

# A Snapshot of the Individuals Who Took the *GRE*<sup>®</sup> General Test



JULY 2012–JUNE 2017

# Table of Contents

## Introduction

Overview.....	1
The Data.....	1
Appropriate Use of This Document.....	2
Appropriate Use of <i>GRE</i> ® Test Scores.....	2
Steps That ETS Takes to Ensure Fairness.....	3

## Volume and Performance Information for the GRE Population, July 2016–June 2017

Examinee Population.....	5
U.S. Citizenship Status and Racial/Ethnic Group.....	6
Age Group and Gender.....	10
Country of Citizenship.....	16
Major Fields.....	23
Undergraduate Major Field.....	24
Intended Graduate Major Field.....	27
Graduate Degree Objective.....	33
Enrollment Preference.....	34
Full-Time Work Experience.....	35
Program Format.....	37

## Volume Information for the GRE Population, July 2012–June 2017

U.S. Citizenship Status and Racial/Ethnic Group.....	39
Age and Gender.....	42
Undergraduate Major Field.....	45
Intended Graduate Major Field.....	47
Current Educational Level.....	54
Preferred Region for Graduate Study.....	55

## Volume Information by World Region, July 2012–June 2017

Examinee Population.....	57
Intended Graduate Major Field.....	58
Preferred Region for Graduate Study.....	66

## Figures

### Volume and Performance Information for the GRE Population, July 2016–June 2017

Figure 1.1	Percentage of GRE General Test Examinees, by Age Group and Gender.....	10
Figure 1.2	Percentage of GRE General Test Examinees, by Undergraduate Major Field.....	24
Figure 1.3	Percentage of GRE General Test Examinees, by Intended Graduate Major Field and Gender.....	27

### Volume Information for the GRE Population, July 2012–June 2017

Figure 2.1	Volume of GRE General Test Examinees, by U.S. Citizenship Status.....	39
Figure 2.2	Volume of GRE General Test Examinees, U.S. Citizens by Racial/Ethnic Group, Excluding White (Non-Hispanic) Examinees.....	40
Figure 2.3	Volume of GRE General Test Examinees, by Age Group.....	42
Figure 2.4	Volume of GRE General Test Examinees, by Gender.....	44
Figure 2.5	Volume of GRE General Test Examinees, by Undergraduate Major Field.....	45
Figure 2.6	Volume of GRE General Test Examinees, by Intended Graduate Major Field.....	47
Figure 2.7	Preferred Region for Graduate Study, Examinee Population.....	55

### Volume Information by World Region, July 2012–June 2017

Figure 3.1	Volume of GRE General Test Examinees Who Tested in Regions of the World, Excluding the United States.....	57
Figure 3.2	Distribution of Intended Graduate Major Field, Examinees Who Tested in the United States.....	58
Figure 3.3	Distribution of Intended Graduate Major Field, Examinees Who Tested in India.....	60
Figure 3.4	Distribution of Intended Graduate Major Field, Examinees Who Tested in Mainland China.....	62
Figure 3.5	Distribution of Intended Graduate Major Field, Examinees Who Tested in Europe.....	64

## Tables

### Volume and Performance Information for the GRE Population, July 2016–June 2017

Table 1.1	GRE General Test Score Information, Examinee Population.....	5
Table 1.2	GRE General Test Score Information, by U.S. Citizenship Status and Gender.....	6
Table 1.3	GRE General Test Score Information, by Racial/Ethnic Group and Gender (U.S. Citizens).....	7
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).....	9
Table 1.5	GRE General Test Score Information, by Age Group and Gender.....	11
Table 1.6	GRE General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Age Group.....	13
Table 1.7	GRE General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Gender.....	13
Table 1.8	Distribution of Examinees Who Tested in the United States, India, and Mainland China, by Age and Gender.....	14
Table 1.9	GRE General Test Score Information, by Country of Citizenship.....	16

Table 1.10	GRE General Test Score Information, by Undergraduate Major Field and Gender.....	25
Table 1.11	GRE General Test Score Information, by Intended Graduate Major Field and Gender .....	28
Table 1.12	GRE Verbal Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens).....	30
Table 1.13	GRE Quantitative Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens).....	31
Table 1.14	GRE Analytical Writing Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens).....	32
Table 1.15	Percentage of GRE General Test Examinees, by Graduate Degree Objective.....	33
Table 1.16	GRE General Test Score Information, by Enrollment Preference.....	34
Table 1.17	GRE General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Enrollment Preference.....	34
Table 1.18	GRE General Test Score Information, by Years of Full-Time Work Experience.....	35
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.....	36
Table 1.20	GRE General Test Score Information, by Program Format.....	37
Table 1.21	GRE General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Program Format.....	38

### Volume Information for the GRE Population, July 2012–June 2017

Table 2.1	Volume of GRE General Test Examinees, by U.S. Citizenship Status.....	39
Table 2.2	Volume of GRE General Test Examinees, by Racial/Ethnic Group (U.S. Citizens).....	41
Table 2.3	Volume of GRE General Test Examinees, by Age Group.....	43
Table 2.4	Volume of GRE General Test Examinees, by Gender.....	44
Table 2.5	Volume of GRE General Test Examinees, by Undergraduate Major Field .....	46
Table 2.6	Volume of GRE General Test Examinees, by Intended Graduate Major Field and Gender .....	48
Table 2.7	Volume of GRE General Test Examinees, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens) .....	50
Table 2.8	Volume of GRE General Test Examinees, by Current Educational Level.....	54
Table 2.9	Preferred Region for Graduate Study, Examinee Population .....	56

### Volume Information by World Region, July 2012–June 2017

Table 3.1	Volume of GRE General Test Examinees, by World Region/Country .....	57
Table 3.2	Distribution of Intended Graduate Major Field, Examinees Who Tested in the United States.....	59
Table 3.3	Distribution of Intended Graduate Major Field, Examinees Who Tested in India.....	61
Table 3.4	Distribution of Intended Graduate Major Field, Examinees Who Tested in Mainland China.....	63
Table 3.5	Distribution of Intended Graduate Major Field, Examinees Who Tested in Europe.....	65
Table 3.6	Preferred Region for Graduate Study, Examinees Who Tested in the United States.....	66
Table 3.7	Preferred Region for Graduate Study, Examinees Who Tested in India.....	67
Table 3.8	Preferred Region for Graduate Study, Examinees Who Tested in Europe.....	68

## Overview

This report provides volume and performance information for test takers who took the GRE® General Test between July 1, 2016, and June 30, 2017. The report also provides volume information for the GRE General Test population between July 1, 2012, and June 30, 2017. 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](http://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.

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

## The Data

It should be noted that the terms *test takers* and *examinees* are used interchangeably throughout this report. The data used in the analyses were based on test takers who took the GRE General Test between July 1, 2012, and June 30, 2017. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2016, and June 30, 2017. The data used in the analyses of test volumes from July 2012 through June 2017 were based on five testing years: July 1, 2012 to June 30, 2013 (2012–13), July 1, 2013 to June 30, 2014 (2013–14), July 1, 2014, to June 30, 2015 (2014–15), July 1, 2015 to June 30, 2016 (2015–16), and July 1, 2016 to June 30, 2017 (2016–17).

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 536,351, 574,137, 576,209, 584,677, and 559,254 test takers in 2012–13, 2013–14, 2014–15, 2015–16, and 2016–17, respectively, with valid, reportable scores on the test<sup>1</sup>. In each of the five testing years, approximately 99 percent of the test takers took the computer-delivered version of the test, while one 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 questions, the number of respondents to each of the background questions can vary. Even though not all test takers provide background information, the size of the GRE population is sufficiently large to report on the demographic factors of primary interest.

Note that beginning in September 2016, test takers were required to answer gender and country of citizenship questions that had previously been optional. In addition, a new test registration system was launched which may have impacted the non-response rates of several background information questions. Due to changes in non-response rates, caution should be used when comparing differences between 2016–17 volumes and performance and previous testing years.

---

<sup>1</sup> Due to routine data refreshment, the number of test takers for testing year 2012–13 included in this report is slightly different from the number 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*<sup>®</sup> 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](mailto: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](http://www.ets.org/gre/guide).
- GRE scores should not be used as a credential to grant a degree, to offer course credit by examination or for advancement to candidacy.

## Steps that ETS Takes to Ensure Fairness

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

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

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

### Fairness Review

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

### DIF Analysis

Differential item functioning (DIF) occurs when people in different groups who have approximately equal knowledge and skill perform in substantially different ways on a particular test question. The purpose of a DIF analysis is to identify any test question on which members of a particular group of test takers perform differently than would be expected on the basis of their overall ability in the areas covered by the test. DIF analysis is a statistical technique used as part of the 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 identify several content categories of questions that are associated with differential difficulty for gender or minority groups. ETS prohibits, for skills tests, further use of questions in those categories, regardless of the DIF performance of particular questions in those categories.

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

## Examinee Population

Table 1.1 shows that 53 percent of the test takers were women and 45 percent were men.

	Verbal Reasoning	Quantitative Reasoning	Analytical Writing
Mean	150.4	153.2	3.6
Standard Deviation (SD)	8.3	9.2	0.8
Number of Examinees (N)	559,254		
Percent Men	45		
Percent Women	53		

Note: Two 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 woman on all three measures of the GRE General Test.

For the total group of test takers, men had higher mean Verbal Reasoning and Quantitative Reasoning scores than women, and women had a higher mean Analytical Writing score 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
<b>U.S. Citizens</b>	321,228	57	152.6	7.7	150.2	7.9	3.9	0.8
Men	113,774	20	154.3	7.7	153.0	8.1	3.9	0.8
Women	197,625	35	151.6	7.5	148.5	7.2	3.8	0.8
No Response	9,829	2	153.7	7.7	151.2	8.0	3.9	0.8
<b>Non-U.S. Citizens</b>	237,884	43	147.4	8.1	157.3	9.3	3.2	0.8
Men	135,331	24	147.2	8.2	158.2	9.0	3.1	0.8
Women	99,408	18	147.5	7.9	156.1	9.4	3.2	0.8
No Response	3,145	1	149.7	8.7	156.6	9.7	3.3	0.9
<b>No Response</b>	142	<1	149.6	9.3	148.2	9.7	3.7	0.9
Men	51	<1	150.0	10.2	149.9	11.4	3.5	1.1
Women	86	<1	149.0	8.5	147.1	8.5	3.8	0.8
No Response	5	<1	155.2	12.0	151.2	9.8	3.9	0.5
<b>Total</b>	559,254	100	150.4	8.3	153.2	9.2	3.6	0.8
Men	249,156	45	150.5	8.7	155.8	9.0	3.5	0.9
Women	297,119	53	150.2	7.9	151.0	8.8	3.6	0.8
No Response	12,979	2	152.8	8.2	152.5	8.7	3.8	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 (559,254) 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
<b>American Indian</b>	1,530	<1	150.5	7.2	147.0	7.2	3.6	0.7
Men	528	35	152.1	7.2	149.5	7.8	3.6	0.8
Women	966	63	149.6	7.1	145.7	6.6	3.6	0.7
No Response	36	2	150.6	6.4	147.2	5.6	3.6	0.6
<b>Asian</b>	21,500	7	152.7	7.9	154.0	8.2	3.9	0.8
Men	8,498	40	153.8	7.9	156.6	8.2	3.9	0.8
Women	12,363	58	151.9	7.8	152.2	7.8	3.9	0.8
No Response	639	3	153.8	7.8	154.9	7.9	4.0	0.8
<b>Hawaiian/Pacific Islander</b>	798	<1	149.9	6.9	148.3	7.4	3.7	0.8
Men	338	42	150.9	7.0	149.8	7.6	3.7	0.8
Women	443	56	149.1	6.8	147.1	7.0	3.7	0.8
No Response	17	2	-	-	-	-	-	-
<b>Black</b>	25,925	8	146.7	7.3	143.7	6.8	3.3	0.8
Men	8,047	31	147.6	7.7	145.4	7.5	3.3	0.8
Women	17,309	67	146.3	7.1	143.0	6.3	3.3	0.8
No Response	569	2	147.5	7.7	144.3	7.2	3.4	0.8
<b>Mexican</b>	10,087	3	149.4	7.0	147.0	7.1	3.6	0.7
Men	3,621	36	150.8	7.1	149.7	7.3	3.6	0.8
Women	6,281	62	148.6	6.8	145.4	6.5	3.6	0.7
No Response	185	2	151.1	6.2	147.7	6.8	3.7	0.7
<b>Puerto Rican</b>	3,503	1	148.7	7.5	145.9	7.4	3.4	0.8
Men	1,206	34	150.4	7.6	148.7	7.7	3.4	0.8
Women	2,231	64	147.8	7.3	144.4	6.8	3.4	0.8
No Response	66	2	150.5	7.7	147.2	8.3	3.6	0.8
<b>Other Hispanic</b>	13,842	4	149.8	7.5	147.3	7.6	3.6	0.8
Men	4,634	33	151.7	7.5	150.3	7.9	3.7	0.8
Women	8,944	65	148.7	7.3	145.7	6.9	3.6	0.8
No Response	264	2	151.1	7.2	148.2	7.4	3.6	0.8

Table continues on next page

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

Table continued from previous page

**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
<b>White (Non-Hispanic)</b>	187,958	59	153.7	7.2	150.9	7.3	4.0	0.7
Men	67,181	36	155.5	7.1	153.7	7.5	4.0	0.8
Women	116,728	62	152.7	7.1	149.3	6.7	3.9	0.7
No Response	4,049	2	154.3	7.3	151.2	7.2	4.0	0.7
<b>Other</b>	16,836	5	153.0	7.7	149.8	8.0	3.9	0.8
Men	6,052	36	154.7	7.6	152.7	8.1	3.9	0.8
Women	10,368	62	152.0	7.6	148.1	7.4	3.9	0.8
No Response	416	2	153.9	7.6	150.2	8.2	3.9	0.7
<b>No Response</b>	39,249	12	153.5	8.1	151.3	8.4	3.9	0.8
Men	13,669	35	155.3	8.0	154.3	8.4	3.9	0.8
Women	21,992	56	152.2	8.0	149.3	7.8	3.8	0.8
No Response	3,588	9	154.6	7.9	152.3	8.2	4.0	0.8
<b>Total</b>	321,228	100	152.6	7.7	150.2	7.9	3.9	0.8
Men	113,774	35	154.3	7.7	153.0	8.1	3.9	0.8
Women	197,625	62	151.6	7.5	148.5	7.2	3.8	0.8
No Response	9,829	3	153.7	7.7	151.2	8.0	3.9	0.8

**Note:** A total of 321,228 U.S. citizens took the GRE General Test between July 1, 2016, and June 30, 2017. 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 or White 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	60	1	149.5	6.7	146.4	7.6	3.5	0.8
Asian	889	8	152.3	8.3	153.3	8.1	3.9	0.8
Hawaiian/Pacific Islander	44	<1	149.0	6.9	148.3	6.6	3.8	0.7
Black	1,462	14	147.2	7.4	144.7	6.7	3.3	0.8
Mexican	369	3	149.9	7.3	147.7	6.8	3.7	0.7
Puerto Rican	97	1	150.6	8.2	148.2	7.3	3.8	0.8
Other Hispanic	618	6	150.4	7.5	148.2	7.3	3.7	0.8
White (Non-Hispanic)	6,005	56	153.5	7.3	151.0	6.9	3.9	0.8
Other	632	6	152.5	8.1	150.3	7.7	3.9	0.8
No Response	553	5	153.7	8.0	151.8	7.7	3.9	0.8
<b>Total</b>	<b>10,729</b>	<b>100</b>	<b>152.1</b>	<b>7.8</b>	<b>150.0</b>	<b>7.5</b>	<b>3.8</b>	<b>0.8</b>

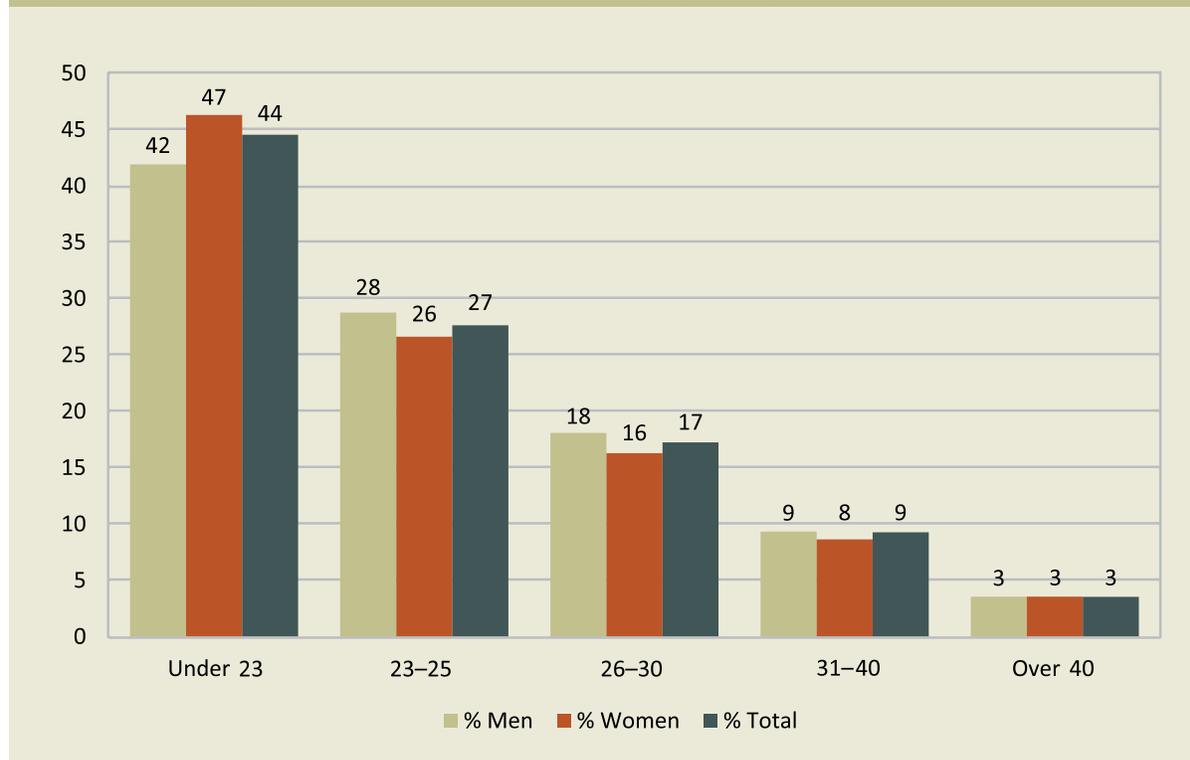
**Note:** This analysis is based on a total of 10,729 U.S. citizens who selected M.B.A. as their graduate degree objective who took the GRE General Test between July 1, 2016, and June 30, 2017.

