

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



JULY 2013–JUNE 2016

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Overview

This report provides volume and performance information for test takers who took the GRE® General Test between July 1, 2015, and June 30, 2016. The report also provides volume information for the GRE General Test population between July 1, 2013, and June 30, 2016. 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 about the appropriate use of GRE scores and score use guidelines included in this report to GRE score users. Readers are also encouraged to review the *Guidelines for the Appropriate Use of 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 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 General Test between July 1, 2013 and June 30, 2016. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2015 and June 30, 2016. The data used in the analyses of test volumes from July 2013 through June 2016 were based on three testing years: July 1, 2013 to June 30, 2014 (2013–14); July 1, 2014 to June 30, 2015 (2014–15); and July 1, 2015 to June 30, 2016 (2015–16).

In each testing year, if a test taker had more than one set of GRE 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 574,132; 576,209; and 584,677 test takers in 2013–14, 2014–15, and 2015–16, 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 racial/ethnic group membership. Even though not all test takers provide background information, the size of the GRE population is sufficiently large enough to report on the demographic factors of primary interest.

¹ Due to routine data refreshment, the numbers of test takers for testing years 2013–14 and 2014–15 included in this report are slightly different from those published in previous editions of *A Snapshot of Individuals Who Took the GRE® General Test*.

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 General Test. Users of this information should be careful not to generalize this information. For example, while the GRE 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 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 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 intended 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.

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 educators 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 and 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 try-out 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, eliminate them from scoring if potential bias is determined, and 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 test takers were women and 45 percent were men.

	Verbal Reasoning	Quantitative Reasoning	Analytical Writing
Mean	149.9	152.7	3.5
Standard Deviation (SD)	8.5	9.1	0.9
Number of Examinees (N)	584,677		
Percent Men	45		
Percent Women	50		

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

U.S. Citizenship Status and Racial/Ethnic Group

Table 1.2 shows that non-U.S. citizens represented 43 percent of the GRE General Test test-taker population. The table also shows that non-U.S. citizens had a higher mean score on the Quantitative Reasoning measure than U.S. citizens 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 women on all three measures of the GRE 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 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	326,957	56	152.7	7.6	150.2	7.8	3.8	0.8
Men	113,776	19	154.3	7.6	153.0	8.0	3.9	0.8
Women	192,897	33	151.7	7.5	148.6	7.2	3.8	0.8
No Response	20,284	3	153.4	7.9	150.4	8.0	3.8	0.8
Non-U.S. Citizens	252,488	43	146.3	8.1	155.9	9.7	3.0	0.8
Men	148,719	25	145.9	8.2	156.5	9.7	3.0	0.8
Women	98,691	17	146.8	7.9	155.2	9.6	3.1	0.8
No Response	5,078	1	148.5	8.9	154.4	10.0	3.2	0.9
No Response	5,232	1	149.9	8.4	152.7	8.8	3.5	0.9
Men	2,191	<1	148.6	8.8	154.9	8.9	3.3	0.9
Women	2,848	<1	150.6	7.9	151.2	8.5	3.6	0.8
No Response	193	<1	153.3	7.7	151.1	7.8	3.8	0.8
Total	584,677	100	149.9	8.5	152.7	9.1	3.5	0.9
Men	264,686	45	149.5	8.9	154.9	9.2	3.3	0.9
Women	294,436	50	150.1	7.9	150.8	8.6	3.6	0.8
No Response	25,555	4	152.5	8.3	151.2	8.6	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 (584,677) who were 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), Asian, or Other scored higher on the Analytical Writing measure than other racial/ethnic groups.

Table 1.3. GRE 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	1,782	1	151.0	7.3	147.8	7.4	3.7	0.8
Men	666	37	152.2	7.4	150.1	7.9	3.6	0.8
Women	1,068	60	150.2	7.1	146.3	6.7	3.7	0.7
No Response	48	3	151.3	7.4	147.7	7.2	3.5	0.8
Asian	19,163	6	152.7	7.8	153.9	8.2	3.9	0.8
Men	7,748	40	153.7	7.8	156.5	8.1	3.9	0.8
Women	10,685	56	151.9	7.8	151.9	7.8	3.9	0.8
No Response	730	4	153.9	7.7	154.5	7.9	3.9	0.7
Hawaiian/Pacific Islander	837	<1	150.7	6.9	148.9	7.1	3.8	0.8
Men	311	37	152.0	7.2	151.2	7.5	3.8	0.8
Women	504	60	149.9	6.7	147.4	6.5	3.8	0.7
No Response	22	3	-	-	-	-	-	-
Black	23,588	7	146.9	7.2	143.9	6.8	3.3	0.8
Men	7,181	30	147.9	7.5	145.7	7.4	3.3	0.8
Women	15,577	66	146.5	7.0	143.1	6.4	3.4	0.8
No Response	830	4	147.0	7.8	143.6	6.9	3.3	0.8
Mexican	9,393	3	149.7	7.0	147.2	7.2	3.6	0.7
Men	3,411	36	151.0	7.1	149.7	7.5	3.6	0.8
Women	5,732	61	148.9	6.9	145.7	6.6	3.6	0.7
No Response	250	3	149.6	6.8	146.8	6.8	3.6	0.8
Puerto Rican	3,153	1	149.2	7.5	146.4	7.2	3.4	0.8
Men	1,137	36	150.3	7.7	148.6	7.7	3.4	0.9
Women	1,942	62	148.5	7.2	145.2	6.5	3.4	0.8
No Response	74	2	148.8	8.3	145.1	7.8	3.3	0.8
Other Hispanic	13,190	4	150.3	7.4	147.7	7.4	3.6	0.8
Men	4,614	35	152.0	7.4	150.6	7.6	3.7	0.8
Women	8,221	62	149.3	7.2	146.1	6.8	3.6	0.8
No Response	355	3	150.5	8.0	147.7	7.8	3.6	0.8

Table continues on next page

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

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Table 1.3. GRE 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
White (Non-Hispanic)	178,784	55	153.7	7.1	150.9	7.2	3.9	0.7
Men	63,929	36	155.4	7.0	153.6	7.5	4.0	0.7
Women	108,895	61	152.7	7.0	149.3	6.6	3.9	0.7
No Response	5,960	3	154.0	7.3	150.7	7.2	3.9	0.7
Other	10,501	3	153.4	7.8	150.2	8.0	3.9	0.8
Men	3,773	36	154.9	7.7	152.9	8.2	3.9	0.8
Women	6,205	59	152.4	7.7	148.5	7.4	3.9	0.8
No Response	523	5	154.6	7.8	150.5	7.9	3.8	0.8
No Response	66,566	20	153.2	8.0	150.9	8.2	3.8	0.8
Men	21,006	32	154.7	7.9	153.6	8.3	3.9	0.8
Women	34,068	51	152.1	7.8	149.2	7.6	3.8	0.8
No Response	11,492	17	153.7	8.0	150.8	8.1	3.8	0.8
Total	326,957	100	152.7	7.6	150.2	7.8	3.8	0.8
Men	113,776	35	154.3	7.6	153.0	8.0	3.9	0.8
Women	192,897	59	151.7	7.5	148.6	7.2	3.8	0.8
No Response	20,284	6	153.4	7.9	150.4	8.0	3.8	0.8

Note: A total of 326,957 U.S. citizens took the GRE General Test between July 1, 2015, and June 30, 2016. 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 who were 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 whose graduate degree objective was an M.B.A., and who classified themselves as Asian, had a higher mean Quantitative Reasoning score 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. Test takers who classified themselves as Asian had higher Analytical Writing scores than other racial/ethnic groups.

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

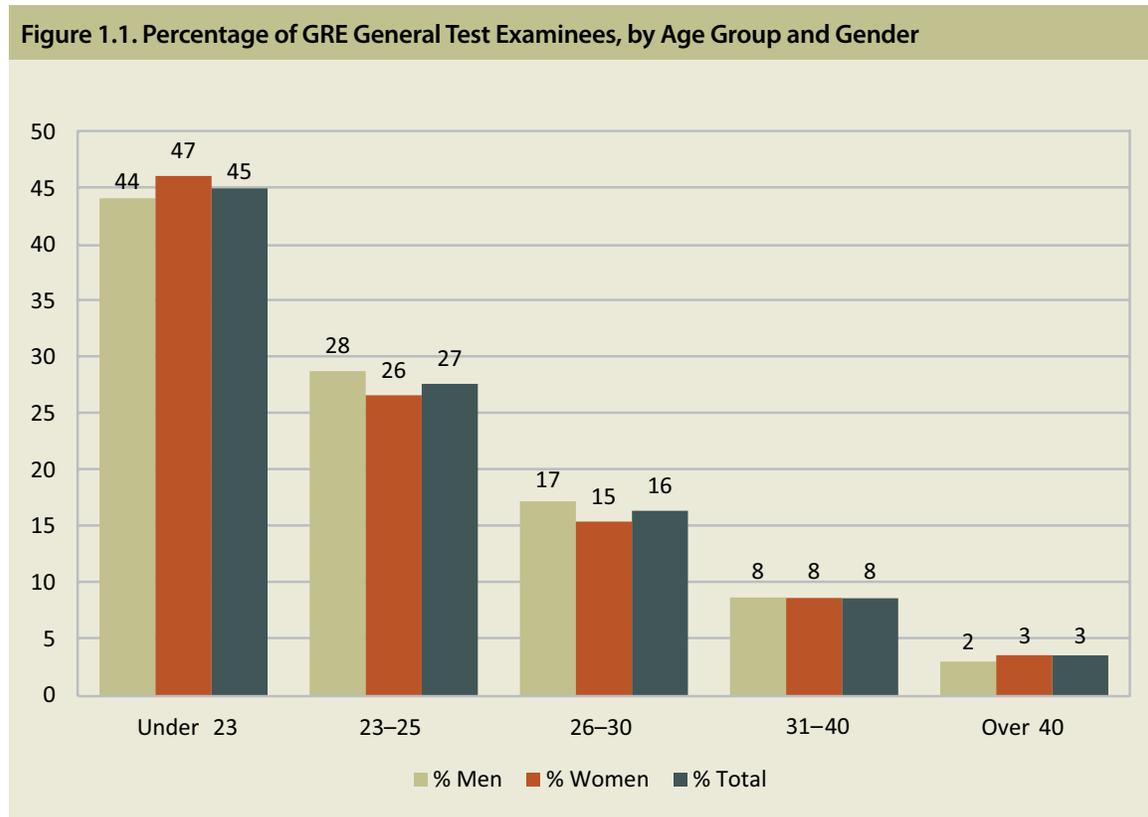
Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
American Indian	72	1	151.5	7.6	148.3	6.6	3.7	0.8
Asian	786	8	152.0	8.5	152.9	8.3	4.0	0.8
Hawaiian/Pacific Islander	31	<1	152.0	5.9	149.8	7.2	3.9	0.9
Black	1,342	14	146.9	7.2	144.4	6.6	3.3	0.8
Mexican	347	4	149.9	7.3	147.3	7.1	3.6	0.8
Puerto Rican	95	1	150.2	8.4	147.0	6.5	3.4	0.9
Other Hispanic	557	6	149.6	7.2	147.6	6.6	3.6	0.8
White (Non-Hispanic)	5,640	59	153.3	7.2	150.8	6.8	3.9	0.8
Other	376	4	152.9	7.8	149.6	7.6	3.9	0.8
No Response	351	4	154.1	8.1	151.9	7.8	3.9	0.9
Total	9,597	100	151.9	7.7	149.7	7.4	3.8	0.8

Note: This analysis is based on a total of 9,597 U.S. citizens who selected M.B.A. as their graduate degree objective who took the GRE General Test between July 1, 2015, and June 30, 2016.

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 (89 percent) were 30 years of age or younger.



Note: These analyses were based on a total of 584,677 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 groups who were 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, generally, examinees older than 25 years of age had higher mean Verbal Reasoning scores than examinees younger than 25 years of age.

On the Quantitative Reasoning measure, for both men and women, older examinees had lower mean scores than younger examinees. In addition, men consistently 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 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	147	<1	153.1	9.2	158.3	10.3	3.6	0.9
Men	82	56	152.9	9.0	159.7	10.0	3.5	0.9
Women	60	41	153.8	9.2	157.1	10.3	3.7	0.9
No Response	5	3	-	-	-	-	-	-
18–22	263,204	45	149.7	8.3	154.5	9.1	3.5	0.9
Men	115,217	44	149.0	9.0	156.9	9.2	3.3	0.9
Women	138,555	53	150.2	7.6	152.6	8.6	3.7	0.8
No Response	9,432	4	153.1	7.8	153.0	8.3	3.9	0.8
23–25	159,993	27	149.7	8.4	152.7	8.9	3.5	0.9
Men	75,216	47	149.3	8.7	154.9	8.9	3.3	0.9
Women	77,677	49	149.8	8.0	150.6	8.3	3.6	0.8
No Response	7,100	4	152.2	8.5	151.4	8.4	3.7	0.9
26–30	95,079	16	150.3	8.8	151.4	8.6	3.5	0.9
Men	45,309	48	150.2	9.0	153.3	8.7	3.4	0.9
Women	44,788	47	150.0	8.5	149.5	8.2	3.5	0.9
No Response	4,982	5	152.3	8.7	150.7	8.4	3.6	0.9
31–35	33,699	6	150.8	8.8	149.3	8.4	3.5	0.9
Men	15,796	47	151.1	9.1	151.3	8.5	3.4	0.9
Women	15,889	47	150.2	8.4	147.4	7.8	3.5	0.9
No Response	2,014	6	152.3	8.8	149.4	8.3	3.5	0.9
36–40	15,083	3	150.9	8.7	147.3	8.1	3.4	0.9
Men	6,478	43	151.3	9.0	149.5	8.4	3.4	0.9
Women	7,610	50	150.4	8.4	145.5	7.4	3.5	0.8
No Response	995	7	151.7	8.7	147.0	8.2	3.5	0.8
41–45	8,356	1	151.2	8.5	145.8	7.8	3.5	0.8
Men	3,184	38	151.9	8.7	148.1	8.3	3.4	0.9
Women	4,694	56	150.8	8.3	144.3	7.1	3.5	0.8
No Response	478	6	150.7	8.6	145.6	7.9	3.4	0.8

Table continues on next page

Age Group and Gender (continued)

Table continued from previous page

Table 1.5. GRE 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	4,708	1	151.5	8.5	145.0	7.7	3.4	0.8
Men	1,738	37	152.3	8.8	147.4	8.1	3.4	0.9
Women	2,715	58	150.9	8.2	143.5	6.9	3.5	0.8
No Response	255	5	152.0	9.1	144.9	7.8	3.4	0.9
51–55	2,678	<1	151.8	8.6	144.7	7.7	3.4	0.8
Men	912	34	152.9	8.9	147.3	8.1	3.4	0.9
Women	1,592	59	151.4	8.3	143.4	7.0	3.5	0.8
No Response	174	7	149.7	8.8	143.0	7.8	3.3	0.9
56–60	1,099	<1	151.8	8.9	144.0	7.8	3.4	0.9
Men	428	39	152.5	9.1	146.4	8.3	3.3	0.9
Women	600	55	151.5	8.7	142.4	7.0	3.5	0.8
No Response	71	6	149.9	9.2	143.0	8.0	3.3	0.9
Over 60	631	<1	151.3	9.1	143.7	8.2	3.3	0.9
Men	326	52	152.7	9.3	146.2	8.5	3.3	0.9
Women	256	41	150.2	8.5	141.0	6.9	3.3	0.8
No Response	49	8	147.3	8.4	140.9	6.3	2.9	0.9
Total	584,677	100	149.9	8.5	152.7	9.1	3.5	0.9
Men	264,686	45	149.5	8.9	154.9	9.2	3.3	0.9
Women	294,436	50	150.1	7.9	150.8	8.6	3.6	0.8
No Response	25,555	4	152.5	8.3	151.2	8.6	3.7	0.8

Note: A total of 584,677 examinees took the GRE General Test between July 1, 2015, and June 30, 2016. The percentages for the overall age groups were based on this total group of test takers and the percentages for the gender groups within each age group were based on the group of test takers who were 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 for test takers whose graduate degree objective was M.B.A., younger examinees had higher mean Quantitative Reasoning and Analytical Writing scores than older examinees.

