

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Country of Citizenship (continued)

Table continued from previous page

Table 1.9. GRE revised General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
United Arab Emirates	213	141.3	7.9	148.4	7.8	2.8	0.9
United Kingdom	1,621	157.7	7.9	153.7	8.0	4.3	0.8
United States of America	336,367	153.0	7.6	150.1	7.7	3.8	0.8
Uruguay	60	152.2	6.7	150.2	8.5	3.4	0.5
U.S. Virgin Islands	2	*	*	*	*	*	*
Uzbekistan	64	147.2	5.8	153.4	8.3	3.1	0.6
Venezuela	551	148.7	7.0	150.4	7.6	3.1	0.7
Vietnam	924	146.7	7.6	159.0	7.2	3.1	0.7
West Bank	3	*	*	*	*	*	*
Western Samoa	2	*	*	*	*	*	*
Yemen	45	141.2	8.0	149.3	7.5	2.7	0.8
Zambia	60	148.2	6.9	145.0	6.5	3.5	0.6
Zimbabwe	152	149.8	6.3	149.6	7.0	3.7	0.6

* Note: Statistics are not reported for countries with fewer than 30 examinees.

Major Fields

The tables and figures on undergraduate major field and intended graduate major fields refer to the Major Fields listed below:

Business

Accounting
Banking and Finance
Business Administration and Management

Education

Administration
Curriculum and Instruction
Early Childhood Education
Elementary Education
Evaluation and Research
Higher Education
Secondary Education
Special Education
Student Counseling and Personnel Services

Engineering

Chemical Engineering
Civil Engineering
Electrical and Electronic Engineering
Industrial Engineering
Materials Engineering
Mechanical Engineering

Humanities and Arts

Arts
English Language and Literature
Foreign Languages and Literatures
History
Philosophy

Life Sciences

Agriculture
Biological Sciences
Health and Medical Sciences

Physical Sciences

Chemistry
Computer and Information Sciences
Earth, Atmospheric, and Marine Sciences
Mathematical Sciences
Physics and Astronomy

Social Sciences

Anthropology and Archaeology
Economics
Political Science
Psychology
Sociology

Other Fields

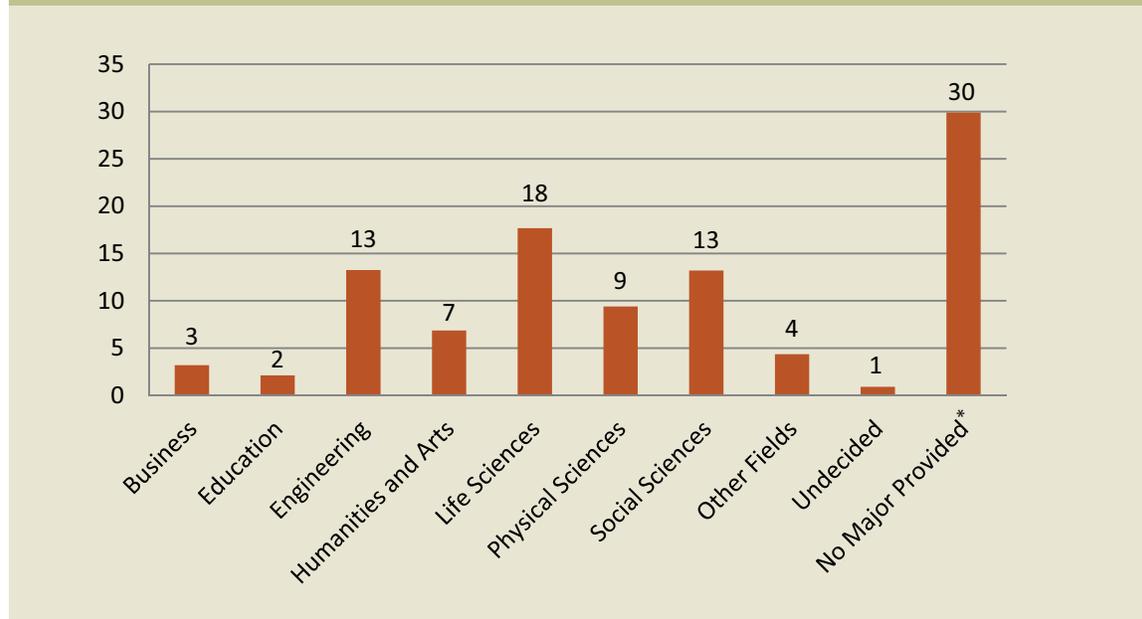
Architecture and Environmental Design
Communications
Home Economics
Library and Archival Sciences
Public Administration
Religion and Theology
Social Work
Other

Note: For a more detailed list of major fields, go to www.ets.org/gre/gradmajorfields.

Undergraduate Major Field

Figure 1.2 shows that, overall, the most commonly reported undergraduate major fields were within Life Sciences (18 percent), followed by Social Sciences (13 percent), and Engineering (13 percent).

Figure 1.2. Percentage of GRE revised General Test Examinees, by Undergraduate Major Field



Note: See page 23 for a list of major fields. These analyses were based on a total of 572,779 test takers.

*Test takers in the “No Major Provided” category include those test takers who indicated their undergraduate major as “Any Department Not Listed,” those who did not respond to the question and those who provided an invalid answer.

Undergraduate Major Field (continued)

Table 1.10 shows that men and women indicating an undergraduate major in the field of Humanities and Arts had higher mean scores on the Verbal Reasoning and Analytical Writing measures than men and women in other major fields. Men and women indicating an undergraduate major in Engineering had a higher mean score on the Quantitative Reasoning measure than men and women in other major fields.

Table 1.10. GRE revised General Test Score Information, by Undergraduate Major Field and Gender

Undergraduate Major Field	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Business	18,357	3	149.3	7.6	150.6	8.8	3.4	0.8
Men	8,900	48	149.7	7.9	151.5	8.7	3.4	0.8
Women	9,004	49	148.8	7.3	149.7	8.8	3.5	0.8
No Response	453	2	149.8	7.8	149.3	7.4	3.5	0.8
Education	12,143	2	149.2	7.2	146.3	7.1	3.6	0.8
Men	2,669	22	149.8	7.5	147.7	7.6	3.6	0.8
Women	8,962	74	149.0	7.1	145.8	6.9	3.6	0.8
No Response	512	4	149.2	6.8	145.8	6.3	3.6	0.7
Engineering	72,388	13	148.1	8.6	157.7	7.8	3.2	0.8
Men	54,832	76	148.0	8.6	157.9	7.9	3.2	0.8
Women	16,690	23	148.3	8.3	157.1	7.5	3.3	0.8
No Response	866	1	154.0	8.7	158.6	7.1	3.7	0.9
Humanities and Arts	39,330	7	156.2	7.7	149.2	7.5	4.0	0.8
Men	14,739	37	157.3	7.6	150.3	7.6	4.1	0.8
Women	23,143	59	155.5	7.6	148.4	7.3	4.0	0.8
No Response	1,448	4	156.9	7.8	149.5	7.3	4.1	0.8
Life Sciences	101,272	18	150.8	7.2	150.3	7.1	3.7	0.7
Men	30,443	30	151.6	7.4	152.3	7.2	3.6	0.8
Women	67,913	67	150.4	7.0	149.4	6.8	3.7	0.7
No Response	2,916	3	152.2	7.2	150.3	7.0	3.7	0.8
Physical Sciences	53,861	9	150.2	9.2	156.8	8.4	3.4	0.9
Men	33,955	63	150.3	9.4	157.6	8.5	3.3	0.9
Women	18,756	35	149.7	8.9	155.3	8.2	3.4	0.9
No Response	1,150	2	155.5	8.6	157.3	7.8	3.8	0.8
Social Sciences	75,605	13	153.1	7.6	150.0	7.9	3.9	0.8
Men	24,563	32	154.5	7.8	152.4	8.2	3.9	0.8
Women	48,729	64	152.3	7.5	148.8	7.5	3.8	0.8
No Response	2,313	3	154.1	7.9	149.7	7.7	3.9	0.8

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Undergraduate Major Field (continued)

Table continued from previous page

Table 1.10. GRE revised General Test Score Information, by Undergraduate Major Field and Gender

Undergraduate Major Field	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Other Fields	24,986	4	150.8	7.9	148.3	8.0	3.6	0.8
Men	8,081	32	151.7	8.2	149.9	8.2	3.6	0.9
Women	16,106	64	150.3	7.6	147.5	7.8	3.6	0.8
No Response	799	3	152.1	8.2	147.8	7.6	3.7	0.8
Undecided	5,190	1	145.6	7.5	152.8	10.0	3.0	0.7
Men	2,643	51	145.2	7.7	154.0	9.8	2.9	0.7
Women	2,460	47	145.9	7.3	151.7	10.1	3.1	0.7
No Response	87	2	147.7	8.3	147.1	8.9	3.3	0.8
No Major Provided*	169,647	30	148.2	8.6	153.4	9.5	3.2	0.9
Men	77,567	46	147.1	8.8	155.4	9.5	3.1	0.9
Women	75,268	44	148.5	8.1	152.1	9.4	3.3	0.8
No Response	16,812	10	151.7	8.6	150.3	8.5	3.6	0.9
Total	572,779	100	150.2	8.5	152.5	8.9	3.5	0.9
Men	258,392	45	149.8	9.0	154.9	8.9	3.3	0.9
Women	287,031	50	150.3	8.0	150.6	8.4	3.6	0.8
No Response	27,356	5	152.4	8.4	150.6	8.4	3.7	0.8

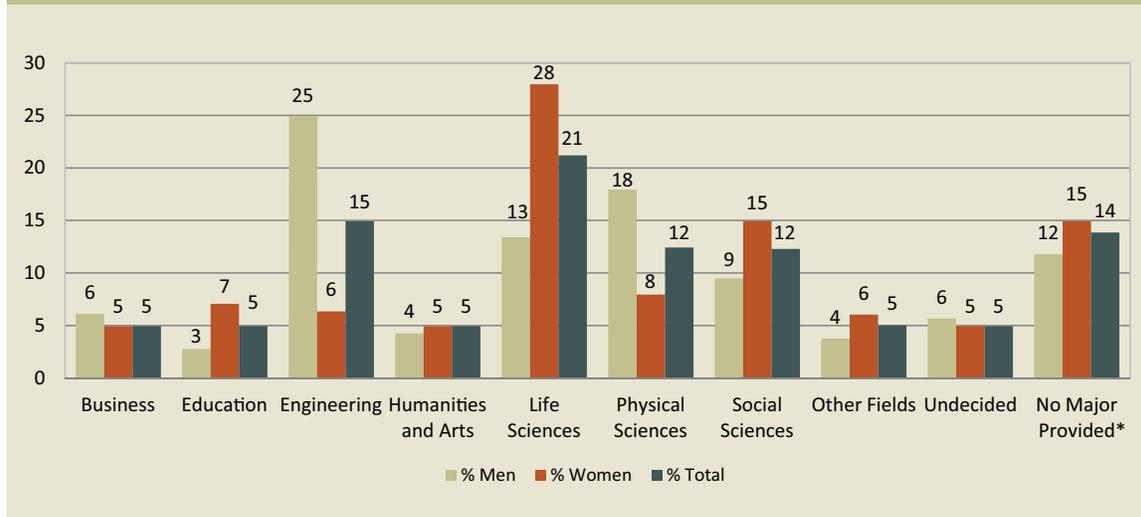
Note: See page 23 for a list of major fields. A total of 572,779 examinees took the GRE revised General Test between July 1, 2013, and June 30, 2014. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each undergraduate major group were based on the group of test takers within the particular undergraduate major group.

*Test takers in the “No Major Provided” category include those who indicated their undergraduate major as “Any Department Not Listed,” those who did not respond to the background question and those who provided an invalid answer.

Intended Graduate Major Field

Figure 1.3 shows that the percentage of men who indicated an intended graduate major in Engineering and the Physical Sciences was significantly higher than the percentage of women indicating an intended graduate major in Engineering and the Physical Sciences. The percentage of women who indicated an intended graduate major in the Life Sciences, Social Sciences, and Education, exceeded the percentage of men indicating an intended graduate major in the Life Sciences, Social Sciences, and Education. The percentages of men and women indicating an intended graduate major in Business and Humanities and Arts were similar.