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

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



**Note:** These analyses were based on a total of 559,254 test takers who took the GRE General Test between July 1, 2016, and June 30, 2017. 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 men, generally, examinees older than 30 years of age had higher mean Verbal Reasoning scores than examinees younger than 30 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
<b>Under 18</b>	113	<1	154.6	8.4	161.6	8.9	3.7	0.8
Men	53	47	155.3	9.3	164.4	7.1	3.7	0.8
Women	58	51	153.8	7.8	158.8	9.6	3.7	0.8
No Response	2	2	-	-	-	-	-	-
<b>18–22</b>	248,529	44	150.5	7.9	155.2	9.1	3.6	0.8
Men	105,024	42	150.4	8.5	158.3	8.6	3.5	0.9
Women	138,345	56	150.5	7.5	152.9	8.7	3.7	0.8
No Response	5,160	2	153.4	7.6	154.1	8.4	4.0	0.8
<b>23–25</b>	151,416	27	150.0	8.3	153.2	8.9	3.5	0.8
Men	70,161	46	150.0	8.6	155.7	8.6	3.4	0.9
Women	77,628	51	149.9	8.0	150.9	8.5	3.6	0.8
No Response	3,627	2	152.4	8.3	152.5	8.6	3.7	0.8
<b>26–30</b>	93,898	17	150.4	8.7	151.7	8.8	3.5	0.9
Men	44,830	48	150.7	9.0	153.8	8.7	3.4	0.9
Women	46,576	50	150.0	8.5	149.7	8.3	3.5	0.9
No Response	2,492	3	152.5	8.7	151.7	8.6	3.7	0.9
<b>31–35</b>	33,195	6	150.6	8.8	149.4	8.5	3.5	0.9
Men	15,839	48	151.2	9.1	151.5	8.5	3.4	0.9
Women	16,418	49	150.0	8.5	147.3	8.0	3.5	0.9
No Response	938	3	152.2	8.4	150.5	8.7	3.6	0.9
<b>36–40</b>	15,085	3	150.7	8.8	147.4	8.3	3.4	0.9
Men	6,602	44	151.5	9.0	149.6	8.5	3.4	0.9
Women	8,106	54	150.1	8.5	145.5	7.6	3.5	0.9
No Response	377	3	151.9	8.8	148.6	8.7	3.5	0.8
<b>41–45</b>	8,003	1	150.8	8.7	145.8	8.0	3.4	0.8
Men	3,207	40	151.6	9.0	148.2	8.4	3.4	0.9
Women	4,622	58	150.1	8.4	144.1	7.3	3.4	0.8
No Response	174	2	151.0	8.7	146.5	8.3	3.4	0.7

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
<b>46–50</b>	4,730	1	151.2	8.7	145.0	7.8	3.4	0.8
Men	1,710	36	152.1	9.2	147.3	8.4	3.4	0.9
Women	2,918	62	150.8	8.4	143.7	7.1	3.5	0.8
No Response	102	2	150.5	8.4	142.9	6.6	3.4	0.8
<b>51–55</b>	2,404	<1	151.1	8.7	144.2	7.8	3.4	0.8
Men	908	38	152.0	8.8	146.6	8.4	3.4	0.9
Women	1,434	60	150.6	8.5	142.8	7.1	3.4	0.8
No Response	62	3	149.3	8.5	142.6	6.8	3.0	0.8
<b>56–60</b>	1,101	<1	151.6	9.2	143.9	7.9	3.4	0.8
Men	424	39	153.2	9.2	147.0	8.3	3.4	0.8
Women	649	59	150.5	8.9	141.9	6.9	3.4	0.8
No Response	28	3	-	-	-	-	-	-
<b>Over 60</b>	603	<1	151.6	9.4	143.9	8.0	3.3	0.9
Men	324	54	152.2	9.7	146.0	8.7	3.2	0.9
Women	262	43	150.9	9.2	141.3	6.2	3.4	0.9
No Response	17	3	-	-	-	-	-	-
<b>No Response</b>	177	<1	151.7	8.2	149.0	8.4	3.8	0.8
Men	74	42	151.3	8.2	149.9	8.4	3.6	0.9
Women	103	58	152.1	8.3	148.4	8.4	3.9	0.7
No Response	-	-	-	-	-	-	-	-
<b>Total</b>	559,254	100	150.4	8.3	153.2	9.2	3.6	0.8
Men	249,156	45	150.5	8.7	155.8	9.0	3.5	0.9
Women	297,119	53	150.2	7.9	151.0	8.8	3.6	0.8
No Response	12,979	2	152.8	8.2	152.5	8.7	3.8	0.8

**Note:** A total of 559,254 examinees took the GRE General Test between July 1, 2016, and June 30, 2017. The percentages for the overall age groups were based on this total group of test takers; the percentages for the gender groups within each age group were based on the group of test takers 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
18–22	3,633	24	150.1	7.9	152.2	8.5	3.7	0.8
23–25	4,515	29	150.2	8.2	151.0	8.1	3.7	0.9
26–30	4,640	30	152.0	8.3	151.3	7.9	3.7	0.9
31–35	1,591	10	151.2	8.3	149.7	7.9	3.5	0.8
36–40	535	3	150.4	8.7	147.5	7.1	3.4	0.8
41–45	238	2	151.0	7.6	146.3	7.4	3.4	0.8
46–50	109	1	151.0	8.3	145.5	6.9	3.5	0.8
51–55	50	<1	149.7	7.1	142.8	6.4	3.4	0.8
56–60	17	<1	-	-	-	-	-	-
Over 60	6	<1	-	-	-	-	-	-
No Response	6	<1	-	-	-	-	-	-
<b>Total</b>	<b>15,340</b>	<b>100</b>	<b>150.8</b>	<b>8.2</b>	<b>150.9</b>	<b>8.2</b>	<b>3.7</b>	<b>0.9</b>

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 (46 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	8,004	52	151.1	8.3	152.2	8.2	3.6	0.9
Women	7,105	46	150.4	8.1	149.5	7.9	3.7	0.8
No Response	231	2	153.5	8.2	151.8	8.2	3.9	0.9
<b>Total</b>	<b>15,340</b>	<b>100</b>	<b>150.8</b>	<b>8.2</b>	<b>150.9</b>	<b>8.2</b>	<b>3.7</b>	<b>0.9</b>

### 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 (59 percent) and Mainland China (71 percent) had a substantially higher percentage of test takers between the ages of 18 and 22 than the U.S. (42 percent). India and Mainland China had a lower percentage of test takers who were 26 or older than the U.S.

**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
<b>Under 18</b>	56	<1	3	<1	46	<1
Men	23	41	1	33	26	57
Women	31	55	2	67	20	43
No Response	2	4	0	0	0	0
<b>18–22</b>	153,345	42	45,329	59	31,554	71
Men	48,561	32	30,634	68	16,160	51
Women	100,102	65	14,587	32	15,390	49
No Response	4,682	3	108	<1	4	<1
<b>23–25</b>	94,602	26	22,814	30	8,673	19
Men	36,269	38	14,745	65	4,768	55
Women	55,260	58	8,020	35	3,904	45
No Response	3,073	3	49	<1	1	<1
<b>26–30</b>	62,192	17	7,016	9	3,440	8
Men	26,078	42	4,324	62	1,741	51
Women	34,057	55	2,661	38	1,694	49
No Response	2,057	3	31	<1	5	<1
<b>31–35</b>	24,602	7	863	1	611	1
Men	10,698	43	514	60	302	49
Women	13,122	53	342	40	308	50
No Response	782	3	7	1	1	<1
<b>36–40</b>	12,367	3	236	<1	157	<1
Men	5,021	41	150	64	74	47
Women	7,014	57	85	36	83	53
No Response	332	3	1	<1	0	0
<b>41–45</b>	6,960	2	69	<1	69	<1
Men	2,600	37	43	62	33	48
Women	4,202	60	26	38	36	52
No Response	158	2	0	0	0	0

Table continues on next page

## Age Group and Gender (continued)

Table continued from previous page

Age	United States		India		Mainland China	
	N	Percent	N	Percent	N	Percent
<b>46–50</b>	4,364	1	28	<1	11	<1
Men	1,516	35	17	61	4	36
Women	2,753	63	11	39	7	64
No Response	95	2	0	0	0	0
<b>51–55</b>	2,257	1	11	<1	2	<1
Men	818	36	8	73	2	100
Women	1,383	61	3	27	0	0
No Response	56	2	0	0	0	0
<b>56–60</b>	1,056	<1	5	<1	0	0
Men	398	38	4	80	0	0
Women	636	60	1	20	0	0
No Response	22	2	0	0	0	0
<b>Over 60</b>	569	<1	4	<1	1	<1
Men	299	53	4	100	0	0
Women	253	44	0	0	1	100
No Response	17	3	0	0	0	0
<b>No Response</b>	161	<1	3	<1	0	0
Men	67	42	2	67	0	0
Women	94	58	1	33	0	0
No Response	0	0	0	0	0	0
<b>Total</b>	362,531	100	76,381	100	44,564	100
Men	132,348	37	50,446	66	23,110	52
Women	218,907	60	25,739	34	21,443	48
No Response	11,276	3	196	<1	11	<1

**Note:** For each country, the percentages for the overall age groups were based on the number of test takers in the total group; 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 (321,228), India (80,123) and Mainland China (58,679) 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	320	145.2	7.6	154.2	11.9	3.0	0.6
Aland Islands	47	149.5	6.9	166.0	3.5	3.1	0.4
Albania	153	147.8	7.0	154.6	8.9	3.4	0.8
Algeria	96	144.5	6.8	151.1	8.2	2.7	0.7
Andorra	14	-	-	-	-	-	-
Angola	44	144.0	7.2	144.7	9.2	2.9	0.6
Anguilla	7	-	-	-	-	-	-
Antarctica	2	-	-	-	-	-	-
Antigua and Barbuda	17	-	-	-	-	-	-
Argentina	279	154.0	6.8	155.8	8.6	3.6	0.7
Armenia	121	146.8	7.2	156.3	8.9	3.2	0.7
Aruba	5	-	-	-	-	-	-
Australia	543	158.8	7.3	156.2	8.4	4.4	0.8
Austria	163	154.7	8.2	155.4	7.9	3.8	0.8
Azerbaijan	122	145.8	7.5	155.4	8.6	3.0	0.7
Bahamas	122	147.7	7.1	144.5	7.2	3.5	0.7
Bahrain	65	146.1	7.7	150.8	8.8	3.3	0.9
Bangladesh	4,121	144.8	6.8	156.0	6.8	3.0	0.7
Barbados	42	150.9	7.4	148.6	8.8	3.6	0.7
Belarus	69	147.8	7.7	153.4	8.7	3.2	0.7
Belgium	141	154.5	7.5	156.7	7.2	3.7	0.8
Belize	32	147.6	5.7	148.9	8.3	3.5	0.7
Benin	41	145.7	5.4	149.6	8.6	3.0	0.6
Bermuda	8	-	-	-	-	-	-
Bhutan	20	-	-	-	-	-	-
Bolivia	113	148.6	6.8	151.8	7.1	3.2	0.6
Bonaire, Sint Eustatius and Saba	2	-	-	-	-	-	-
Bosnia and Herzegovina	48	150.3	9.1	152.5	7.7	3.7	1.1
Botswana	37	143.3	7.6	143.2	6.3	3.4	0.7
Bouvet Island	1	-	-	-	-	-	-

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

Table continues on next page

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
Brazil	1,769	150.7	7.4	152.7	8.6	3.1	0.8
Brunei Darussalam	11	-	-	-	-	-	-
Bulgaria	115	153.4	8.6	156.0	9.5	3.9	0.9
Burkina Faso	50	145.4	6.6	146.2	6.1	2.9	0.8
Burundi	12	-	-	-	-	-	-
Cambodia	49	143.4	7.4	151.6	8.8	3.1	0.7
Cameroon	338	144.7	6.5	146.2	7.5	3.1	0.7
Canada	5,505	156.0	7.2	154.6	8.2	4.2	0.7
Cape Verde	5	-	-	-	-	-	-
Cayman Islands	9	-	-	-	-	-	-
Chad	9	-	-	-	-	-	-
Chile	562	150.8	7.0	156.0	8.9	3.2	0.7
China	58,679	148.5	7.2	164.7	5.2	3.1	0.6
Christmas Island	10	-	-	-	-	-	-
Cocos (Keeling) Islands	1	-	-	-	-	-	-
Colombia	1,493	148.5	7.3	150.2	8.2	3.1	0.8
Comoros	8	-	-	-	-	-	-
Congo (Brazzaville)	20	-	-	-	-	-	-
Congo, Democratic Republic of the	58	143.0	6.2	145.3	7.0	2.9	0.8
Costa Rica	189	151.9	7.1	152.3	8.1	3.3	0.8
Cote d'Ivoire	105	145.2	6.6	147.8	7.1	2.8	0.7
Croatia	57	151.2	8.4	150.8	7.6	3.5	0.8
Cuba	76	148.6	6.8	149.1	7.6	2.9	0.8
Curacao	2	-	-	-	-	-	-
Cyprus	74	149.0	8.1	154.7	8.2	3.7	0.8
Czech Republic	82	155.2	7.3	157.7	7.6	3.6	0.8
Denmark	101	154.8	6.6	154.5	8.2	3.8	0.7
Djibouti	4	-	-	-	-	-	-
Dominica	19	-	-	-	-	-	-
Dominican Republic	175	147.4	7.2	146.6	8.2	3.2	0.7
Ecuador	496	148.0	6.9	150.9	7.8	3.2	0.7

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

Table continues on next page

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
Egypt	1,160	145.1	7.6	153.5	7.4	3.1	0.8
El Salvador	85	148.1	7.4	147.9	9.3	3.2	0.7
Equatorial Guinea	3	-	-	-	-	-	-
Eritrea	249	157.5	7.0	159.2	5.6	3.1	0.6
Estonia	17	-	-	-	-	-	-
Ethiopia	370	144.5	7.7	149.8	7.5	2.9	0.8
Fiji	6	-	-	-	-	-	-
Finland	117	155.1	8.0	154.3	8.4	3.8	0.7
France	1,340	154.1	6.9	157.7	8.1	3.5	0.7
French Guiana	1	-	-	-	-	-	-
French Polynesia	1	-	-	-	-	-	-
Gabon	12	-	-	-	-	-	-
Gambia	28	-	-	-	-	-	-
Georgia	88	149.1	8.2	153.4	8.7	3.3	0.8
Germany	1,431	154.5	7.5	157.1	7.6	3.9	0.8
Ghana	1,376	146.2	6.6	147.9	6.8	3.3	0.7
Gibraltar	2	-	-	-	-	-	-
Greece	609	150.8	7.5	157.6	8.4	3.7	0.7
Grenada	19	-	-	-	-	-	-
Guadeloupe	3	-	-	-	-	-	-
Guatemala	130	148.6	8.0	149.4	7.9	3.3	0.8
Guernsey	2	-	-	-	-	-	-
Guinea	19	-	-	-	-	-	-
Guinea-Bissau	1	-	-	-	-	-	-
Guyana	53	147.2	7.5	144.4	6.9	3.5	0.7
Haiti	141	145.3	6.7	145.7	7.0	3.1	0.7
Honduras	178	147.9	7.8	147.7	7.5	3.3	0.9
Hong Kong	966	150.2	7.2	160.7	6.8	3.5	0.7
Hungary	113	152.4	7.2	156.3	8.9	3.6	0.7
Iceland	70	151.4	8.0	156.5	8.2	3.6	0.7
India	80,123	145.5	7.8	155.3	8.5	3.1	0.7
Indonesia	919	147.2	7.1	154.4	8.1	3.2	0.7