Table 1.6. GRE 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
Under 18	2	<1	-	-	-	-	-	-
18–22	3,210	23	149.6	7.9	151.6	8.5	3.6	0.9
23–25	4,210	30	149.9	8.3	150.5	8.1	3.6	0.9
26–30	4,042	29	151.1	8.4	150.8	8.0	3.7	0.9
31–35	1,448	10	150.8	8.2	148.9	7.8	3.5	0.9
36–40	521	4	150.2	7.8	147.4	7.6	3.3	0.8
41–45	225	2	149.8	8.4	145.4	7.4	3.3	0.9
46–50	124	1	152.1	8.7	145.9	6.9	3.4	0.9
51–55	61	<1	151.3	8.8	145.0	6.4	3.4	0.9
56–60	19	<1	-	-	-	-	-	-
Over 60	4	<1	-	-	-	-	-	-
Total	13,866	100	150.3	8.2	150.4	8.2	3.6	0.9

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

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

Table 1.7. GRE 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	7,220	52	150.4	8.4	151.4	8.3	3.5	0.9
Women	6,268	45	150.2	8.1	149.2	7.9	3.7	0.9
No Response	378	3	151.3	7.8	149.9	8.1	3.6	0.9
Total	13,866	100	150.3	8.2	150.4	8.2	3.6	0.9

Age Group and Gender (continued)

Table 1.8 shows information about examinees who tested in the United States, India, and Mainland China. The table shows that India (62 percent) and Mainland China (71 percent) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States (42 percent). 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	85	<1	4	<1	39	<1
Men	47	55	3	75	22	56
Women	35	41	1	25	17	44
No Response	3	4	0	0	0	0
18–22	151,351	42	61,281	62	30,809	71
Men	47,289	31	42,576	69	15,886	52
Women	95,740	63	18,552	30	14,918	48
No Response	8,322	6	153	<1	5	<1
23–25	96,060	27	28,712	29	8,669	20
Men	36,372	38	19,388	68	4,895	56
Women	53,761	56	9,245	32	3,773	44
No Response	5,927	6	79	<1	1	<1
26–30	61,410	17	8,143	8	3,188	7
Men	25,291	41	5,336	66	1,616	51
Women	32,064	52	2,770	34	1,572	49
No Response	4,055	7	37	<1	0	0
31–35	24,916	7	992	1	595	1
Men	10,713	43	601	61	267	45
Women	12,518	50	383	39	328	55
No Response	1,685	7	8	1	0	0
36–40	12,352	3	249	<1	124	<1
Men	4,919	40	135	54	50	40
Women	6,555	53	110	44	74	60
No Response	878	7	4	2	0	0
41–45	7,316	2	70	<1	57	<1
Men	2,593	35	51	73	28	49
Women	4,287	59	19	27	29	51
No Response	436	6	0	0	0	0

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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	4,272	1	29	<1	9	<1
Men	1,501	35	17	59	3	33
Women	2,540	59	12	41	6	67
No Response	231	5	0	0	0	0
51–55	2,492	1	16	<1	2	<1
Men	819	33	9	56	1	50
Women	1,507	60	7	44	1	50
No Response	166	7	0	0	0	0
56–60	1,042	<1	2	<1	0	0
Men	403	39	2	100	0	0
Women	572	55	0	0	0	0
No Response	67	6	0	0	0	0
Over 60	582	<1	8	<1	4	<1
Men	294	51	8	100	3	75
Women	242	42	0	0	1	25
No Response	46	8	0	0	0	0
Total	361,878	100	99,506	100	43,496	100
Men	130,241	36	68,126	68	22,771	52
Women	209,821	58	31,099	31	20,719	48
No Response	21,816	6	281	<1	6	<1

Note: For each country, the percentages for the overall age groups were based on the number of test takers in the total group and the percentages for the gender groups were based on the number of test takers within each age group.

Country of Citizenship

Table 1.9 shows performance information of test takers based on their country of citizenship. The table shows that the United States (326,424), India (99,376), and Mainland China (45,777) had the highest number of citizens that took the test.

Table 1.9. GRE 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	177	141.9	5.8	146.4	8.3	2.9	0.6
Albania	113	148.6	7.2	152.6	8.4	3.4	0.7
Algeria	86	143.7	7.9	149.5	8.1	2.7	0.8
American Samoa	5	-	-	-	-	-	-
Andorra	5	-	-	-	-	-	-
Angola	41	143.5	6.9	143.6	7.4	2.9	0.7
Anguilla	3	-	-	-	-	-	-
Antigua and Barbuda	17	-	-	-	-	-	-
Argentina	274	153.5	6.9	155.3	8.5	3.6	0.7
Armenia	84	146.3	6.3	154.9	8.6	3.2	0.8
Aruba	3	-	-	-	-	-	-
Australia	482	158.1	7.4	156.5	8.2	4.3	0.8
Austria	118	153.7	6.7	155.3	7.8	3.9	0.7
Azerbaijan	125	146.4	7.8	155.1	9.1	3.0	0.8
Bahamas	117	146.9	7.4	144.7	7.5	3.5	0.7
Bahrain	55	146.4	6.9	150.9	7.6	3.3	0.8
Bangladesh	3,540	144.8	6.7	155.7	6.6	2.9	0.6
Barbados	43	150.8	6.9	149.9	8.6	3.7	0.8
Belarus	62	148.6	6.9	153.8	8.8	3.1	0.6
Belgium	117	155.5	7.0	155.7	7.3	3.7	0.6
Belize	28	-	-	-	-	-	-
Benin	46	146.5	5.4	148.3	7.2	3.0	0.6
Bermuda	11	-	-	-	-	-	-
Bhutan	16	-	-	-	-	-	-
Bolivia	116	149.2	6.7	150.9	7.5	3.3	0.7
Bosnia and Herzegovina	41	149.2	8.2	150.8	9.5	3.4	0.6
Botswana	27	-	-	-	-	-	-
Brazil	1,615	150.3	7.4	152.2	8.5	3.1	0.7
Brunei Darussalam	12	-	-	-	-	-	-
Bulgaria	103	154.0	7.8	156.7	8.8	3.9	0.8
Burkina Faso	65	142.9	6.1	144.9	7.4	2.8	0.7

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 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	16	-	-	-	-	-	-
Cambodia	52	141.7	6.9	151.7	8.6	3.1	0.6
Cameroon	356	144.3	7.0	146.1	7.5	3.0	0.7
Canada	5,171	156.1	7.2	154.6	8.0	4.2	0.8
Cape Verde	6	-	-	-	-	-	-
Cayman Islands	8	-	-	-	-	-	-
Central African Republic	1	-	-	-	-	-	-
Chad	14	-	-	-	-	-	-
Chile	546	150.5	7.1	155.3	8.6	3.1	0.7
China, People's Republic of	45,777	148.4	6.9	164.6	5.2	3.0	0.5
Colombia	1,508	148.6	6.9	150.1	8.0	3.0	0.7
Comoros	4	-	-	-	-	-	-
Congo Republic	38	143.9	7.3	143.7	7.4	2.8	0.9
Congo-DRC (formerly Zaire)	53	143.5	4.8	144.8	5.6	2.9	0.6
Costa Rica	183	150.3	6.6	151.3	7.2	3.3	0.7
Côte d'Ivoire	99	145.1	5.4	146.5	6.7	2.9	0.7
Croatia	56	150.1	8.4	152.1	8.6	3.4	0.7
Cuba	73	147.6	6.8	148.0	8.3	3.0	0.9
Cyprus	60	148.7	8.6	155.1	9.3	3.7	0.8
Czech Republic	78	152.3	7.5	154.8	7.6	3.6	0.7
Denmark	108	154.4	7.6	153.0	7.4	3.8	0.7
Djibouti	1	-	-	-	-	-	-
Dominica, Commonwealth of	23	-	-	-	-	-	-
Dominican Republic	170	148.0	7.1	146.8	8.5	3.1	0.8
Ecuador	591	147.4	6.3	150.5	7.3	3.1	0.7
Egypt	1,044	145.0	7.2	153.2	7.5	3.1	0.8
El Salvador	100	147.5	5.5	147.5	8.7	3.4	0.8
Equatorial Guinea	2	-	-	-	-	-	-
Eritrea	223	156.2	6.4	155.2	4.5	3.0	0.6
Estonia	33	157.7	7.7	155.1	9.4	4.1	0.8

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 General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Ethiopia	353	145.6	7.6	151.3	7.4	3.0	0.7
Falkland Islands	1	-	-	-	-	-	-
Federated States of Micronesia	5	-	-	-	-	-	-
Fiji	9	-	-	-	-	-	-
Finland	98	154.1	7.6	152.9	7.5	3.6	0.8
France	1,221	154.0	6.7	157.1	8.2	3.5	0.7
Gabon	17	-	-	-	-	-	-
Gambia, The	36	144.1	4.3	143.7	6.6	3.0	0.6
Gaza	6	-	-	-	-	-	-
Georgia	71	149.0	7.3	154.2	8.3	3.3	0.7
Germany	1,308	153.7	7.5	156.3	7.6	3.8	0.8
Ghana	1,362	146.1	6.5	147.4	7.0	3.2	0.6
Greece	540	150.4	6.6	156.7	8.3	3.6	0.7
Greenland	1	-	-	-	-	-	-
Grenada	22	-	-	-	-	-	-
Guatemala	106	149.4	6.3	149.7	8.0	3.5	0.7
Guinea	21	-	-	-	-	-	-
Guyana	46	149.4	6.5	147.1	7.8	3.6	0.8
Haiti	140	144.7	6.6	143.6	6.3	3.0	0.7
Honduras	157	147.4	6.9	147.3	7.1	3.1	0.8
Hong Kong	916	150.2	7.1	161.1	6.9	3.4	0.6
Hungary	128	152.5	7.7	157.6	8.1	3.6	0.6
Iceland	88	149.3	8.3	155.6	9.2	3.2	0.7
India	99,376	144.0	7.7	153.2	9.1	2.9	0.8
Indonesia	998	147.0	6.6	154.2	8.1	3.1	0.7
Iran	5,319	143.5	6.1	157.3	7.4	2.8	0.6
Iraq	331	139.7	6.1	146.6	7.1	2.3	0.8
Ireland	148	157.0	7.3	153.4	9.2	4.2	0.7
Israel	344	153.0	8.1	156.8	7.9	3.5	0.8
Italy	1,090	154.8	6.8	155.6	8.3	3.4	0.7
Jamaica	296	149.2	7.3	145.7	7.6	3.6	0.7
Japan	1,177	146.4	7.1	158.2	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 General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Jordan	472	142.0	7.3	152.1	7.5	2.7	0.9
Kazakhstan	403	146.4	7.6	154.0	8.7	3.0	0.8
Kenya	592	147.3	6.8	147.8	6.7	3.4	0.7
Korea (DPR)	29	-	-	-	-	-	-
Korea (ROK)	5,826	149.9	7.2	160.3	7.0	3.2	0.7
Kosovo	2	-	-	-	-	-	-
Kuwait	386	141.9	6.8	147.8	7.9	2.8	0.9
Kyrgyzstan	47	145.4	7.4	152.3	8.3	3.0	0.9
Laos	9	-	-	-	-	-	-
Latvia	27	-	-	-	-	-	-
Lebanon	691	147.5	6.8	154.7	7.7	3.3	0.7
Lesotho	6	-	-	-	-	-	-
Liberia	64	141.2	6.9	139.6	7.4	2.8	0.7
Libya	113	138.3	5.9	146.2	8.3	2.2	0.9
Lithuania	51	148.4	8.3	153.7	7.9	3.3	0.8
Luxembourg	17	-	-	-	-	-	-
Macau	77	147.7	6.4	161.1	6.8	3.0	0.5
Macedonia (Fmr. Yugoslav Rep.)	48	149.8	8.5	153.1	9.0	3.7	0.8
Madagascar	14	-	-	-	-	-	-
Malawi	61	146.7	6.2	145.4	5.8	3.4	0.7
Malaysia	557	150.8	7.6	155.8	7.9	3.6	0.8
Maldives	5	-	-	-	-	-	-
Mali	27	-	-	-	-	-	-
Malta	7	-	-	-	-	-	-
Marshall Islands	1	-	-	-	-	-	-
Mauritania	15	-	-	-	-	-	-
Mauritius	39	151.1	7.4	153.7	7.6	3.9	0.8
Mexico	2,993	148.9	7.1	149.5	7.7	3.1	0.8
Moldova	37	148.8	7.6	152.7	8.9	3.3	0.6
Monaco	2	-	-	-	-	-	-
Mongolia	123	146.2	7.3	155.2	8.9	3.1	0.7
Montenegro	2	-	-	-	-	-	-

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 General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Morocco	191	147.5	7.1	153.7	8.3	3.1	0.7
Mozambique	20	-	-	-	-	-	-
Myanmar	97	146.3	7.7	152.5	8.4	3.2	0.6
Namibia	15	-	-	-	-	-	-
Nauru	1	-	-	-	-	-	-
Nepal	2,434	144.8	6.4	155.0	6.9	3.0	0.6
Netherlands	428	153.5	8.1	154.1	8.3	3.8	0.8
Netherlands Antilles	12	-	-	-	-	-	-
New Caledonia	1	-	-	-	-	-	-
New Zealand	158	158.4	7.4	157.0	8.6	4.4	0.7
Nicaragua	48	147.2	6.5	145.4	7.2	3.2	0.7
Niger	15	-	-	-	-	-	-
Nigeria	3,886	146.4	6.7	146.9	7.7	3.1	0.7
Niue	1	-	-	-	-	-	-
Norway	111	151.9	8.0	151.5	8.8	3.8	0.8
Oman	98	142.8	7.1	146.9	8.1	2.8	0.7
Pakistan	2,823	147.9	7.9	152.5	7.7	3.4	0.8
Palau	3	-	-	-	-	-	-
Panama	116	147.7	7.5	147.5	8.4	3.1	0.8
Papua New Guinea	10	-	-	-	-	-	-
Paraguay	50	150.0	7.6	151.0	7.6	3.3	0.7
Peru	479	150.2	6.5	154.8	8.0	3.3	0.7
Philippines	543	150.7	7.6	150.9	8.8	3.6	0.8
Poland	218	151.9	8.2	155.5	8.7	3.5	0.7
Portugal	158	152.5	7.5	154.2	8.8	3.5	0.8
Puerto Rico	4	-	-	-	-	-	-
Qatar	85	141.5	6.5	147.3	7.8	2.7	0.9
Romania	152	153.0	7.9	155.4	8.6	3.8	0.8
Russian Federation	874	149.3	7.6	156.1	8.2	3.2	0.7
Rwanda	99	144.7	6.5	149.1	6.1	3.1	0.8
Samoa	2	-	-	-	-	-	-
Saudi Arabia	4,462	137.5	5.1	141.6	7.5	2.0	0.8
Senegal	52	145.9	7.3	145.1	8.2	2.9	0.8