Figure 1.3. Percentage of GRE revised General Test Examinees, by Intended Graduate Major Field and Gender



Note: See page 23 for a list of major fields. These analyses were based on a total of 572,779 test takers. The percentages in the figure above represent the percentage of test takers within a particular gender category (e.g., men, women) for each intended graduate major field.

*Test takers in the “No Major Provided” category include those who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the question and those who provided an invalid answer.

Intended Graduate Major Field (continued)

Table 1.11 shows that men and women indicating an intended graduate major in the field of Humanities and Arts had higher mean Verbal Reasoning and Analytical Writing scores than men and women in other majors. Men and women with an intended graduate major in Engineering had a higher mean score on the Quantitative Reasoning measure than men and women in other majors.

Table 1.11. GRE revised General Test Score Information, by Intended Graduate Major Field and Gender

Intended Graduate Major Field	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Business	30,866	5	149.6	8.0	152.6	9.0	3.4	0.8
Men	15,823	51	149.8	8.2	153.6	8.9	3.4	0.8
Women	13,667	44	149.3	7.6	151.6	9.1	3.5	0.8
No Response	1,376	4	150.9	8.3	150.4	8.4	3.6	0.8
Education	29,509	5	151.0	7.8	147.7	7.7	3.7	0.8
Men	7,170	24	152.1	8.2	149.2	8.1	3.7	0.9
Women	20,305	69	150.6	7.6	147.2	7.5	3.7	0.8
No Response	2,034	7	150.9	8.2	146.9	7.6	3.6	0.8
Engineering	84,398	15	147.5	8.5	158.2	7.9	3.1	0.8
Men	64,232	76	147.3	8.5	158.2	8.0	3.1	0.8
Women	18,211	22	147.8	8.1	158.0	7.7	3.2	0.8
No Response	1,955	2	152.6	8.8	158.6	7.1	3.6	0.9
Humanities and Arts	27,203	5	156.3	7.8	149.5	7.8	4.0	0.8
Men	10,980	40	157.2	7.7	150.5	7.8	4.0	0.9
Women	14,437	53	155.5	7.7	148.7	7.7	4.0	0.8
No Response	1,786	7	157.0	8.0	149.6	7.5	4.0	0.8
Life Sciences	121,375	21	151.1	7.3	150.7	7.2	3.7	0.7
Men	34,600	29	151.6	7.5	152.8	7.3	3.6	0.8
Women	80,290	66	150.9	7.1	149.9	7.0	3.7	0.7
No Response	6,485	5	152.1	7.5	150.3	7.0	3.7	0.7
Physical Sciences	71,211	12	148.7	9.2	157.2	8.7	3.2	0.9
Men	46,330	65	148.7	9.3	157.8	8.8	3.2	0.9
Women	22,787	32	148.2	8.8	156.1	8.6	3.3	0.8
No Response	2,094	3	153.9	9.1	157.3	8.1	3.7	0.9
Social Sciences	70,390	12	153.2	7.8	151.2	8.5	3.8	0.8
Men	24,519	35	154.5	8.0	153.7	8.5	3.8	0.8
Women	41,972	60	152.4	7.6	149.8	8.1	3.8	0.8
No Response	3,899	6	153.7	8.1	150.1	8.1	3.8	0.8

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Intended Graduate Major Field (continued)

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Table 1.11. GRE revised General Test Score Information, by Intended Graduate Major Field and Gender

Intended Graduate Major Field	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Other Fields	28,750	5	150.9	8.2	149.2	8.6	3.6	0.8
Men	9,678	34	152.0	8.5	150.8	8.5	3.6	0.9
Women	17,330	60	150.2	8.0	148.5	8.6	3.6	0.8
No Response	1,742	6	152.2	8.5	147.8	7.9	3.7	0.8
Undecided	29,734	5	147.2	8.9	153.1	9.3	3.1	0.9
Men	14,618	49	146.4	9.0	154.1	9.3	3.0	0.9
Women	13,720	46	147.7	8.6	152.4	9.2	3.2	0.9
No Response	1,396	5	151.4	9.4	150.5	8.7	3.5	0.9
No Major Provided*	79,343	14	148.9	8.4	149.9	8.6	3.4	0.9
Men	30,442	38	148.4	8.9	151.9	8.9	3.2	0.9
Women	44,312	56	149.1	7.9	148.7	8.2	3.5	0.8
No Response	4,589	6	150.7	8.5	148.2	7.9	3.6	0.9
Total	572,779	100	150.2	8.5	152.5	8.9	3.5	0.9
Men	258,392	45	149.8	9.0	154.9	8.9	3.3	0.9
Women	287,031	50	150.3	8.0	150.6	8.4	3.6	0.8
No Response	27,356	5	152.4	8.4	150.6	8.4	3.7	0.8

Note: See page 23 for a list of major fields. A total of 572,779 examinees took the GRE revised General Test between July 1, 2013, and June 30, 2014. The percentages for the overall intended graduate major fields were based on those total groups of test takers; the percentages for the gender groups within each intended graduate major group were based on the group of test takers within the particular intended graduate major group.

*Test takers in the “No Major Provided” category include those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the question and those who provided an invalid answer.

Intended Graduate Major Field (continued)

Table 1.12 shows that across all racial/ethnic groups, test takers with an intended graduate major in Humanities and Arts had a higher mean score on the Verbal Reasoning measure than those with other intended graduate majors.

Table 1.12. GRE Verbal Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
Business	N	77	1,020	44	2,037	410	167	766	8,666	527	2,940	16,654
	Mean	151.0	152.2	150.9	146.2	149.4	148.5	149.2	153.0	152.3	151.9	151.6
	SD	7.7	8.0	7.0	6.9	7.0	7.3	7.5	7.1	8.1	8.1	7.7
Education	N	129	784	61	3,017	769	193	859	15,436	731	3,988	25,967
	Mean	150.0	152.3	150.2	146.5	148.4	150.1	149.0	152.8	152.3	151.4	151.5
	SD	7.1	7.9	7.1	6.8	6.8	7.6	7.3	7.1	8.0	8.2	7.6
Engineering	N	80	2,029	56	821	562	199	759	10,475	630	3,327	18,938
	Mean	152.5	154.5	154.2	149.9	151.6	150.5	152.7	156.6	156.0	155.5	155.5
	SD	7.4	7.6	6.1	7.7	6.8	8.2	7.0	6.2	7.5	7.6	7.1
Humanities and Arts	N	106	610	47	832	551	161	673	14,291	876	3,444	21,591
	Mean	154.9	156.9	154.3	151.0	153.4	153.3	154.5	158.0	157.2	158.0	157.4
	SD	6.9	7.3	6.9	7.3	7.1	7.1	7.3	6.6	7.0	7.4	7.0
Life Sciences	N	520	6,502	329	5,954	2,368	877	3,478	62,871	2,971	15,314	101,184
	Mean	150.2	151.5	149.8	147.0	149.6	148.6	150.0	152.5	152.6	152.2	151.9
	SD	6.8	7.2	6.7	6.6	6.6	6.9	6.7	6.7	7.4	7.3	7.0
Physical Sciences	N	128	1,623	57	880	466	217	713	13,692	796	3,436	22,008
	Mean	153.7	155.3	152.3	149.2	152.2	150.7	153.1	157.1	157.9	156.4	156.2
	SD	6.3	8.3	5.4	7.5	7.4	8.3	7.5	6.6	7.3	7.9	7.3
Social Sciences	N	323	2,350	124	3,872	1,534	573	2,298	30,508	2,054	7,798	51,434
	Mean	151.9	154.0	150.9	147.9	150.8	150.9	151.0	154.8	154.5	154.3	153.8
	SD	7.3	7.6	6.3	7.5	7.0	7.2	7.5	7.1	7.7	8.3	7.7
Other Fields	N	124	749	62	2,381	736	176	838	11,459	692	3,412	20,629
	Mean	150.7	152.1	149.0	145.7	148.1	149.3	149.4	154.2	153.0	152.2	152.3
	SD	7.2	8.0	7.6	7.2	7.2	7.3	7.4	7.2	8.0	8.6	8.1
Undecided	N	59	595	18	668	155	67	299	4,956	395	2,237	9,449
	Mean	149.9	152.3	-	145.7	149.3	146.8	149.9	154.8	153.5	153.4	153.3
	SD	6.9	8.6	-	8.0	6.9	8.2	7.4	7.7	9.2	9.2	8.6
No Major Provided*	N	277	2,298	154	4,004	1,242	496	1,814	27,989	1,711	8,528	48,513
	Mean	150.0	151.2	148.6	145.8	148.6	148.4	149.2	152.5	152.7	151.7	151.5
	SD	7.0	7.8	7.4	7.2	7.2	7.2	7.4	7.2	7.8	8.2	7.7
Total	N	1,823	18,560	952	24,466	8,793	3,126	12,497	200,343	11,383	54,424	336,367
	Mean	151.1	152.8	150.5	147.0	149.9	149.6	150.5	154.0	153.9	153.2	153.0
	SD	7.1	7.8	6.9	7.2	7.1	7.4	7.4	7.1	7.9	8.2	7.6

Note: See page 23 for a list of major fields. A total of 336,367 U.S. citizens took the GRE revised General Test between July 1, 2013, and June 30, 2014. Statistics for groups with less than 30 examinees were not reported. Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**-Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**-Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); **Other**-Other

*Test takers in the “No Major Provided” category include those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the question and those who provided an invalid answer.

Intended Graduate Major Field (continued)

Table 1.13 shows that test takers across all racial/ethnic groups with an intended graduate major in Engineering had a higher mean score on the Quantitative Reasoning measure than those with other majors.

Table 1.13. GRE Quantitative Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
		N	77	1,020	44	2,037	410	167	766	8,666	527	2,940
Business	Mean	147.7	153.7	148.5	143.8	147.3	145.7	146.9	150.6	149.5	150.0	149.5
	SD	7.4	7.8	6.3	6.4	6.6	6.9	7.0	6.8	7.6	7.9	7.5
	N	129	784	61	3,017	769	193	859	15,436	731	3,988	25,967
Education	Mean	144.6	151.0	146.5	142.2	144.5	145.4	144.7	148.3	147.3	147.1	147.2
	SD	7.0	8.0	7.1	6.0	6.5	7.0	6.6	6.8	7.4	7.7	7.2
	N	80	2,029	56	821	562	199	759	10,475	630	3,327	18,938
Engineering	Mean	156.4	160.8	158.6	152.7	155.5	154.1	155.9	159.4	158.7	159.3	158.9
	SD	6.5	6.2	4.8	7.0	6.2	6.7	6.4	5.6	6.5	6.2	6.2
	N	106	610	47	832	551	161	673	14,291	876	3,444	21,591
Humanities and Arts	Mean	146.5	151.4	148.3	143.3	145.3	145.0	146.3	149.3	148.4	149.4	148.8
	SD	6.0	7.6	6.8	6.3	6.8	6.6	6.9	6.9	7.3	7.6	7.2
	N	520	6,502	329	5,954	2,368	877	3,478	62,871	2,971	15,314	101,184
Life Sciences	Mean	147.8	152.5	149.8	144.6	147.9	146.7	148.0	150.6	150.1	150.4	150.1
	SD	6.5	7.0	6.7	6.2	6.1	6.4	6.3	6.2	6.9	6.9	6.6
	N	128	1,623	57	880	466	217	713	13,692	796	3,436	22,008
Physical Sciences	Mean	154.3	159.9	155.6	149.8	153.6	151.6	154.2	157.9	158.0	157.4	157.3
	SD	6.8	7.2	6.0	7.5	7.0	8.0	7.1	6.6	7.5	7.4	7.2
	N	323	2,350	124	3,872	1,534	573	2,298	30,508	2,054	7,798	51,434
Social Sciences	Mean	146.5	152.7	148.0	143.6	146.6	145.8	146.7	150.1	149.1	149.6	149.3
	SD	6.8	7.9	6.5	6.6	6.6	6.9	6.9	6.9	7.4	8.0	7.4
	N	124	749	62	2,381	736	176	838	11,459	692	3,412	20,629
Other Fields	Mean	145.0	150.7	146.6	141.1	143.8	143.4	144.5	148.5	147.2	147.0	147.0
	SD	6.4	7.5	6.6	5.8	6.4	6.0	6.5	6.6	7.5	7.8	7.3
	N	59	595	18	668	155	67	299	4,956	395	2,237	9,449
Undecided	Mean	146.3	153.4	-	142.7	145.5	143.5	146.5	150.9	150.1	151.0	150.1
	SD	7.8	7.9	-	6.9	6.6	6.7	7.1	7.4	8.5	8.6	8.1
	N	277	2,298	154	4,004	1,242	496	1,814	27,989	1,711	8,528	48,513
No Major Provided*	Mean	145.9	151.7	146.3	142.1	145.2	144.4	145.8	148.8	148.3	148.3	148.0
	SD	6.8	8.0	6.6	6.2	7.0	6.5	7.1	6.8	7.7	7.9	7.4
	N	1,823	18,560	952	24,466	8,793	3,126	12,497	200,343	11,383	54,424	336,367
Total	Mean	147.6	153.9	149.3	143.7	147.2	146.5	147.6	150.8	150.2	150.4	150.1
	SD	7.3	8.1	7.3	6.7	7.2	7.2	7.3	7.2	8.0	8.2	7.7

Note: See page 23 for a list of major fields. A total of 336,367 U.S. citizens took the GRE revised General Test between July 1, 2013, and June 30, 2014. Statistics for groups with less than 30 examinees were not reported. Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**-Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**-Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); **Other**-Other

*Test takers in the “No Major Provided” category include those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the question and those who provided an invalid answer.