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

Table continues on next page

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
Iran, Islamic Republic of	5,475	143.5	6.4	157.8	7.7	2.9	0.6
Iraq	313	139.8	6.7	146.7	7.5	2.5	0.9
Ireland	174	157.4	7.9	154.1	8.7	4.2	0.8
Israel	437	152.6	8.3	156.9	8.2	3.5	0.8
Italy	1,220	154.0	7.1	154.9	8.6	3.4	0.8
Jamaica	372	148.0	7.1	145.0	7.4	3.5	0.7
Japan	1,281	146.4	7.3	158.7	8.0	3.1	0.7
Jersey	1	-	-	-	-	-	-
Jordan	604	142.3	7.3	152.2	7.7	2.7	0.9
Kazakhstan	497	146.5	7.2	155.3	9.1	3.1	0.6
Kenya	683	146.5	7.0	147.6	6.6	3.3	0.7
Korea, Democratic People's Republic of	55	148.8	6.2	158.5	8.5	3.2	0.6
Korea, Republic of	6,030	150.1	7.5	160.5	7.0	3.3	0.7
Kosovo, Republic of	1	-	-	-	-	-	-
Kuwait	373	141.7	7.4	147.0	7.9	2.7	0.9
Kyrgyzstan	55	146.9	7.8	150.4	10.4	3.1	0.8
Lao PDR	8	-	-	-	-	-	-
Latvia	24	-	-	-	-	-	-
Lebanon	808	147.6	7.2	155.6	7.1	3.4	0.7
Lesotho	9	-	-	-	-	-	-
Liberia	68	142.3	6.5	140.4	6.3	2.9	0.8
Libya	73	140.5	6.6	145.5	7.9	2.3	0.9
Liechtenstein	2	-	-	-	-	-	-
Lithuania	53	151.0	7.1	154.4	8.0	3.8	0.7
Luxembourg	20	-	-	-	-	-	-
Macau	81	148.5	8.1	159.9	8.3	3.2	0.6
Macedonia, Republic of	33	149.3	8.6	149.5	9.7	3.7	0.9
Madagascar	27	-	-	-	-	-	-
Malawi	46	147.0	7.0	145.7	6.3	3.5	0.7
Malaysia	533	151.6	7.7	155.8	7.3	3.8	0.7
Maldives	7	-	-	-	-	-	-

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

Table continues on next page

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
Mali	26	-	-	-	-	-	-
Malta	7	-	-	-	-	-	-
Marshall Islands	3	-	-	-	-	-	-
Mauritania	13	-	-	-	-	-	-
Mauritius	48	153.0	6.8	155.8	6.3	4.1	0.6
Mayotte	1	-	-	-	-	-	-
Mexico	2,886	149.1	7.4	149.6	7.9	3.2	0.8
Micronesia, Federated States of	3	-	-	-	-	-	-
Moldova	38	148.1	6.3	151.3	10.0	3.4	0.8
Monaco	3	-	-	-	-	-	-
Mongolia	103	145.5	7.6	153.9	8.1	3.1	0.7
Montenegro	15	-	-	-	-	-	-
Morocco	297	147.1	7.9	152.2	8.7	3.2	0.8
Mozambique	21	-	-	-	-	-	-
Myanmar	100	147.5	8.5	151.8	8.2	3.3	0.7
Namibia	23	-	-	-	-	-	-
Nauru	5	-	-	-	-	-	-
Nepal	3,114	144.3	6.4	155.1	6.8	3.0	0.6
Netherlands	432	153.0	8.8	154.0	8.6	3.8	0.9
Netherlands Antilles	1	-	-	-	-	-	-
New Caledonia	1	-	-	-	-	-	-
New Zealand	148	158.2	7.9	157.9	8.2	4.3	0.8
Nicaragua	61	149.8	7.2	146.2	6.6	3.3	0.7
Niger	11	-	-	-	-	-	-
Nigeria	5,397	146.1	7.1	146.9	8.0	3.1	0.7
Niue	1	-	-	-	-	-	-
Norway	125	152.0	7.8	153.2	8.6	3.7	0.8
Oman	52	142.7	8.0	148.0	9.3	2.9	0.8
Pakistan	3,954	147.5	8.1	152.6	8.0	3.4	0.8
Palestinian Territories, The	110	143.4	7.5	152.2	7.5	3.1	0.7
Panama	105	148.1	7.3	149.1	7.6	3.3	0.8
Papua New Guinea	5	-	-	-	-	-	-

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

Table continues on next page

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
Paraguay	65	148.2	6.2	149.8	7.5	3.0	0.7
Peru	516	150.1	6.9	154.6	7.8	3.3	0.7
Philippines	671	150.8	7.5	150.8	8.3	3.6	0.8
Poland	271	151.1	8.2	154.4	9.0	3.5	0.7
Portugal	169	153.3	8.0	156.1	8.3	3.6	0.7
Puerto Rico	1	-	-	-	-	-	-
Qatar	71	142.4	8.9	147.9	9.2	2.9	1.0
Réunion	1	-	-	-	-	-	-
Romania	140	152.9	7.3	154.8	8.6	3.7	0.8
Russian Federation	1,011	149.5	7.6	156.1	8.5	3.2	0.7
Rwanda	150	142.2	6.9	148.1	6.0	2.9	0.7
Saint Kitts and Nevis	13	-	-	-	-	-	-
Saint Lucia	23	-	-	-	-	-	-
Saint Vincent and the Grenadines	11	-	-	-	-	-	-
Samoa	2	-	-	-	-	-	-
San Marino	1	-	-	-	-	-	-
Saudi Arabia	3,730	137.3	5.7	142.1	7.7	2.0	0.8
Senegal	62	146.6	6.7	146.2	8.7	3.0	0.7
Serbia	123	149.8	8.6	154.4	9.0	3.3	0.8
Seychelles	2	-	-	-	-	-	-
Sierra Leone	38	141.7	5.1	140.7	7.2	3.2	0.7
Singapore	904	158.1	6.9	161.0	6.8	4.4	0.8
Sint Maarten (Dutch part)	3	-	-	-	-	-	-
Slovakia	34	150.8	7.5	152.4	6.8	3.6	0.8
Slovenia	31	151.2	7.7	153.8	8.0	3.6	0.9
Somalia	8	-	-	-	-	-	-
South Africa	315	153.0	7.8	150.7	8.3	3.9	0.7
South Georgia and the South Sandwich Islands	1	-	-	-	-	-	-
South Sudan	9	-	-	-	-	-	-
Spain	818	152.3	6.7	155.1	8.0	3.5	0.7
Sri Lanka	714	144.3	7.5	155.9	6.4	3.1	0.7

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

Table continues on next page

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
Sudan	174	143.1	7.6	151.0	8.1	2.8	0.7
Suriname	13	-	-	-	-	-	-
Swaziland	22	-	-	-	-	-	-
Sweden	212	152.3	8.1	151.8	8.1	3.7	0.8
Switzerland	218	153.9	7.4	156.5	7.1	3.7	0.8
Syria	217	144.4	8.4	152.4	7.2	3.0	0.9
Taiwan	3,918	147.4	6.9	162.5	6.4	2.9	0.6
Tajikistan	26	-	-	-	-	-	-
Tanzania, United Republic of	145	144.1	7.2	147.1	7.8	3.2	0.7
Thailand	801	144.7	7.5	156.5	8.3	3.0	0.8
Timor-Leste	6	-	-	-	-	-	-
Togo	33	142.0	7.1	146.9	6.4	2.8	0.6
Tokelau	1	-	-	-	-	-	-
Tonga	3	-	-	-	-	-	-
Trinidad and Tobago	183	150.9	7.3	148.2	8.4	3.8	0.7
Tunisia	111	147.3	6.8	152.9	8.1	3.1	0.6
Turkey	2,665	146.1	7.8	159.4	7.7	3.1	0.8
Turkmenistan	34	145.4	6.9	152.3	10.1	2.8	0.8
Turks and Caicos Islands	3	-	-	-	-	-	-
Uganda	243	145.6	6.8	146.5	7.2	3.3	0.7
Ukraine	339	147.9	7.7	153.5	8.7	3.1	0.8
United Arab Emirates	357	141.2	8.0	148.4	7.4	2.7	1.0
United Kingdom	1,677	157.5	7.7	154.2	8.6	4.3	0.8
United States Minor Outlying Islands	3	-	-	-	-	-	-
United States of America	321,228	152.6	7.7	150.2	7.9	3.9	0.8
Uruguay	132	153.1	6.9	154.0	9.1	3.7	0.7
Uzbekistan	67	147.2	7.7	152.1	9.6	3.1	0.7
Vanuatu	2	-	-	-	-	-	-
Venezuela	427	149.7	7.7	150.5	8.2	3.3	0.8
Vietnam	957	148.3	8.2	159.4	7.1	3.3	0.7
West Bank	2	-	-	-	-	-	-
Western Sahara	1	-	-	-	-	-	-
Yemen	59	140.7	6.5	147.1	7.3	2.5	0.8
Zambia	63	146.5	6.7	144.6	6.9	3.3	0.6
Zimbabwe	185	148.9	7.1	148.6	7.5	3.8	0.7

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

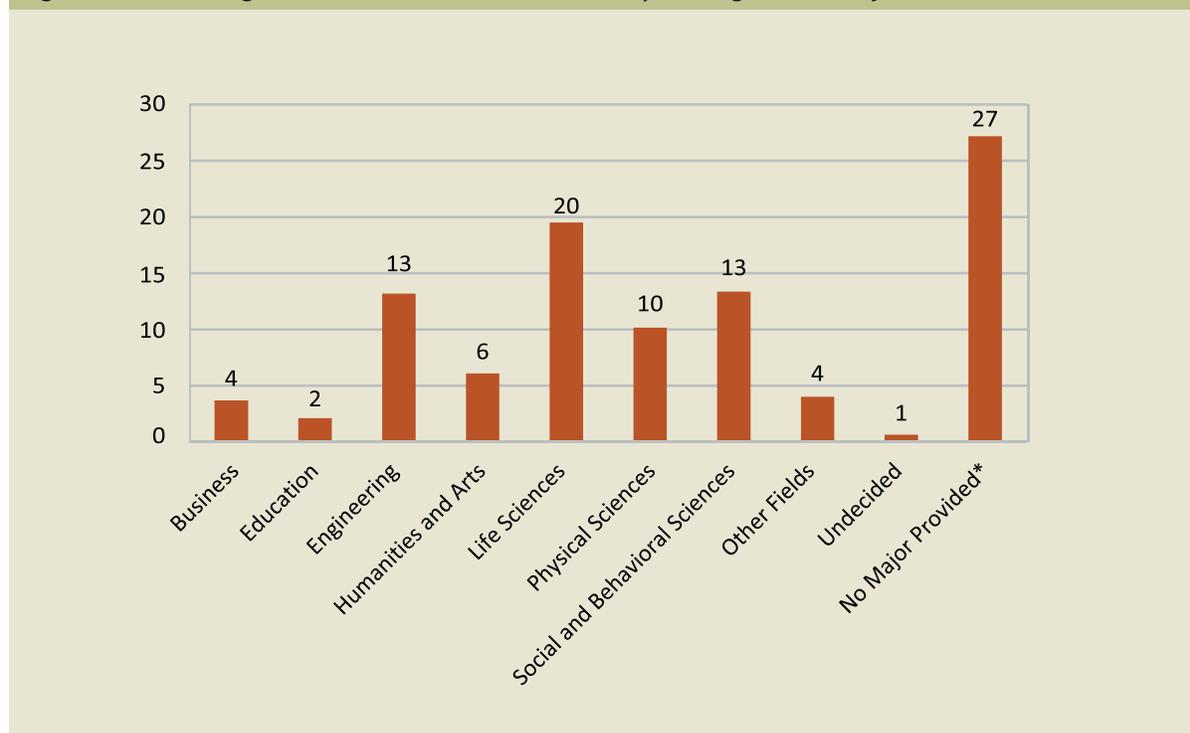
Architecture and Environmental Design  
Communications  
Home Economics  
Library and Archival Sciences  
Public Administration  
Religion and Theology  
Social Work  
Other

**Note:** For a more detailed list of major fields, go to [www.ets.org/gre/gradmajorfields](http://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 (20 percent), followed by Engineering (13 percent), and Social and Behavioral Sciences (13 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 559,254 test takers who took the GRE General Test between July 1, 2016, and June 30, 2017.

\*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
<b>Business</b>	20,661	4	148.8	7.8	150.8	9.0	3.5	0.8
Men	9,963	48	149.4	8.0	151.7	8.8	3.4	0.8
Women	10,425	50	148.2	7.6	149.9	9.1	3.5	0.8
No Response	273	1	150.0	7.9	150.4	8.9	3.5	0.9
<b>Education</b>	11,869	2	148.4	7.3	145.7	7.1	3.6	0.8
Men	2,322	20	149.6	7.8	147.3	7.7	3.6	0.9
Women	9,252	78	148.1	7.2	145.3	6.9	3.6	0.8
No Response	295	2	148.5	7.3	146.0	6.7	3.7	0.8
<b>Engineering</b>	73,801	13	149.1	8.5	158.5	7.5	3.3	0.8
Men	54,370	74	149.1	8.5	158.9	7.5	3.3	0.8
Women	18,707	25	149.0	8.3	157.6	7.4	3.4	0.8
No Response	724	1	153.8	8.7	160.3	6.9	3.7	0.9
<b>Humanities and Arts</b>	34,135	6	155.4	8.0	148.9	7.8	4.0	0.8
Men	12,699	37	156.7	7.9	150.1	7.9	4.0	0.9
Women	20,736	61	154.6	7.9	148.2	7.6	4.0	0.8
No Response	700	2	157.3	7.7	150.0	7.7	4.1	0.8
<b>Life Sciences</b>	109,188	20	150.6	7.1	150.2	7.1	3.7	0.8
Men	31,788	29	151.5	7.3	152.2	7.2	3.6	0.8
Women	75,143	69	150.2	7.0	149.4	6.8	3.7	0.7
No Response	2,257	2	151.5	7.1	150.4	7.0	3.7	0.7
<b>Physical Sciences</b>	56,755	10	150.8	8.9	157.7	8.3	3.5	0.8
Men	34,695	61	151.2	9.0	158.8	8.1	3.5	0.9
Women	21,285	38	149.9	8.7	155.9	8.3	3.5	0.8
No Response	775	1	154.9	8.5	158.3	7.8	3.8	0.9
<b>Social and Behavioral Sciences</b>	74,701	13	152.6	7.8	149.9	8.3	3.9	0.8
Men	23,621	32	154.1	8.0	152.5	8.6	3.9	0.8
Women	49,596	66	151.8	7.6	148.6	7.8	3.8	0.8
No Response	1,484	2	154.0	7.7	150.5	8.2	4.0	0.8

Table continues on next page

## Undergraduate Major Field (continued)

Table continued from previous page

**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
<b>Other Fields</b>	22,353	4	150.0	8.0	148.1	8.4	3.6	0.8
Men	7,019	31	151.1	8.5	149.6	8.6	3.6	0.9
Women	14,938	67	149.5	7.7	147.4	8.2	3.6	0.8
No Response	396	2	151.3	7.9	148.5	8.4	3.7	0.8
<b>Undecided</b>	3,646	1	146.2	7.8	153.0	9.9	3.1	0.8
Men	1,857	51	146.1	7.8	154.6	9.7	3.0	0.8
Women	1,747	48	146.2	7.7	151.4	10.0	3.2	0.8
No Response	42	1	148.6	8.0	151.8	9.5	3.3	0.7
<b>No Major Provided*</b>	152,145	27	149.0	8.5	155.3	9.8	3.3	0.9
Men	70,822	47	148.6	8.8	157.4	9.5	3.2	0.8
Women	75,290	49	149.2	8.1	153.6	9.8	3.4	0.8
No Response	6,033	4	152.5	8.3	153.1	8.9	3.7	0.9
<b>Total</b>	559,254	100	150.4	8.3	153.2	9.2	3.6	0.8
Men	249,156	45	150.5	8.7	155.8	9.0	3.5	0.9
Women	297,119	53	150.2	7.9	151.0	8.8	3.6	0.8
No Response	12,979	2	152.8	8.2	152.5	8.7	3.8	0.8

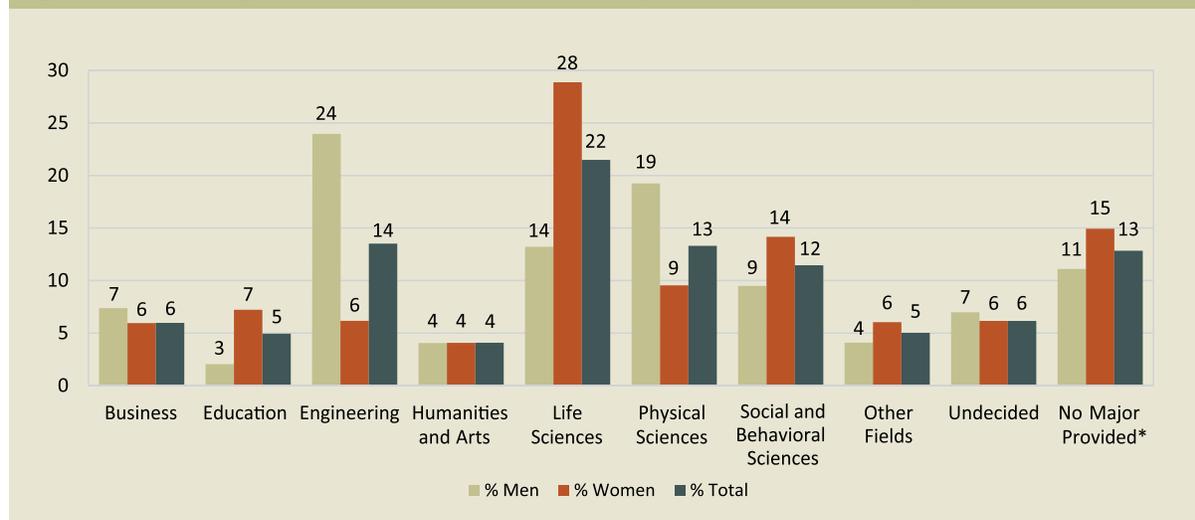
**Note:** See page 23 for a list of major fields. A total of 559,254 examinees took the GRE General Test between July 1, 2016, and June 30, 2017. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each 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.