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 General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Serbia	6	-	-	-	-	-	-
Seychelles	2	-	-	-	-	-	-
Sierra Leone	45	143.8	7.8	141.3	6.5	3.2	0.7
Singapore	843	157.8	7.0	160.4	6.9	4.3	0.8
Slovakia	43	152.7	6.4	154.3	6.4	3.6	0.7
Slovenia	30	153.6	9.2	156.7	8.8	3.7	1.0
Solomon Islands	2	-	-	-	-	-	-
Somalia	19	-	-	-	-	-	-
South Africa	297	153.4	8.0	150.5	8.9	4.0	0.7
Spain	826	152.3	6.7	155.0	8.5	3.4	0.7
Sri Lanka	779	144.4	7.3	155.4	6.1	3.1	0.8
St. Helena	1	-	-	-	-	-	-
St. Kitts and Nevis	15	-	-	-	-	-	-
St. Lucia	25	-	-	-	-	-	-
St. Vincent and the Grenadines	10	-	-	-	-	-	-
Sudan	166	142.5	6.7	150.2	7.2	2.7	0.8
Suriname	16	-	-	-	-	-	-
Swaziland	12	-	-	-	-	-	-
Sweden	199	152.8	8.2	152.8	8.3	3.7	0.8
Switzerland	240	154.0	7.1	156.8	6.9	3.7	0.8
Syria	158	143.7	7.3	152.5	7.2	2.9	0.8
Taiwan	3,528	147.1	6.8	162.2	6.5	2.9	0.6
Tajikistan	23	-	-	-	-	-	-
Tanzania	147	143.7	6.4	146.6	7.6	3.0	0.7
Thailand	836	144.7	7.5	156.2	8.2	2.9	0.7
Timor-Leste	1	-	-	-	-	-	-
Togo	36	143.0	5.9	145.7	7.0	2.8	0.5
Tonga	2	-	-	-	-	-	-
Trinidad and Tobago	161	152.7	7.1	150.9	8.2	4.0	0.7
Tunisia	128	147.8	5.9	154.1	7.6	3.1	0.6
Turkey	2,370	144.9	7.3	158.9	7.6	2.9	0.8
Turkmenistan	33	145.3	7.0	154.8	9.8	2.9	0.5

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 General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
U.S. Virgin Islands	1	-	-	-	-	-	-
Uganda	206	145.1	6.9	145.7	6.9	3.3	0.7
Ukraine	270	148.2	7.4	153.0	8.0	3.2	0.7
United Arab Emirates	238	140.9	7.0	147.2	8.7	2.6	1.0
United Kingdom	1,489	157.4	7.9	154.1	8.4	4.3	0.8
United States of America	326,424	152.8	7.6	150.2	7.8	3.8	0.8
Uruguay	74	153.2	6.0	156.0	6.3	3.4	0.6
Uzbekistan	63	145.3	7.1	151.4	9.1	3.0	0.6
Venezuela	451	148.9	6.9	150.0	7.7	3.2	0.8
Vietnam	864	147.6	7.4	159.1	7.2	3.2	0.7
West Bank	18	-	-	-	-	-	-
Yemen	68	141.2	6.5	149.9	7.9	2.7	0.9
Zambia	68	146.3	6.0	143.9	6.1	3.3	0.6
Zimbabwe	182	149.6	7.0	148.8	6.8	3.8	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 and Behavioral Sciences

Anthropology and Archaeology
Economics
Political Science
Psychology
Sociology

Other Fields

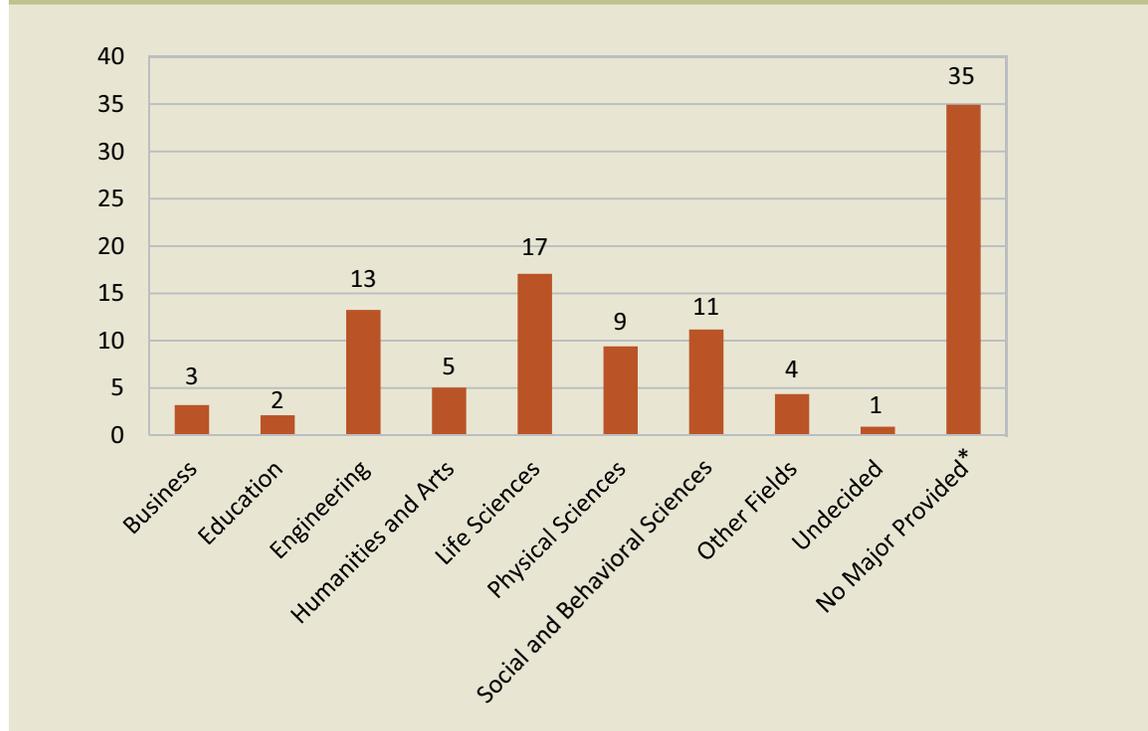
Architecture and Environmental Design
Communications
Home Economics
Library and Archival Sciences
Public Administration
Religion and Theology
Social Work
Other

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 (17 percent), followed by Engineering (13 percent), and Social and Behavioral Sciences (11 percent).

Figure 1.2. Percentage of GRE 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 584,677 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 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	18,050	3	149.0	7.6	150.9	9.0	3.4	0.8
Men	8,853	49	149.5	7.8	151.8	8.9	3.4	0.8
Women	8,682	48	148.5	7.4	150.0	9.2	3.4	0.8
No Response	515	3	150.2	7.9	150.1	8.6	3.5	0.8
Education	10,526	2	148.9	7.1	146.2	7.1	3.6	0.8
Men	2,174	21	149.8	7.8	147.7	7.7	3.5	0.9
Women	7,804	74	148.7	6.9	145.9	6.9	3.6	0.8
No Response	548	5	148.4	7.3	146.1	6.6	3.6	0.8
Engineering	76,982	13	148.1	8.5	157.6	8.1	3.2	0.8
Men	57,307	74	148.0	8.6	157.8	8.2	3.2	0.8
Women	18,769	24	148.3	8.3	157.0	7.8	3.3	0.8
No Response	906	1	153.8	8.5	159.1	6.9	3.7	0.9
Humanities and Arts	30,263	5	156.0	7.8	149.1	7.7	4.0	0.8
Men	11,271	37	157.0	7.7	150.2	7.8	4.1	0.8
Women	17,808	59	155.2	7.7	148.4	7.5	4.0	0.8
No Response	1,184	4	156.6	7.9	149.3	7.5	4.0	0.8
Life Sciences	99,170	17	150.7	7.0	150.3	7.0	3.7	0.7
Men	29,070	29	151.5	7.2	152.2	7.2	3.6	0.8
Women	67,232	68	150.3	6.9	149.4	6.8	3.7	0.7
No Response	2,868	3	151.9	7.2	150.7	7.1	3.7	0.7
Physical Sciences	53,052	9	150.4	9.1	157.2	8.6	3.4	0.9
Men	33,198	63	150.6	9.2	158.1	8.6	3.4	0.9
Women	18,800	35	149.7	8.8	155.6	8.4	3.5	0.9
No Response	1,054	2	154.8	8.6	157.5	8.1	3.8	0.8
Social and Behavioral Sciences	66,448	11	152.8	7.7	150.0	8.1	3.9	0.8
Men	21,144	32	154.2	7.8	152.4	8.4	3.9	0.8
Women	43,262	65	152.0	7.5	148.8	7.8	3.9	0.8
No Response	2,042	3	153.8	7.8	150.0	7.9	3.9	0.8

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Undergraduate Major Field (continued)

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

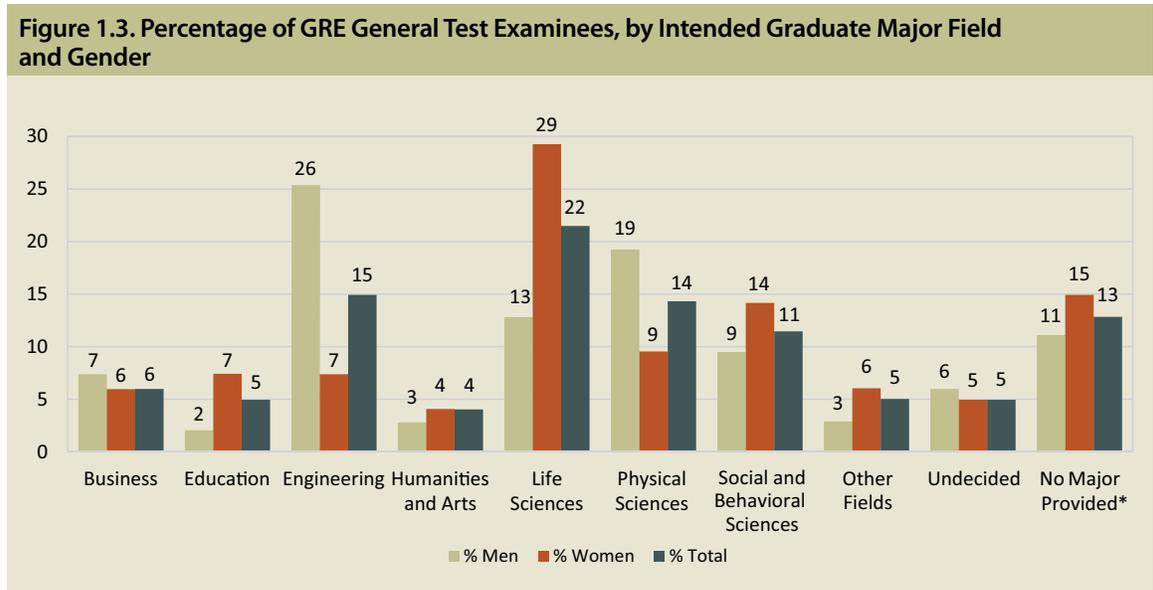
Undergraduate Major Field	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Other Fields	21,521	4	150.4	7.9	148.4	8.3	3.6	0.8
Men	6,718	31	151.2	8.3	150.0	8.4	3.6	0.9
Women	14,084	65	149.9	7.7	147.6	8.1	3.6	0.8
No Response	719	3	151.5	8.1	147.5	7.7	3.6	0.8
Undecided	5,506	1	145.4	7.5	153.0	10.2	3.0	0.7
Men	2,860	52	145.1	7.6	154.1	10.0	2.9	0.8
Women	2,571	47	145.7	7.3	151.9	10.3	3.1	0.7
No Response	75	1	146.7	8.7	146.2	7.8	3.2	0.9
No Major Provided*	203,159	35	148.5	8.7	153.3	9.7	3.3	0.9
Men	92,091	45	147.6	9.1	154.9	9.9	3.1	0.9
Women	95,424	47	148.9	8.2	152.0	9.4	3.4	0.9
No Response	15,644	8	152.1	8.5	151.2	8.7	3.7	0.9
Total	584,677	100	149.9	8.5	152.7	9.1	3.5	0.9
Men	264,686	45	149.5	8.9	154.9	9.2	3.3	0.9
Women	294,436	50	150.1	7.9	150.8	8.6	3.6	0.8
No Response	25,555	4	152.5	8.3	151.2	8.6	3.7	0.8

Note: See page 23 for a list of major fields. A total of 584,677 examinees took the GRE General Test between July 1, 2015, and June 30, 2016. 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 who were 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 Physical Sciences was significantly higher than the percentage of women indicating those intended graduate majors. The percentage of women who indicated an intended graduate major in Life Sciences was significantly higher than the percentage of men indicating an intended graduate major in Life Sciences. In Social and Behavioral Sciences and Education, the percentage of women exceeded the percentage of men indicating those intended graduate majors. The percentages of men and women indicating an intended graduate major in Business and Humanities and Arts were similar.



Note: See page 23 for a list of major fields. These analyses were based on a total of 584,677 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 higher mean scores on the Quantitative Reasoning measure than men and women in other majors.

Table 1.11. GRE 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	35,704	6	149.6	8.0	153.1	9.2	3.5	0.8
Men	17,903	50	149.7	8.2	153.8	9.1	3.4	0.9
Women	16,198	45	149.3	7.7	152.4	9.3	3.5	0.8
No Response	1,603	4	151.5	8.3	151.5	8.4	3.6	0.9
Education	27,790	5	150.6	7.8	147.5	7.8	3.7	0.8
Men	6,462	23	151.8	8.3	148.9	8.1	3.7	0.9
Women	19,438	70	150.3	7.6	147.1	7.6	3.7	0.8
No Response	1,890	7	150.3	7.9	146.9	7.4	3.7	0.9
Engineering	89,774	15	147.7	8.6	158.1	8.3	3.2	0.8
Men	67,615	75	147.4	8.6	158.1	8.5	3.1	0.8
Women	20,187	22	148.2	8.3	158.1	8.0	3.3	0.8
No Response	1,972	2	152.9	8.7	158.6	7.3	3.6	0.9
Humanities and Arts	22,850	4	156.2	7.8	149.8	8.1	4.0	0.9
Men	9,175	40	157.3	7.8	150.7	8.1	4.1	0.9
Women	12,226	54	155.3	7.8	149.3	8.1	4.0	0.8
No Response	1,449	6	157.1	7.8	149.8	7.6	4.0	0.8
Life Sciences	126,250	22	151.0	7.1	150.7	7.1	3.7	0.7
Men	35,469	28	151.6	7.3	152.6	7.3	3.6	0.8
Women	84,390	67	150.7	7.0	149.8	6.9	3.7	0.7
No Response	6,391	5	152.1	7.5	150.8	7.0	3.8	0.7
Physical Sciences	78,991	14	148.7	9.2	157.4	9.2	3.2	0.9
Men	50,744	64	148.8	9.4	157.9	9.2	3.2	0.9
Women	26,105	33	148.1	8.8	156.2	9.0	3.3	0.8
No Response	2,142	3	154.1	8.8	158.2	8.2	3.7	0.9
Social and Behavioral Sciences	66,596	11	153.0	7.8	151.4	8.7	3.8	0.8
Men	22,748	34	154.2	8.0	153.8	8.8	3.8	0.9
Women	40,472	61	152.2	7.6	150.0	8.4	3.8	0.8
No Response	3,376	5	153.8	8.0	150.6	8.4	3.9	0.8

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Intended Graduate Major Field (continued)

Table continued from previous page

Table 1.11. GRE 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	26,569	5	150.7	8.3	149.6	9.0	3.6	0.9
Men	8,775	33	151.6	8.7	151.0	8.9	3.6	0.9
Women	16,389	62	150.0	8.1	148.9	9.0	3.6	0.8
No Response	1,405	5	152.1	8.6	147.9	8.1	3.7	0.9
Undecided	31,428	5	147.0	8.9	152.8	9.7	3.1	0.9
Men	15,710	50	146.0	9.0	153.4	9.8	3.0	0.9
Women	14,472	46	147.6	8.6	152.3	9.5	3.2	0.9
No Response	1,246	4	151.8	9.6	151.4	9.0	3.6	1.0
No Major Provided*	78,725	13	148.5	8.4	149.9	8.9	3.4	0.9
Men	30,085	38	148.0	9.0	151.6	9.3	3.2	0.9
Women	44,559	57	148.7	8.0	148.8	8.5	3.5	0.8
No Response	4,081	5	150.8	8.4	148.7	8.3	3.6	0.9
Total	584,677	100	149.9	8.5	152.7	9.1	3.5	0.9
Men	264,686	45	149.5	8.9	154.9	9.2	3.3	0.9
Women	294,436	50	150.1	7.9	150.8	8.6	3.6	0.8
No Response	25,555	4	152.5	8.3	151.2	8.6	3.7	0.8