Intended Graduate Major Field (continued)

Table 1.14 shows that test takers across all racial/ethnic groups with an intended graduate major in Humanities and Arts had a higher mean score on the Analytical Writing measure than those with other majors.

Table 1.14. GRE Analytical Writing Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)

Intended Graduate Major Field		American Indian	Asian	Hawaiian/ Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
Business	N	77	1,020	44	2,037	410	167	766	8,666	527	2,940	16,654
	Mean	3.5	3.8	3.6	3.3	3.6	3.3	3.5	3.8	3.8	3.7	3.7
	SD	0.8	0.8	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Education	N	129	784	61	3,017	769	193	859	15,436	731	3,988	25,967
	Mean	3.8	3.9	3.7	3.3	3.5	3.6	3.6	3.9	3.8	3.7	3.8
	SD	0.8	0.8	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Engineering	N	80	2,029	56	821	562	199	759	10,475	630	3,327	18,938
	Mean	3.7	3.9	3.8	3.5	3.6	3.4	3.7	4.0	3.9	3.9	3.9
	SD	0.7	0.8	0.6	0.7	0.7	0.9	0.8	0.7	0.8	0.8	0.7
Humanities and Arts	N	106	610	47	832	551	161	673	14,291	876	3,444	21,591
	Mean	3.8	4.2	4.1	3.6	3.8	3.8	3.9	4.2	4.1	4.1	4.1
	SD	0.7	0.8	0.7	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Life Sciences	N	520	6,502	329	5,954	2,368	877	3,478	62,871	2,971	15,314	101,184
	Mean	3.6	3.8	3.7	3.3	3.6	3.4	3.6	3.8	3.8	3.8	3.8
	SD	0.7	0.7	0.7	0.7	0.7	0.8	0.7	0.7	0.7	0.7	0.7
Physical Sciences	N	128	1,623	57	880	466	217	713	13,692	796	3,436	22,008
	Mean	3.8	3.9	3.9	3.4	3.6	3.4	3.7	4.0	4.0	3.9	3.9
	SD	0.8	0.8	0.6	0.8	0.7	0.9	0.7	0.7	0.8	0.8	0.7
Social Sciences	N	323	2,350	124	3,872	1,534	573	2,298	30,508	2,054	7,798	51,434
	Mean	3.7	4.0	3.8	3.4	3.7	3.7	3.7	4.0	4.0	3.9	3.9
	SD	0.7	0.8	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Other Fields	N	124	749	62	2,381	736	176	838	11,459	692	3,412	20,629
	Mean	3.6	3.8	3.7	3.2	3.5	3.5	3.6	3.9	3.8	3.7	3.8
	SD	0.9	0.8	0.8	0.8	0.7	0.8	0.7	0.7	0.8	0.8	0.8
Undecided	N	59	595	18	668	155	67	299	4,956	395	2,237	9,449
	Mean	3.5	3.8	-	3.1	3.4	3.1	3.5	3.9	3.8	3.7	3.8
	SD	0.8	0.8	-	0.8	0.7	0.9	0.7	0.8	0.9	0.9	0.8
No Major Provided*	N	277	2,298	154	4,004	1,242	496	1,814	27,989	1,711	8,528	48,513
	Mean	3.5	3.8	3.6	3.2	3.5	3.3	3.5	3.8	3.8	3.7	3.7
	SD	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Total	N	1,823	18,560	952	24,466	8,793	3,126	12,497	200,343	11,383	54,424	336,367
	Mean	3.6	3.9	3.7	3.3	3.6	3.4	3.6	3.9	3.9	3.8	3.8
	SD	0.8	0.8	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8

Note: See page 23 for a list of major fields. A total of 336,367 U.S. citizens took the GRE revised General Test between July 1, 2013, and June 30, 2014. Statistics for groups with less than 30 examinees were not reported. Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**-Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**-Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); **Other**-Other

*Test takers in the "No Major Provided" category include those test takers who indicated their intended graduate major as "Any Department Not Listed," those who did not respond to the question and those who provided an invalid answer.

Graduate Degree Objective

Table 1.15 shows that about 66 percent of examinees reported a graduate degree objective of either master's degree (40 percent) or doctorate (26 percent). Approximately 30 percent of examinees did not respond to this question.

Table 1.15. Percentage of GRE revised General Test Examinees, by Graduate Degree Objective

Graduate Degree Objective	Number	Percent
Master's (M.A., M.S., M.Ed.)	230,067	40
Intermediate (such as Specialist)	2,611	<1
M.B.A.	12,215	2
Doctorate (Ph.D., Ed.D.)	149,991	26
Postdoctoral Study	5,555	1
Non-Degree Graduate Study	822	<1
Not Currently Planning Graduate Study	989	<1
No Response	170,529	30
Total	572,779	100

Enrollment Preference

Table 1.16 shows that 61 percent of test takers planned to enroll in a full-time graduate or business school program. These test takers had a higher mean Quantitative Reasoning score and a lower mean Verbal Reasoning score than test takers who planned to enroll part time or who were undecided. Approximately 30 percent of examinees did not respond to this question.

Table 1.16. GRE revised General Test Score Information, by Enrollment Preference

Enrollment Preference	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Full Time	347,595	61	150.9	8.2	152.4	8.6	3.6	0.8
Part Time	26,322	5	151.4	7.8	148.1	7.9	3.6	0.8
Undecided	28,992	5	151.5	8.7	151.1	8.2	3.6	0.9
No Response	169,870	30	148.3	8.7	153.7	9.4	3.2	0.9
Total	572,779	100	150.2	8.5	152.5	8.9	3.5	0.9

Table 1.17 shows that 66 percent of the test takers who indicated M.B.A. as their graduate degree objective planned to enroll in a full-time business program. These test takers had a higher mean Quantitative Reasoning score and lower mean Verbal Reasoning and Analytical Writing scores than test takers who planned to enroll part time or who were undecided.

Table 1.17. GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Enrollment Preference

Enrollment Preference	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Full Time	8,056	66	150.2	8.5	150.7	8.4	3.6	0.9
Part Time	151	1	151.3	7.7	150.0	8.1	3.7	0.8
Undecided	2,793	23	151.0	7.5	148.9	6.9	3.6	0.8
No Response	1,215	10	151.6	7.9	150.6	7.8	3.6	0.8
Total	12,215	100	150.6	8.2	150.3	8.1	3.6	0.8

Full-Time Work Experience

Table 1.18 shows that 50 percent of test takers had two years of full-time work experience or less. On average, test takers with more years of full-time work experience had higher Verbal Reasoning scores than those with fewer years of full-time work experience. Test takers with fewer years of full-time work experience had higher Quantitative Reasoning scores. Approximately 35 percent of test takers did not answer this question.

Table 1.18. GRE revised General Test Score Information, by Years of Full-Time Work Experience

Years of Full-Time Work Experience	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Less than 1 Year	202,884	35	150.9	8.0	152.6	8.6	3.6	0.8
1–2 Years	83,611	15	150.8	8.3	151.8	8.3	3.6	0.8
3–4 Years	35,284	6	151.0	8.6	151.2	8.4	3.6	0.9
5–7 Years	23,505	4	152.0	8.6	150.3	8.3	3.6	0.9
8–10 Years	12,187	2	152.3	8.4	148.8	8.1	3.6	0.8
11–14 Years	6,071	1	152.4	8.3	148.0	8.0	3.6	0.8
15–19 Years	4,651	1	152.7	8.4	147.4	8.3	3.6	0.8
20–29 Years	4,003	1	153.5	8.1	146.7	7.8	3.6	0.8
Over 30 Years	1,313	<1	152.6	8.4	148.0	8.6	3.5	0.8
No Response	199,270	35	148.5	8.7	153.8	9.4	3.3	0.9
Total	572,779	100	150.2	8.5	152.5	8.9	3.5	0.9

Full-Time Work Experience (continued)

Table 1.19 shows that 53 percent of test takers who indicated M.B.A. as their graduate degree objective had two years of full-time work experience or less. On average, test takers who had 11–19 years of full-time work experience obtained higher Verbal Reasoning scores than test takers with fewer or more years of full-time work experience. Test takers with fewer years of full-time work experience had higher mean Quantitative Reasoning and Analytical Writing scores.

Table 1.19. GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Years of Full-Time Work Experience

Years of Full-Time Work Experience	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Less than 1 Year	3,457	28	150.1	7.9	151.2	8.4	3.6	0.8
1–2 Years	3,018	25	149.5	8.0	149.9	7.9	3.5	0.8
3–4 Years	2,011	16	151.2	8.6	150.5	7.9	3.7	0.9
5–7 Years	1,520	12	151.9	8.1	150.2	7.6	3.7	0.8
8–10 Years	746	6	151.0	8.3	148.8	7.7	3.6	0.8
11–14 Years	338	3	152.4	8.4	148.7	7.8	3.5	0.8
15–19 Years	205	2	152.3	8.5	147.5	7.3	3.5	0.8
20–29 Years	146	1	150.9	8.2	145.5	7.1	3.4	0.8
Over 30 Years	40	<1	149.5	8.1	145.9	8.1	3.3	0.7
No Response	734	6	150.3	8.1	150.8	8.6	3.5	0.9
Total	12,215	100	150.6	8.2	150.3	8.1	3.6	0.8

Program Format

Table 1.20 shows that 56 percent of test takers indicated they would like to pursue a graduate or business degree on campus. On average, these test takers had higher scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses. Approximately 32 percent of examinees did not respond to this question.