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



**Note:** See page 23 for a list of major fields. These analyses were based on a total of 559,254 test takers who took the GRE General Test between July 1, 2016, and June 30, 2017. 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 and Physical Sciences 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
<b>Business</b>	35,182	6	149.8	8.0	153.7	9.3	3.5	0.8
Men	17,636	50	150.0	8.2	154.4	9.1	3.5	0.8
Women	16,866	48	149.5	7.8	153.0	9.4	3.5	0.8
No Response	680	2	152.0	8.5	152.9	9.3	3.7	0.9
<b>Education</b>	30,151	5	150.2	7.9	147.0	7.8	3.7	0.8
Men	7,253	24	151.7	8.4	148.5	8.2	3.7	0.9
Women	22,089	73	149.7	7.7	146.4	7.6	3.7	0.8
No Response	809	3	151.1	8.0	147.6	7.6	3.7	0.9
<b>Engineering</b>	78,985	14	148.6	8.5	159.2	7.7	3.3	0.8
Men	59,386	75	148.5	8.5	159.4	7.7	3.2	0.8
Women	18,493	23	148.7	8.3	158.7	7.6	3.4	0.8
No Response	1,106	1	153.1	8.8	160.3	7.0	3.7	0.9
<b>Humanities and Arts</b>	21,272	4	156.1	8.0	150.0	8.3	4.0	0.9
Men	8,794	41	157.1	8.0	150.8	8.3	4.0	0.9
Women	11,881	56	155.2	7.9	149.3	8.2	4.0	0.9
No Response	597	3	158.4	7.3	150.4	7.9	4.2	0.8
<b>Life Sciences</b>	122,424	22	151.0	7.1	150.8	7.2	3.7	0.7
Men	34,523	28	151.8	7.4	152.8	7.4	3.6	0.8
Women	84,122	69	150.7	7.0	149.9	7.0	3.8	0.7
No Response	3,779	3	152.0	7.2	150.9	6.9	3.8	0.7
<b>Physical Sciences</b>	74,843	13	150.1	8.9	159.1	8.3	3.4	0.8
Men	47,702	64	150.5	9.0	160.0	8.1	3.4	0.8
Women	25,868	35	149.3	8.6	157.6	8.5	3.4	0.8
No Response	1,273	2	154.0	8.9	159.5	8.0	3.7	0.9
<b>Social and Behavioral Sciences</b>	65,326	12	153.1	7.9	151.7	8.9	3.8	0.8
Men	22,728	35	154.4	8.1	154.3	8.9	3.8	0.9
Women	40,825	62	152.3	7.6	150.3	8.5	3.8	0.8
No Response	1,773	3	154.4	7.7	152.2	8.6	3.9	0.9

Table continues on next page

**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
<b>Other Fields</b>	25,885	5	150.6	8.3	149.8	9.1	3.6	0.9
Men	8,725	34	151.7	8.7	151.2	8.9	3.6	0.9
Women	16,573	64	150.0	8.1	149.1	9.1	3.6	0.8
No Response	587	2	152.9	8.1	149.9	8.8	3.8	0.8
<b>Undecided</b>	34,180	6	148.1	8.7	153.7	9.5	3.3	0.9
Men	16,254	48	147.9	8.9	154.9	9.4	3.2	0.9
Women	17,259	50	148.2	8.5	152.6	9.5	3.3	0.8
No Response	667	2	151.9	9.1	152.6	9.2	3.6	0.9
<b>No Major Provided*</b>	71,006	13	148.8	8.2	150.1	9.0	3.4	0.9
Men	26,155	37	148.8	8.7	152.4	9.2	3.3	0.9
Women	43,143	61	148.7	7.9	148.7	8.6	3.5	0.8
No Response	1,708	2	150.9	8.3	149.9	8.5	3.7	0.9
<b>Total</b>	559,254	100	150.4	8.3	153.2	9.2	3.6	0.8
Men	249,156	45	150.5	8.7	155.8	9.0	3.5	0.9
Women	297,119	53	150.2	7.9	151.0	8.8	3.6	0.8
No Response	12,979	2	152.8	8.2	152.5	8.7	3.8	0.8

**Note:** See page 23 for a list of major fields. A total of 559,254 examinees took the GRE General Test between July 1, 2016, and June 30, 2017. 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 except American Indian, test takers with an intended graduate major in Humanities and Arts had a higher mean score on the Verbal Reasoning measure than those with other intended graduate majors.

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
Business	N	73	1,228	55	2,273	516	156	847	8,728	828	2,411	17,115
	Mean	149.9	151.8	149.4	146.5	149.3	149.8	149.9	153.2	151.8	153.3	151.8
	SD	7.7	8.2	6.7	7.4	7.0	7.4	7.4	7.2	7.8	8.0	7.8
Education	N	130	1,038	70	3,307	1,069	415	1,349	15,213	1,258	3,085	26,934
	Mean	149.7	151.0	149.4	145.7	148.0	146.9	147.3	152.0	150.7	150.6	150.5
	SD	7.4	8.0	7.6	7.0	6.7	7.1	7.6	7.4	8.0	8.4	7.8
Engineering	N	75	2,216	39	822	634	191	847	10,812	1,004	2,565	19,205
	Mean	153.7	155.0	153.1	151.0	151.3	151.4	153.2	156.8	155.9	156.2	155.8
	SD	6.6	7.6	5.3	7.0	6.7	7.8	7.1	6.3	6.9	7.3	7.0
Humanities and Arts	N	76	488	22	776	453	149	563	10,688	1,105	1,780	16,100
	Mean	153.4	157.4	-	151.1	152.3	152.9	153.2	158.1	156.9	158.5	157.3
	SD	7.4	7.6	-	7.5	7.7	7.4	8.1	6.7	7.1	7.5	7.3
Life Sciences	N	493	7,896	293	6,908	2,947	1,038	4,198	62,511	4,549	11,897	102,730
	Mean	150.3	151.4	149.1	146.9	149.1	148.4	149.4	152.2	152.0	152.3	151.5
	SD	6.9	7.1	6.0	6.6	6.4	6.7	6.8	6.6	7.1	7.2	6.9
Physical Sciences	N	102	2,146	49	966	601	238	734	13,672	1,317	3,126	22,951
	Mean	153.9	156.2	153.1	149.5	152.1	150.0	153.7	157.2	156.7	157.3	156.4
	SD	7.1	8.1	7.4	7.8	6.7	8.2	7.4	6.7	7.1	7.7	7.3
Social and Behavioral Sciences	N	197	2,356	100	3,896	1,582	487	2,170	26,144	2,878	5,027	44,837
	Mean	151.7	154.1	151.9	147.7	150.2	150.1	150.6	154.8	153.5	155.0	153.7
	SD	6.9	7.8	7.4	7.5	7.1	7.5	7.4	7.1	7.4	8.0	7.7
Other Fields	N	81	754	33	2,232	688	178	746	9,716	949	2,006	17,383
	Mean	147.3	152.5	150.0	145.1	147.4	150.0	148.7	154.1	152.1	153.0	152.0
	SD	7.7	8.5	7.4	7.4	7.1	8.1	7.5	7.4	8.2	8.7	8.3
Undecided	N	60	903	24	950	278	144	434	5,837	701	2,061	11,392
	Mean	148.4	152.3	-	145.8	149.4	147.0	149.1	153.9	152.9	153.9	152.6
	SD	7.2	8.8	-	7.4	7.8	8.4	8.2	7.8	8.7	8.9	8.5
No Major Provided*	N	243	2,475	113	3,795	1,319	507	1,954	24,637	2,247	5,291	42,581
	Mean	148.5	151.0	147.7	145.1	148.1	146.7	148.0	152.0	151.2	151.4	150.8
	SD	6.5	7.9	7.3	7.2	7.0	7.6	7.4	7.3	7.7	8.3	7.8
Total	N	1,530	21,500	798	25,925	10,087	3,503	13,842	187,958	16,836	39,249	321,228
	Mean	150.5	152.7	149.9	146.7	149.4	148.7	149.8	153.7	153.0	153.5	152.6
	SD	7.2	7.9	6.9	7.3	7.0	7.5	7.5	7.2	7.7	8.1	7.7

Note: See page 23 for a list of major fields. A total of 321,228 U.S. citizens took the GRE General Test between July 1, 2016, and June 30, 2017. 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.

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	73	1,228	55	2,273	516	156	847	8,728	828	2,411	17,115
	Mean	147.3	152.9	148.1	144.2	147.6	147.7	147.8	151.0	149.8	151.8	149.9
	SD	6.8	7.9	6.2	6.5	6.9	7.1	6.9	6.7	7.4	8.0	7.5
Education	N	130	1,038	70	3,307	1,069	415	1,349	15,213	1,258	3,085	26,934
	Mean	144.4	149.9	145.9	141.7	144.3	142.2	143.3	147.7	145.8	146.6	146.4
	SD	6.1	7.9	7.5	6.2	6.2	6.3	6.7	6.9	7.5	7.6	7.3
Engineering	N	75	2,216	39	822	634	191	847	10,812	1,004	2,565	19,205
	Mean	156.0	161.0	156.1	153.2	155.2	154.9	156.3	159.6	158.6	160.0	159.2
	SD	6.0	6.2	6.4	6.9	6.1	6.7	6.5	5.6	6.3	6.3	6.2
Humanities and Arts	N	76	488	22	776	453	149	563	10,688	1,105	1,780	16,100
	Mean	145.2	152.9	-	143.4	144.9	143.9	146.0	149.4	148.1	150.0	148.8
	SD	6.1	7.9	-	6.4	6.2	7.0	7.3	7.0	7.4	7.8	7.4
Life Sciences	N	493	7,896	293	6,908	2,947	1,038	4,198	62,511	4,549	11,897	102,730
	Mean	147.9	152.4	148.4	144.7	147.6	146.8	147.7	150.6	149.9	150.8	150.1
	SD	6.1	7.1	6.1	6.1	6.1	6.2	6.4	6.1	6.7	6.8	6.5
Physical Sciences	N	102	2,146	49	966	601	238	734	13,672	1,317	3,126	22,951
	Mean	153.7	160.9	154.8	150.2	153.8	151.0	154.8	157.9	157.1	159.0	157.7
	SD	7.8	7.0	7.6	7.6	6.5	8.2	7.4	6.8	7.2	7.4	7.3
Social and Behavioral Sciences	N	197	2,356	100	3,896	1,582	487	2,170	26,144	2,878	5,027	44,837
	Mean	146.1	152.9	147.6	143.4	145.8	145.1	146.4	150.2	148.6	150.6	149.3
	SD	7.0	7.8	7.3	6.5	6.5	6.8	7.0	7.0	7.4	8.0	7.5
Other Fields	N	81	754	33	2,232	688	178	746	9,716	949	2,006	17,383
	Mean	142.5	151.0	144.4	140.9	143.4	144.5	144.4	148.6	146.7	148.2	147.1
	SD	6.2	7.9	7.7	5.8	6.3	7.2	6.7	6.8	7.1	7.9	7.4
Undecided	N	60	903	24	950	278	144	434	5,837	701	2,061	11,392
	Mean	145.6	153.2	-	142.8	146.5	143.6	146.1	150.3	149.3	151.6	149.7
	SD	8.1	8.6	-	6.6	7.7	7.6	7.6	7.5	8.3	9.0	8.3
No Major Provided*	N	243	2,475	113	3,795	1,319	507	1,954	24,637	2,247	5,291	42,581
	Mean	144.3	151.8	145.8	142.0	144.7	143.4	145.0	148.6	147.4	148.4	147.7
	SD	6.3	8.1	7.5	6.2	6.6	7.0	7.2	6.9	7.8	8.2	7.5
Total	N	1,530	21,500	798	25,925	10,087	3,503	13,842	187,958	16,836	39,249	321,228
	Mean	147.0	154.0	148.3	143.7	147.0	145.9	147.3	150.9	149.8	151.3	150.2
	SD	7.2	8.2	7.4	6.8	7.1	7.4	7.6	7.3	8.0	8.4	7.9

**Note:** See page 23 for a list of major fields. A total of 321,228 U.S. citizens took the GRE General Test between July 1, 2016, and June 30, 2017. 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	73	1,228	55	2,273	516	156	847	8,728	828	2,411	17,115
	Mean	3.5	3.9	3.6	3.3	3.6	3.7	3.6	3.9	3.8	3.9	3.8
	SD	0.7	0.8	0.9	0.8	0.8	0.8	0.8	0.8	0.9	0.8	0.8
Education	N	130	1,038	70	3,307	1,069	415	1,349	15,213	1,258	3,085	26,934
	Mean	3.6	3.9	3.8	3.3	3.5	3.4	3.4	3.9	3.7	3.7	3.7
	SD	0.7	0.8	0.8	0.8	0.7	0.8	0.8	0.8	0.9	0.9	0.8
Engineering	N	75	2,216	39	822	634	191	847	10,812	1,004	2,565	19,205
	Mean	3.6	4.0	3.8	3.6	3.6	3.5	3.8	4.0	4.0	4.0	4.0
	SD	0.7	0.8	0.8	0.8	0.7	0.9	0.8	0.7	0.8	0.8	0.8
Humanities and Arts	N	76	488	22	776	453	149	563	10,688	1,105	1,780	16,100
	Mean	3.8	4.3	-	3.7	3.8	3.7	3.8	4.3	4.1	4.2	4.2
	SD	0.7	0.8	-	0.8	0.8	0.8	0.9	0.7	0.8	0.8	0.8
Life Sciences	N	493	7,896	293	6,908	2,947	1,038	4,198	62,511	4,549	11,897	102,730
	Mean	3.6	3.9	3.7	3.3	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	102	2,146	49	966	601	238	734	13,672	1,317	3,126	22,951
	Mean	3.7	4.1	3.8	3.4	3.7	3.3	3.8	4.1	4.0	4.0	4.0
	SD	0.8	0.8	0.7	0.8	0.7	0.9	0.8	0.7	0.8	0.8	0.8
Social and Behavioral Sciences	N	197	2,356	100	3,896	1,582	487	2,170	26,144	2,878	5,027	44,837
	Mean	3.7	4.1	3.8	3.4	3.7	3.6	3.7	4.1	4.0	4.0	4.0
	SD	0.8	0.8	0.9	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Other Fields	N	81	754	33	2,232	688	178	746	9,716	949	2,006	17,383
	Mean	3.5	3.9	3.6	3.2	3.5	3.6	3.5	4.0	3.8	3.8	3.8
	SD	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8	0.8	0.9	0.8
Undecided	N	60	903	24	950	278	144	434	5,837	701	2,061	11,392
	Mean	3.4	3.8	-	3.2	3.5	3.1	3.5	3.9	3.8	3.8	3.8
	SD	0.8	0.9	-	0.8	0.8	0.8	0.8	0.8	0.9	0.9	0.9
No Major Provided*	N	243	2,475	113	3,795	1,319	507	1,954	24,637	2,247	5,291	42,581
	Mean	3.5	3.8	3.6	3.2	3.5	3.2	3.5	3.8	3.7	3.7	3.7
	SD	0.7	0.8	0.8	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Total	N	1,530	21,500	798	25,925	10,087	3,503	13,842	187,958	16,836	39,249	321,228
	Mean	3.6	3.9	3.7	3.3	3.6	3.4	3.6	4.0	3.9	3.9	3.9
	SD	0.7	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 321,228 U.S. citizens took the GRE General Test between July 1, 2016, and June 30, 2017. 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 68 percent of test takers reported a graduate degree objective of either Master’s degree (42 percent) or Doctorate (26 percent). A total of 27 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.)	236,337	42
Specialized Master’s in Business	1,693	<1
Intermediate (such as specialist)	2,422	<1
M.B.A.	15,340	3
Doctorate (Ph.D., Ed.D.)	147,761	26
Postdoctoral Study	5,086	1
Non-Degree Graduate Study	906	<1
Not Currently Planning Graduate Study	1,137	<1
No Response	148,572	27
Total	559,254	100

## Enrollment Preference

Table 1.16 shows that 64 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 26 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	358,148	64	150.7	8.1	152.6	8.8	3.6	0.8
Part Time	25,823	5	150.9	7.9	148.1	8.1	3.6	0.8
Undecided	30,918	6	151.5	8.7	151.2	8.5	3.6	0.9
No Response	144,365	26	149.3	8.5	155.9	9.7	3.4	0.9
<b>Total</b>	<b>559,254</b>	<b>100</b>	<b>150.4</b>	<b>8.3</b>	<b>153.2</b>	<b>9.2</b>	<b>3.6</b>	<b>0.8</b>