Note: See page 23 for a list of major fields. A total of 584,677 examinees took the GRE General Test between July 1, 2015, and June 30, 2016. 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 who were 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	Native Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
Business	N	101	1,199	54	2,066	477	147	849	8,702	524	3,706	17,825
	Mean	150.4	151.7	150.8	146.7	149.4	149.2	149.7	153.0	152.2	152.6	151.8
	SD	7.0	8.2	6.7	7.2	7.0	8.4	7.4	7.0	8.2	8.0	7.7
Education	N	137	778	58	2,703	864	202	939	13,201	629	4,846	24,357
	Mean	149.2	151.4	151.0	146.3	148.3	148.9	148.5	152.4	151.3	151.5	151.1
	SD	7.1	8.0	7.1	6.8	7.0	7.5	7.5	7.2	8.1	7.9	7.6
Engineering	N	89	2,035	45	740	576	182	839	9,915	619	4,651	19,691
	Mean	153.8	154.9	153.8	150.8	151.4	150.3	152.6	156.8	155.8	155.5	155.7
	SD	6.4	7.6	5.8	7.3	7.0	7.6	7.3	6.2	7.4	7.4	7.0
Humanities and Arts	N	82	545	35	711	454	133	593	10,423	690	3,667	17,333
	Mean	155.1	157.4	154.9	151.4	153.2	153.3	154.5	158.0	157.1	158.1	157.4
	SD	6.7	7.7	6.8	7.9	7.5	7.2	7.8	6.6	7.4	7.2	7.1
Life Sciences	N	547	6,977	294	6,263	2,821	1,058	4,094	60,939	2,948	19,742	105,683
	Mean	150.1	151.4	149.6	147.1	149.6	148.4	149.6	152.2	152.4	152.0	151.6
	SD	6.7	7.0	6.0	6.5	6.4	6.9	6.7	6.5	7.3	7.2	6.9
Physical Sciences	N	128	1,883	57	897	544	221	755	12,904	780	4,319	22,488
	Mean	153.8	155.9	153.4	149.6	152.5	150.4	153.8	157.2	156.9	156.2	156.3
	SD	7.3	8.3	7.1	7.6	6.8	7.9	7.5	6.5	7.6	7.8	7.3
Social and Behavioral Sciences	N	269	2,204	95	3,693	1,518	480	2,273	25,335	1,827	9,195	46,889
	Mean	152.2	153.9	151.1	147.7	150.2	150.5	151.0	154.7	153.9	154.1	153.6
	SD	7.2	7.6	6.9	7.5	6.8	7.5	7.4	7.1	7.4	8.0	7.6
Other Fields	N	108	727	63	2,198	690	178	769	8,994	586	3,695	18,008
	Mean	150.7	152.0	151.9	145.2	147.4	149.9	149.1	154.1	152.3	152.8	152.0
	SD	7.5	8.5	7.9	7.2	7.6	6.7	7.7	7.4	8.2	8.5	8.3
Undecided	N	43	624	20	681	184	74	316	4,209	374	2,654	9,179
	Mean	149.3	153.0	-	145.4	149.5	146.3	150.4	154.4	153.1	153.5	153.0
	SD	9.4	8.7	-	7.5	7.1	7.5	7.9	7.7	7.9	8.9	8.5
No Major Provided*	N	278	2,191	116	3,636	1,265	478	1,763	24,162	1,524	10,091	45,504
	Mean	149.8	150.9	148.8	145.5	148.5	147.7	148.5	152.3	152.3	151.8	151.3
	SD	7.5	7.8	7.5	7.0	7.0	7.6	7.2	7.1	7.8	8.2	7.7
Total	N	1,782	19,163	837	23,588	9,393	3,153	13,190	178,784	10,501	66,566	326,957
	Mean	151.0	152.7	150.7	146.9	149.7	149.2	150.3	153.7	153.4	153.2	152.7
	SD	7.3	7.8	6.9	7.2	7.0	7.5	7.4	7.1	7.8	8.0	7.6

Note: See page 23 for a list of major fields. A total of 326,957 U.S. citizens took the GRE General Test between July 1, 2015, and June 30, 2016. 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	Native Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
		N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean
Business	N	101	1,199	54	2,066	477	147	849	8,702	524	3,706	17,825
	Mean	148.2	153.1	148.8	144.4	147.1	146.6	147.7	150.7	149.4	151.2	149.9
	SD	7.2	8.0	7.1	6.5	6.7	7.0	6.9	6.7	7.6	8.1	7.5
Education	N	137	778	58	2,703	864	202	939	13,201	629	4,846	24,357
	Mean	144.4	150.4	146.0	142.2	144.3	143.7	144.7	148.0	146.3	147.4	147.0
	SD	7.1	7.9	6.4	6.2	6.3	6.4	7.0	6.7	7.5	7.5	7.2
Engineering	N	89	2,035	45	740	576	182	839	9,915	619	4,651	19,691
	Mean	157.2	161.1	156.9	153.1	155.3	153.5	155.6	159.7	158.8	159.7	159.2
	SD	5.5	6.2	5.3	7.0	6.3	6.8	6.8	5.5	6.4	6.3	6.2
Humanities and Arts	N	82	545	35	711	454	133	593	10,423	690	3,667	17,333
	Mean	145.9	152.5	147.1	143.7	146.0	144.1	146.4	149.1	148.5	149.6	148.8
	SD	6.3	8.0	6.5	7.0	6.6	7.2	7.2	6.9	7.5	7.4	7.3
Life Sciences	N	547	6,977	294	6,263	2,821	1,058	4,094	60,939	2,948	19,742	105,683
	Mean	147.7	152.3	149.0	144.9	147.7	146.8	147.8	150.6	150.2	150.4	150.1
	SD	5.8	6.9	6.4	6.1	6.2	6.1	6.3	6.1	6.9	6.7	6.5
Physical Sciences	N	128	1,883	57	897	544	221	755	12,904	780	4,319	22,488
	Mean	155.2	160.4	155.6	150.2	154.1	152.0	155.2	157.9	157.9	157.9	157.6
	SD	8.1	7.2	7.5	7.4	7.0	8.0	7.4	6.7	7.2	7.7	7.3
Social and Behavioral Sciences	N	269	2,204	95	3,693	1,518	480	2,273	25,335	1,827	9,195	46,889
	Mean	146.8	152.4	148.2	143.5	146.1	145.7	146.7	150.0	148.8	149.7	149.1
	SD	6.9	8.0	6.4	6.5	6.6	6.9	7.0	6.9	7.2	7.9	7.4
Other Fields	N	108	727	63	2,198	690	178	769	8,994	586	3,695	18,008
	Mean	145.1	150.3	147.2	141.0	143.4	144.0	144.6	148.4	146.9	147.8	147.0
	SD	6.9	7.7	6.0	5.9	6.5	6.1	6.7	6.7	7.1	7.9	7.4
Undecided	N	43	624	20	681	184	74	316	4,209	374	2,654	9,179
	Mean	147.1	154.3	-	142.6	145.7	143.2	146.8	150.7	149.8	151.5	150.2
	SD	7.7	8.6	-	6.8	7.4	6.3	7.5	7.6	8.0	8.7	8.4
No Major Provided*	N	278	2,191	116	3,636	1,265	478	1,763	24,162	1,524	10,091	45,504
	Mean	145.6	151.5	146.0	142.1	145.1	144.3	145.4	148.8	148.3	148.7	148.1
	SD	6.9	8.3	6.8	6.2	6.8	6.9	6.9	6.8	7.8	8.0	7.5
Total	N	1,782	19,163	837	23,588	9,393	3,153	13,190	178,784	10,501	66,566	326,957
	Mean	147.8	153.9	148.9	143.9	147.2	146.4	147.7	150.9	150.2	150.9	150.2
	SD	7.4	8.2	7.1	6.8	7.2	7.2	7.4	7.2	8.0	8.2	7.8

Note: See page 23 for a list of major fields. A total of 326,957 U.S. citizens took the GRE General Test between July 1, 2015, and June 30, 2016. 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	101	1,199	54	2,066	477	147	849	8,702	524	3,706	17,825
	Mean	3.6	3.9	3.8	3.3	3.6	3.4	3.6	3.9	3.8	3.8	3.8
	SD	0.8	0.8	0.8	0.8	0.8	0.9	0.8	0.8	0.9	0.8	0.8
Education	N	137	778	58	2,703	864	202	939	13,201	629	4,846	24,357
	Mean	3.6	3.9	3.8	3.3	3.5	3.5	3.5	3.9	3.7	3.8	3.8
	SD	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Engineering	N	89	2,035	45	740	576	182	839	9,915	619	4,651	19,691
	Mean	3.7	4.0	3.9	3.5	3.6	3.4	3.7	4.0	4.0	3.9	3.9
	SD	0.6	0.8	0.6	0.8	0.7	0.9	0.8	0.7	0.7	0.8	0.8
Humanities and Arts	N	82	545	35	711	454	133	593	10,423	690	3,667	17,333
	Mean	3.9	4.2	4.2	3.7	3.9	3.7	4.0	4.2	4.1	4.2	4.2
	SD	0.8	0.8	0.9	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Life Sciences	N	547	6,977	294	6,263	2,821	1,058	4,094	60,939	2,948	19,742	105,683
	Mean	3.6	3.9	3.7	3.4	3.6	3.4	3.6	3.9	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	1,883	57	897	544	221	755	12,904	780	4,319	22,488
	Mean	3.7	4.0	3.8	3.5	3.7	3.4	3.8	4.0	4.0	3.9	4.0
	SD	0.8	0.8	0.7	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Social and Behavioral Sciences	N	269	2,204	95	3,693	1,518	480	2,273	25,335	1,827	9,195	46,889
	Mean	3.8	4.1	3.9	3.4	3.7	3.6	3.8	4.1	4.0	4.0	4.0
	SD	0.8	0.8	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Other Fields	N	108	727	63	2,198	690	178	769	8,994	586	3,695	18,008
	Mean	3.6	3.8	3.9	3.2	3.5	3.5	3.5	4.0	3.8	3.8	3.8
	SD	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.9	0.8	0.8
Undecided	N	43	624	20	681	184	74	316	4,209	374	2,654	9,179
	Mean	3.4	3.9	-	3.1	3.5	3.1	3.5	3.9	3.8	3.7	3.8
	SD	0.9	0.9	-	0.8	0.8	0.8	0.8	0.8	0.9	0.9	0.9
No Major Provided*	N	278	2,191	116	3,636	1,265	478	1,763	24,162	1,524	10,091	45,504
	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	0.9	0.8	0.7	0.8	0.8	0.8
Total	N	1,782	19,163	837	23,588	9,393	3,153	13,190	178,784	10,501	66,566	326,957
	Mean	3.7	3.9	3.8	3.3	3.6	3.4	3.6	3.9	3.9	3.8	3.8
	SD	0.8	0.8	0.8	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 326,957 U.S. citizens took the GRE General Test between July 1, 2015, and June 30, 2016. 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 63 percent of test takers reported a graduate degree objective of either master's degree (39 percent) or doctorate (24 percent). A total of 33 percent of test takers did not respond to this question.

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

Graduate Degree Objective	Number	Percent
Master's (M.A., M.S., M.Ed.)	230,291	39
Intermediate (such as Specialist)	2,489	<1
M.B.A.	13,866	2
Doctorate (Ph.D., Ed.D.)	138,280	24
Postdoctoral Study	5,163	1
Non-Degree Graduate Study	835	<1
Not Currently Planning Graduate Study	995	<1
No Response	192,758	33
Total	584,677	100

Enrollment Preference

Table 1.16 shows that 59 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. A total of 33 percent of test takers did not respond to this question.

Table 1.16. GRE 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	342,565	59	150.4	8.2	152.6	8.8	3.6	0.8
Part Time	22,872	4	151.2	7.8	148.3	8.0	3.6	0.8
Undecided	27,037	5	150.7	8.9	151.2	8.5	3.5	0.9
No Response	192,203	33	149.0	8.8	153.6	9.7	3.3	0.9
Total	584,677	100	149.9	8.5	152.7	9.1	3.5	0.9

Table 1.17 shows that 68 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.

Table 1.17. GRE 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	9,409	68	150.0	8.5	150.8	8.6	3.6	0.9
Part Time	2,901	21	151.2	7.1	149.1	6.9	3.7	0.8
Undecided	1,367	10	151.1	8.5	150.4	7.7	3.7	0.9
No Response	189	1	150.7	8.0	150.2	8.0	3.5	0.9
Total	13,866	100	150.3	8.2	150.4	8.2	3.6	0.9

Full-Time Work Experience

Table 1.18 shows that 49 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 37 percent of test takers did not answer this question.

Table 1.18. GRE 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	199,533	34	150.3	8.1	152.8	8.8	3.6	0.8
1–2 Years	85,805	15	150.2	8.2	152.2	8.5	3.6	0.8
3–4 Years	35,760	6	150.4	8.6	151.6	8.6	3.5	0.9
5–7 Years	21,744	4	151.5	8.6	150.6	8.5	3.6	0.9
8–10 Years	11,463	2	151.9	8.5	149.2	8.2	3.6	0.9
11–14 Years	5,089	1	152.1	8.4	148.4	8.3	3.6	0.9
15–19 Years	4,411	1	152.1	8.3	147.1	8.0	3.6	0.8
20–29 Years	3,298	1	153.6	8.1	147.1	8.1	3.6	0.8
Over 30 Years	1,081	<1	152.3	8.7	147.4	8.2	3.5	0.8
No Response	216,493	37	149.0	8.8	153.7	9.7	3.3	0.9
Total	584,677	100	149.9	8.5	152.7	9.1	3.5	0.9

Full-Time Work Experience (continued)

Table 1.19 shows that 51 percent of test takers who indicated M.B.A. as their graduate degree objective had two years of full-time work experience or less. Test takers who had three or more years of full-time work experience obtained higher Verbal Reasoning scores than test takers with fewer years of full-time work experience. Test takers who had 10 years or less full-time work experience had higher mean Quantitative Reasoning scores.

Table 1.19. GRE 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	3,725	27	149.2	8.0	150.5	8.6	3.5	0.9
1–2 Years	3,371	24	149.4	8.0	149.9	7.9	3.5	0.9
3–4 Years	2,472	18	151.3	8.5	151.2	8.0	3.7	0.9
5–7 Years	1,897	14	152.0	8.2	151.3	7.8	3.7	0.9
8–10 Years	894	6	151.7	8.2	149.7	7.6	3.6	0.9
11–14 Years	324	2	150.8	8.0	148.0	7.5	3.4	0.8
15–19 Years	214	2	151.5	8.1	147.2	7.4	3.5	0.9
20–29 Years	148	1	153.1	7.6	146.7	7.2	3.5	0.8
Over 30 Years	35	<1	152.5	8.4	146.5	5.9	3.5	0.9
No Response	786	6	149.5	8.6	150.7	8.7	3.5	0.9
Total	13,866	100	150.3	8.2	150.4	8.2	3.6	0.9

Program Format

Table 1.20 shows that 53 percent of test takers indicated they would like to pursue a graduate or business degree on campus. On average, these test takers had higher mean 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 35 percent of test takers did not respond to this question.