Table 1.20. GRE revised General Test Score Information, by Program Format

Program Format	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
On Campus	319,538	56	151.2	8.3	152.7	8.5	3.6	0.8
Online	13,037	2	150.1	7.6	147.2	8.0	3.5	0.8
Combination	38,197	7	149.6	7.5	147.5	7.8	3.5	0.8
Undecided	17,381	3	150.2	8.8	151.3	8.3	3.5	0.9
No Response	184,626	32	148.6	8.7	153.8	9.4	3.3	0.9
Total	572,779	100	150.2	8.5	152.5	8.9	3.5	0.9

Program Format (continued)

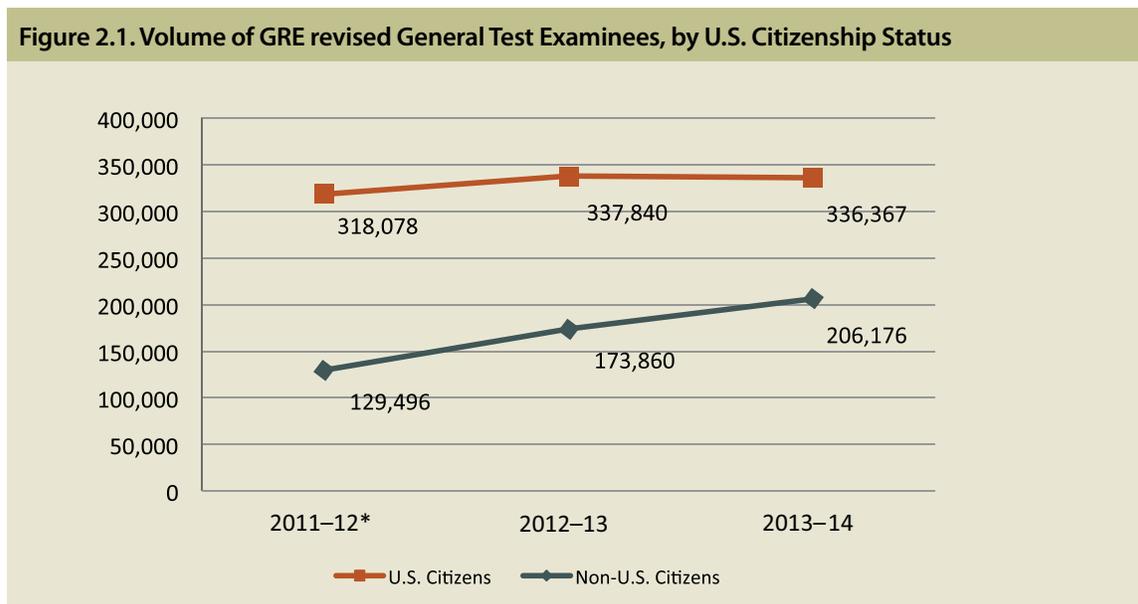
Table 1.21 shows that 68 percent of test takers with M.B.A. as their graduate degree objective indicated they would like to pursue an M.B.A. on campus. On average, those test takers had higher scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses.

Table 1.21. GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Program Format

Program Format	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
On Campus	8,246	68	150.9	8.4	151.1	8.2	3.6	0.9
Online	828	7	149.3	7.2	147.1	7.3	3.5	0.8
Combination	1,969	16	149.3	7.3	147.6	7.0	3.5	0.8
Undecided	582	5	151.2	8.4	151.0	7.6	3.6	0.8
No Response	590	5	151.1	8.1	150.7	8.1	3.6	0.9
Total	12,215	100	150.6	8.2	150.3	8.1	3.6	0.8

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that in testing years 2011–12, 2012–13, and 2013–14, there were more test takers who were U.S. citizens than non-U.S. citizens. From 2012–13 to 2013–14, the number of test takers who were U.S. citizens decreased, and the number who were non-U.S. citizens increased.



*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to volume of the two subsequent testing years, which each contain 12 months of data.

Table 2.1 shows that the percentage of test takers who were U.S. citizens decreased from 68 percent in 2011–12 to 59 percent in 2013–14. The percentage of test takers who were non-U.S. citizens increased from 28 percent in 2011–12 to 36 percent in 2013–14.

Table 2.1. Volume of GRE revised General Test Examinees, by U.S. Citizenship Status

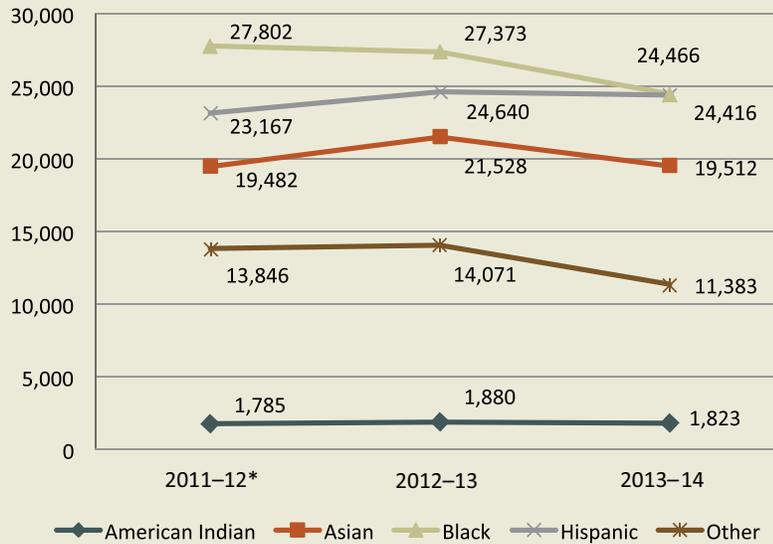
U.S. Citizenship Status	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
U.S. Citizen	318,078	68	337,840	63	336,367	59
Non-U.S. Citizen	129,496	28	173,860	33	206,176	36
No Response	18,176	4	23,224	4	30,236	5
Total	465,750	100	534,924	100	572,779	100

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

U.S. Citizenship Status and Racial/Ethnic Group (continued)

Excluding White (Non-Hispanic) test takers, Figure 2.2 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers who classified themselves as Black were the largest racial/ethnic group, followed by test takers who classified themselves as Hispanic, Asian, and then American Indian. From testing year 2012–13 to 2013–14, the number of test takers in all the five non-White groups decreased.

Figure 2.2. Volume of GRE revised General Test Examinees, U.S. Citizens by Racial/Ethnic Group, Excluding White (Non-Hispanic) Examinees



Note: Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American, Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Hispanic**-Mexican, Mexican American, or Chicano, Puerto Rican, and Other Hispanic, Latino, or Latin American; **Other**-Other

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

U.S. Citizenship Status and Racial/Ethnic Group (continued)

Table 2.2 shows that from 2011–12 to 2013–14, the percentages of test takers who identified themselves as White (non-Hispanic) decreased from 69 percent to 60 percent and test takers who identified themselves as Black decreased from 9 percent to 7 percent. The percentages for test takers in other racial/ethnic groups remained stable. Note that in testing year 2013–14, approximately 16 percent of the test takers did not respond to the racial/ethnic group question.

Table 2.2. Volume of GRE revised General Test Examinees, by Racial/Ethnic Group (U.S. Citizens)

Racial/Ethnic Group	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
American Indian	1,785	1	1,880	1	1,823	1
Asian	18,395	6	20,479	6	18,560	6
Hawaiian/Pacific Islander	1,087	<1	1,049	<1	952	<1
Black	27,802	9	27,373	8	24,466	7
Mexican	8,508	3	8,970	3	8,793	3
Puerto Rican	3,297	1	3,081	1	3,126	1
Other Hispanic	11,362	4	12,589	4	12,497	4
White (Non-Hispanic)	220,588	69	230,644	68	200,343	60
Other	13,846	4	14,071	4	11,383	3
No Response	11,408	4	17,704	5	54,424	16
Total	318,078	100	337,840	100	336,367	100

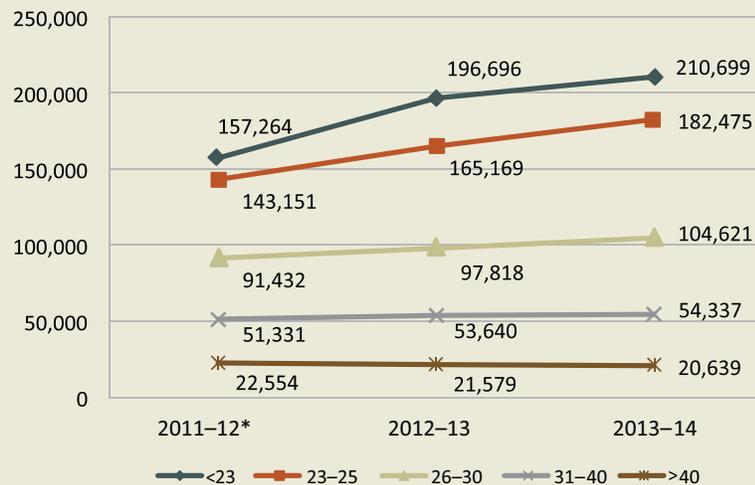
Note: Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**-Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**-Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); **Other**-Other

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Age and Gender

Figure 2.3 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers under 23 years of age represented the largest group of test takers. From 2012–13 to 2013–14, the number of test takers in the 23 to 25, 26 to 30, and 31 to 40 age groups increased, and the volume of test takers over 40 years of age decreased.

Figure 2.3. Volume of GRE revised General Test Examinees, by Age Group



*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Age and Gender (continued)

Table 2.3 shows that in testing years 2011–12, 2012–13, and 2013–14, the majority of test takers were between the ages of 18 and 30. From 2011–12 to 2013–14, the percentage of test takers in the 18 to 22 and 23 to 25 age groups increased, while the percentages of test takers in the 26 to 30 and 36 to 40 age groups decreased. The percentages of test takers in other age groups remained stable.

Age	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
Under 18	124	<1	128	<1	103	<1
18–22	157,140	34	196,568	37	210,596	37
23–25	143,151	31	165,169	31	182,475	32
26–30	91,432	20	97,818	18	104,621	18
31–35	34,686	7	36,769	7	37,736	7
36–40	16,645	4	16,871	3	16,601	3
41–45	10,149	2	9,986	2	9,695	2
46–50	6,178	1	5,987	1	5,547	1
51–55	3,702	1	3,380	1	3,246	1
56–60	1,743	<1	1,582	<1	1,483	<1
Over 60	782	<1	644	<1	668	<1
No Response	18	<1	22	<1	8	<1
Total	465,750	100	534,924	100	572,779	100

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Age and Gender (continued)

Figure 2.4 shows that in testing years 2011–12, 2012–13, and 2013–14, there were more women test takers than men. From testing year 2012–13 to 2013–14, the number of men and women who took the test increased.

Figure 2.4. Volume of GRE revised General Test Examinees, by Gender



*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Table 2.4 shows that from 2011–12 to 2013–14, the percentage of male test takers increased and the percentage of female test takers decreased.

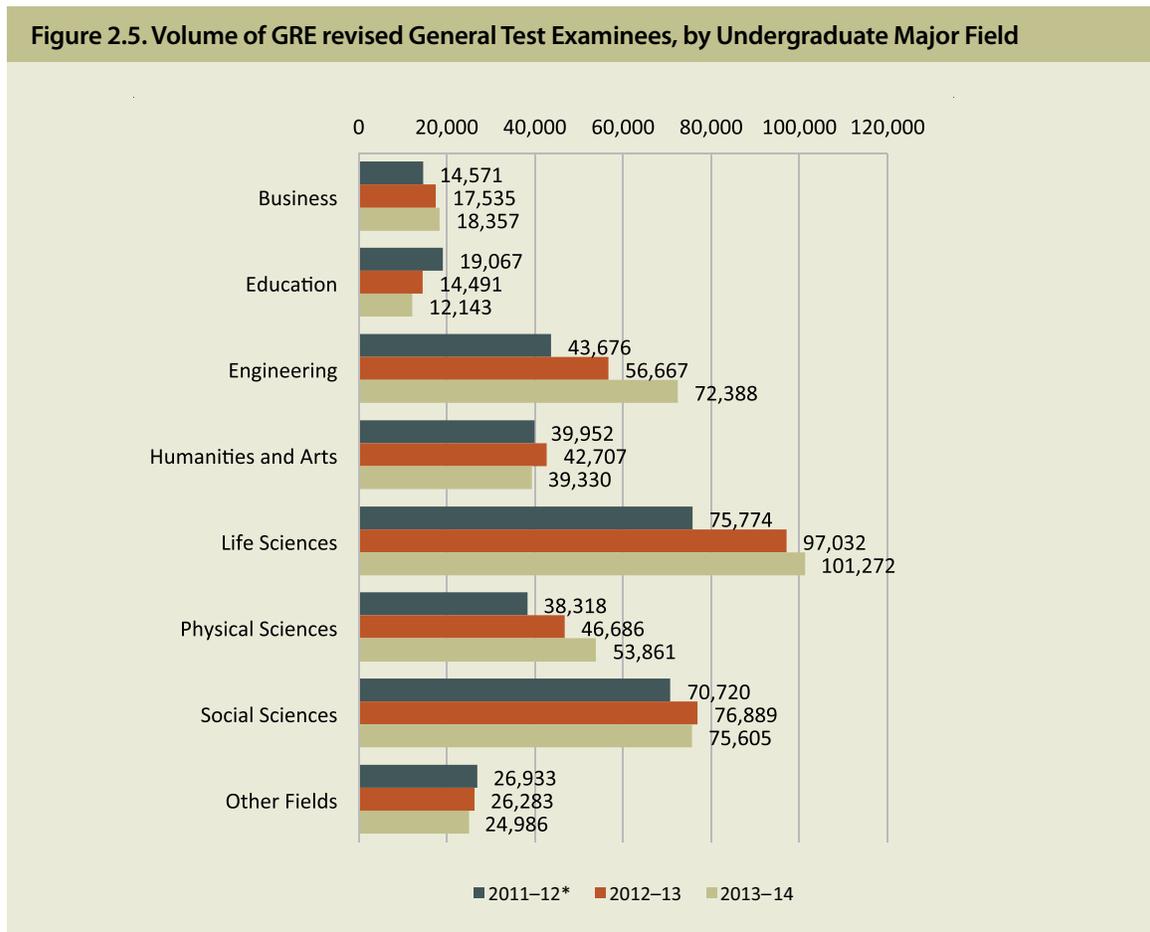
Table 2.4. Volume of GRE revised General Test Examinees, by Gender