Table 1.17 shows that 67 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	10,234	67	150.6	8.5	151.5	8.5	3.6	0.9
Part Time	3,057	20	151.1	7.1	149.1	6.9	3.7	0.8
Undecided	1,756	11	151.9	8.2	151.1	8.0	3.7	0.8
No Response	293	2	151.7	8.3	151.6	8.0	3.7	0.8
<b>Total</b>	<b>15,340</b>	<b>100</b>	<b>150.8</b>	<b>8.2</b>	<b>150.9</b>	<b>8.2</b>	<b>3.7</b>	<b>0.9</b>

### Full-Time Work Experience

Table 1.18 shows that 50 percent of test takers had two years of full-time work experience or less. On average, test takers with more years of full-time work experience had higher Verbal Reasoning scores than those with fewer years of full-time work experience. Test takers with fewer years of full-time work experience had higher Quantitative Reasoning scores. Approximately 34 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	192,029	34	150.9	7.9	152.9	8.8	3.7	0.8
1–2 Years	87,649	16	150.5	8.2	152.1	8.6	3.6	0.8
3–4 Years	37,491	7	150.8	8.6	151.4	8.6	3.6	0.8
5–7 Years	23,259	4	151.7	8.7	150.8	8.5	3.6	0.9
8–10 Years	11,577	2	151.9	8.6	149.1	8.4	3.6	0.9
11–14 Years	5,277	1	152.1	8.4	148.4	8.3	3.6	0.8
15–19 Years	4,452	1	152.2	8.6	147.4	8.4	3.6	0.8
20–29 Years	3,466	1	153.3	8.2	146.9	8.0	3.6	0.8
Over 30 Years	1,198	<1	151.8	8.7	147.1	8.3	3.5	0.8
No Response	192,856	34	149.4	8.5	155.3	9.6	3.4	0.9
Total	559,254	100	150.4	8.3	153.2	9.2	3.6	0.8

### Full-Time Work Experience (continued)

Table 1.19 shows that 46 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	3,648	24	149.6	7.9	151.0	8.6	3.6	0.9
1–2 Years	3,415	22	149.6	8.1	150.4	8.2	3.6	0.8
3–4 Years	2,749	18	151.8	8.3	151.5	7.9	3.8	0.9
5–7 Years	2,211	14	152.6	7.9	151.5	7.7	3.8	0.9
8–10 Years	948	6	152.1	8.1	150.0	7.6	3.7	0.8
11–14 Years	359	2	151.0	8.2	149.0	7.3	3.5	0.9
15–19 Years	218	1	151.7	7.9	147.6	7.2	3.5	0.8
20–29 Years	128	1	151.7	8.1	146.2	7.5	3.5	0.8
Over 30 Years	32	<1	152.4	5.3	149.2	10.3	3.5	0.8
No Response	1,632	11	151.2	8.8	152.1	8.5	3.7	0.9
Total	15,340	100	150.8	8.2	150.9	8.2	3.7	0.9

### Program Format

Table 1.20 shows that 57 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 28 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	321,038	57	151.0	8.2	153.1	8.7	3.6	0.8
Online	13,927	2	149.8	7.7	147.1	8.0	3.5	0.8
Combination	43,181	8	149.0	7.6	147.2	7.8	3.5	0.8
Undecided	22,861	4	150.8	8.6	151.3	8.4	3.6	0.9
No Response	158,247	28	149.5	8.5	155.8	9.7	3.4	0.9
Total	559,254	100	150.4	8.3	153.2	9.2	3.6	0.8

**Program Format (continued)**

Table 1.21 shows that 66 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	10,093	66	151.2	8.4	152.0	8.3	3.7	0.9
Online	971	6	149.4	6.8	147.5	7.0	3.5	0.8
Combination	2,489	16	148.9	7.2	147.6	6.9	3.6	0.8
Undecided	1,065	7	151.8	8.5	151.3	8.1	3.7	0.9
No Response	722	5	152.1	8.8	152.4	8.2	3.7	0.9
<b>Total</b>	<b>15,340</b>	<b>100</b>	<b>150.8</b>	<b>8.2</b>	<b>150.9</b>	<b>8.2</b>	<b>3.7</b>	<b>0.9</b>

## U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that from testing years 2012–13 to 2016–17, 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 2012–13 to 2015–16, and decreased from 2015–16 to 2016–17.

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

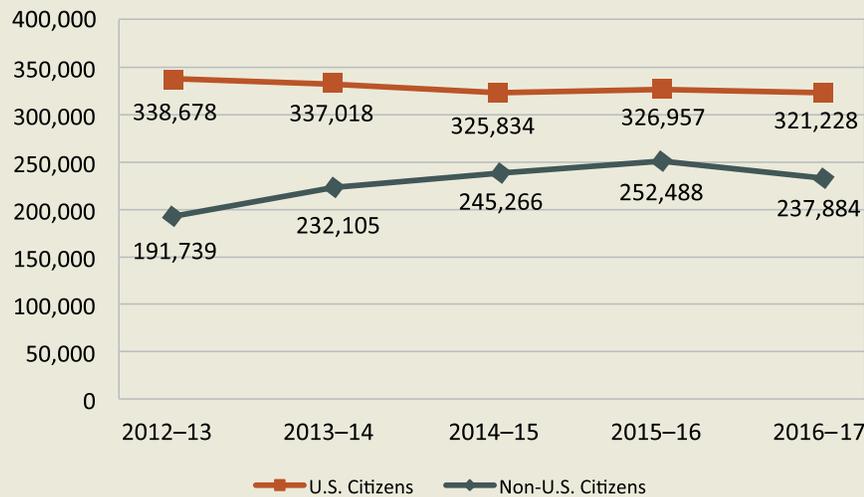


Table 2.1 shows that the percentage of test takers who were U.S. citizens decreased from 63 percent in 2012–13 to 57 percent in 2016–17. The percentage of test takers who were non-U.S. citizens increased from 36 percent in 2012–13 to 43 percent in 2016–17.

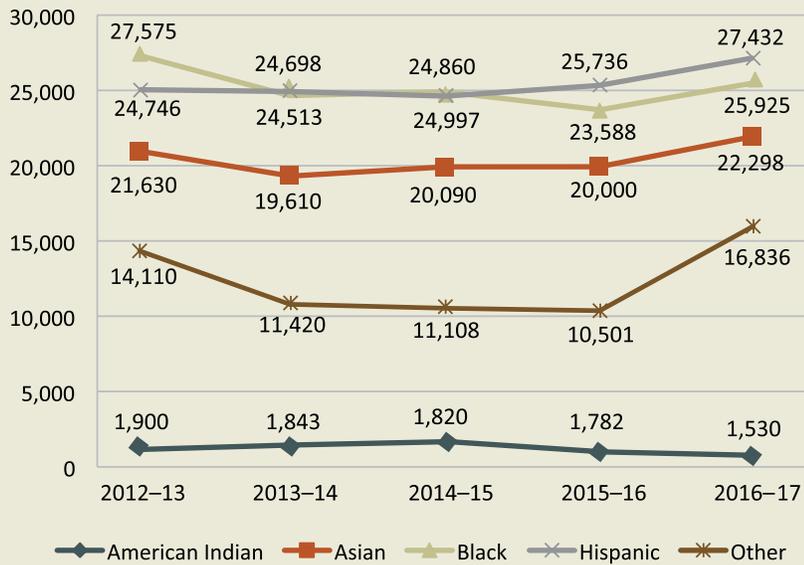
**Table 2.1. Volume of GRE General Test Examinees, by U.S. Citizenship Status**

U.S. Citizenship Status	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
U.S. Citizen	338,678	63	337,018	59	325,834	57	326,957	56	321,228	57
Non-U.S. Citizen	191,739	36	232,105	40	245,266	43	252,488	43	237,884	43
No Response	5,934	1	5,014	1	5,109	1	5,232	1	142	<1
<b>Total</b>	<b>536,351</b>	<b>100</b>	<b>574,137</b>	<b>100</b>	<b>576,209</b>	<b>100</b>	<b>584,677</b>	<b>100</b>	<b>559,254</b>	<b>100</b>

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

Excluding White (Non-Hispanic) test takers, Figure 2.2 shows that in testing years 2012–13 to 2016–17, 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 2015–16 to 2016–17, test takers who classified themselves as Asian, Black, Hispanic and Other increased, and test takers who classified themselves as 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 2012–13 to 2016–17, the percentage of test takers who identified themselves as White (non-Hispanic) decreased from 68 percent to 59 percent. The percentages for test takers in other racial/ethnic groups remained stable. Note that from 2012–13 to 2016–17, the percentage of test takers who did not respond to the racial/ethnic group question increased from five percent to 12 percent, and in testing year 2015–16, approximately 20 percent of the test takers did not respond to the question.

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

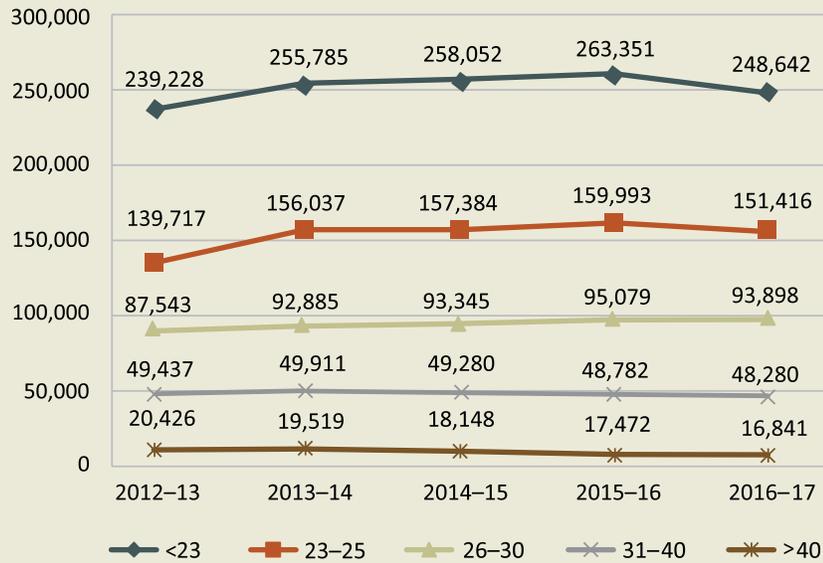
Racial/ Ethnic Group	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
American Indian	1,900	1	1,843	1	1,820	1	1,782	1	1,530	<1
Asian	20,578	6	18,656	6	19,227	6	19,163	6	21,500	7
Hawaiian/ Pacific Islander	1,052	<1	954	<1	863	<1	837	<1	798	<1
Black	27,575	8	24,698	7	24,860	8	23,588	7	25,925	8
Mexican	8,997	3	8,830	3	9,018	3	9,393	3	10,087	3
Puerto Rican	3,102	1	3,140	1	3,227	1	3,153	1	3,503	1
Other Hispanic	12,647	4	12,543	4	12,752	4	13,190	4	13,842	4
White (Non-Hispanic)	231,057	68	200,830	60	193,079	59	178,784	55	187,958	59
Other	14,110	4	11,420	3	11,108	3	10,501	3	16,836	5
No Response	17,660	5	54,104	16	49,880	15	66,566	20	39,249	12
<b>Total</b>	<b>338,678</b>	<b>100</b>	<b>337,018</b>	<b>100</b>	<b>325,834</b>	<b>100</b>	<b>326,957</b>	<b>100</b>	<b>321,228</b>	<b>100</b>

**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 from testing years 2012–13 to 2016–17, test takers under 23 years of age represented the largest group of test takers. From 2015–16 to 2016–17, the volume of test takers in all age categories decreased.

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



## Age and Gender (continued)

Table 2.3 shows that from testing year 2012–13 to 2016–17, the largest group the test takers were between the ages of 18 and 30. From 2012–13 to 2016–17, the percentage of test takers in all age groups remained stable.

Age	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
Under 18	146	<1	131	<1	148	<1	147	<1	113	<1
18–22	239,082	45	255,654	45	257,904	45	263,204	45	248,529	44
23–25	139,717	26	156,037	27	157,384	27	159,993	27	151,416	27
26–30	87,543	16	92,885	16	93,345	16	95,079	16	93,898	17
31–35	33,586	6	34,389	6	34,204	6	33,699	6	33,195	6
36–40	15,851	3	15,522	3	15,076	3	15,083	3	15,085	3
41–45	9,460	2	9,293	2	8,755	2	8,356	1	8,003	1
46–50	5,765	1	5,248	1	4,794	1	4,708	1	4,730	1
51–55	3,185	1	3,033	1	2,761	<1	2,678	<1	2,404	<1
56–60	1,382	<1	1,346	<1	1,233	<1	1,099	<1	1,101	<1
Over 60	634	<1	599	<1	605	<1	631	<1	603	<1
No Response	0	0	0	0	0	0	0	0	177	<1
<b>Total</b>	<b>536,351</b>	<b>100</b>	<b>574,137</b>	<b>100</b>	<b>576,209</b>	<b>100</b>	<b>584,677</b>	<b>100</b>	<b>559,254</b>	<b>100</b>

### Age and Gender (continued)

Figure 2.4 shows that from testing year 2012–13 to 2016–17, there were more women test takers than men. From testing year 2012–13 to 2016–17, the number of women who took the test increased. The number of men who took the test increased from testing year 2012–13 to 2015–16, and decreased from 2015–16 to 2016–17.

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

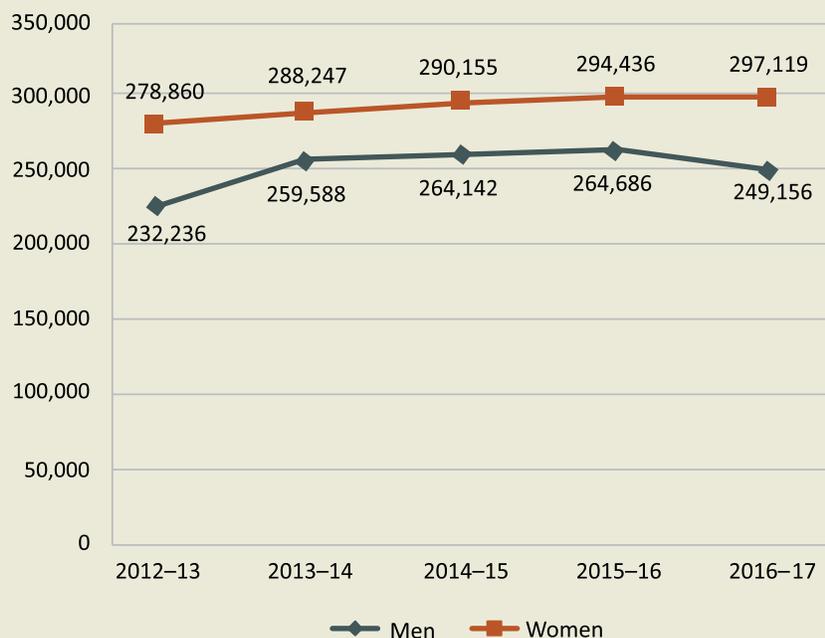


Table 2.4 shows that from 2012–13 to 2016–17, the percentage of male and female test takers remained stable.