Table 1.20. GRE 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	312,681	53	150.6	8.3	153.0	8.7	3.6	0.8
Online	12,888	2	149.9	7.6	147.5	8.1	3.5	0.8
Combination	36,641	6	149.2	7.6	147.6	7.9	3.5	0.8
Undecided	17,993	3	149.7	8.8	151.5	8.5	3.5	0.9
No Response	204,474	35	149.1	8.8	153.7	9.7	3.3	0.9
Total	584,677	100	149.9	8.5	152.7	9.1	3.5	0.9

Program Format (continued)

Table 1.21 shows that 67 percent of test takers with M.B.A. as their graduate degree objective indicated they would like to pursue the degree on campus. On average, those test takers had higher mean 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 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	9,342	67	150.7	8.5	151.2	8.4	3.6	0.9
Online	874	6	149.6	7.2	147.6	6.9	3.5	0.8
Combination	2,244	16	149.1	7.2	147.6	7.0	3.5	0.8
Undecided	788	6	150.9	8.4	150.9	7.7	3.6	0.9
No Response	618	4	150.5	8.7	150.7	8.4	3.6	0.9
Total	13,866	100	150.3	8.2	150.4	8.2	3.6	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that in testing years 2013–14, 2014–15, and 2015–16, there were more test takers who were U.S. citizens than non-U.S. citizens. The number of non-U.S. citizens who took the test increased from 2013–14 to 2015–16.

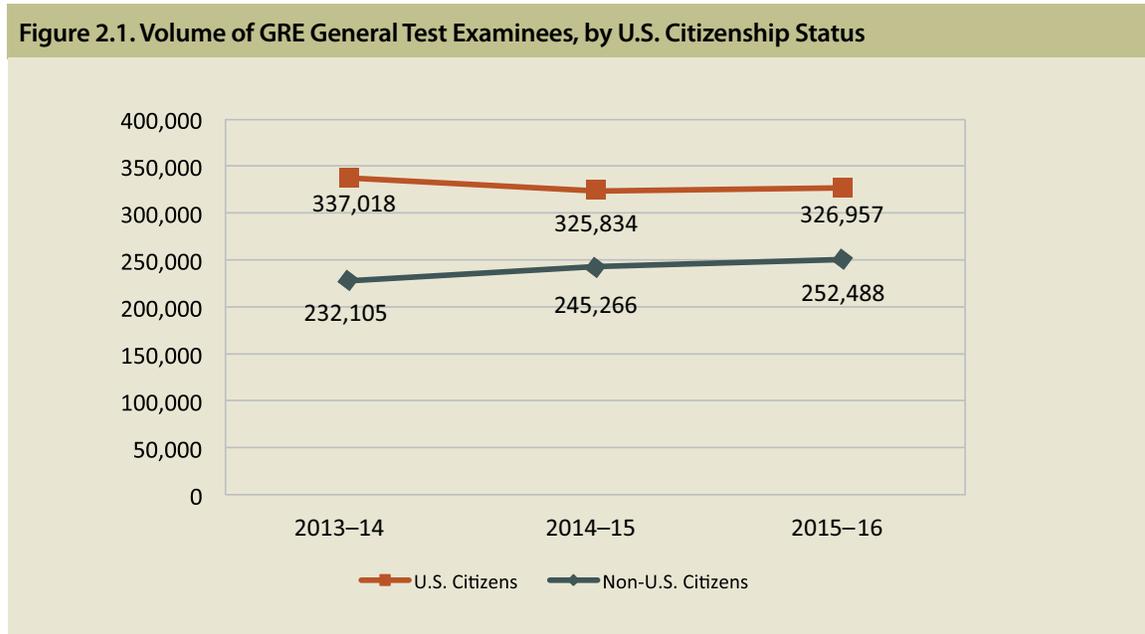


Table 2.1 shows that the percentage of test takers who were U.S. citizens decreased from 59 percent in 2013–14 to 56 percent in 2015–16. The percentage of test takers who were non-U.S. citizens increased from 40 percent in 2013–14 to 43 percent in 2015–16.

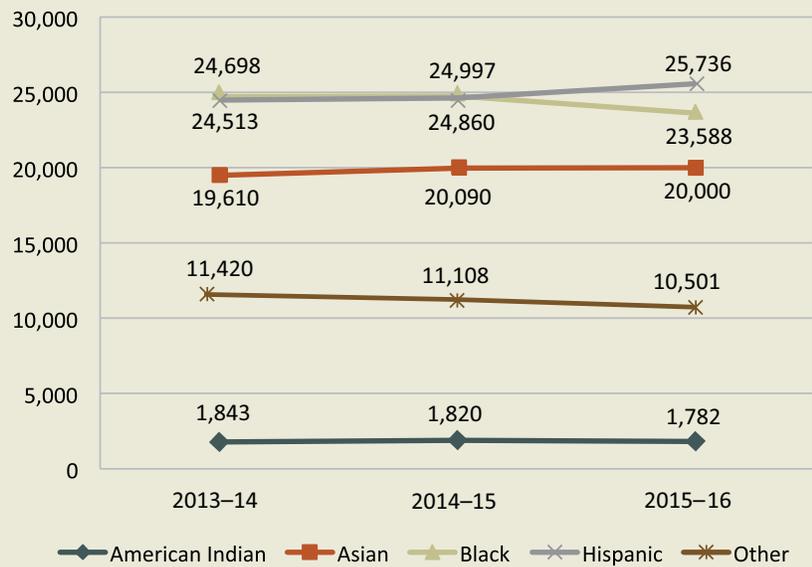
Table 2.1. Volume of GRE General Test Examinees, by U.S. Citizenship Status

U.S. Citizenship Status	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
U.S. Citizen	337,018	59	325,834	57	326,957	56
Non-U.S. Citizen	232,105	40	245,266	43	252,488	43
No Response	5,014	1	5,109	1	5,232	1
Total	574,137	100	576,209	100	584,677	100

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

Excluding White (Non-Hispanic) test takers, Figure 2.2 shows that in testing years 2013–14, 2014–15, and 2015–16, test takers who classified themselves as Hispanic or Black were the largest racial/ethnic groups, followed by test takers who classified themselves as Asian, Other, and American Indian. From testing year 2014–15 to 2015–16, test takers who classified themselves as Hispanic increased, and test takers who classified themselves as Black, Asian, Other, or American Indian decreased.

Figure 2.2. Volume of GRE 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

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

Table 2.2 shows that from 2013–14 to 2015–16, the percentages of test takers who identified themselves as White (non-Hispanic) decreased from 60 percent to 55 percent. The percentages for test takers in other racial/ethnic groups remained stable. Note that in testing year 2015–16, approximately 20 percent of the test takers did not respond to the racial/ethnic group question.

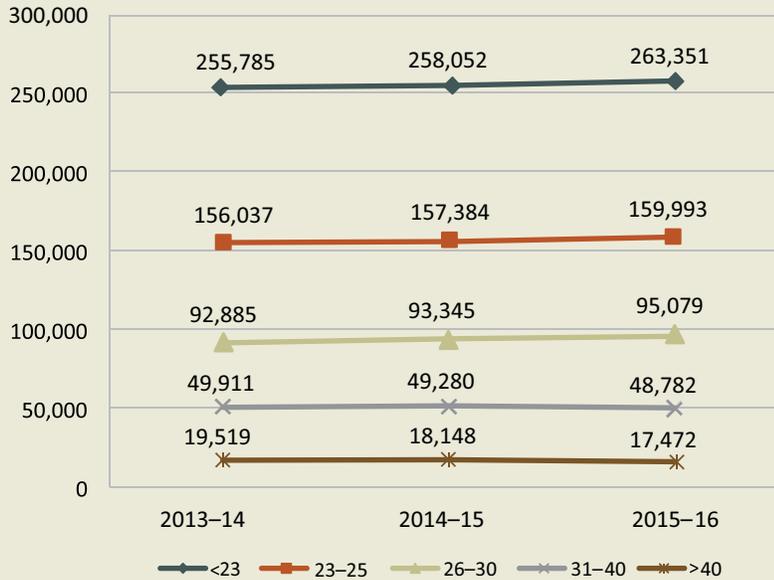
Racial/Ethnic Group	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
American Indian	1,843	1	1,820	1	1,782	1
Asian	18,656	6	19,227	6	19,163	6
Hawaiian/Pacific Islander	954	<1	863	<1	837	<1
Black	24,698	7	24,860	8	23,588	7
Mexican	8,830	3	9,018	3	9,393	3
Puerto Rican	3,140	1	3,227	1	3,153	1
Other Hispanic	12,543	4	12,752	4	13,190	4
White (Non-Hispanic)	200,830	60	193,079	59	178,784	55
Other	11,420	3	11,108	3	10,501	3
No Response	54,104	16	49,880	15	66,566	20
Total	337,018	100	325,834	100	326,957	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

Age and Gender

Figure 2.3 shows that in testing years 2013–14, 2014–15, and 2015–16, test takers under 23 years of age represented the largest group of test takers. From 2014–15 to 2015–16, the number of test takers in the under 23, 23 to 25, and 26 to 30 age groups increased, and the volume of test takers in the 31–40 and over 40 years of age decreased.

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



Age and Gender (continued)

Table 2.3 shows that in testing years 2013–14, 2014–15, and 2015–16, the largest group of test takers were between the ages of 18 and 30. From 2013–14 to 2015–16, the percentage of test takers in all age groups remained stable.

Age	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
Under 18	131	<1	148	<1	147	<1
18–22	255,654	45	257,904	45	263,204	45
23–25	156,037	27	157,384	27	159,993	27
26–30	92,885	16	93,345	16	95,079	16
31–35	34,389	6	34,204	6	33,699	6
36–40	15,522	3	15,076	3	15,083	3
41–45	9,293	2	8,755	2	8,356	1
46–50	5,248	1	4,794	1	4,708	1
51–55	3,033	1	2,761	<1	2,678	<1
56–60	1,346	<1	1,233	<1	1,099	<1
Over 60	599	<1	605	<1	631	<1
Total	574,137	100	576,209	100	584,677	100

Age and Gender (continued)

Figure 2.4 shows that from testing years 2013–14 to 2015–16, there were more women test takers than men. From testing years 2013–14 to 2015–16, the number of men and women who took the test increased.

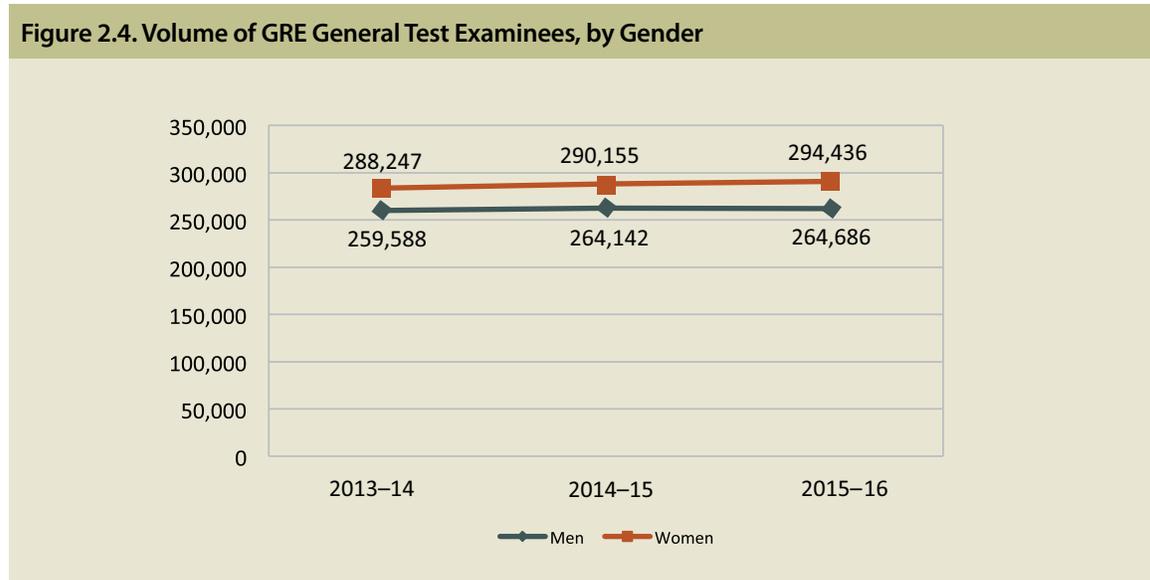


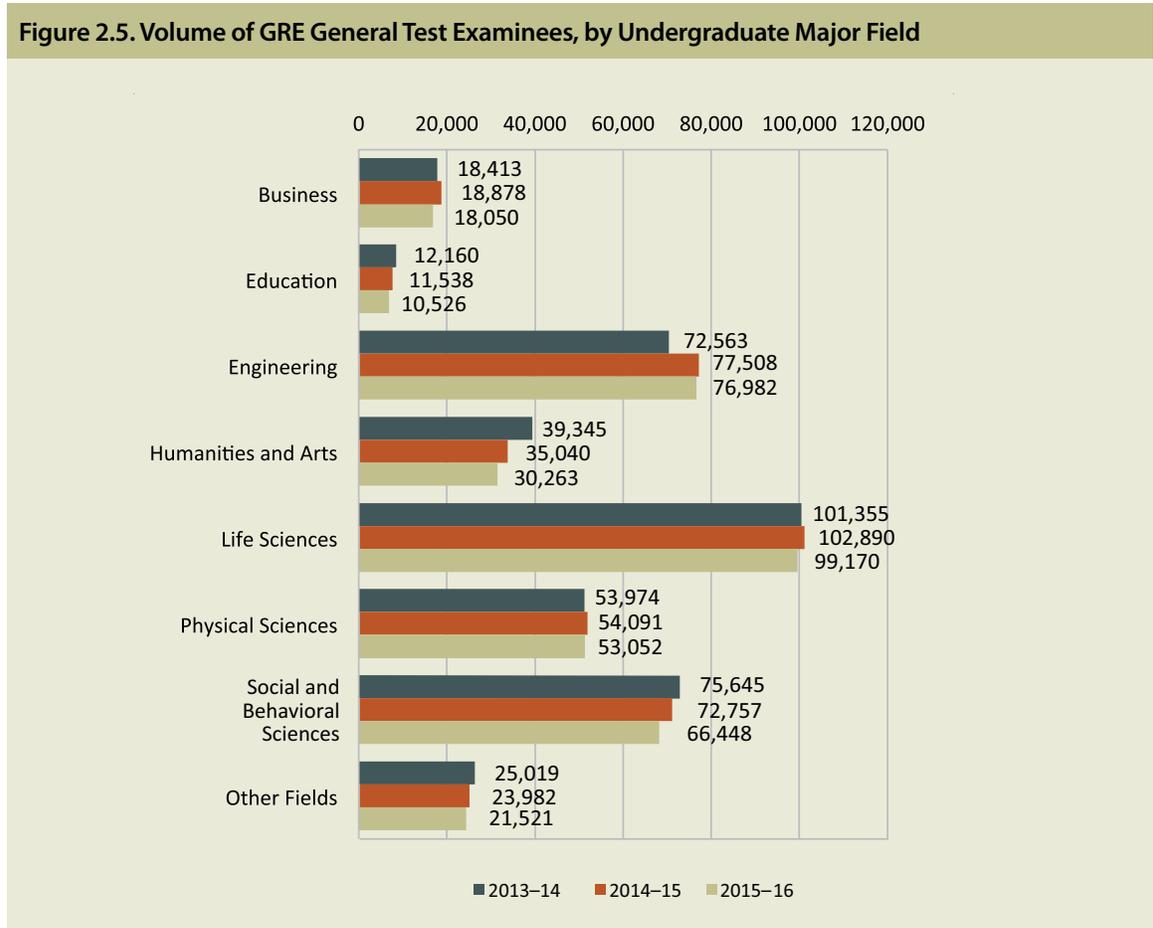
Table 2.4 shows that from 2013–14 to 2015–16, the percentage of male and female test takers remained stable.