Gender	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
Men	191,294	41	231,307	43	258,392	45
Women	244,597	53	277,788	52	287,031	50
No Response	29,859	6	25,829	5	27,356	5
Total	465,750	100	534,924	100	572,779	100

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Undergraduate Major Field

Figure 2.5 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers who had an undergraduate major in the Life Sciences represented the largest group of test takers. From testing year 2012–13 to 2013–14, the number of test takers whose undergraduate major was in the Life Sciences, Engineering, Physical Sciences or Business increased. The number of test takers whose undergraduate major was in the Social Sciences, Humanities and Arts, and Education decreased.



Note: See page 23 for a list of major fields.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Undergraduate Major Field (continued)

Table 2.5 shows that from testing year 2011–12 to 2013–14, the percentage of test takers with undergraduate majors in the Life Sciences, Social Sciences, Engineering, and Physical Sciences increased, while the percentages of those in the Humanities and Arts, Education, and Other Fields decreased. The percentage of test takers in Business remained stable.

Table 2.5. Volume of GRE revised General Test Examinees, by Undergraduate Major Field

Undergraduate Major	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
Business	14,571	3	17,535	3	18,357	3
Education	19,067	4	14,491	3	12,143	2
Engineering	43,676	9	56,667	11	72,388	13
Humanities and Arts	39,952	9	42,707	8	39,330	7
Life Sciences	75,774	16	97,032	18	101,272	18
Physical Sciences	38,318	8	46,686	9	53,861	9
Social Sciences	70,720	15	76,889	14	75,605	13
Other Fields	26,933	6	26,283	5	24,986	4
Undecided	4,892	1	4,649	1	5,190	1
No Major Provided**	131,847	28	151,985	28	169,647	30
Total	465,750	100	534,924	100	572,779	100

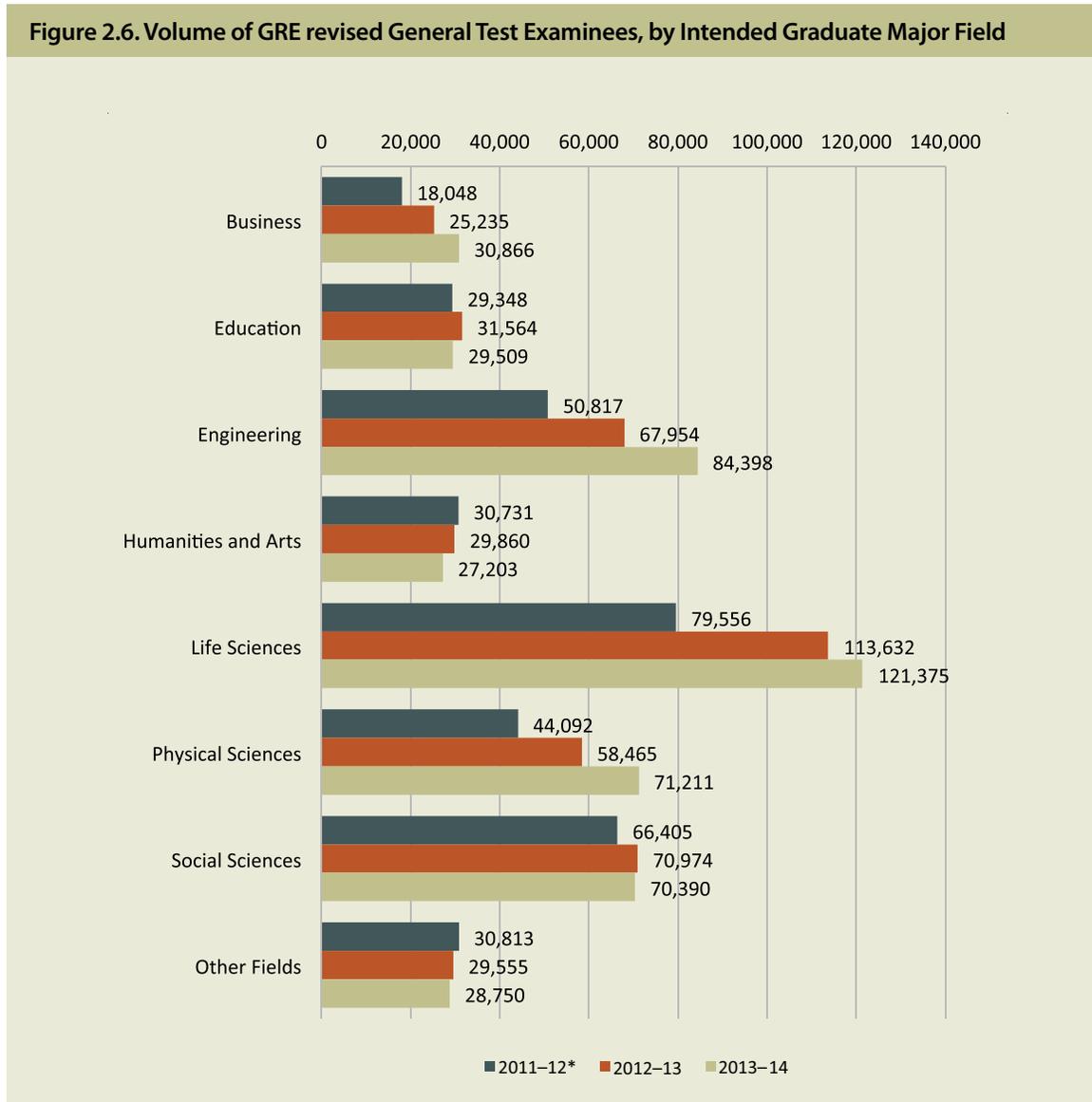
Note: See page 23 for a list of major fields.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

**“No Major Provided” includes those test takers who indicated their Undergraduate Major Field as “Any Department Not Listed,” those who did not respond to the background question and those who provided an invalid answer.

Intended Graduate Major Field

Figure 2.6 shows that in testing years 2011–12, 2012–13, and 2013–14, the number of test takers with intended graduate majors in the Life Sciences was the largest group. From testing year 2012–13 to 2013–14, the number of test takers with intended graduate majors in the Life Sciences, Engineering, Physical Sciences, and Business increased. The number of test takers with intended graduate majors in the Social Sciences, Humanities and Arts, and Education decreased.



Note: See page 23 for a list of major fields.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Intended Graduate Major Field (continued)

Table 2.6 shows that in testing years 2011–12, 2012–13, and 2013–14, the percentages of all test takers with intended graduate majors in the Life Sciences, Engineering, Physical Sciences, and Business increased. The percentages of all test takers with intended graduate majors in the Social Sciences, Humanities and Arts, and Education decreased.

The percentages for male and female test takers within each intended graduate major remained stable across the three years. More women indicated an intended graduate major in Education, Life Sciences, Social Sciences, and Humanities and Arts than men. More men indicated an intended graduate major in Engineering, Physical Sciences, and Business than women.

Table 2.6. Volume of GRE revised General Test Examinees, by Intended Graduate Major Field and Gender

Intended Graduate Major	Testing Year	Men		Women		No Response		Total	
		N	Percent	N	Percent	N	Percent	N	Percent
Business	2011–12*	9,248	51	7,873	44	927	5	18,048	4
	2012–13	12,724	50	11,325	45	1,186	5	25,235	5
	2013–14	15,823	51	13,667	44	1,376	4	30,866	5
Education	2011–12*	6,930	24	20,213	69	2,205	8	29,348	6
	2012–13	7,715	24	21,826	69	2,023	6	31,564	6
	2013–14	7,170	24	20,305	69	2,034	7	29,509	5
Engineering	2011–12*	38,141	75	10,863	21	1,813	4	50,817	11
	2012–13	51,116	75	15,026	22	1,812	3	67,954	13
	2013–14	64,232	76	18,211	22	1,955	2	84,398	15
Humanities and Arts	2011–12*	12,264	40	16,273	53	2,194	7	30,731	7
	2012–13	12,268	41	15,704	53	1,888	6	29,860	6
	2013–14	10,980	40	14,437	53	1,786	7	27,203	5
Life Sciences	2011–12*	23,253	29	51,846	65	4,457	6	79,556	17
	2012–13	32,532	29	75,486	66	5,614	5	113,632	21
	2013–14	34,600	29	80,290	66	6,485	5	121,375	21
Physical Sciences	2011–12*	28,698	65	13,660	31	1,734	4	44,092	9
	2012–13	37,908	65	18,676	32	1,881	3	58,465	11
	2013–14	46,330	65	22,787	32	2,094	3	71,211	12
Social Sciences	2011–12*	22,628	34	39,760	60	4,017	6	66,405	14
	2012–13	24,604	35	42,694	60	3,676	5	70,974	13
	2013–14	24,519	35	41,972	60	3,899	6	70,390	12
Other Fields	2011–12*	9,652	31	18,922	61	2,239	7	30,813	7
	2012–13	9,903	34	17,993	61	1,659	6	29,555	6
	2013–14	9,678	34	17,330	60	1,742	6	28,750	5
Undecided	2011–12*	7,611	44	8,821	51	934	5	17,366	4
	2012–13	12,244	46	12,956	49	1,268	5	26,468	5
	2013–14	14,618	49	13,720	46	1,396	5	29,734	5

Table continues on next page

Intended Graduate Major Field (continued)

Table continued from previous page

Table 2.6. Volume of GRE revised General Test Examinees, by Intended Graduate Major Field and Gender

Intended Graduate Major	Testing Year	Men		Women		No Response		Total	
		N	Percent	N	Percent	N	Percent	N	Percent
No Major Provided**	2011–12*	32,869	33	56,366	57	9,339	9	98,574	21
	2012–13	30,293	37	46,102	57	4,822	6	81,217	15
	2013–14	30,442	38	44,312	56	4,589	6	79,343	14
Total	2011–12*	191,294	41	244,597	53	29,859	6	465,750	100
	2012–13	231,307	43	277,788	52	25,829	5	534,924	100
	2013–14	258,392	45	287,031	50	27,356	5	572,779	100

Note: See page 23 for a list of major fields.

The percentages for the overall intended graduate major fields were based on those total groups of test takers in each testing year; the percentages for the gender groups within each intended graduate major were based on the group of test takers who were within the particular intended graduate major in each testing year.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

**“No Major Provided” includes those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the background question and those who provided an invalid answer.

Intended Graduate Major Field (continued)

Table 2.7 shows that the racial/ethnic composition of the test taker population is stable from testing year 2011–12 to 2013–14.