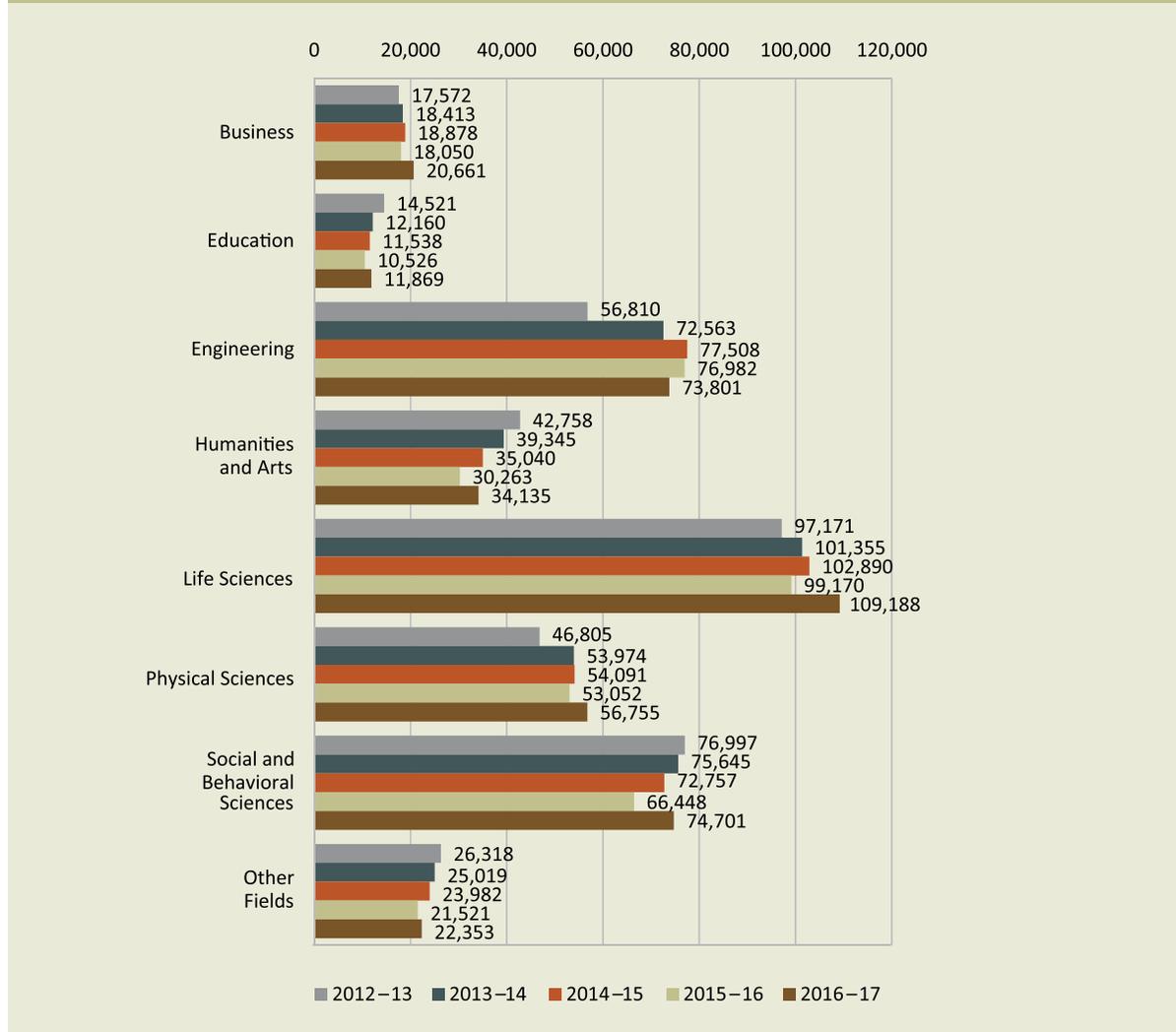
**Table 2.4. Volume of GRE General Test Examinees, by Gender**

Age	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
Men	232,236	43	259,588	45	264,142	46	264,686	45	249,156	45
Women	278,860	52	288,247	50	290,155	50	294,436	50	297,119	53
No Response	25,255	5	26,302	5	21,912	4	25,555	4	12,979	2
<b>Total</b>	<b>536,351</b>	<b>100</b>	<b>574,137</b>	<b>100</b>	<b>576,209</b>	<b>100</b>	<b>584,677</b>	<b>100</b>	<b>559,254</b>	<b>100</b>

### Undergraduate Major Field

Figure 2.5 shows that from testing year 2012–13 to 2016–17, test takers who had an undergraduate major in Life Sciences represented the largest group of test takers. Although there were some fluctuations from year-to-year, from testing year 2012–13 to 2016–17, the number of test takers whose undergraduate major was in Life Sciences, Engineering, Physical Sciences and Business increased; the number of test takers in Social and Behavioral Sciences, Humanities and Arts, and Education decreased.

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



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

### Undergraduate Major Field (continued)

Table 2.5 shows that from testing year 2012–13 to 2016–17, the percentage of test takers with undergraduate majors in Life Sciences, Engineering and Business increased, and the percentage of test takers with undergraduate majors in Social and Behavioral Sciences, Humanities and Arts, and Education decreased.

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

Undergraduate Major	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
Business	17,572	3	18,413	3	18,878	3	18,050	3	20,661	4
Education	14,521	3	12,160	2	11,538	2	10,526	2	11,869	2
Engineering	56,810	11	72,563	13	77,508	13	76,982	13	73,801	13
Humanities and Arts	42,758	8	39,345	7	35,040	6	30,263	5	34,135	6
Life Sciences	97,171	18	101,355	18	102,890	18	99,170	17	109,188	20
Physical Sciences	46,805	9	53,974	9	54,091	9	53,052	9	56,755	10
Social and Behavioral Sciences	76,997	14	75,645	13	72,757	13	66,448	11	74,701	13
Other Fields	26,318	5	25,019	4	23,982	4	21,521	4	22,353	4
Undecided	4,670	1	5,211	1	5,417	1	5,506	1	3,646	1
No Major Provided*	152,729	28	170,452	30	174,108	30	203,159	35	152,145	27
<b>Total</b>	<b>536,351</b>	<b>100</b>	<b>574,137</b>	<b>100</b>	<b>576,209</b>	<b>100</b>	<b>584,677</b>	<b>100</b>	<b>559,254</b>	<b>100</b>

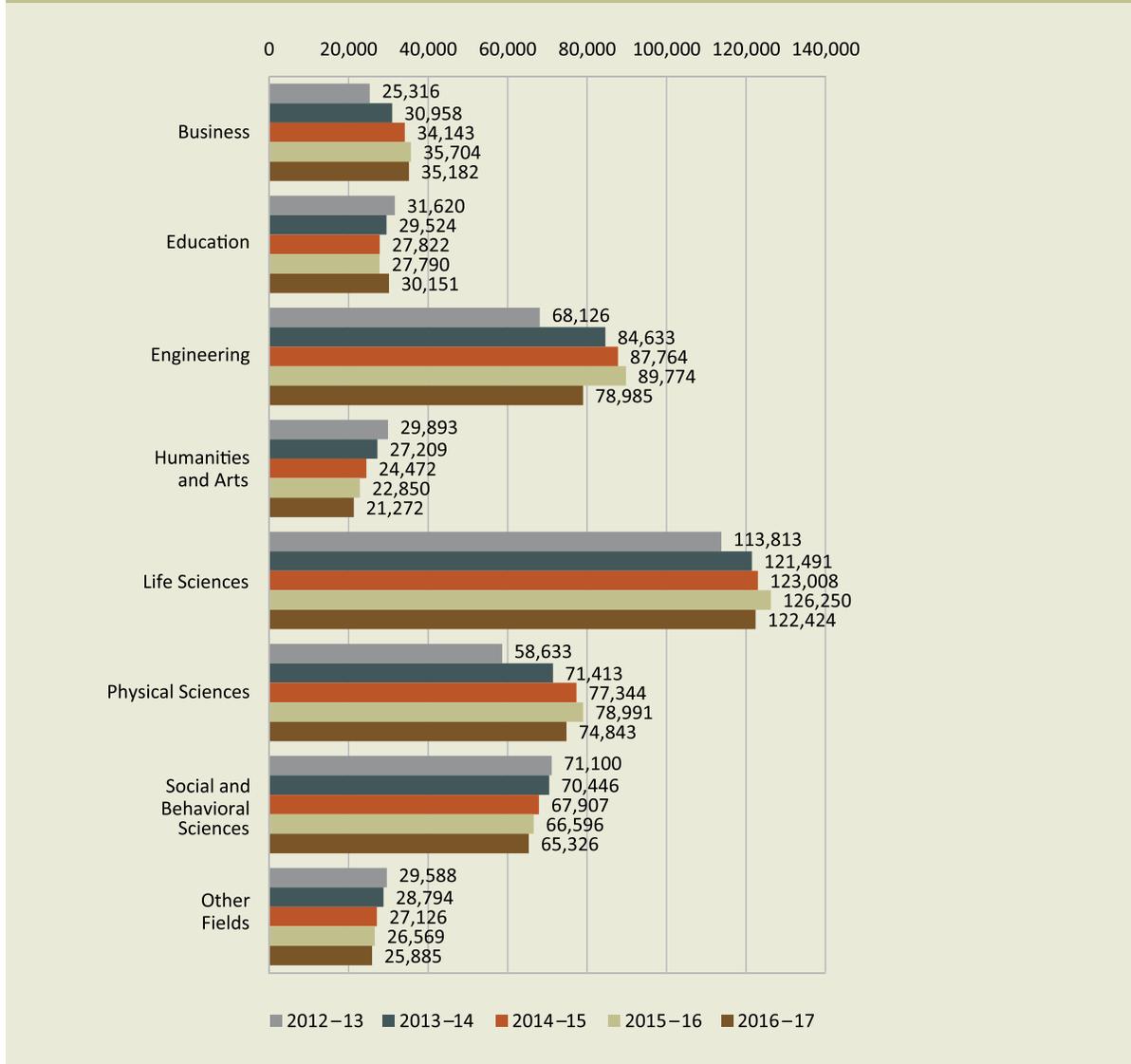
Note: See page 23 for a list of major fields.

\*"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 2012–13 to 2016–17, the number of test takers with an intended graduate major in Life Sciences was the largest group. Although there were some fluctuations from year-to-year, from testing year 2012–13 to 2016–17, 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 2012–13 to 2016–17.

**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 2012–13 to 2016–17, the percentages of all test takers in all groups remained stable.

The percentages for male and female test takers within each intended graduate major remained relatively stable across the five testing 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	2012–13	12,774	50	11,365	45	1,177	5	25,316	5
	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
	2016–17	17,636	50	16,866	48	680	2	35,182	6
Education	2012–13	7,745	24	21,869	69	2,006	6	31,620	6
	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
	2016–17	7,253	24	22,089	73	809	3	30,151	5
Engineering	2012–13	51,276	75	15,083	22	1,767	3	68,126	13
	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
	2016–17	59,386	75	18,493	23	1,106	1	78,985	14
Humanities and Arts	2012–13	12,309	41	15,747	53	1,837	6	29,893	6
	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
	2016–17	8,794	41	11,881	56	597	3	21,272	4
Life Sciences	2012–13	32,617	29	75,750	67	5,446	5	113,813	21
	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
	2016–17	34,523	28	84,122	69	3,779	3	122,424	22

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
Physical Sciences	2012–13	38,053	65	18,741	32	1,839	3	58,633	11
	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
	2016–17	47,702	64	25,868	35	1,273	2	74,843	13
Social and Behavioral Sciences	2012–13	24,699	35	42,853	60	3,548	5	71,100	13
	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
	2016–17	22,728	35	40,825	62	1,773	3	65,326	12
Other Fields	2012–13	9,924	34	18,033	61	1,631	6	29,588	6
	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
	2016–17	8,725	34	16,573	64	587	2	25,885	5
Undecided	2012–13	12,333	46	13,016	49	1,235	5	26,584	5
	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
	2016–17	16,254	48	17,259	50	667	2	34,180	6
No Major Provided*	2012–13	30,506	37	46,403	57	4,769	6	81,678	15
	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
	2016–17	26,155	37	43,143	61	1,708	2	71,006	13
Total	2012–13	232,236	43	278,860	52	25,255	5	536,351	100
	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
	2016–17	249,156	45	297,119	53	12,979	2	559,254	100

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

The percentages for the overall intended graduate major fields were based on those total groups of test takers in each testing year; the percentages for the gender groups within each intended graduate major 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 2012–13 to 2016–17.

**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	2012–13	71	<1	973	7	55	<1	2,074	14	388	3
	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
	2016–17	73	<1	1,228	7	55	<1	2,273	13	516	3
Education	2012–13	166	1	930	3	64	<1	3,711	13	855	3
	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
	2016–17	130	<1	1,038	4	70	<1	3,307	12	1,069	4
Engineering	2012–13	82	<1	2,327	13	66	<1	797	4	482	3
	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
	2016–17	75	<1	2,216	12	39	<1	822	4	634	3
Humanities and Arts	2012–13	130	1	751	3	59	<1	1,012	4	626	3
	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
	2016–17	76	<1	488	3	22	<1	776	5	453	3
Life Sciences	2012–13	522	1	6,761	7	373	<1	6,302	7	2,231	2
	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
	2016–17	493	<1	7,896	8	293	<1	6,908	7	2,947	3
Physical Sciences	2012–13	106	<1	1,801	8	64	<1	969	5	481	2
	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
	2016–17	102	<1	2,146	9	49	<1	966	4	601	3

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	American Indian		Asian		Hawaiian/Pacific Islander		Black		Mexican	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Social and Behavioral Sciences	2012–13	332	1	2,683	5	128	<1	4,418	8	1,626	3
	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
	2016–17	197	<1	2,356	5	100	<1	3,896	9	1,582	4
Other Fields	2012–13	121	1	1,002	5	70	<1	2,659	12	817	4
	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
	2016–17	81	<1	754	4	33	<1	2,232	13	688	4
Undecided	2012–13	43	<1	698	7	20	<1	835	8	217	2
	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
	2016–17	60	1	903	8	24	<1	950	8	278	2
No Major Provided*	2012–13	327	1	2,652	5	153	<1	4,798	9	1,274	3
	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
	2016–17	243	1	2,475	6	113	<1	3,795	9	1,319	3
Total	2012–13	1,900	1	20,578	6	1,052	<1	27,575	8	8,997	3
	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
	2016–17	1,530	<1	21,500	7	798	<1	25,925	8	10,087	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.

\*"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.

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	2012–13	149	1	670	5	8,560	59	564	4	1,008	7	14,512	4
	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
	2016–17	156	1	847	5	8,728	51	828	5	2,411	14	17,115	5
Education	2012–13	209	1	969	3	18,935	67	868	3	1,592	6	28,299	8
	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
	2016–17	415	2	1,349	5	15,213	56	1,258	5	3,085	11	26,934	8
Engineering	2012–13	203	1	712	4	12,189	66	803	4	919	5	18,580	5
	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
	2016–17	191	1	847	4	10,812	56	1,004	5	2,565	13	19,205	6
Humanities and Arts	2012–13	181	1	747	3	18,689	76	1,332	5	953	4	24,480	7
	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
	2016–17	149	1	563	4	10,688	66	1,105	7	1,780	11	16,100	5
Life Sciences	2012–13	848	1	3,203	3	67,413	71	3,288	3	4,263	4	95,204	28
	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
	2016–17	1,038	1	4,198	4	62,511	61	4,549	4	11,897	12	102,730	32
Physical Sciences	2012–13	196	1	653	3	15,368	71	937	4	948	4	21,523	6
	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
	2016–17	238	1	734	3	13,672	60	1,317	6	3,126	14	22,951	7

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
Social and Behavioral Sciences	2012–13	546	1	2,426	5	35,875	67	2,686	5	2,604	5	53,324	16
	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
	2016–17	487	1	2,170	5	26,144	58	2,878	6	5,027	11	44,837	14
Other Fields	2012–13	194	1	953	4	13,981	64	898	4	1,255	6	21,950	6
	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
	2016–17	178	1	746	4	9,716	56	949	5	2,006	12	17,383	5
Undecided	2012–13	85	1	347	4	6,262	63	566	6	813	8	9,886	3
	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
	2016–17	144	1	434	4	5,837	51	701	6	2,061	18	11,392	4
No Major Provided*	2012–13	491	1	1,967	4	33,785	66	2,168	4	3,305	6	50,920	15
	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
	2016–17	507	1	1,954	5	24,637	58	2,247	5	5,291	12	42,581	13
Total	2012–13	3,102	1	12,647	4	231,057	68	14,110	4	17,660	5	338,678	100
	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
	2016–17	3,503	1	13,842	4	187,958	59	16,836	5	39,249	12	321,228	100

**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.

\*"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 from testing year 2012–13 to 2016–17, the majority of test takers were seniors or unenrolled college graduates.