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

Gender	2013–14		2013–15		2015–16	
	N	Percent	N	Percent	N	Percent
Men	259,588	45	264,142	46	264,686	45
Women	288,247	50	290,155	50	294,436	50
No Response	26,302	5	21,912	4	25,555	4
Total	574,137	100	576,209	100	584,677	100

Undergraduate Major Field

Figure 2.5 shows that from testing year 2013–14 to 2015–16, test takers who had an undergraduate major in Life Sciences represented the largest group of test takers. From testing year 2013–14 to 2015–16, the number of test takers whose undergraduate major was in Social and Behavioral Sciences, Humanities and Arts, and Education decreased. The number of test takers whose undergraduate major was in Life Sciences, Engineering, Physical Sciences, and Business increased from 2013–14 to 2014–15, and decreased from 2014–15 to 2015–16. Note that the percent of test takers who did not indicate an undergraduate major field increased from 30 to 35 percent from 2013–14 to 2015–16.



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

Undergraduate Major Field (continued)

Table 2.5 shows that from testing year 2013–14 to 2015–16, the percentage of test takers with undergraduate majors in Life Sciences, Social and Behavioral Sciences, and Humanities and Arts decreased. The percentage of test takers in Engineering, Physical Sciences, Other Fields, Business, and Education remained stable.

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

Undergraduate Major	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
Business	18,413	3	18,878	3	18,050	3
Education	12,160	2	11,538	2	10,526	2
Engineering	72,563	13	77,508	13	76,982	13
Humanities and Arts	39,345	7	35,040	6	30,263	5
Life Sciences	101,355	18	102,890	18	99,170	17
Physical Sciences	53,974	9	54,091	9	53,052	9
Social and Behavioral Sciences	75,645	13	72,757	13	66,448	11
Other Fields	25,019	4	23,982	4	21,521	4
Undecided	5,211	1	5,417	1	5,506	1
No Major Provided*	170,452	30	174,108	30	203,159	35
Total	574,137	100	576,209	100	584,677	100

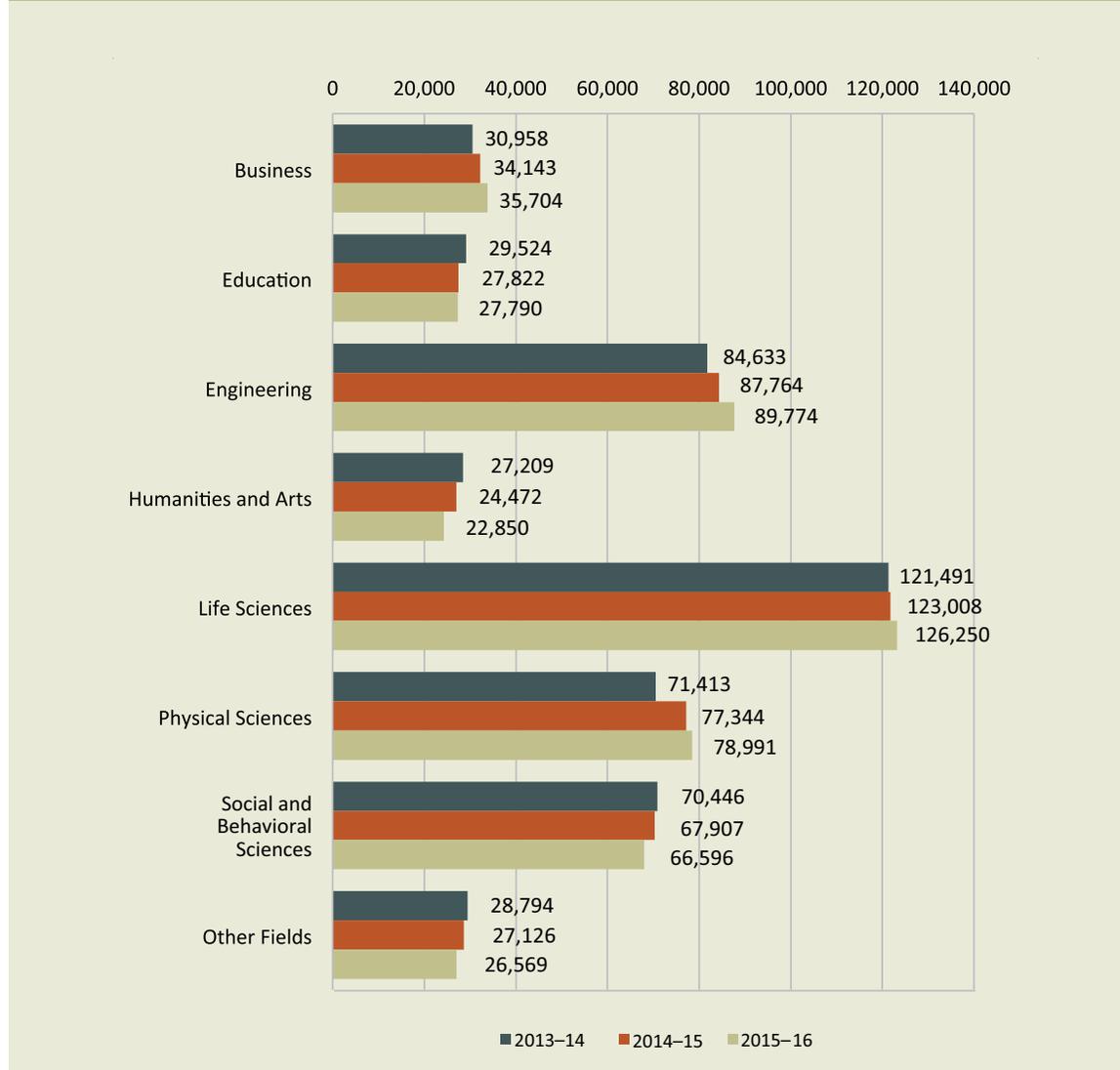
Note: See page 23 for a list of major fields.

*"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 from testing year 2013–14 to 2015–16, the number of test takers with intended graduate major in Life Sciences was the largest group. From testing year 2013–14 to 2015–16, the number of test takers with intended graduate majors in Life Sciences, Engineering, Physical Sciences, and Business increased. The number of test takers with intended graduate majors in Social and Behavioral Sciences, Humanities and Arts, and Education decreased from 2013–14 to 2015–16.

Figure 2.6. Volume of GRE General Test Examinees, by Intended Graduate Major Field



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

Intended Graduate Major Field (continued)

Table 2.6 shows that from testing year 2013–14 to 2015–16, the percentages of all test takers with intended graduate majors in the Life Sciences, Physical Sciences, and Business increased. The percentages of all test takers in Engineering and Education remained stable. The percentages of all test takers with intended graduate majors in the Social and Behavioral Sciences and Humanities and Arts decreased.

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

Table 2.6. Volume of GRE 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	2013–14	15,902	51	13,707	44	1,349	4	30,958	5
	2014–15	17,516	51	15,338	45	1,289	4	34,143	6
	2015–16	17,903	50	16,198	45	1,603	4	35,704	6
Education	2013–14	7,187	24	20,337	69	2,000	7	29,524	5
	2014–15	6,887	25	19,435	70	1,500	5	27,822	5
	2015–16	6,462	23	19,438	70	1,890	7	27,790	5
Engineering	2013–14	64,474	76	18,269	22	1,890	2	84,633	15
	2014–15	67,092	76	19,051	22	1,621	2	87,764	15
	2015–16	67,615	75	20,187	22	1,972	2	89,774	15
Humanities and Arts	2013–14	11,009	40	14,469	53	1,731	6	27,209	5
	2014–15	10,020	41	13,147	54	1,305	5	24,472	4
	2015–16	9,175	40	12,226	54	1,449	6	22,850	4
Life Sciences	2013–14	34,696	29	80,635	66	6,160	5	121,491	21
	2014–15	35,285	29	82,172	67	5,551	5	123,008	21
	2015–16	35,469	28	84,390	67	6,391	5	126,250	22
Physical Sciences	2013–14	46,548	65	22,877	32	1,988	3	71,413	12
	2014–15	50,593	65	24,987	32	1,764	2	77,344	13
	2015–16	50,744	64	26,105	33	2,142	3	78,991	14
Social and Behavioral Sciences	2013–14	24,633	35	42,125	60	3,688	5	70,446	12
	2014–15	23,629	35	41,257	61	3,021	4	67,907	12
	2015–16	22,748	34	40,472	61	3,376	5	66,596	11
Other Fields	2013–14	9,710	34	17,370	60	1,714	6	28,794	5
	2014–15	9,093	34	16,769	62	1,264	5	27,126	5
	2015–16	8,775	33	16,389	62	1,405	5	26,569	5
Undecided	2013–14	14,742	49	13,829	46	1,344	4	29,915	5
	2014–15	14,416	49	13,881	47	1,053	4	29,350	5
	2015–16	15,710	50	14,472	46	1,246	4	31,428	5

Table continues on next page

Intended Graduate Major Field (continued)

Table continued from previous page

Table 2.6. Volume of GRE 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*	2013–14	30,687	38	44,629	56	4,438	6	79,754	14
	2014–15	29,611	38	44,118	57	3,544	5	77,273	13
	2015–16	30,085	38	44,559	57	4,081	5	78,725	13
Total	2013–14	259,588	45	288,247	50	26,302	5	574,137	100
	2014–15	264,142	46	290,155	50	21,912	4	576,209	100
	2015–16	264,686	45	294,436	50	25,555	4	584,677	100

See page 23 for a list of major fields.

Note: 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 group were based on the group of test takers who were within the particular intended graduate major group in each testing year.

*“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 was stable from testing year 2013–14 to 2015–16.

Table 2.7. Volume of GRE 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	2013–14	78	<1	1,025	6	44	<1	2,064	12	416	2
	2014–15	93	1	1,140	7	43	<1	2,176	13	467	3
	2015–16	101	1	1,199	7	54	<1	2,066	12	477	3
Education	2013–14	129	1	791	3	61	<1	3,036	12	770	3
	2014–15	126	1	742	3	66	<1	2,944	12	815	3
	2015–16	137	1	778	3	58	<1	2,703	11	864	4
Engineering	2013–14	86	<1	2,045	11	56	<1	825	4	562	3
	2014–15	85	<1	2,065	11	50	<1	800	4	539	3
	2015–16	89	<1	2,035	10	45	<1	740	4	576	3
Humanities and Arts	2013–14	107	1	612	3	47	<1	836	4	553	3
	2014–15	116	1	583	3	25	<1	831	4	490	3
	2015–16	82	<1	545	3	35	<1	711	4	454	3
Life Sciences	2013–14	524	1	6,532	6	329	<1	5,991	6	2,376	2
	2014–15	548	1	6,857	7	308	<1	6,280	6	2,464	2
	2015–16	547	1	6,977	7	294	<1	6,263	6	2,821	3
Physical Sciences	2013–14	130	1	1,629	7	58	<1	890	4	468	2
	2014–15	111	1	1,742	8	46	<1	865	4	505	2
	2015–16	128	1	1,883	8	57	<1	897	4	544	2
Social and Behavioral Sciences	2013–14	323	1	2,361	5	124	<1	3,917	8	1,539	3
	2014–15	268	1	2,351	5	114	<1	4,008	8	1,527	3
	2015–16	269	1	2,204	5	95	<1	3,693	8	1,518	3
Other Fields	2013–14	125	1	756	4	62	<1	2,417	12	742	4
	2014–15	121	1	770	4	53	<1	2,276	12	771	4
	2015–16	108	1	727	4	63	<1	2,198	12	690	4
Undecided	2013–14	59	1	598	6	18	<1	674	7	157	2
	2014–15	58	1	619	7	22	<1	666	7	203	2
	2015–16	43	<1	624	7	20	<1	681	7	184	2
No Major Provided*	2013–14	282	1	2,307	5	155	<1	4,048	8	1,247	3
	2014–15	294	1	2,358	5	136	<1	4,014	9	1,237	3
	2015–16	278	1	2,191	5	116	<1	3,636	8	1,265	3
Total	2013–14	1,843	1	18,656	6	954	<1	24,698	7	8,830	3
	2014–15	1,820	1	19,227	6	863	<1	24,860	8	9,018	3
	2015–16	1,782	1	19,163	6	837	<1	23,588	7	9,393	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.

Table continues on next page

Intended Graduate Major Field (continued)

Table continued from previous page

Table 2.7. Volume of GRE 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	2013–14	168	1	771	5	8,713	52	530	3	2,917	17	16,726	5
	2014–15	160	1	748	4	9,046	52	548	3	2,948	17	17,369	5
	2015–16	147	1	849	5	8,702	49	524	3	3,706	21	17,825	5
Education	2013–14	194	1	859	3	15,464	60	734	3	3,944	15	25,982	8
	2014–15	193	1	889	4	14,455	60	624	3	3,373	14	24,227	7
	2015–16	202	1	939	4	13,201	54	629	3	4,846	20	24,357	7
Engineering	2013–14	199	1	760	4	10,499	55	639	3	3,370	18	19,041	6
	2014–15	186	1	764	4	10,161	55	628	3	3,157	17	18,435	6
	2015–16	182	1	839	4	9,915	50	619	3	4,651	24	19,691	6
Humanities and Arts	2013–14	162	1	675	3	14,321	66	877	4	3,419	16	21,609	6
	2014–15	180	1	620	3	12,484	66	831	4	2,900	15	19,060	6
	2015–16	133	1	593	3	10,423	60	690	4	3,667	21	17,333	5
Life Sciences	2013–14	882	1	3,493	3	63,014	62	2,977	3	15,184	15	101,302	30
	2014–15	1,060	1	3,848	4	63,152	62	2,928	3	14,863	15	102,308	31
	2015–16	1,058	1	4,094	4	60,939	58	2,948	3	19,742	19	105,683	32
Physical Sciences	2013–14	217	1	716	3	13,729	62	796	4	3,448	16	22,081	7
	2014–15	199	1	747	3	13,349	61	824	4	3,348	15	21,736	7
	2015–16	221	1	755	3	12,904	57	780	3	4,319	19	22,488	7
Social and Behavioral Sciences	2013–14	578	1	2,308	4	30,575	59	2,058	4	7,735	15	51,518	15
	2014–15	506	1	2,281	5	28,609	59	2,030	4	6,857	14	48,551	15
	2015–16	480	1	2,273	5	25,335	54	1,827	4	9,195	20	46,889	14
Other Fields	2013–14	176	1	841	4	11,488	56	697	3	3,363	16	20,667	6
	2014–15	155	1	821	4	10,253	55	673	4	2,799	15	18,692	6
	2015–16	178	1	769	4	8,994	50	586	3	3,695	21	18,008	6
Undecided	2013–14	67	1	302	3	4,975	52	397	4	2,248	24	9,495	3
	2014–15	90	1	304	3	4,573	51	419	5	2,084	23	9,038	3
	2015–16	74	1	316	3	4,209	46	374	4	2,654	29	9,179	3
No Major Provided*	2013–14	497	1	1,818	4	28,052	58	1,715	4	8,476	17	48,597	14
	2014–15	498	1	1,730	4	26,997	58	1,603	3	7,551	16	46,418	14
	2015–16	478	1	1,763	4	24,162	53	1,524	3	10,091	22	45,504	14
Total	2013–14	3,140	1	12,543	4	200,830	60	11,420	3	54,104	16	337,018	100
	2014–15	3,227	1	12,752	4	193,079	59	11,108	3	49,880	15	325,834	100
	2015–16	3,153	1	13,190	4	178,784	55	10,501	3	66,566	20	326,957	100