Table 2.7. Volume of GRE revised General Test Examinees, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)											
Intended Graduate Major	Testing Year	American Indian		Asian		Hawaiian/Pacific Islander		Black		Mexican	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Business	2011–12*	48	<1	707	6	30	<1	1,642	15	233	2
	2012–13	71	<1	963	7	55	<1	2,065	14	386	3
	2013–14	77	<1	1,020	6	44	<1	2,037	12	410	2
Education	2011–12*	143	1	903	3	89	<1	3,365	13	868	3
	2012–13	166	1	930	3	64	<1	3,688	13	850	3
	2013–14	129	1	784	3	61	<1	3,017	12	769	3
Engineering	2011–12*	86	<1	2,242	13	55	<1	891	5	519	3
	2012–13	79	<1	2,315	13	66	<1	788	4	481	3
	2013–14	80	<1	2,029	11	56	<1	821	4	562	3
Humanities and Arts	2011–12*	147	1	801	3	65	<1	1,087	4	670	3
	2012–13	127	1	748	3	58	<1	1,008	4	624	3
	2013–14	106	<1	610	3	47	<1	832	4	551	3
Life Sciences	2011–12*	392	1	4,779	7	293	<1	5,165	8	1,549	2
	2012–13	520	1	6,738	7	372	<1	6,253	7	2,221	2
	2013–14	520	1	6,502	6	329	<1	5,954	6	2,368	2
Physical Sciences	2011–12*	80	<1	1,544	8	52	<1	933	5	432	2
	2012–13	105	<1	1,788	8	64	<1	964	5	481	2
	2013–14	128	1	1,623	7	57	<1	880	4	466	2
Social Sciences	2011–12*	327	1	2,501	5	169	<1	4,602	9	1,591	3
	2012–13	327	1	2,669	5	127	<1	4,380	8	1,622	3
	2013–14	323	1	2,350	5	124	<1	3,872	8	1,534	3
Other Fields	2011–12*	136	1	1,084	4	80	<1	3,090	13	846	3
	2012–13	120	1	995	5	70	<1	2,642	12	816	4
	2013–14	124	1	749	4	62	<1	2,381	12	736	4
Undecided	2011–12*	50	1	583	7	27	<1	721	9	134	2
	2012–13	41	<1	691	7	20	<1	823	8	217	2
	2013–14	59	1	595	6	18	<1	668	7	155	2
No Major Provided*	2011–12*	376	1	3,251	5	227	<1	6,306	10	1,666	3
	2012–13	324	1	2,642	5	153	<1	4,762	9	1,272	3
	2013–14	277	1	2,298	5	154	<1	4,004	8	1,242	3
Total	2011–12*	1,785	1	18,395	6	1,087	<1	27,802	9	8,508	3
	2012–13	1,880	1	20,479	6	1,049	<1	27,373	8	8,970	3
	2013–14	1,823	1	18,560	6	952	<1	24,466	7	8,793	3

Note: See page 23 for a list of major fields. Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**- Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**- Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); Other-Other

The percentages for the overall intended graduate major fields were based on those total groups of test takers in each testing year; the percentages for the racial/ethnic groups within each intended graduate major field group were based on the group of test takers who were within the particular intended graduate major field group in each testing year. Due to rounding, the percentage within each graduate major field in a year may not add up to 100 percent.

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Intended Graduate Major Field (continued)

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Table 2.7. Volume of GRE revised General Test Examinees, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)													
Intended Graduate Major	Testing Year	Puerto Rican		Other Hispanic		White		Other		No Response		Total	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Business	2011–12*	129	1	486	4	6,892	63	407	4	391	4	10,965	3
	2012–13	148	1	667	5	8,532	59	559	4	1,012	7	14,458	4
	2013–14	167	1	766	5	8,666	52	527	3	2,940	18	16,654	5
Education	2011–12*	234	1	862	3	18,370	69	842	3	1,041	4	26,717	8
	2012–13	208	1	963	3	18,910	67	866	3	1,616	6	28,261	8
	2013–14	193	1	859	3	15,436	59	731	3	3,988	15	25,967	8
Engineering	2011–12*	229	1	760	4	11,809	66	764	4	477	3	17,832	6
	2012–13	201	1	709	4	12,173	66	799	4	884	5	18,495	5
	2013–14	199	1	759	4	10,475	55	630	3	3,327	18	18,938	6
Humanities and Arts	2011–12*	210	1	780	3	20,303	77	1,423	5	788	3	26,274	8
	2012–13	179	1	745	3	18,659	76	1,330	5	965	4	24,443	7
	2013–14	161	1	673	3	14,291	66	876	4	3,444	16	21,591	6
Life Sciences	2011–12*	682	1	2,150	3	46,684	71	2,460	4	2,011	3	66,165	21
	2012–13	843	1	3,195	3	67,299	71	3,284	3	4,293	5	95,018	28
	2013–14	877	1	3,478	3	62,871	62	2,971	3	15,314	15	101,184	30
Physical Sciences	2011–12*	206	1	527	3	15,346	75	943	5	410	2	20,473	6
	2012–13	194	1	650	3	15,338	72	935	4	914	4	21,433	6
	2013–14	217	1	713	3	13,692	62	796	4	3,436	16	22,008	7
Social Sciences	2011–12*	571	1	2,212	4	35,411	68	2,753	5	1,863	4	52,000	16
	2012–13	545	1	2,409	5	35,798	67	2,681	5	2,639	5	53,197	16
	2013–14	573	1	2,298	4	30,508	59	2,054	4	7,798	15	51,434	15
Other Fields	2011–12*	271	1	946	4	16,116	65	1,070	4	1,028	4	24,667	8
	2012–13	191	1	950	4	13,959	64	897	4	1,269	6	21,909	6
	2013–14	176	1	838	4	11,459	56	692	3	3,412	17	20,629	6
Undecided	2011–12*	81	1	251	3	5,265	67	455	6	341	4	7,908	2
	2012–13	83	1	344	4	6,252	64	562	6	794	8	9,827	3
	2013–14	67	1	299	3	4,956	52	395	4	2,237	24	9,449	3
No Major Provided**	2011–12*	684	1	2,388	4	44,392	68	2,729	4	3,058	5	65,077	20
	2012–13	489	1	1,957	4	33,724	66	2,158	4	3,318	7	50,799	15
	2013–14	496	1	1,814	4	27,989	58	1,711	4	8,528	18	48,513	14
Total	2011–12*	3,297	1	11,362	4	220,588	69	13,846	4	11,408	4	318,078	100
	2012–13	3,081	1	12,589	4	230,644	68	14,071	4	17,704	5	337,840	100
	2013–14	3,126	1	12,497	4	200,343	60	11,383	3	54,424	16	336,367	100

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

**“No Major Provided” includes those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the background question and those who provided an invalid answer.

Current Educational Level

Table 2.8 shows that in testing years 2011–12, 2012–13, and 2013–14, the majority of test takers were seniors or unenrolled college graduates.

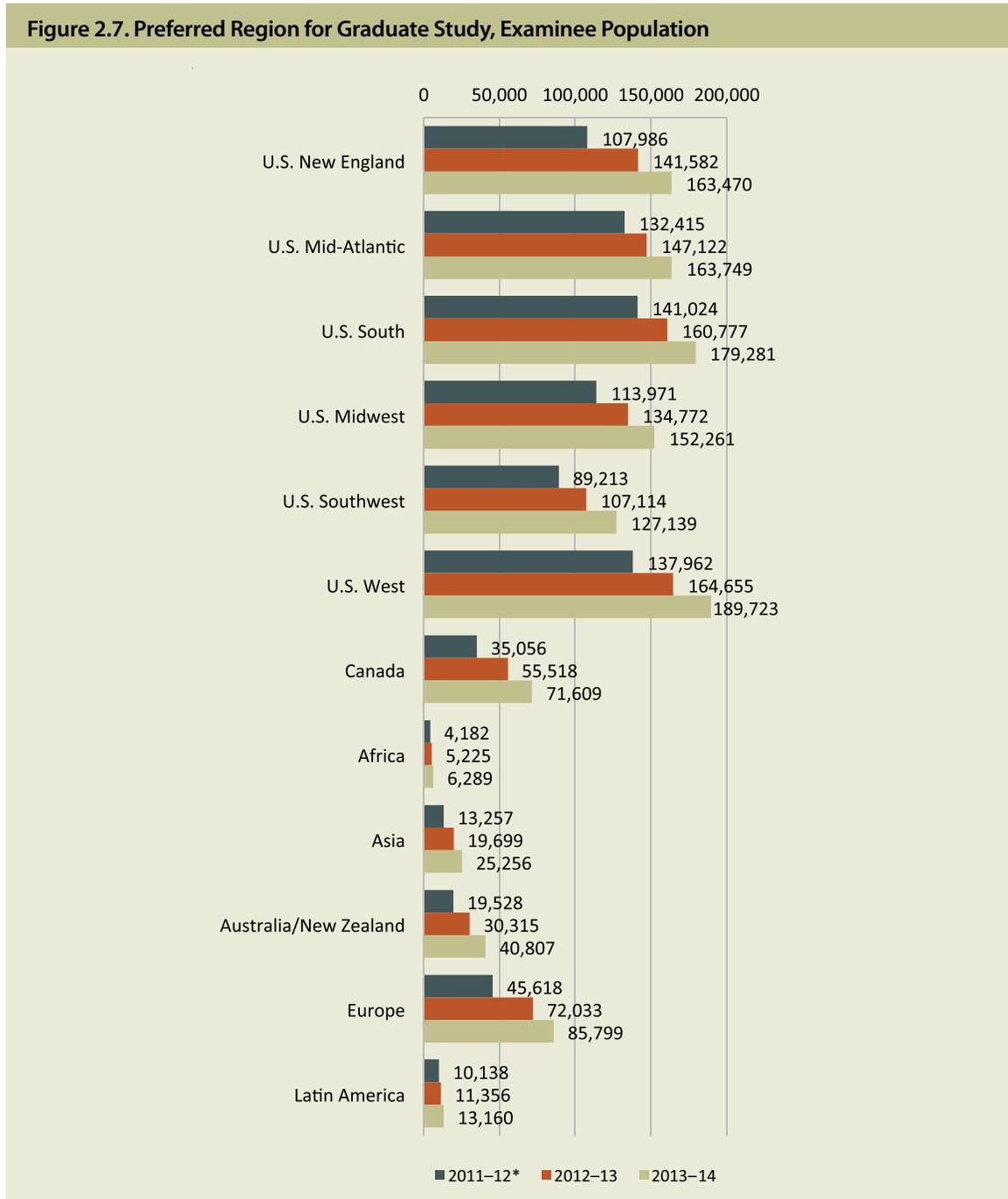
Table 2.8. Volume of GRE revised General Test Examinees, by Current Educational Level

Current Educational Level	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
Sophomore	1,283	<1	1,729	<1	2,112	<1
Junior	15,366	3	19,700	4	23,443	4
Senior	152,523	33	183,887	34	195,579	34
Unenrolled College Graduate	148,680	32	169,279	32	182,578	32
First-Year Graduate Student	22,662	5	22,395	4	20,176	4
Second-Year Graduate Student	19,186	4	19,725	4	19,474	3
Unenrolled Master's Degree	64,089	14	73,361	14	83,828	15
Other	35,029	8	43,582	8	45,431	8
No Response	6,932	1	1,266	<1	158	<1
Total	465,750	100	534,924	100	572,779	100

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Preferred Region for Graduate Study

Figure 2.7 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers showed the most interest in studying in a U.S. region. For non-U.S. regions, test takers showed the most interest in studying in Europe and Canada.



Note: Figure 2.7 is based on 465,750; 534,924; 572,779 unique examinees who took the GRE revised General Test in testing year 2011–12, 2012–13, and 2013–14, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Preferred Region for Graduate Study (continued)

Table 2.9 shows that the percentages of test takers preferring to study in all U.S. regions increased from 2011–12 to 2013–14. The percentages of test takers preferring to study in Canada, Asia, Australia/New Zealand, and Europe increased from 2011–12 to 2013–14, and the percentages of test takers preferring to study in Latin America and Africa remained stable.