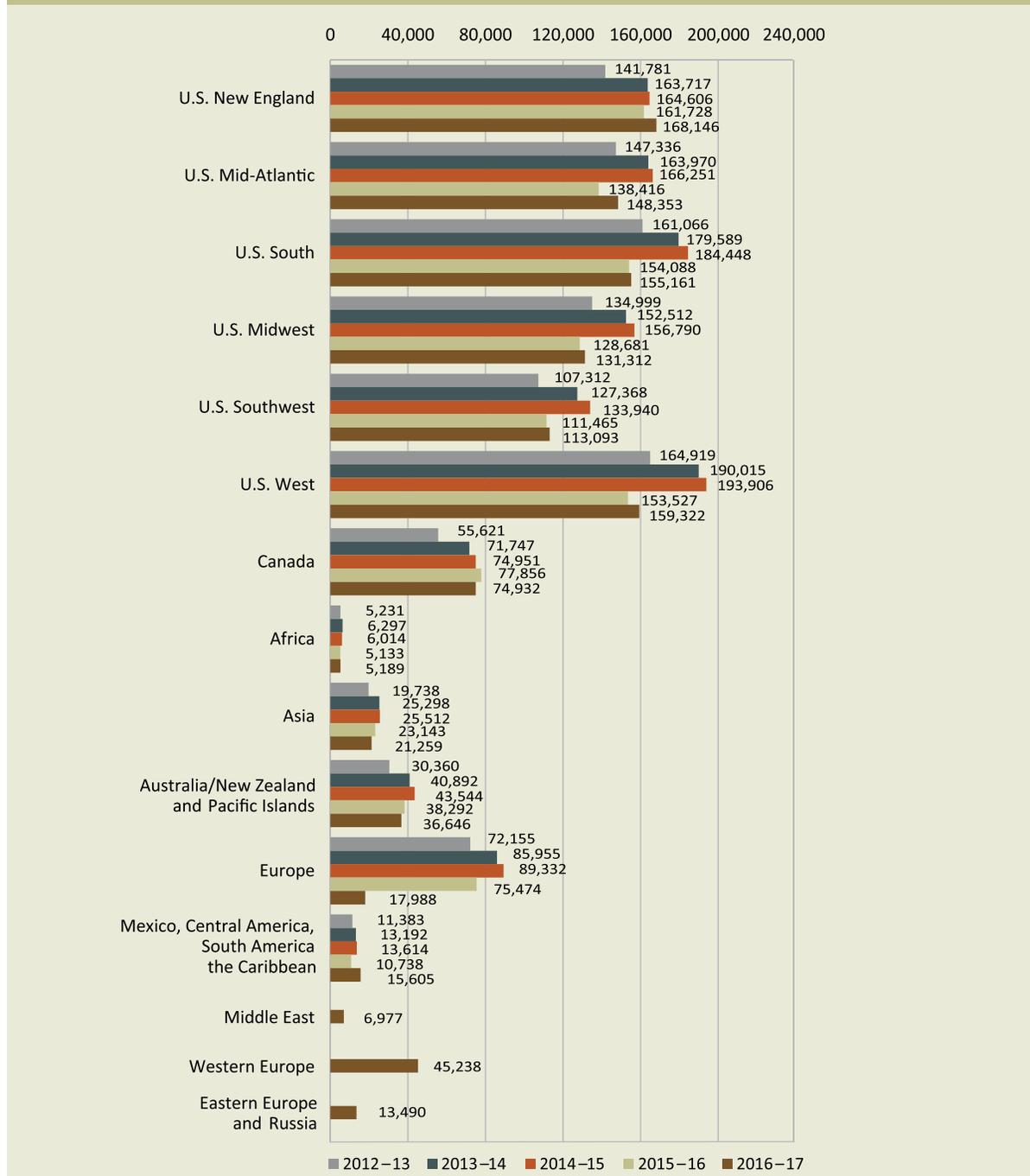
**Table 2.8. Volume of GRE General Test Examinees, by Current Educational Level**

Current Educational Level	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
Sophomore	2,721	1	2,488	<1	2,530	<1	2,411	<1	2,616	<1
Junior	28,975	5	26,900	5	26,982	5	26,728	5	27,153	5
Senior	185,579	35	196,497	34	192,546	33	196,593	34	186,140	33
Unenrolled College Graduate	161,806	30	179,946	31	184,534	32	191,634	33	184,354	33
First-Year Graduate Student	21,280	4	20,017	3	18,576	3	18,305	3	18,371	3
Second-Year Graduate Student	20,004	4	19,593	3	19,151	3	19,322	3	18,444	3
Unenrolled Master's Degree	71,570	13	83,504	15	88,553	15	86,127	15	80,438	14
Other	42,706	8	44,914	8	43,132	7	43,444	7	41,544	7
No Response	1,710	<1	278	<1	205	<1	113	<1	194	<1
<b>Total</b>	<b>536,351</b>	<b>100</b>	<b>574,137</b>	<b>100</b>	<b>576,209</b>	<b>100</b>	<b>584,677</b>	<b>100</b>	<b>559,254</b>	<b>100</b>

## Preferred Region for Graduate Study

Figure 2.7 shows that from testing years 2012–13 to 2016–17, 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.

**Figure 2.7. Preferred Region for Graduate Study, Examinee Population**



**Note:** Figure 2.7 is based on 536,351; 574,137; 576,209; 584,677; and 559,254 unique examinees who took the GRE General Test in testing years 2012–13, 2013–14, 2014–15, 2015–16, and 2016–17, 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. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

**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 2012–13 to 2016–17. From 2012–13 to 2016–17, the percentages of test takers preferring to study in Canada, Australia/New Zealand and Latin America increased. The percentages of test takers preferring to study in Europe, Asia and Africa remained stable.

**Table 2.9. Preferred Region for Graduate Study, Examinee Population**

Preferred Region	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
<b>U.S. Regions</b>										
Northeast	141,781	26	163,717	29	164,606	29	161,728	28	168,146	30
Mid-Atlantic	147,336	27	163,970	29	166,251	29	138,416	24	148,353	27
South	161,066	30	179,589	31	184,448	32	154,088	26	155,161	28
Midwest	134,999	25	152,512	27	156,790	27	128,681	22	131,312	23
Southwest	107,312	20	127,368	22	133,940	23	111,465	19	113,093	20
West	164,919	31	190,015	33	193,906	34	153,527	26	159,322	28
<b>Non-U.S. Regions</b>										
Canada	55,621	10	71,747	12	74,951	13	77,856	13	74,932	13
Africa	5,231	1	6,297	1	6,014	1	5,133	1	5,189	1
Asia	19,738	4	25,298	4	25,512	4	23,143	4	21,259	4
Australia/ New Zealand	30,360	6	40,892	7	43,544	8	38,292	7	36,646	7
Europe	72,155	13	85,955	15	89,332	16	75,474	13	17,988	3
Latin America	11,383	2	13,192	2	13,614	2	10,738	2	15,605	3
Middle East									6,977	
Western Europe									45,238	
Eastern Europe and Russia									13,490	

**Note:** This table is based on 536,351; 574,137; 576,209; 584,677; and 559,254 unique examinees who took the GRE General Test from testing year 2012–13 to 2016–17, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

## Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing year 2012–13 to 2016–17, the largest number of test takers were in India. From 2012–13 to 2015–16, the number of test takers in India increased, and from 2015–16 to 2016–17, the number decreased. The number of test takers in Mainland China and Europe remained stable.

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

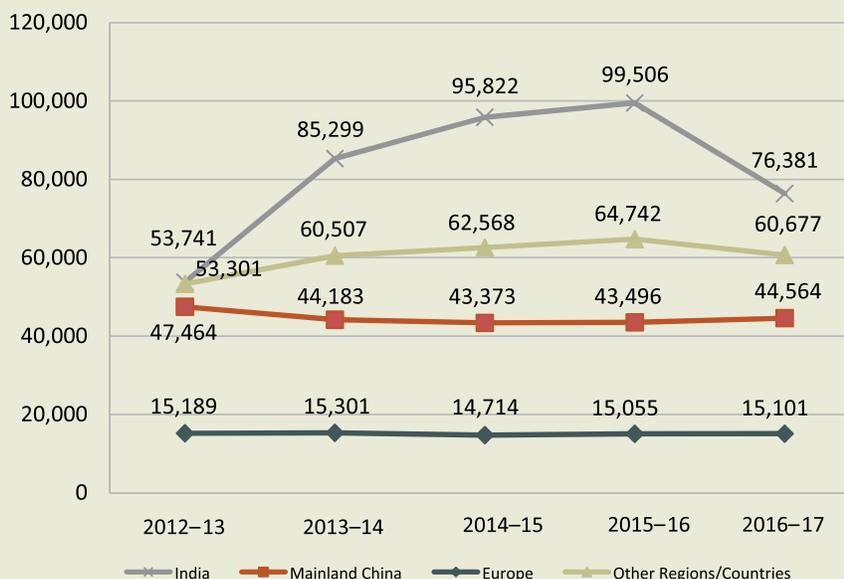


Table 3.1 shows that from 2015–16 to 2016–17, the percentage of test takers in the United States and Mainland China increased and the percentage of test takers in India decreased. The percentage of test takers in Europe remained stable.

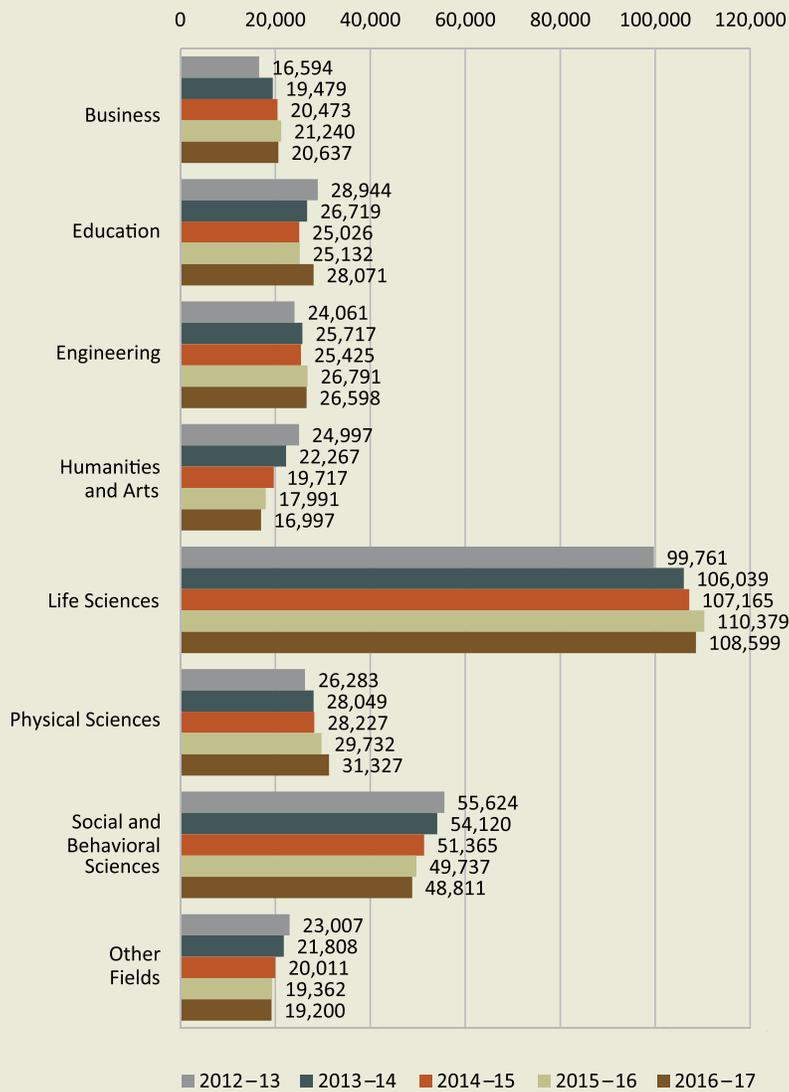
**Table 3.1 Volume of GRE General Test Examinees, by World Region/Country**

World Region/ Country Where Examinees Tested	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
United States	366,656	68	368,847	64	359,732	62	361,878	62	362,531	65
India	53,741	10	85,299	15	95,822	17	99,506	17	76,381	14
Mainland China	47,464	9	44,183	8	43,373	8	43,496	7	44,564	8
Europe	15,189	3	15,301	3	14,714	3	15,055	3	15,101	3
Other Regions/ Countries	53,301	10	60,507	11	62,568	11	64,742	11	60,677	11
<b>Total</b>	<b>536,351</b>	<b>100</b>	<b>574,137</b>	<b>100</b>	<b>576,209</b>	<b>100</b>	<b>584,677</b>	<b>100</b>	<b>559,254</b>	<b>100</b>

### Intended Graduate Major Field

Figure 3.2 shows that from testing year 2012–13 to 2016–17, test takers in the United States with an intended graduate major in Life Sciences was the largest group. From testing year 2015–16 to 2016–17 the number of test takers with intended graduate majors in Physical Sciences and Education increased. The number of test takers with intended graduate majors in Life Sciences, Social and Behavioral Sciences, Engineering, Humanities and Arts, and Business decreased.

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



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

### Intended Graduate Major Field (continued)

Table 3.2 shows that from testing year 2012–13 to 2016–17, the percentages of test takers in the United States remained relatively stable across all intended graduate majors. In each testing year, at least 13 percent of 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	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
Business	16,594	5	19,479	5	20,473	6	21,240	6	20,637	6
Education	28,944	8	26,719	7	25,026	7	25,132	7	28,071	8
Engineering	24,061	7	25,717	7	25,425	7	26,791	7	26,598	7
Humanities and Arts	24,997	7	22,267	6	19,717	5	17,991	5	16,997	5
Life Sciences	99,761	27	106,039	29	107,165	30	110,379	31	108,599	30
Physical Sciences	26,283	7	28,049	8	28,227	8	29,732	8	31,327	9
Social and Behavioral Sciences	55,624	15	54,120	15	51,365	14	49,737	14	48,811	13
Other Fields	23,007	6	21,808	6	20,011	6	19,362	5	19,200	5
Undecided	11,715	3	11,637	3	11,302	3	11,467	3	14,496	4
No Major Provided*	55,670	15	53,012	14	51,021	14	50,047	14	47,795	13
<b>Total</b>	<b>366,656</b>	<b>100</b>	<b>368,847</b>	<b>100</b>	<b>359,732</b>	<b>100</b>	<b>361,878</b>	<b>100</b>	<b>362,531</b>	<b>100</b>

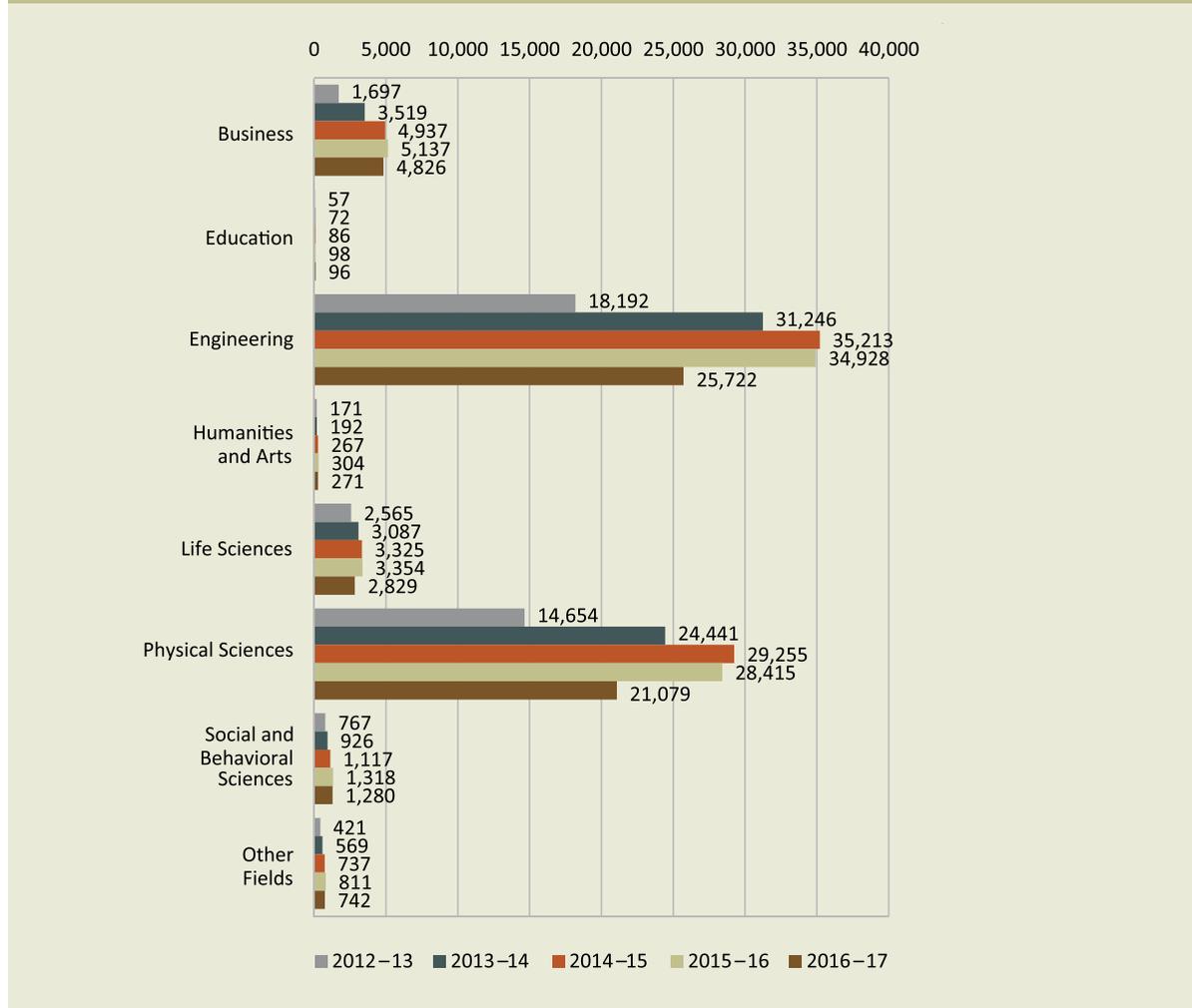
Note: See page 23 for a list of major fields.

\*"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 from testing year 2012–13 to 2016–17, test takers in India with intended graduate majors in Engineering and Physical Sciences were the largest groups. From testing year 2015–16 to 2016–17, the number of test takers with intended graduate majors in all fields declined.

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



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

### Intended Graduate Major Field (continued)

Table 3.3 shows that from testing year 2012–13 to 2016–17, 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, Engineering, Life Sciences, Social and Behavioral Sciences, Humanities and Arts, and Education were stable. In each testing year, at least 12 percent of the test takers did not indicate their intended graduate major.