*"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

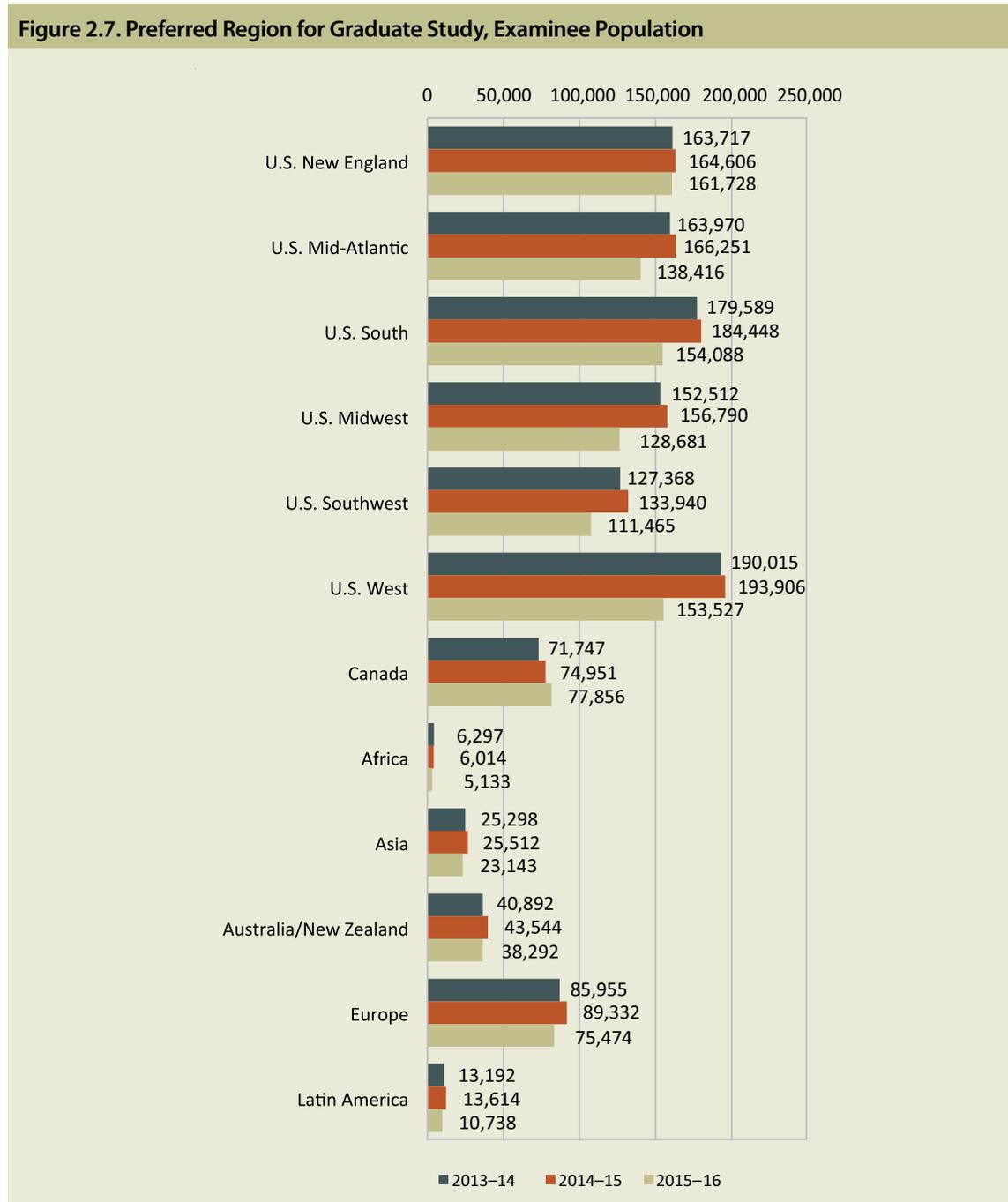
Table 2.8 shows that in testing years 2013–14, 2014–15, and 2015–16, the majority of test takers were seniors or unenrolled college graduates.

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

Current Educational Level	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
Sophomore	2,488	<1	2,530	<1	2,411	<1
Junior	26,900	5	26,982	5	26,728	5
Senior	196,497	34	192,546	33	196,593	34
Unenrolled College Graduate	179,946	31	184,534	32	191,634	33
First-Year Graduate Student	20,017	3	18,576	3	18,305	3
Second-Year Graduate Student	19,593	3	19,151	3	19,322	3
Unenrolled Master's Degree	83,504	15	88,553	15	86,127	15
Other	44,914	8	43,132	7	43,444	7
No Response	278	<1	205	<1	113	<1
Total	574,137	100	576,209	100	584,677	100

Preferred Region for Graduate Study

Figure 2.7 shows that in testing years 2013–14, 2014–15, and 2015–16, 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 574,137; 576,209; 584,677 unique examinees who took the GRE General Test in testing year 2013–14, 2014–15, and 2015–16, 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.

Preferred Region for Graduate Study (continued)

Table 2.9 shows that the percentages of test takers preferring to study in all U.S. regions remained relatively stable from 2013–14 to 2014–15, but decreased from 2014–15 to 2015–16. The percentages of test takers preferring to study in Canada increased from 2013–14 to 2015–16. The percentages of test takers preferring to study in Australia/New Zealand and Europe increased from 2013–14 to 2014–15, and decreased from 2014–15 to 2015–16. The percentages of test takers preferring to study in Asia, Latin America, and Africa remained stable

Preferred Region	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	163,717	29	164,606	29	161,728	28
Mid-Atlantic	163,970	29	166,251	29	138,416	24
South	179,589	31	184,448	32	154,088	26
Midwest	152,512	27	156,790	27	128,681	22
Southwest	127,368	22	133,940	23	111,465	19
West	190,015	33	193,906	34	153,527	26
Non-U.S. Regions						
Canada	71,747	12	74,951	13	77,856	13
Africa	6,297	1	6,014	1	5,133	1
Asia	25,298	4	25,512	4	23,143	4
Australia/New Zealand	40,892	7	43,544	8	38,292	7
Europe	85,955	15	89,332	16	75,474	13
Latin America	13,192	2	13,614	2	10,738	2

Note: This table is based on 574,137; 576,209; 584,677 unique examinees who took the GRE General Test in testing year 2013–14, 2014–15, and 2015–16, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing year 2013–14 to 2015–16, the largest number of test takers were in India. From 2014–15 to 2015–16, the number of test takers in India increased. The number of test takers in Mainland China and Europe remained stable.

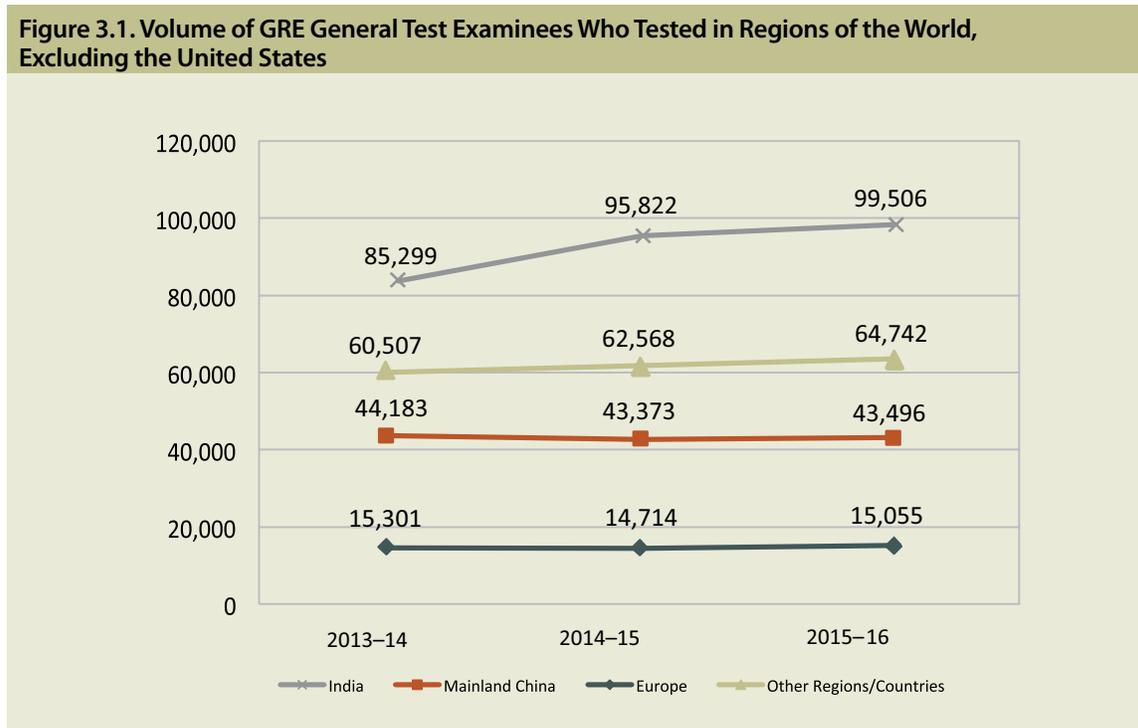


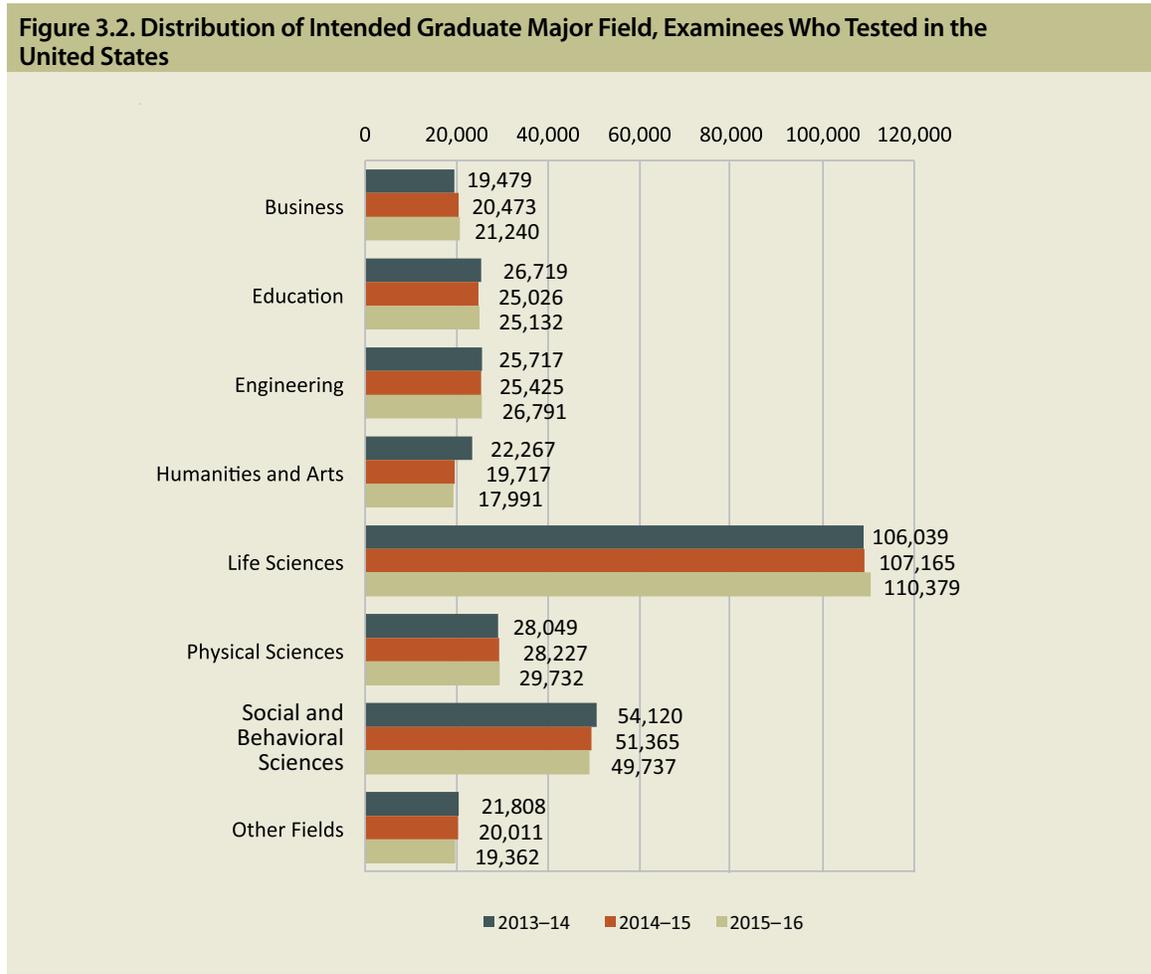
Table 3.1 shows that from 2013–14 to 2015–16, the percentage of test takers in the United States and Mainland China decreased and the percentage of test takers in India increased.

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

World Region/Country Where Examinees Tested	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
United States	368,847	64	359,732	62	361,878	62
India	85,299	15	95,822	17	99,506	17
Mainland China	44,183	8	43,373	8	43,496	7
Europe	15,301	3	14,714	3	15,055	3
Other Regions/Countries	60,507	11	62,568	11	64,742	11
Total	574,137	100	576,209	100	584,677	100

Intended Graduate Major Field

Figure 3.2 shows that in testing years 2013–14, 2014–15, and 2015–16, test takers in the United States with intended graduate major in Life Sciences was the largest group. From testing year 2013–14 to 2015–16 the number of test takers with intended graduate majors in 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.



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

Intended Graduate Major Field (continued)

Table 3.2 shows that from testing year 2013–14 to 2015–16, the percentages of test takers in the United States with intended graduate majors in the Life Sciences and Business increased. The percentages of test takers with intended graduate majors in the Physical Sciences, Engineering, and Education remained stable. The percentages of test takers with intended graduate majors in the Social and Behavioral Sciences and Humanities and Arts decreased. In each testing year, 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

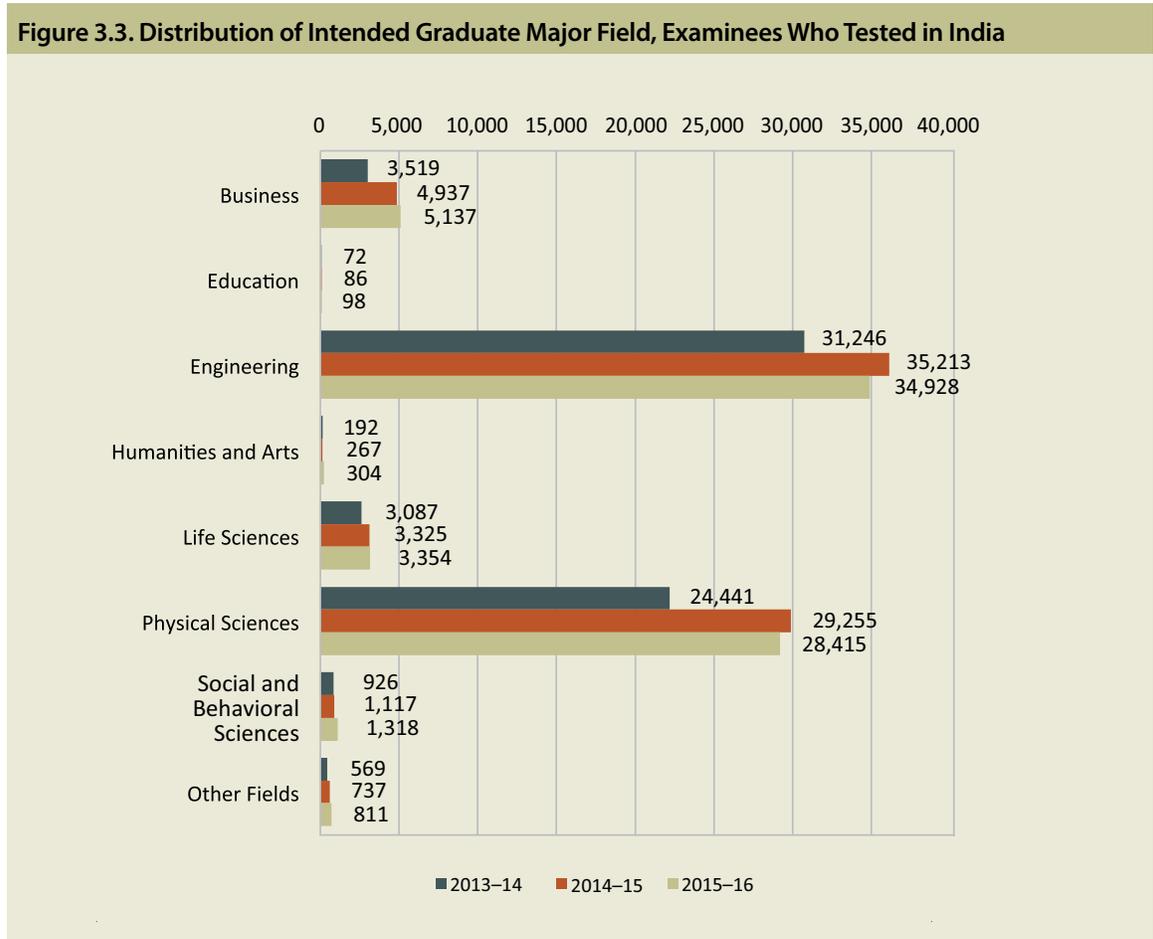
Intended Graduate Major Field	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
Business	19,479	5	20,473	6	21,240	6
Education	26,719	7	25,026	7	25,132	7
Engineering	25,717	7	25,425	7	26,791	7
Humanities and Arts	22,267	6	19,717	5	17,991	5
Life Sciences	106,039	29	107,165	30	110,379	31
Physical Sciences	28,049	8	28,227	8	29,732	8
Social and Behavioral Sciences	54,120	15	51,365	14	49,737	14
Other Fields	21,808	6	20,011	6	19,362	5
Undecided	11,637	3	11,302	3	11,467	3
No Major Provided*	53,012	14	51,021	14	50,047	14
Total	368,847	100	359,732	100	361,878	100

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

*"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 2013–14, 2014–15, and 2015–16, test takers in India with intended graduate majors in Engineering and Physical Sciences were the largest groups. From testing year 2013–14 to 2015–16, the number of test takers with intended graduate majors in Business, Life Sciences, Social and Behavioral Sciences, Humanities and Arts, and Education increased. The number of test takers with intended graduate majors in Engineering and Physical Sciences increased from 2013–14 to 2014–15, and decreased from 2014–15 to 2015–16.