Preferred Region	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	107,986	23	141,582	26	163,470	29
Mid-Atlantic	132,415	28	147,122	28	163,749	29
South	141,024	30	160,777	30	179,281	31
Midwest	113,971	24	134,772	25	152,261	27
Southwest	89,213	19	107,114	20	127,139	22
West	137,962	30	164,655	31	189,723	33
Non-U.S. Regions						
Canada	35,056	8	55,518	10	71,609	13
Africa	4,182	1	5,225	1	6,289	1
Asia	13,257	3	19,699	4	25,256	4
Australia/New Zealand	19,528	4	30,315	6	40,807	7
Europe	45,618	10	72,033	13	85,799	15
Latin America	10,138	2	11,356	2	13,160	2

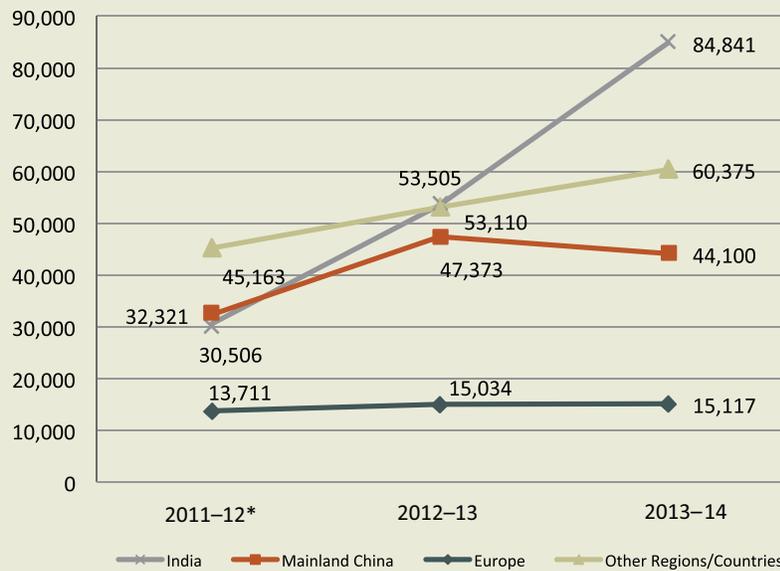
Note: This table is based on 465,750; 534,924; 572,779 unique examinees who took the GRE revised General Test in testing year 2011–12, 2012–13, and 2013–14, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing year 2012–13 to 2013–14, the largest number of test takers were in India. From 2012–13 to 2013–14, the number of test takers in India increased and the number of test takers in Mainland China decreased. The number of test takers in Europe remained stable.

Figure 3.1. Volume of GRE revised General Test Examinees Who Tested in Regions of the World, Excluding the United States



*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Table 3.1 shows that the number of test takers in the United States increased from testing year 2012–13 to 2013–14. The table also shows that from 2011–12 to 2013–14, the percentage of test takers in the United States decreased and the percentage of test takers in India increased.

Table 3.1. Volume of GRE revised General Test Examinees, by World Region/Country

World Region/Country Where Examinees Tested	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
United States	344,049	74	365,902	68	368,346	64
India	30,506	7	53,505	10	84,841	15
Mainland China	32,321	7	47,373	9	44,100	8
Europe	13,711	3	15,034	3	15,117	3
Other Regions/Countries	45,163	10	53,110	10	60,375	11
Total	465,750	100	534,924	100	572,779	100

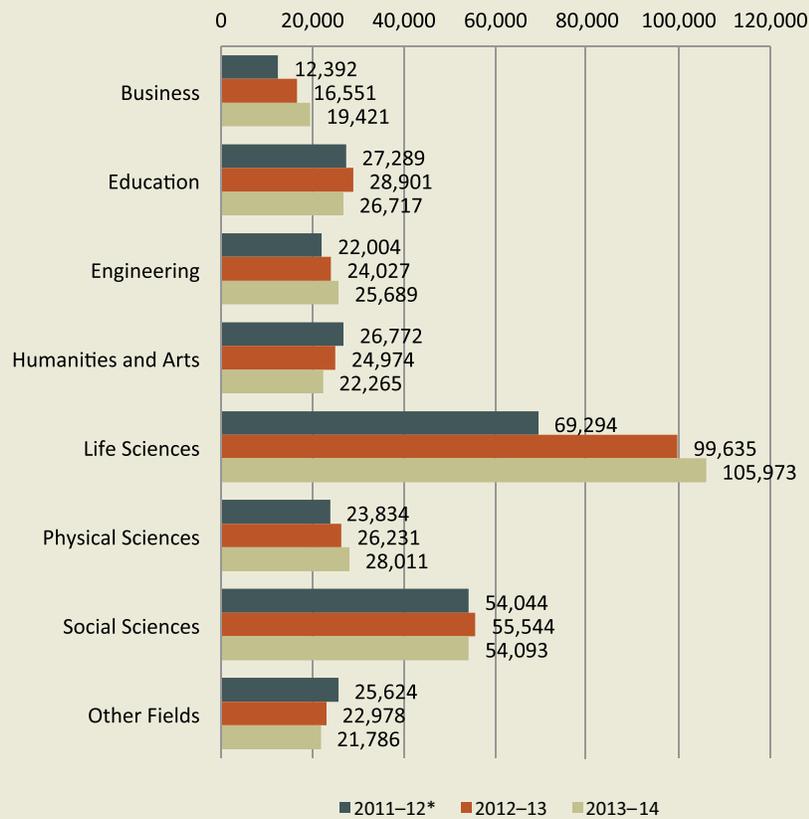
*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Intended Graduate Major Field

Figure 3.2 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers in the United States with intended graduate majors in the Life Sciences and Social Sciences were the largest groups.

From testing year 2012–13 to 2013–14, the number of test takers with intended graduate majors in the Life Sciences, Physical Sciences, Engineering, and Business increased. The number of test takers with intended graduate majors in the Social Sciences, Humanities and Arts, and Education decreased.

Figure 3.2. Distribution of Intended Graduate Major Field, Examinees Who Tested in the United States



Note: See page 23 for a list of major fields.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Intended Graduate Major Field (continued)

Table 3.2 shows that from testing year 2011–12 to 2013–14, the percentages of test takers in the United States with intended graduate majors in the Life Sciences, Physical Sciences, Engineering, and Business increased. The percentages of test takers with intended graduate majors in the Social Sciences, Humanities and Arts, and Education decreased. In each testing year, at least 14 percent of the test takers did not indicate their intended graduate major.

Table 3.2. Distribution of Intended Graduate Major Field, Examinees Who Tested in the United States

Intended Graduate Major Field	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
Business	12,392	4	16,551	5	19,421	5
Education	27,289	8	28,901	8	26,717	7
Engineering	22,004	6	24,027	7	25,689	7
Humanities and Arts	26,772	8	24,974	7	22,265	6
Life Sciences	69,294	20	99,635	27	105,973	29
Physical Sciences	23,834	7	26,231	7	28,011	8
Social Sciences	54,044	16	55,544	15	54,093	15
Other Fields	25,624	7	22,978	6	21,786	6
Undecided	9,098	3	11,669	3	11,587	3
No Major Provided**	73,698	21	55,392	15	52,804	14
Total	344,049	100	365,902	100	368,346	100

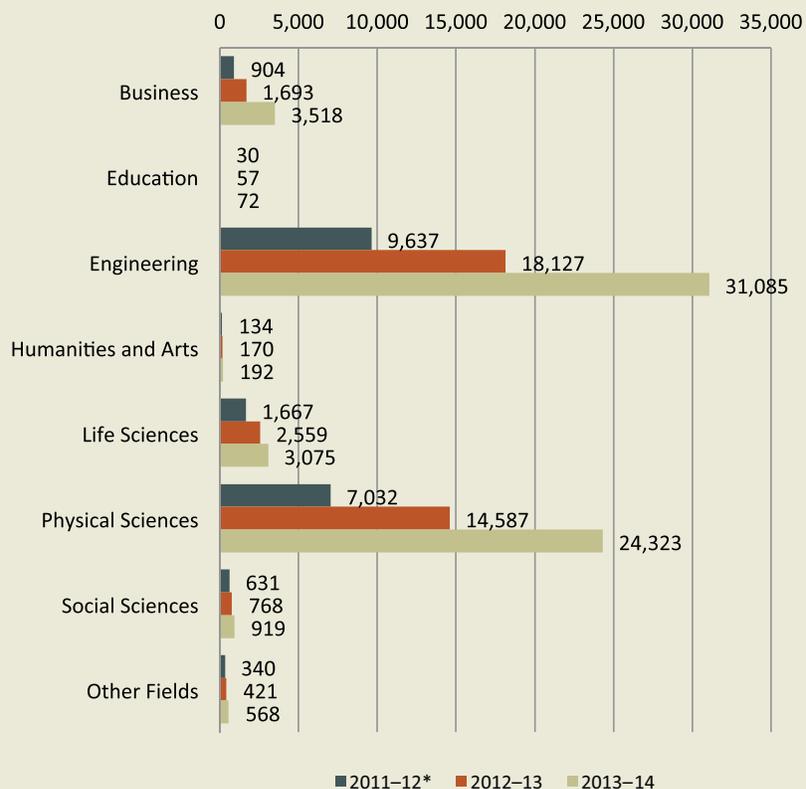
*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

**“No Major Provided” includes those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the background question, and those who provided an invalid answer.

Intended Graduate Major Field (continued)

Figure 3.3 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers in India with intended graduate majors in Engineering and the Physical Sciences were the largest groups. From testing year 2012–13 to 2013–14, the number of test takers increased across all intended graduate majors.

Figure 3.3. Distribution of Intended Graduate Major Field, Examinees Who Tested in India



Note: See page 23 for a list of major fields.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Intended Graduate Major Field (continued)

Table 3.3 shows that from testing year 2011–12 to 2013–14, the percentages of test takers in India with intended graduate majors in Engineering, Physical Sciences, and Business increased. The percentage of test takers with intended graduate majors in the Social Sciences decreased. In each testing year, at least 14 percent of the test takers did not indicate their intended graduate major.

Table 3.3. Distribution of Intended Graduate Major Field, Examinees Who Tested in India

Intended Graduate Major Field	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
Business	904	3	1,693	3	3,518	4
Education	30	<1	57	<1	72	<1
Engineering	9,637	32	18,127	34	31,085	37
Humanities and Arts	134	<1	170	<1	192	<1
Life Sciences	1,667	5	2,559	5	3,075	4
Physical Sciences	7,032	23	14,587	27	24,323	29
Social Sciences	631	2	768	1	919	1
Other Fields	340	1	421	1	568	1
Undecided	2,400	8	5,525	10	9,459	11
No Major Provided**	7,731	25	9,598	18	11,630	14
Total	30,506	100	53,505	100	84,841	100

Note: See page 23 for a list of major fields.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

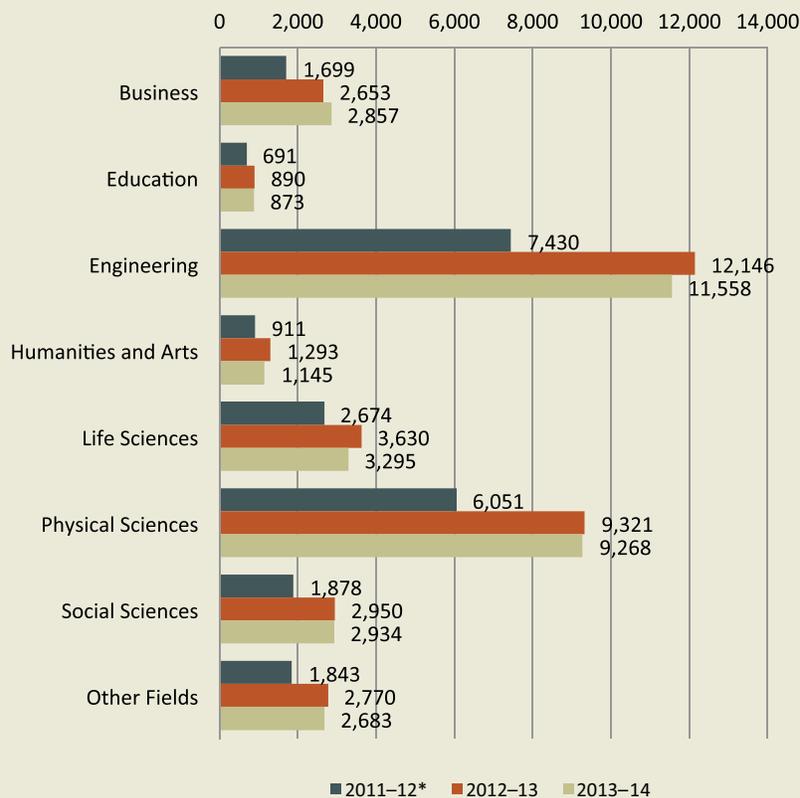
**“No Major Provided” includes those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the background question and those who provided an invalid answer.