Intended Graduate Major Field	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
Business	1,697	3	3,519	4	4,937	5	5,137	5	4,826	6
Education	57	<1	72	<1	86	<1	98	<1	96	<1
Engineering	18,192	34	31,246	37	35,213	37	34,928	35	25,722	34
Humanities and Arts	171	<1	192	<1	267	<1	304	<1	271	<1
Life Sciences	2,565	5	3,087	4	3,325	3	3,354	3	2,829	4
Physical Sciences	14,654	27	24,441	29	29,255	31	28,415	29	21,079	28
Social and Behavioral Sciences	767	1	926	1	1,117	1	1,318	1	1,280	2
Other Fields	421	1	569	1	737	1	811	1	742	1
Undecided	5,556	10	9,534	11	9,750	10	11,602	12	9,769	13
No Major Provided*	9,661	18	11,713	14	11,135	12	13,539	14	9,767	13
<b>Total</b>	<b>53,741</b>	<b>100</b>	<b>85,299</b>	<b>100</b>	<b>95,822</b>	<b>100</b>	<b>99,506</b>	<b>100</b>	<b>76,381</b>	<b>100</b>

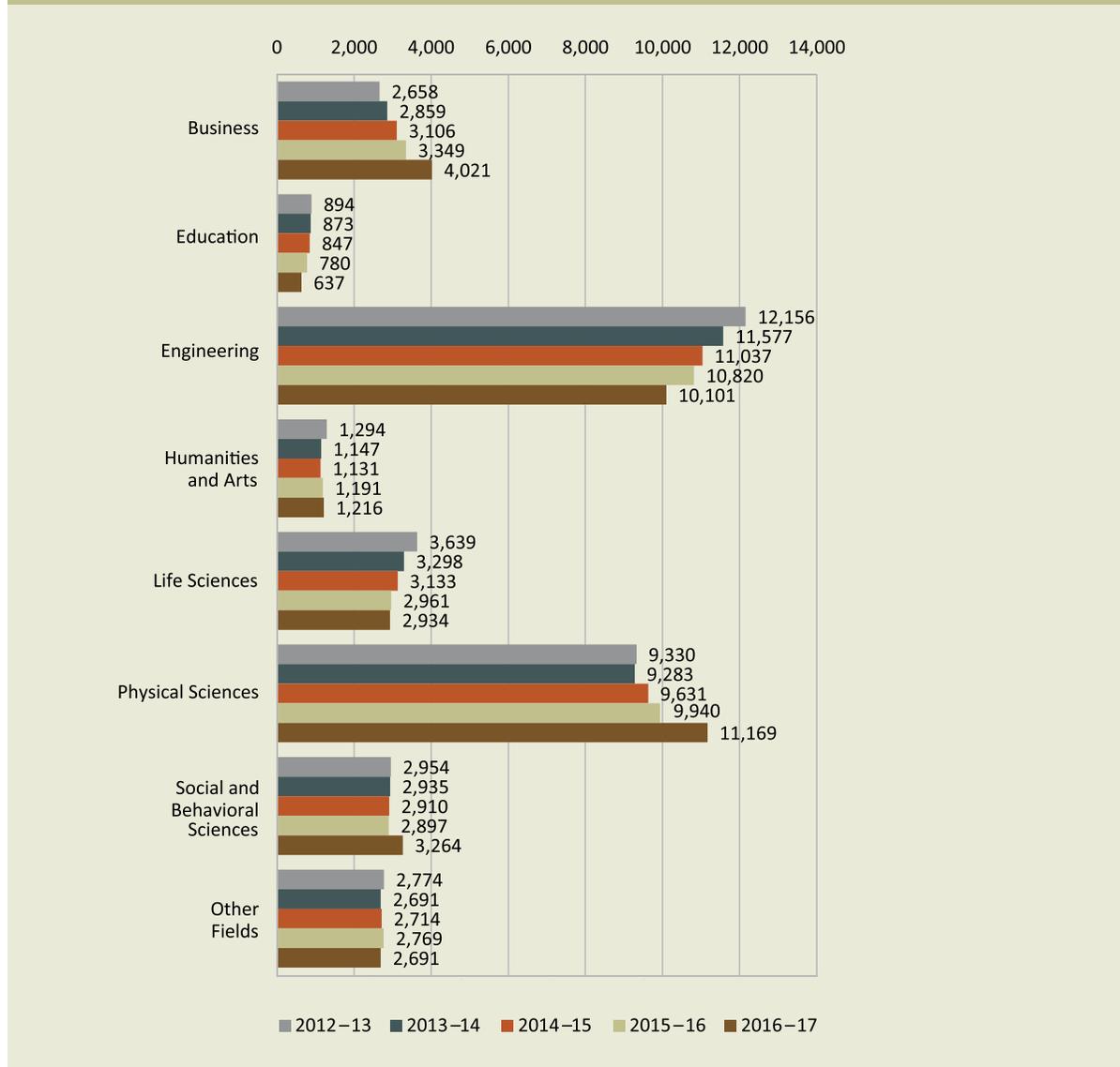
Note: See page 23 for a list of major fields.

\*"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 from testing year 2012–13, to 2016–17, test takers in Mainland China with intended graduate majors in Engineering and Physical Sciences were the largest groups. From testing year 2012–13 to 2016–17, 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 and Education decreased. The number of test takers with an intended graduate major in Social and Behavioral Sciences and 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 2012–13 to 2016–17, 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 nine percent of test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
Business	2,658	6	2,859	6	3,106	7	3,349	8	4,021	9
Education	894	2	873	2	847	2	780	2	637	1
Engineering	12,156	26	11,577	26	11,037	25	10,820	25	10,101	23
Humanities and Arts	1,294	3	1,147	3	1,131	3	1,191	3	1,216	3
Life Sciences	3,639	8	3,298	7	3,133	7	2,961	7	2,934	7
Physical Sciences	9,330	20	9,283	21	9,631	22	9,940	23	11,169	25
Social and Behavioral Sciences	2,954	6	2,935	7	2,910	7	2,897	7	3,264	7
Other Fields	2,774	6	2,691	6	2,714	6	2,769	6	2,691	6
Undecided	5,302	11	4,338	10	4,016	9	3,989	9	4,346	10
No Major Provided*	6,463	14	5,182	12	4,848	11	4,800	11	4,185	9
<b>Total</b>	<b>47,464</b>	<b>100</b>	<b>44,183</b>	<b>100</b>	<b>43,373</b>	<b>100</b>	<b>43,496</b>	<b>100</b>	<b>44,564</b>	<b>100</b>

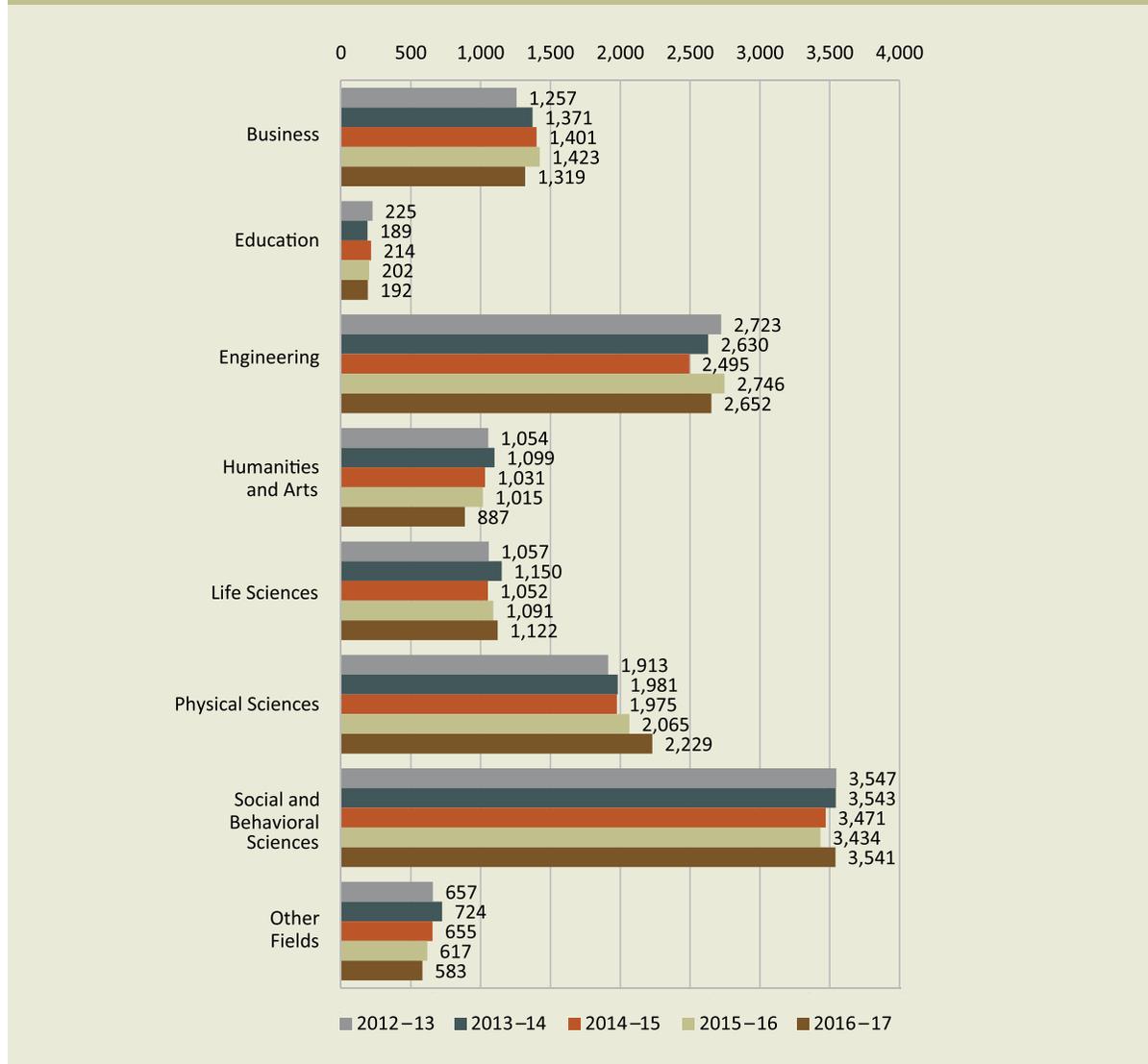
Note: See page 23 for a list of major fields.

\*"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 from testing year 2012–13, to 2016–17, test takers in Europe with intended graduate majors in Social and Behavioral Sciences, and Engineering were the largest groups. From testing year 2012–13 to 2016–17, the number of test takers with an intended graduate major in Physical Sciences and Business increased. The number of test takers whose intended graduate major was in Humanities and Arts decreased. The number of test takers whose intended graduate major was Social and Behavioral Sciences, Engineering and Life Sciences was relatively stable.

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



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

### Intended Graduate Major Field (continued)

Table 3.5 shows that from testing year 2012–13 to 2016–17, the percentages of test takers in Europe whose intended graduate major was in Physical Sciences and Business increased. The percentage of test takers whose intended graduate major was in Humanities and Arts decreased. The percentage of test takers whose intended graduate major was in the Social and Behavioral Sciences, Engineering, Life Sciences and Education was stable. In each testing year, at least 12 percent of test takers in Europe did not indicate their intended graduate major.

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

Intended Graduate Major Field	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
Business	1,257	8	1,371	9	1,401	10	1,423	9	1,319	9
Education	225	1	189	1	214	1	202	1	192	1
Engineering	2,723	18	2,630	17	2,495	17	2,746	18	2,652	18
Humanities and Arts	1,054	7	1,099	7	1,031	7	1,015	7	887	6
Life Sciences	1,057	7	1,150	8	1,052	7	1,091	7	1,122	7
Physical Sciences	1,913	13	1,981	13	1,975	13	2,065	14	2,229	15
Social and Behavioral Sciences	3,547	23	3,543	23	3,471	24	3,434	23	3,541	23
Other Fields	657	4	724	5	655	4	617	4	583	4
Undecided	725	5	703	5	611	4	698	5	837	6
No Major Provided*	2,031	13	1,911	12	1,809	12	1,764	12	1,739	12
<b>Total</b>	<b>15,189</b>	<b>100</b>	<b>15,301</b>	<b>100</b>	<b>14,714</b>	<b>100</b>	<b>15,055</b>	<b>100</b>	<b>15,101</b>	<b>100</b>

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 from testing year 2012–13, to 2016–17, 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, Western Europe and Canada over other regions.

**Table 3.6. Preferred Region for Graduate Study, Examinees Who Tested in the United States**

Preferred Region	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
<b>U.S. Regions</b>										
Northeast	93,280	25	92,903	25	90,025	25	84,968	23	99,135	27
Mid-Atlantic	99,867	27	96,591	26	93,019	26	70,421	19	89,350	25
South	120,030	33	118,941	32	116,921	33	91,082	25	102,478	28
Midwest	93,300	25	91,574	25	89,351	25	65,845	18	77,705	21
Southwest	68,564	19	69,037	19	68,677	19	50,609	14	62,174	17
West	113,439	31	116,292	32	115,356	32	82,113	23	96,968	27
<b>Non-U.S. Regions</b>										
Canada	23,292	6	24,649	7	25,422	7	25,665	7	24,631	7
Africa	3,711	1	3,788	1	3,409	1	2,542	1	2,563	1
Asia	7,612	2	8,083	2	7,889	2	6,196	2	5,471	2
Australia/ New Zealand	15,461	4	17,019	5	16,918	5	12,162	3	11,575	3
Europe	40,255	11	41,836	11	42,595	12	32,420	9	6,112	2
Latin America	7,131	2	7,267	2	7,040	2	4,323	1	4,741	1
Middle East									2,186	1
Western Europe									19,651	5
Eastern Europe and Russia									4,554	1

**Note:** This table is based on 366,656; 368,847; 359,732; 361,878; and 362,531 unique examinees who took the GRE General Test in the United States in testing year 2012–13 to 2016–17, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

### Preferred Region for Graduate Study (continued)

Table 3.7 shows that from testing year 2012–13, to 2016–17, 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, Europe and Western Europe.

**Table 3.7. Preferred Region for Graduate Study, Examinees Who Tested in India**

Preferred Region	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
<b>U.S. Regions</b>										
Northeast	20,335	38	37,954	44	46,203	48	50,029	50	39,378	52
Mid-Atlantic	22,065	41	38,819	46	47,151	49	46,865	47	34,150	45
South	21,438	40	38,356	45	46,596	49	46,033	46	33,190	43
Midwest	21,680	40	38,454	45	46,661	49	46,019	46	33,503	44
Southwest	21,208	39	38,154	45	46,406	48	45,708	46	32,872	43
West	22,276	41	39,611	46	48,208	50	47,636	48	34,441	45
<b>Non-U.S. Regions</b>										
Canada	13,586	25	24,171	28	28,580	30	31,769	32	28,135	37
Africa	816	2	1,562	2	1,689	2	1,807	2	1,623	2
Asia	5,721	11	9,618	11	10,916	11	11,322	11	9,353	12
Australia/ New Zealand	7,669	14	14,563	17	17,890	19	19,093	19	16,069	21
Europe	11,604	22	19,466	23	23,086	24	23,603	24	8,300	11
Latin America	2,426	5	3,765	4	4,398	5	4,587	5	7,685	10
Middle East									2,637	3
Western Europe									9,864	13
Eastern Europe and Russia									5,500	7

**Note:** This table is based on 53,741; 85,299; 95,822; 99,506; and 76,381 unique examinees who took the GRE General Test in India in testing year 2012–13, to 2016–17, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

**Preferred Region for Graduate Study (continued)**

Table 3.8 shows that from testing year 2012–13, to 2016–17, test takers in Europe preferred to study in Europe. When considering other regions of the world, test takers in Europe preferred the United States and Canada.

**Table 3.8. Preferred Region for Graduate Study, Examinees Who Tested in Europe**

Preferred Region	2012–13		2013–14		2014–15		2015–16		2016–17	
	N	Percent								
<b>U.S. Regions</b>										
Northeast	4,617	30	4,720	31	4,626	31	4,377	29	5,203	34
Mid-Atlantic	4,387	29	4,377	29	4,321	29	3,056	20	4,340	29
South	2,767	18	2,752	18	2,728	19	1,931	13	2,984	20
Midwest	2,887	19	2,818	18	2,836	19	1,983	13	3,153	21
Southwest	2,338	15	2,301	15	2,297	16	1,655	11	2,612	17
West	4,666	31	4,759	31	4,753	32	3,333	22	4,696	31
<b>Non-U.S. Regions</b>										
Canada	2,410	16	2,393	16	2,434	17	2,308	15	2,973	20
Africa	113	1	118	1	98	1	82	1	108	1
Asia	633	4	689	5	753	5	640	4	706	5
Australia/ New Zealand	1,036	7	1,042	7	1,106	8	748	5	1,177	8
Europe	5,455	36	5,730	37	5,906	40	4,913	33	579	4
Latin America	231	2	219	1	187	1	142	1	363	2
Middle East									308	2
Western Europe									4,798	32
Eastern Europe and Russia									724	5

**Note:** This table is based on 15,189; 15,301; 14,714; 15,055; and 15,101 unique examinees who took the GRE General Test in Europe in testing year 2012–13, to 2016–17, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

## About ETS

At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and postsecondary education, and by conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the *TOEFL*® and *TOEIC*® tests, the *GRE*® tests and *The Praxis Series*® assessments — in more than 180 countries, at over 9,000 locations worldwide.

Visit us online at [ets.org/gre/institutions](https://ets.org/gre/institutions)  
Email us at [gretests@ets.org](mailto:gretests@ets.org)  
Call the *GRE*® Helpline at 1-609-683-2002

Copyright © 2018 by Educational Testing Service. All rights reserved. ETS, the ETS logo, MEASURING THE POWER OF LEARNING, GRE, THE PRAXIS SERIES, TOEFL and TOEIC are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. 38798



*Measuring the Power of Learning.*®

[www.ets.org](http://www.ets.org)