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

Intended Graduate Major Field (continued)

Table 3.3 shows that from testing year 2013–14 to 2015–16, the percentage of test takers in India with an intended graduate major in Business increased. The percentages of test takers with intended graduate majors in Physical Sciences, Social and Behavioral Sciences, Humanities and Arts, and Education were stable. The percentage of test takers with intended graduate majors in the Engineering and Life Sciences decreased. In each testing year, at least 12 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	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
Business	3,519	4	4,937	5	5,137	5
Education	72	<1	86	<1	98	<1
Engineering	31,246	37	35,213	37	34,928	35
Humanities and Arts	192	<1	267	<1	304	<1
Life Sciences	3,087	4	3,325	3	3,354	3
Physical Sciences	24,441	29	29,255	31	28,415	29
Social and Behavioral Sciences	926	1	1,117	1	1,318	1
Other Fields	569	1	737	1	811	1
Undecided	9,534	11	9,750	10	11,602	12
No Major Provided*	11,713	14	11,135	12	13,539	14
Total	85,299	100	95,822	100	99,506	100

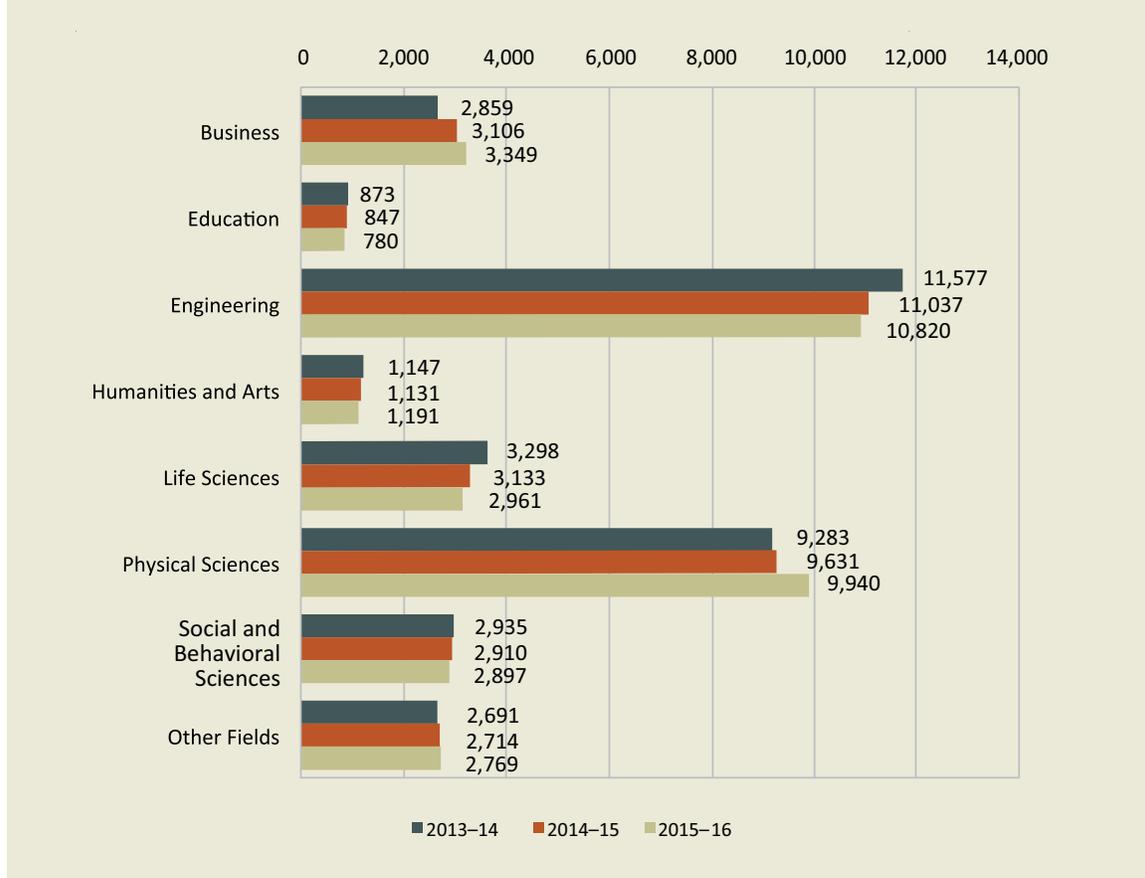
Note: See page 23 for a list of major fields.

*"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 2013–14, 2014–15, and 2015–16, test takers in Mainland China with intended graduate majors in Engineering and Physical Sciences were the largest groups. From testing year 2013–14 to 2015–16, the number of test takers with intended graduate majors in Physical Science and Business increased and the number of test takers with intended graduate majors in Engineering, Life Sciences, Social and Behavioral Sciences, and Education decreased. The number of test takers with an intended graduate major in Humanities and Arts was stable.

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.

Intended Graduate Major Field (continued)

Table 3.4 shows that from testing year 2013–14 to 2015–16, the percentages of test takers in Mainland China whose intended graduate major was in Physical Sciences and Business increased. The percentage of test takers whose intended graduate major was in Engineering decreased. The percentage of test takers whose intended graduate major was in Life Sciences, Social and Behavioral Sciences, Humanities and Arts, and Education was stable. In each testing year, at least 11 percent of the test takers did not indicate their intended graduate major.

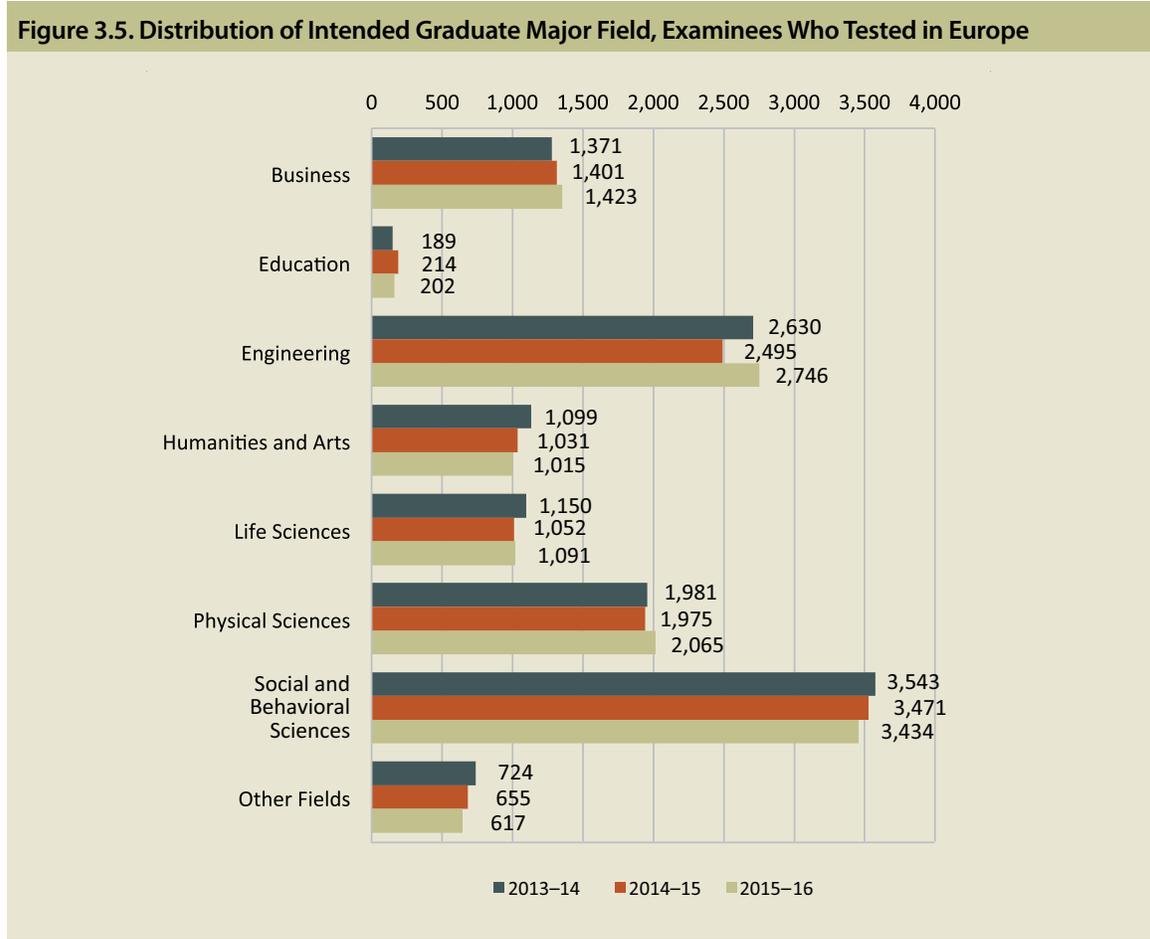
Intended Graduate Major Field	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
Business	2,859	6	3,106	7	3,349	8
Education	873	2	847	2	780	2
Engineering	11,577	26	11,037	25	10,820	25
Humanities and Arts	1,147	3	1,131	3	1,191	3
Life Sciences	3,298	7	3,133	7	2,961	7
Physical Sciences	9,283	21	9,631	22	9,940	23
Social and Behavioral Sciences	2,935	7	2,910	7	2,897	7
Other Fields	2,691	6	2,714	6	2,769	6
Undecided	4,338	10	4,016	9	3,989	9
No Major Provided*	5,182	12	4,848	11	4,800	11
Total	44,183	100	43,373	100	43,496	100

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

*“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 2013–14, 2014–15, and 2015–16, test takers in Europe with intended graduate majors in Social and Behavioral Sciences, and Engineering were the largest groups. From testing year 2013–14 to 2015–16, the number of test takers with an intended graduate major in Business increased. The number of test takers whose intended graduate major was in Social and Behavioral Sciences, and Humanities and Arts decreased. The number of test takers whose intended graduate major was Engineering, Physical Sciences, and Life Sciences decreased from 2013–14 to 2014–15, and increased from 2014–15 to 2015–16.



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

Intended Graduate Major Field (continued)

Table 3.5 shows that from testing year 2013–14 to 2015–16, the percentages of test takers in Europe whose intended graduate major was in Engineering and Physical Sciences increased. The percentage of test takers whose intended graduate major was in Life Sciences decreased. The percentage of test takers whose intended graduate major was in the Social and Behavioral Sciences, Business, Humanities and Arts, and Education was stable. In each testing year, 12 percent of the test takers in Europe did not indicate their intended graduate major.

Intended Graduate Major Field	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
Business	1,371	9	1,401	10	1,423	9
Education	189	1	214	1	202	1
Engineering	2,630	17	2,495	17	2,746	18
Humanities and Arts	1,099	7	1,031	7	1,015	7
Life Sciences	1,150	8	1,052	7	1,091	7
Physical Sciences	1,981	13	1,975	13	2,065	14
Social and Behavioral Sciences	3,543	23	3,471	24	3,434	23
Other Fields	724	5	655	4	617	4
Undecided	703	5	611	4	698	5
No Major Provided*	1,911	12	1,809	12	1,764	12
Total	15,301	100	14,714	100	15,055	100

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

*"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 2013–14, 2014–15, and 2015–16, test takers in the United States preferred to study in the United States. The most preferred United States regions were the South, Northeast 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	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
Northeast	92,903	25	90,025	25	84,968	23
Mid-Atlantic	96,591	26	93,019	26	70,421	19
South	118,941	32	116,921	33	91,082	25
Midwest	91,574	25	89,351	25	65,845	18
Southwest	69,037	19	68,677	19	50,609	14
West	116,292	32	115,356	32	82,113	23
Non-U.S. Regions						
Canada	24,649	7	25,422	7	25,665	7
Africa	3,788	1	3,409	1	2,542	1
Asia	8,083	2	7,889	2	6,196	2
Australia/New Zealand	17,019	5	16,918	5	12,162	3
Europe	41,836	11	42,595	12	32,420	9
Latin America	7,267	2	7,040	2	4,323	1

Note: This table is based on 368,847; 359,732; and 361,878 unique examinees who took the GRE General Test in testing year 2013–14, 2014–15, and 2015–16, respectively, in the United States. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.7 shows that in testing years 2013–14, 2014–15, and 2015–16, 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	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
Northeast	37,954	44	46,203	48	50,029	50
Mid-Atlantic	38,819	46	47,151	49	46,865	47
South	38,356	45	46,596	49	46,033	46
Midwest	38,454	45	46,661	49	46,019	46
Southwest	38,154	45	46,406	48	45,708	46
West	39,611	46	48,208	50	47,636	48
Non-U.S. Regions						
Canada	24,171	28	28,580	30	31,769	32
Africa	1,562	2	1,689	2	1,807	2
Asia	9,618	11	10,916	11	11,322	11
Australia/New Zealand	14,563	17	17,890	19	19,093	19
Europe	19,466	23	23,086	24	23,603	24
Latin America	3,765	4	4,398	5	4,587	5

Note: This table is based on 85,299; 95,822; and 99,506 unique examinees who took the GRE General Test in testing year 2013–14, 2014–15, and 2015–16, respectively, in India. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.8 shows that in testing years 2013–14, 2014–15, and 2015–16, 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.

Preferred Region	2013–14		2014–15		2015–16	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
Northeast	4,720	31	4,626	31	4,377	29
Mid-Atlantic	4,377	29	4,321	29	3,056	20
South	2,752	18	2,728	19	1,931	13
Midwest	2,818	18	2,836	19	1,983	13
Southwest	2,301	15	2,297	16	1,655	11
West	4,759	31	4,753	32	3,333	22
Non-U.S. Regions						
Canada	2,393	16	2,434	17	2,308	15
Africa	118	1	98	1	82	1
Asia	689	5	753	5	640	4
Australia/New Zealand	1,042	7	1,106	8	748	5
Europe	5,730	37	5,906	40	4,913	33
Latin America	219	1	187	1	142	1

Note: This table is based on 15,301; 14,714; and 15,055 unique examinees who took the GRE General Test in testing year 2013–14, 2014–15, and 2015–16, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

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