Intended Graduate Major Field (continued)

Figure 3.4 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers in Mainland China with intended graduate majors in Engineering and the Physical Sciences were the largest groups.

From testing year 2012–13 to 2013–14, the number of test takers decreased in all of the intended graduate majors except Business.

Figure 3.4. Distribution of Intended Graduate Major Field, Examinees Who Tested in Mainland China



Note: See page 23 for a list of major fields.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Intended Graduate Major Field (continued)

Table 3.4 shows that from testing year 2011–12 to 2013–14, the percentages of test takers in Mainland China whose intended graduate major was in Engineering, Physical Sciences, Social Sciences and Business increased. The percentage of test takers whose intended graduate major was in the Life Sciences decreased. The percentage of test takers whose intended graduate major was in Humanities and Arts, and Education was stable. In each testing year, at least 12 percent of the test takers did not indicate their intended graduate major.

Table 3.4. Distribution of Intended Graduate Major Field, Examinees Who Tested in Mainland China

Intended Graduate Major Field	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
Business	1,699	5	2,653	6	2,857	6
Education	691	2	890	2	873	2
Engineering	7,430	23	12,146	26	11,558	26
Humanities and Arts	911	3	1,293	3	1,145	3
Life Sciences	2,674	8	3,630	8	3,295	7
Physical Sciences	6,051	19	9,321	20	9,268	21
Social Sciences	1,878	6	2,950	6	2,934	7
Other Fields	1,843	6	2,770	6	2,683	6
Undecided	3,200	10	5,286	11	4,318	10
No Major Provided**	5,944	18	6,434	14	5,169	12
Total	32,321	100	47,373	100	44,100	100

Note: See page 23 for a list of major fields.

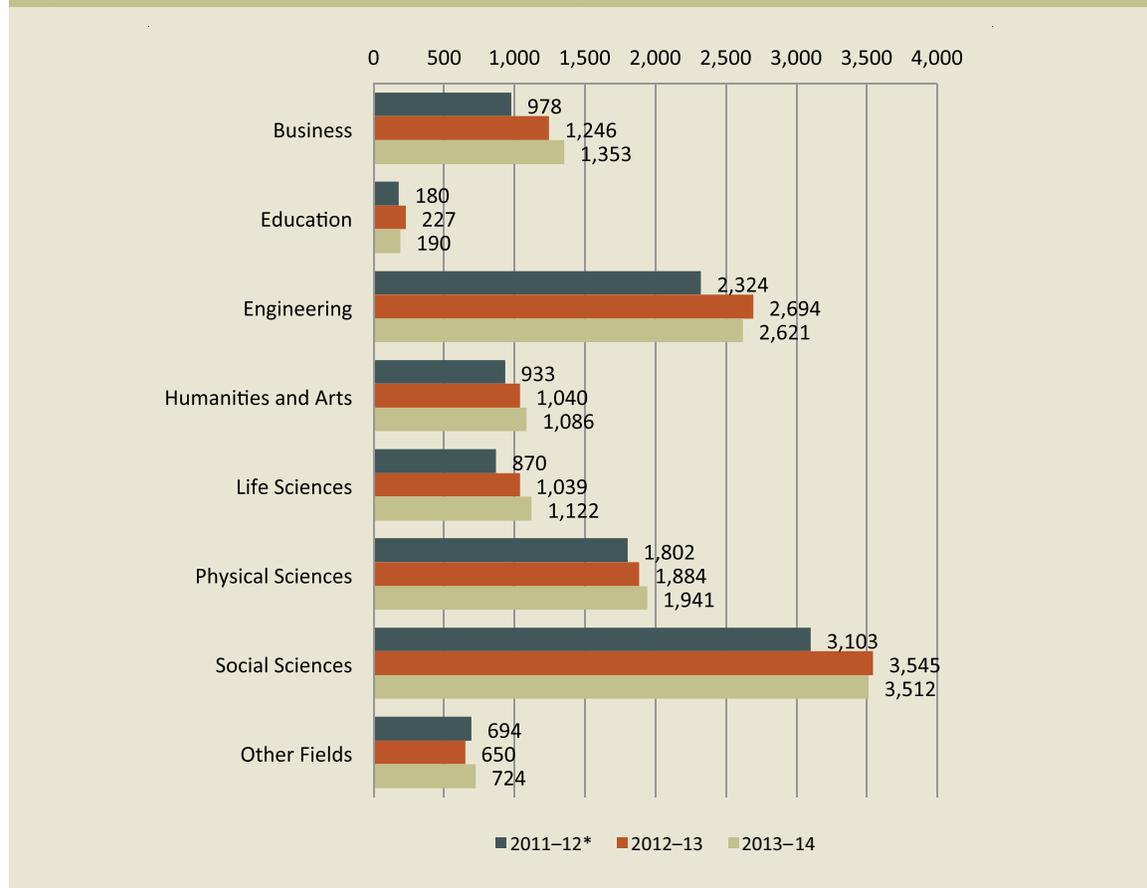
*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

**“No Major Provided” includes those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the background question, and those who provided an invalid answer.

Intended Graduate Major Field (continued)

Figure 3.5 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers in Europe with intended graduate majors in the Social Sciences, Engineering, and the Physical Sciences were the largest groups. From testing year 2012–13 to 2013–14, the number of test takers with an intended graduate major in the Physical Sciences, Business, Life Sciences, and Humanities and Arts increased. The number of test takers whose intended graduate major was in the Social Sciences, Engineering, and Education decreased.

Figure 3.5. Distribution of Intended Graduate Major Field, Examinees Who Tested in Europe



Note: See page 23 for a list of major fields.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Intended Graduate Major Field (continued)

Table 3.5 shows that from testing year 2011–12 to 2013–14, the percentages of test takers in Europe whose intended graduate major was in Business and the Life Sciences increased. The percentage of test takers whose intended graduate major was in the Social Sciences, Engineering, Physical Sciences, Humanities and Arts and Education was stable. In each testing year, at least 12 percent of the test takers in Europe did not indicate their intended graduate major.

Intended Graduate Major Field	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
Business	978	7	1,246	8	1,353	9
Education	180	1	227	2	190	1
Engineering	2,324	17	2,694	18	2,621	17
Humanities and Arts	933	7	1,040	7	1,086	7
Life Sciences	870	6	1,039	7	1,122	7
Physical Sciences	1,802	13	1,884	13	1,941	13
Social Sciences	3,103	23	3,545	24	3,512	23
Other Fields	694	5	650	4	724	5
Undecided	518	4	717	5	690	5
No Major Provided**	2,309	17	1,992	13	1,878	12
Total	13,711	100	15,034	100	15,117	100

Note: See page 23 for a list of major fields.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

**“No Major Provided” includes those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the background question, and those who provided an invalid answer.

Preferred Region for Graduate Study

Table 3.6 shows that in testing years 2012–12, 2012–13, and 2013–14, test takers in the United States preferred to study in the United States. The most preferred United States regions were the South and West. When considering other regions of the world, test takers in the United States preferred to study in Europe and Canada over other regions.

Preferred Region	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	79,927	23	93,184	25	92,851	25
Mid-Atlantic	98,683	29	99,761	27	96,558	26
South	112,280	33	119,847	33	118,832	32
Midwest	84,586	25	93,175	25	91,518	25
Southwest	62,990	18	68,461	19	68,990	19
West	102,612	30	113,301	31	116,239	32
Non-U.S. Regions						
Canada	13,973	4	23,261	6	24,631	7
Africa	2,811	<1	3,706	1	3,788	1
Asia	5,010	1	7,605	2	8,081	2
Australia/New Zealand	10,133	3	15,443	4	17,019	5
Europe	24,834	7	40,203	11	41,801	11
Latin America	5,090	1	7,121	2	7,265	2

Note: This table is based on 344,049; 365,902; and 368,346 unique examinees who took the GRE revised General Test in testing year 2011–12, 2012–13, and 2013–14, respectively, in the United States. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Preferred Region for Graduate Study (continued)

Table 3.7 shows that in testing years 2012–12, 2012–13, and 2013–14, test takers in India preferred to study in the United States. The percentages of preference were very similar across all U.S. regions. When considering other regions of the world, test takers in India preferred Canada and Europe.

Preferred Region	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	8,177	27	20,283	38	37,807	45
Mid-Atlantic	11,271	37	22,010	41	38,665	46
South	11,258	37	21,375	40	38,200	45
Midwest	11,559	38	21,616	40	38,296	45
Southwest	10,998	36	21,153	40	38,005	45
West	11,617	38	22,228	42	39,457	47
Non-U.S. Regions						
Canada	7,149	23	13,542	25	24,074	28
Africa	635	2	815	2	1,556	2
Asia	3,371	11	5,716	11	9,599	11
Australia/New Zealand	3,819	13	7,651	14	14,504	17
Europe	6,409	21	11,585	22	19,407	23
Latin America	2,881	9	2,417	5	3,747	4

Note: This table is based on 30,506; 53,505; and 84,841 unique examinees who took the GRE revised General Test in testing year 2011–12, 2012–13, and 2013–14, respectively, in India. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Preferred Region for Graduate Study (continued)

Table 3.8 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers in Mainland China preferred to study in the United States. The most preferred United States regions were New England and West. When considering other regions of the world, test takers in Mainland China preferred Canada and Europe over other regions.

Preferred Region	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	5,083	16	8,950	19	9,488	22
Mid-Atlantic	5,335	17	6,923	15	6,410	15
South	5,154	16	6,495	14	5,830	13
Midwest	4,934	15	6,006	13	5,235	12
Southwest	4,695	15	5,996	13	5,358	12
West	6,551	20	8,990	19	9,152	21
Non-U.S. Regions						
Canada	3,415	11	5,398	11	5,771	13
Africa	145	<1	99	<1	95	<1
Asia	1,381	4	2,162	5	2,297	5
Australia/New Zealand	1,318	4	1,986	4	2,194	5
Europe	2,804	9	4,488	9	4,948	11
Latin America	437	1	280	1	133	<1

Note: This table is based on 32,321; 47,373; and 44,100 unique examinees who took the GRE revised General Test in testing year 2011–12, 2012–13, and 2013–14, respectively, in Mainland China. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

Preferred Region for Graduate Study (continued)

Table 3.9 shows that in testing years 2011–12, 2012–13, and 2013–14, test takers in Europe preferred to study in Europe. When considering other regions of the world, test takers in Europe preferred the United States and Canada.

Table 3.9. Preferred Region for Graduate Study, Examinees Who Tested in Europe

Preferred Region	2011–12*		2012–13		2013–14	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	3,866	28	4,572	30	4,659	31
Mid-Atlantic	4,340	32	4,350	29	4,325	29
South	2,684	20	2,722	18	2,701	18
Midwest	2,812	21	2,846	19	2,772	18
Southwest	2,234	16	2,298	15	2,264	15
West	4,217	31	4,621	31	4,704	31
Non-U.S. Regions						
Canada	1,858	14	2,381	16	2,370	16
Africa	104	1	113	1	119	1
Asia	485	4	631	4	687	5
Australia/New Zealand	770	6	1,030	7	1,050	7
Europe	4,165	30	5,417	36	5,669	38
Latin America	227	2	231	2	213	1

Note: This table is based on 13,711; 15,034; and 15,117 unique examinees who took the GRE revised General Test in testing year 2011–12, 2012–13, and 2013–14, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

*The 2011–12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

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